

**Fall 2013 Addendum**  
**To the 2012-14 CSUSM Catalog**

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**This Catalog Addendum supplements the information in the 2012-14 General Catalog.**

Additions previously announced in the Spring 2013 Catalog, which are still in effect, are included in this Catalog Addendum.

## LIST OF NEW AND CHANGED COURSES

Detailed course information begins on page 69 of this Addendum.

ACCT 301, 406, 416  
BA 671, 673  
ANTH 375, 379  
BIOL 212, 320, 380L, 503, 600  
BIOT 680A, 680B, 697A-F  
BRS 335  
CHEM 021, 316, 318, 395, 397, 490, 491, 492, 493, 494  
COMM 405, 444  
CS 480  
DNCE 200, 400  
ECON 306, 421  
EDEX 661  
EDMI 573  
EDSL 150, 201, 260, 320, 351, 357, 364, 391, 473  
EDSS 548A, 548B  
EDST 643, 644, 646, 647, 648, 649  
EDUC 364, 370, 380, 606, 610, 613, 616, 618, 619, 623, 627  
GRMN 314  
HD 350, 360, 380  
HIST 331  
HIT 331, 500, 510, 520, 530, 540, 550  
KINE 318  
LBST 361  
LING 351, 355  
MASS 432  
MATH 200  
MIS 308, 328, 408, 411  
NURS 320, 321, 445, 493, 512, 558, 560  
OM 428  
PHIL 330  
PHYS 390, 357, 440, 490  
PSCI 394  
PSYC 231, 402  
SPAN 201C  
TA 101, 102, 222, 301, 304, 307, 310, 401, 402, 489A, 489B  
VSAR 123, 301A, 301B, 304, 306, 308, 309, 317, 432, 433  
WMST 345

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

### **Changes to the General Education Program**

Addition to B4 Courses:  
MATH 200

Additions to BB Courses:  
CHEM 316  
CHEM 318  
EDSL 320

Additions to C1 Courses:  
DNCE 200  
TA 101  
TA 222  
VSAR 123

Additions to DD Courses:  
ANTH 375  
EDSL 364  
EDUC 380  
HD 380  
KINE 318  
LING 351, 355  
NATV 380-1  
SOC 489-5  
WMST 345

Addition to E Courses:  
HSCI 200

## COLLEGE OF BUSINESS ADMINISTRATION

New Program:

### **B.S. in Business Administration – Business Administration Option\***

(51 units)

This option is only available to students earning their degree at CSUSM Temecula. The coursework of this option provides a broad exposure to all the business disciplines with the intention of giving the student a general background in business. Further study in three additional disciplines provides greater depth in certain areas, thus preparing students for a variety of career opportunities.

#### Foundations of Business

(26 units)

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

#### Business Administration Option Electives

Electives chosen from the Core, Elective and/or Track Requirement courses in at least three of the other Business Administration options 16

#### Capstone (4 units)

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

#### Senior Experience (5 units)

BUS 492	1
BUS 493	4

*\*The B.S. in Business Administration – Business Administration Option is offered at the CSUSM Campus in Temecula through Extended Learning.*

New Program:  
**M.B.A, Fully Employed Option**

### **Philosophy**

The fundamental mission of the College of Business Administration is to educate the leaders of tomorrow's business and non-profit organizations. The objective of our Master of Business Administration, Fully Employed Option (FEMBA) program is to provide working professionals with the skills and knowledge essential for management and leadership in 21st century organizations. We use a variety of pedagogical techniques in the classroom to facilitate learning. Our curriculum integrates traditional business disciplines and recognizes the importance of both theory and practice. The program emphasizes skills and values that are essential to effective leadership, including:

- Ethics
- Communication
- Global and Environmentally Conscious Viewpoint
- Problem Recognition and Solving
- Teamwork
- Use of Technology

The program makes use of information technologies in the delivery of the program and requires that students develop a significant level of proficiency in the application of technology. Information literacy and library research skills are salient in the dynamic world of global business and are emphasized in the program. The curriculum stresses the importance of good communication skills for successful management; thus written and oral presentations are part of every course.

### **Description of the Program**

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

### **Student Learning Outcomes**

Graduates of this program will be able to:

- Create solutions to managerial problems using qualitative and quantitative tools.
- Identify changing business environments and adapt business processes to those environments.
- Demonstrate the ability to be an empowered member of an organization.
- Advocate for socially responsible and ethical managerial decisions.

## **Program Schedule**

The program is designed for working professionals in a cohort format. Groups of 15-40 students take courses in a predetermined sequence. The full Master's Program can be completed in 19 months. Students attend a Summer-Fall-Spring-Summer-Fall term sequence.

## **Admission Requirements**

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

The primary data for assessment includes the following required items:

- Transcripts from all colleges and universities previously attended.
- The Graduate Management Aptitude Test (GMAT), taken within the last 5 years.
- Resume documenting at least 3 years of professionally relevant work experience.
- Two essays, one discussing the anticipated rewards and challenges of attending the program, and the other outlining your past achievements as an indicator of your potential for a successful management career.
- Three letters of recommendation.

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

## **Master's Student Graduate Writing Assessment Requirement**

Students need to fulfill the Master's Student Graduate Writing Assessment Requirement before advancing to Candidacy. Please refer to page 101 for more information regarding this requirement.

## **Advancement to Candidacy**

In order to be considered for advancement, FEMBA students must be in good standing with an overall graduate GPA of at least a 3.0, have fulfilled the master's student Graduate Writing Assessment Requirement, and have no more than 11 units (including BA 650 and BA 680) remaining towards the completion of the FEMBA program.



## **Graduation Requirements**

Completion of the FEMBA degree requires: (1) an overall GPA of at least 3.0 (B average) in all coursework within the program, (2) a minimum grade of 2.0 (C) in each course, (3) fulfillment of the master's student Graduate Writing Assessment Requirement, (4) advancement to candidacy and (5) fulfillment of the master's project culminating experience requirement.

The program requires a total of 41 units. Required Courses (41 units):

BA 611  
BA 615  
BA 616  
BA 617  
BA 621  
BA 625  
BA 626  
BA 630  
BA 635  
BA 645  
BA 650  
BA 671  
BA 673  
BA 680  
ECON 600

New Program:

### **Healthcare Information Technology (HIT) Certificate Program\***

The United States' healthcare system is undergoing a fundamental transformation to address ballooning costs while improving access, quality, safety, and efficiency. A critical element of this revolution is the replacement of archaic medical and health record and reporting paper-based systems with modern information technologies. These changes will provide new and expanding professional opportunities. The CSUSM Healthcare Information Technology (HIT) Certificate program will focus on providing participants with a broader vision of the future of healthcare and the knowledge needed to encourage its evolution and serve as agents of change, innovators, leaders, and entrepreneurs.

The graduate-level CSUSM HIT program has been specifically designed to address these needs and challenges. The program emphasizes information technology, application of analytical methods, re-engineering, innovation, and change management. The program has been developed and taught by faculty and industry experts. It engages students by integrating theory and real

world applications, drawing from a variety of organizations and industry groups. The program will also showcase HIT startups. Students will acquire skills relevant to a range of healthcare industry sectors including providers, insurers, government agencies, plan sponsors, HIT support and training organizations, and HIT new ventures.

#### Admission and Application Requirements

- A bachelor's degree or a senior standing in college with relevant skills or experiences in information systems or healthcare
- Mathematical proficiency at a minimum level of college Algebra
- Submission of the online HIT Program Application (<http://www.csusm.edu/el/HIT>)
- Submission of a personal statement
- Submission of current resume
- Hard copy transcripts from each college and university attended mailed to:

California State University San Marcos  
Extended Learning  
Attn: Student Services/HIT Program  
333 S. Twin Oaks Valley Rd.  
San Marcos, CA 92096

<b>Course Title</b>	<b>Units</b>
HIT 500	2
HIT 510	2
HIT 520	2
HIT 530	2
HIT 540	2
HIT 550	2
<i>Total Units</i>	<i>12</i>

*\*The Healthcare Information Technology (HIT) Certificate Program is offered through Extended Learning.*

# COLLEGE OF EDUCATION, HEALTH, AND HUMAN SERVICES

## Grade Requirements and Academic Probation

(The following text was inadvertently left out of the General Catalog)

For all credential candidates in the Multiple-Subject, Integrated Credential Program, Special Education, Concurrent Special Education, BCLAD, Middle Level Certificate, and Single-Subject programs, the following grade requirements must be met:

- **Grading.** All courses, except clinical practice, are graded A, B, C, D, F. Credit/No Credit (CR/NC) is given for clinical practice. The minimum acceptable final grade for the courses in the professional education sequence, including prerequisite courses, is C+ (2.3), but a B (3.0) average must be maintained.

For all School of Education programs, including teaching credential, specialist, and advanced credential, and the master's programs, the following academic probation policy is in effect:

- **Academic Probation, Disqualification and Disenrollment.** A credential candidate will be placed on academic probation if, during any academic term:

1. The cumulative GPA in all coursework in the professional education sequence (prerequisites, credential program, or clear credential courses) falls below 3.0; or
2. The credential candidate has been assigned grades of No Credit, Incomplete, or a letter grade below C+ in any two or more professional courses;
3. Further, a credential candidate will not be allowed to enter the advanced clinical practice if the candidate is (1) on academic probation, or (2) has not successfully completed all professional coursework, or (3) has a grade of "incomplete" for beginning clinical practice, or (4) has not completed subject matter competency, or (5) has not been issued a Commission on Teacher Credentialing (CCTC) Certificate of Clearance (6) does not provide TB clearance (7) has not made successful progress in passing the Teaching Performance Assessment (TPA).

## Disqualification

A candidate in a credential program may be disqualified for any of the following:

- A Certificate of Clearance is not obtained.
- Teaching Performance Expectations (TPEs) are not met.
- Candidate has not made satisfactory progress in passing the TPA.
- During the academic probation period, the candidate fails to achieve a 3.0 GPA, and a minimum letter grade of C+ or better in all professional coursework.

- Other Considerations. Post-baccalaureate candidates may repeat a course in which a grade of lower than C+ was received. Courses may be repeated only once.

### **Policy on Length of Time to Complete Teacher Credential Program**

Due to the dynamic nature of changes in all academic disciplines, the School of Education requires candidates in full-time teacher credential programs to complete their coursework and clinical practice within a three-year time limit, commencing from the beginning of coursework in that program. There is a four-year time limit for candidates in part-time teacher credential programs, commencing at the beginning of coursework in that program. After reaching the time limit, candidates will be terminated from the program and will have to reapply to the program to be reinstated. Candidates may appeal to School of Education, Student Appeals Committee.

### **Disenrollment**

A candidate may be disenrolled from a credential program if it is determined that the candidate will not likely achieve minimum academic requirements for the credential.

Change to

### **Middle Level Certificate Program**

(Replace the program described on page 136 of the 2012-14 General Catalog with the following)

#### Middle level Certificate Program

##### First Semester Units

EDMI 511	3
EDMI 521	3
EDMI 543	3
EDMI 555	3
EDMI 571	7
<i>Total</i>	<i>19</i>

##### Second Semester Units

EDMI 512	3
EDMI 522	3
EDMI 544	3
EDMI 545	3
EDMI 572 or EDM I 573)	7
<i>Total</i>	<i>19</i>

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

Successful completion of the program, and state required assessments, results in issuance of a Preliminary 5-year credential. New 2042 Standards require employment as a full-time teacher and completion of an induction program to qualify for the Clear Credential.

Change to  
**Single Subject Credential**

(Replace the program described on page 139 of the 2012-14 General Catalog with the following)

<b>First Semester</b>	<b>Units</b>
EDSS 511	3
EDSS 521	3
EDSS 555	3
EDSS 571	6

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

EDSS 543A	2
EDSS 544A	2
EDSS 545A	2
EDSS 546A	2
EDSS 547A	2
EDSS 548A	2
<i>Semester Total</i>	<i>17</i>

<b>Second Semester</b>	<b>Units</b>
EDSS 531	2
EDSS 541	3
EDSS 530	3
EDSS 572	8

Additional methods course requirements are listed below. Each candidate will enroll in the appropriate subject area course for a total of 2 or 3 units.

EDSS 543B	2
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EDSS 544B	2
EDSS 545B	2
EDSS 546B	2
EDSS 547	3
EDSS 548B	2
<i>Semester Total</i>	<i>18-19</i>
 Program Total	 35 – 36

Note: Candidates must be successful in meeting the Teaching Performance Expectations (TPEs) to progress to clinical practice and to be recommended for credential. Please refer to the details of the TPEs in the Student Teaching Handbook on the SOE web site at [www.csusm.edu/SOE](http://www.csusm.edu/SOE).

Please note: Candidates entering programs that result in the issuance of a Multiple or Single Subject Credential must pass the embedded Teaching Performance Assessment (TPA) before an online recommendation of the credential can be submitted to the Commission on Teacher Credentialing by the Education Services Center.

Successful completion of the program results in issuance of a Preliminary 5-year 2042 credential. Candidates are required to complete a clear or induction program to qualify for the Clear Credential.

New Program:

**Reading and Literacy Added Authorization**

(This new program replaces the Reading Certificate described on pages 144 and 145 of the 2012-2014 General Catalog.)

The School of Education offers a Reading and Literacy Added Authorization Program as a focus area within the General Option in the Master’s Program. Students may complete only the Reading and Literacy Added Authorization Program without completing the MA. The purpose of the Reading and Literacy Added Authorization is to prepare teachers to assist other teachers and administrators in the areas of the language arts – reading, writing, listening, speaking – both in creating literacy programs and across the curriculum. Teachers will become knowledgeable about current reading and writing theory, literacy research and pedagogy, literacy development and learning, children’s and adolescent literature, assessment and curriculum development. Candidates must hold a CTC-approved valid basic teaching credential (or equivalent). Three years of full-time teaching experience is required prior to recommendation for the Reading and Literacy Added Authorization.

Required Courses for the Reading and Literacy Added Authorization:

EDUC 606	3
EDUC 610	3
EDUC 613	3
EDUC 614A	3
EDUC 614B	3
EDUC 616	3
<i>Total Units</i>	<i>18</i>

New Program:

**Reading and Literacy Leadership Specialist Credential**

(This new program replaces the Reading Specialist Credential described on page 145 of the 2012-2014 General Catalog.)

The purpose of the Reading and Literacy Leadership Specialist Credential is to prepare teachers to assume classroom, school and district leadership positions in the areas of language arts and curriculum. Candidates will become knowledgeable of current reading and writing theory, research and pedagogy, literacy learning, children and adolescent literature, assessment, and curriculum development. In addition, candidates will learn to assist in the development of assessment instruments and procedures as well as the role and responsibilities associated with leadership in literacy programs. Courses contain information regarding the issues of special populations, multilingual/multicultural, and biliteracy strands, as well as projects that connect academic work to school contexts and address K-12 issues. In addition, research methodology and the utilization of technology as it relates to literacy instruction are infused throughout the courses.

Students may complete the Reading and Literacy Added Authorization Program and Reading and Literacy Leadership Specialist Credential without completing the MA. To complete the Reading and Literacy Leadership Specialist Credential, students must first complete the Reading and Literacy Added Authorization Program. Candidates must hold a CTC-approved valid basic teaching credential (or equivalent), and have three years of experience (or equivalent).

*Student Learning Outcomes*

The student learning outcomes for the Reading and Literacy Leadership Specialist Credential are defined by the California Commission on Teacher Credentialing. Reading and Literacy Leadership Specialist Credential authorizes the holder to provide the following services as a reading specialist in any grade level K-12, or in classes organized for adults:

1. Assist and support the classroom teacher in reading instruction and teaching strategies.
2. Select and adapt reading instruction materials; plan and conduct reading staff development.
3. Assess student progress and monitor student achievement in reading.
4. Provide direct reading intervention work with students.
5. Develop and coordinate reading programs at the school, district, or county level.

Required Courses for the Reading and Literacy Leadership Specialist Credential (12 additional units beyond the Reading and Literacy Added Authorization)

EDUC 606	3
EDUC 610	3
EDUC 613	3
EDUC 614A	3
EDUC 614B	3
EDUC 616	3
EDUC 618	3
EDUC 619	3
EDUC 627	3
EDUC 623	3
<i>Total units</i>	<i>30</i>

Please note: Candidates for the Reading and Literacy Leadership Specialist Credential must maintain a GPA of 3.0 and not receive a grade of less than a B- in any program course. Students completing the course sequence and meeting these criteria will be recommended to the Commission on Teacher Credentialing for the Reading and Literacy Leadership Specialist Credential.

Change to  
**M.A. in Education**

**Admission Requirements**

(The second requirement on page 146 in the 2012-2014 General Catalog has been deleted, and the requirements have been renumbered.)

General requirements are listed below. Any additional requirements for specific options are found in the description for that option.

Required:

1. Basic credential.
2. Application for the Master of Arts in Education in the School of Education and \$25 fee.
3. Interview with appropriate School of Education Admissions Committee.
4. Two (2) letters of recommendation from individuals familiar with the candidate's work in the field of education.
5. Statement of Purpose describing the candidate's interest in pursuing the degree.
6. GPA according to the university admission policy.
7. Completion of the Graduate/Post-baccalaureate Application to the University.
8. Official transcripts.



All materials will be evaluated to assess an applicant's qualifications for admission; however, no one indicator shall determine acceptance of an applicant.

Change to  
**M.A. in Education\***

(Replace the Literacy Education paragraph on page 147 in the 2012-2014 General Catalog with the following paragraph.)

**Literacy Education**

Courses within this area prepare teachers to assist other teachers and administrators in creating literacy programs that promote not only the learning of reading and writing, but also the learning of subject matter across the curriculum. Candidates may earn a Reading and Literacy Added Authorization or a Reading and a Literacy Leadership Specialist Credential on the way to a master's degree, or use courses within this area to satisfy the 21-unit course electives required for the General Option.

*\*The M.A. in Education, General Option with a focus in Literacy Education will be offered entirely on-line through Extended Learning beginning in Spring 2014.*

New Program:

**Global Teacher Studies and Preparation Certificate**

Courses in this 12 unit program fulfill not only the International Baccalaureate (IB) professional development requirement for program authorization and evaluation in IB schools, but also meet the requirement for University Certification. Completion of either the Primary Years or the Middle Years curriculum prepares newly credentialed teachers, experienced teachers, teacher leaders, and school site administrators for the International Baccalaureate Certificate in Teaching and Learning.

<u>Primary Years:</u>	Units
EDUC 630	3
EDUC 631	3
EDUC 632A	2

EDUC 632B 2  
Select two 1-unit courses  
listed below 2

Middle Years:

EDUC 632A 2  
EDUC 632B 2  
EDUC 633 3  
EDUC 634 3  
Select two 1-unit courses  
listed below 2

Additional one unit courses to fulfill two more units in the certificate program:

EDST 633  
EDST 643  
EDST 644  
EDST 646  
EDST 647  
EDST 648  
EDST 649

New Program:

**Certificate of Advanced Study in Wikis, Widgets and Web 2.0: Creating Innovative On-line Classrooms\***

This certificate program provides K-12 educators with experiences, knowledge of resources, and models for effective implementation of emerging technologies that support teaching and learning in on-line or face-to-face settings. The two 3-unit courses for the certificate are on-line and the one-unit courses are offered in hybrid or on-line format. The program provides a variety of experiences using Web-based tools, applications and strategies for managing digital learning that supports 21<sup>st</sup> century education. The experiences prepare teachers to be teacher-leaders in the area of innovative educational design.

The 12-unit program requires completion of two 3-unit courses and six 1-unit courses.

Three-unit on-line courses include:

EDST 640  
EDST 641

One-unit on-line/hybrid courses include:

EDST 643  
EDST 644  
EDST 646  
EDST 647  
EDST 648  
EDST 649

*\*The Certificate of Advanced Study in Wikis, Widgets and Web 2.0: Creating Innovative On-line Classrooms is offered through Extended Learning.*

Change to

**Communicative Sciences and Disorders Preparation Certificate**

(Replace the program described on page 187 of the General Catalog with the following. Note that this program has been moved from the College of Humanities, Arts, Behavioral and Social Sciences to the College of Education, Health, and Human Services)

**Office:**

University Hall, Room 323

**Telephone:**

(760) 750-8585

**Program Coordinator:**

Suzanne Moineau, Ph.D., CCC/SLP

**Faculty:**

Erika Daniels, Ed.D.

Annette Daoud, Ph.D.

Lori Heisler, Ph.D., CCC/SLP

Ana Hernandez, Ed.D.

Deanna Hughes, Ph.D., CCC/SLP

Suzanne Moineau, Ph.D., CCC/SLP

This certificate program provides the undergraduate coursework that is prerequisite for a student to be admitted to any Speech-Language Pathologist credential program including the Communicative Science and Disorders Masters' 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 School of Education.

Thirty-three (33) units of undergraduate study are required to obtain the certificate:

<b>Required Courses:</b>	<b>Units</b>
EDSL 150	3
EDSL 201	3
EDSL 260	3
EDSL 320 or BIOL 320	3
EDSL 351	3
EDSL 364, EDUC 364 or ID 340	3
EDSL 357 or PHYS 357	3
EDSL 391	3
EDSL 473	3
EDUC 380 or PSYC 330	3
MATH 242* or PSYC 220	3

*\* Students majoring in PSYC or HD should choose PSYC 220 and not MATH 242, because PSYC 220 is required for the majors*

Change to

**B.A. in Human Development**

(Replace the program described on pages 155 and 156 of the 2012-14 General Catalog with the following)

	<b>Units</b>
General Education*	51
Preparation for the Major*	15
Major Requirements	37-40
<i>Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120</i>	

**Preparation for the Major**

Lower-Division (15 units)	
ANTH 200*	3
HD 101	3

PSYC 100*	3
PSYC 220	3
PSYC 230	3

### Major requirements

Upper-Division (37-40 units)  
Core Courses 19-20

Three (3) units of Theory  
HD 301 3

Three (3) units of Management and Administration  
HD 300 3

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

Three to four (3-4) units chosen from the following courses: 3-4  
ANTH 301 PSYC 341  
ANTH 340 SOC 313  
ID 340 SOC 375  
PSYC 333

Three (3) units of Capstone 3  
HD 490

Eighteen to twenty (18 to 20) units  
in the Concentration areas (upper-division): 18-20

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

### Adult and Gerontology Services Concentration Requirements

This concentration centers on development from age 18 to the last part of the human life span, and the related concerns of this period, and includes the study of death and dying.

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

	<b>Units</b>
BIOL 321	3
PSYC 356	3
SOC 427	4

Choose one of the following courses: 3  
BIOL 316 BIOL 325  
BIOL 320 BIOL 326  
BIOL 323 BIOL 327

Choose one of the following courses: 3  
PSYC 328 PSYC 336  
PSYC 330 PSYC 343  
PSYC 332 PSYC 350  
PSYC 334 PSYC 360

Choose one of the following courses: 3-4  
HD 361 SOC 331  
SOC 303 SOC 429  
SOC 309 SOC 314

*Total Units* 19-20

### **Children's Services Concentration Requirements**

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

	<b>Units</b>
BIOL 327	3
PSYC 330	3
HD 380	3

Choose one of the following courses: 3  
BIOL 320 BIOL 323  
BIOL 321 BIOL 326  
BIOL 325

Choose one of the following courses: 3  
PSYC 328 PSYC 348  
PSYC 332 PSYC 350  
PSYC 334 PSYC 352  
PSYC 336 PSYC 354

Three to four (3-4) units chosen from the following courses: 3-4  
HD 361 SOC 321  
SOC 303 SOC 323  
SOC 315 SOC 413

SOC 317

*Total Units*

*18-19*

**Counseling Services Concentration Requirements**

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

Eighteen to nineteen (18-19) units of upper-division requirements

HD 360 3

HD 361 3

PSYC 334 or PSYC 336 or PSYC 363 3

Chosen one of the following courses: 3

BIOL 316 BIOL 325

BIOL 320 BIOL 326

BIOL 321 BIOL 327

BIOL 323 BIOL 328

Choose one of the following courses: 3

PSYC 330 PSYC 350

PSYC 332 PSYC 352

PSYC 334\* PSYC 356

PSYC 336\* PSYC 428

PSYC 340 PSYC 461

PSYC 343

*\*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.*

Choose one of the following courses: 3-4

SOC 303 SOC 327

SOC 307 SOC 331

SOC 316 SOC 415

SOC 321 SOC 417

SOC 325 SOC 429

*Total Units*

*18-19*

**Health Services Concentration Requirements**

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

Eighteen to nineteen (18-19) units of upper-division requirements

HD 350	3
Choose two of the following courses:	6
BIOL 316      BIOL 325	
BIOL 320      BIOL 326	
BIOL 321      BIOL 327	
BIOL 323      BIOL 328	
Choose two of the following courses:	6
PSYC 330      PSYC 360	
PSYC 334      PSYC 362	
PSYC 336      PSYC 363	
PSYC 340      PSYC 432	
PSYC 350      PSYC 461	
PSYC 356	
Choose one of the following courses:	3-4
HD 361      SOC 331	
SOC 309      SOC 419	
SOC 316      SOC 427	
SOC 321      SOC 429	
SOC 324      SOC 314	
<i>Total Units</i>	<i>18-19</i>

**B.S. in Nursing – Generic Option**

(Replace the program described on pages 163 and 164 of the 2012-14 General Catalog with the following)

	<b>Units</b>
General Education*	51
Preparation for the Major*	50
Major Requirements	65

*The minimum number of units required for this degree is 130*

*Note that changes in undergraduate nursing requirements to align the CSU San Marcos curriculum with the new standardized prerequisites for all CSU nursing programs are under review at the time the catalog is being published. Once approved, the new requirements will be published on the catalog website [www.csusm.edu/catalog](http://www.csusm.edu/catalog) and/or in the next catalog addendum.*



**Preparation for the Major**  
(50 Units)

Pre-Nursing Core (26 units)

BIOL 160	4
BIOL 175*	4
BIOL 176	4
CHEM 105*	4
CHEM 105L*	1
GEO 102*	3
GEW 101*	3
MATH 200*	3

Lower-Division General Education

Critical Thinking (A3) course	3
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Other Supporting Coursework (24 Units)

ANTH 200*	3
ANTH 301^*	3
BIOL 323^*	3
PHIL 345^*	3
PSYC 100*	3
SOC 303*	3
HD 101	3

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

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

**Major Requirements**  
(65 Units)

Lower-Division Nursing Requirements (37 Units)

NURS 200	4
NURS 201	2
NURS 202	1
NURS 210	2
NURS 211	1
NURS 212A	3
NURS 212B	2
NURS 220	2
NURS 221	3
NURS 222	2
NURS 223	3

NURS 230	2
NURS 231	2
NURS 232	2
NURS 233	2
NURS 260	2
NURS 261	2

Upper-Division Nursing Requirements  
(28 Units)

NURS 320	3
NURS 321	3
NURS 352	3
NURS 370	3
NURS 441	3
NURS 442	2
NURS 445	4
NURS 450	3
NURS 451	2
NURS 490	1
NURS 491	1

Change to

**M.S. in Nursing\***

(Replace the program described on pages 167 through 170 of the 2012-14 General Catalog with the following)

**Interim Program Director**

Denise Boren, Ph.D., RN

**Graduate Program Co-Chair**

Amy Carney, Ph.D., FNP

Denise Boren, Ph.D., RN (advisor)

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.

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

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

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

### **Program Objectives**

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

1. 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.
2. 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).
3. Integrate theory, research, and experiential knowledge and evidenced-based practice into professional nursing practice.
4. Build on the ability to perform a self-assessment of personal sociocultural values, ethics, and spiritual beliefs, and evaluate how these factors correspond to those of one's own clients and professional nursing actions.
5. Provide ethical, culturally sensitive care to multicultural clients, families, populations, and communities.

### **Student Learning Outcomes**

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

Upon completion of the program students 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 using research, or other evidence 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, advanced practice nurse, 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 quality, safety, fiscal management, budgeting, health economics, informatics and technology when managing health care in a variety of settings serving a diverse population.
8. Master cultural assessment and global awareness to provide culturally sensitive nursing care to clients, families, and communities from around the world who differ from the nurse by virtue of race, culture, and/or ethnicity.

### **Transfer Students**

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

### **Admission and Application Requirements**

Admission to the RN-to-MSN program requires an associate degree from an accredited community college, completion of all courses in the Pre-Nursing Core (or the equivalents of these courses) with an overall GPA of 2.75 in the Core and with no grade lower than a C (2.0). Nursing courses and Pre-Nursing Core courses for which the student earns less than a grade of C (2.0) may be repeated once with consent of instructor, but only on a space-available-basis. While in the BSN component of the program, the student must maintain a 3.0 GPA. Those who do not perform at this level may elect to complete the baccalaureate via the RN-to-BSN program.

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

graduate level. One year of recent Registered Nurse experience is recommended for both tracks prior to advancement to candidacy.

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

### **Special Requirements**

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

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

A complete application consists of:

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

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

### **Degree Requirements**

#### Option 1: RN-to-MSN

The total number of units required for the RN-to-MSN nursing student is 171 to 180 semester units (depending on the concentration and track chosen). A maximum of 70 units can be transferred from the previous nursing program and includes general education, preparatory to the

major courses and 33 units of lower-division nursing. The number of units needed to be completed may vary depending on units previously completed in a community college. RN-to-MSN students must complete 9 units of upper-division electives and complete the second language requirement. Irrespective of the number of courses previously attempted, the RN-to-MSN students will need to complete the following courses or their equivalent(s): 51 units of general education, 47 units for preparation for the major, 31 upper-division nursing units, and 42-54 graduate nursing units. The units may vary depending on units previously completed in a community college.

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

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

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

*\*\*Upper-division general education courses. MATH 125, 132 or 160 may be substituted for MATH 115. This requirement may also be satisfied by any Lower-Division General Education Mathematics/Quantitative Reasoning (B4) course taken before matriculation at CSUSM if students have already completed the equivalent of CHEM 105/105L.*

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

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

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

<u>Course Number</u>	<u>Units</u>
NURS 350	2
NURS 351	1
NURS 352	3
NURS 370	3
NURS 440	3
NURS 441	3
NURS 442	2
NURS 443 or NURS 445	3
NURS 450	3
NURS 451	2
NURS 480	2
NURS 499#	4

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

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Additionally, the graduate program outlined in Option 2 is required for completion of Option 1. By completing these requirements, students in Option 1 earn the units required for the BSN and 42-54 units required for the MSN.

#### Option 2: Master of Science in Nursing

Students in Option 2 must complete the 42-54 units required for the MSN. In addition, students in both Option 1 and 2 will write a 15-20 page concept analysis paper in the NURS 500, and this paper will be used to conduct a writing assessment in keeping with the Graduation Writing Assessment Requirement (GWAR).

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

#### **Graduate Core (21 Units)**

<u>Course Number</u>	<u>Units</u>
NURS 500	2
NURS 502	2
NURS 503A	1
NURS 504	3
NURS 506	3



NURS 508	2
NURS 510	2
NURS 512	3
Three units taken from	
NURS 598A (1), 598B (2) or 598C (3) <b>or</b>	3
NURS 599A (1), 599B (2) or 599C (3)	

**Nursing Education Concentration (24 Units)**

<u>Course Number</u>	<u>Units</u>
NURS 570	3
NURS 571	2
NURS 572	2
NURS 573	2
EDUC 608	3
EDST 641	3

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

<u>Course Number</u>	<u>Units</u>
EDUC 624	3
EDUC 626	3
EDST 631	3
EDST 635	3
EDST 636	3

**Advanced Practice Nurse (APN) Concentration (31-33 Units)**

<u>Course Number</u>	<u>Units</u>
NURS 530	2
NURS 540	2
NURS 580	3
NURS 532A or 532B	3
NURS 533A or 533C or 533D or 533E	3
NURS 534A or 534B	2
NURS 535A or 535C or 535D or 535E	3
NURS 536	2
NURS 539	6
NURS 554	3

Students in the APN concentration are required to choose a specialty and take additional courses totaling 51 to 53 units. This includes 500 hours of advanced field study required for a National certification exam. Students will be prepared to sit for the exam upon graduation from the MSN program.

CNS in Adult/Gerontology Specialty - 5 Units

NURS 560 (2)

EDUC 608 (3)

CNS in Pediatrics Nursing Specialty - 5 Units

NURS 520 (2)

EDUC 608 (3)

CNS Advanced Public Health Nursing Specialty – 6 Units

NURS 514 (3)

EDUC 608 (3)

Family Nurse Practitioner – 5 Units

NURS 520 (2)

NURS 526 (1)

NURS 560 (2)

Psychiatric Mental Health Family Nurse Practitioner – 6 Units

NURS 582 (3)

NURS 584 (3)

**Clinical Nurse Leader (CNL) Concentration (21 Units)**

<u>Course Number</u>	<u>Units</u>
NURS 550	3
NURS 552	3
NURS 554	3
NURS 556	3
NURS 557	3
NURS 558	3
NURS 559	3

**Continuation**

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

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

### **Advancement to Candidacy**

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

1. Be in good standing with an overall GPA of at least 3.0;
2. Have completed 20 units of the core courses toward the graduate degree; and

Have successfully proposed his/her thesis or project to the faculty.

New Post-Master of Science in Nursing Certificates:

**Clinical Nurse Leader (CNL) Certificate**

**Clinical Nurse Specialist (CNS) Certificate**

**Family Nurse Practitioner (FNP) Certificate**

**Family Psychiatric Mental Health Nurse Practitioner (PNP) Certificate**

The Post Master of Science in Nursing (MSN) certificate is awarded to students who complete up to 38 units of study, depending on the certificate, gap analysis findings of courses needed, and applicable courses in the students MSN program. Applications from students who hold a master's degree in nursing will be reviewed individually to determine the courses needed. These certificate programs are eligible for financial aid.

### **Admission and Application Requirements**

Admission to the Post-MSN certificate program requires a master's degree in nursing from a Commission on Collegiate Nursing Education (CCNE) or National League of Nursing (NLN) accredited program, a minimum GPA of 3.0, and a copy of a State of California RN license.

Students should have computing skills sufficient to complete post-graduate work including word processing, PowerPoint, and ability to use the internet for research of the best evidence for practice.

## Special Requirements

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

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

A complete application consists of:

- a completed application form;
- one set of official transcripts from colleges and universities attended with indication of a MSN degree;
- proof of licensure as a registered nurse in California;
- a reference list of two person's qualified to assess the applicant's potential to succeed as a post-graduate student, including one nursing faculty in the student's MSN program; and
- a resume or curriculum vitae.

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

## Core Courses

For all certificates, the following core courses are required:

	<u>Units</u>
NURS 502	2
NURS 503A	1
NURS 504	3
NURS 506	3

## Clinical Nurse Leader (CNL) Certificate

<u>Course Number</u>	<u>Units</u>
NURS 550	3
NURS 552	3
NURS 554	3
NURS 556	3
NURS 557	3

NURS 558	3
NURS 559	3
NURS 598A	1
NURS 598B	2

NURS 598B is for the culminating experience – the CNL Immersion Project.

**Clinical Nurse Specialist (CNS) Certificate**

<u>Course Number</u>	<u>Units</u>
NURS 540	2
NURS 532A	3
NURS 533A or 533E	3
NURS 534A	2
NURS 535A or 535E	3
NURS 539	6
EDUC 608	3
NURS 598A	1
For Pediatric CNS specialty:	
NURS 520	2
For Adult/Gerontology specialty:	
NURS 560	2
For Advanced Public Health specialty:	
NURS 512	2
NURS 514	3

**Family Nurse Practitioner (FNP) Certificate**

<u>Course Number</u>	<u>Units</u>
NURS 540	2
NURS 532A	3
NURS 533D	3
NURS 534A	2
NURS 535D	3
NURS 520	2
NURS 526	1
NURS 560	2
NURS 539	6
NURS 598A	1

## Family Psychiatric Mental Health Nurse Practitioner (PNP) Certificate

<u>Course Number</u>	<u>Units</u>
NURS 580	3
NURS 582	3
NURS 584	3
NURS 532B	3
NURS 533C	3
NURS 534B	2
NURS 535C	3
NURS 539	6
NURS 598A	1

NURS 598A is the culminating experience and includes successful completion of a comprehensive exam that will prepare the student for national certification.

## COLLEGE OF HUMANITIES, ARTS, BEHAVIORAL AND SOCIAL SCIENCES

Change to

### **Minor in Border Studies**

(Replace the program described on page 182 of the 2012-14 General Catalog with the following)

#### Requirements

Completion of eighteen (18) units of credit, fifteen to sixteen (15-16) of which must be at the upper-division level. Each course counted toward the minor must be completed with a grade of C (2.0) or better.

	Units
Preparation (3 units):	
GEOG 201 or GEOG 202 (LDGE D)	3
Required Classes (9-10 units):	
Introductory: BRS 300	3
Methods Choose One: ANTH 390, HIST 301, SOC 360, SOC 361, WMST 490	3-4
Capstone: BRS 400	3
Six (6) units selected from the following:	
BRS 330	3
BRS 335	3
BRS 364	3
BRS 430	3
BRS 453	3
GEOG 305*	3
GEOG 305S*	3
GEOG 320	3
GEOG 341	3
GEOG 460	3
LING 305	3
LING 341	3
LING 371	3

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

Clarification to

**B.A. in Economics**

(Replace the “Recommended Course of Study” paragraph on page 194 in the 2012-2014 General Catalog with the following pair of paragraphs.)

**Recommended Course of Study for All Students**

All economics students are required to complete their mathematics requirement (MATH 132 or MATH 160) prior to taking the core theory courses, and to complete MATH 242 before taking ECON 471.

**Recommended Course of Study for Students Intending Graduate Study**

Students who intend to apply to do graduate work in economics should take MATH 160 instead of MATH 132. These students are advised to speak to the department chair in economics at their earliest convenience for a suggested course of study to consist of completing additional mathematics courses, including MATH 162, 260, 262 or 362, and 264 or 374.

Change to

**B.A. in Global Studies**

(Replace the program described on pages 206 and 207 of the 2012-14 General Catalog with the following)

**Upper-Division Requirements**

	<b>Units</b>
GBST 300 Research Methods	3
Select one of the following courses:	
ANTH 390	
HIST 301	
PSCI 301	
WMST 490	
Geographic Area Electives	8-9
Global Culture Electives	5-6
Global Issues Electives	17-21
Second-Language Competency Requirement	0-3
GBST 400	3
<i>Total Units</i>	<i>39-48</i>



## 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	MUSC 423
GEOG 305	MUSC 425
HIST 300*	PSCI 338
HIST 352	PSCI 341
HIST 355	PSCI 345
HIST 356	PSCI 348*
HIST 359	PSCI 449*
ID 301	SPAN 350B
MUSC 390 (2 units)	

*\*Where course content is appropriate to the Americas.*

#### *Asia*

GEOG 340B	MUSC 395 (2 units)
HIST 300*	PHIL 318
HIST 360	PSCI 340
HIST 362	PSCI 348*
HIST 363	PSCI 449*
HIST 364	VPA 320
HIST 365	

*\*Where course content is appropriate to Asia.*

#### *Europe*

GEOG 340D	HIST 326
GRMN 315	LTWR 336D
GRMN 350	PSCI 335
HIST 300*	PSCI 348*
HIST 307	PSCI 397
HIST 308	PSCI 449*
HIST 322	SPAN 350A
HIST 323	TA 421
HIST 324	VSAR 307
HIST 325	

*\*Where course content is appropriate to Europe.*

*Middle East and North Africa*

HIST 300*	PSCI 348*
HIST 366	PSCI 364A
HIST 384	PSCI 364B
HIST 385	PSCI 366
LTWR 415	PSCI 439
PSCI 339	PSCI 449*

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

*Sub-Saharan Africa*

GEOG 340A	
HIST 300*	MUSC 424
HIST 371	PSCI 337
HIST 374	PSCI 348*
HIST 375	PSCI 362*
MUSC 391 (2 units)	PSCI 449*

***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	LTWR 420
ANTH 370	MASS 304
BRS 430	MLAN 331
COMM 330	MLAN 370
DNCE 320	MUSC 392 (2 units)
DNCE 321	MUSC 395
FREN 315	MUSC 421
FREN 350	MUSC 425
GRMN 380	PSCI 390*
HIST 381	SPAN 315
LTWR 320	VPA 311
LTWR 410	

*\*Where course content is appropriate.*

***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 358
PSCI 355	PSCI 359
PSCI 356	PSCI 361
PSCI 357	PSCI 455

*Global Conflict and Cooperation*

BRS 453	PSCI 396
GEOG 305	PSCI 450
HIST 387	PSCI 461
HIST 388	PSCI 463
PSCI 358	PSCI 469
PSCI 366	

*International Law and Human Rights\**

HIST 306	SOC 353 (4 units)
HIST 387	SOC 403
LBST 307	SOC 449 (4 units)
PSCI 365	

*\*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	GEOG 365
BRS 330	GEOG 460
BRS 364	HIST 381
ECON 441*	PSCI 431
ECON 442*	PSCI 460
ECON 443*	PSCI 462
ECON 444	SOC 469 (2 units)
ECON /PSCI/WMST 445	

*\*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  
PSCI 390\*  
SOC 307

SOC 315 (4 units)\*  
WMST 300  
WMST 375\*  
WMST 416

*\*Where course content has appropriate gender in global perspective.*

Change to

**Minor in Global Studies**

(Replace the program described on page 207 of the 2012-14 General Catalog with the following)

**Geographic Areas**

Two courses in one of the geographic areas listed below for a total of six (6) units in one geographic area. The courses selected must be from different disciplines.

*The Americas*

GEOG 305	MUSC 423
HIST 352	MUSC 425
HIST 355	PSCI 341
HIST 356	PSCI 449*
HIST 359	PSCI 338
ID 301	PSCI 348*
MUSC 390 (2 units)	SPAN 350B

*\*Where course content is appropriate to the Americas.*

*Asia*

HIST 360	PHIL 318
HIST 363	PSCI 340
HIST 364	PSCI 348*
HIST 365	PSCI 449*
MUSC 395	VPA 320

*\*Where course content is appropriate to Asia.*

*Europe*

GRMN 315	HIST 326
GRMN 350	LTWR 336D
HIST 307	PSCI 335
HIST 308	PSCI 348*
HIST 322	PSCI 397
HIST 323	PSCI 449*

HIST 324                      TA 421  
HIST 325                      VSAR 307

*\*Where course content is appropriate to Europe.*

*Middle East and North Africa*

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

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

*Sub-Saharan Africa*

HIST 371                      PSCI 337  
HIST 374                      PSCI 348\*  
HIST 375                      PSCI 357\*  
MUSC 391                     PSCI 362\*  
MUSC 424                     PSCI 449\*

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

**Global Culture**

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

ANTH 330                      LTWR 420  
ANTH 370                      MLAN 331  
BRS 430                        MLAN 370  
COMM 330                      MUSC 390  
DNCE 320                      MUSC 391  
DNCE 321                      MUSC 392  
FREN 315                      MUSC 395  
FREN 350                      MUSC 421  
GRMN 315                      MUSC 425  
GRMN 350                      PSCI 390\*  
GRMN 380                      SPAN 315  
HIST 381                        SPAN 350B  
LTWR 320                      TA 421  
LTWR 410                      VPA 311

*\*Where course content is appropriate.*

**Global Issues**

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

*Foreign Policy*

HIST 349	PSCI 356
PSCI 357	PSCI 358
PSCI 361	PSCI 455
PSCI 355	

*Global Conflict and Cooperation*

BRS 453	PSCI 362
GEOG 305	PSCI 396
HIST 362	PSCI 450
HIST 387	PSCI 461
HIST 388	PSCI 469
PSCI 358	

*International Law and Human Rights*

HIST 306	SOC 353
HIST 387	SOC 403
LBST 307	SOC 449
PSCI 365	SOC 469

*Global Political Economy and Development*

BRS 300	HIST 381
BRS 330	HIST 389/PSCI 363
BRS 364	PSCI 431
ECON 441	PSCI 462
ECON 442	SOC 469 (2 units)
ECON 443	

*Gender in Global Perspective*

ECON/PSCI/WMST 445	
HIST 316	PSCI 390*
HIST 327	SOC 315*
HIST 355	WMST 300
HIST 383	WMST 375*
HIST 384	

*\*Where course has appropriate gender in global perspective content.*

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

Change to

**B.A. in Liberal Studies – Border Studies Option**

(Replace the Upper-Division Major Requirements for BRS – Core Courses on page 218 of the 2012-14 General Catalog with the following)

BRS 300	3
GEOG 305 or GEOG 305S	3
GEOG 320	3
ID 340 or ID 340B	3
Chose one: LING 305, LING 341, or LING 371	3

(Replace the Research Methods requirement on page 218 of the 2012-14 General Catalog with the following)

Research Methods (3-4 units)

Select one of the following courses:

ANTH 390	SOC 360
BRS 301	SOC 361
HIST 301	WMST 490

Clarification to

**B.A. in Liberal Studies – Elementary Subject Preparation Option (ESM)**

(Replace the overall requirements on page 219 of the 2012-2014 General Catalog with the following summary.)

**Overall Requirements for ESM**

	Units
Preparation for the ESM (Lower-Division)	42
Breadth Requirements	15-16
Depth Requirements	15-17
<i>ESM Total Units</i>	<i>72-75</i>

Additional GE requirements: Lower-Division (12 units) and  
Upper-Division (9 units) 21

*Students must take enough elective units to bring their total number of units to 120 with at least 40 units at the upper-division level.*

Important Note: Because it is possible for ESM students to double-count some upper-division courses for both the major and General Education, and because some Depth of Study Modules

include lower-division courses, it is possible for students to complete both the major requirements and upper-division General Education requirements with as few as 18 upper-division units. **However, 40 upper-division units are required for graduation from CSUSM.** It is the responsibility of the student to keep track of the upper-division unit count and make sure they have the 40 units of coursework numbered 300 or higher required to graduate.

Please consult a Liberal Studies Advisor for recommended teacher preparation electives.

Change to

**B.A. in Sociology - Children, Youth, and Families Concentration**

(Replace the program described on page 253 of the 2012-14 General Catalog with the following)

***Requirements for Children, Youth, and Families Concentration***

	Units
SOC 303	3
Select twelve to thirteen (12-13) units from the following courses (including eight units at the 400-level):	12-13
SOC 203	SOC 413
SOC 204	SOC 415
SOC 317	SOC 416
SOC 331	SOC 417
SOC 403	SOC 486
<i>Total Units</i>	<i>15-16</i>

Change to:

**B.A. in Visual and Performing Arts – Theatre Option**

(Replace the program described on page 271 of the 2012-14 General Catalog with the following)

(56-57 units)



**Theatre Arts Preparation for the Major**  
(15 units)

	<b>Units</b>
Critical/theoretical/cultural courses:	6
TA 120	
TA 222	
DNCE 101	
Critical/theoretical/cultural courses other than direct equivalents of TA 120 and DNCE 101 taken at other institutions, such as theatre history, may be applied toward this requirement.	

Studio Courses	9
TA 101	
TA 102	
DNCE 201	
TA 205	
TA 103	
Performance or design courses other than direct equivalents of those listed above taken at other institutions may be applied toward this requirement.	

**Upper Division Theatre Arts**  
(41-42 units)

Cross-disciplinary Studio Work	
Choose one of the following:	2-3
DNCE 311	
DNCE 390	
MUSC 394	
MUSC 393	

**Theatre Coursework**  
(39 units)

Critical/Theoretical/Cultural (select 4 courses from)	12
TA 325	TA 323
TA 328	TA 324
TA 401	TA 410
TA 320/320S	TA 421

Studio Work in Theatre Arts (select 4 courses from)	12
TA 300	TA 310
TA 301	TA 311
TA 302	TA 401
TA 304	TA 402

TA 305  
TA 307

TA 480/480S

Theatre Production

15-16

Either take TA 489A and/or TA 489B  
for a total of 16 units  
or

16

Take TA 489A and/or TA 489B for  
a total of 12 units, and take 498C for  
a capstone experience in the senior year

15

## COLLEGE OF SCIENCE AND MATHEMATICS

Change to

### **M.S. in Biological Sciences**

(Replace the Required Courses under the Program of Study described on page 296 of the 2012-14 General Catalog with the following)

Required courses are: Scientific Communication (BIOL 600), one computational/quantitative elective course chosen from an approved list, Internship in Biology Instruction (BIOL 685), two seminars chosen from BIOL 560-566, six (6) units of Directed Studies (BIOL 697), and six (6) units of Thesis (BIOL 698).

Change to

### **B.S. in Chemistry – Chemistry Education Option**

(Replace the program described on page 303 of the 2012-14 General Catalog with the following)

#### **Preparation for the Science Education Option**

Non-Chemistry Supporting Courses (34 units)

ASTR 101 or 342	3
BIOL 210	4
BIOL 211^^	4
EDUC 350	3
ES 100	3
MATH 160^^	5
MATH 162^^	4
PHYS 201^^ or PHYS 205	4
PHYS 202 or 206	4

Lower-Division Chemistry (21 units)

CHEM 150^^	4
CHEM 150L	1
CHEM 201	3
CHEM 201L	2
CHEM 202	3
CHEM 202L	2
CHEM 250	3

*^Some courses supporting the preparation or electives in the major may satisfy the Mathematics and Physical Science requirements of General Education. The courses fulfilling this double requirement are denoted by a ^.*

Proficiency in Spanish is strongly encouraged for the Chemistry Education option and can be included as part of the Humanities Requirement of the General Education Requirement.

### **Option requirements**

Upper-Division Chemistry (22 units)

CHEM 300	3
CHEM 308	3
CHEM 341 or 351	3
CHEM 395	1
CHEM 397	1
CHEM 401	3
CHEM 404*	3
CHEM 404L*	1
CHEM 499+	4

### **Upper-Division Science Electives (3 units)\*\***

Choice – in consultation with advisor 3

*\*To meet certification requirements of the American Chemical Society, CHEM 404 and 404L must be taken, along with a suitable set of electives.*

*+Course must be taken twice, for a total of four (4) units.*

*\*\* Science major courses in the natural or mathematical sciences, chosen in consultation with the academic advisor, will be used to meet this requirement.*

Change to

### **B.S. in Mathematics**

(Replace information about required electives under Major Requirements described on page 312 of the 2012-14 General Catalog with the following)

Twelve (12) elective units chosen from the following courses:

12

CS 464

CS 480

MATH 330

MATH 362

Any mathematics course numbered 410 through 599 that is not used to fulfill a requirement above.

Change to  
**M.S. in Mathematics**

[Replaced the continuation policy described on page 315 of the 2012-14 General Catalog with the following]

**Continuation**

Students must complete all conditional admission requirements within the timeframe specified at the time of admission. Failure to do so may result in the student being dropped from the program.

Students must maintain a cumulative grade point average (GPA) of 3.0 or higher. A student whose GPA falls below 3.0 may be placed on academic probation by the department. Failure to raise the GPA to 3.0 or higher within one semester may result in the student being placed on administrative probation by the Dean of Graduate Studies, which can lead to academic disqualification. A student whose GPA remains below a 3.0 for two or more consecutive semesters may be dropped from the program.

Students are limited to a total of three (3) grades of C or lower (2.0 or less) in their mathematics coursework. Any student earning four (4) or more grades of C or lower (2.0 or less) in mathematics courses may be dropped from the program.

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

### **Transfer Policies of CSU Campuses**

(Replace the information appearing in the 2012-14 Catalog, page 20)

Most commonly, college level credits earned from an institution of higher education accredited by a regional accrediting agency recognized by the United States Department of Education is accepted for transfer to campuses of the CSU; however, authority for decisions regarding the transfer of undergraduate credits is delegated to each CSU campus.

The CSU General Education-Breadth (CSU GE-Breadth) program allows California Community College (CCC) transfer students to fulfill lower-division general education requirements for any CSU campus prior to transfer. Up to 39 of the 48 CSU GE-Breadth units required can be transferred from and certified by a California community college. "Certification" is the official notification from a California community college that a transfer student has completed courses fulfilling lower-division general education requirements. The CSU GE-Breadth certification course list for particular community colleges can be accessed at [www.assist.org](http://www.assist.org).

CSU campuses may enter course-to-course or program-to-program articulation agreements with other CSU campuses and any or all of the California community colleges, and other institutions. Established CSU and CCC articulations may be found on [www.assist.org](http://www.assist.org). Students may be permitted to transfer no more than 70 semester (105 quarter) units to a CSU campus from an institution which does not offer bachelor's degrees or their equivalents, e.g., community colleges. Given the university's 30-semester (45-quarter) unit residency requirement, no more than a total of 90-semester (135-quarter) units may be transferred into the university from all sources.

### **Transfer Requirements**

(Replace the information appearing in the 2012-14 Catalog, page 22)

Applicants who have completed fewer than 60 transferable semester college units (fewer than 90 quarter units) are considered lower-division transfer students. Applicants who have completed 60 or more transferable semester college units (90 or more quarter units) are considered upper-division transfer students. Applicants who complete college units during high school or through the summer immediately following high school graduation are considered first-time freshmen and must meet the CSU minimum eligibility requirements for admission. Transferable courses are those designated for baccalaureate credit by the college or university offering the courses and accepted as such by the campus to which the applicant seeks admission.

### **Lower-Division Transfer Requirements**

(Replace the information appearing in the 2012-14 Catalog, page 22)

Generally, applicants will qualify for admission as a lower-division transfer student if they have a grade point average of at least 2.0 (C or better) in all transferable units attempted.

1. Will meet the freshman admission requirements (grade point average and subject requirements) in effect for the term to which they are applying (see “Freshman Requirements” section); or
2. Were eligible as a freshman at the time of high school graduation except for missing college preparatory subject requirements, have been in continuous attendance in an accredited college since high school graduation, and have made up the missing subject requirements with a 2.0 or better GPA.

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

### **Making up Missing College Preparatory Subject Requirements**

(Replace the information appearing in the 2012-14 Catalog, page 22)

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

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

Please consult with the CSU campus admission office, to which you are applying for further information about alternative ways to satisfy the subject requirements. *(Due to increased enrollment demands, many CSU campuses do not admit lower-division transfer applicants.)*

## **Upper-Division Transfer Requirements**

(Replace the information appearing in the 2012-14 Catalog, page 22)

Generally, applicants will qualify for admission as an upper-division transfer student if they meet all of the following requirements:

1. They have a grade point average of at least 2.0 (C) or higher in all transferable units attempted; and
2. They are in good standing at the last college or university attended; and they have completed at least 60 transferable semester (90 quarter) units of college coursework with a grade point average of 2.0 or higher and a grade of C or higher in each course used to meet the CSU general education requirements in written communication, oral communication, critical thinking and quantitative reasoning, e.g. mathematics. The 60 semester (90 quarter) units must include at least 30 semester (45 quarter) units of courses, which meet the CSU general education requirements including all of the general education requirements in communication in the English language (both oral and written) and critical thinking and the requirement in mathematics/quantitative reasoning\* (usually 3 semester units) **OR** the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

*\*CSUSM currently recognizes a statistics course taken outside of the CSU system and the California Community Colleges as satisfying the requirement in mathematics/quantitative reasoning only if the course is certified by a California community college.*

## **Associate Degrees for Transfer (AA-T or AS-T) established by the Student Transfer Achievement Reform (STAR) Act (SB 1440)**

(Replace the information appearing in the 2012-14 Catalog, page 22)

The Associate in Arts (AA-T) and the Associate in Science for Transfer (AS-T) degrees offered at the California Community College (CCC) are designed to provide clear pathways to corresponding CSU degree majors for CCC transfer applicants earning these degrees.

California Community College students who earn a transfer associate (AA-T or AS-T) degree are guaranteed admission with junior standing to a CSU and given priority admission over other transfer applicants when applying to a local CSU campus, or non-impacted CSU program. AA-T or AS-T admission applicants are given priority consideration to an impacted campus/program or to campuses/programs that have been deemed similar to the degree completed at the community college. Students who have completed an AA-T/AS-T in a program deemed similar to a CSU major are able to complete remaining requirements for graduation within 60 semester units.



### **Application Filing Periods**

(Replace the information appearing in the 2012-14 Catalog, page 24)

**(Not all campuses/programs are open for admission to every term.)**

<i>Terms in</i> <b>2013-14</b>	<i>Applications</i> <b>First Accepted</b>	<i>Initial Filing Period</i>
Summer Semester 2013	February 1, 2013	February 1-28, 2013
Fall Semester 2013	October 1, 2012	October 1-Nov 30, 2012
Winter Quarter 2014	June 1, 2013	June 1-30, 2013
Spring Semester 2014	August 1, 2013	August 1-31, 2013

### **English Placement Test (EPT)**

(Add one last bulleted item to the bulleted information that appears in the 2012-14 Catalog, page 26)

- A score of “Conditionally ready for college-level English courses” or “Conditional” on the CSU Early Assessment Program (EAP) taken on grade 11, provided successful completion of the Expository Reading and Writing Course (ERWC), AP English, 1B English or an English course approved for extra honors weight on the University of California “a-g” Doorways course list.

### **Early Start Program**

(Replace the following information appearing in the third paragraph in the 2012-14 Catalog, page 26)

For 2013, resident students would be required to participate in the Early Start Program if their ELM score is less than 50 and/or their EPT score is less than 138.

### **Impacted Programs**

(Replace the information appearing in the 2012-14 Catalog, page 29)

The CSU designates programs as impacted when more applications from regularly eligible applicants 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 a few campuses. Candidates for admission must meet all of the campus' specified supplementary admission criteria if applying to an impacted program or campus.

### **Supplementary Admission Criteria**

(Replace the information appearing in the 2012-14 Catalog, page 30)

Each campus with impacted programs or admission categories 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 verification of AA-T or AS-T degree, the overall transfer grade point average (GPA), 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, but no later than November or December of the preceding year.

### **Appeal of Admission Decision**

(Replace the information appearing in the 2012-14 Catalog, page 30)

Section 89030.7 of the California Education Code requires that the California State University establishes specific requirements for appeal procedures for a denial of admission. Each CSU campus must publish appeal procedures for applicants denied admission to the University. The procedure is limited to addressing campus decisions to deny an applicant admission to the University.

Admissions appeal procedures must address the basis for appeals, provide 15 business days for an applicant to submit an appeal, stipulate a maximum of one appeal per academic term, provide specific contact information for the individual or office to which the appeal should be submitted, and indicate a time estimate for when the campus expects to respond to an appeal. The appeal

procedures must be included in all denial of admission notifications to students, and must also be published on the campus website.

### **Schedule of Fees 2013/14**

(Replace the information appearing in the 2012-14 Catalog, page 36)

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 fee, 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.

The following reflects applicable systemwide fees for both semester and quarter campuses. *These rates are subject to change.*

#### **All Students**

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

#### **2013/14 Basic Tuition Fees**

<b>Units</b>	<b>Per Semester</b>
<b>Undergraduate Tuition Fee</b>	
6.1 or more	\$2,736
0 to 6.0	\$1,587
<b>Credential Program Tuition Fee</b>	
6.1 or more	\$3,174
0 to 6.0	\$1,842
<b>Graduate/Post Baccalaureate Tuition Fee</b>	
6.1 or more	\$3,369
0.0 to 6.0	\$1,953

## **2013/14 Graduate Business Professional Fee**

### **Semester**

Charge Per Unit      \$254

The Graduate Business Professional Fee is paid on a per unit basis in addition to basic tuition fees and campus fees for the following graduate business program:

Master of Business Administration (M.B.A.)

### **Nonresident Students (U.S. and Foreign)**

Nonresident Tuition (in addition to basic tuition fees and other systemwide fees charged all students) for all campuses:

### **Semester**

Charge Per Unit      \$372

The total nonresident tuition paid per term will be determined by the number of units taken.

Mandatory systemwide fees are waived for those individuals who qualify for such exemption under the provisions of the California Education Code (see section on fee waivers).

Students are charged campus fees in addition to tuition fees and other systemwide fees. Information on campus fees can be found by contacting the individual campus(es)

**Mandatory Campus fees for all students are \$671 per term (in addition to the fees listed above).**

## User Fees Table

(Replace information appearing in the 2012-14 Catalog, page 37)

Academic Technology Services Equipment Fee (See <i>equipment checkout fee schedule</i> )	Varies
Administrative Late Fee (Failure to meet administratively required appointment or time limit fee)	\$15.00
Alumni Placement Fee	\$25.00
Application Fee for CSU Admission	\$55.00
Bicycle Storage Fee – Per semester	\$15.00
Biology 160, 175, 176, 351, 352, 353, 354 – Miscellaneous Course Fees (each)	\$45.00
Biotechnology Course Fee: BIOL 355, 356 (each)	\$45.00
Chemistry Lab Breakage Fee- Cost of broken lab equipment	Varies
Chemistry – Lower-Division Courses: CHEM 105L, 150L, 201L, 202L, 250L, 275 (each)	\$30.00
Chemistry – Upper-Division Courses: CHEM 351L, 404L, 405, 416, 499 (each)	\$35.00
College of Education Application Credential Fee	\$25.00
Computing Services Fee	\$30.00
Cross-Enrollment Fee	\$10.00
Dishonored Checks & Credit Cards	\$20.00
Emergency Loan Fee	\$2.00
Emergency Loan Late Fee	\$40.00
Foreign Language Proficiency Test	\$49.50
Health Services Augmented Fee	\$8.00 - \$15.00
Health Services Augmented Cancellation Fee	\$20.00
Kinesiology 200, 201 (fee per class)	\$15.00
Kinesiology 305, 406 (fee per class)	\$25.00
Kinesiology 300	\$30.00
Kinesiology 302, 326 (fee per class)	\$35.00
Kinesiology 104	\$45.00
Late Graduation Application Fee	\$15.00
Late Registration Fee	\$25.00
Mass Media Course Fee: MASS 302	\$20.00
Mass Media Course Fee: MASS 457	\$5.00
Music Course Fee: MUSC 304	\$20.00
Music Course Fee: MUSC 402	\$10.00
Music Course Fee: MUSC 427	\$30.00
Nursing TEAS Exam Fee (non-refundable)	\$60.00
Orientation Fee - Family member/guest (each)	\$35.00
Orientation Fee – Incoming Freshman	\$85.00
Orientation Fee - Transfer student	\$60.00
Orientation Fee - Overnight Program	\$155.00
Parking Fee - Auto per semester	\$338.00
Parking – Other ( <a href="http://www.csusm.edu/parking">www.csusm.edu/parking</a> )	Varies
Photo ID - New/Replacement	\$5.00
Photo ID - Temporary (ALCI, Open University)	\$2.00
Physics — Lower Division Courses: PHYS 201, 202, 203, 205, 206 (each)	\$25.00
Physics — Upper Division Courses: PHYS 301, 402 (each)	\$30.00
Psychology Course Fee: PSYC 402	\$29.00

**USER FEES TABLE (Continued)**

Student Laptop Computer Security Repair Fee	\$30.00
Theatre Arts Courses: TA 305, 489 (each)	\$20.00
Thesis Binding Fee	\$65.00
Transcript Waiver Evaluation Fee	\$25.00
Visual Arts Course Fee: VSAR 110, 130, 131, 301, 303, 304, 305, 306, 309, 406, 440 (each)	\$20.00
Visual and Performing Arts Overdue Equipment Late Fee (per hour)	\$2.00
Visual and Performing Arts: VPA 380-13	\$20.00
Visual and Performing Arts: VPA 380-15	\$5.00
User Fees are subject to change pending approval in accordance with university procedures.	

**Refund of Mandatory Fees, Including Nonresident Tuition**

(Replace second paragraph appearing in the 2012-14 Catalog, page 37)

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

**Procedure for the Establishment or Abolishment of Campus-Based Mandatory Fees**

(Replace the information appearing in the 2012-14 Catalog, page 38)

The law governing the California State University provides that specific campus fees defined as mandatory, such as a *student body association fee* and a *student body center fee*, may be established. A *student body association fee* must be established upon a favorable vote of two-thirds of the students voting in an election held for this purpose (Education Code, Section 89300). The campus President may adjust the *student body association fee* only after the fee adjustment has been approved by a majority of students voting in a referendum established for that purpose. The required fee shall be subject to referendum at any time upon the presentation of a petition to the campus President containing the signatures of 10 percent of the regularly

enrolled students at the University. *Student body association fees* support a variety of cultural and recreational programs, childcare centers, and special student support programs. A *student body center fee* may be established only after a fee referendum is held which approves, by a two-thirds favorable vote, the establishment of the fee (Education Code, Section 89304). Once bonds are issued, authority to set and adjust *student body center fees* is governed by provisions of the State University Revenue Bond Act of 1947, including, but not limited to, Education Code sections 90012, 90027, and 90068.

The process to establish and adjust other campus-based mandatory fees requires consideration by the campus fee advisory committee and a student referendum as established by Executive Order 1054, Section III. The campus President may use alternate consultation mechanisms if he/she determines that a referendum is not the best mechanism to achieve appropriate and meaningful consultation. Results of the referendum and the fee committee review are advisory to the campus President. The President may adjust campus-based mandatory fees but must request the Chancellor to establish a new mandatory fee. The President shall provide to the fee advisory committee a report of all campus-based mandatory fees. The campus shall report annually to the Chancellor a complete inventory of all campus-based mandatory fees.

For more information or questions, please contact the Budget Office in the CSU Chancellor's Office at (562) 951-4560.

### **Fee Waivers and Exemptions**

(Delete section 381305 appearing in the 2012-14 Catalog, page 41, and add the sections below)

Section 68122 – Students who are victims of trafficking, domestic violence, and other serious crimes who have been granted T or U visa status are exempt from paying nonresident tuition if they (1) attended high school in California for three or more years; (2) graduated from a California high school or attained the equivalent; and (3) registered as an entering student or are currently enrolled at a CSU campus.

Section 68130.5 – Students who are not residents of California are exempt from paying nonresident tuition if they (1) attended high school in California for three or more years; (2) graduated from a California high school or attained the equivalent; and (3) registered as an entering student or are currently enrolled at a CSU campus. In addition, students without lawful immigration status will be required to file an affidavit stating that they have filed an application to legalize their immigration status, or will file an application as soon as they are eligible to do so. This exemption from paying nonresident tuition does not apply to students who are nonimmigrant aliens within the meaning of 8 U.S.C. 1101(a)(15), except as provided by Section 68122 above.

### **The California State University International Programs**

(Replace Université de Provence (Aix en Provence) with Université d'Aix-Marseille (Aix-en-Provence), appearing in the 2012-14 Catalog, page 64)

(Replace first paragraph appearing in the 2012-14 Catalog, page 65)

International Programs pays tuition and administrative costs abroad for participating California resident students to a similar extent that such funds would be expended to support similar costs in California. Participants are responsible for all CSU tuition and program fees, personal costs, such as transportation, room and board, and living expenses. Financial aid, with the exception of Federal Work-Study, is available to qualified students.

### **Credit Hour**

(Replace the information appearing in the first paragraph of the 2012-14 Catalog, page 83)

As of July 1, 2011 federal law (Title 34, Code of Federal Regulations, sections 600.2 and 600.4) requires all accredited institutions to comply with the federal definition of the credit hour. For all CSU degree programs and courses bearing academic credit, the "credit hour" is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

Clarification to

### **Graduation Requirements**

(Replace the information appearing in the Unit Requirement section of the 2012-14 Catalog, page 98)

### **Unit Requirement**

Every baccalaureate degree (i.e., Bachelor of Arts or Bachelor of Science) requires completion of a minimum of 120 semester units. Some choices of majors will require more than 120 semester units; the descriptions of each major specify how many units are required. Regardless of the major requirements, a student must complete at least forty (40) units of upper-division coursework to earn a Bachelor of Arts degree.

No more than seventy (70) units may be transferred from a community college.



## **Graduation with Honors**

(Replace the information appearing in the 2012-14 Catalog, page 91)

### *Latin Honors*

The following grade-point average (GPA) criteria are used to identify undergraduate students eligible for the honors earned with the first baccalaureate degree:

1. *Cum Laude* – at least 3.5, but less than 3.7
2. *Magna Cum Laude* – at least 3.7, but less than 3.9
3. *Summa Cum Laude* – at least 3.9

The GPA used to determine graduation with honors is the lower of the institutional (i.e., CSUSM) GPA and the Overall GPA (which includes baccalaureate-level transfer courses) when the degree is awarded. Second baccalaureate degree candidates are not eligible for Honors at Graduation.

### *Notification*

Latin honors will be noted on the diploma and transcript.

### *Recognition at Commencement*

Students who complete their graduation requirements in the fall semester prior to Commencement will have their GPAs determined before the Commencement program is printed and their designated honors will be identified in the program.

Students who complete their graduation requirements in the spring or summer will not have their final GPAs determined until after Commencement. In order to recognize these students at Commencement, honors will be based on coursework completed before the semester of the commencement ceremony. The final honor is determined when the degree is awarded.

## **Availability of Institutional and Financial Assistance Information**

(Replace the information appearing in the 2012-14 Catalog, page 504)

### ***Director of Financial Aid and Scholarships***

(760) 750-4850

- A description of the federal, state, institutional, local, and private student financial assistance programs available to students who enroll at California State University San Marcos;
- For each aid program, a description of procedures and forms by which students apply for assistance, student eligibility requirements, criteria for selecting recipients from the group of eligible applicants, and criteria for determining the amount of a student's award;
- A description of the rights and responsibilities of students receiving financial assistance, including federal Title IV student assistance programs, and criteria for continued student eligibility under each program;
- The satisfactory academic progress standards that students must maintain for the purpose of receiving financial assistance and criteria by which a student who has failed to maintain satisfactory progress may reestablish eligibility for financial assistance;
- The method by which financial assistance disbursements will be made to students and the frequency of those disbursements;
- The way the school provides for Pell-eligible students to obtain or purchase required books and supplies by the seventh day of a payment period and how the student may opt out;
- The terms of any loan received as part of the student's financial aid package, a sample loan repayment schedule, and the necessity for repaying loans;
- The general conditions and terms applicable to any employment provided as part of the student's financial aid package;
- The terms and conditions of the loans students receive under the Direct Loan and Perkins Loan Programs;
- The exit counseling information the school provides and collects for student borrowers; and
- Contact information for ombuds offices available for disputes concerning federal, institutional and private loans.

## **Nondiscrimination Policy**

### **Race, Color, Ethnicity, National Origin, Age, Religion and Veteran Status**

The California State University does not discriminate on the basis of race, color, ethnicity, national origin, age, religion or veteran status in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Dr. Bridget Blanshan, Associate Vice President for Student Development Services has been designated to coordinate the efforts of California State University San Marcos to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at 3600 Craven Hall or by calling 760-750-4935.

### **Disability**

The California State University does not discriminate on the basis of disability in its programs and activities, including admission and access. Federal and state laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, prohibit such discrimination. Dr. Bridget Blanshan Associate Vice President for Student Development Services has been designated to coordinate the efforts of California State University San Marcos to comply with all applicable federal and state laws prohibiting discrimination on the basis of disability. Inquiries concerning compliance may be presented to this person at 3600 Craven Hall or by calling 760-750-4935.

### **Sex/Gender/Gender Identity/Sexual Orientation**

The California State University does not discriminate on the basis of sex, gender, gender identity or sexual orientation in its programs and activities, including admission and access. Federal and state laws, including Title IX of the Education Amendments of 1972, prohibit such discrimination. Dr. Bridget Blanshan, Associate Vice President for Student Development Services has been designated to coordinate the efforts of California State University San Marcos to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at 3600 Craven Hall or by calling 760-750-4935. The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.

Title IX of the Education Amendments of 1972 protects all people regardless of their gender or gender identity from sex discrimination, which includes sexual harassment and violence:

- **Sexual discrimination** means an adverse act of sexual discrimination (including sexual harassment and sexual violence) that is perpetrated against an individual on a basis prohibited by Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., and its implementing regulations, 34 C.F.R. Part 106 (Title IX); California Education Code §66250 et seq., and/or California Government Code §11135.

- **Sexual harassment** is unwelcome conduct of a sexual nature that includes, but is not limited to, sexual violence, sexual advances, requests for sexual favors, indecent exposure and other verbal, nonverbal or physical unwelcome conduct of a sexual nature, where such conduct is sufficiently severe, persistent or pervasive that its effect, whether or not intended, could be considered by a reasonable person in the shoes of the individual, and is in fact considered by the individual, as limiting the individual's ability to participate in or benefit from the services, activities or opportunities offered by the university. Sexual harassment also includes gender-based harassment, which may include acts of verbal, non-verbal or physical aggression, intimidation or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.
- **Sexual violence** means physical sexual acts (such as unwelcome sexual touching, sexual assault, sexual battery and rape) perpetrated against an individual without consent or against an individual who is incapable of giving consent due to that individual's use of drugs or alcohol, or disability.
- See further information in California State University San Marcos' sexual violence prevention and education statement, which includes facts and myths about sexual violence at <http://www.csusm.edu/title9/titleIXstatement.html>.

#### WHO TO CONTACT IF YOU HAVE COMPLAINTS, QUESTIONS OR CONCERNS

Title IX requires the university to designate a Title IX Coordinator to monitor and oversee overall Title IX compliance. Your campus Title IX Coordinator is available to explain and discuss your right to file a criminal complaint (sexual assault and violence); the university's complaint process, including the investigation process; how confidentiality is handled; available resources, both on and off campus; and other related matters. *If you are in the midst of an emergency, please call the police immediately by dialing 9-1-1.*

#### CAMPUS TITLE IX COORDINATOR:

- *Dr. Bridget Blanshan, Associate Vice President for Student Development Services*
- Craven Hall 3600; [bblansha@csusm.edu](mailto:bblansha@csusm.edu) 760-750-4935
- Monday - Friday, 8:00 am – 5:00 pm excluding University holidays
- **CSU San Marcos Police**
  - 425 La Moree Rd. San Marcos, CA 92078
  - 760-750-4567 (Non emergency)
  - University Police Dispatch and Officers are available 24 hours/day, 365 days/year

#### U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS:

- (800) 421-3481 or [ocr@ed.gov](mailto:ocr@ed.gov)
- If you wish to fill out a complaint form online with the OCR, you may do so at: <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>.

## ADDITIONS, CHANGES, AND CORRECTIONS TO COURSE DESCRIPTIONS

### **ACCT 301 (4)**

[Added enrollment requirement: Enrollment Requirement: A grade of C (2.0) or better on the Financial Accounting Knowledge Test (KAT301) administered by the Department of Accounting at CSUSM.]

#### **Intermediate Accounting I**

### **ACCT 406 (2)**

[Reactivated Course]

#### **Cost Management, Measurement, and Control**

In-depth study of the application of activity based cost accounting to the problems of management control in manufacturing, service, and government organizations. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status). Prerequisite: ACCT 306 with a grade of C (2.0) or better.*

### **ACCT 416 (4)**

[Added prerequisite: Prerequisites: ACCT 302 and 308 with a grade of C (2.0) or better.]

#### **Auditing**

### **ANTH 375 (3)**

[New Course]

#### **Money, Culture, and Power**

Money, culture, and power are intertwined. The production of wealth and its distribution are shaped by and influence our worldview, institutions, and social relationships. Using the tools of anthropology, such as ethnography, cross-cultural comparison, and an evolutionary (historical) perspective, this course offers a holistic analysis of how human societies extract, produce, exchange, and distribute resources, from the earliest times to the present.

### **ANTH 379 (3)**

[New Course]

#### **Environmental Health and Justice**

Examines disproportionate burdens of environmental contamination and subsequent health disparities affecting communities of color across the U.S. and internationally. Reviews environmental health and justice through anthropological case studies that illustrate how communities have organized to improve health and justice in their communities. Examines environmental health and justice literature and reviews programs organized to address childhood asthma reduction, lead poisoning prevention, clean-up and restoration of contaminated sites, sustainable/organic agriculture, clean energy programs and cancer and health disparities research.

**BA 671 (1)**

[New Course]

**Essential Knowledge and Critical Skills Workshops**

Covers essential knowledge and critical skills in business such as business writing, business calculus, managerial ethics, cross cultural negotiation, external environment and globalization, entrepreneurship, and cohort-specific selected topics. *Graded Credit/No Credit. Enrollment restricted to students enrolled in the Master of Business Administration.*

**BA 673**

[New Course]

**Meet the Leaders**

An executive seminar for the Fully Employed MBA students. Guest speakers include executives of local and global companies, successful entrepreneurs, and leaders in government and not-for-profit organizations. The leaders share insights about their career, what worked, what didn't, challenges, opportunities, successes, and failures. *Graded Credit/No Credit. Enrollment restricted to students enrolled in the Master of Business Administration.*

**BIOL 212 (3)**

[Added enrollment restriction: Enrollment restricted to Biological Sciences Majors]

**Evolution****BIOL 320 (3)**

[New Course]

**Anatomy and Physiology of the Speech and Hearing Mechanism**

Explores the anatomy and physiology of speech and hearing including respiration, phonation, resonance, articulation and perception. An introduction to the central and peripheral nervous system also is provided. *Also offered as EDSL 320. Students may not receive credit for both. Enrollment restricted to students who have completed the Lower-Division General Education requirement in Life Science (B2).*

**BIOL 380L (1)**

[Registration condition change: *Prerequisites: BIOL 210, 211 and 215. Co/Prerequisite: BIOL 380.*]

**BIOL 503 (4)**

[Change in course level and number, unit value, and description change (Formerly BIOL 403)]

**Modern Molecular Biology and Genomics**

An introduction to modern application of molecular biology, including genomics. Specific topics covered will include genome sequencing, transcript profiling, genome-wide association studies, and large scale mutagenesis. Using the primary literature as a guide, the class 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. Accompanying laboratory provides students with hands-on experience in the analysis of genomic data sets. *May not be taken for credit by students who have received*

credit for BIOL 403. Enrollment requirement for graduate students and prerequisite for undergraduates: BIOL 351 or BIOT 355.

### **BIOL 600 (3)**

[New Course]

#### **Scientific Communication**

Practical experience in the preparation of written, oral, and poster presentations in the biological sciences. Students will also actively take part in the peer review process commonly used to evaluate the scientific and technical merits of research proposals. Final products may include formal grant (NSF or NIH) and thesis proposals. *Enrollment restricted to students with Graduate standing. May not be taken for credit by students who have received credit for BIOL 610 or 611.*

### **BIOT 680A (1)**

[New Course]

#### **Semester in Residence Project Writing Workshop**

Provides the student with tools and a focused pathway to develop and complete their Semester in Residence Project. This process is imperative to the student's ability to produce a comprehensive final project, defense, and future industry presentations. *Enrollment is restricted to students who have been admitted to the Master of Biotechnology Program. This class cannot be repeated. Prerequisite: BIOT 680B.*

### **BIOT 680B (4)**

[Change in course number (Formerly BIOT 680), unit value, title, and enrollment restriction:

*Enrollment is restricted to students who have been admitted to the Master of Biotechnology Program. This class cannot be repeated. Prerequisite: BIOT 680A.]*

#### **Internship/Semester in Residence**

### **BIOT 697A (1) 697B (2) 697C (3) 697D (4) 697E (5) 697F (6)**

[New Course]

#### **Directed Studies**

Industrial or academic research directed or sponsored by industry and a PSM Faculty. Enrollment is limited to students who have graduate standing and who expect to use the facilities and resources of industry or the University. *May be repeated one time. Graded Credit/No Credit. Units may not be applied to the required units for the Master's degree. Enrollment restricted to students who have obtained consent of instructor.*

### **BRS 335 (3)**

[Change in prefix and number (Formerly LBST 375)]

#### **Urban Change and Ethnicity**

### **CHEM 021 (1)**

[Added repeatability: *May be repeated for a total of three (3) units*]

#### **Supplemental Instruction in Introductory Organic Chemistry**

**CHEM 316 (3)**

[New Course]

**Chocolate: A Chemical Investigation**

A survey of interesting natural products in today's society, with emphasis on the historical and modern production and consumption of chocolate along with several other plant-derived foods and drugs. The areas covered are: chemical structure and bonding, chemical reactivity, solubility, acidity, energy of reactions, and natural organic molecules and their effects on our bodies. Intended for the non-chemistry major. *May not be taken for credit by students who have received credit for CHEM 390-1.*

**CHEM 318 (3)**

[New Course]

**Chemistry of Wine and Beer**

Introduces basic concepts of chemistry to the non-science major using examples from the wine and beer industries. Focuses on the use of the processes of wine making and beer brewing to introduce chemical principles. The history, composition, analysis, metabolism, and impact on human health of wine and beer will also be covered.

**CHEM 395 (1)**

[New Course]

**Workshop for Future Chemistry Educators**

A discussion forum for students pursuing the Chemistry Education Option. Discussion focuses on various chemistry topics typically presented in secondary level classrooms. Students should take this course simultaneously with EDUC 350 so that they are better able to link their observations from the field experience to their own study of chemistry. *Prerequisites: CHEM 202 and 250 with grades of C (2.0) or better.*

**CHEM 397 (1)**

[New Course]

**Supervised Chemistry Lecture/Laboratory Instruction**

Practical experience for science majors interested in chemistry teaching. Involves assisting the faculty member teaching in a chemistry laboratory or classroom setting. Includes individual supervision of teaching. A written report/journal is required. (One hour conference and three hours lab/lecture per unit). *May be repeated for a total of two (2) units. Graded Credit/No Credit. Enrollment is restricted to students who have obtained consent of instructor. Prerequisites: CHEM 202 and 250 with minimum grades of C (2.0).*

**CHEM 490 (1-3)**

[Change in unit value]

**Selected Topics in Analytical Chemistry****CHEM 491 (1-3)**

[Change in unit value]

**Selected Topics in Biochemistry**



**CHEM 492 (1-3)**

[Change in unit value]

**Selected Topics in Inorganic Chemistry****CHEM 493 (1-3)**

[Change in unit value]

**Selected Topics in Organic Chemistry****CHEM 494 (1-3)**

[Change in unit value and prerequisites: Prerequisites will vary depending on the topic]

**Selected Topics in Physical Chemistry****COMM 405 (3)**

[New Course]

**Feminist Rhetoric**

Introduces students to the area of feminist rhetoric as independent and intertwined fields of study. Learned are diverse perspective of feminism and theories of feminist rhetoric that act as lenses for application and evaluation purposes. Also studied are varied social and political topics where feminisms, feminist thought and rhetoric present themselves. *May not be taken for credit by students who have received credit for COMM 420-1. Recommended preparation: COMM 401 or 402.*

**COMM 444 (3)**

[New Course]

**Narratives in Organizations**

Develops understanding of the role of narratives in contemporary workplaces and cultivates narrative appreciation. Students gain familiarity with concepts from organizational narratology such as action, motivation and morality; sequence and locale; character and identity; interest and memory; complexity and control; point of view and verisimilitude, and aesthetics. Students construct their own narratives describing organizational experience, analyze narratives, improve storytelling ability, and apply their knowledge of narratives to improve communication in organizations. *May not be taken for credit by students who have received credit for COMM 350-1. Prerequisites: COMM 310, or 437, or 440. (CCSC)*

**CS 480 (3)**

[Reactivated Course]

**Introduction to Optimization**

Study of Linear Programming, Goal Programming and Integer Programming. Programming methods include the simplex method and the Big M method. Theoretical aspects include optimality conditions, sensitivity analysis and duality. *Also offered as MATH 480. Students may not receive credit for both. Enrollment Requirement: CS 211. Prerequisite: MATH 374.*

**DNCE 200 (3)**

[New Course]

**Movement Awareness**

Investigates functional movement through internal observation alongside dance improvisation to enhance spontaneous creativity and artistic research. Open to all levels of abilities. Students will increase their awareness of self through movement and somatic art processes while learning that the body is a dynamic system and ever changing. Course assignments focus on ways to articulate sensorial observations through written response papers and projects that focus on the body and cultural identity. *May not be taken for credit by students who have received credit for DNCE 130-1.*

**DNCE 400 (3)**

[New Course]

**Performance Lab**

An opportunity to develop and collaborate on new performance works that culminate in presentations to the public. Introduces the historical and theoretical concepts that underline various process-oriented activities so that students understand the depth of the creative process and the important social and political impact of the work.

**ECON 306 (3)**

[Reactivated Course]

**Economics, Philosophy, and Politics**

Basic economic concepts for the student such as supply and demand, opportunity cost, market exchange, and costs and benefits. Unusual and current applications of these basic concepts are explored. Examines the philosophical basis for a just society and how social rules evolve. The works of a number of political philosophers are examined. Discusses issues that fall within the intersection of economics and politics. Includes political behavior, special-interest politics, and the effects of both on the competitive nature of the economy.

**ECON 421 (3)**

[Course was inadvertently left out of the printed catalog]

**The Public Economy**

The economic justification for government is usually based on the inability of markets to achieve certain economic and social objectives. This is often referred to as market failure. Issues connected with market failure include public goods provision, externalities, the income distribution, and more. Examines the ways in which government deals with market failure. Discusses government taxation, transfer payments, and expenditure policies and the effects of these policies on incentives and behavior. *Enrollment Requirement: MATH 132 or 160, ECON 201 and 202.*

**EDEX 661 (2)**

[Change in title and description; deleted enrollment requirement and prerequisite]

**Portfolio Review**

Through a portfolio review process, candidates demonstrate performance of specialist or authorization standards. *Graded Credit/No Credit.*

**EDMI 573 (7)**

[New Course]

**Clinical Practice II in Middle Level Bilingual/ELD Settings**

A clinical practice experience designed to prepare teacher candidates to obtain Bilingual Authorization certification. Bilingual teacher candidates will demonstrate the skills, knowledge, and attitudes to effectively teach in a bilingual/ELD classroom setting. Graded *Credit/No Credit*. *Enrollment is restricted to students who have obtained consent of instructor. Enrollment Requirement: Admission to the Middle Level Teacher Education Program.*

**EDSL 150 (3)**

[Change in number, title, and description change]

**Introduction to Communicative Sciences and Disorders**

An orientation to a career in speech-language pathology. An overview of the numerous speech, language, cognitive, swallowing and hearing disorders that speech-language pathologists diagnose and treat. *May not be taken for credit by students who received credit for EDSL 350.*

**EDSL 201 (3)**

[New Course]

**Hearing Disorders and Measurement**

Reviews the anatomy of the auditory and vestibular systems and explores peripheral and central disorders which can affect hearing and balance. Classification of disorders of hearing by etiology, location within the auditory systems, and effect on communication. Investigates the current assessments available to evaluate hearing and balance and the results provided by the assessments. *May not be taken for credit by students who have received credit for EDUC 496-2.*

**EDSL 260 (3)**

[Course number change (Formerly EDSL 360); removed prerequisite EDSL 350]

**Diagnostics in Speech-Language Pathology**

Consideration of the general role of evaluation in speech and language therapy with intensive study of diagnostic tests and procedures used to assess communication disorders.

**EDSL 320 (3)**

[New Course]

**Anatomy and Physiology of the Speech and Hearing Mechanism**

Explores the anatomy and physiology of speech and hearing including respiration, phonation, resonance, articulation and perception. An introduction to the central and peripheral nervous system also is provided. *Also offered as BIOL 320. Students may not receive credit for both. Enrollment restricted to students who have completed the Lower-Division General Education requirement in Life Science (B2).*

**EDSL 351 (3)**

[Course number change (Formerly EDSL 551)]

**EDSL 357 (3)**

[New Course]

**The Science of Speech and Hearing**

Provides a foundation in the science of sound as applied to speech and hearing with applications in the field of communicative disorders. Students will learn the fundamental science of the production and perception of sound. The physical and physiological aspects of speech and its measurement will be reviewed. Normal physical processes and principles serve as a framework for understanding abnormal functioning. Clinical applications are used to demonstrate the importance of the science of sound to the clinician. *May not be taken for credit by students who have received credit for PHYS 490-3. Also offered as PHYS 357. Students may not receive credit for both.*

**EDSL 364 (3)**

[New Course]

**The Role of Cultural Diversity in Schooling**

Principles of first and second language acquisition (e.g. historical and current theories, psychology, sociocultural, political, and pedagogical factors) and issues related to notions of culture, interaction, and communication in school and community contexts (e.g. the nature of culture, manifestations of cultural contact and cultural diversity in the United States and in California) within a theoretical and applied context. Required of all credential candidates. *Also offered as EDUC 364. Students may not receive credit for both.*

**EDSL 391 (3)**

[New Course]

**Clinical Phonetics and Analysis of Disordered Speech for Speech Language Pathologists**

Description, analysis, and transcription of typically produced and disordered speech sounds. The importance and application of phonetic transcription in the assessment of individuals with communication disorders is examined. Students will learn techniques for citation and intelligibility assessment. Knowledge of typical and disordered development is incorporated to aid in diagnostic and therapy decisions. Students analyze child and adult speech samples to differentially diagnose articulation and phonological disorders.

**EDSL 473 (3)**

[New Course]

**Adult Neurogenic Communication Disorders**

Covers the neuroanatomical and neurophysiological bases of adult human communication and discuss types of brain injuries (i.e. diagnoses) that lead to acquired communication disorders in adults. Covers the linguistic and cognitive-communicative disorders of aphasia, right brain dysfunction, traumatic brain injury, dementia, dysarthria and apraxia of speech. A survey of historical and contemporary literature related to the nature of these communication disorders, including prominent theories will be covered.

**EDSS 548A (2)**

[New Course]

**Secondary Physical Education Methods A**

Designed to introduce teaching candidates to curriculum development, assessment strategies, and instructional design concepts that are essential to the effective design of a standards-based secondary physical education program. Teaching candidates will have opportunities to learn about elements of professional practice that highly qualified physical education teachers possess and/or are able to demonstrate within their physical education program. These elements include: curriculum, safety, class size, facilities and equipment, time allocation, technology, activity content knowledge, assessment, and program evaluation. *May not be taken for credit by students who have received credit for EDUC 695-1. Enrollment Requirement: Admission to the Single Subject Program. Prerequisite: EDUC 350, 364, and 422.*

**EDSS 548B (2)**

[New Course]

**Secondary Physical Education Methods B**

Designed to introduce teaching candidates to assessment and instructional design concepts that are essential to the effective design of a standard-based secondary physical education program. Students will have opportunities to learn about elements of professional practice that highly qualified physical education teachers possess and/or are able to demonstrate within their physical education program. *Enrollment Requirement: Admission to the Single Subject Program. Prerequisite: EDSS 548A.*

**EDST 643 (1)**

[New Course]

**Using Mobile Technologies for Teaching and Learning**

Learn about emerging mobile applications and successful uses in educational setting. Explore models and create example projects that engage learners in collaborative projects. Identify strategies and lessons aligned with content and national technology standards for use with students.

**EDST 644 (1)**

[New Course]

**Social Media and Personal Learning Networks in Education**

Examines the use of social media in creating a personal learning network (PLN). Students will use various social media tools to create and participate in an on-line learning community to enhance instructional and personal development.

**EDST 646 (1)**

[New Course]

**Digital Citizenship in the Classroom**

Advocates, models and teaches safe, legal and ethical use of digital information and technology including respect for copyright, intellectual property, and the appropriate documentation of resources.

**EDST 647 (1)**

[New Course]

**Adventures in GeoCaching**

In this hands-on course, students will learn about and use Global Positioning System (GPS) Receivers. Use of geocaching activities will be explored and classroom activities will be designed for K-12 students.

**EDST 648 (1)**

[New Course]

**Cloud Computing for Education**

Learn and explore educational use of applications in a cloud environment such as Google Apps. Discover how cloud computing supports teaching and learning in the digital age.

**EDST 649 (1)**

[New Course]

**Implementing Adaptive Technology in the K-8 Classroom**

Designed to provide insight into the world of assistive technology in education. The course will review various types of disabilities and the technologies and accommodations available to students with disabilities.

**EDUC 364 (3)**

[Crosslisting with EDSL 364]

**The Role of Cultural Diversity in Schooling**

Principles of first and second language acquisition (e.g. historical and current theories, psychology, sociocultural, political, and pedagogical factors) and issues related to notions of culture, interaction, and communication in school and community contexts (e.g. the nature of culture, manifestations of cultural contact and cultural diversity in the United States and in California) within a theoretical and applied context. Required of all credential candidates. *Also offered as EDSL 364. Students may not receive credit for both.*

**EDUC 370 (1)**

[New Course]

**Leadership Foundations for Teaching Diverse Students**

Provides a multi-faceted pre-service training experience that is methods oriented, pedagogically sound and that references Mini-Corps tutoring experiences for undergraduate and Mini-Corps students participating in the Credential Programs Pathway for Mini-Corps. Explores supporting academic achievement of culturally and linguistically diverse students, including tutoring migrant students, and also prepares undergraduates for entering the credential programs. *May be repeated for a total of eight (8) units. Enrollment is restricted to students who have obtained consent of instructor.*

**EDUC 380 (3)**

[New Course]

**Applications in Child and Youth Development**

Considers the social, cultural, cognitive, emotional, linguistic, and behavioral development of children and adolescents from multidisciplinary, multicultural, and applied perspectives. Students will learn major theories of development in order to apply that knowledge to their work in evidence-based services and programs for children and youth. Includes a field experience component through which students will consider how their in-class learning is enacted in the lived experiences of children and youth. Special attention is given to identifying multicultural and socio-cultural influences on development. *May not be taken for credit by students who have received credit for EDUC 496-1. Also offered as HD 380. Students may not receive credit for both.*

**EDUC 606 (3)**

[Change in title and course description]

**Foundations of Literacy and Literacy Instruction**

Overview of theories and practices that affect literacy development and literacy instruction for English speakers and English language learners. Develops teachers' understanding of how to create cultures of literacy as well as literacy skills necessary in the 21<sup>st</sup> century for Pre-K through adolescent learners.

**EDUC 610 (3)**

[Change in title and course description]

**Creating Conditions for Engagement and Independence in Literacy Classrooms**

Examination of theories and practices that create the conditions for engagement and independence, which in turn affect literacy development in Pre-K through adolescent learners. Designed to develop understanding of how to create cultures of literacy and to develop literacy skills necessary in the 21<sup>st</sup> century for all learners. Components of research-based best practices will be a focus with an emphasis on creating cultures of literacy, supporting the development of information/technology/library skills and abilities, designing curriculum and instruction, and use of assessment as a means to fostering engagement.

**EDUC 613 (3)**

[Change in title and course description]

**Multilingual Learners, Literacy and Language**

Examines the current theory, research, and practice that affect language and literacy development for multilingual students. Explores the role of the culture of literacy as well as digital literacies for capitalizing on students' diverse language and literacy backgrounds to engage students in the acquisition of English literacy skills informed by understanding of second language acquisition, transfer among languages and culturally responsive interactions

**EDUC 616 (3)**

[Change in title and course description]

**Learning Through Text**

Examines what is considered “text” in today’s multimedia world: multiple sources of information, bridging print and digital literacies. The formats, audiences and purposes of various texts will be explored as well as ways to support students’ reading of those texts. Selecting, interpreting, mediating, understanding and using text across the curriculum with students of various needs and developmental levels.

**EDUC 618 (3)**

[Change in title and course description]

**Teaching Literacy for the 21<sup>st</sup> Century**

Examines and demonstrates what it means to read, write, view, listen, and communicate in the 21<sup>st</sup> century. Teachers will expand and improve familiar literacy teaching and assessment by incorporating new technologies.

**EDUC 619 (3)**

[Change in title and course description]

**Teacher Inquiry to Improve Student Learning**

For teachers interested in conducting teacher research in their classrooms. The goal is to create a community of practice for teachers-as-researchers who can reflect on, investigate, understand and share their craft, students and classrooms with colleagues.

**EDUC 623 (1-3)**

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

**Integrating Curriculum Through Fieldwork/Clinical Experiences**

Designed to provide candidates with advanced clinical experience in the area of curriculum for students and schools needing support in reading. Focuses on the integration of program theory and content with a supportive environment that includes self-assessment, supervision for a university advisor and a field supervisor. Promotes reflection and decision-making that is aligned with being a specialist in the area of literacy and language arts. *Graded Credit/No Credit. Prerequisite: EDUC 614B.*

**EDUC 627 (3)**

[Change in title and course description]

**Designing, Developing and Evaluating Effective Literacy Programs**

Prepares teachers to evaluate, design, develop and implement reading programs at the school and district level. Prepares teachers for the various roles of teacher and diagnostician, intervention provider, curriculum designer, professional developer, coach/mentor/supervisor, literacy program evaluator, action researcher, and literacy leader, all necessary to become a reading specialist and literacy coach.



**GRMN 314 (1-3)**

[New Course]

**Topics in German Culture**

Selected topics of study drawn from German culture and civilization. Topics will vary according to the instructor, and the semester offered. Students should check the class schedule for listing of actual topics. *May be repeated for credit as topics change for a total of six (6) units. Conducted in German. Prerequisite: GRMN 201.*

**HD 350 (3)**

[New Course]

**Health and Human Development**

Focuses on the intersection between culture, health issues, and human development across the lifespan. Explores health issues across the lifespan, health policy, healthcare provider culture, health promotion, health disparities, epidemiology of disease among U.S. ethnic groups and the contribution of socio-cultural factors to the etiology and maintenance of disease. Designed to give students interested in health care careers essential knowledge to provide culturally competent services for a diverse society. *May not be taken for credit by students who have received credit for HD 370-1. Enrollment restricted to Kinesiology majors in the Health Science option, and Human Development majors. Prerequisites for Human Development majors: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

**HD 360 (3)**

[New Course]

**Effective Counseling Interventions Across the Lifespan**

Provides a foundation in the theory of counseling and effective components of evidence-based interventions. Students will become familiar with empirically supported relationship variables that are critical to counseling interactions, evidence-based approaches to counseling across the lifespan, and specific strategies integral to these interventions. The impact of development and socio-cultural forces will be discussed. A scientific, theory-based approach to counseling, emphasizing the integration of research and clinical work, using a developmental framework, will be used. *May not be taken for credit by students who have received credit for HD 370-2. Enrollment restricted to Human Development majors. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

**HD 380 (3)**

[New Course]

**Applications in Child and Youth Development**

Considers the social, cultural, cognitive, emotional, linguistic, and behavioral development of children and adolescents from multidisciplinary, multicultural, and applied perspectives. Students will learn major theories of development in order to apply that knowledge to their work in evidence-based services and programs for children and youth. Includes a field experience component through which students will consider how their in-class learning is enacted in the lived experiences of children and youth. Special attention is given to identifying multicultural and socio-cultural influences on development. *May not be taken for credit by students who have received credit for HD 370-3. Also offered as EDUC 380. Students may not receive credit for both.*

**HIST 331 (3)**

[Change in title and course description]

**Law, Sexuality, and American History**

Explores the legal regulation and cultural construction of sexual expression, marriage, and gender identity from the colonial period to the present in the United States. Special attention will be paid to the impact of law on ideas about citizenship and race.

**HIT 500 (2)**

[New Course]

**Healthcare Systems: Structure and Process**

Provides a historical foundation for the study of the current health care system and alternate views of health. Course content includes examining the structure and process of the U.S. health care system and comparison to health care systems in other developed countries. Enablers, constraints, and incentives are identified and evaluated in terms of developing a health care system that is efficient and provides patient value. *Enrollment Requirement: Admission to the HIT Certificate Program. Enrollment is restricted to students who have obtained consent of department.*

**HIT 510 (2)**

[New Course]

**Data Management for Healthcare Decision Support**

Studies the application of analytical methods to healthcare data for decision support. Methods include the conventional tools of statistics such as descriptive measures, graphs, regression, and forecasting. Other techniques presented include “data mining” and simulation. Applications include developing evidence-based practices, identifying unnecessary/inappropriate/overused treatments/procedures/drugs; identifying gaps in care; projecting health care needs; estimating costs. Concepts of “experimental design” such as controlled vs. observational studies, randomization, double blind, and regression to the mean will be introduced. Outside speakers will be used to present actual applications. *Enrollment Requirement: Admission to the HIT Certificate Program. Enrollment is restricted to students who have obtained consent of instructor.*

**HIT 520 (2)**

[New Course]

**Electronic Health Records**

Focuses on regulatory policies and implementation issues concerning Electronic Medical Record (EMR) Systems. The goal is to provide a solid foundation so that students are capable of leading the effort in deploying an EMR system that not only meets the mandates of federal, state, and local governments, but also improves overall health care deliveries. Students will also study medical languages via an online module of this course. *Enrollment Requirement: Admission to the HIT Certificate Program. Enrollment is restricted to students who have obtained consent of instructor.*

**HIT 530 (2)**

[New Course]

**Data Communication and Security for Healthcare**

Focuses on medical data communications and security. Students will learn communication protocols, hardware & software, and regulations required to share information among healthcare institutions. In particular, policies such as HIPAA and the HITECH Act will be discussed to demonstrate security and privacy requirements for data communications. The goal is to provide students a solid foundation for implementing a secured data communication infrastructure that meets regulatory requirements. *Enrollment Requirement: Admission to the HIT Certificate Program. Enrollment is restricted to students who have obtained consent of instructor.*

**HIT 540 (2)**

[New Course]

The adoption and meaningful use of health information technology requires an understanding that major challenges to system success are more often behavioral than technical. The goal is to understand core theories supporting change management, learn effective leadership skills to overcome behavioral resistance to change, and apply change management techniques in complex health care organizations. *Enrollment Requirement: Admission to the HIT Certificate Program. Enrollment is restricted to students who have obtained consent of instructor.*

**HIT 550 (2)**

[New Course]

**Project Management and Process Improvement for Healthcare**

Introduces students to how healthcare systems can use operations management methods to improve healthcare processes. Specific focus will be on reducing cycle times (e.g., patient wait times), measuring productivity, streamlining process flows, tracking outcomes and performance metrics, and generally improving health management processes. The process improvement will be measured by how it can improve quality and safety of healthcare delivery and reduce waste. The role of technology and innovative approaches in improving Efficiency Quality and Safety (EQS) in healthcare delivery will also be emphasized. *Enrollment Requirement: Admission to the HIT Certificate Program. Enrollment is restricted to students who have obtained consent of instructor.*

**KINE 318 (3)**

[New Course]

**Sport, Games, and Culture**

Examines the various roles and implications of play, games, and sport in the contemporary world from a variety of academic disciplines. These include historical development of sport and their informing period philosophies, political economies, and socio-cultural influences with a focus on the everyday usage of sport. Psychological performance modalities of modern sport and the role(s) of and behavioral studies as they apply to participation and passive consumption will be explored. *May not be taken for credit by students who have received credit for KINE 390-4.*

**LBST 361 (3)**

[Reactivated Course]

**The Social Construction of Science**

Explores the field of social construction of science, a true interdisciplinary area of investigation, historically built from existing perspectives in the social sciences (predominantly sociology but also anthropology, social linguistics, history, and philosophy). Introduces students to the basic theoretical concepts required for the analysis of science as a social phenomenon, its internal and external constructions, and its practice. The application of the basic tools and key concepts in the course will be accomplished through a focused exercise that explores one specific area of science such as the human genome project or distributed information systems.

**LING 351 (3)**

[Change in course description and prerequisites]

**Language Acquisition**

A general introduction to the study of language development examining current issues and linguistic theories of language acquisition, including those related to cognitive and cultural development, and the effects of sociolinguistic factors, such as gender and socioeconomic status, on language acquisition. Also explores multilingualism, early literacy, and language development in special populations. Students will discover how language is acquired via the interaction of internal and external factors. *Enrollment is restricted to students with junior or senior standing.*

**LING 355 (3)**

[New Course]

**Heritage Languages and Heritage Speakers**

Introduces students to the linguistic and cultural properties of heritage languages, defined as languages partially acquired and later supplanted by the dominant language of a given community. Students will investigate phonological, morphological, and syntactic properties of heritage languages, cultural vs. linguistic knowledge with an emphasis on linguistic relativism, the relationship between heritage language and identity, heritage languages as a testing ground for universal properties of language, and pedagogical implications for teaching speakers of heritage languages. *Enrollment is restricted to students with upper-division standing.*

**MASS 432 (3)**

[Added the following statement: *Also offered as VSAR 309. Students may not receive credit for both.*]

**Media Narrative****MATH 200 (3)**

[New Course]

**Mathematical Statistics for Nursing**

Provides an introduction to the statistical quantitative analysis of problems in the life and health sciences. Basic concepts include exploratory data analysis with graphs to visualize center, variation and distribution; scatter plots and correlation; measuring center and spread;

percentiles and detecting outliers; basic probability concepts; normal distribution; sampling designs and designing experiments; Central Limit Theorem; confidence intervals; hypothesis testing of a claim about mean or proportion; chi-square test for goodness of fit; linear regression; matched pairs; bootstrap method for small sample estimation of a parameter using the Monte Carlo method for re-sampling. *Enrollment restricted to Pre-Nursing students who have completed the Elementary-Level Mathematics (ELM) requirement.*

#### **MIS 308 (4)**

[New Course]

##### **Enterprise Systems**

Provide students with an understanding of the theoretical and practical issues related to the application of enterprise systems within organizations. The main focus of this course is to demonstrate how enterprise systems integrate information and organizational processes across functional areas with a unified system comprised of a shared database and shared reporting tools. *Prerequisites: MIS 302 or MIS 304 and all lower-division pre-business core.*

#### **MIS 328 (4)**

[New Course]

##### **Mobile Business Applications**

Introduces students to business mobile application development. Studies the impact of the various mobile technologies on business processes. Students will also be introduced to development guidelines, application frameworks, and development environments. Students will learn a programming language to enable them to build mobile applications. Coverage of the underlying theory will be coupled with hands-on exercises through the development of innovative mobile solutions to practical business problems. *May not be taken for credit by students who have received credit for MIS 484-2. Prerequisite: All lower-division pre-business core.*

#### **MIS 408 (4)**

[New Course]

##### **Information Systems for Business Intelligence**

Provides an introduction to using Decision Support Systems for business intelligence. Data management, data warehouses and data marts that support reporting and online analytic processing are studied. The use of key performance indicators, dashboards and scorecards for performance management and opportunity assessment are addressed. Text and web mining are discussed, and the applications of selected machine learning techniques, such as decision trees, genetic algorithm and neural network, are illustrated. Students actively participate in the delivery of this course through lab projects, case studies, and project presentations. *Prerequisites: MIS 302 or MIS 304 and lower-division pre-business core.*

#### **MIS 411 (4)**

[Change from prerequisites to recommended preparation. *Recommended Preparation: MIS 304, HTM 304, MIS 302 or ACCT 308.*]

##### **Database Management**

**NURS 320 (3)**

[Change in unit value]

**Nursing Care of Adults III****NURS 321 (3)**

[Change in unit value]

**Nursing Care of Adults III Laboratory****NURS 445 (4)**

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

**Practicum: Community-Oriented Nursing and Case Management**

Clinical experience is provided by rotation through multiple community-oriented settings to include traditional public health, and home health, hospice, school, and other community practice settings that include acute care settings. Students perform population-focused nursing practice with identified high-risk or vulnerable populations. In acute care settings, the student identifies high-risk clients and initiates early discharge planning and implements nursing care management interventions. *Corequisites: NURS 440 and 442. Prerequisites: NURS 320 and 321.*

**NURS 493 (1-2)**

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

**Nurse Externship**

Designed for traditional and accelerated BSN nursing students to work in a clinical setting and strengthen their professional nurse identity by working under the supervision of a clinical preceptor as a role model. Allows for acquisition of additional clinical practice in a real work setting. *Enrollment Requirement: NURS 320 and NURS 321 for traditional BSN students; NURS 324 and NURS 325 for Accelerated BSN students. Enrollment is restricted to students who have obtained consent from the department.*

**NURS 512 (3)**

[Change in unit value]

**Biostatistics for Advanced Nursing Practice****NURS 558 (3)**

[Change in course description]

**Clinical Nurse Leader Management of Complex Patients**

Advanced study of the management of patients in a variety of acute care settings. The Clinical Nurse Leader (CNL) designs, coordinates, integrates and evaluates care of clients and their families at the unit level. Includes a focus on application of leadership and communication, evidenced-based practice, collection and evaluation of outcomes related to informatics, assessment of population risk, interdisciplinary collaboration, client advocacy, client and staff education, health promotion, and patient centered complex care and application of cost-effective care principles in acute care of clients. *Admission restricted to students enrolled in the Master of Science in Nursing Program.*

**NURS 560 (2)**

[Change in unit value]

**Advanced Concepts of Gerontology Nursing Care****OM 428 (4)**

[Prerequisite change: Prerequisite: BUS 304 (removed prerequisites OM 302 or OM 305)]

**Supply Chain Management****PHIL 330 (3)**

[Reactivated Course]

**Philosophy in Literature**

Selected readings of literary and philosophical texts, attuned to the problem of human identity. Literary texts present concrete examples of individuals facing the task of forging an understanding of themselves; philosophical texts offer a variety of conceptual and terminological resources for the study of the processes of self-identification. Themes include: society, culture, and history; action and social interaction; public and private life; time and mortality; sexuality and gender; race and ethnicity; and modes of self-knowledge.

**PHYS 357 (3)**

[New Course]

**The Science of Speech and Hearing**

Provides a foundation in the science of sound as applied to speech and hearing with application in the field of communicative disorders. Students learn the fundamental science of the production and perception of sound. The physical and physiological aspects of speech and its measurement are reviewed. Normal physical processes and principles serve as a framework for understanding abnormal functioning. Clinical applications are used to demonstrate the importance of the science of sound to the clinician. *May not be taken for credit by students who have received credit for PHYS 356 and 490-3-EX. Also offered as EDSL 357. Students may not receive credit for both.*

**PHYS 390 (1-3)**

[New Course]

**Special Topics in Physics**

Selected topics in physics. Focuses on one or more current issues in the physics literature. A course description will be available before registration the semester offered. *May be repeated for credit as topics change. Students should check the Class Schedule for listing of actual topics.*

**PHYS 440 (3)**

[New Course]

**Biological Physics**

A modern view of biological systems from the analytical and quantitative perspective of physics. Examines how seemingly complex biological systems are similar and different from the physical systems that physicists generally analyze. Applies simple physical models to understand several biological systems at a quantitative level. Intended for physics, biology and chemistry students. *Prerequisites: PHYS 202 or PHYS 206.*

**PHYS 490 (1-3)**

[Change in title]

**Advanced Topics in Physics****PSCI 394 (3)**

[Course Reactivation]

**Political Corruption and Ethics**

Examines both outright misconduct by public officials and potentially unique ethical dilemmas that may confront individuals in the public realm. Attention will be given to various political institutions and levels of government. Possible underlying causes of misconduct and potential reforms will also be examined. (GP)

**PSYC 231 (1)**

[New Course]

**Psychology Research Methods Laboratory**

Introduces students to the basics of statistical software; data collection, entry, and analysis; and report writing. Students will actively participate in the research process and apply what was learned in their research methods class. The fundamentals learned in this class will prepare students for upper-division psychology lab courses. *Three hours laboratory.*

*Prerequisites: PSYC 100, 220, and a lecture-only research methods course with grades of C (2.0) or better. May not be taken for credit by students who have received credit for PSYC 230; (this course is for transfer students who did not have a lab component in their lower-division research methods course.)*

**PSYC 402 (4)**

[Change in prerequisites and enrollment requirements: *Prerequisites: PSYC 100, 220, 230 with grades of C (2.0) or better. Enrollment Requirement: One upper-division psychology laboratory course.*]

**Psychological Testing****SPAN 201C (3)**

[New Course]

**Intermediate Spanish for the Medical Field**

Intermediate course in Spanish designed for students whose professional careers and personal interests take them to the medical field. This course will enable students to hold conversations with Spanish-speaking patients and their families. Students will develop basic and intermediate skills in the target language to carry on medical functions or tasks. Helpful for students who have a basic knowledge of Spanish and whose goal is to apply the target language to a medical setting. *This course fulfills the University's Language Other than English Requirement. Enrollment Requirement: Spanish 102, or two years of High School Spanish.*



**TA 101 (3)**

[New Course]

**Introduction to Acting**

A beginning course in the basics of acting: establishing a working vocabulary and acquiring the essential skills that an actor employs. Through exercises and practical assignments, the student actor explores the imagination as her/his primary creative resource. Students will also receive an introduction to the history of acting in the twentieth century. *Open to majors and non-majors.*

**TA 102 (3)**

[New Course]

**Voice for Actors and Public Speakers**

The fundamental theory and practice of healthy and articulate vocal production: controlling breath, phonation, resonance, enunciation, projection, vocal quality, and proper Standard American English. The intent is to produce a vocally expressive actor.

**TA 222 (3)**

[New Course]

**Introduction to African American Theatre**

Designed to give students of all backgrounds an introductory understanding to the world of modern African American theatre. Covers elements of style, design, criticism, and history as they pertain to the genre. There will also be a performance element to the class. Discussion will include issues of politics, race, and gender in the American Theatre.

**TA 301 (3)**

[Change in title and recommended preparation: Recommended Preparation: TA 101 or a beginning acting class taken at another institution]

**Acting I****TA 304 (3)**

[New Course]

**Acting Shakespeare**

Exploration of Shakespeare's language through examining and performing scenes from the plays. Study of heightened realities of poetic drama, verse analysis, research, and methods and how to approach classical text as an actor.

**TA 307 (3)**

[New Course]

**On-Camera Acting**

Provides hands-on experience in acting for film and television. Students will work in various genres (e.g., commercials, romantic comedy, drama, etc.) discuss acting techniques as they apply to film performance via practical projects, reading, written assignments and critiques. *May be repeated for a total of six (6) units.*

**TA 310 (3)**

[Change in title]

**Acting II****TA 401 (3)**

[Change in title and course description]

**Playwriting**

An intermediate course in the fundamentals of playwriting. Students learn the principles of play writing, do writing exercises designed to stimulate imagination, and develop writing techniques which are designed to help them put those principles into practice. Throughout the course students are guided through the various stages of the playwriting process which culminates with in-class reading of the short plays they have completed. *May be repeated to a total of six (6) units.*

**TA 402 (3)**

[Change in unit value]

**Acting Studio****TA 489A (4) 489B (2)**

[These courses replace TA 489. Change in course numbers, unit values, and repeatability: *May be repeated for a total of sixteen (16) units in any combination from TA 489A and TA 489B. Students may enroll in TA 489B twice per semester.*]

**Production and Performance****VSAR 123 (3)**

[New Course]

**Ways of Seeing: Introduction to the History of Photography**

Introduces students to the multiple histories of photography, contemporary photographers and the dynamic forms of photographic and digital images produced today. Explores the development of photography as an art form, and as a conveyer of truth and evidence within the traditions of journalism, advertising, family snapshots, memorials and more. Students develop a critical and creative approach to the meaning and use of photographically derived images through interactive class lectures, discussions, readings, writing and hands-on assignments.

**VSAR 301A (3)**

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

**Materials and Themes of Art A**

Hands-on studio course exploring the metaphorical power of materials and themes in art. Covers themes that have been central to art-making in the past and present such as Time, Place, Body and Science. Students create projects around these themes in various media while learning technical skills and experimenting with materials. *Enrollment Requirement: Completion of the Lower-Division General Education requirement in Arts (C1).*

**VSAR 301B (3)**

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

**Materials and Themes of Art B**

Hands-on studio course exploring the metaphorical power of materials and themes in art. Covers themes that have been central to art-making in the past and present such as Time, Place, Language, Identify and Spirituality. Students create projects around these themes in various media while learning technical skills and experimenting with materials. *Enrollment Requirement: Completion of the Lower-Division General Education requirement in Arts (C1).*

**VSAR 304 (3)**

[Change in weekly class hours: *Two hours of lecture and two hours of laboratory*]

**Advanced Video Production****VSAR 306 (3)**

[Change in weekly class hours: *Two hours of lecture and two hours of laboratory*]

**Video in the Community****VSAR 308 (3)**

[Change in weekly class hours: *Two hours of lecture and two hours of laboratory*]

**Audio Art and Sound Design****VSAR 309 (3)**

[Change in weekly class hours: *Two hours of lecture and two hours of laboratory. Added the following statement: Also offered as MASS 432. Students may not receive credit for both.*]

**Generating Narrative in Video and New Media****VSAR 317 (3)**

[Prefix and number change (Formerly MASS 306)]

**Media Distribution****VSAR 432 (3)**

[Prefix and number change (Formerly MASS 432)]

**Media Narrative****VSAR 433 (3)**

[Prefix and number change (Formerly MASS 433)]

**Screenwriting**

**WMST 345 (3)**

[New Course]

**Gender and Violence**

Explores the intersections of gender and violence, examining violence against women through a feminist lens, masculinities and violence, and race, class, gender, and sexualities and violence. Interrogates the concept of “violence,” exploring physical, emotional psychological, and structural violence, as well as state violence, societal responses to violence, and feminist resistance, in the U.S. and around the globe. Subjects may include intimate partner violence, LGBT violence, rape and sexual assault, state-sponsored violence, and militarized violence. *May not be taken for credit by students who have received credit for WMST 300-11.*