

Spring 2014 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 and Fall 2013 Addendum, 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, 502, 602,
BA 500, 602, 604, 671, 673, 675, 685
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
CIS 490
CS 111, 480, 511, 512, 575, 578, 612, 614, 677, 678, 698
DNCE 200, 400
ECON 306, 421, 422
EDEX 661
EDMI 573, 661, 662
EDSL 150, 201, 260, 320, 351, 357, 364, 391, 473, 602, 622, 631, 632, 645, 653, 654, 652,
665, 681, 693, 694, 673A, 673B
EDSS 548A, 548B
EDST 643, 644, 646, 647, 648, 649
EDUC 364, 370, 380, 606, 610, 613, 616, 618, 619, 623, 627, 656, 657, 658, 659
FIN 502, 602, 612
GBM 612, 614, 685
GEOG 330, 491
GRMN 314, 410,
HD 350, 360, 380
HIST 305, 331, 394
HIT 500, 510, 520, 530, 540, 550
ID 395, 401, 495
KINE 318
LBST 100, 361
LING 351, 355
LTWR, 345
MASS 306, 432
MATH 200
MGMT 422, 425, 428, 502, 602, 604, 606

MIS 308, 328, 388, 408, 411, 488, 502, 612, 614, 616
MKTG 454, 502, 602, 612, 614
NURS 320, 321, 445, 493, 512, 532C, 533F, 533G, 534C, 535F, 535G, 539F, 539G, 542,
544, 546, 548, 558, 560, 596
MSW 500, 501, 510, 511, 512, 520, 525, 540, 541, 550, 602, 630A, 630B, 631A, 631B,
635A, 635B, 642, 650, 655, 661, 662, 667, 670, 671, 672, 690, 695, 698, 699
OM 428, 442, 502, 612, 614, 616
PHIL 330, 342
PHYS 390, 357, 440, 490
PSCI 394
PSYC 231, 333, 402, 550, 552, 554, 556, 558
SPAN 201C
SOC 349, 418
TA 101, 102, 222, 301, 304, 307, 310, 401, 402, 489A, 489B
VSAR 123, 301A, 301B, 304, 306, 308, 309, 317, 424, 432, 433, 457, 460
WMST 326, 345, 351

ADDITIONS AND CHANGES TO ACADEMIC PROGRAMS

Changes to the General Education Program

Addition to B4 Courses:
MATH 200

Additions to BB Courses:
BIOL 318
CHEM 316
CHEM 318
EDSL 320

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

Additions to CC Courses:
LTWR 345

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
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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.*

Change to:

B.S. in Business Administration – Marketing Option

(Added ENTR 420 to the list of Marketing Option electives)

Marketing Option Electives (14 Units)

MKTG 315	2
MKTG 433	4
MKTG 340	2
MKTG 446	2
MKTG 449	4
MKTG 450	4
MKTG 452	2
ENTR 420	2
MKTG 481-5	1-4
MKTG 498	1-4

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, a score in the Analytical Writing section, and a score of 4.0 in the Integrated Reasoning 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, BA 671, BA 673, 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:

Master of Business Administration, (Accelerated Specialized)

Certificate of Advanced Study in Business Foundations
Certificate of Advanced Study in Core Business Knowledge
Certificate of Advanced Study in Business Intelligence
Certificate of Advanced Study in International Business
Master of Business Administration, Business Intelligence Specialization
Master of Business Administration, International Business Specialization

Description of the Program

The program consists of 36-48 units in three discrete, stackable phases: the Foundation, the Core, and the Specialization in Business Intelligence (BI) or International Business (IB). This three-phased approach offers three entry and exit points into and out of the program. Only those completing or satisfying the requirements of all three phases will earn an MBA.

Student Learning Outcomes: Graduates of this program will be able to:

- **Knowledge**
 - Demonstrate knowledge of core business concepts, models, and theories in the areas of management, marketing, operations management, management information systems, accounting, and finance.
 - Select the proper tactical tools, theories and methodologies to use for approaching solutions to strategic problems.
- **Skills**
 - Apply knowledge of tactical tools, theories, and methodologies in solving business problems through rigorous case studies and projects.
 - Analyze quantitative and qualitative data to critical argument and decisions.
 - Present data-driven decisions through effective oral and written communication
- **Behaviors**
 - Demonstrate the ability to work collaboratively in team projects as participants and as leaders
 - Identify potential areas of ethical conflicts and offer solutions to them,
 - Evaluate the ramifications of strategic decisions in a global context.

Program Schedule

The program has been designed for students with 0-3 years of work experience, and offered during weekday morning hours. This schedule accommodates students who work part-time. The length of the program is 12-15 months.

MBA Bridge (2 units):

Before beginning the program, all students will be required to complete a 2-unit MBA Bridge program focused on basic skills including career planning, business communication, and quantitative methods. *Admission to the bridge requires admission to the MBA Program.*

The Foundation (0-12 units) – Certificate of Advanced Study in Business Foundations

The Foundation is a multi-disciplinary 500-level pre-MBA program consisting of six 2-unit courses, offered during the 10 week summer session. It is designed as a refresher of basic business courses for those with undergraduate business degrees and as an introduction to business disciplines for those holding undergraduate degrees in non-business disciplines. This 12-unit sequence is required of all entering students. Domestic students with business degrees may petition to waive the Foundation. *Admission to the Foundation requires successful completion of the MBA Bridge.* Students receive a certificate of completion for the Foundation if they successfully complete all Foundation courses with a GPA of 2.5 or higher. Students who continue in the program to earn the MBA degree must complete the Foundation with a GPA of 3.0 or higher.

Number	Units	Course Title
ACCT 502	2	Foundations of Accounting
FIN 502	2	Foundations of Finance
MKTG 502	2	Foundations of Marketing
MGMT 502	2	Foundations of Management
OM 502	2	Foundations of Operations Management
MIS 502	2	Foundations of Management Information Systems

The Core (16 units) – Certificate of Advanced Study in Core Business Knowledge

The Core is a multi-disciplinary graduate 600-level set of eight 2-unit courses. They are distinct from, and more advanced than the Foundation, and assume mastery of the basic business education. *Admission to the Core requires successful completion of the Foundations with a GPA of 3.0 or higher, or a waiver of the Foundations and successful completion of the MBA Bridge. Students whose Foundations GPA falls below 3.0 may petition to move forward to the Core, but if approved, they will be placed on academic probation.*

Students who successfully complete the Core but do not continue in the program may earn a Certificate of Advanced Study in Core Business Knowledge. Successful completion of this certificate requires a minimum GPA of 2.5 and a minimum grade of 2.0 in all courses. Students who continue in the program to earn the MBA degree must complete the Core with a GPA of 3.0 or higher.

Number	Units	Title
BA 602	2	Statistics for Business Decisions
MGMT 602	2	Leadership and Ethics
BA 604	2	Research Methods for Business
ACCT 602	2	Accounting for Managers
MKTG 602	2	Marketing Management

FIN 602	2	Corporate Finance
MGMT 604	2	Human Resources
MGMT 606	2	Managing the Sustainable Enterprise

Specialization (12 units) – Certificates of Advanced Study in BI/IB

The specialization has two tracks: Business Intelligence and International Business that each consists of six advanced-level 2-unit courses. In an information-driven global economy, there is a great need for MBA graduates with these specializations. *Admission to the Specialization requires successful completion of Foundation and the Core with a cumulative GPA of 3.0 or higher. Students whose cumulative GPA falls below 3.0 may petition to move forward to the Specialization, but if approved, they will be placed on academic probation.* Students who successfully complete the Core but do not continue in the program may earn a Certificate of Advanced Study in Core Business Knowledge. Successful completion of this certificate requires a minimum GPA of 2.5 and a minimum grade of 2.0 in all courses.

Business Intelligence Specialization			International Business Specialization		
Number	Units	Title	Number	Units	Title
MIS 612	2	Data Management for Business Intelligence	GBM 612	2	International Culture and Negotiations
OM 612	2	Business Analytics	OM 612	2	Business Analytics
OM 614	2	Business Forecasting	MKTG 614	2	Global Marketing and Sales
MIS 614	2	Data Warehousing	FIN 612	2	International Finance
MIS 616	2	Data Mining in Action	OM 616	2	Global Supply Chain Management
MKTG 612	2	Customer-Focused Marketing Intelligence	GBM 614	2	Executive Seminar: Doing Business in...

Culminating Experience (6 units)

After completing their specializations, students will be required to complete Strategic Management in Global Environment as a Capstone course. BI Specialization students will take a 4-unit Business Intelligence Masters Project. IB Specialization students will participate in a 4-unit international experience involving travel to a foreign country with a faculty member to participate in company visits and a project. International students will have the option to complete their international experience under the direction of a faculty member in the US who will guide them in local company visits and project work equivalent to that done by the US students overseas. Completion of the Culminating Experience will lead to the completion of the MBA Degree.

Business Intelligence Specialization			International Business Specialization		
Number	Units	Title	Number	Units	Title
BA 675	2	Strategic Management in Global Environment	BA 675	2	Strategic Management in Global Environment
BA 685	4	Business Intelligence Masters Project	GBM 685	4	International Experience

General Admissions Requirements

- 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, a 4.0 or higher score in the Analytical Writing section, and a score of 4.0 or higher in the Integrated Reasoning section
- A Grade Point Average (GPA) of “B” (3.0) or better in the last 60 graded semester units, from a regionally accredited 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.

Important notes:

- Students must satisfactorily meet the GMAT requirement before being admitted to the MBA Core. They may enter the Bridge and the Foundation prior to completing the GMAT. Students not meeting this requirement may not be admitted to the Core, but can receive a certificate for completing the Foundation.
- All graduate applicants, regardless of citizenship, whose preparatory education was principally in a language other than English must demonstrate competence in English. English proficiency may be demonstrated by tests such as TOEFL or IELTS. International graduate students must meet university proficiency minima as defined in this catalog. Students not meeting the graduate level proficiency but who meet the undergraduate minimum level may be admitted to the Bridge and Foundations, but must meet graduate level proficiency minimum requirements to be admitted to the Core.
- The admission committee reviews applications not meeting all minimum requirements for an admission decision.

Advancement to Candidacy – Business Intelligence Specialization

In order to be considered for advancement, MBA students must be in good standing with an overall graduate GPA of at least a 3.0, have fulfilled the master’s student Graduate Writing Assessment Requirement, and have no more than 6 units (including BA 675 and BA 685) remaining towards the completion of the MBA program. Students will be reviewed for advancement to candidacy before they are enrolled in BA 675.

Advancement to Candidacy – International Business Specialization

In order to be considered for advancement, MBA students must be in good standing with an overall graduate GPA of at least a 3.0, have fulfilled the master’s student Graduate Writing Assessment Requirement, and have no more than 6 units (including BA 675 and GBM 685) remaining towards the completion of the MBA program. Students will be reviewed for advancement to candidacy before they are enrolled in BA 675.

Graduation Requirements

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

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

Course Title	Units
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)

First Semester	Units
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>

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

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.

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, Option in Communicative Sciences and Disorders with Speech-Language Pathology Services Credential*

(76 Units)

This Master's level program will prepare candidates for the professional practice of Speech-Language Pathology. The coursework and practicum experiences that comprise this option enable candidates to simultaneously obtain the Master of Arts in Education degree, fulfill the academic requirements for the American-Speech Language Hearing Association's (ASHA) membership and certification, (CCC) and meet the California Commission on Teacher Credentialing (CCTC) requirements for obtaining the Speech Language Pathology Services Credential and apply for state licensure through the California Speech-Language Pathology & Audiology & Hearing Aid Dispenser's Board (SLPAB). Although English Learner Competence is not a credential requirement, it is a program emphasis. To be admitted to this Master's Option, a candidate does not have to satisfy California subject matter competence (i.e., passage of the CSET or PRAXIS). Instead, a candidate must show evidence of completion of foundational coursework. Specifically, a candidate must show evidence of successful completion of a cluster of courses in Speech and Language Sciences or Communicative Disorders. This course of study must include 33 units of undergraduate subject matter in basic sciences. After earning this Master of Arts degree, in order to earn their state license, speech-language pathology credential and national certification, candidates must (a) pass the National Exam, and (b) complete the clinical fellowship to apply for permanent state licensure, the ASHA (CCC) and the CCTC Clear Credential in Speech-Language Pathology.

The masters program in speech language pathology at California State University San Marcos is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA) of the American Speech-Language and Hearing Association. This is a pre-accreditation status with the CAA, awarded to developing or emerging programs for a maximum period of five years. This program is approved by the CCTC.

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

This Master's Option in Communication Sciences and Disorders prepares candidates to pass the national exam and allows candidates to complete their supervised experience with a particular focus on in partner school districts in the California State University San Marcos service area of San Diego, Riverside, Orange, and Imperial counties. Additionally, in order to maintain state licensure and national certification, professionals must demonstrate continued professional development by accumulating professional development contact hours (these differ between states and national level and can be obtained by contacting the appropriate governing bodies).

For further details on state licensure, ASHA membership & certification and CCTC credentialing, please refer to their web pages: <http://www.slpab.ca.gov/applicants/licensing.shtml>

<http://www.asha.org/certification/SLPCertification.htm>

<http://www.ctc.ca.gov/credentials/CREDS/speech-lang-path.html>

Additional Admission Requirements

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

1. College of Education Application Fee. A \$25 credential application fee is due upon application to a credential program.
2. Bachelor's Degree. A Bachelor's degree from a regionally accredited institution must be awarded before entering this program option.
3. Undergraduate Subject Matter in Basic Sciences. Evidence of successful completion of a cluster of courses in Speech and Language Sciences or Communicative Disorders. This course of study includes 33 units of undergraduate subject matter in basic biological science/physical science/statistics/social science/linguistics.
4. Basic Skills Requirement. Students must fulfill the CCTC Basic Skills Requirements. For more information, visit:
<http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>
Students are urged to take this examination at the earliest possible time after deciding to pursue this Communication Sciences and Disorders Master's degree and Clinical-Rehabilitative Services Credential in Language and Speech. CBEST must be passed before engaging in any practicum experiences.
5. Certificate of Clearance. Candidates must obtain a Certificate of Clearance from the Commission that verifies the candidate's personal identification prior to assuming field experience responsibilities. (Statutory basis: Education Code Section 44320(d) from the CCTC).

For students who will complete clinical rotations in a hospital or medical setting, the additional items must also be completed:

1. HIPPA training
 2. Background screening
 3. Immunizations & TB
 4. CPR Training
 5. Malpractice & Health Insurance
 6. Health Physical
 7. Clinical Waiver
6. Prerequisite Courses. Candidates must complete a minimum of 33 unit hours of a CCTC-approved baccalaureate level sequence in Speech and Language Sciences or Communicative Disorders coursework that includes EDSL 150 or its equivalent. Prerequisite courses must be completed within five (5) years prior to beginning the Master's program, whether taken at Cal State San Marcos or taken as an equivalent course at another college or university. The following courses comprise the prerequisite requirements:
- | | |
|-------------------|--------------------------|
| EDSL 320/BIOL 320 | EDSL 364/EDUC 364/ID 340 |
| EDSL 150 | EDSL 391 |
| EDSL 201 | EDSL 473 |
| EDSL 260 | EDUC 380/PSYC 330 |
| EDSL 351 | MATH 242/PSYC 220 |
| EDSL 357/PHYS 357 | |

Program Learning Outcomes

Upon completion of this option, students will have:

1. Developed skills and knowledge of human communication disorders and integrated research and evidence-based principles into clinical practice.
2. Developed interaction/communication skills and professional dispositions that reflect a respect for diversity, collaboration and professionalism.
3. Completed a culminating experience that reflects summative skills and knowledge for entry level practice within the field of speech-language pathology

Core Faculty:

Devina Acharya, M.A., CCC/SLP
Lori Heisler, Ph.D., CCC/SLP
Deanna Hughes, Ph.D., CCC/SLP
Kristen Nahrstedt, M.A., CCC/SLP
Suzanne Moineau, Ph.D., CCC/SLP
Jodi Robledo, Ph.D.
Alison Scheer-Cohen, Ph.D., CCC/SLP

Required Master's-Level Courses:

	Units
Foundation courses:	
EDSL 602	3
EDSL 631	3
EDSL 632	2
EDSL 622	3
EDUC 698	3
<i>Total Units</i>	<i>14</i>
Practicum/Professional courses:	
EDSL 641 (semesters 2)	2
EDSL 642 (semesters 3 & 4 - 4 units each)	8
EDSL 643 (semester 5)	10
EDSL 651 (semester 1)	2
EDSL 652 (semester 2)	1
EDSL 653 (semester 4)	1
EDSL 654 (semesters 2 & 4 – 2 units each)	4
<i>Total Units</i>	<i>28</i>
Core content courses:	
EDSL 661	3
EDSL 662	2
EDSL 663	2
EDSL 664	3
EDSL 665	1
EDSL 671	3
EDSL 672	3
EDSL 673 or (673a and 673 b)	4
EDSL 681	2
EDSL 691	3
EDSL 692	3
EDSL 693	3
EDSL 694	2
<i>Total Units</i>	<i>34</i>
<i>Program Total</i>	<i>76</i>
*EDSL 695	1-3

**This is Special Topics option by which the program can offer unique curriculum not covered in the current program.*

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:

Dual Language Certificate

The local Dual Language Certificate issued by the School of Education is designed for educators to meet the growing need of dual and multilingual education at local, national and international levels. The certificate program examines a variety of school-based models: One-Way (foreign/second language immersion programs), Two-Way (bilingual immersion programs), Developmental (maintenance bilingual programs), and Revitalization of Indigenous Languages programs. The certificate will offer candidates, teachers and school administrators an opportunity to better understand the theoretical principles, research, and instructional practices of teaching and learning in dual language immersion settings. The scope of the certificate includes 12 units of coursework (4 courses) that examines the program goals, instructional strategies, assessments, curriculum, needs of diverse populations, cross-cultural competence, leadership, and advocacy. The local Dual Language Certificate is a program within the Master's of Arts (MA) in Education – General-Option Program.

- The four (4) courses are offered at the MA-level so that candidates completing the DL program can apply their courses towards a Master's of Arts in Education – General-Option Program – a 30-unit degree program.
- Candidates can complete the local DL Certificate coursework in two to four semesters.
- The DL Certificate courses will be offered **fully online** in order to include a wider representation of candidates from various communities. Students must have access to a computer with camera and audio. Students must obtain a minimum passing grade of B-

in each of the required DL courses and maintain a cumulative GPA of 3.0 in all coursework.

- The final portfolio is an online submission in which candidates write a narrative reflecting upon how s/he has met the DL Certificate Learning Outcomes and attach assignments and graded rubrics from the courses they completed as evidence.

Student Learning Outcomes

The learning outcomes are addressed throughout the four classes. Candidates will understand, analyze, and reflect on the major concepts, principles, theories, and research related to Dual Language Education through the following:

- content instruction in the primary and second language to native speakers and English Learners
- curriculum development, program assessment, and inclusion of students with special needs or struggling learners
- data-informed instruction and assessment of linguistically diverse students
- cross-cultural competence for students and implications for educational leadership in diverse societies

Courses Required:

EDUC 656	3
EDUC 657	3
EDUC 658	3
EDUC 659	3

Program Total: 12 units

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 Education Technology*

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 21st 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 Education Technology 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:

Required Courses:	Units
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)

	Units
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

	Units
BIOL 321	3
PSYC 356	3
SOC 427	4
Choose one of the following courses:	3
BIOL 316 BIOL 325	
BIOL 320 BIOL 326	

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	

<i>*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.</i>

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
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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>
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[New Program]

Master of Social Work*

The Master of Social Work (MSW) program is designed to develop culturally competent, ethical, and effective professionals for direct social work practice with diverse populations. Students choose from concentrations in Children, Youth, and Families, and Behavioral Health in their advanced year. The MSW program will prepare students for direct practice in public, private, and non-profit agencies and organizations in social services, child welfare services, human services, healthcare, and mental health settings.

Mission

The Mission of the Master of Social Work program at California State University San Marcos is to provide an academic and professional education of the highest quality to students seeking to become committed social work professionals engaged in direct social work practice in culturally, economically, and socially diverse rural and urban environments, especially in San Diego and Riverside Counties and the Southern California region. The program’s concentrations focus on serving the needs of children, youth, and families, and caring for the behavioral health needs of individuals and families in our communities.

<i>*The Master of Social Work is offered through Extended Learning.</i>

Working primarily in public, private, and nonprofit agencies, graduates help culturally-diverse individuals, families, organizations, and communities recognize their strengths, access needed resources, and empower themselves to reach their goals and potential.

Program Goals

The following six program goals are based upon the mission of the MSW program. These goals are intended to further operationalize the mission. They are applicable to both the foundation and advanced concentration curriculum.

The MSW program will produce social work graduates who:

1. Are equipped with relevant research, knowledge, skills, and ethical values to meet diverse social service needs in San Diego and Riverside Counties;
2. Are prepared to engage in evidence-based practice in private, public, and nonprofit organizations responding to social problems inclusive of poverty, mental illness, child abuse, and family instability;
3. Have prevention and intervention skills to assist individuals, families, and groups in achieving life goals and resolving distress;
4. Understand the impact of racism, sexism, and other forms of oppression and discrimination, and the skills to address the social problems resulting from these forms of oppression;
5. Understand the role that economic, political, and various social systems contribute to social and economic justice and injustice;
6. Are effective change agents committed to social justice and life-long learning in increasingly complex, culturally, economically, racially, and socially diverse communities.

Student Learning Outcomes

Upon completion of the MSW program, graduates will demonstrate the following program objectives:

1. Understand and are committed to the role of social work as a profession, including its values and ethics.
2. Analyze and apply knowledge of human behavior in the context of social environments from a biopsychosocial strengths-based perspective using applicable theories and research.

3. Understand, value, and respect multiculturalism, as well as recognize and apply skills and techniques to be agents of change to issues of racism, sexism, homophobia and other forms of oppression, discrimination, and social and economic injustice at the individual, family, organizational, and governmental levels.
4. Use practice communication skills necessary for effective social work practice with systems of all sizes.
5. Apply theoretical frameworks that explain individual and family development across the life span, as well as developmental theories that apply to groups, organizations and communities.
6. Apply knowledge and skills of a generalist social work perspective that is contextually and culturally competent.
7. Develop and practice intervention techniques that are effective in advancing social and economic justice.
8. An ability to analyze social welfare policies for their effectiveness in alleviating social problems.
9. Utilize advocacy and practice techniques for influencing change and strategies that are consistent with social work values and promote social advancement.
10. Apply knowledge and skills of advanced social work practice in the specialized areas of Children, Youth and Families and Behavioral Health.
11. An ability to evaluate research findings for their contribution to evidence based social work practice.
12. Commitment and ability to assess one's own skills and techniques in practice.
13. Able to function effectively within the structure of organizations and various service delivery systems, and apply skills and knowledge to facilitate change necessary to promote social work values and ethics.
14. Utilize supervision and consultation appropriately.

Admission Requirements and Application

Admission into the Master of Social Work program requires an undergraduate degree from an accredited college or university. Computer literacy is expected. The bachelor's degree course of study typically includes a liberal arts foundation and coursework in the social and behavioral sciences. The appropriateness of undergraduate preparation and relevant experience will influence admission to the program.

Specific admission criteria are:

- Applicant must meet the general requirements for admission to graduate studies at CSUSM.
- Overall minimum undergraduate grade point average of 3.0 in the last 60 semester (90 quarter) units completed, and no less than a minimum of a 2.85 overall undergraduate GPA.
- Completion of an undergraduate course in statistics, preferably in the social and behavioral sciences.
- TOEFL/TWE if appropriate with a minimum TOEFL score of 550 and a 4.5 on the TWE
- Submission of a completed MSW program application.
- One set of official transcripts from college and universities attended with official verification of graduation.
- A personal statement (500-750 words) stating the applicant's reasons for pursuing the MSW degree, describing the applicant's relevant work/volunteer experience, and demonstrating the applicant's past academic performance. The personal statement must conform to the guidelines as specified in the Admissions Packet.
- Three letters of recommendation, including at least two academic references for those applicants who have earned their undergraduate degree within three years of applying for the MSW program. Applicants who have earned their undergraduate degree more than three years prior to applying are expected to provide at least one academic reference letter. These three letters of recommendation consist of submitting the Recommender Forms as specified in the Admissions Packet.
<http://www.csusm.edu/el/degreeprograms/msw/mswrecommendationform.pdf>.
- A resume verifying volunteer, internship, or other paid or unpaid experience in social work or human services positions, with preferably 500 or more total service hours in this field.
- In accordance with Council on Social Work Education (CSWE) standards, the MSW program does not grant academic credit for previous life or work experience.

Degree Requirements and Courses

The Master of Social Work (MSW) is a 60 unit, full-time graduate program that may be completed in two or three years. The two year program option consists of 30 units in the generalist foundation year and 30 units in the concentration year. Students will choose one of these two concentrations: Children, Youth, and Families (CYF), or Behavioral Health (BH).

For the three year curriculum, students will take 18 units of course work during the foundation year that is divided into fall, spring and summer semesters. During the second and third years, students will have their field internships, and will take 24 units in the second year, to be divided as nine units for fall and spring semesters each and six units in the summer and then 18 units during their final year.

Students must maintain a minimum 3.0 GPA in the MSW program, earn Credit in all Field Instruction courses and Thesis and Capstone Project/ Thesis courses and earn at least a "C" (2.0) in all other required courses to graduate. Any units applied to the MSW program and not earned

in residence at CSU San Marcos must have approval by the student's graduate advisor and the MSW Program Director or designee. All requirements for the MSW degree must be completed within five years from starting the MSW coursework. Those students electing to complete a traditional qualitative or quantitative thesis must secure IRB approval, have supervision by a thesis advisor, and successfully complete an oral defense of their thesis. Students not doing a traditional thesis must successfully complete a capstone project, inclusive of a grant proposal, community risk assessment, curriculum development, historical thesis, policy analysis, or agency based project.

During the program, students will complete 1,000 hours of field experience in local and regional social services or related agencies or organizations.

Course of Study

Students in full-time (2 year) attendance will proceed with the graduate coursework in the following manner:

Year 1: Foundation Year Courses

Fall Semester: 15 units	Spring Semester: 15 units
MSW 500	MSW 501
MSW 510	MSW 511
MSW 520	MSW 512
MSW 540	MSW 541
MSW 525	MSW 550

Year 2: Concentration Year Courses

Children, Youth, and Families (CYF) Concentration

Fall Semester: 15 units	Spring Semester: 15 units
MSW 630A	MSW 631A
MSW 642	MSW 635A
MSW 602	MSW 643
MSW 650	MSW 698
600-level MSW elective	600-level MSW elective

Behavioral Health (BH) Concentration

Fall Semester: 15 units	Spring Semester: 15 units
MSW 630B	MSW 631B
MSW 642	MSW 635B
MSW 602	MSW 643
MSW 650	MSW 698
600-level MSW elective	600-level MSW elective

Students in part-time (3 year) attendance will proceed with the graduate coursework in the following manner:

Year 1: Foundation Course

Fall Semester: 6 units	Spring Semester 6 units	Summer Semester: 6 units
MSW 500	MSW 501	MSW 602
MSW 520	MSW 525	600-level MSW elective

Year 2: Foundation Course

Fall Semester: 9 units	Spring Semester: 9 units	Summer Semester: 6 units
MSW 510	MSW 511	MSW 650
MSW 540	MSW 512	600-level MSW elective
MSW 550	MSW 541	

Year 3: Concentration Course

Children, Youth, and Families (CYF) Concentration

Fall Semester: 9 units	Spring Semester: 9 units
MSW 630A	MSW 631A
MSW 642	MSW 635A
MSW 698	MSW 643

Behavioral Health (BH) Concentration

Fall Semester: 9 units	Spring Semester: 9 units
MSW 630B	MSW 631B
MSW 642	MSW 635B
MSW 698	MSW 643

Advancement to Candidacy

The student will advance to Master's Degree candidacy upon the completion of 30 semester credit hours of coursework, satisfying the Graduate Writing Assessment Requirement (GWAR), and approval of a Capstone Project/ Thesis proposal by the student's Capstone Project/ Thesis Advisor. The GWAR may be completed either by an acceptable standardized test score for the Analytical Writing subtest of the GMAT or GRE, or a paper(s) that receive(s) a passing score as described in University policies.

Continuation

Students must maintain a 3.0 GPA and a grade of at least C in all classes; if the cumulative GPA falls below 3.0 for two consecutive semesters, the student will be dropped from the program. A

student who earns less than a C in any course will be allowed to repeat the course one time with the next cohort. Students may repeat up to two (2) courses, where less than a C grade was earned, in order to meet graduation requirements. Failure to pass the course a second time with a C or better will provide justification for disqualification from the program. Students must be continuously enrolled unless they apply for a leave of absence. Students who are not continuously enrolled, or who have a leave of absence of longer than two semesters, must petition the program for continuation. All requirements for the degree must be finished within five years after the beginning of any coursework in the graduate program. The program will disqualify an enrolled student whose academic achievement or field practicum performance does not meet the minimum standards of the social work profession.

B.S. in Nursing – Generic Option

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

	Units
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 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

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.

**The M.S. in Nursing is offered through Extended Learning.*

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' 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 183 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

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.

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) or	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 or NURS 480	2-3
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 52 to 54 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

Palliative Care Nurse Practitioner Certificate

Palliative Care Clinical Nurse Specialist 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.

Palliative Care Nurse Practitioner Certificate

<u>Course Number</u>	<u>Units</u>
NURS 536	2
NURS 542	1
NURS 544	1
NURS 546	1
NURS 548	1
NURS 532C	2
NURS 533F	4
NURS 534C	2
NURS 535F	4
NURS 539F	4
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.

Palliative Care Clinical Nurse Specialist Certificate

<u>Course Number</u>	<u>Units</u>
NURS 536	2
NURS 542	1
NURS 544	1
NURS 546	1
NURS 548	1
NURS 532C	2
NURS 533G	4
NURS 534C	2
NURS 535G	4
NURS 539G	4
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

	Units
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	

<p><i>*Where course has appropriate gender in global perspective content.</i></p>

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)

Border Studies Option (BRS)

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

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

Preparation for the BRS Option

(15 units)

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

GEOG 201* or GEOG 202* (LDGE D)	3
HIST 102* (LDGE C2)	3
HIST 131* (LDGE Dh)	3
PSCI 100* (LDGE Dc & Dg)	3

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

Introduction to Statistics

Select one of the following courses:

PSYC 220	3
SOC 201	3

Upper-Division Major Requirements for BRS

CORE COURSES (15 UNITS)

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

RESEARCH METHODS (3-4 UNITS)

Select one of the following courses:

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

Electives

(20-27 units)

Historical Frames (3 units)

Select one of the following courses:

HIST 344 (preferred)	HIST 347
HIST 346	

Social Issues and Political Economy (6-8 units)

Select two of the following courses:

ANTH 370	PSCI 361
BRS 330	PSCI 362
BRS 335	PSCI 364A
BRS 430	PSCI 364B
BRS 453	PSCI 365
ECON 325	PSCI 366
ECON 441	PSCI 439
ECON 442	PSCI 449
ECON 443	PSCI 450
ECON 445/PSCI 445/WMST 445	PSCI 460
GEOG 341	PSCI 461
GEOG 365	PSCI 462
ID 406	PSCI 469
PHIL 340	PSYC 338
PSCI 331	SOC 314
PSCI 335	SOC 331
PSCI 337	SOC 353
PSCI 338	SOC 403
PSCI 339	SOC 419
PSCI 340	SOC 424
PSCI 342	SOC 439
PSCI 350	WMST 370
PSCI 355	WMST 416
PSCI 356	
PSCI 359	

Cultural Contact (6-8 units)

Select two of the following courses:

ANTH 301	PSYC 428
ANTH 340	SOC 311
ANTH 430	SOC 313
ANTH 440	SOC 339
ANTH 460	SOC 345
ANTH 470	SOC 347
HIST 338A	SOC 375
HIST 338B	SOC 448
HIST 346	SOC 461
HIST 350	SOC 465
LING 341	SPAN 314D
LING 351	SPAN 316
LING 355	TA 323
LING 371	VSAR 323
LING 451	WMST 301
PSCI 305	WMST 303
PSCI 343	WMST 343
PSCI 368	
PSYC 341	

Planning (6-8 units)

Select two of the following courses:

BIOL 336	LBST 375
BIOL 363	PSCI 321
BIOL 382	PSCI 391
BIOL 384	PSCI 396
BIOL 533	PSCI 397
BRS 364	PSCI 420
ECON 411	PSCI 434
ECON 451	SOC 424
ECON 455	WMST 330
GEOG 460	WMST 424
LBST 307	

BRS Option Capstone Course (3-5 units)

Select one of the following courses:

- BRS 400
- BRS 490
- BRS 495*
- BRS 498*
- BRS 499*

**If BRS 495, 498, 499 is taken to fulfill the Capstone requirement, they must be taken for 3 units.*

Clarification to

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

(Replace text appearing on pages 219, 220 of the 2012-14 General Catalog with the following:

Overall Requirements for ESM

	Units
Preparation for the ESM (Lower-Division)	54
Upper-Division Breadth Requirements (Includes BB, CC, DD)	24-25
Depth Requirements	15-17
<i>ESM Total Units</i>	<i>93-96</i>

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

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

Preparation for the ESM Option

(Lower-Division: 54 units)

(See pages 216-217 for further information on the ESM)

The courses listed below satisfy the General Education requirements at the time the catalogue was printed. Check the Class Schedule for the most up-to-date list of courses satisfying these requirements.

	Units
History and Social Science (HSS) (12 units)	
HIST 101 (LDGE C2)	3
HIST 130 (LDGE Dh)	3
GEOG 201 (LDGE D) or GEOG 202 (LDGE D)	3
PSCI 100 (US and CA Government; LDGE Dc and Dg)	3
Mathematics (MATH) (6 units)	
MATH 210	3
MATH 212 (LDGE B4)	3
Science (SCI) (9 units)	
GES 105* (LDGE B1)	3
GES 102 (LDGE B2 & B3)	3
ES 100	3

● *Students selecting a Science Depth of Study Module must take CHEM 150 and either PHYS 101 or PHYS 205 instead of GES 105.*

Reading, Language, and Literature (RLL) (12 units)	
LING 100	3
Oral Communication (LDGE A1)	3
Written Communication (LDGE A2)	3

One of the following courses:	3
LTWR 100 (LDGE C2) LTWR 208A (LDGE C2)	
LTWR 208B (LDGE C2) LTWR 210 (LDGE C2)	

Visual and Performing Arts (VPA) (6 units)	
One of the following courses:	3
VPA 101 (LDGE C1) DNCE 101 (LDGE C1)	
MUSC 120 (LDGE C1) TA 120 (LDGE C1)	
VSAR 120 (LDGE C1)	

Any VPA Studio Course**	3
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***Must be taken in a different subject area than the LDGE C1 course. See an advisor for recommended studio courses. Examples include: DNCE 201, 301, 320, 390; MUSC 302, 390, 391, 392, 394, 395, 480; TA 301, 401, 480, 489; VPA 321; VSAR 301, 302, 303, 480.*

Human Development (HD) (3 units)	
PSYC 210 (LDGE D7)	3

Physical Education (PE) (3 units)	
PE 203 (LDGE E)	3

Critical Thinking (3 units)
 Any LDGE A3 (PHIL 110 recommended) 3

ESM Option: Breadth of Study Requirements
 (Upper-Division: 24-25 units)

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

Mathematics
 MATH 311 3

Linguistics
 LING 300 3

California History
 GEOG 341 or HIST 347 3

Interdisciplinary Studies
 One course from the following list*** 3
 ANTH 301, 325, 370, 375
 BRS 300, 330, 364, 430, 453
 DNCE 320
 GBST 300, 390
 GEOG 305, 305S, 320, 365, 460, 465
 ID 350, 360, 370, 406, 410
 LBST 307, 362, 375
 LING 305, 331, 341, 360, 371, 381
 MUSC 421
 TA 323, 325
 VSAR 320, 323
 WMST 303, 346, 330 341, 350, 375, 407, 424

****Interdisciplinary Studies courses that satisfy the UDGE CC or DD requirement may be double-counted toward both the requirements of the major and the General Education requirement. See advisors or the Liberal Studies website for updated lists.*

Multicultural Studies
 One of the following courses*** 3-4
 ID 340* SOC 311
 SOC 313 WMST 301**

Upper-division General Education*
Area BB (Natural Sciences and Mathematics)
Area CC (Humanities and the Arts, LTWR recommended)
Area DD (Social Sciences)

9

**Unless already fulfilled by a course taken to satisfy the Liberal Studies degree.*

Total Breadth of Study Units

24-25

**ID 340 may be double-counted with UDGE DD*

*** WMST 301 may be double-counted with UDGE-CC*

****Interdisciplinary Studies courses that satisfy the UDGE CC or DD requirement may be double-counted toward both the requirements of the major and the General Education requirement. See advisors or the Liberal Studies web site for updated lists.*

Depth of Study requirements for the ESM Option

(15-17 units)

All students must fulfill the Depth of Study requirement by selecting and completing a 15-17 unit module of coursework clustered around one of the seven K-8 subject areas. Various modules are developed and offered by faculty in related academic fields. Each module is designed to provide the student with a more focused and sustained study of a particular subject matter area. Depth of study allows students to gain greater appreciation of the development of a given academic field, from basic concepts and methods to more advanced applications and theoretical horizons. Prospective teachers may select a module in a given subject area in order to develop a particular classroom specialty, or just to pursue an intellectual or creative interest. As a final graduation requirement, each module includes an overall assessment of the student's grasp of the field.

Depth of Study coursework may also be applied toward completion of a minor (an official declaration of the minor must be filed with Registration and Records).

The following Depth of Study modules are available. Complete descriptions, including current course requirements, are available from the Liberal Studies Advisors and are posted on the Liberal Studies website.

SCIENCE (SCI)

Biology and Chemistry*

Biology and Physics*

Chemistry and Physics*

**These modules require a different pathway through the lower-division ESM science courses. Consult a Liberal Studies Advisor for details.*

Integrated Credential Program Option (ICP)
Overall Requirements for the ICP

	Units
Preparation for the ICP Option	54
Upper-Division and COE Prerequisite Courses	45-47
Post-Baccalaureate Credential Requirements	41
<i>The minimum number of units required for this degree is</i>	<i>140</i>

The Integrated Credential Program integrates the B.A. in Liberal Studies with the post-baccalaureate Multiple Subject Credential from the School of Education (SOE).

The ICP is an upper-division curricular pathway that includes Elementary Subject Matter (ESM) preparation, all General Education requirements, the breadth of study requirements, the depth of study requirement, SOE pre-requisite courses, and SOE multiple subject credential program requirements. ICP students concurrently complete a baccalaureate degree (BA) in Liberal Studies and a Post-Baccalaureate Multiple Subject Credential.

Coursework in the program is highly structured. The upper-division and credential program semesters are sequenced, with a prerequisite semester centered on the theme of “School and a Multicultural Society,” followed by five more semesters, each with its own theme: Language, Culture, and Learning; Mathematics; Science; Community; and Clinical Practice.

Every semester, students take undergraduate courses to expand their knowledge of a basic subject area in the K-8 curriculum, fulfill the depth of study requirements, and simultaneously take post-baccalaureate courses focused on teaching methods appropriate to that basic subject area. As students advance through the program, they learn to combine their mastery of subject-matter content with appropriate classroom teaching methods. In addition, during semesters 2 and 4 of the ICP, students take a 1-unit field practicum (96 hours in the classroom in each of those semesters). The ICP allows the student to be involved at a very early stage in the work of the teaching profession.

**The ICP meets SB 2042 teacher preparation requirements and conforms to the CSU Academic Senate framework for Integrated Teacher Preparation Programs (AS 2622-03/AA/TEKR).*

Note: Students should work with an advisor in the early stages of planning their course of study in the ICP to ensure they are eligible for the maximum starting teaching salary based on units completed.

Preparation for the ICP Option

(Lower-Division: 54 units)

(See pages 216-217 of the Catalog for further information on the ICP)

The courses listed below satisfy the General Education requirements at the time the catalog was printed. Check the Class Schedule for the most up-to-date list of courses satisfying these requirements.

History and Social Sciences (HSS) (12 units)	Units
HIST 101 (LDGE C2)	3
HIST 130 (LDGE Dh)	3
GEOG 201 (LDGE D) or GEOG 202 (LDGE D)	3
PSCI 100 (US and CA Government, Dc and Dg)	3
Mathematics (MATH)(6 units)	
MATH 210	3
MATH 212 (LDGE B4)	3
Science (SCI) (9 units)	
GES 105* (LDGE B1)	3
GES 102 (LDGE B2 & B3)	3
ES 100	3
<i>* Students selecting a Science Depth of Study Module must take CHEM 150 and either PHYS 101 or PHYS 205 instead of GES 105.</i>	
Reading, Language, and Literature (RLL) (12 units)	
LING 100	3
Oral Communication (LDGE A1)	3
Written Communication (LDGE A2)	3
One of the following courses:	
LTWR 100 (LDGE C2)	LTWR 208A (LDGE C2)
LTWR 208B (LDGE C2)	LTWR 210 (LDGE C2)
Visual and Performing Arts (VPA) (6 units)	
One of the following courses:	3
VPA 101 (LDGE C1)	DNCE 101 (LDGE C1)
MUSC 120 (LDGE C1)	TA 120 (LDGE C1)
VSAR 120 (LDGE C1)	
Critical Thinking (LDGE A3 PHIL 110 recommended) (3 units)	3
Any VPA Studio Course**	3
Human Development (HD) (3 units)	
PSYC 210 (LDGE D7)	3

Physical Education (PE) (3 units)	
PE 203 (LDGE E)	3

***Must be taken in a different subject area than the LDGE C1 course. See an advisor for recommended studio courses. Examples include: DNCE 201, 301, 320, 390; MUSC 302, 390, 391, 392, 394, 395, 480; TA 301, 401, 480, 489; VPA 321; VSAR 301, 302, 303, 480.*

Upper-Division Course Requirements:

Breadth of Study Coursework	21
Depth of Study Coursework	15-17
Credential Program Prerequisites	9
<i>Total Units</i>	<i>45-47</i>

Breadth of Study Coursework

GEOG 341 or HIST 347	3
ID 340B (UDGE DD)	3
ID 381 (UDGE BB)	3
LBST 361B	3
LING 300B	3
MATH 311B	3
VPA 321 (UDGE CC)	3

<i>Total Units</i>	<i>21</i>
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Depth of Study Requirement for ICP Option
(15-17 units)

All students must fulfill the Depth of Study requirement by selecting and completing a 15-17 unit module of coursework clustered around one of the seven K-8 subject areas. Various modules are developed and offered by faculty in related academic fields. Each module is designed to provide the student with a more focused and sustained study of a particular subject matter area. Depth of study allows students to gain greater appreciation of the development of a given academic field, from basic concepts and methods to more advanced applications and theoretical horizons. Prospective teachers may select a module in a given subject area in order to develop a particular classroom specialty, or just to pursue an intellectual or creative interest. As a final graduation requirement, each module includes an overall assessment of the student's grasp of the field.

Depth of Study coursework may also be applied toward completion of a minor (an official declaration of the minor must be filed with Registration and Records).

The following modules are available. Complete descriptions, including current course requirements, are available from the Liberal Studies Advisors and are posted on the Liberal Studies web site.

**These modules require a different pathway through the lower-division ESM science courses. Consult a Liberal Studies Advisor for details.*

SCIENCE (SCI)

Biology and Chemistry*

Biology and Physics*

Chemistry and Physics*

MATHEMATICS (MATH)

Mathematical Concepts

Mathematical Methods

READING, LANGUAGE, AND LITERATURE (RLL)

Literature and Writing

Linguistics

HISTORY AND SOCIAL SCIENCE (HSS)

Anthropology

Border Studies

Geography

History

VISUAL AND PERFORMING ARTS (VPA)

Arts and Education

Arts and Technology

Music

HUMAN DEVELOPMENT (HD)

Psychology

Sociology

Credential Program Prerequisites

EDUC 350* or 350B* 3

EDUC 364B – must be taken in the Semester
prior to being accepted into the ICP 3

EDUC 422 3

Total Units 9

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

Post-Baccalaureate Credential Program Requirements

(39 units)

The multiple-subject credential program consists of the following coursework:

	Units
EDMS 511B	3
EDMS 512B	3
EDMS 521B	3
EDMS 522B	3
EDMS 543B	3
EDMS 544B	3
EDMS 545B	3
EDMS 555B	3
EDMS 560A	1
EDMS 560B	1
EDMS 571B	6
EDMS 572B	6
EDMS 575B	1
<i>Total Units</i>	<i>39</i>

INTEGRATED CREDENTIAL PROGRAM, COURSE OF STUDY BY SEMESTER

Semester 1: Language, Culture, and Learning

Required Core Courses (9 units)

EDMS 511B	3
EDMS 521B	3
LING 300B	3

Recommended Non-Core Courses (6 units)

Depth of Study Course #1	3
GEOG 341 or HIST 347	3

Semester 2: Mathematics

Required Core Courses (13 units)

EDMS 512B	3
EDMS 522B	3
EDMS 543B	3
EDMS 560A	1
MATH 311B	3

Recommended Non-Core Course (3 units)

Depth of Study Course # 2	3
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Semester 3: Science

Required Core Courses (9 units)

EDMS 545B	3
ID 381	3
LBST 361B	3

Recommended Non-Core Courses (6 units)

Depth of Study #3	3
VPA 321	3

Semester 4: Community

Required Core Courses (10 units)

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

Recommended Non-Core Courses (6 units)

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

Semester 5: Professional Practice

Required Core Courses (13 units)

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

Change to

B.A. in Psychology**Preparation for the Major**

Lower-Division (9 units)

	Units
PSYC 100*	3
PSYC 220	3
PSYC 230	3

Major Requirements

Upper-Division (40 units)

Units

PSYC 330 or 348 or 356	3
PSYC 332	3
PSYC 334 or 336	3
PSYC 360	3
PSYC 362	3
PSYC 402	4
PSYC 490	3

Laboratory Courses 6

Select two of the following:

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

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

Applied Psychology 3

Select one of the following courses:

PSYC 338
PSYC 340
PSYC 343
PSYC 344
PSYC 353
PSYC 354
PSYC 428
PSYC 432
PSYC 495

Psychology Electives 9

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

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

Change to
Minor in Psychology

(Replace the text appearing on page 243 of the 2012-14 General catalog with the following)

Special Conditions for the Bachelor of Arts and Minor in Psychology. All courses counted toward the major, including Preparation for the Major courses, and the minor must be completed with a grade of C (2.0) or better. No more than a total of three (3) units of either PSYC 498 or PSYC 499 may be applied toward the major. No more than three (3) units of PSYC 495 may be applied toward the major. A minimum of eighteen (18) units counted toward the psychology major must have been completed at Cal State San Marcos. For the Minor, nine (9) units must have been completed at Cal State San Marcos. Students majoring in Human Development may not satisfy the lab requirement with PSYC 395. Courses taken at other universities for which we do not have articulation agreements will not be counted toward the major at Cal State San Marcos without the written permission of any member of the Psychology faculty listed above.

Minor in Psychology

Lower-Division (9 units)

PSYC 100	3
PSYC 220	3
PSYC 230	3

Upper-Division (12 units)

Choose one of the following courses: 3

PSYC 330	PSYC 356
PSYC 332	PSYC 360
PSYC 348	PSYC 362

Choose one of the following lab courses: 3

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

Six (6) units of 300-, 400-, or 500-level psychology electives 6

Total Units 21

*Note: Each laboratory course has prerequisite courses. See catalog description for specific prerequisites for each lab course.
+Human Development majors may not satisfy this requirement with PSYC 395.*

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):

SOC 203	SOC 413
SOC 204	SOC 415
SOC 317	SOC 416
SOC 331	SOC 417
SOC 403	SOC 486

12-13

Total Units *15-16*

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)

	Units
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 480/480S

TA 307

Theatre Production 15-16

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

or

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
CHEM 275	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
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**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.

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. 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> 2013-14	<i>Applications</i> First Accepted	<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 2014, 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 147.

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 semester 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

Units	Per Semester
Undergraduate Tuition Fee	
6.1 or more	\$2,736
0 to 6.0	\$1,587
Credential Program Tuition Fee	
6.1 or more	\$3,174
0 to 6.0	\$1,842
Graduate/Post Baccalaureate Tuition Fee	
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 \$796 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 equipment checkout fee schedule)	Varies
Administrative Late Fee (Failure to meet administratively required appointment or time limit fee)	\$15.00
Alumni Placement Fee	\$25.00
Application Fee for CSU Admission	\$55.00
Bicycle Storage Fee – Per semester	\$15.00
Biology 160, 175, 176, 351, 352, 353, 354 – Miscellaneous Course Fees (each)	\$45.00
Biotechnology Course Fee: BIOT 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 Fee	\$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
Nursing Program Evaluation Fee	\$50.00
School of Nursing LVN-BSN Skills Assessment Fee	\$100.00
Orientation Fee – Family member full day (each, up to 2 guests per student)	\$40.00
Orientation Fee – Incoming Freshman	\$90.00
Orientation Fee – Transfer student	\$65.00
Orientation Fee – First-Year Student with Overnight	\$160.00
Parking Fee – Auto per semester	\$338.00
Parking – Other (www.csusm.edu/parking)	Varies
Photo ID – New/Replacement	\$5.00
Photo ID – Temporary (ALCI, Open University)	\$2.00
Physics – Lower Division Courses: PHYS 201, 202, 203, 205, 206 (each)	\$25.00
Physics – Upper Division Courses: PHYS 301, 402 (each)	\$30.00
Psychology Course Fee: PSYC 402	\$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 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.

All-University Writing Requirement

All CSU undergraduate students must demonstrate competency in writing skills as a requirement for graduation. At Cal State San Marcos, undergraduate students complete the graduation writing assessment through the All-University Writing Requirement. This requirement mandates that every undergraduate course at the University must have a writing component which can be achieved in a variety of ways depending on the course. The writing requirement for individual undergraduate students will vary by course units, as follows:

3 units and up = 2,500 words (approximately 10 pages)

2 units = 1,700 words

1 unit = 850 words

Thus, each undergraduate student will write a minimum of 850 words for a one-unit course, a minimum of 1,700 words for a two-unit course, or a minimum of 2,500 words for courses of three units or more. All writing will be in English or a written language that meets the university's "language other than English requirement" (LOTER).

Language Other than English Requirement

(Replace the information appearing in the first bullet in the Language Other than English Requirement section of the 2012-14 Catalog, page 100)

- having completed the equivalent of an intermediate-level course (excluding courses focused solely on oral conversation skills) in a language other than English at the college level, with a C grade or better or CR grade (including study abroad). Certain courses used to meet this requirement may be used to satisfy the C (Arts and/or Humanities) General Education requirement;

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:

Cum Laude – at least 3.5, but less than 3.7

Magna Cum Laude – at least 3.7, but less than 3.9

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 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
- 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

ACCT 502 (2)

[New Course]

Foundations of Accounting

Includes financial and managerial accounting modules. Financial accounting module introduces how firms use financial statements to communicate financial conditions and results of operations to their stakeholders. Managerial accounting module addresses how accountants produce managerial accounting information for internal decision-making. Also includes environment of financial reporting, measurement framework and mechanics of financial accounting, analysis of financial statements, earnings management practices, environment of managerial accounting, cost-volume-profit analysis, and use of cost information in management decision making.

ACCT 602 (2)

[New Course]

Accounting for Managers

Includes financial accounting and managerial accounting modules. The financial accounting module discusses advance topics in preparing financial statements of its operating results. The managerial accounting module covers the use of managerial accounting information to make short-term and long-term business decisions. Also includes financial reporting for

operating transactions, long-term assets and investments, financial reporting for financing activities, pricing decisions, activity-based costing, capital budgeting and other long-term decisions, budget planning and control, and decentralization and performance evaluation.

Enrollment Requirement: Completion or waiver of the MBA Foundations courses.

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 500 (2)

[New Course]

MBA Bridge

Career planning, quantitative skills, and business communications. Career planning provides students with opportunities to learn about and practice strategies designed to enhance individual career success in 21st Century organizations. Quantitative skills provides a refresher in basic business calculus and probability used in quantitative courses of the MBA Program. Business communications provides strategies for effective written and oral business communications.

Graded Credit/No Credit. Enrollment restricted to students enrolled in the Master of Business Administration or Certificate of Business Foundations.

BA 602 (2)

[New Course]

Statistics for Business Decisions

Statistical inferences emphasizing applications to business decision-making. Include estimation, hypotheses testing, analysis of variance, goodness-of-fit and regression.

Enrollment Requirement: Completion or waiver of the MBA Foundation courses.

BA 604 (2)

[New Course]

Research Methods for Business

Nature, scope, and significance of business research and research methodologies. Includes the basic methodological approaches to business research, and provides practical guidelines to effective business research. Also covers primary and secondary research methods with applications to specific problems, using qualitative and quantitative methods. *Enrollment Requirement: Completion or waiver of the MBA Foundation courses.*

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 (1)

[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.*

BA 675 (2)

[New Course]

Strategic Management in Global Environments

How firms make strategic decisions, and how organizational structures, resources and capabilities, and strategic positioning enable firms to achieve competitive advantage in an increasingly dynamic, hypercompetitive and globalized environment. Several aspects of a firm's strategy are emphasized, including business-level, corporate, international, and cooperative strategies. *Enrollment Requirement: Completion of MBA Core.*

BA 685 (4)

[New Course]

Business Intelligence Master's Project

Applications of Business Intelligence theories and methods are implemented to investigate a wide range of managerial issues. Each project is conducted in collaboration with a local company. Projects are proposed, researched and reported culminating in a written report that includes problem identification, evaluation of potential solution, discussion of the selected implementation, and evaluation of the results. *Enrollment Requirement: Completion of Business Intelligence Option.*

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.*]

Animal Behavior Laboratory and Field Methods**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

CIS 490 (3)

[Change in prerequisites: CIS 444]

Project Management and Practice**CS 111 (4)**

[Change in course description, prerequisite; added co-requisite]

Computer Science I

Emphasizes programming methodology and problem-solving. A high-level language such as C++ will be used for the specification and implementation of algorithms. Includes principles and applications of software engineering, numerical computing, artificial intelligence, databases and user interface. *Three hours lecture and three hours laboratory. Students lacking basic computer literacy skills are encouraged to take CS 105 first prior to CS 111. Pre/Corequisite: MATH 160.*

CS 578 (3)

[New Course]

Introduction to Text Mining

An introduction to the study of classical and current approaches in the field of the processing, extraction and classification of textual data. The approaches include natural language processing, statistical models of language, algorithms in machine learning use applied in text mining. Analysis of current applications in static data collections and dynamic data collections such as the web will be carried out. *Prerequisite: CS 311.*

CS 678 (3)

[New Course]

Text Mining

In-depth discussion of selected subjects in Text Mining with emphasis on the design, implementation and testing of approaches and algorithms in the field. Approaches and algorithms included are the following: Finite-state Automata, Hidden Markov Models, Support Vector Machines, and Conditional Random Fields. *Prerequisite: CS 578.*

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.*

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.*

CS 511 (3)

[New Course]

Introduction to Bioinformatics

Application of computer technology to the management of biological information. Introduces computer algorithms that are used to gather, store, analyze and integrate biological and genetic information which can then be applied to gene-based drug discovery and development. *Enrollment Requirement: CS 311.*

CS 512 (3)

[New Course]

Introduction to Data Mining

Illustrates the process of analyzing data from different perspectives and summarizing it into useful information so as to increase revenue, or cut costs. Introduces Data Mining software analytical tools that are used for analyzing data. Tools allow users to analyze data from many different dimensions or angles, categorize the data, and summarize the relationships identified. *Prerequisite: CS 443.*

CS 575 (3)

[New Course]

Machine Learning Systems

Discusses important machine learning algorithms, systems, theory and practices including decision-tree learning, artificial neural networks, Bayesian approaches, genetic algorithms and programs, reinforcement learning, computational learning theory, etc. *Prerequisite: CS 311.*

CS 612 (3)

[New Course]

Data Mining in Bioinformatics

Introduces the Data Mining approaches suited for Bioinformatics. Shows that mining biological data helps to extract useful knowledge from massive datasets gathered in biology, and in other related life sciences areas such as medicine and neuroscience. *Prerequisites: CS 512.*

CS 614 (3)

[Change in prerequisites: CS 511]

Algorithms in Bioinformatics

CS 677 (3)

[New Course]

Development of Intelligent Tutoring Systems

Study of issues related to design, implementation and evaluation of intelligent tutoring systems. Students will work in teams to develop tutoring systems and produce plans to evaluate these systems. *Prerequisite: CS 577.*

CS 698 (3)

[Change in grading method: Graded Credit/No Credit; course description change]

Master's Research Project

Faculty-supervised investigation, to culminate in a written report for the master's degree. *Enrollment Requirement: An officially appointed advisory committee with a project advisor and advancement to candidacy. It may be repeated, but only three (3) units count toward the master's degree.*

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 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.*

ECON 422 (3)

[Course was inadvertently left out of the catalog]

Economics of Taxation

Develops an economic framework to evaluate the effects of taxation on individual behavior and the distribution of income. Addresses subjects such as efficient and equitable taxation, distribution of tax burdens, personal income taxation, the corporate income tax, consumption taxes, the politics of taxation, and state lotteries. Provides students with the necessary skills to objectively evaluate tax policies. *May not be taken for credit by students who received credit for ECON 481F. Prerequisite: ECON 301.*

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.*

EDMI 661 (3)

[New Course]

The Young Adolescent Learning

Considers the social, cultural, cognitive, emotional, linguistic, and behavioral development of young adolescents from multidisciplinary, multicultural, and applied perspectives. Students will explore how to create learning environments and social contexts that support cognitive and developmental processes. Through a critical inquiry process, students will learn theoretical perspectives and empirical research on young adolescent development as they create an

understanding of the factors that influence the social contexts in which practitioners and young adolescents exist.

EDMI 662 (3)

[New Course]

Middle Level Curriculum, Instruction, and Assessment

Explores various issues and techniques in curriculum design, instruction, and assessment in light of middle-level philosophy and young adolescent development. Students will expand their practical repertoire of teaching and assessment strategies for meeting young adolescents' intellectual, social, and emotional needs. Students will engage in field experiences and consider organizational structures that shape middle-level students' learning and development.

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)]

Language Development and Assessment for Practitioners**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.

EDSL 602 (3)

[New Course]

Bilingual and Bicultural Practice Issues in Speech-Language Pathology

The nature of language development and processing in bilingual individuals, including the manifestation of speech and language impairment in these populations. Students will learn assessment and intervention practices with bilingual children. Students will also gain knowledge and skills related to ASHA Code of Ethics regarding “Cultural Competence.”

EDSL 622 (3)

[New Course]

Research and Evidence-Based Practice in Speech-Language Pathology

Introduce students to the framework and principles of Evidence-Based Practice (EBP), and its use in clinical decision-making. Students will learn to identify and present the best current evidence to support clinical practice. Introduces students to the foundations of scientific reasoning and the various forms of scientific research in the field of communicative sciences and disorders. Students will learn about the principles of underlying quantitative and qualitative research designs, and will learn to skillfully read and comprehend scientific literature.

EDSL 631 (3)

[New Course]

Law and Ethics for the Speech-Language Practitioner

Introduction to state and federal special laws regarding special education, ethical issues in special education; procedures and forms used in California schools to identify and support children and youth eligible for special education; and the Individual Education Program planning, implementation, and evaluation process. Students practice principles of effective collaborative and interdisciplinary teaming and focus on best practices for inclusive educational programming.

EDSL 632 (2)

[New Course]

Augmentative and Alternative Communication (AAC)

Covers augmentative and alternative approaches to communication (e.g. aids, symbols, techniques and strategies) for use with individuals across the lifespan with communication disorders. Participants will gain knowledge and skills in decision-making in selecting these components, and the application of these systems and strategies.

EDSL 645 (10)

[New Course]

Supervised Clinical Experience: Clinical Internship

Development of clinical skills through supervised clinical placement in a full-time internship. Includes a minimum of 200 clock hours of supervised practice in the diagnosis and treatment of communication disorders in children, including: case history intake, interview, test administration and interpretation, data analysis, lesson plan design, oral and written case presentation, and lesson plan/treatment implementation. Also includes activities related to staffing, consulting, education, prevention of communicative disorders and the enhancement of communicative effectiveness. *Graded Credit/No Credit.*

EDSL 652 (1)

[Change in unit value and course description]

Professional Seminar II

Introduce students to the clinical process associated with diagnosing and treating clients with a wide variety of communication disorders. This includes practice in administering, scoring, interpreting and writing up test results. Students will practice collecting baseline data, and writing treatment goals based on the baseline data. Students will write-up a lesson plan including goals and methods.

EDSL 653 (1)

[New Course]

Professional Seminar III

Introduces students to clinical case management, problem solving, reflective practice, treatment methodologies and techniques, progress monitoring, professional report writing, interpersonal communication, and issues related to professional career development in the field of speech-language pathology. *Credit/No Credit. Co-requisite: EDSL 642. Prerequisites: EDSL 652 Professional Seminar and admission to the MA in Education Option in Communicative Sciences and Disorders.*

EDSL 654 (2)

[New Course]

Grand Rounds in Speech-Language Pathology

Exposes students to reflective practice and problem solving in client case management. Students will present client cases in the audience of peers and faculty. Discussion will center around chosen course of treatment, and question/answer. Students will be taught to and encouraged to reflect on their practice. *Credit/No Credit. Co-requisite: EDSL 641 or 642. May be repeated to a total of four (4) units.*

EDSL 665 (1)

[New Course]

Speech-Language Pathology Services for Cleft Palate and Craniofacial Anomalies

Anatomy and physiology of craniofacial features, in addition to etiology, principles of speech-language pathology assessment and treatment, and care of disorders associated with clefts and craniofacial anomalies.

EDSL 681 (2)

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

Aural Rehabilitation

Applied and theoretical aspects of aural rehabilitation. Includes the effects of hearing loss on communication and daily life in child and adult populations, models for intervention techniques to each group, counseling processes for families and clients, understanding strategies used with children with hearing loss, and prosthetic management of hearing loss, including amplification, sensory aids and assistive devices.

EDSL 693 (3)

[Change in unit value and title]

Seminar in Counseling in Speech-Language Pathology**EDSL 694 (2)**

[Change in unit value]

Seminar in Autism Spectrum Disorders**EDSL 673A (2)**

[New Course]

Language Disorders in Adults

Exploration of acquired language disorders in adults. Methods of assessment and intervention will be introduced. Students participate in data collection, interpretation of assessment results, lesson plan designs and oral and written report presentations. Includes current theoretical models of the nature of language breakdown. *Prerequisite: EDSL 691.*

EDSL 676B (2)

[New Course]

Cognitive-Linguistic Disorders in Adults

Exploration of acquired cognitive-linguistic, communicative and pragmatic disorders in adults. Methods of assessment and intervention will be introduced. Students participate in data collection, interpretation of assessment results, lesson plan designs and oral and written report presentations. Includes current theoretical models of the nature of language breakdown. *Prerequisite: EDSL 691.*

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 21st 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 21st 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 21st Century

Examines and demonstrates what it means to read, write, view, listen, and communicate in the 21st 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.

EDUC 656 (3)

[New Course]

Principles of Dual Language and Multicultural Education: Theory, Research, and Practice

This course, for new and practicing teachers, examines guiding principles for dual language and multilingual education. It analyzes the historical, theoretical, socio-political, instructional, cross-cultural, and community issues related to dual language and multilingual education in the context of a multicultural/multilingual local and global society.

EDUC 657 (3)

[New Course]

Cross-Cultural Competency for Educational Leadership in Diverse Societies

Equips experienced and beginning teachers in dual language and multiple language contexts on how to successfully navigate the socio-political contexts of school, society, and the home.

Provides ideas on advocacy for dual language programs and ways to address cross-cultural competence in student-to student, parent-school, and staff interactions.

EDUC 658 (3)

[New Course]

Practices and Strategies for Bilingualism/Multilingualism and Biliteracy/Multiliteracy Development

Designed for experienced and beginning teachers in dual language and multiple language contexts concerned with learning about the most effective classroom practices and teaching strategies to meet the needs of diverse learners in today's diverse and multicultural classroom settings.

EDUC 659 (3)

[New Course]

Curriculum Development, Program Assessment, and Inclusion for Dual Language and Multilingual Education

This course, for new and practicing teachers, examines the importance of curriculum and assessment in dual language and multilingual education, including the needs of struggling learners or students with exceptionalities in language and learning.

FIN 502 (2)

[New Course]

Foundations of Finance

An overview of the basic concepts and analytical techniques utilized in the field of financial management. Focuses on the investment decisions made by firms' financial managers in their attempt to maximize shareholder wealth. Includes time value of money, risk-return relationships, financial ratio analysis, net present value analysis, and the weaknesses of alternate real investment proposal analysis techniques.

FIN 602 (2)

[New Course]

Corporate Finance

Provides students with a continuation of their exploration of the basic concepts and analytical techniques utilized in the field of financial management. Focuses on the financing decisions made by firms' financial managers in their attempt to maximize shareholder wealth. Include advanced real investment proposal analysis, operating leverage, financial leverage, long-term capital structure, dividend policy, and financial engineering fundamentals. *Enrollment Requirement: Completion or waiver of the MBA Foundations courses.*

FIN 612 (2)

[New Course]

International Finance

A guide to financial management in an increasingly globalized world, and in particular, to the financial management. Introduces foundational knowledge of international financial management, including international financial environments, foreign exchange markets, exchange rate determinants and currency derivatives. Includes analyses of foreign exchange exposure, hedging of foreign exchange risk, making financing and investing decisions for MNCs. *Enrollment Requirement: Completion of MBA Core.*

GBM 612 (2)

[New Course]

International Culture and Negotiations

Understanding of how business practices of other countries are essential for creating relationships, reducing conflict, and developing more effective strategies with businesspeople in other cultures. Focuses on how to use an understanding of business behaviors, assumptions, values, and attitudes to negotiate and conduct business successfully in other cultures. *Enrollment Requirement: Completion of MBA Core.*

GBM 614 (2)

[New Course]

Executive Seminar Doing Business in Selected Country/Region

Involves a series of guest lecturers from scholars and business leaders with expertise in particular countries or regions of the world. Potential countries/regions are Brazil, Russia, India, China and South Africa (BRICS), Latin America, the EU, and other emerging markets throughout the world. *Enrollment Requirement: Completion of MBA Core.*

GBM 685 (4)

[New Course]

International Experience

This culminating experience lasts ten weeks. Students spend the first five weeks at CSUSM preparing for the international experience. The second five weeks has two different tracks. International students remain in Southern California and engage in company visits and projects. Domestic students travel to one of the locations where the College has relationships (Denmark, Taiwan, China, Ecuador, India, etc.). There will be in-class lectures by local faculty and business leaders as well as visits to local businesses. *Enrollment Requirement: Completion of International Business Option.*

GEOG 330 (3)

[New Course]

Geographic Information Systems (GIS) Explorations across the Curriculum

Introduces state-of-of the art GIS skills through problem-based learning. Through real world examples taken from across the curriculum, students develop advanced knowledge of current data sources and digital tools while honing spatial analysis and map-making skills. *May not be taken for credit by students who have received credit for ID 370-7.*

GEOG 491 (3)

[New Course]

Geospatial Analysis Internship

Career-related program of study, research, and work performed at an off-campus government agency or private group concerned with geospatial analysis. Students will be supervised both on-site and by the course instructor. *Graded Credit/No Credit. Enrollment is restricted to students who have received consent of instructor.*

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.*

GRMN 410 (3)

[Change in course number (Formerly offered as GRMN 390)]

Topics in German Literature

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 305 (3)

[Course Reactivation]

Early Industrial Britain, 1688-1850

Charts the early economic transformation of Britain and its role in shaping issues of politics and constitutional forms; surrounding the developing of class, gender, and social relationships; framing questions of empire and imperial policy; and cultural and intellectual

expression. Uses Britain's industrialization as a case study to isolate structural components of that process within the particular situation found in Britain from 1688-1850.

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.*

HIST 394 (3)

[New Course]

History and Geographic Information Systems

Investigates how geographic information systems can strengthen analysis of historical events. Learn how to use GIS software and the mapping of information to understand the history of immigration, urbanization, business, and popular culture.

ID 395 (1-6)

[New Course]

Independent Study

Directed study under the guidance of an instructor. *May be repeated for up to 12 units. Enrollment is restricted to students who have obtained consent of instructor.*

ID 401 (1-3)

[New Course]

Advanced Topics in Interdisciplinary Studies

Advanced special topics in Interdisciplinary Studies. The course title and description will vary by offering. *Students should check the Class Schedule for listing of actual topics.*

ID 495 (1-6)

[New Course]

Advanced Independent Research

Under the guidance of an instructor, students develop an in-depth research project, using field research, primary and/or secondary sources. *May be repeated for a total of 12 units. 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 100 (3)

[Change in prefix, course number, and title change (Formerly offered as GESS 101)]

Order and Change: Multiple Perspectives**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. *May not be taken for credit by students who have received credit for LBST 361B.*

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.*

LTWR 345 (3)

[New Course]

Native American Literatures

Examines Native literatures as tools of cultural preservation, social statement, and artistic expression. Surveys oral traditions, colonial contact literature, and contemporary authors to highlight uniquely indigenous perspectives on a range of historical, political, and cultural issues. Assesses literary and aesthetic features of Native-authored materials which may include visual arts, film, and texts. Also surveys scholarly debates in Native literary studies, introducing critical paradigms and methodologies unique to the field. *May not be taken for credit by students who have received credit for LTWR 302-1.*

MASS 306 (3)

[Course crosslisting with VSAR 317]

Media Distribution

Examines the distribution of media products, and focuses on identifying and critiquing distribution patterns, structures, practices, and the institutions that offer mediated experience. Highlights two parallel trends in the context of technological advances and convergences: consolidation of mass media industries, and the simultaneous empowerment of independent and guerilla distribution. Students will be able to examine and work within a number of distributor models and strategies including grassroots/community media, self-publishing, viral marketing, festivals, trade shows, pod and web casting, and learn about the communication processes used to create distribution networks. *Also offered as VSAR 317. Students May not receive credit for both. (MUE, MOS, MPP)*

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.*

MGMT 422 (2)

[New Course]

Training and Development

Provides an overview of the process for designing training and development programs. Covers the assessment, design, development, implementation and evaluation activities required to effectively and efficiently develop employee knowledge, skills, abilities, and other competencies. Prepares students to understand, develop and evaluate human resource development strategies and plans based on principles of equity, efficiency, and effectiveness. Relevant for all managerial positions to ensure human resources are equipped with required competencies in the short-and long-term to achieve desired performance, organizational loyalty, and risk mitigation for illegal behaviors and practices in the workplace. *May not be taken for credit by students who have received credit for MGMT 482-3. Pre/Corequisite: MGMT 415.*

MGMT 425 (2)

[New Course]

Employment Law

Overview of the laws and legal principles necessary to address and assess employment challenges and situations with individual employees, groups, labor unions, and employers. Presented from the perspective of both the employee and the manager/organization. Includes the examination of the employment relationship, federal statues and state laws, and the legal theories and principles for analyzing the various forms of workplace discrimination. *May not be taken for credit by students who received credit for MGMT 482-2. Pre/Corequisite: MGMT 415.*

MGMT 428 (4)

[New Course]

Compensation and Benefits

Provides an overview of the process for designing employee compensation and benefits strategies. Covers pay models, strategic perspectives of pay, pay structures, pay levels, pay-for-performance, benefits determination, benefits options, and compensation systems. Prepares students to understand, develop and evaluate compensation strategies and plans based on principles of equity, efficiency, and effectiveness. Relevant for all managerial positions to ensure adequate motivation or desired performance, organizational loyalty and risk mitigation for unfair pay practices. *May not be taken for credit by students who have received credit for MGMT 484-3. Pre/Corequisite: MGMT 415.*

MGMT 502 (2)

[New Course]

Foundations of Management

Important concepts and applications in management including motivation, group dynamics, organization design, decision-making, communication, and organization change.

MGMT 602 (2)

[New Course]

Leadership and Business Ethics

In-depth analysis of the process of leadership and ethics in organizations. Focuses on students' ability to conceptualize, integrate, and apply diverse approaches to the leadership and motivation of people in organizations, and highlights the importance of ethical behavior by leaders and followers. *Enrollment Requirement: Completion or waiver of the MBA Foundations courses.*

MGMT 604 (2)

[New Course]

Human Resource Management

Introduction to the principles and practices of human resource management including employment law, HR planning/recruiting, selection, training, performance management and compensation/benefits. Presents theoretical and practical information relating to the "most important asset" in organizations today – people. *Enrollment Requirement: Completion or waiver of the MBA Foundations courses.*

MGMT 606 (2)

[New Course]

Managing the Sustainable Enterprise

The role of business in building a sustainable world, what sustainability means to business, how it is measured and reported, and how to formulate and implement actionable value-generating strategies. Preparation for thriving in a changing business environment that values innovativeness and adaptability to current global challenges. *Enrollment Requirement: Completion or waiver of the MBA Foundations courses.*

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. Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status).*

MIS 388 (4)

[New Course]

Java Programming for Business Applications

Covers methods for developing solutions to business and system problems using object-oriented techniques. Covers the fundamental elements of object-oriented programming. Students will learn how to use classes and objects, and the Java Library to develop object-oriented business applications. *Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration — i.e. attained business status).*

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**MIS 488 (2)**

[New Course]

Mobile Project Development and Agile Management

Introduces students to the general concept of mobile computing, mobile application development and agile management. Students will study the process and guidelines to design and develop mobile business applications. Students will learn agile software development principles and apply them to accomplish project objectives. Coverage of the underlying theory will be coupled with hands-on exercises through working on real-world business mobile projects. *May not be taken for credit by students who have received credit for MIS 482-2.*

MIS 502 (2)

[New Course]

Foundations of Management Information Systems

Examination of the value of information technology (IT), how an organization can capture this value, and how to enhance competitiveness through IT. Introduces the latest IT and discusses implications for operations, marketing, decision-making, and e-Business activities. Also covers factors that govern the choice of IT applications, key challenges in managing IT resources, and how IT influences business strategy.

MIS 612 (2)

[New Course]

Data Management for Business Intelligence

Data modeling, database design, and database administration in the context of business intelligence. Includes the role of data, files, and database in an organization, database models at conceptual and logical levels, schemas for data integrity reinforcement, as well as relational algebra and SQL using cases. Software commonly used in the industry, such as Oracle and/or Teradata, will be adopted for database implementation. *Enrollment Requirement: Completion of MBA Core.*

MIS 614 (2)

[New Course]

Data Warehousing

Introduction to fundamental concepts of data warehouse, its major characteristics and physical architecture. Concepts including MOLAP, ROLAP, Star Schema, snowflake schema, and parallel computing are illustrated using real world applications. Also examines issues related to building, utilizing and maintaining a data warehouse. Software packages such as R and PERL are used to practice cleaning, validating, converting and integrating data from a variety of sources. Popular data warehouse solutions (e.g. Oracle and Teradata) are compared. *Enrollment Requirement: Completion of MBA Core.*

MIS 616 (2)

[New Course]

Data Mining in Action

Hands-on approach to examining business intelligence applications in various business functions including finance, marketing, accounting, HR, etc. Use of existing software packages to conduct model training, prediction, and data analysis that are suitable for specific problems. Students will develop their ability to think critically by integrating data from different business functions. *Enrollment Requirement: Completion of MBA Core.*

MKTG 454 (4)

[New Course]

Using Social Media for Marketing

Social media are a dynamic set of technologies that are being used by companies to promote themselves and their products. Consumers are adopting devices that are linked to the Internet continuously. New forms of social media are constantly being introduced. Companies are using forms of social media to reach these consumers. The purpose of this course is to determine how to best use social media as part of an integral promotional campaign. *May not be taken for credit by students who have received credit for MGMT 484-2. Prerequisite: MKTG 302 or 305.*

MKTG 502 (2)

[New Course]

Foundations of Marketing

Fundamental concepts related to the role of marketing in strategic decision-making. Includes basic definitions and understanding of various marketing philosophies; understanding the marketing environment; market segmentation, targeting and positioning; fundamentals of consumer buying behavior; and the elements of the marketing mix including and product and services, pricing, promotion, and distribution strategies.

MKTG 602 (2)

[New Course]

Marketing Management

Application of the basic concepts introduced in MKTG 502 through the use of case studies focused on strategic decision-making. Case analyses focus on decisions related to products and services, pricing, distribution, promotion, and market entry. *Enrollment Requirement: Completion of the Foundations courses.*

MKTG 612 (2)

[New Course]

Customer-Focused Marketing Intelligence

Determining what data is necessary and how it can be monitored and used to better understand consumers to improve marketing decisions. Includes 3600 view of the customer, sentiment analysis, network analysis, anthropological analysis, survey analysis, and integrating disparate forms of data to understand an individual company's customers and joint customers when partnering with another company. *Enrollment Requirement: Completion of MBA Core.*

MKTG 614 (2)

[New Course]

Global Marketing and Sales

Challenges of marketing and sales in a global economy, difficulties that arise when buyers and sellers come from different national or cultural backgrounds. Covers the impact of cultural, political and economic differences in international marketing, and the challenges of face-to-face personal selling efforts, particularly for industrial products in global markets.

Enrollment Requirement: Completion of MBA Core.

MSW 500 (3)**Human Behavior and Social Environment I**

Human development across the lifespan. Multiple lifespan theoretical perspectives, including psychodynamic, cognitive, psychosocial, systems, and ecological theories. Emphasis on the application of these theories to social work practice. Impact of human diversity on lifespan development from prenatal through later adulthood. *Enrollment restricted to students enrolled in the Master of Social Work program.*

MSW 501 (3)**Human Behavior and Social Environment II**

Applies macro theories of human behavior, including ecological perspectives, to groups, organizations, and communities. Influence of human diversity in these groups, organizations, and communities, and the impact of discrimination for individuals within these systems.

Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 500.

MSW 510 (3)**Generalist Practice I**

Generalist social work practice with individuals, families, groups, organizations, and communities. Foundational knowledge, values, principles, and skills. Evidence-based practice and multicultural contexts. *Enrollment restricted to students enrolled in the Master of Social Work program. Corequisite: MSW 540.*

MSW 511 (3)**Generalist Practice II: Individuals, Families, and Groups**

Direct social work practice with individuals, families, and groups. Emphasis on direct practice with multiculturally diverse clients, use of DSM-5, group process, evidence-based practice, and self-monitoring skills. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 510. Corequisite: MSW 541.*

MSW 512 (3)**Generalist Practice III: Organizations and Communities**

Social work intervention in organizational and community practice. Knowledge and skills in working with organizations and communities to promote social and economic justice, sustainable services and programs, and evidence-based practice. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 510.*

MSW 520 (3)**Social Welfare Policy**

Social welfare policies and services in the U.S. Analysis of diverse social, political, and economic assumptions underlying the social welfare system. Role of the social work profession in developing social policy, addressing social problems, and advancing social and economic justice. *Enrollment restricted to students enrolled in the Master of Social Work program.*

MSW 525 (3)**Law and Ethics in Social Work**

Survey of laws pertaining to social work. Examination of social work ethics and values. Intersection of these laws, ethics, and values within a framework of culturally competent social work practice and social justice. *Enrollment restricted to students enrolled in the Master of Social Work program.*

MSW 540 (3)**Field Instruction I**

First course of a foundation two-semester sequence. Supervised practice in a social services or related agency developing basic micro, mezzo, and macro skills with an emphasis on culturally competent social work practice. Field seminar and 16 hours weekly supervised agency field experience. *Graded Credit/ No Credit. Enrollment restricted to students enrolled in the Master of Social Work program. Corequisite: Enrollment in MSW 510.*

MSW 550 (3)**Research Methods in Social Work**

Introduction to research methods in social work and the relationship between social work research and practice. Design research studies and evaluate the evidence-base of social work interventions. Emphasis on multicultural research skills. *Enrollment restricted to students enrolled in the Master of Social Work program.*

MSW 602 (3)**Human Behavior and Social Environment III**

Assessment of psychopathology across the life span. Developing diagnostic skills with the DSM-5 system. Understanding DSM-5 criteria within a culturally relevant, resiliency, and strengths-based social work perspective. Social worker's role in the use of psychopharmacology. Focus varies by CYF or BH concentration. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 501.*

MSW 630B (3)**Advanced Direct Practice I: Individuals/BH**

Direct practice course for working with individuals in behavioral health settings. Various theoretical approaches. Emphasis on the recovery paradigm in mental health services. Additional focus on multicultural issues. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 511. Corequisite: MSW 642.*

MSW 631A (3)**Advanced Direct Practice II: Groups and Families /CYF**

Direct practice skills for working with individuals, families, and groups in children, youth, and families settings. Family and group theoretical approaches. Assessments and interventions with an emphasis on cultural competency. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisites: MSW 630A. Corequisite: MSW 643.*

MSW 631B (3)**Advanced Direct Practice II: Groups and Families BH**

Direct practice skills for working with individuals, families, and groups in behavioral health settings. Family and group theoretical approaches. Assessments and interventions with an emphasis on cultural competency. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 630B. Corequisite: MSW 643.*

MSW 635A (3)**Advanced Policy: CYF**

Social welfare policy for children, youth, and families in the U.S. Children's policies in mental health, education, and juvenile justice. Specific focus on policies in child welfare, inclusive of permanency planning, kinship care, and family preservation. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 520.*

MSW 635B (3)**Advanced Policy: BH**

Development of mental health policy in the U.S, and its relationship to the delivery of mental health services for various populations across the life span. Focus on diversity issues in mental health policy. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 520.*

MSW 541 (3)**Field Instruction II**

Second course of a foundation two-semester sequence. Supervised practice in a social services or related agency enhancing basic micro, mezzo, and macro skills with an emphasis on culturally competent social work practice. Field seminar and 16 hours weekly supervised agency field experience. *Graded Credit/ No Credit. Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 540. Corequisite: MSW 511.*

MSW 630A (3)**Advanced Direct Practice I: Individuals/ CYF**

Direct practice with children, youth, and families, related to individual functioning and interpersonal interactions. Various theoretical approaches. Ecological systems framework with additional focus on multicultural issues. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 511. Corequisite: MSW 642.*

MSW 642 (3)**Advanced Field Instruction I**

First course of a two-semester advanced field practicum with an emphasis on culturally competent social work practice. Supervised practice in a social services or related agency developing advanced social work skills in CYF or BH settings. Field seminar and 16 hours weekly supervised agency field experience. *Graded Credit/No Credit. Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 541. Corequisite: Concurrent enrollment in MSW 630A for CYF concentration, or MSW 630B for BH concentration.*

MSW 650 (3)**Advanced Research Methods in Social Work**

Second course in research methods in social work. Qualitative and quantitative data analytic techniques, program evaluation, and grant writing. Emphasis on multicultural research skills. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 550 and completion of 30 MSW units with a minimum cumulative GPA of 3.0, and advancement to candidacy.*

MSW 655 (3)**Social Work Leadership Practice**

Applies program design, strategic planning, problem solving, human resources, supervision, administration, resource development, budgeting, quality assurance, and public relations in social work leadership practice. Examines theories of organizational behavior and management. Impact of diversity issues within organizations. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisites: MSW 520 and MSW 525.*

MSW 661 (3)**Social Work in Health Care**

Roles and responsibilities of social workers as part of an interdisciplinary health care team. Culturally competent social work in acute, ambulatory, preventive, long-term, and palliative care settings. Ethical dilemmas in social work in health care. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 501.*

MSW 662 (3)**Social Work with Older Adults**

Social work practice with older adults. An ecosystemic and culturally competent approach to the biological, cultural, ethnic, gender, geographic, psychological, and social issues of relevance to older adults. Analysis of theories on aging. Assessments and interventions in social work with older adults population. *Enrollment restricted to students enrolled in the Master of Social Work program. Enrollment is restricted to students who have obtained consent from the department. Prerequisite: MSW 501.*

MSW 667 (3)**Addictions: Assessment and Treatment**

Survey of various addictions, alcohol use, and substance use. Assessment and treatment issues across the lifespan and with diverse populations. Clinical, ethical, legal, and policy issues. Emphasis on strengths-based, multicultural practice. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 501.*

MSW 670 (3)**Cognitive and Brief Therapies**

Cognitive and brief treatment approaches, including cognitive behavior therapy, solution focused therapy, and narrative therapy. Evidence-based treatment applications. Assessment and intervention issues across the life span. Integrating diversity considerations within a strengths-based perspective in social work practice. *Enrollment restricted to students enrolled in the Master of Social Work. Prerequisite: MSW 501.*

MSW 671 (3)**Direct Practice with Military and Veteran Families**

Develops advanced practice social work skills for treating the emotional, social, and spiritual needs of diverse military and veteran couples and families. Emphasis is on supporting resilience through treatment, case management, advocacy, empowerment, and resources. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 501.*

MSW 672 (3)**Direct Practice with Military Personnel and Veterans**

Develops advanced practice social work skills in providing evidence-based psychotherapy to active duty military personnel and veterans experiencing bio-psycho-social and spiritual challenges. Emphasis is on strength, resilience, and community-based models in addition to traditional clinical treatment approaches. *Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisite: MSW 501.*

MSW 690 (1-3)**Selected Topics in Social Work**

Various topics of special interest in social work. *Enrollment restricted to students enrolled in the Master of Social Work program. May be repeated for credit as topics change for a total of six (6) units.*

MSW 695 (3)**Capstone Project/ Thesis II**

Completion of a capstone project or research thesis as the culminating experience in the MSW program. Under the guidance of a project or thesis advisor, complete a project or thesis. The project or thesis will address an area of need within the field of social work. *Graded Credit/No Credit. Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisites: MSW 650; also MSW 698 for students completing a thesis.*

MSW 698 (3)**Thesis I**

Under the guidance of a thesis advisor, complete a thesis proposal and literature review for a research study that will have a positive contribution to the field of social work. Prepare instruments and IRB protocol as applicable. *Graded Credit/ No Credit. Enrollment restricted to students enrolled in the Master of Social Work program. Prerequisites: Pre/Corequisite MSW 650; and completion of 30 MSW units with a minimum cumulative GPA of 3.0, and advancement to candidacy.*

MSW 699 (1)**Capstone Project/Thesis Extension**

Registration in the course is limited to students who have received a grade of Report in Progress (RP) in MSW 698. *Graded Credit/No Credit. May be repeated. Enrollment restricted to students enrolled in the Master of Social Work program.*

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 532C (2)**

[New Course]

Advanced Concepts of Palliative Care Nursing Across the Lifespan in Acute Care

Provides an overview of the foundations of palliative care for individuals and their families who are experiencing serious illness within the inter-professional palliative care team. An emphasis of this course is the philosophy, theory, evidence based standards of care, and the inter-professional aspects of a comprehensive and compassionate system of palliative care for individuals and their families experiencing complex illness with uncertain timing of death. Current trends and business practices that affect provision of quality care and use of compassionate resources at the end of life are analyzed. *Enrollment is restricted to students who have obtained consent from the department. Corequisites: NURS 533F or NURS 533G.*

NURS 533F (4)

[New Course]

Advanced Field Study: Advanced Management of Palliative Care Clients Across the Lifespan in Acute Care - NP

The clinical practicum for the Nurse practitioner will focus on the physiological, psychosocial, cultural, spiritual, and bereavement aspects of care. Emphasis is on care of individuals with a serious or chronic illness and their families, which will require individualized, discriminating plans of care and implementing treatment plans and prescriptives for those experiencing complex symptoms. Development of expertise in reflecting the nursing perspective within the inter-professional team, and its contribution to transforming palliative care practice. Current practice issues such as APN role, billing and reimbursement will be addressed. Requires 180 clinical hours. *Enrollment is restricted to students who have obtained consent from the department. Corequisite: NURS 532C.*

NURS 533G (4)

[New Course]

Advanced Field Study: Advanced Management of Palliative Care Clients Across the Lifespan in Acute Care - CNS

The clinical practicum is for the Clinical Nurse Specialist and will focus on the physiological, psychosocial, cultural, spiritual, and bereavement aspects of care. Emphasis is on care of individuals with a serious or chronic illness and their families, which will require individualized, discriminating plans of care and implementing treatment plans and prescriptives for those experiencing complex symptoms. Development of expertise in reflecting the nursing perspective within the interdisciplinary team, and its contribution to transforming palliative care practice. Current practice issues such as APN role, billing and reimbursement will be addressed. Requires 180 clinical hours. *Enrollment is restricted to students who have obtained consent from the department. Corequisite: NURS 532C.*

NURS 534C (2)

[New Course]

Advanced Concepts of Palliative Care Nursing Across the Lifespan in the Community

Introduces students to the advanced practice palliative and hospice care nurse in the care of patients/families with a serious or chronic disease experiencing progressive illness. The students will gain knowledge of the palliative care system, ranging from palliative care, hospice care, and family support services in bereavement. New trends, advances, and issues in home management of complex conditions, innovative delivery systems, legal, ethical and policy consideration will be explored. *Enrollment is restricted to students who have obtained consent from the department. Corequisites: NURS 535F or NURS 535G.*

NURS 535F (4)

[New Course]

Advanced Field Study: Advanced Management of Palliative Care Clients Across the Lifespan in the Community – NP

During 180 clinical hours of field study the Nurse Practitioner will provide comprehensive care to patients with a chronic illness and their families. Engages in advanced holistic physical assessment of pain, symptoms, and quality of life for patients with serious or chronic illnesses in a variety of settings in the community under the direction of a skilled clinician in palliative care. Learning experiences will focus on conducting patient/family conferences; exploring current and emerging models of palliative care delivery; and creating approaches to enhancing continuity of palliative care across settings. *Enrollment is restricted to students who have obtained consent from the department. Corequisite: NURS 534C.*

NURS 535G (4)

[New Course]

Advanced Field Study: Advanced Management of Palliative Care Clients Across the Lifespan in the Community – CNS

During 180 clinical hours of field study the Clinical Nurse Specialist will provide comprehensive care to patients with a chronic illness and their families. Engage in advanced holistic physical assessment of pain, symptoms, and quality of life for patients with serious or chronic illnesses in a variety of settings in the community under the direction of a skilled clinician in palliative care. Learning experiences will focus on conducting patient/family conferences; exploring current and emerging models of palliative care delivery; and creating approaches to enhancing continuity of palliative care across settings. *Enrollment is restricted to students who have obtained consent from the department. Corequisite: NURS 534C.*

NURS 539F (4)

[New Course]

Advanced Palliative Care Externship – NP

Designed for the Nurse Practitioner and provides an overview of the foundations of palliative care for individuals and their families who are experiencing serious illness within the interdisciplinary palliative care team. An emphasis of this course is the philosophy, theory, evidence based standards of care, and the interdisciplinary aspects of a comprehensive and compassionate system of palliative care for individuals and their families experiencing complex illness with uncertain timing of death. Current trends and business practices that affect provision

of quality care and use of compassionate resources at the end of life are analyzed. Requires 180 clinical hours. *Enrollment is restricted to students who have obtained consent from the department.*

NURS 539G (4)

[New Course]

Advanced Palliative Care Externship – CNS

During 180 clinical hours of field study the Clinical Nurse Specialist will integrate advanced knowledge of palliative care in assessing and managing the symptoms of those experiencing a serious or chronic illness within the palliative care focus. Complex psychological, ethical, social and spiritual issues and grief reactions will be the focus of this field study. Students will explore and experience the role of the advanced practice nurse on the palliative care team, in family meetings, and during patient support groups. *Enrollment is restricted to students who have obtained consent from the department.*

NURS 542 (1)

[New Course]

Current Topics in Total Pain Management

Focuses on advanced bio-psycho-social and spiritual aspects of the pain experience and interpatient differences and how these form the basis for understanding pain perception, physiological and behavioral reactions and response to pain interventions. Content includes an integrated overview of the neurobiology of pain, measurement of pain, pharmacological and nonpharmacological approaches for acute and chronic pain syndromes, health policy and care delivery models for improving pain assessment and management. Skill development will focus on comprehensive pain assessment and management of challenging pain syndromes such as those that require titration and conversion of opioids. *Enrollment is restricted to students who have obtained consent from the department.*

NURS 544 (1)

[New Course]

Palliative Care for Special Populations

Students acquire competencies in patient/family assessment, communication, decision-making, and interdisciplinary collaboration in palliative care for special populations (veterans, homeless, substance abusers). The unique challenges of pain assessment and pain management in special clinical populations are considered. *Enrollment is restricted to students who have obtained consent from the department.*

NURS 546 (1)

[New Course]

Loss, Grief, and Bereavement

Focuses on the identification and examination of current and emerging bereavement theories, emphasizing transdisciplinary clinical application with grieving individuals and families. The grieving process as a progression of coping, management and growth through significant losses and life transitions. Skill development in designing effective coping strategies that facilitate healing in families and communities. *Enrollment is restricted to students who have obtained consent from the department.*

NURS 548 (1)

[New Course]

Self-Assessment, Self-Awareness and Self-Care

The content of this course provides a basis both for personal development and professional growth. Students acquire competencies in cultural sensitivity and therapeutic relationships. *Enrollment is restricted to students who have obtained consent from the department.*

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**NURS 596 (1-4)**

[New Course]

Topics in Advanced Nursing

Special topics supportive of the concentration areas in this program will be offered on an occasional basis. *May be repeated for credit as topics change for a total of six (6) units. Enrollment restricted to students enrolled in the Masters of Science in Nursing Program.*

OM 428 (4)

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

Supply Chain Management**OM 442 (2)**

[Change in Pre-requisites: Pre/Co-requisites: OM 305 or OM 302]

Procurement and Supplier Management**OM 502 (2)**

[New Course]

Foundations of Operations Management

Elements associated with the design and operation of companies in manufacturing and service industries and the integration of these elements within the entire corporate strategy. Includes operations in global markets, designing and controlling the transformation process, and planning for operations. Focuses on the quantitative model building approach to problem solving.

OM 612 (2)

[New Course]

Business Analytics

Introduction to the tools used extensively in business organizations to solve managerial problems. Such methods generate results that support decision-making at all levels of the organization over various time horizons. Includes deterministic such as linear, integer, and network optimization using Excel Solver, and probabilistic models such as decision analysis and Monte Carlo Simulation using Crystal Ball. *Enrollment Requirement: Completion of MBA Core.*

OM 614 (2)

[New Course]

Business Forecasting

Methods used to predict the uncertain nature of business trends in an effort to help managers make better decisions and plans. Study and manipulation of historical data in the search for patterns that can be effectively extrapolated to produce forecast. Includes exploring data patterns, moving averages and smoothing methods, regression with time series data, ARIMA methodology, and judgmental forecasting and forecast adjustment. *Enrollment Requirement: Completion of MBA Core.*

OM 616 (2)

[New Course]

Global Supply Chain Management

Managing material and information flows in multi-stage production-distribution networks. The knowledge and tools for developing, implementing, and sustaining strategies for managing global supply chains. Basic supply chain issues are reviewed, followed by more advanced themes related to coordinating global supply chain players and the incentive problems related to this subject. *Enrollment Requirement: Completion of MBA Core.*

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.

PHIL 342 (3)

[New Course]

Philosophy of Technology

Exploration of technology and its complicated and essential role in the human experience. Approach encompasses several different philosophical directions including: metaphysical questions about the nature of technology, epistemological questions about our ability to understand technology, political and ethical questions about the uses and consequences of

technology, and psychological questions about the influence and effect of technology on human life.

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 333 (3)

[Enrollment requirement left out of catalog: *Completion of the Lower-Division General Education requirement in Discipline-specific or Interdisciplinary Social Sciences (D)*]

Psychology of Prejudice**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**PSYC 550 (3)**

[Added repeatability: May be repeated for a total of six (6) units]

Proseminar in Social/Personality Psychology**PSYC 552 (3)**

[Added repeatability: May be repeated for a total of six (6) units]

Proseminar in Developmental Psychology**PSYC 554 (3)**

[Added repeatability: May be repeated for a total of six (6) units]

Proseminar in Cognitive Psychology**PSYC 556 (3)**

[Added repeatability: May be repeated for a total of six (6) units]

Proseminar in Comparative/Physiological Psychology**PSYC 558 (3)**

[Added repeatability: May be repeated for a total of six (6) units]

Proseminar in Counseling/Clinical Psychology

SOC 349 (3)

[New Course]

Asian American/Pacific Islander Communities

Offers an interdisciplinary approach to Asian American and Pacific Islander communities in the United States through an examination of the following: empire, war, and immigration; historical memory and popular culture; and, community-based mobilization and advocacy on social justice. *May not be taken for credit by students who have received credit for SOC 489-2.*

SOC 418 (4)

[New Course]

Domestic Violence Prevention and Intervention

Examines domestic violence prevention and intervention programs and policies in the United States. Evaluates the effectiveness of community, state, and federal prevention efforts for intimate partner violence. The range and effectiveness of intervention services for both victims and perpetrators of domestic violence will also be explored. Includes critical examination of various treatment models from sociological perspectives. *May not be taken for credit by students who have received credit for SOC 486-1.*

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)**

[Course crosslisting with MASS 306]

Media Distribution

Examines the distribution of media products, and focuses on identifying and critiquing distribution patterns, structures, practices, and the institutions that offer mediated experience. Highlights two parallel trends in the context of technological advances and convergences: consolidation of mass media industries, and the simultaneous empowerment of independent and guerilla distribution. Students will be able to examine and work within a number of distributor models and strategies including grassroots/community media, self-publishing, viral marketing, festivals, trade shows, pod and web casting, and learn about the communication processes used to create distribution networks. *Also offered as MASS 306. Students May not receive credit for both. (MUE, MOS, MPP)*

VSAR 424 (3)

[Change in prefix (Formerly offered as VPA 380-19 and MASS 424)]

Media Genre**VSAR 432 (3)**

[Prefix and number change (Formerly MASS 432)]

Media Narrative**VSAR 433 (3)**

[Prefix and number change (Formerly MASS 433)]

Screenwriting**VSAR 457 (3)**

[Change in prefix (Formerly offered as VPA 380-15 and MASS 457)]

Video Studio Production**VSAR 460 (3)**

[New Course]

Art and Social Change

Exploration of how the desire for social change has led modern and contemporary artists and art movements to align with political and social causes. Readings may include theoretical texts, artists' proposals and manifestos, and case studies in arts and political engagement. Consideration of students' own capacities for community leadership and

arguments, motivations, and actions that allow them to contribute to social change creatively through participating in service learning or a class project. *May not be taken for credit by students who have received credit for VPA 380-18)*

WMST 326

[New Course]

Feminist Art and Motherhood

Critically examines what has been the taboo relationship of motherhood to feminist art and theory as they have developed during the late 20th Century. This interdisciplinary course focuses on the various ways feminist artists, writers, philosophers and other cultural theorists are addressing the dilemmas of representing feminist motherhood and how these approaches are interpreted in contemporary visual culture. Previous historical limitations and mutual exclusivities for women as mothers will be analyzed in relations to new revisioning of motherhood by women and men who have different ethnicities, classes and other varied life experiences. *May not be taken for credit by students who have received credit for WMST 300-18). Also offered as VSAR 326. Students may not receive credit for both.*

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.*

WMST 351 (3)

[New Course]

Black Feminist Thought and Activism

Explores Black Feminist consciousness and activism along with its impact, historically and theoretically. Focuses on the principles and practices associated with its evolution through struggle over time in the U.S. and the Diaspora, the relationship of Black Feminist Theorizing with other feminisms, and resistance and applications for social change. Explores key scholarly debates about self and community, the “multiplicity of oppressions” and the intersection of race with gender, class, sexuality, and nation. *May not be taken for credit by students who have received credit for WMST 300-2)*