

Spring 2017 Addendum
To the 2016-18 CSUSM Catalog

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This Catalog Addendum supplements the information in the 2016-18 General Catalog.

LIST OF NEW AND CHANGED COURSES

Detailed course information begins on page 65 of this Addendum.

BA 605, 606, 627
BIOL 348, 503, 504
BIOT 460
BRS 100
CHAD 491, 496
COMM 390, 402
EDST 631, 632, 638, 640, 641, 646, 647, 648, 649
EDT 630, 633, 635, 636, 637, 639, 643, 644
EDUC 635, 636, 653, 654, 655
GBST 100, 301
GEOG 110
HD 102, 220, 230, 231, 300, 301, 302, 303, 304, 350, 351, 360, 361, 370, 380, 381, 382,
383, 384, 385, 490, 495, 497, 499A-C
ID 381
KINE 310, 427, 495A-C, 507, 510
LBST 100, 300, 305
LING 121, 255
LTWR 355, 346, 355, 431
MASS 365, 403
MCS, 500, 510, 597A, 597B, 597C, 611
MIS 203, 480
NURS 518, 531, 532B, 532T, 533C, 533T, 534B, 534T, 535C, 535T, 538, 539C, 539T, 550,
602, 604
OM 443
PHYS 307
PSCI 433, 444, 495A-F
PSYC 310, 330, 331, 332, 344, 348, 349, 360, 362, 391, 411, 495
VSAR 121, 132, 180, 200, 251, 326, 350, 380, 411
WTRM 401, 411, 421, 423, 425

ADDITIONS AND CHANGES TO ACADEMIC PROGRAMS

Changes to the General Education Program

Changes to Area B1:

GEOG 110

Changes to Area BB:

PHYS 307

Changes to Area CC

GBST 301

Changes to Area D:

BRS 100

GBST 100

LBST 100

Changes to Area D7:

BRS 100

GBST 100

LBST 100

LING 255

COLLEGE OF BUSINESS ADMINISTRATION

B.S. IN BUSINESS ADMINISTRATION

Change to:

Global Supply Chain Management Option

(51 Units)

The business model for leading companies has significantly changed over the last ten years to focus on creating a seamless supply chain that will use company assets more efficiently, take cost out of the supply chain, and create value for the consumers. The Global Supply Chain Management Option emphasizes the understanding of the complexity of the global supply chain and the competence to satisfy consumer demand in the global marketplace by getting the right product to the right consumer at the right time at the right price in a cost effective manner. The option provides students with knowledge of cross disciplinary models and theories, as well as the ability to apply those concepts in today's constantly changing marketplace.

Foundations of Business Courses (16 units)

	Units
BUS 302	2
BUS 324	4
FIN 302*	2
MGMT 302*	2
MIS 304	4
MKTG 302*	2

GSCM Core Courses (10 units)

GBM 427	2
OM 305	4
OM 428	4

GSCM Electives (20 units)

ACCT 423	2
GBM 430	2
MKTG 448 (2 units) or MGMT 461 (4 units)	2-4
MKTG 450	4
OM 406	4
OM 435	2
OM 440	4
OM 441	4
OM 442	2
OM 443	4
OM 481-484	1-4
OM 498	1-4

Capstone (5 units)	
BUS 442	2
BUS 495	3

**Equivalent 4-unit courses can be substituted, but the excess units cannot count towards electives.*

Change to:

Management Information Systems Option (51 Units)

This option focuses on training business-oriented professionals for developing and managing information systems. Students will learn how to define organizational information requirements and employ technology-enabled solutions to meet the organization goals and objectives. They will also learn how to lead and manage mission-critical projects, especially those related to Internet applications. The themes of the option include principles of information systems, business systems analysis and design, and database management. The option also addresses subjects such as networking, web and mobile applications, enterprise systems and business intelligence. These topics provide students with knowledge and skills essential for enhancing organizational efficiencies and effectiveness. In addition, they prepare students for careers in business systems analysis, application development, social-networking driven business, entrepreneurship, and process design.

Foundations of Business Courses (12 units)	
BUS 302	2
BUS 324	4
FIN 302*	2
MGMT 302*	2
MKTG 302*	2

**Equivalent 4-unit courses can be substituted for these 2-unit courses with 2 units applied toward MIS electives. However, only 4 excess units can be counted as MIS electives.*

MIS Core Courses (12 units)	
MIS 304*	4
MIS 411	4
OM 305	4

**Students who have taken lower-division 3-unit, MIS 203, do not need to take MIS 304, but need to take additional 4-units of electives from the list below.*

MIS Elective Courses (22 units)

A minimum of 16 units must be selected from the following approved MIS/OM courses. The remaining 6 units can be taken from electives in ACCT, ENTR, FIN, GBM, GSCM, MKTG, MGMT, or HIT. Students in the MIS option cannot take ACCT 308 for credit. Units outside of MIS may be substituted with prior approval from CoBA.

MIS 308	4
MIS 320	2
MIS 328	4
MIS 388	4
MIS 408	4
MIS 418	2
MIS 425	4
MIS 426	4
MIS 427	4
MIS 435	4
MIS 440	4
MIS 480	4
MIS 481-484	1-4
MIS 498	1-4
OM 406	4
Capstone (5 units)	
BUS 442	2
BUS 495	3

New Program:

Business Professional Development Program

Business Professional Development consists of numerous activities, packaged into two modules that are incorporated into the student learning outcomes of BUS 495, Senior Experience and GBM 495, Global Management Experience. These activities prepare students to engage in professional environments and situations, focusing on foundational behavior and business practices, and are designed to ensure that all CoBA students are equipped to pursue their career searches confidently and secure fulfilling jobs upon graduation. Due to the nature of these activities, each module is meant to be completed in one semester.

1. Beginning Fall 2016, BPD Module I and BPD Module II were added to the Option Checklists and Suggested Course Sequence Sheets on the CoBA Advising website (<http://www.csusm.edu/coba/advising/optionchecklists.html>).

New Program:

The Certificate of Specialized Study in Water Management & Leadership – Intermediate Level*

The Certificate of Specialized Study in Water Management & Leadership – Intermediate Level aims to meet the need to recruit and educate the next generation of water industry managers and leaders. This certification will provide recognition of educational achievement. Many constituents of the water industry have expressed concern over the disproportionate numbers of water industry professionals retiring in the coming years. This “silver tsunami” is impacting the entire state and the nation. Water agencies, professionals and regulators across the region have expressed concern over the impact of the loss of knowledge and leadership with the large scale retirement of technical, managerial and executive personnel.

The Certificate of Specialized Study of Water Management and Leadership – Intermediate Level program requires successful completion of courses that combine into 12-semester unit Certificate. The classes have been developed and will be taught by water management faculty members on campus and practicing water management professionals in the region. Each class is designed to engage students by integrating theories and real world applications.

Admission and Application Requirements

- At least one of the following:
 - Possession of a Grade II or higher water or wastewater related technical certification issued by the state of California plus at least two (2) years in a supervisory capacity at a retail, wholesale or regional water/wastewater utility or a related public-entity regulatory or planning agency; or,
 - An Associate’s degree from an accredited college plus at least five (5) years in a supervisory capacity at a retail or wholesale water/wastewater utility or a related public-entity regulatory or planning agency; or,
 - Bachelor’s degree from a regionally accredited college or university.
- Submission of the online WTRMI Program Application (<http://www.csusm.edu/el/WTRMI>)
- Submission of current resume
- Hard copy transcripts from all colleges and universities attended and mail them to:

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

Courses:

WTRM 401	2
WTRM 411	2
WTRM 421	3
WTRM 423	3
WTRM 425	2

**The Certificate of Specialized Study in Water Management and Leadership is offered through Extended Learning.*

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SERVICES

SCHOOL OF EDUCATION

Change to:

Bilingual Authorization Program: Spanish

The Bilingual Authorization Program offered in conjunction with the Multiple-Subject, Middle Level, Single-Subject, Special Education, and Integrated Credential Program options. The authorization is for those individuals wishing to provide primary language instruction (Spanish) to English language learners. This program is designed to provide English candidates with primary and second language theory, curricula, instructional strategies, and methodology and is specially designed to instruct K-12 grade students in both their native language and in English language development across the content core curricula. The School of Education offers coursework and clinical practice which will qualify candidates with the requisite skills, knowledge, and disposition to design, implement, and teach in biliteracy settings and primary language programs for English learners.

There are three (3) requirements of the Bilingual Authorization Program – Spanish:

1. Candidates must demonstrate proficiency in Spanish by passing the CSET Language Other Than English (LOTE) III: Spanish Language examination.
2. At least one clinical practice placement will be in a biliteracy setting or primary language program. Please select one of the courses (EDMS 573, EDMI 573, EDMX 573, or EDSS 573) (6-7 units) based on your initial credential program. Or a practicum in a bilingual setting (EDUC 655) (2 units) for “add on” candidates who already hold a valid California basic credential with English learner authorization.
3. The following additional course must be successfully completed: EDUC 653, Biliteracy I (3 units) and EDUC 654, Biliteracy II (3 units).

Change to:

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 educational settings. The program provides a variety of experiences using tools, applications and strategies for supporting 21st learning.

The 12-unit program requires completion of six units of elective course work.

Required courses include:

EDT 630 EDT 635

Elective courses include:

EDT 633 EDT 639

EDT 636 EDT 643

EDT 637 EDT 644

**The Certificate of Advanced Study in Education Technology is offered through Extended Learning.*

Program Discontinuations:

Certificate of Advanced Study in Video Production in Education

Computer Concepts Applications Supplementary Authorization

Change to:

Global Teacher Studies and Preparation: International Baccalaureate (IB) Primary Years, Middle Years, and Diploma Programmes

The completion of the Global Teacher Studies and Preparation coursework in the Primary Years Program (PFY), Middle Years Program (MYP), or Diploma (DP) demonstrates that the credential teacher or school leader has achieved the initial International Baccalaureate (IB) professional development requirement to teach or lead in an IB school and is qualified for the International Baccalaureate Educator Certificate. Target candidates are newly credentialed teachers, experienced teachers, teacher leaders, and site administrators. Partially fulfills the Master of Arts in Education General Option requirements.

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

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

Diploma Program:	
EDUC 632A	2
EDUC 632B	2
EDUC 635	3
EDUC 636	3

SCHOOL OF HEALTH AND HUMAN SERVICES

Change to:

B.A. in Human Development

Office:

University Hall, Room 324

Telephone:

(760) 750-4118

Program Director:

Alice Quiocho, Ed.D.

Faculty:

Rodney Beaulieu, Ph.D.

Rafael Hernandez, Ph.D.

Fernando I. Soriano, Ph.D.

Noriko Toyokawa, Ph.D.

Programs Offered:

- Bachelor of Arts in Human Development Areas, Options in:
 - Counseling Services
 - Health Services
 - General

The Human Development Major is an interdisciplinary program that focuses on human growth and development throughout the life span, and on the familial, social, cultural, and political networks in which individuals develop. Course offerings are drawn primarily from psychology, sociology, biology, and anthropology. The Human Development Major is designed to prepare undergraduates to succeed in an increasingly diverse cultural, ethnic, economic, and political environment. Respect for those differences in the context of human services settings is an integral part of our program.

Human Development Mission Statement

The mission of the Human Development Program at California State University San Marcos is to promote a lifespan understanding of human development using multidisciplinary, interdisciplinary, and multicultural perspectives. Students in the Human Development Program explore the complex interplay of body, mind, culture, and social/environmental factors and its influence on developmental processes, outcomes, and service delivery by surveying the subject matter from the perspectives of psychology, sociology, biology, and anthropology, as well as integrative coursework. Students also acquire this knowledge through applied learning experiences using problem-based learning and field experience methods.

In support of this mission, the Human Development Program engages students in a challenging academic curriculum which combines traditional classroom learning with experiential problem-

based and field experience opportunities in human development-related professions in diverse settings. In addition to completing required core coursework, each student completes two courses chosen from one of three options: Counseling Services, Health Services, or a General option. Courses within the first two options have been selected to provide an educational foundation for students wishing to pursue careers in each of these arenas. The General option allows students to create their own specialty area selected from the list of electives or taken with instructor permission. Experiential learning is gained from field experience where students participate in community service learning activities related to their career and intellectual interests in human development. Students also conduct an applied research study on subject matter in human development that is of particular interest to them. These field activities are combined with classroom-based reflection exercises facilitated by Human Development faculty in collaboration with community service providers.

Student Learning Outcomes

Students who graduate with a Bachelor of Arts in Human Development will be able to:

1. Demonstrate understanding of developmental theories and how biological, psychological, familial, social, historical and cultural dynamics influence developmental processes, and use theory as a framework to address real-world problems related to lifespan development in applied settings such as counseling, health care, and education.
2. Demonstrate understanding of how social categories such as gender, race, ethnicity, class, age, ability, sexuality, and religion – and the intersections of these identities – relate to diverse experiences across the lifespan.
3. Apply skills, knowledge and goal setting toward employment in health and human services, including documenting field experiences in health and human services settings.
4. Demonstrate understanding of research methods that are commonly used in human development scholarship and how to design, conduct and present an original research project.
5. Summarize the delivery of social services, including: funding, staffing, assessments, program development, non-clinical interventions, and evaluation.

Special Conditions for the Bachelor of Arts in Human Development

All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units counted toward the human development major must have been completed at Cal State San Marcos.

Advising

Students first consult the Human Development Advisor in Student Services in College of Education, Health and Human Services for assistance. After meeting with the Human Development advisor, students may consult with the assigned faculty mentor for additional support.

Career Opportunities

Students with a Bachelor's degree in Human Development are qualified to work in a variety of settings related to providing services for others. These might include health care, child and adult care centers, community projects providing outreach to youth and adults, sales, human resources, service related to government agencies such as housing, law enforcement, and criminal justice, and assisting with community development, both in the United States and around the world. A Bachelor's degree in Human Development may also prepare students for graduate studies in counseling, marriage and family therapy, social work, teaching, public administration, psychology, sociology, anthropology, human development, public health, business, or law, among others. Students interested in these career paths should consult with advisors in appropriate areas before planning their programs.

General Education*	51
Preparation for the Major*	15
Major Requirements	46

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

Preparation for the Major

Lower-division (15 units)	
ANTH 200*	3
HD 101	3
HD 102	3
HD 220	3
HD 230 or HD 231**	3

**Also satisfies a total of three (3) units of lower-division General Education requirements (Area D and D7)*

***HD 230 is a traditional approach to research focusing on the various models to collect data. HD 231 is focused on developing interventions and delivery services that result from data gathering.*

Major Requirements

Upper-division (25 units)

Core Courses

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

Three (3) units of Theory
HD 301 3

Nine (9) units of Lifespan Studies 9

Required

HD 302 (3 units)

HD 303 (3 units)

HD 304 (3 units)

Seven (7) units of Field Studies 7

HD 495 (3 units)

HD 497 (4 units)

Three (3) units of Capstone 3

HD 490

Upper-division (9 units)

Elective Courses

9

Select nine (9) units from the following options:

BIOL 327 HD 380

BIOL 328 HD 381

BIOL 329 HD 385

Counseling Services Option Requirements

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

Twelve (12) units of upper-division requirements

HD 360 3

HD 361 3

HD 382 3

HD383 3

Health Services Option Requirements

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

Twelve (12) units of upper-division requirements

HD 350	3
HD 351	3
HD 384	3
BIOL 321 or 323 or 325	3

The three units of BB courses taken to satisfy the Biology requirements cannot be double counted for the 3 units of Biology required for the Health option.

General Option Requirements

This concentration focuses on psychological well-being and allows for an individualized course of study in human development.

Six (6) of upper-division requirements from other options and six (6) Upper-Division HD Elective Courses (courses will NOT count twice to meet requirement)

Program Discontinuations:

B.S. in Kinesiology – Applied Exercise Science Option (Discontinued)

B.S. in Kinesiology – Pre-physical Therapy Option (Discontinued)

B.S. in Kinesiology – Movement Science (New Option – See pages 18-20)

Change to:

B.S. in Kinesiology – Health Science (See pages 20-21)

Department Chair:

Jeff Nessler, Ph.D.

Faculty:

Todd Astorino, Ph.D.

Devin Jindrich, Ph.D.

Hyun Gu Kang, Ph.D.

Jeff Nessler, Ph.D.

Sean Newcomer, Ph.D.

Devan Romero, Dr.P.H.

Paul Stuhr, Ph.D.

Programs Offered:

- Bachelor of Science in Kinesiology, Options in:

- Movement Science
- Health Science

Kinesiology, the study of human movement, integrates the biological, physical, behavioral and social sciences in the study of physical activity and sport, and their effect on fitness and quality of life of people across the lifespan. The Kinesiology program at California State University San Marcos is a comprehensive program of study offered in support of the Surgeon General’s “Call to Action to Prevent and Decrease Overweight and Obesity,” and Healthy People 2020.

Student Learning Outcomes

Students who graduate with a Bachelor of Science in Kinesiology will:

1. Demonstrate knowledge of fundamental principles of Kinesiology, including anatomy and physiology, teaching movement related skills, physiological response to exercise, and the mechanics and control of movement.
2. Apply Kinesiology related skills to empirical research, internships, field experience, and/or service learning.
3. Evaluate movement science questions through 1) the performance of health, fitness, and movement assessment, 2) the acquisition, analysis, and interpretation of original data, and 3) the procurement, appraisal, and application of information from current research literature.
4. Utilize oral and written communication that meets appropriate professional and scientific standards in Kinesiology.
5. Model professional and personal growth including, 1) advocacy for a healthy, active lifestyle, 2) promotion of professional ethics and service to others, 3) shared responsibility and successful collaboration with peers, and 4) pursuit of learning beyond CSUSM.

Career and Educational Opportunities

The Bachelor of Science in Kinesiology is intended to prepare students for careers in areas such as physical education, exercise physiology, rehabilitation, athletic training, corporate wellness, coaching, wellness coaching, and personal training. With an emphasis on rehabilitation and chronic disease, the major is also excellent preparation for those wishing to pursue advanced degrees in physical education, kinesiology, medicine, physical/occupational therapy, nursing, public health, and more.

Option in Movement Science**Option Requirements**

General Education*	51
Preparation for the Major*	29
Major Requirements	43-45

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

**Sixteen (16) units of lower-division General Education units in Area B (Mathematics and Science), D (Social Sciences), and E (Lifelong Learning and Information Literacy) are automatically satisfied by courses taken in the Preparation for the Major and Major Requirements.*

Preparation for the Major

(29 Units)

BIOL 104	4
BIOL 175* or 177*	4
BIOL 176 or 178	4
CHEM 105* & 105L* OR, CHEM 150* & 150L*	5
KINE 200	1
KINE 201	1
KINE 202	3
MATH 125*	4
PSYC 100*	3

Major Requirements

(43-45 Units)

Upper-Division Core Requirements (26 units)

KINE 301	4
KINE 303	3
KINE 305	4
KINE 311	4
KINE 326	4
KINE 425	4
KINE 495	3

Upper-Division Breadth (9 units)*

Select one course from each of the following groups:

Diverse Populations

KINE 304	3
KINE 426	3
KINE 427	3

Nutritional Science

KINE 336	3
KINE 415	3

Allied Health

KINE 302	3
KINE 404	3
KINE 426	3

Advanced Study (3-4 units)

Select one additional course from the following:

KINE 404

KINE 406

KINE 426

KINE 427

Any 500 level Kinesiology course

Major Electives (5-6 Units)

Choose 5-6 units from the following:

Any additional 300, 400, or 500 level KINE course(s).

OR,

Other course(s) approved by advisor. Courses required as pre-requisites for graduate school can be taken to fulfill this requirement.

Option in Health Science

Option Requirements

General Education* 51

Preparation for the Major* 25

Major Requirements 46-48

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

**Twelve to fifteen (12-15) units of lower-division General Education units in Area B (Mathematics and Science), D (Social Sciences), and E (Lifelong Learning and Information Literacy) are automatically satisfied by courses taken in the Preparation for the Major and Major Requirements.*

Preparation for the Major

(25 Units)

BIOL 104 or BIOL 160 4

BIOL 175* or 177* 4

BIOL 176 or 178 4

CHEM 105* & 105L*, OR, CHEM 150* & 150L* 5

KINE 200 1

KINE 201 1

KINE 202 3

PSYC 100* 3

Major Requirements

(43-44 Units)

Health Science Core Courses (34 Units)

KINE 301	4
KINE 303	3
KINE 305	4
KINE 311	4
KINE 316	3
KINE 326	4
KINE 404	3
KINE 405	3
KINE 407	3
KINE 495	3

Health Science Breadth (9-10 units)

Select one course from each of the following groups:

Diverse Populations

KINE 304	3
KINE 426	3
KINE 427	3

Nutritional Science

KINE 336	3
KINE 415	3

Comparative Health

HD 350	3
SOC 314	4
KINE 310*	3

Advanced Study (3-4 units)

Select one additional course from the following:

KINE 404
KINE 406
KINE 426
KINE 427

Any 500 level Kinesiology course

SCHOOL OF NURSING

Change to:

M.S. in Nursing – Advanced Practice Nurse (APN) Concentration (24-26 Units)

NURS 530	2
NURS 540 (CNS only)	2-3
NURS 532A or 532B or 532T	2-3
NURS 533A or 533C or 533D or 533E or 533T	4
NURS 534A or 534B or 534T	2
NURS 535A or 535C or 535D or 535E or 535T	4
NURS 536 (CNS only)	2
NURS 539A or 539C or 539D or 539E or NURS 539T	4
NURS 554	3

Students in the APN concentration are required to choose a specialty and take additional courses totaling 53 to 56 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. Students taking Transitions of Care CNS courses will also take CNS courses in a population focus for Adult/Gerontology or Pediatric Health specialty making them eligible to take the Adult/Gerontology or Pediatric CNS certification exam. See CNS in Adult/Gerontology or Pediatric Health Specialty courses below.

CNS in Adult/Gerontology Health 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 (6 Units)

NURS 520	2
NURS 526	1
NURS 531	1
NURS 560	2

Psychiatric Mental Health Family Nurse Practitioner (10 Units)	
NURS 538	1
NURS 580	3
NURS 582	2
NURS 583	1
NURS 584	3

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

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. Transitions of Care CNS

Core Courses

For all certificates, the following core courses are required:

	Units
NURS 502	2
NURS 503A	1
NURS 504	3
NURS 506	3

Clinical Nurse Leader (CNL) Certificate

	Units
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

	Units
NURS 530	2
NURS 532A or 532T	3
NURS 533A or 533E 533T	3
NURS 534A or 534T	2
NURS 535A or 535E or 535T	4
NURS 539A or 539E or 539T	4
NURS 536	2
NURS 540	2
EDUC 608	3
NURS 598A	1

Students taking Transitions of Care CNS courses will also take CNS courses in a population focus for Adult/Gerontology or Pediatric Health specialty making them eligible to take the Adult/Gerontology or Pediatric CNS certification exam. See CNS in Adult/Gerontology or Pediatric Health Specialist below.

For Pediatric CNS specialty:

NURS 520	2
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For Adult/Gerontology specialty:

NURS 560	2
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For Advanced Public Health specialty:

NURS 512	2
NURS 514	3

Family Nurse Practitioner (FNP) Certificate

	Units
NURS 520	2
NURS 526	1
NURS 530	2
NURS 531	1
NURS 532A	3
NURS 533D	4
NURS 534A	2
NURS 535D	4
NURS 539D	4
NURS 540	2
NURS 560	2
NURS 598A	1

Psychiatric Mental Health Nurse Practitioner (PMHNP)

	Units
NURS 530	2
NURS 532B	3
NURS 533C	4
NURS 534B	2
NURS 535C	4
NURS 539C	4
NURS 580	3
NURS 582	2
NURS 583	1
NURS 584	3
NURS 598A	1

Change to:

M.S. in Nursing – Advanced Practice Nurse Concentration – Psychiatric Mental Health Nursing Practitioner Track

Psychiatric Mental Health Nurse Practitioner (10 Units)

	Units
NURS 538	1
NURS 580	3
NURS 582	2
NURS 583	1
NURS 584	3

Change to:

M.S. in Nursing – Psychiatric Mental Health Nurse Practitioner (PMHNP)

Family Psychiatric Mental Health Nurse Practitioner (PNP)

	Units
NURS 530	1
NURS 532B	2
NURS 533C	4
NURS 534B	2
NURS 535C	4
NURS 538	1
NURS 539C	4
NURS 580	3
NURS 582	2
NURS 583	1
NURS 584	3
NURS 598A	1

NURS 598A is the culminating experience for the (APN CNS and NP) certificate programs 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:

B.A. in Child and Adolescent Development

Cluster C: Understanding Others **3**

Select one of the following courses:

PSYC 332

PSYC 333

PSYC 336

PSYC 341

PSYC 342

PSYC 344

PSYC 351

PSYC 356

Change to:

Minor in Cognitive Science

Requirements

Completion of twenty-seven (27) units, at least twelve (12) of which must be at the upper-division level. Students are advised that some optional courses have prerequisites, and should plan accordingly.

Core Courses

	Units
MATH 160	5
CS 111	4
PSYC 100	3
PSYC 362	3

Brain and Mind

Select at least one course:

BIOL 348	3
CS 473	3
PSYC 360	3
PSYC 361	3
PSYC 465	3

Language and Mind

Select at least one course:

LING 300	3
LING 300B	3
LING 351	3
LING 360	3
LING 371	3
LING 381	3

Communication and Distributed Cognition

Select at least one course:

COMM 355	3
COMM 400	3

Electives

Select at least one course:

ANTH 215	3
CS 471	3
CS 574	3
CS 575	3
LBST 361	3
LBST 361B	3
PHIL 210	3
PSYC 392	3
PSYC 393	3

Change to:

B.A. IN LIBERAL STUDIES

Border Studies Option (BRS)

	Units
General Education	51
Preparation for the BRS Option*	18
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

(18 units)

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

BRS 100 (LDGE D7)	3
GEOG 201* or GEOG 202* (LDGE D)	3
HIST 102* (LDGE C2)	3
HIST 131* (LDGE Dh)	3
PSCI 100* (LDGE Dc & Dg)	3
PSYC 220 or SOC 201	3

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

Upper-Division Major Requirements for BRS

Core courses (15 units)

	Units
BRS 300	3
GEOG 305	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

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/PSCI445/WMST445	PSCI 460
GEOG 341	PSCI 461
GEOG 365	PSCI 462
ID 406	PSCI 465
PHIL 340	PSCI 469
PSCI 331	PSCI 338
PSCI 335	SOC 314
PSCI 337	SOC 331
PSCI 338	SOC 353
PSCI 339	SOC 403
PSCI 340	SOC 419
PSCI 342	SOC 424
PSCI 350	SOC 439
PSCI 355	WMST 370
PSCI 356	WMST 416
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 355	SPAN 316
LING 371	TA 323
LING 451	VSAR 323
PSCI 305	WMST 301
PSCI 343	WMST 303
PSCI 368	WMST 343
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*

<p><i>*If BRS 499 is taken to fulfill the Capstone requirement, it must be taken for 3 units.</i></p>

BACHELOR OF ARTS IN LIBERAL STUDIES

Teaching Options:

Elementary Subject Matter Preparation Option (ESM)
Integrated Credential Program Option (ICP)

The ESM and ICP Options both offer excellent curricular pathways to students interested in a career in elementary school teaching. Both are based on the California Standards for Multiple Subject Preparation for future K-8 teachers. Coursework is selected to address the seven core subject matter areas of the K-8 curriculum: Reading, Language & Literature; History & Social Science; Mathematics; Science; Visual & Performance Arts; Human Development; and Physical Education. In addition, students in both options choose a Depth of Study module that explores one of these subject matter areas in great depth.

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

Elementary Subject Matter Preparation Option (ESM)

Overall Requirements for ESM

	Units
Preparation for the ESM (Lower-Division)	54-57
Breadth Requirements (Includes BB, CC, DD)	24-27
Depth Requirements	15-17
ESM Total Units	99-101

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 Advisor for recommended teacher preparation electives.

Preparation for the ESM Option

(Lower-Division: 54-57 units)

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
LBST 100 (LDGE D7) (transfer students should take LBST 300 instead)	3
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 or GEOG 110	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 Literacy (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 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

***Must be taken in a different subject area than the LDGE C1 course. See an advisor for recommended studio courses.*

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: 24-27 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.

LBST 300 (if student did not take LBST 100)* 3

Mathematics
MATH 311 3

Linguistics
LING 300 3

California History
GEOG 341 3

Integrative Studies
One course from the following list: 3
BRS 300, 330, 364, 430, 453
GEOG 305, 305S, 320, 365, 460, 465
ID 350, 360, 370, 406, 410
LBST 307**, 362, 375
LING 305, 331, 341, 360, 371, 381

**Cannot be taken for credit in the major if student has taken LBST 100.*

***Cannot be taken for Integrative Studies credit in the major if student has taken LBST 307 to fulfill the Field Experience requirement.*

Multicultural Studies
ID 340 (UDGE DD) 3

Science
PHYS 307 (UDGE BB) 3

Arts
VPA 321 (UDGE CC) 3

Field Experience
KINE 310 or LBST 307 3

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 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.

The 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 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).

Depth of Study modules in one of six content areas are available. Complete descriptions, including current course requirements for each depth of study module, are available from the Liberal Studies Advisors and are posted on the Liberal Studies website.

- SCIENCE (SCI)*
- MATHEMATICS (MATH)*
- READING, LANGUAGE, AND LITERATURE (RLL)*
- HISTORY AND SOCIAL SCIENCES (HSS)*
- VISUAL AND PERFORMING ARTS (VPA)*
- PHYSICAL EDUCATION and HEALTH (PEH)*

Integrated Credential Program Option (ICP)

Overall Requirements for the ICP

	Units
Preparation for the ICP Option	54-57
Upper-Division and SoE Prerequisite Courses	46-51
Post-Baccalaureate Credential Requirements	39-39

The minimum number of units required for this degree is 140

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 prerequisite 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 in the SoE.

Coursework in the program is highly structured. The upper-division and credential program semesters are sequenced, with a prerequisite semester followed by four themed semesters, and a fifth semester of 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 that they are eligible for the maximum starting teaching salary based on units completed.

Preparation for the ICP Option

(Lower-Division: 54-57 units)

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
LBST 100 (LDGE D7) (transfer students can take LBST 300 instead)	3
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 or GEOG 110	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 Literacy (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 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

***Must be taken in a different subject area than the LDGE C1 course. See an advisor for recommended studio courses.*

Child Development (CHAD) (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

Upper-Division Course Requirements:

Breadth of Study Coursework	21-24
Depth of Study Coursework	15-17
Credential Program Prerequisites	9

Total Units 45-50

Breadth of Study Requirements

LBST 300 (if student did not take LBST 100)	3
GEOG 341	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

Total Units 21-24

Depth of Study Requirements for the 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 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.

The 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 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).

Depth of Study modules in one of six content areas are available. Complete descriptions, including current course requirements for each depth of study module, are available from the Liberal Studies Advisors and are posted on the Liberal Studies website.

- SCIENCE (SCI)*
- MATHEMATICS (MATH)*
- READING, LANGAUGE, AND LITERATURE (RLL)*
- HISTORY AND SOCIAL SCIENCES (HSS)*
- VISUAL AND PERFORMING ARTS (VPA)*
- PHYSICAL EDUCATION and HEALTH (PEH)*

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
<i>Total Units</i>	<i>9</i>

**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>

ELEMENTARY SUBJECT MATTER PREPARATION CERTIFICATE

The Elementary Subject Matter Preparation Certificate (ESMPC) provides another academic pathway to a career in K-8 teaching. This certificate allows students to choose a Major other than Liberal Studies, and still demonstrate K-8 subject matter coverage in their undergraduate training. Students may select and complete any Major offered at CSUSM, and concurrently complete the coursework for the certificate.

The ESMPC prescribes a particular pathway through most of the General Education requirements of the bachelor's degree, and it prescribes additional coursework to ensure breadth of study across disciplines. In many cases, depending upon the Major selected by the student, the ESMPC and Major may be completed within the normal total of 120 units for the Bachelor of Arts degree. (Students should consult a Liberal Studies Advisor for specific guidance on how to combine the certificate with various Majors.)

Students who complete the ESMPC, like all prospective elementary level teachers, will still have to pass a state approved test (The CSET, The California Subject Examination for Teachers). The ESMPC helps students to strengthen their grasp of the core subject matter areas of the K-8 curriculum and prepare themselves to pass the CSET. The certificate confers formal recognition that the student has completed the full breadth of ESM coursework needed for effective elementary-level instruction. The certificate demonstrates that the student's exposure in the subject matter areas extends beyond the minimum standard indicated by the passing of a standardized test.

The ESMPC is awarded at time of graduation to students who have completed all certificate coursework along with any Major degree program. All courses applied to the certificate must be completed with a grade C (2.0) or better. Coursework applied to the certificate may also be applied to fulfill major, minor, and GE requirements. Prospective elementary level teachers will still have to demonstrate subject matter competence by passing a state approved test (CSET) before admission to a credential program.

Course Requirements of the ESMPC

The courses listed below satisfy these 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.

	Units
LBST 100	3
History & Social Science (HSS) (15 units)	
HIST 101 (LDGE C2)	3
HIST 130 (LDGE Dh)	3
GEOG 201 (LDGE D) or GEOG 202 (LDGE D)	3

GEOG 341	3
ID 340 (UDGE DD)	3
Mathematics (MATH) (9 units)	
MATH 210	3
MATH 212 (LDGE B4)	3
MATH 311	3
Science (SCI) (9 units)	
GES 105 (LDGE B1)	3
GES 102 (LDGE B2 & B3)	3
ES 100 or GEOG 110	3
Reading, Language, and Literature (RLL) (9 units)	
Choose one of the following (LDGE C2):	
LTWR 100	3
LTWR 210	3
Linguistics:	
LING 100	3
LING 300	3
Visual & Performing Arts (VPA) (6 units)	
Choose one of the following (LDGE C1)	
DNCE 101	3
MUSC 120	3
TA 120	3
VPA 101	3
VSAR 120	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

<p><i>*Must be taken in a different subject area than the LDGE C1 course. See an advisor for recommended studio courses.</i></p>
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<i>Total Units for the Certificate</i>	<i>57</i>
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Change to:
Minor in Border Studies

Office:
SBSB 4222

Telephone:
(760) 750-4104

Program Co-Coordinators:
Kimberley Knowles-Yáñez, Ph.D.
Robert C. Yamashita, Ph.D.

Faculty:
Jocelyn Ahlers, Ph.D.
Nicoleta Bateman, Ph.D.
Jule Gómez de García, Ph.D.
Martha Gonzáles, Ph.D.
Greig Tor Guthey, Ph.D.

Program Offered

Minor in Border Studies

The Minor in Border Studies focuses on the dynamics that occur in regions where multiple communities come into overlapping contact and where borders of all sorts both divide and create communities. The Minor provides an interdisciplinary exploration of the geopolitical, linguistic, cultural, and social frontiers that shape the development of border communities. The Minor in Border Studies is particularly suited for students who want to work within border regions in careers such as city planning, public policy, law, health professions, border patrol, education, and public administration, or attend graduate school in related fields.

Requirements

Completion of at least eighteen (18) units of credit, twelve-thirteen (12-13) 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 (6 units):	
GEOG 201 or GEOG 202 (LDGE D)	3
BRS 100 (LDGE D7)	3

Required Upper-Division Classes (12-13 units):

Introductory BRS 300	3
Methods ANTH 390, BRS 301, HIST 301, SOC 360, SOC 361, or WMST 490	3-4
Breadth (6 units selected from the following)	6
BRS 330	
BRS 335	
BRS 364	
BRS 430	
BRS 453	
BRS 499	
GEOG 305	
GEOG 320	
GEOG 330	
GEOG 341	
GEOG 460	
LING 305	
LING 341	
LING 371	
VSAR 323	

Special Conditions for the Minor in Border Studies

Completion of a Border Studies Minor is not available to students whose major course of study includes the Bachelor of Arts in Liberal Studies, Border Studies Option. However, students whose major course of study includes the Bachelor of Arts in Liberal Studies, Elementary Subject Matter Preparation, or Integrated Credential Program (or any other major at the University) are eligible to complete a Minor in Border Studies.

Change to:

B.A. in Literature and Writing Studies

Preparation Requirements for the Degree (24 units)

LTWR 300A	3
LTWR 300B	3
LTWR 307 or 325	3
LTWR 360	3
LTWR 460	3

Select 2 of the following courses: 6

LTWR 308A
LTWR 308B
LTWR 309A
LTWR 309B

Select 1 of the following courses: 3

LTWR 334
LTWR 336
LTWR 337
LTWR 338
LTWR 355
FMST 300
FMST 375

Total Units 24

Distribution Requirements for the Degree (12 units)

Literature Studies

Select 2 of the following courses: 6

LTWR 302	LTWR 346
LTWR 303	LTWR 350
LTWR 304	LTWR 355
LTWR 308A	LTWR 400
LTWR 308B	LTWR 402
LTWR 309A	LTWR 410
LTWR 309B	LTWR 420
LTWR 310	LTWR 430
LTWR 320	LTWR 441
LTWR 330	LTWR 450
LTWR 331	LTWR 502
LTWR 332	LTWR 503
LTWR 333	LTWR 504
LTWR 340	LTWR 513
LTWR 345	

Change to:

Minor in Literature and Writing Studies

Students in many vocational fields often find that special skills in reading or analysis, as well as writing, are useful in their future work. The minor is intended to develop those skills. It consists of three (3) units of lower, preparatory coursework and fifteen (15) units of upper-division coursework. Courses taken for Credit/No Credit grading may not apply to the minor. All courses counted toward the minor must be completed with a grade of C (2.0) or better.

Lower-Division (3 units)	
Any lower-division LTWR course	3
Upper Division (9 units)	
LTWR 300A or 300B or LTWR 307	3
Three (3) units of Literature from the following list:	3
LTWR 304, 308, 308B, 309A, 309B, 310, 320, 331, 332, 333, 340, 345, 346, 350, 355, 400, 402, 410, 420, 430, 441, 450, 503, 513	
Three (3) units of Writing Studies from the following list:	3
LTWR 307, 315, 317, 318, 325, 425, 465, 475, 501, 509, 512, 525, 545.	
Six (6) units of upper-division LTWR electives	6
<i>Total Units</i>	<i>18</i>

Change to:

B.A. in Psychology, Minor in Psychology, and M.A. in Psychology

The names for the B.A. and Minor in Psychology programs were changed to: B.A. in Psychological Science and Minor in Psychological Science.

The name for the M.A. in Psychology program was changed from M.A. in General Experimental Psychology to M.A. in Psychological Science.

Change to:

B.A. in Social Sciences – Political Science (primary field)

POLITICAL SCIENCE

A primary field in political science shall be distributed as follows:

	Units
Lower-Division Requirements (3 units)	
PSCI 100	3
Upper-Division Requirements (9 units)	6
PSCI 301	
PSCI 370	
Chose one course from the following (3 units):	3
PSCI 331	
PSCI 350	
Elective Requirements (6 units)	6
Choose one course from each of the following areas:	
Inequalities	
PSCI 305	PSCI 418
PSCI 391	PSCI 420
PSCI 396	PSCI 422
PSCI 413A	PSCI 445
PSCI 413B	
Global Perspectives	
PSCI 335	PSCI 361
PSCI 337	PSCI 362
PSCI 338	PSCI 364A
PSCI 339	PSCI 364B
PSCI 341	PSCI 365
PSCI 342	PSCI 366
PSCI 343	PSCI 368
PSCI 345	PSCI 397
PSCI 355	PSCI 431
PSCI 356	PSCI 439
PSCI 357	PSCI 463
PSCI 358	PSCI 469
PSCI 359	
Total Units	18

SCHOOL OF ARTS

Change to:

Minor in Art History

Four courses from the following:

VSAR 120	VSAR 327
VSAR 121	VSAR 328
VSAR 122	VSAR 330
VSAR 123	VSAR 333
VSAR 307	VSAR 361
VSAR 320	VSAR 405
VSAR 322	VSAR 422
VSAR 323	VSAR 423
VSAR 326	VSAR 460

Units

12

Change to:

Minor in Music

Required courses:

MUSC 101	4
MUSC 102	4
MUSC 120	3
MUSC 210	3

Critical/Theoretical

3

Select one of the following:

MUSC 321	MUSC 422
MUSC 322	MUSC 423
MUSC 323	MUSC 425
MUSC 324	MUSC 427
MUSC 325	

Performance

4

Select four of the following (same course may be taken twice):

MUSC 194	MUSC 392
MUSC 195	MUSC 394
MUSC 196	MUSC 395
MUSC 390	MUSC 396
MUSC 391	

Select one elective in music:

3

Total Units

24

Minor in Music Technology

[Replaces the information appearing in the 2016-18 Catalog, page 275]

Office:

Arts Building, Third Floor

Telephone:

(760) 750-4137

Director, School of Arts:

Jacquelyn Kilpatrick, Ph.D.

Faculty:

Bill Bradbury, D.M.A.

Mtafiti Imara, Ph.D.

Ching-Ming Chen, D.M.A.

Merryl Goldberg, Ed.D.

Program Offered:

- Minor in Music Technology

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

	Units
MUSC 101	4
MUSC 325 or MUSC 427	3
MUSC 210	3
MUSC 310	3
MUSC 402	6

(Course must be taken twice, for a total of six (6) units)

Total Units ***19***

Change to:

B.A. in Visual and Performing Arts: Arts and Technology Option

	Units
General Education	51
Preparation for the Major (by Option)	12-19
Upper-Division Option Requirements	39-45

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

Arts and Technology Option (57 units)

Arts and Technology Preparation for the Major (18 units)

- Critical/theoretical/cultural courses including: 9
- One survey of visual arts course (VSAR 120 VSAR 123, DNCE 124)
 - One Introduction to Digital and Media Arts (VSAR 251)
 - One history and criticism of film or video course (VSAR 122)

Studio courses in visual arts, video or music:	9
DNCE 201 VSAR 110 MUSC 210	
VPA 181 VSAR 130 VSAR 201	
VSAR 102 VSAR 131 VSAR 203	

Upper-Division Arts & Technology (39 units)

Visual and Performing Arts Interdisciplinary Core	
VPA 302	3
Cross-Disciplinary Studio Work	
Any upper-division studio course in theatre, dance, or performance (VSAR 310, TA 305, TA 307, TA 310, DNCE 324)	3

Arts and Technology Coursework (33 units)

Arts and Technology Core	
VSAR 302	3
VSAR 303	3
VSAR 308	3

Critical/Theoretical/Cultural (select two)	6
VSAR 317 VSAR 422	
VSAR 327 VSAR 423	
VSAR 328 VSAR 424	

Change to:

B.A. in Visual and Performing Arts: Visual Arts Option

Critical/theoretical/cultural courses including: 9

- One pre-20th century art history course
- One contemporary or global art history course
(VPA 101, VPA 180, VSAR 121, VSAR 122)
- One visual arts survey course (VSAR 120)

Change to:

Minor in Visual and Performing Arts

Introductory Critical/Theoretical 3

One of the following:

VPA 311

VSAR 120

VSAR 121

COLLEGE OF SCIENCE AND MATHEMATICS

Change to:

Minor in Chemistry

Requirements (19 units)

CHEM 150 & 150L	5
CHEM 160	3
CHEM 175	1
CHEM 201 & 201L	5
CHEM 202 & 202L	5

Choice of 9 additional units from the following:

CHEM 308	3
CHEM 341	3
CHEM 398	1-2
CHEM 401	3
CHEM 402	3
CHEM 404	3
CHEM 450	3
CHEM 455	3
CHEM 490	1-3
CHEM 491	1-3
CHEM 492	1-3
CHEM 493	1-3
CHEM 494	1-3
CHEM 497	1

Note: Biochemistry majors may not minor in Chemistry

Change to:
Master of Cybersecurity

Degree Requirements and Courses

The Master of Cybersecurity requires thirty-eight (38) semester hours of coursework. Students must complete a set of courses and the culminating experience project with a 3.0 GPA and earn at least a “C” (2.0) in each course.

Seven Required Technical Side Courses (23 units)

MCS 510	3
MCS 511	3
MCS 512	4
MATH 503	3
MCS 610	4
MCS 611	4
MCS 500	2

Four Required Business Side Courses (10 units)

MGMT 521	2
MIS 522	2
MIS 621	3
MIS 622	3

Culminating Experience Total (5 units)

MCS 680A	1
MCS 680B	4
Total Units	38

A student who has obtained a waiver for a required course may enroll in Directed Studies, MCS 697A (1 unit), or MCS 697B (2 units), or MCS 697C (3 units) upon consent of the instructor.

CHANGES TO SERVICES AND RESOURCES, ACADEMIC POLICIES, FACULTY & ADMINISTRATIVE LISTING

SERVICES AND RESOURCES

ATHLETICS

Matt Guiliano is the new head baseball coach, effective July 1, 2016.

Telephone: (760) 750-7104

E-mail: mguiliano@csusm.edu

B.J. Foster is the interim Head Coach for men's basketball.

Telephone: (760) 750-7119

Email: brfoster@csusm.edu

ACADEMIC POLICIES

ALL-UNIVERSITY WRITING REQUIREMENT

[Replaces the information appearing in the 2016-18 Catalog, page 107]

With limited exceptions, every course carrying degree credit at CSUSM must have a writing component that can be achieved in a variety of ways depending on the course. The writing requirement for each individual student 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 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).

The Dean of Graduate Studies may exempt certain graduate courses from this requirement.

GRADE CHANGES

[Replaces the information appearing in the 2016-18 Catalog, Page 94]

The University recognizes the prerogative of the faculty to set standards of performance and to apply them to individual students. The University will seek to correct injustices to students, but at the same time, believes that the instructor's judgment at the time the original grade is assigned is better than a later reconsideration of an individual case. Equity to all students is of

fundamental concern. The following policies apply to changes of grades, except for changes of Incomplete Authorized and Unauthorized Incomplete symbols.

1. In general, all course grades are final when filed by the instructor in the end-of-term course grade report. Students may obtain their grades through my.csusm.edu system. These grades become a part of the official record.
2. A change of grade may occur only in cases of clerical error or where the instructor reevaluates the original course assignments of a student and discovers an error in the original evaluation. A clerical error is an error made by the instructor or an assistant in calculating or recording the grade. A change of grade shall not occur as a consequence of the acceptance of additional work or re-examination beyond the specified course requirements.
3. A request for a change of grade shall be initiated by the student affected and shall be directed to the instructor. A student must initiate contact with the instructor during the first couple of weeks of classes of the regular semester following the award of the grade. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Office of Enrollment Management Services Operations. Forms are not to be handled by the student. If the instructor determines that there is not a valid basis for the change, and denies the student's request, the instructor's decision can be appealed to the instructor's Department Chair and then the appropriate College Dean. Meetings with the instructor of record, Department Chair, and College Dean are considered a part of the informal resolution process in a grade appeal. If resolution is not met through these channels, the decision can be appealed to the Student Grade Appeal Committee in cases where the student believes a grade was issued on the basis of capricious or prejudicial treatment by the instructor. If a student decides to file a formal grade appeal, the grade appeal must be submitted electronically and received by the university no later than March 29 (for courses taken during the previous Fall semester) or October 29 (for Spring and Summer semesters).

Students who decide to file a formal grade appeal must review and follow the Grade Appeal Policy at

https://www.csusm.edu/policies/active/documents/student_grade_appeals.html.

GRADUATE PROBATION, DISQUALIFICATION, AND REINSTATEMENT

[Replaces the information appearing in the 2016-18 Catalog, pages 120-121]

I. Probation

- A. A student will be placed on academic probation if, during any academic term, the student fails to maintain a cumulative grade point average (GPA) of at least 3.0 in all units attempted subsequent to admission to the program.
- B. A student may also be placed on administrative probation by the Dean of Graduate Studies for any of the following reasons (see Section IV. for exclusions):
 - 1. Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms. (Note: A student whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment is not to be subject to administrative probation for such withdrawal).
 - 2. Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 units of No Credit, when such failure appears to be due to circumstances within the control of the student.
 - 3. Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy, which is routine for all students or a defined group of students (examples: failure to complete a required examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program).
- C. The student shall be advised of probation status promptly, and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed. Notification shall occur through one of the following actions, as appropriate:
 - 1. Students whose GPA places them on academic probation shall be informed in writing by the department/program's graduate coordinator, or designee, prior to the beginning of the next term (with a copy provided to the Dean of Graduate Studies).
 - 2. Students shall be placed on administrative probation by the Dean of Graduate Studies, following consultation with the program/department. The

probationary student shall be informed in writing by the graduate dean (with a copy provided to the department/ program).

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

- D. When a student is placed on academic or administrative-academic probation, they must work with the program coordinator to develop a plan for remediation, including a timeline for completion. In the case of administrative probation, the remediation plan must be approved by the Dean of Graduate Studies, who will send a letter to the student documenting the plan.
- E. Without the approval of the Dean of Graduate Studies, a student cannot be advanced to candidacy if they are on either academic or administrative probation.¹

II. Disqualification

- A. A student who has been placed on administrative probation may be disqualified from further attendance by the Dean of Graduate Studies (see Section IV. for exclusions) if:
 - 1. The conditions in the remediation plan (or removal of administrative probation) are not met within the period specified; or
 - 2. The student becomes subject to academic probation while on administrative probation; or
 - 3. The student becomes subject to administrative probation for the same or similar reason for which they have been placed on administrative probation previously, although not currently in such status.

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

- B. In addition, the Dean of Graduate Studies, in consultation with the graduate program coordinator, may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render them unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.
- C. Disqualification may be either from further registration in a particular program or from further enrollment at the campus, as determined by the Dean of Graduate Studies. A student disqualified for academic deficiency may not enroll in any

¹ Advancement to candidacy occurs when a master's program has approved a student to proceed toward completing the final requirements for the master's degree, e.g., final coursework, and culminating experience (thesis, project, or comprehensive exam).

regular session of the campus without permission from the appropriate campus authority, and may be denied admission to other educational programs operated or sponsored by the campus.

- D. In the event that a student fails the thesis/project defense, the student may repeat the thesis/project defense once. Failure at the second thesis/project defense will result in disqualification from a program. The thesis/project committee will specify the time period and/or conditions of the repeated defense.
- E. A student may repeat a comprehensive examination once. Failure of the second comprehensive examination results in disqualification from a program. The comprehensive exam committee will specify the time period and/or conditions of the repeated examination.
- F. Students who are disqualified at the end of an enrollment period should be notified by the Dean of Graduate Studies before the beginning of the next consecutive regular enrollment period. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. In cases where a student ordinarily would be disqualified at the end of a term, save for the fact that it is not possible to make timely notification, the student may be advised that the disqualification is to be effective at the end of the next term. Such notification should include any conditions that, if met, would result in permission to continue in enrollment. Failure to notify students does not create the right of a student to continue enrollment.

III. Reinstatement

If the student is disqualified, either academically or administratively, they may petition for reinstatement. Reinstatement must be based upon evidence that the causes of previous low achievement have been removed. Reinstatement will be approved only if the student is able to provide compelling evidence of their ability to complete the degree. If the candidate is disqualified a second time, reinstatement will normally not be considered.

Master's students should submit a petition requesting reinstatement to the Dean of Graduate Studies. The petition, along with a recommendation from the student's graduate coordinator, will be forwarded to the reinstatement subcommittee of the Graduate Studies Committee. The subcommittee will make recommendations to the Dean of Graduate Studies, who has final authority to approve reinstatement. The size of the reinstatement subcommittee may vary, depending on the volume of applications, but shall have one member representing each college at a minimum. The subcommittee must evaluate the probable impact of any medical condition on previous unsatisfactory performance. If the student is approved for reinstatement, the Dean of Graduate Studies will send a letter granting reinstatement that specifies the conditions and time frame for achieving good

standing. Students must achieve good standing to advance to candidacy and to be eligible to graduate.

IV. Exclusions

Administrative probation, disqualification and reinstatement for students in College of Education, Health, and Human Services professionally-accredited graduate and teacher credential programs are handled by a separate process inside the College and are not governed by this document. Note that this exclusion pertains only to administrative probation, disqualification and reinstatement arising under section I.B.3.

GRADUATION WRITING ASSESSMENT REQUIREMENT – UNDERGRADUATE LEVEL (GWARDBL)

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 Requirement: Baccalaureate Level (GWARBL) through their coursework, as all CSUSM undergraduate courses must meet the All-University Writing Requirement.

GRADUATION WRITING ASSESSMENT REQUIREMENT – GRADUATE LEVEL (GWARGL)

[Replaces the information appearing in the 2016-18 Catalog, page 118]

Students enrolled in master's programs at California State University must fulfill the Graduation Writing Assessment Requirement: Graduate Level (GWARGL) as described in the Procedure below prior to advancement to candidacy.

- I. This Graduation Writing Assessment Requirement: Graduate Level (GWARGL) applies to graduate students enrolled in master's programs.
- II. The writing requirement must be completed before a graduate student advances to candidacy. A student may satisfy the GWARGL in one of two ways:
 - an acceptable standardized test score, such as the Analytical Writing subtest of the Graduate Management Admissions Test (GMAT) or the Graduate Record Examinations (GRE)
 - a paper(s) that receive(s) a passing score as described in Point 5 below.

- III. The College/Department/Program from which the student will receive the graduate degree determines the manner by which a student satisfies or does not satisfy the GWARGL.
- IV. The College/Department/Program from which the student will receive the graduate degree determines the passing score on standardized tests.
- V. If a student is satisfying the graduate writing requirement through a submission of a paper(s), the student's writing should demonstrate graduate level skills in:
 - style and format
 - mechanics
 - content and organization
 - integration and critical analysis.
- VI. The paper(s) will be scored using a rubric (1 - 4) in each of four areas: "I. Style and Format", "II. Mechanics", "III. Content and Organization", and "IV. Integration and Critical Analysis". The minimal acceptable combined score from all of the four (I-IV) sections is 10 points, with no scores of "1" on any section, resulting in a minimum of a 2.5 average for all sections. A master's program may establish a higher minimum average score for passing. Contact the Office of Graduate Studies and Research for more information about the rubric.
- VII. Each master's program will have a remediation protocol for admitted graduate students who do not satisfy the GWARGL on their first attempt. Each master's program will specify the maximum number of attempts that students may be allowed to satisfy the GWARGL.
- VIII. Each master's program will file its respective GWARGL and remediation protocol with the Office of Graduate Studies and Research (OGSR). Each master's program will provide the OGSR with annual aggregate student GWARGL performance data.

UNDERGRADUATE PROBATION, DISQUALIFICATION, AND REINSTATEMENT [Replaces information appearing in the 2016-18 Catalog, pages 95-96]

I. Academic Probation

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

II. Administrative Probation

A student may also be placed on administrative probation by the Office of the Registrar for any of the following reasons:

- A) Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms. (Note: A student whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment is not to be subject to administrative probation for such withdrawal.)
- B) Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 units of NC (No Credit), when such failure appears to be due to circumstances within the control of the student.
- C) Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy which is routine for all students or a defined group of students (examples: failure to complete a required CSU or campus examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program).

III. Notification of Academic Probation and Administrative Probation

The student shall be notified in writing by the Office of the Registrar prior to the beginning of the next term of their probation status, and shall be provided with the conditions for removal from probation along with circumstances that would lead to disqualification, should probation not be removed.

IV. Academic Disqualification

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

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

V. Academic Disqualification of Students not on Probation

Undergraduate students not on academic probation shall be disqualified when:

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

VI. Administrative Disqualification

- A) An undergraduate student who has been placed on administrative probation may be disqualified if any of the following occur:
- The conditions for removal of administrative probation are not met within the period specified.
 - The student becomes subject to academic probation while on administrative probation.
 - The student becomes subject to administrative probation for the same or similar reason that the student has previously been placed on administrative probation, although the student is not currently in such status.

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

- B) **Special Cases of Administrative Disqualification**
 In addition, an appropriate campus administrator, in consultation with the Office of the Registrar, may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render them unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

VII. Consequences of Disqualification

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

VIII. Notification of Academic Disqualification and Administrative Disqualification

Students who are academically or administratively disqualified at the end of an enrollment period shall be notified by the Office of the Registrar before the beginning of the next consecutive regular enrollment period. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. In cases where a student ordinarily would be disqualified at the end of a term, save for the fact that it is not possible to make timely notification, the student may be advised that the disqualification is to be effective at the end of the next term. Such

notification should include any conditions that, if met, would result in permission to continue in enrollment. Failure to notify students does not create the right of a student to continue enrollment.

IX. Reinstatement

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

ACADEMIC AND ADMINISTRATIVE LISTING

Faculty Emeriti and Emeritae

[Add to information appearing in the 2016-18 Catalog, pages 588-5910]

Schuster, Camille (2005)

Professor Emerita, Marketing

B.A., University of Wisconsin-Whitewater

M.A., Arizona State University

Ph.D., The Ohio State University

Thousand, Jacqueline (Jacque) (1996)

Professor Emerita, Education

B.A., University of Wisconsin

M.S., University of Vermont

Ph.D., University of Vermont

ADDITIONS, CHANGES, AND CORRECTIONS TO COURSE DESCRIPTIONS

BA 605 and BA 606

[Correction: BA 605 and BA 606 appearing in the course listing of the 2016-18 Catalog, page 369 need to be disregarded. These courses were inadvertently added to the BA course listing; these two courses are not part of the BA sequence. See ABA 605 and ABA 606, page 360.]

BA 627 (3)

[New Course]

Business Analytics and Project Management

Introduces a variety of business analytics tools and methods to solve complex managerial situations. Fosters skills to work successfully in a project environment and accomplish project objectives. *Enrollment restricted to students who have been admitted into the Master of Biotechnology Program, or have obtained consent of the program director.*

BIOL 348 (3)

[This course was inadvertently omitted from the 2016-18 Catalog]

Brain and Mind

Examines the relationship between the brain and the behavior produced by the brain. Intended for non-majors, this course will review basic neuroanatomy and physiology, and consider mind/brain relations in the context of psychoactive drugs, brain development, neurological disorders, sexual behavior, and cognitive abilities such as language, memory, thinking, and consciousness. *Also offered as PSYC 361. Students may not receive credit for both. May not be counted toward the Psychology Major or Minor. Enrollment restricted to students who have completed the Lower-Division General Education requirement in Life Science (B2).*

BIOL 503 (4)

[Correction to the unit value appearing in the 2016-18 Catalog, page 379]

Modern Molecular Biology and Genomics**BIOL 504 (3)**

[Correction to the unit value appearing in the 2016-18 Catalog, page 379]

Virology**BIOT 460**

[Correction: *BIOT 461 does not exist and was inadvertently published in the 2016-18 Catalog. Please refer to BIOT 460.*]

Scientific Communication in Biotechnology

Study of communication principles and rhetorical strategies employed to effectively communicate with intended audiences in the context of the biotechnology industry. Students will apply this knowledge to plan, prepare, construct, and evaluate communication situations in which they participate as both producers and consumers of communication in careers related to biotechnology. *Also offered as COMM 461. Enrollment restricted to students with Junior or Senior standing. Prerequisite: BIOT 355 or 356.*

BRS 100 (3)

[New Course]

Explorations in Border Studies

Explores physical and conceptual border experiences through interdisciplinary social science study, with an emphasis on first person narratives, generalizing to universal themes of change, globalization, conflict, motivation and movement across borders. *May not be taken for credit by students who have received credit for ID 170-3.*

CHAD 491 (3)

[Change in prerequisite: *Prerequisite: PSYC 210*]

Children, Adolescents, and Social Policy**CHAD 496 (3)**

[Added enrollment restriction/consent: Enrollment restricted to CHAD majors, or by consent of instructor]

Observation and Assessment Laboratory in Child and Adolescent Development**COMM 390 (3)**

[Added prerequisite: Prerequisite: COMM 100 and 200.]

Research Methods and Design**COMM 402 (3)**

[Added prerequisite: Prerequisite: COMM 100 and 200.]

Rhetorical Criticism

EDST 631 (3)

[Course was deleted]

Impact of Technology on Teaching and Learning

EDST 632 (3)

[Course was deleted]

Using Emerging Technologies to Customize Learning

EDST 638 (3)

[Course was deleted]

Using Virtual Literacy to Improve K-12 Student Learning

EDST 640 (3)

[Course was deleted]

Using Web 2.0 Tools for Collaborative Video and Audio Projects in the K-12 Classroom

EDST 641 (3)

[Course was deleted]

Using Mobile Technologies for Teaching and Learning

EDST 646 (1)

[Course was deleted]

Digital Citizenship in the Classrooms

EDST 647 (1)

[Course was deleted]

Adventures in Geocoaching

EDST 648 (1)

[Course was deleted]

Cloud Computing for Education

EDST 649 (1)

[Course was deleted]

Implementing Adaptive Technology in the Classroom

EDT 630 (3)

[Change in prefix (Formerly offered as EDST 630) and description, deleted enrollment restriction]

Current Issues and Research in Education Technology

Critically examines the relationship between teaching, learning, and technology. Explores current issues and research in the field of educational technology.

EDT 633 (1-3)

[Change in prefix (Formerly offered as EDST 633) and description, deleted enrollment restriction]

Topics in Educational Technology

Critically examines one or more selected topics that are emerging and trending in the field of educational technology.

EDT 635 (3)

[Change in prefix (Formerly offered as EDST 635), title, and description]

Coding for Educators

Covers computational thinking and programming to support 21st century teaching and learning.

EDT 636 (3)

[Change in prefix (Formerly offered as EDST 636), title, and description]

Technology, Assessment, and Evaluation

Examines the relationship between technology, assessment, and evaluation in educational settings.

EDT 637 (3)

[Change in prefix (Formerly offered as EDST 637) and description]

Instructional Technology Planning and Management

Covers the utilization, implementation, and management of technology in educational settings.

EDT 639 (3)

[Change in prefix (Formerly offered as EDST 639), title, and description]

Digital Storytelling to Inspire Learning

Covers digital storytelling to support the development of media literacy skills, content learning, and audio and video production skills.

EDT 643 (1)

[Change in prefix (Formerly offered as EDST 643) and description]

Using Mobile Technologies for Teaching and Learning

Covers use of emerging mobile applications in educational settings to support individual and group learning.

EDT 644 (1)

[Change in prefix (Formerly offered as EDST 644), title, and description]

Social Media in Education

Explores the utilization of social media to support teaching and learning in educational settings, and for building online personal learning networks.

EDUC 635 (3)

[New Course]

International Baccalaureate Diploma Programme Teacher Studies and Preparation: From Theory to Practice

Develops theoretical and practical knowledge of the International Baccalaureate (IB) Diploma Program (DP) philosophy and framework; international mindedness and responsible action; inquiry pedagogy that is supported by IB standards and practice; critical, coherent, and independent thinking; and curriculum design and environments through multiple perspectives.

May not be taken for credit by students who have received credit for EDUC 696-2. Corequisite: EDUC 632A.

EDUC 636 (3)

[New Course]

International Baccalaureate Diploma Programme Teacher Studies and Preparation: From Instruction to Action

Develops theoretical and practical knowledge of the International Baccalaureate (IB) Diploma (DP) authorization, assessment, evaluation, and reflection processes. *May not be taken for credit by students who have received credit for EDUC 696-3. Corequisite: EDUC 632B. Prerequisite: EDUC 635.*

EDUC 653 (3)

[Change in course description]

Biliteracy Education I: Contexts for Learning

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

EDUC 654 (3)

[Change in course description]

Biliteracy Education II: Methodology and Cultural Contexts

Addresses bilingual methodology and the cultural contexts for bilingual education and bilingualism in California public schools. The theories, pedagogy, and principles of second language acquisition are examined including inter- and intra-communication, transferability, and the interrelatedness of the domains of language. Explores the sociopolitical, historical, and economic role that Latinos and Latino culture play, including the implication of learning and instruction in public schools in California and the United States. *Conducted in Spanish.*

EDUC 655 (2)

[Change in course description]

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

An examination and application of the theoretical and methodological issues in designing instruction for English learners in bilingual classroom settings through reflective, critical analysis of practice. Aspects of second language development will be covered, including curriculum

planning and development. Focuses on various curricular and instructional programs designed for English Learner students in bilingual settings, methods of language and content assessment, role and utilization of primary language in English Language Development content instruction, grouping configurations, and application to classroom.

GBST 100 (3)

[New Course]

Introduction to Global Studies

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

GBST 301 (3)

[New Course]

Constructing Global Identity

Addresses the meaning of global citizenship and its relationship to local, national, and ethnic/racial identities considered from a humanities perspective. Issues covered may include cosmopolitanism, humanitarianism, religion, cultural diasporas/migrations, class, gender, human rights, food, sports, and/or the ethics of travel and tourism.

GEOG 110 (3)

[New Course]

Introduction to Physical Geography

Examines the place of the earth in the solar system; the seasonal and latitudinal distribution of solar energy; analyzes the many elements of weather, climate, vegetation, and soils; considers the earth's major land forms and the processes that shape them; examines the earth's water system. *This course satisfies the earth science content requirement for candidates in the Elementary Subject Matter Preparation Program, the Integrated Credential Program, and the Elementary Subject Matter Preparation Certificate.*

HD 102 (3)

[New Course]

Preparatory Skills for Human Development Majors

Develops competencies that support long-term professional success and provides an early start on the process of career planning and development. Places particular emphasis on exploring career opportunities in health, human services and allied fields; building skills for success in the HD major and after graduation; and applying competencies to address long-term professional development needs. Includes values clarification, goal setting, problem solving, critical thinking, and decision making. *Enrollment restricted to Human Development majors.*

HD 220 (3)

[New Course]

Statistics in Human Development

Focus on statistical analysis and application in health and human services, including quantitative research methods, frequency distributions and graphs, relative measures and normative distribution, correlation and regression, sampling and hypothesis testing, one- and two-sample t-tests, analysis of variance, two-way analysis of variance, repeated measures analysis of variance, and chi-square. Includes hands-on experience with research scenarios, statistical software, electronic databases, and report writing.

HD 230 (3)

[New Course]

Research Methods in Human Development

Introduction to research methods and their application in social research. Topics include: research ethics; research design; conceptualization, operationalization and measurement; indexes, scales and typologies; sampling approaches; experimental designs; survey approaches; qualitative field research; unobtrusive research; evaluation research; qualitative data analysis; and reading and writing social research. *May not be taken for credit by students who have received credit for HD 170-3. Prerequisite: HD 220.*

HD 231 (3)

[New Course]

Action Research in Human Development

Focuses on methods for conducting action research in social settings and guided by information gathering, planning, intervention, and evaluation. Emphasis on applied research methods for improving personal practice, human services delivery, educational practice, departmental operations, organizational effectiveness, and community well-being. Students will be expected to identify a topic of interest and write an action-oriented research proposal. *Prerequisite: HD 220.*

HD 300 (3)

[Added prerequisites: *Prerequisites: ANTH 200, HD 101, 102. Also HD 230 or HD 231.*]

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

[Added prerequisites: *Prerequisites: ANTH 200 and HD 101, 102. Also HD 230 or HD 231.*]

Theories in Human Development**HD 302 (3)**

[New Course]

Human Development in Childhood

Explores child development from lifespan, interdisciplinary, and multicultural perspectives useful for working with children. A special focus is on practicing the skills to conduct a community needs assessment for healthy child development based on the Precede-Proceed Model. *Prerequisites: ANTH 200 and HD 101, 102. Also, HD 230 or HD 231.*

HD 303 (3)

[New Course]

Human Development in Adolescence

Explores adolescent development from lifespan, interdisciplinary, and multicultural perspectives useful for working with adolescents. A special focus is on practicing the skills to implement and evaluate a community intervention program for healthy adolescent development based on the Precede-Proceed Model. *Prerequisite/Co-requisite: HD 302.*

HD 304 (3)

[New Course]

Human Development in Adulthood

Explores healthy adult development from lifespan, interdisciplinary, multicultural and ecological perspectives useful in working with young, middle-aged, and older adults. Involves writing a full proposal for a community intervention program that addresses the needs of those in the adult stage of development using the Precede-Proceed Model. *Pre/Co-Requisite: HD 303.*

HD 350 (3)

[Change prerequisites: *Prerequisites: ANTH 200, HD 101, 102. Also HD 230 or HD 231.*]

Health and Human Development**HD 351 (3)**

[New Course]

Health Disparities in Human Development

Focus on the factors associated with health disparities across various populations and several underserved populations in the U.S. Includes health policy, healthcare modalities, access to resources, structural inequality, and the socio-cultural factors associated with etiology, treatment and well-being. *Prerequisites: ANTH 200, HD 101, 102, 220. Also HD 230 or HD 231.*]

HD 360 (3)

[Change in prerequisites: *Prerequisites: ANTH 200, HD 101, 102. Also HD 230 or HD 231.*]

Effective Counseling Interventions Across the Lifespan**HD 361 (3)**

[Change in prerequisites: *Prerequisites: ANTH 200, HD 101, 102. Also HD 230 or HD 231.*]

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

[Change in prerequisites: *Prerequisites: ANTH 200, HD 101, 102. Also HD 230 or HD 231.*]

Advanced Topics in Human Development**HD 380 (3)**

[Change in prerequisites. *Prerequisites: ANTH 200, HD 101, 102. Also HD 230 or HD 231.*]

Applications in Child and Youth Development**HD 381 (3)**

[Change in prerequisites: *Prerequisites: ANTH 200, HD 101, 102. Also HD 230 or HD 231.*]

Youth Violence: A Cultural and Interdisciplinary Understanding

HD 382 (3)

[New Course]

Multiculturalism, Diversity and Social Justice

Explores theories, models, and strategies to promote the dignity, health and life chances of all people with special attention to underrepresented minority and oppressed populations. Fosters awareness, knowledge, and skills for cultural competence when working with diverse populations in counseling, health, and human services settings. Examines how dynamics of power and privilege manage and sustain oppression at the individual and institutional levels. Explores strategies for interrupting systems of oppression and other ways to work for social justice in diverse contexts. *Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, 102. Also HD 230 or HD 231.*

HD 383 (3)

[New Course]

Perspectives on Children, Youth and Families

Reviews interdisciplinary and multidisciplinary perspectives on the importance of psychosocial, cultural, ecological, economic and historical factors affecting the ability of families to nurture the healthy development of children and youth. Knowledge of the importance of such factors will be used to learn about the development of effective programs and policies for families and their members. Covers assets- and resilience-based perspectives. *Prerequisites: ANTH 200, HD 101, 102. Also HD 230 or HD 231.*

HD 384 (3)

[New Course]

Social and Public Policy in Human Development

A critical analysis of the contemporary and historical importance of social and public policies and their relevance to the development of health and human services programs. Explores social, cultural, and economic groups across the life-span. Reviews the historical development of social and public policy in the U.S. as it pertains to health and human services. *Prerequisites: ANTH 200, 101, 102. Also HD 230 or HD 231.*

HD 385 (3)

[New Course]

Ecological Systems Perspectives on Human Development

Explores the dynamic nature of human development with special attention to the evolving human organism and the multiple systems that make up the individual's environment. Examines development processes across the lifespan within contexts of families, communities, complex organizations, social-political institutions, cultures and history. Identification of potential strategies to optimize well-being and development for diverse individuals, families, groups, or communities will be explored. *Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, 102, 301. Also HD 230 or HD 231.*

HD 490 (3)

[Change in prerequisites: *Prerequisites: HD 304, and 12 units from concentration/option units completed.*]

Human Development Perspective**HD 495 (3)**

[Change in course description and prerequisites]

Field Experience in Human Development

Supervised experience providing service in health and human services setting. Students will spend approximately eight (8) hours per week, for a minimum of 90 hours during the semester, in a child, adolescent and/or adult human services organization. Students will participate in service delivery, conduct observations, read related material and prepare written reports. *May be repeated for a total of six (6) units, but no more than three (3) units of credit may be applied toward the major. Prerequisites: HD 304, and 12 units from concentration/option units completed.*

HD 497 (4)

[*Prerequisites: HD 304, and 12 units from concentration/option units completed.*]

Applied Research in Human Development**HD 499A (1) 499B (2) 499C (3)**

[Change in Prerequisites: *Prerequisites: ANTH 200, HD 101, 102, 230 or 231.*]

Supervised Independent Study**ID 381 (3)**

[Course Change]

Natural Science for Teachers

Provides the prospective K-6 teacher with some background in the nature of scientific inquiry, data interpretation, and fundamental concepts in physical and/or life sciences. Based on an inquiry-oriented approach to learning. *This course meets for four (4) hours per week. Two hours of lecture and two hours of activity. Prerequisites: GES 102 and 105. Recommended Preparation: ES 100 or GEOG 110. Enrollment restricted to students who have completed the Entry-Level Mathematics requirement and who are in the Integrated Credential Program.*

KINE 310 (3)

[Change in title]

Social and Emotional Health**KINE 427 (3)**

[New Course]

Assessment and Programming for Healthy Aging

Assessment of cardiovascular, motor, and cognitive health in older adults. Design of programs to engage older adults in the community setting, addressing cardiovascular, musculoskeletal, motor, and cognitive function. Delivery of community-based programs off-campus. *May not be taken for credit by students who have received credit for KINE 390-9. Prerequisites: KINE 301 or 305 or 326.*

KINE 495A (1) KINE 495B (2) KINE 495C (3)

[Change in course number and unit value]

Internship in Kinesiology

KINE 507 (2)

[Correction to course description, title, and unit value]

Seminar II in Kinesiology

Continued application and discussion of content knowledge in Kinesiology progressing towards development of a suitable thesis proposal. *Graded Credit/No Credit. Prerequisite: KINE 506.*

KINE 510 (3)

[This course was inadvertently omitted from the 2016-18 Catalog]

Physical Education Methods

Introduction to assessment strategies and instructional design concepts that are essential to the effective design of a standards-based secondary physical education program. 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.

LBST 100 (3)

[New Course]

An Introduction to Critical Education

Interdisciplinary analysis of public education in the United States, and California specifically. Introduces the historical and philosophical conceptions of education, current education policy, reform efforts and the privatization of public education. Overview of California policy on education, the requirements for becoming a teacher in California and the rationale for multi-disciplinary knowledge. Race, class, gender, sexuality, citizenship, culture and dis/ability are considered in understanding how these determine access to quality public education, in the past and present. *This course is dual-listed with LBST 300. Students may not receive credit if they have previously received credit for LBST 300.*

LBST 300 (3)

[New Course]

An Introduction to Critical Education

Upper-division interdisciplinary analysis of public education in the United States, and California specifically. Introduces the historical and philosophical conceptions of education, current education policy, reform efforts and the privatization of public education. Overview of California policy on education, the requirements for becoming a teacher in California and the rationale for multi-disciplinary knowledge. Race, class, gender, sexuality, citizenship, culture and dis/ability are considered in understanding how these determine access to quality public education, in the past and present. *This course is dual-listed with LBST 100. Students may not receive credit if they have previously received credit for LBST 100. Enrollment restriction to Liberal Studies majors.*

LBST 305 (3)

[Course Change]

Perspectives in Liberal Studies

Exploration of specific topics in Liberal Studies from diverse interdisciplinary perspectives. Analysis of topics/issues is described in specific course titles. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics.*

LING 121 (3)

[This course was inadvertently omitted from the 2016-18 Catalog]

History of English Words

Examines the history of English words of classical (Latin and Greek) origin. Includes coverage of pronunciation, meaning, and usage associated with socio-historical events and processes. No knowledge of classical languages required.

LING 255 (3)

[New Course]

Language Endangerment and Revitalization

Focuses on language endangerment as a worldwide phenomenon, affecting a majority of the world's languages. Explores contemporary language endangerment and revitalization through an interdisciplinary lens by considering: How do languages become endangered (e.g., genocide, national language policies, diaspora)? What is at stake (e.g., culture, science, identity, sovereignty, and environment)? How and why do various communities respond (e.g., pedagogy, technologies, rhetorics)? Considers language endangerment and revitalization around the world.

LTWR 346 (3)

[Change in course number (Formerly offered as LTWR 431); deleted prerequisite]

U.S. Environmental Literature**LTWR 355 (3)**

[Change in course number (Formerly offered as LTWR 415); deleted prerequisite]

Literary and Cinematic Representations of the Middle East and North Africa**MASS 403 (3)**

[New Course]

Critical Approaches to Children's Media

Examines the landscape of children's media from a critical media and cultural studies perspective. Explores the complexities of children's media through the communication circuit of production, text, and audience. Content introduces students to the major debates surrounding the role of media in the lives of children here in the U.S. and around the globe. *May not be taken for credit by students who have received credit for MASS 470-3. Recommend concurrent enrollment in MASS 301. Prerequisite: COMM 360.*

MCS 500 (2)

[New Course]

Introduction to Cybersecurity

Overview of the field of cybersecurity, including different role players, common terms, fundamental technical elements, and fundamental management elements. Includes current events in cybersecurity.

MCS 510 (3)

[Change in course description]

Security in Computer Networks

Theoretical and practical aspects of security in computer networks, including wired and wireless networks. Subjects include: fundamental techniques and protocols used to insure secure communications, common attacks and defenses, and vulnerability assessment of network systems. Application and operationalization of network security technologies and techniques.

Prerequisite: MATH 503.

MCS 597A (1) 597B (2) 597C (3)

[New Course]

Topics in Cybersecurity

Advanced topics in cybersecurity. *May be repeated up to six (6) units. Enrollment Restricted to students who have obtained consent of Program Director.*

MCS 611 (4)

[Change in course title]

Intrusion Detection and Incident Response**MIS 203 (3)**

[New Course]

Introduction to Management Information Systems

Covers the concepts of information systems in business. Introduces the different components of information systems, such as hardware software basics, databases, data communication, as well as the integration of the technologies to improve business processes and sustain business competitive advantages. Managerial issues such as organizational information management, business intelligence, and security management will also be disclosed.

MIS 480 (4)

[Change in prerequisites: *Prerequisites: MIS 302 or 304.*]

Managing Information Systems Project**NURS 518 (2)**

[New Course]

Inter-professional Practice: A Trans-disciplinary Model of Healthcare

Prepares the experienced healthcare professional to work as member of an inter-professional team providing care to the underserved in a trans-disciplinary practice. Disciplines addressed include medicine, pharmacy, social work, mental health, law, and integrative medicine.

Enrollment Restricted to students who have obtained consent of instructor.

NURS 531 (1)

[New Course]

Advanced Practice Nursing Skills Lab

Introduction to and practice of common skills and procedures used in the clinical patient office setting by the Advanced Practice Nurse. Includes identification of common diseases and disorders and the appropriate intervention by the Family Nurse Practitioner. Special emphasis is placed on patient consent, safety and efficacy in practice, and procedural skills used in patient care. *Enrollment limited to students admitted to FNP track in the School of Nursing.*

Prerequisite NURS 530.

NURS 532B (2)

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

Advanced Mental Health Management of Individuals Across the Lifespan

In-depth exploration of psycho-therapeutic treatment modalities for individuals experiencing acute and chronic mental health needs. Emphasis on understanding, use, and evaluation of evidence-based psycho-therapeutic interventions with a range of psychiatric disorders across the lifespan. *Prerequisites: NURS 580 and 583. Co-requisite: NURS 533C.*

NURS 532T (3)

[New Course]

Advanced Practice Transitions of Care Management of Patients and Families Across the Care Continuum I

Exploration of Transitions of Care concepts with emphasis of the evolution and core principles of nursing case management. Contemporary case management models across the health care continuum are analyzed. Case management competencies for beginner and advanced nursing practice will be studied. A major focus is identifying strategies that promote appropriate clinical outcomes of care, coordination of care, and cost-efficient utilization of resources using a system perspective. *Enrollment limited to admission to CNS Program. May not be taken for credit by students who have received credit for NURS 596-4. Corequisite: NURS 533T. Prerequisite: NURS 502, 503A.*

NURS 533C (4)

[Change in title, description, and prerequisites]

Advanced Field Study: Management of Individuals with Mental Health Needs Across the Lifespan

Clinical practicum focuses on the role of the advanced practice psychiatric mental health nurse in assessment, diagnosis and treatment planning for individuals across the lifespan. Emphasis is placed on the nurse's role as a member of the interdisciplinary team. Incorporates psycho-therapeutic modalities used with individuals with mental health needs. The minimum requirement for this practicum is 180 hours. *Co-requisite: NURS 532B.*

Prerequisite: NURS 583.

NURS 533T-A (3)

[New Course]

Advanced Field Study: Advanced Practice Transitions of Care Management of Patients and Families Across the Care Continuum I

Clinical practicum for immersion in the Clinical Nurse Specialist (CNS) role in transitions of care nursing for patients and families in acute care and community settings. By providing direct patient care, CNSs influence care outcomes through expert consultation and implementing improvements in health care delivery systems. Students will collaborate to manage clients across the life span in their area of clinical experience. The minimum requirement for this practicum is 180 hours. *Enrollment limited to admission to CNS Program. Corequisite: NURS 532T. Prerequisites: NURS 503, 503A.*

NURS 534B (2)

[Change in title, description change, and prerequisites]

Advanced Mental Health Management of Groups and Families Across the Life Span

An in-depth exploration of the psycho-therapeutic treatment modalities for groups and families experiencing acute and chronic mental health needs. Theory, research, and best practices are examined, with an emphasis on collaboration with the multidisciplinary team to provide quality, cost-effective care. *Co-requisite: NURS 535C. Prerequisite: NURS 532B.*

NURS 534T (2)

[New Course]

Advanced Practice Transitions of Care Management of Patients and Families Across the Care Continuum II

Advanced study of the management of patients with common acute and chronic illness by advanced practice nurses in a variety of health settings. Advanced practice nurse responsibility and accountability of transitions of care across the care continuum, evidence-based assessments and tools to identify high risk patient populations for hospital admission and readmission are discussed. Strategies for engagement in targeted interventions for patient and family-centered care planning and patient care for optimal outcomes are identified. *Enrollment limited to students admitted to the Clinical Nurse Specialist track. Corequisite: NURS 535T. Prerequisites: NURS 532T and 533T.*

NURS 535C (4)

[Change in title, description change, and prerequisites]

Advanced Field Study: Management of Groups and Families with Mental Health Needs Across the Lifespan

Clinical practicum focuses on the role of the advanced practice psychiatric mental health nurse in assessment, diagnosis and treatment, planning for groups and families across the lifespan. Emphasis is placed on the nurse's role as a member of the interdisciplinary team. Incorporates psycho-therapeutic modalities used with groups and families with mental health needs. The minimum requirement for this practicum is 180 hours. *Co-requisite: NURS 534B. Prerequisite: NURS 533C.*

NURS 535T-A (4)

[New Course]

Advanced Field Study: Advanced Practice Transitions of Care Management of Patients and Families Across the Care Continuum II

Provides an in-depth review of evidence-based transitions of care models that demonstrate readmission risk mitigations strategies, patient engagement and a focus on goal of understanding population health management. Emphasis is placed on understanding adult learning theory and related theories on self-care. Students will collaborate to manage clients across the life span in their area of clinical expertise. The minimum requirement for this practicum is 180 hours.

Enrollment Requirement: NURS 534T must be taken concurrently. Enrollment limited to students admitted to the Clinical Nurse Specialist track. Corequisite: NURS 534T.

Prerequisites: NURS 532T and NURS 533T.

NURS 538 (1)

[New Course]

Advanced Mental Health Management of Vulnerable Groups and Populations Across the Lifespan

Focuses on the advanced practice nurse's role in addressing mental health needs of vulnerable groups and populations across the life span. Emphasizes the contribution of health disparities to mental health outcomes and explores health promotion strategies. *Co-requisite: NURS 539C.*

Prerequisite: NURS 535C.

NURS 539C (4)

[Change in title, description, and prerequisites]

Advanced Field Study: Mental Health Management of Vulnerable Populations Across the Lifespan

Clinical practicum focuses on the role of the advanced practice psychiatric mental health nurse in the management of individuals, groups, and families with complex mental health needs across the lifespan. Emphasis is placed on vulnerable populations and the impact of social determinants on mental health. The minimum requirement for this practicum is 180 hours. *Co-requisite:*

NURS 538. Prerequisite: NURS 535C.

NURS 539T-A (4)

[New Course]

Advanced Field Study: Advanced Practice Transitions of Care Management of Patients and Families Across the Care Continuum Externship

Application of advanced practice clinical skills under the supervision of an advanced practice nurse as a role model. Advanced assessment skills, advanced transitions of care and advanced nursing practice are applied in the care of clients and families. Students will complete 180 clinical hours. *Enrollment limited to students admitted to the Clinical Nurse Specialist track.*

Prerequisites: NURS 534 and NURS 535T.

NURS 550 (3)

[New Course]

The Clinical Nurse Leader Role and Healthcare Systems Leadership

Introduction to the Clinical Nurse Leader role and examination of the core knowledge and competencies for practice in this position. Healthcare systems leadership is transformative, with the CNL adding value to the organization by using evidence-based practices to achieve better outcomes, fiscal strategies to reduce costs, and educational strategies to foster learning in other health professionals. *Restricted to students in the Master of Science in Nursing program.*

NURS 602 (2)

[New Course]

Management of Health Conditions in Underserved Populations

Prepares the advanced practice nurse practitioner to provide care to underserved populations across the lifespan. Includes content on underserved populations; health disparities; determinants of health; common behavioral, acute, and chronic illnesses/conditions; and health promotion and maintenance with limited resources. *Prerequisite: NURS 502.*

NURS 604 (2)

[New Course]

Introduction to Integrative Healthcare for Advanced Practice Nurses

Introduces the history and foundations of a trans-disciplinary model of evidence-based integrative healthcare (IH) that includes the influence of the environment on healthcare. Presents an overview of nutrition and health, spirituality, mind body practice, and traditional whole body practices used to affect positive health-related changes. *Prerequisite: NURS 502.*

OM 443 (4)

[New Course]

Supply Chain Information Management

Explores how modern supply chain systems function with the aid of technology. Subjects include Materials Requirement Planning (MRP) systems, Manufacturing Resource Planning (MRP II) systems, Distribution Resource Planning (DRP) systems, Enterprise Resource Planning (ERP) systems, Supply Chain Management Data Structures and Advanced Planning. *May not be taken for credit by students have received credit for OM 484-1. Prerequisites: BUS 204 or 304 with a grade of C (2.0) or better.*

PHYS 307 (3)

[New Course]

Physics for Elementary Teachers

Fundamental physics concepts including conservation of energy, Newton's Laws, and waves. Students will engage in practices of science such as performing experiments, collecting and analyzing data, developing models, and writing and evaluating explanations. Also includes development of ideas about the nature of science and learning science, including elementary students' learning of science. Course is intended to help prepare future elementary teachers to teach science. Enrollment restricted to students who have *completed the Lower-Division General Education, Area B1. Intended for the Liberal Studies majors in the Elementary Option.*

PSCI 443 (3)

[New Course]

The Politics of Memory

Examines political processes that go into memory formation and political choices that can be conditioned by public memory. Introduces major theories of collective memory as well as an in-depth look at the role of memory in nation-building and policy-making. *May not be taken for credit by students have received credit for PSCI 390-16. Recommended: PSCI 331.*

PSCI 444 (3)

[Change in course number, title, and description]

Contemporary Issues in European Politics

Comparative analysis of contemporary issues in selected European states that represent the various forms of government in the region. *Recommended: PSCI 331.*

PSCI 495A (1) 495B (2) 495C (3) 495D (4) 495E (5) 495F (6)

[Change in course description]

Internship

Program of study, research, and work in connection with a government agency, non-profit, or private group concerned with public policy. *May be repeated for credit for a total of twelve (12) units in any combination of units from PSCI 495A-F, 498A-C, and 499A-C, but only nine (9) units may count toward the major; minors may repeat for credit for a total of nine (9) units in any combination of units from PSCI 495A-F, 498A-C, and 499A-C, but only six (6) units may count toward the minor. Graded Credit/No Credit. Enrollment restricted to students who have obtained consent of instructor. (GP)*

PSYC 310 (3)

[Course was deleted]

Theories of Developmental Psychology**PSYC 330 (3)**

[Change in course description]

Developmental Psychology: Infancy and Childhood

Examination of development from conception through childhood with emphasis on sociocultural contexts of development, physical growth and health, social-emotional cognitive, and language development. Examines issues of family, gender, ethnicity, culture, and class in the context of their effects on development. *Enrollment restricted to students who have completed the Lower-Division General Education requirement in Discipline-specific or interdisciplinary Social Sciences (D). Students may not take both PSYC 330 and 331. May not be counted toward the Psychology Major or Minor.*

PSYC 331 (3)

[Added prerequisites: PSYC 100, 220, and 230.]

Infancy and Childhood: Theories and Research

PSYC 332 (3)

[Added enrollment restriction and prerequisites: *Enrollment restricted to PSYC majors and minors and CHAD majors only, or consent of the instructor. Prerequisites: PSYC 100, 220, and 230.*]

Social Psychology**PSYC 344 (3)**

[Change in prerequisite. *Prerequisite: PSYC 100*]

Positive Psychology**PSYC 348 (3)**

[Change in course description]

Developmental Psychology: Adolescence

Examines development in adolescence (ages 10-22). Emphasis on sociocultural contexts of development (gender, class, culture) and their effect on development. Includes timing of pubertal development, teen pregnancy, parent-adolescent relations, identity development, peer relations, the transition to adulthood, and adolescent psychopathology (suicide, depression, eating disorders). *Enrollment restricted to students who have completed the Lower-Division General Education requirement in Discipline-specific or Interdisciplinary Social Sciences (D). Students may not take both PSYC 348 and 349. May not be counted toward the Psychology Major or Minor.*

PSYC 349 (3)

[Added enrollment requirement and prerequisites: *Enrollment restricted to PSYC majors and minors, and CHAD majors only, or consent of instructor. Prerequisites: PSYC 100, 220, and 230.*]

Adolescence: Theories and Research**PSYC 360 (3)**

[Added enrollment restriction and prerequisites: *Enrollment restricted to PSYC majors and minors and CHAD majors only, or consent of the instructor. Prerequisites: PSYC 100, 220, and 230.*]

Biopsychology**PSYC 362 (3)**

[Added enrollment restriction and prerequisites: *Enrollment restricted to PSYC majors and minors and CHAD majors only, or consent of the instructor. Prerequisites: PSYC 100, 220, and 230.*]

Cognitive Processes

PSYC 391 (3)

[Change in course title and description]

Laboratory in Behavioral Neuroscience

Advanced research methods related to the biological processes in the brain underlying behavior in animals and humans, including neuroanatomy, synaptic transmission, neurochemistry, and neuropharmacology. Application of methodological principles to behavioral neuroscience research in such areas as motivation, reward, stress, emotion, addiction, and reproductive/parental behavior. *Two hours of lecture and three hours of laboratory.*

PSYC 495 (3)

[Change in course description]

Field Experience in Psychological Settings

Field experience in on- and off-campus settings which provide psychological services, such as medical settings, mental health clinics, schools, and industry. Students will spend approximately six hours per week in an approved field placement for observation and participation, attend weekly class meetings, read related material, and prepare written reports. Application forms must be completed prior to enrollment. *May be repeated, but no more than three (3) units of credit may be applied toward the major. Enrollment Requirement: Nine (9) units of upper-division psychology courses. Enrollment restricted to students who have obtained consent of instructor. Specific sections of this course may carry additional prerequisites.*

VSAR 121 (3)

[New Course]

Pre-20th Century Art History: Themes in Art from Antiquity to the Enlightenment

Approaches art history thematically from ancient times to modernity. Explores the role of art in public spaces, the concepts of nature in art, as well as the intersection of art with other areas of knowledge such as math, science, and humanities. Provides preparation for upper-division work in Art and Visual Culture.

VSAR 132 (3)

[Correction: VSAR 132 appearing in the course listing of the 2016-18 Catalog, page 564, needs to be disregarded. This course was inadvertently added to the VSAR course listing. Please refer to VSAR 122 also listed on page 564.]

Survey of World Cinema**VSAR 180 (1-3)**

[New Course]

Topics in Visual Art and Arts and Technology

Selected topics in visual art and arts and technology. *May be repeated for credit as topics change for a total of twelve (12) units. Students should check the Class Schedule for listing of actual topics.*

VSAR 200 (3)

[New Course]

Painting I

Introduces the art of painting as an engagement with the chemistry of paint and with the pursuit of observational skills and spatial illusion. Explores techniques grounded in color, compositions, and the plasticity of paint while providing historical context. Subjects include still life, landscape, and the human figure.

VSAR 251 (3)

[New Course]

Introduction to Digital and Media Arts

Gives a strong base in the political, cultural, and artistic developments and debates related to the many media art forms that have developed from the nineteenth century through the early twenty-first century. Moves from historical forms of visual communication and early forms of print and photography to contemporary media including video, computer-based media, and mobile technologies.

VSAR 326 (3)

[Added statement to course description: *Also offered as WMST 326. Students may not receive credit for both.*]

Feminist Art and Motherhood**VSAR 350 (3)**

[New Course]

Advanced Painting

Emphasizes painting technique and awareness of themes in painting at an advanced level. Explores process, intention, subject matter, and context of painting. Develops personal style in the context of contemporary art practices. *Recommended preparation: VSAR 200.*

VSAR 380 (1-3)

[New Course]

Topics in Visual Art and Arts and Technology

Selected topics in visual art or arts and technology. *May be repeated for credit as topics change for a total of twelve (12) units. Students should check the Class Schedule for listing of actual topics.*

VSAR 411 (3)

[New Course]

Data Visualization

Provides the technological tools for telling the story of information, using techniques and principles from art and design. An examination of how communicative strategies, such as flow charts, idea maps, graphics, animations, movies, and performances can convey complex subject-specific information. Emphasizes translating data in multiple media and stretching the story-telling potential of information plotting.

WTRM 401 (2)

[New Course]

Survey of Water Management Fundamentals and Practice in California

Introduction to the water management industry in California. Covers key concepts and terms of water planning and efficient use of resource development. Covers subjects such as: the California water system and its demand for energy, differences between water resource administration versus management, sources of future supply, conjunctive use of surface and ground water, program assessment, integrated watershed planning, and policy making and implementation in a fragmented governmental system with multiple stakeholders and interest groups. *May not be taken for credit by students who received credit for MGMT 482-4.*

WTRM 411 (2)

[New Course]

Leadership for Water Managers

Application of fundamental leadership principles to leadership in the community of water organizations. Examines the impact of the organizational forms and roles of water organizations on leadership behavior. *Prerequisites: WTRM 401 or MGMT 482-4.*

WTRM 421 (3)

[New Course]

Environmental Issues, Policies, and Regulations for Water Managers

Examines federal, state, regional, local, and special district governance with respect to environmental water issues and policies that have been enacted and implemented with emphasis on the American West. *Enrollment restricted to students who have obtained consent of Department Chair. Prerequisites: WTRM 401 or MGMT 482-4.*

WTRM 423 (3)

[New Course]

Finance and Professional Relations for Water Managers

Introduction to finance management, human resource management, and administration of water agencies in California. Covers subjects such as budgeting, rates, revenues, financing, financial planning, capital projects, accounting, organizational structure and development, employment law, labor negotiations, investigation and discipline, and policy development. *Enrollment restricted to students who have obtained consent of Department Chair. Prerequisites: WTRM 401 or MGMT 482-4.*

WTRM 425 (2)

[New Course]

Core Concepts of Water Science, Engineering, and Technology for Water Managers

Examines water science and engineering technology from the molecular level through the macro treatment and distribution scale of a functioning water treatment and delivery system. Examines the properties of a water molecule, where water supplies come from, how it becomes contaminated, how the polluted water is treated, and then distributed to the end user, and then recovered and recycled during wastewater treatment. Covers issues and key concepts that guide professional scientists and engineers in water/wastewater system operation. *Enrollment restricted to students who have obtained consent of Department Chair. Prerequisites: WTRM 401 or MGMT 482-4.*