

Fall 2011 Addendum

To the 2010-2012 CSUSM Catalog

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

Additions previously announced in the Spring 2010 Catalog Addendum, which are still in effect, are included in this Catalog Addendum.

LIST OF NEW AND CHANGES COURSES

Detailed course information begins on page 44 of this Addendum.

ACCT 308
ANTH 391
BIOL 216, 370, 370L, 383, 390, 452, 683, 690
BIOT 498
CHEM 150, 341, 416
CS 100, 105, 306, 307, 331, 643
DNCE 390
ECON 444
EDEX 637
EDMX 570, 573, 575, 622, 635
EDSL 651
EDUC 422A, 422B, 422C, 630, 631, 632A, 632B, 633, 634, 653, 654, 655
ENTR 320, 420, 421, 422
ENVS 100, 105, 200, 210, 310, 320, 490
FIN 302, 304
GEOG 341, 365, 460
GRAD 699_EX
GRMN 380
HD 170, 300, 301, 361, 370, 490,497,
HIST 101, 102, 342
ID 350, 360, 370, 380
KINE 305, 400, 401, 402
MATH 10, 20, 30, 30C, 100, 448
MGMT 302, 305, 470
MIS 302, 304, 411, 425, 430
MKTG 302, 305
MUSC 180, 380
NURS 233
OM 302
PE 200
PHYS 301, 490
PSCI 415, 422, 463
PSYC 353, 392, 396, 560
SOC448, 675, 695A, 695B, 695C, 695D
SPAN 500, 695
TA 305, 489, 489S
VPA 380
VSAR 313, 319, 330, 331, 402
WMST 321

ADDITIONS AND CHANGES TO ACADEMIC PROGRAMS

Changes to the **General Education Program**

Clarification of B2 Courses

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

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

GES 102

GES 103

The following B2 course is intended primarily for science majors: BIOL 211*

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

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

BIOL 175

BIOL 177

Addition to DD Courses

Add PSCI 415 to the list of courses fulfilling DD, **Upper-Division Social Sciences** (page 107, second column)

Course Desertification for BB

- KINE 336

COLLEGE OF ARTS AND SCIENCES

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

Preparation

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

Special Conditions for the Bachelor of Science in Biotechnology

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

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

Requirements

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

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

Preparation for the Major

(32-33 units)

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

Major requirements

Lower-division (18 units)

BIOL 210	4
BIOL 211	4

BIOL 215	3
BIOL 215L	1
ACCT 201	3
ACCT 202	3

Upper-division (27 units)

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

Electives (7 units)

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

BIOL 352	4
BIOL 353	4
BIOL 489	2
BIOT 358	3
BIOT 497	4
CHEM 351L	2
CHEM 352	3
FIN 302	2
MIS 411	4
MIS 425	2
MIS 426	4
MGMT 415	4
MGMT 452	4
MGMT 461	4
MIS 302	2
OM 302	2

New Program

Minor in Border Studies

The Minor in Borders Studies offers an interdisciplinary opportunity to explore communities and territories which emerge in border regions worldwide. The courses which make up the minor examine human interactions that shape and are shaped by borders that divide people and places. The curriculum provides an understanding of how border

communities are formed and sustained, and explores the interrelationships of diverse groups across the cultural, geopolitical, linguistic and social frontiers that exist in communities.

Requirements

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

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

<p><i>* GEOG 305 and GEOG 305S cannot both be taken to fulfill this requirement.</i></p>
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Special Conditions for the Minor in Border Studies

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

New Program
B.A. in Environmental Studies*

Office:
CRA 6239

Telephone:
To be determined

Program Director:
To be determined

Faculty:
Anthropology
Bonnie Bade, Ph.D.

Biological Sciences
Richard N. Bray, Ph.D.
Tracey Brown, Ph.D.
Matthew Escobar, Ph.D.
George Vourlitis, Ph.D.

Chemistry and Biochemistry
Karno Ng, Ph.D.

Economics
Robert Brown, Ph.D.

Latin American Studies
Vivienne Bennett, Ph.D.

Literature and Writing Studies
Lance Newman, Ph.D.

Physics
Edward Price, Ph.D.

Political Science
Pamela Stricker, Ph.D.

Psychology
P. Wesley Schultz, Ph.D.

Urban and Regional Planning
Kimberly Knowles-Yáñez, Ph.D.

Visual and Performing Arts

Judit Hersko, MFA

Deborah Small, MFA

**The B.A. in Environmental Studies has received full approval by the campus, but is pending official authorization by the Office of the Chancellor of the California State University.*

Program Offered:

- Bachelor of Arts in Environmental Studies

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

The multidisciplinary core of the degree comprises four general areas:

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

Career Opportunities

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

New Program
Minor in Geography

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

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

Requirements:

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

Preparation for the Minor (Choose two)

	Units
ES 100	3
GEOG 201	3
GEOG 302	3

Core Courses for the Minor (Choose four):

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

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

Change to

Minor in Mathematics

Lower-division (9 units)

	Units
MATH 160	5
MATH 162	4

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

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

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

<i>Total Units</i>	<i>24-26</i>
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[^] *with a grade of B (3.0) or higher*

New Program:

Minor in Music Technology

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

future work in professional music studios, composition, music programming, sales and installation, audio editing and in multimedia, video and theatre.

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

New Program:

Minor in Video/Film Production

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

Six Units of Introductory Level Courses from the following:

VSAR 303	3
VSAR 306	3
VSAR 319	3

Nine Units of Advanced Level Courses from the following:

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

Three Units of Electives from the following:

DNCE 324	3
VSAR 495C	3

Total Units *18*

Change to
B.A. in Women's Studies
(Add the following text)

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

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

COLLEGE OF EDUCATION

Change to
M.A. in Education – Admission Requirements
(Replace the following information appearing in the 2010-12 General Catalog, page 288.)

Grading

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

Change to
M.A. in Education – Option 1: General Option
(30 units)
(Replace text in 2010-12 Catalog, page 288)

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

New Program:

International Baccalaureate Teacher Studies and Preparation

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

Primary Years:	Units
EDUC 630	3
EDUC 632A	2

EDUC 631	3
EDUC 632B	2

Middle Years:

EDUC 633	3
EDUC 632A	2
EDUC 634	3
EDUC 632B	2

Change to

M.A. in Education

Option 3: Preliminary Special Education Credential

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

The Preliminary Mild/Moderate Education Specialist Instruction Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Emotional Disturbance, Mild/Moderate Mental Retardation, Other Health Impairment (e.g., Attention Deficit Disorder), or Specific Learning Disability. The Preliminary Moderate/Severe Education Specialist credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Moderate/Severe Mental Retardation, or Multiple Disabilities. Both credentials authorize instruction of English learners.

Requirements for program admission:

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

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

Program Coursework	Units
Pre/Co-requisite (if equivalency has not been determined)	
Completion of SB 2042 program or EDST 630 or EDUC 422	3
Preliminary Mild/Moderate Education Specialist Courses and Clinical Practice	
EDMX 622	4
EDMX 627	3
EDMX 631	3
EDMX 632	3
EDMX 633	3
EDMX 572 or 672	7
EDMX 575	2
Core Master of Arts in Education Courses	
EDUC 602	3
EDUC 622	3
EDUC 698	3
<i>Master of Arts and Mild/Moderate Education Specialist Total</i>	<i>34-37</i>
Additional Course and Clinical Practice for the Preliminary Moderate/Severe Education Specialist Credential	
EDMX 635	4
EDMX 573	6
English Learner Authorization	
Current holders of the SB 2042 credential or a CLAD/BCLAD certificate or emphasis do not need the following course:	
EDUC 641	3

**Additional Required Credential Courses
for Single Subject Credential Holders**

EDMS or EDMX 521	3
EDMS or EDMX 543	3

Total 34-56

TPE Assessment

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

Clear Credential Requirements

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

Change to

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

Admission requirements are the same as the Multiple Subject Credential.

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

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

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

Concurrent Multiple Subject Courses	Units
EDMX 511	3
EDMX 512	3
EDMX 521	3
EDMX 543	3
EDMS 544	3
EDMS 545	3
EDMS 555	3
EDMX 622	4
Concurrent Multiple Subject Clinical Practice	
EDMX 570	6
EDMX 571	7
<i>Concurrent Multiple Subject Total</i>	38
Additional Preliminary Mild/Moderate Education Specialist Courses and Clinical Practice	
EDMX 627	3

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

*Concurrent Multiple Subject and
Mild/Moderate Education Specialist
Total* 59

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

EDMX 635	4
EDMX 573	6

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

TPA and TPE Assessment

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

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

Clear Credential Requirements

Successful completion of Multiple Subject requirements results in the issuance of a 5-year Preliminary Multiple Subject Credential. SB 2042 requires employment as a full-time teacher and completion of an induction program to qualify for a Clear Multiple Subject Credential. Successful completion of Education Specialist requirements results in the issuance of a 5-year Preliminary Education Specialist credential that also must be cleared through an induction program to qualify for the Clear Education Specialist Credential. An essential clearing requirement is the development of a written Individualized Induction Plan (IIP) of supported induction and job related advanced professional preparation approved and signed by the clear credential candidate, an employer designee, and a CCTC-approved clear credential program sponsor (e.g., district BTSA program, university, County Office of Education). See the CCTC website for currently approved clear credential sponsors. The IIP for employed Education Specialists must be written to clear all general and special education preliminary credentials held, may include up to 12 semester units of university coursework, and must be developed within 60

days of employment. Preliminary Education Specialist credential holders not employed in a school setting may complete the clear credential requirements if the parties signing the IIP agree to a setting and professional development activities that allow demonstration of effective teaching to clear all preliminary credentials held.

Change to

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

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

Intern Eligibility

Eligibility for intern teaching includes:

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

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

Authorizations and Course of Study

The Preliminary Specialist Instruction Credentials authorize the provision of instruction to students in grades K through 12 and adults with identified disabilities. The Mild/Moderate credential authorizes instructional service to students with a primary disability of Autism Spectrum Disorder, Emotional Disturbance, Mild/Moderate Mental Retardation, Other Health Impairment (e.g. Attention Deficit Disorder), or Specific Learning Disability. The Moderate/Severe credential authorizes instructional service to students with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Moderate/Severe Mental Retardation, or Multiple Disabilities.

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

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

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

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

Mild/Moderate Education Specialist Internship Total 47

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

Additional Courses and Clinical Practice for Multiple Subject Credential	
EDMS 544	3
EDMS 545	3
EDMX 571	7

Multiple Subject and Education Specialist Total 60

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

EDMX 635	4
EDMX 573	6

<i>Mild/Moderate and Moderate/Severe Education Specialist Total</i>	70
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TPA and TPE Assessment

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

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

Clear Credential Requirements

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

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

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

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

The Preliminary Mild/Moderate Education Specialist Instruction Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Emotional Disturbance, Mild/Moderate Mental Retardation, Other Health Impairment (e.g. Attention Deficit Disorder), or Specific Learning Disability. The Preliminary Moderate/Severe Education Specialist credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Moderate/Severe Mental Retardation, or Multiple Disabilities. All credentials authorize instruction of English learners.

Requirements for program admission:

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

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

Program Coursework

Units

Co-requisite (if equivalency has not been determined)

Completion of SB 2042 program

or
EDST 630 or EDUC 422 3

**Preliminary Mild/Moderate Education
Specialist Courses and Clinical Practice**

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

*Mild/Moderate Education
Specialist Total 25-28*

English Learner Authorization

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

EDUC 602 3
EDUC 641 3

**Additional Required Courses for Single
Subject Credential Holders**

EDMS or EDMX 521 3
EDMS or EDMX 543 3

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

EDMX 635 4
EDMX 573 6

Total 35- 50

TPE Assessment

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

Clear Credential Requirements

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

Change to

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

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

Intern Eligibility

Eligibility for intern teaching in this program includes the following:

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

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

Additional Required Courses for Single Subject Credential Holders

EDMS or EDMX 521	3
EDMS or EDMX 543	3

Additional Moderate/Severe Education Specialist Course and Clinical Practice

EDMX 635	4
EDMX 573	6

Total (with Moderate/Severe credential added) 35 - 50

TPE Assessment

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

Clear Credential Requirements

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

CHANGES TO ADMISSION REQUIREMENTS, FEES, AND ACADEMIC POLICIES

Admission and Application

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

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

Lower-Division Transfer Requirements

(Added this new section)

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

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

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

Making Up Missing College Preparatory Subject Requirements

(Delete last sentence, appearing in the 2010-12 Catalog, page 25, and replace the second to last sentence with the following text)

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

Returning Students

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

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

Fall semester: October 1 – November 30
Spring semester: August 1 – August 31

Send official transcripts to the Office of Admissions & Recruitment from all schools attended since your last semester at CSU San Marcos.

Readmission of Previously Disqualified Students

Students who have been academically disqualified must submit a Petition for Reinstatement and may be required to reapply for admission. The petition for reinstatement, as well as important deadlines and instructions, can be found online at <http://www.csusm.edu/academicadvising/reinstatement/index.html> or you can call or visit Undergraduate Advising Services, 760-750.4060.

Change to

International (Foreign) Student Admission Requirements

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

Change to

Credit for International Baccalaureate Certificates or Diplomas

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

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

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

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

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

Transfer Policies of CSU campuses

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

The CSU General Education-Breadth (GE-Breadth) program allows California community college transfer students to fulfill lower-division general education requirements for any CSU campus prior to transfer. Up to 39 of the 51 GE-Breadth units required can be

transferred from and certified by a California college. “Certification” is the official notification from a California community college that a transfer student has completed courses fulfilling lower-division general education requirements. The CSU GE-Breadth certification course list for particular community colleges can be accessed at www.assist.org.

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

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

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

English Placement Test (EPT)

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

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

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

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

Entry Level Mathematics (ELM) Examination

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

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

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

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

CSU Immunization Requirements

(Delete the entire paragraph, appearing in the 2010-12 Catalog, page 29, and replace with the text below)

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

Measles and Rubella: All new and readmitted students must provide proof of full immunization against measles and rubella prior to enrollment.

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

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

Impacted Programs

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

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

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

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

Supplementary Admission Criteria

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

For fall admission, applicants should take tests as early as possible and no later than November or December of the preceding year.

Availability of Institutional Financial Assistance Information

(Second paragraph, delete “fees and tuition (where applicable)” and replace with the text below)

Information concerning the cost of attending [name of institution] is available from [campus officer, campus address, and phone number], and includes tuition and fees; the estimated costs of books and supplies; estimates of typical student room, board, and transportation costs; and, if requested, additional costs for specific programs.

Changes to

REGISTRATION FEES TABLE

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

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

	Per Semester	
	0.0-6.0 units	6.1+ Units
Undergraduate Tuition Fee	\$1,416.00	\$2,442.00
Credential Tuition Fee	\$1,644.00	\$2,835.00
Graduate Tuition Fee	\$1,746.00	\$3,009.00
Health Facility Fee	\$25.00	\$25.00
Associated Students Fee	\$50.00	\$50.00
Instructional Related Activity (IRA) Fee	\$5.00	\$5.00
Recreation Fee	\$35.00	\$35.00
Clark FH Operations	\$12.00	
ASI Campus Recreation	\$12.00	
Track & Lower Recreation		
Field Maintenance	\$11.00	
Student Union Fee	\$215.00	\$215.00
Student Health Services Fee	\$70.00	\$70.00
Academic Records Fee	\$12.00	\$12.00
Athletics Fee	\$80.00	\$80.00
Childcare Services	\$10.00	\$10.00
Total for Undergraduate	\$1,918.00	\$2,944.00
Total for Credential	\$1,146.00	\$3,337.00
Total for Graduate	\$2,248.00	\$3,511.08

Graduate Professional Business Fee

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

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

Nonresident Students (U.S. and Foreign)

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

Changes to
USER FEES TABLE

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

Academic Technology Services Equipment Fee (See equipment checkout fee schedule).	Varies
Administrative Late Fee (Failure to meet administratively required appointment or time limit fee.)	\$15.00
Alumni Placement Fee	\$25.00
Application Fee for CSU Admission	\$55.00
Bicycle Storage Fee – Per semester	\$15.00
Biology 160, 175, 176, 351,352,353 & 354 – Miscellaneous Course Fees (each)	\$45.00
Biotechnology Course Fee: BIOL 355,356 (each)	\$45.00
Chemistry Lab Breakage Fee- Cost of broken lab equipment	Varies
Chemistry — Lower Division Courses: CHEM 150L, 201L, 202L, 275 (each)	\$30.00
Chemistry — Upper Division Courses: CHEM 351L, 404L, 405, 416, 499 (each)	\$35.00
College of Education Application Credential Fee	\$25.00
Computing Services Fee	\$30.00
Cross-Enrollment Fee	\$10.00
Dishonored Checks & Credit Cards	\$20.00
Emergency Loan Fee	\$2.00
Emergency Loan Late Fee	\$40.00
Foreign Language Proficiency Test	\$49.50
Kinesiology 200, 201 (fee per class)	\$15.00
Kinesiology 305, 406 (fee per class)	\$25.00
Kinesiology 300	\$30.00
Kinesiology 302, 326 (fee per class)	\$35.00
Kinesiology 104	\$45.00
Late Registration Fee	\$25.00
Mass Media Course Fee: MASS 302	\$20.00
Mass Media Course Fee: MASS 457	\$5.00
Music Course Fee: MUSC 304, 402 (each)	\$10.00
Nursing TEAS Exam Fee (non-refundable)	\$50.00
Orientation Fee - Family member/guest (each)	\$20.00
Orientation Fee - First Year Students	\$70.00
Orientation Fee - Transfer student w/catalog	\$45.00
Orientation Fee - Overnight Program	\$140.00
Parking Fee - Auto per semester	\$293.00
Parking Fee - Motorcycle per semester	\$50.00
Parking Fee – Academic Year	\$557.00
Parking – Other (www.csusm.edu/parking)	Varies
Photo ID - New/Replacement	\$5.00
Photo ID - Temporary (ALCI, Open University)	\$2.00
Physics — Lower Division Courses: PHYS 201, 202, 203, 205, 206 (each)	\$25.00
Physics — Upper Division Courses: PHYS 301, 402 (each)	\$30.00
Psychology Course Fee: PSYC 402	\$15.00
Student Laptop Computer Security Repair Fee	\$30.00
Teaching Credential Application- Payable to State of California	\$40.00
Teacher Performance Assessment	\$85.00
Theatre Arts Courses: TA 305, 489 (each)	\$20.00
Thesis Binding Fee	\$65.00
Transcript Waiver Evaluation Fee	\$25.00
Visual Arts Course Fee: VSAR 110, 130,131,301,303, 304, 305, 306, 309, 406, 440 (each)	\$20.00

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

Refund of Mandatory Fees, Including Nonresident Tuition

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

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

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

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

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

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

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

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

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

Student Conduct

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

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

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

Nondiscrimination Policy

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

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

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

Disability

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

Sex/Gender

The California State University does not discriminate on the basis of sex, gender or sexual orientation in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972 and certain other federal and state laws prohibit discrimination on these

bases in education programs and activities operated by California State University San Marcos. Such programs and activities include admission of students and employment.

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

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

Fee Waivers

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

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

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

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

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

Determination of Residence for Nonresident Tuition Purposes

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

(Replace the information appearing in the 2010-12 Catalog, page 31, 8th paragraph, with the following information:

Semester Term Campuses

Fall	September 20
Spring	January 25
Spring	January 25

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

Fall	September 20
Spring	January 5
Summer	June 1

Withdrawal Policy

[Policy changed to include credential and graduate students]

I. Withdrawal from Courses

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

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

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

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

- Grade anticipated in class is not sufficiently high, or student is doing failing work.
 - Failure to attend class, complete assignments, or take a test.
 - Dissatisfaction with course material, instructional method, or instructor.
 - Class is harder than expected.
 - Pressure of other classes, participation in social activities, or simple lack of motivation.
 - A change of major.
2. *Documentation.* All requests for withdrawals after the 19th day of the semester must be for verifiable reasons and require appropriate documentation.

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

1. Withdrawals from classes or the university after the twelfth week of instruction will be considered only for accident or serious physical or mental illness, or serious personal or family problems where the cause of withdrawal is due to circumstances clearly beyond the student's control and the assignment of an incomplete grade is not practicable. In addition, extenuating circumstances must be shown to have prevented withdrawal in a more timely fashion. Students may

not request a late withdrawal for poor academic performance. Lack of awareness of the withdrawal procedures is not an extenuating circumstance.

2. Requests for permission to withdraw after the twelfth week of instruction shall be handled and filed as indicated in the section for withdrawals after the 19th day of the semester and prior to the end of the twelfth week of instruction, except that such requests must also be approved by the academic administrator appointed by the president. Permission to withdraw during this time from graduate or credential courses shall be granted only with the approval of the appropriate graduate or credential program coordinator and the Dean of Graduate Studies (or designee). Such withdrawals will not count against the 18 units maximum allowable to withdraw.

II. Withdrawals for Extenuating Circumstances

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

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

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

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

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

C. *Withdrawal Procedures for Students Mobilized for Active Military Duty.* Students called for active military duty may withdraw from courses throughout the term without restriction or penalty with the appropriate documentation. For clarification of Veterans Administration policies on withdrawals, incompletes, course repeats,

etc., please contact the veterans' representative located in the Office of Registration and Records.

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

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

The total support cost per full-time equivalent student (FTES) includes the expenditures for current operations, including payments made to students in the form of financial aid, and all fully reimbursed programs contained in state appropriations. The average support cost is determined by dividing the total cost by the number of FTES. The total CSU 2010-11 budget amounts were \$2,617,435,000 from state General Fund appropriations (not including capital outlay funding), \$1,244,603,000 from net basic tuition fee revenue, and \$320,211,000 from other fee revenues and reimbursements for a total of \$4,182,249,000. The number of projected 2010-11 FTES is 339,873 resident and 14,509 non-resident students. FTES is determined by dividing the total academic student load by 15 units per term (the figure used here to define a full-time student's academic load).

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

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

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

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

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

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

SPECIAL ACADEMIC OPPORTUNITIES

The California State University International Programs

(Replace information appearing in the 2010-12 Catalog, page 65, second column, third paragraph.)

Australia	Griffith University, Macquarie University, Queensland University of Technology, University of Queensland, University of Western Sydney, Victoria University
Canada	Concordia University (Montréal), McGill University (Montréal), Université Laval (Québec City)
Chile	Pontificia Universidad Católica de Chile (Santiago)
China	Peking University (Beijing), Shanghai Jiao Tong University (Shanghai)
Denmark	Danish Institute for Study Abroad (international education affiliate of the University of Copenhagen)
France	Institut Catholique de Paris, Université de Provence (Aix-en-Provence), Universités de Paris I, III, IV, VI, VII, VIII, X, XI, XII, XIII, Université Paris-Est Marne-la-Vallée, Université d'Evry Val d'Essonne, and Université de Versailles Saint-Quentin-en-Yvelines.
Germany	University of Tübingen and a number of institutions of higher education in the Federal state of Baden-Württemberg
Ghana	University of Ghana, Legon
Israel	Tel Aviv University, The Hebrew University of Jerusalem, University of Haifa
Italy	CSU Study Center (Florence), Università degli Studi di Firenze, Accademia di Belle Arti Firenze
Japan	Waseda University (Tokyo)
Korea	Yonsei University (Seoul)
Mexico	Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro
New Zealand	Lincoln University (Christchurch), Massey University (Palmerston North)

South Africa	Nelson Mandela Metropolitan University, Port Elizabeth
Spain	Universidad Complutense de Madrid, Universidad de Granada
Sweden	Uppsala University
Taiwan	National Taiwan University (Taipei), National Tsing Hua University (Hsinchu)
United Kingdom	Bradford University, Bristol University, Hull University, Kingston University, Swansea University

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

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

Graduate and Post-Baccalaureate Application Procedures

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

All graduate and post-baccalaureate applicants (e.g., Ed.D., joint Ph.D. applicants, master's degree applicants, those seeking educational credentials or certificates, and where permitted, holders of baccalaureate degrees interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and post-baccalaureate admission materials at www.csumentor.edu.

Graduate and Post-baccalaureate Admission Requirements

(Replace the information appearing in the 2010-12 Catalog, page 108)

Graduate and post-baccalaureate applicants may apply for a degree objective, a credential or certificate objective, or where approved, may have no program objective. Depending on the objective, the CSU will consider an application for admission as follows:

- **General Requirements** — The minimum requirements for admission to graduate and post baccalaureate studies at a California State University campus are in accordance with university regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations.

- Specifically, a student shall at the time of enrollment: (1) have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or shall have completed equivalent academic preparation as determined by appropriate campus authorities; (2) be in good academic standing at the last college or university attended; (3) have earned a grade point average of at least 2.5 (A=4.0) on the last degree completed by the candidate or have attained a grade point average of at least 2.5 in the last 60 semester (90 quarter) units attempted; and (4) satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe. In unusual circumstances, a campus may make exceptions to these criteria.

Admission to the Department or Program

The applications of students meeting University requirements for admission and desiring admission to a master's program must also be reviewed in the appropriate department, to determine whether the student meets requirements for admission to its particular program. All programs may require a separate application in addition to the university application. Students who meet both departmental/program and university requirements for a master's program will be admitted as either Graduate Conditionally Classified or Graduate Classified. Students seeking a teaching credential who meet both college and university requirements will be admitted as Classified Post-baccalaureate.

- Students who meet the minimum requirements for graduate and post-baccalaureate studies may be considered for admission in one of the four following categories:
 - Graduate Classified – To pursue a graduate degree, applicants are required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or
 - Graduate Conditionally Classified – Applicants may be admitted to a graduate degree program in this category if, in the opinion of appropriate campus authority, deficiencies may be remedied by additional preparation; or
 - Post-Baccalaureate Classified, e.g. admission to an education credential program – Persons wishing to enroll in a credential or certificate program, will be required to satisfy additional professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or
 - Post-Baccalaureate Unclassified – To enroll in undergraduate courses as preparation for advanced degree programs or to enroll in graduate courses for professional or personal growth, applicants must be admitted as post-baccalaureate unclassified students. By meeting the general requirements, applicants are eligible for admission as post-baccalaureate unclassified students. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any graduate degree or credential program (Most CSU campuses do not offer admission to unclassified post-baccalaureate students).

ADDITIONS, CHANGES, AND CORRECTIONS TO COURSE DESCRIPTIONS

ACCT 308 (4)

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

Accounting Information and Systems

ANTH 391 (3)

[New course]

Anthropological Theory

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

BIO 216 (3)

[New Course]

Biostatistics for the Health Sciences

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

BIOL 370 (3)

[Change in unit value]

Plant Physiology

BIOL 370L (1)

[New Course]

Plant Physiology Lab

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

BIOL 383 (3)

[New Course]

Tropical Ecology

A survey of the unmanaged and managed tropical terrestrial ecosystem and the biotic (living) and abiotic (non-living) factors that affect tropical ecosystem structure and function.

Emphasis will be on the community dynamics and biogeochemical cycling of tropical ecosystems, and how these processes are affected by land-use and land-cover change. *This course will be taught together with BIOL 683 by the same instructor. Enrollment Requirement: BIOL 210, 211, and 212.*

BIOL 390 (3)

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

Terrestrial Plant Ecology

BIOL 452 (3)

[New Course]

Medical Genetics

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

BIOL 683 (3)

[New Course]

Tropical Ecology

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

BIOL 690 (3)

[New Course]

Terrestrial Plant Ecology

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

BIOT 498 (12)

[New Course]

Stem-Cell Internship

A laboratory experience in which students follow a plan developed with the internship supervisor that is regularly evaluated by the course instructor. Internship plans include specialized goals unique to the host laboratory. A final written report is required.

Participation in a weekly one-hour seminar at CSUSM is required. May be repeated three (3) times. Enrollment Requirements: BIOL 210 and 211. Also, an independent research contract form must be completed and signed prior to enrollment.

CHEM 150 (4)

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

General Chemistry**CHEM 341 (3)**

[Change in title]

General Biochemistry**CHEM 416 (5)**

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

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

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

CS 105 (3)

[New Course]

Media-Propelled Computational Thinking

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

CS 306 (3)

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

Introduction to Computer Animation

CS 307 (3)

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

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

[Added corequisite: Co/Prerequisite: PHYS 301]

Computer Architecture**CS 643 (3)**

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

Advanced Database Management Systems**DNCE 390 (3)**

[Change in title and course description]

Choreography Workshop & Production

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

ECON 444 (3)

[New Course]

International Economics: Labor

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

EDEX 637 (3)

[New Course]

Technology and Communication for Special Populations: Autism Spectrum Disorder Emphasis

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

EDMX 570 (6)

[New Course]

Education Specialist - Clinical Practice in Elementary and Special Settings

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

EDMX 573 (6)

[New Course]

Education Specialist - Clinical Practice: Moderate/Severe Disabilities

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

EDMX 575 (2)

[New Course]

Education Specialist – Transition Development Plan Seminar

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

EDMX 622 (4)

[Change in unit value]

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

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

Education Specialist - Curriculum and Instruction: Moderate/Severe Disabilities

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

EDSL 651 (2)

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

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

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

Technology Tools for Teaching and Learning - Part A

EDUC 422B (1)

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

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

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

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

[New Course]

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

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

EDUC 631 (3)

[New Course]

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

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

EDUC 632A (2)

[New Course]

International Baccalaureate Field Study: From Theory to Practice

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

EDUC 632B (2)

[New Course]

International Baccalaureate Field Study: From Assessment to Action

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

EDUC 633 (3)

[New Course]

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

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

EDUC 634 (3)

[New Course]

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

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

EDUC 653 (3)

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

Biliteracy Education I: Contexts for Learning

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

EDUC 654 (3)

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

Biliteracy Education II: Methodology and Cultural Contexts

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

EDUC 655 (2)

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

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

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

ENTR 320 (4)

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

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

[Change in course number (Formerly ENTR 320), description and delete prerequisite]

New Venture Marketing

Preparation and presentation of a marketing plan for a new company, product, or service. Plan development involves gathering consumer, industry, and competitive information, and obtaining feedback from other students in the class who will act as an advisory board.
Prerequisites: MKTG 302 or 305 with a grade of C (2.0) or better.

ENTR 421 (2)

[Change in course number (ENTR 320), description and delete prerequisite]

New Venture Management

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

ENTR 422 (2)

[Change in number (ENTR 320), course description and delete prerequisite]

New Venture Finance

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

ENVS 100 (3)

[New Course]

Introduction to Environmental Studies

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

ENVS 105 (3)

[New Course]

Introduction to Biology/Ecology

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

ENVS 200 (3)

[New Course]

Geomorphic Processes

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

ENVS 210 (3)

[New Course]

Research Methods: Introduction to Geographic Information Systems (GIS)

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

ENVS 310 (3)

[New Course]

Environmental Impact Analysis

Introduces methods for analyzing and quantifying human impacts on the environment. Theoretical and applied aspects of environmental impact assessment are covered, with particular focus on preparation processes of environmental impact reports (EIRs) and statements (EISs) mandated by state and federal statutes. California planning statutes are studied, as well as the political processes surrounding land-use decisions. Introduces such areas as cost-benefit analysis, EIR/EIS review processes, and litigation and mediation of EIRs. *Enrollment Requirement: ENVS 100.*

ENVS 320 (3)

[New Course]

Environmental and Land-Use Design

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

ENVS 490 (3)

[New Course]

Capstone in Environmental Studies

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

FIN 302 (2)

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

Foundations of Finance**FIN 304 (4)**

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

Introduction to Corporate Finance

GEOG 341 (3)

[New Course]

Nature and Society in California

Has California influenced people or have people changed California? A review of the historical context within which Spanish, Mexican, European, and Asian settlers arrived in California including consideration of the state's physical geography, the evolution of nature-society relationships, related myths, social relations, economic trajectories, political currents, and cultural dynamics. Through readings and film, discussion and lecture, students pursue classic themes in geography such as natural resource exploitation, regional development, and urban-rural relations. *May not be taken for credit by students who have received credit for ID 370-1.*

GEOG 365 (3)

[New Course]

Globalization and Trade

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

GEOG 460 (3)

[New Course]

Food Systems and Emerging Markets

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

GRAD 699_EX (0)

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

Graduate Standing Continuation**GRMN 380 (3)**

[New Course]

German Culture Through Film

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

HD 170 (1-3)

[New Course]

Topics in Human Development

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

HD 300 (3)

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

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

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

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

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

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

[New Course]

Advanced Topics in Human Development

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

HD 490 (3)

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

Human Development in Perspective

HD 497 (3)

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

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

[Change in number (formerly HIST 201)]

World Civilizations to 1500**HIST 102 (3)**

[Change in number (formerly HIST 202)]

World Civilizations to Present**HIST 342 (3)**

[New Course]

History of Sports in the United States

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

ID 350 (1-3)

[Change in unit value]

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

[Change in unit value]

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

[Change in unit value]

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

[Change in unit value]

Topics in Interdisciplinary Perspectives in the Sciences**KINE 305 (3)**

[Change in title]

Movement Anatomy

KINE 400 (3)

[Change to course description and prerequisites]

Movement Theory and Practice of Elementary Physical Education for Children

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

KINE 401 (3)

[Change to course description and prerequisites]

Principles, Organization and Management of Secondary School Physical Education

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

KINE 402 (3)

[Change to course description and prerequisites]

Applied Theory of Teaching Team, Individual, and Dual Sports

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

MATH 10 (3)

[New Course]

Pre-Algebra

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

MATH 20 (3)

[New Course]

Beginning Algebra

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

MATH 30 (3)

[New Course]

Entry Level Mathematics

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

MATH 30C (3)

[New Course]

Computer Aided Entry Level Math

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

MATH 100 (3)

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

Mathematical Ideas

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

MATH 448 (3)

[New Course]

Mathematical Models and Methods in Biology

Introduces mathematical models in Biology and their analysis. Both one dimensional models, including the Malthusian Model and the logistic model, and multi-dimensional models, including, structured population models and predator-prey models are studied, as are matrix models for base substitution in DNA, phylogenetic trees, and sequence alignment. Mathematical concepts and methods to formulate and analyze these models include limits, derivatives, matrix algebra, eigenvectors, probability theory, and dynamic programming. Software is used to simulate models and visualize the numerical results. *Enrollment Requirement: MATH 160 with a grade of C (2.0) or better.*

MGMT 302 (2)

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

Foundations of Management

MGMT 305 (4)

[Removed MGMT 302 from equivalency statement from course description]

Organizational Behavior

MGMT 470 (2)

[New Course]

Strategic Management of Technological Innovation

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

MIS 302 (2)

Foundations of Management Information Systems

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

MIS 304 (4)

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

Principles of Management Information Systems

MIS 411 (4)

[Change to prerequisites: Removed consent of instructor]

Database Management

MIS 425 (4)

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

Business Systems Development

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

MIS 430 (4)

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

Wireless Communications for Business

MKTG 302 (2)

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

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

[Removed MKTG 302 from equivalency statement from course description]

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

[New Course]

Topics in Music

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

MUSC 380 (3)

[New Course]

Topics in Music

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

NURS 233 (2)

[Correction of course title]

Nursing Care of Children Laboratory**OM 302 (2)**

[Removed HTM 302 from equivalency statement from course description]

Foundations of Operations Management**PE 200 (1)**

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

Intercollegiate Athletics**PHYS 301 (4)**

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

PHYS 490 (1-3)

[Change to variable units and removed enrollment requirement]

Topics Seminar**PSCI 415 (3)**

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

State Politics

PSCI 422 (3)

[New Course]

Media and Politics

Analyzes role of news media in the political system and assesses the manner in which Americans' political beliefs, choices and actions are influenced by mass media presentations. Examines how news organizations interact with officials, organized groups, and the public to assess media influence on elections, policy making, and politics in general. *May not be taken for credit by students who have received credit for PSCI 419-1. Enrollment Requirement: Completion of the Lower-Division General Education requirement in U.S. Constitution (Dc). (USGP).*

PSCI 463 (3)

[New Course]

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

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

PSYC 353 (3)

[Change in title]

Psychology in the Workplace: Industrial/Organizational Psychology**PSYC 392 (3)**

[Change in prerequisite: PSYC 360]

Laboratory in Sensation and Perception**PSYC 396 (3)**

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

Laboratory in Social Psychology**PSYC 560 (3)**

[New Course]

Selected Topics in Psychology

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

SOC 448 (2)

[New Course]

Racial Profiling

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

SOC 675 (4)

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

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

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

Independent Thesis Research.**SPAN 500 (3)**

[New Course]

History of Latin America Literature

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

SPAN 695 (3)

[Change in title and course description]

Teaching Methodology of Spanish at the University Level

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

TA 305 (3)

[Correction to unit value]

Design and Production for Theatre**TA 489 (4)**

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

Production and Performance

TA 489S (4)

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

Theater Production in Spanish**VPA 380 (1-3)**

[Change in unit value]

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

[New Course]

Digital Arts and the Environment

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

VSAR 319 (3)

[New Course]

Video Installation Art

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

VSAR 330 (3)

[New Course]

Art and Science: Historical and Contemporary Practice

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

VSAR 331 (3)

[New Course]

Art, Science and Technology

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

VSAR 402 (3)

[New Course]

Imaginary Worlds: Video Compositing

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

WMST 321 (3)

[Change in unit value]

Feminist Pedagogies in Practice