# Course Change Proposal

**Form A**

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Health and Human Services</td>
<td>Division of Nursing</td>
<td>February 22, 2011</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair:</th>
<th>Submitted by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New X Change Deletion</td>
<td>Carolyn Goetze</td>
<td>Ann Stoltz</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>For Catalog Copy:</th>
<th>CCE (Extension):</th>
<th>Semester Effective:</th>
</tr>
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<tbody>
<tr>
<td>Yes No X</td>
<td>Yes X No</td>
<td>Yes X No</td>
<td>Summer 2011</td>
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<td></td>
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<td>Fall Spring, 2011</td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number): NA

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

Yes No X

**Change from:** New Course

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 103</td>
<td>Nursing Care of the Childbearing Family Theory</td>
<td>3</td>
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**Change to:**

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**JUSTIFICATION:**

The current approved NURS 137 course includes both theory and clinical components. To accommodate the new Accelerated Second Baccalaureate Nursing Program Collaborative, it is necessary to split the one course into two courses: one being theory (NURS 103) and one clinical (NURS 104).

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)

Applies theories from the physical, behavioral and social sciences to the health care consumer (HCC) / family, groups during the reproductive years. Focus is on the HCC/family/groups' potential to adapt to the normal outcome of pregnancy and its predictable versus unpredictable health alterations. Graded/3 units//lecture/3 hours

Prerequisites: NURS 101, NURS 102, NURS 18, NURS 117, NURS 150 or instructor permission

Corequisite: NURS 104, NURS 105

Note: NURS 137 remain unchanged in the catalog

**Prerequisite:**

Enforced at Registration: Yes X No NURS 101, NURS 102, NURS 18, NURS 117, NURS 150, or instructor permission

Corequisite: NURS 104

Enforced at Registration: Yes X No NURS 104, NURS 105

**Graded:** Letter X Credit/No Credit

**Instructor Approval Required? Yes No X**

**Course Classification (e.g., lecture, lab, seminar, discussion); Lecture C-02**

Title for CMS (not more than 30 characters)

NursCareChildbearingFamTheory

**Cross Listed?**

Yes No X

If yes, do they meet together and fulfill the same requirement, and what is the other course.
How Many Times Can This Course be Taken for Credit? __1__

Can the course be taken for Credit more than once during the same term? Yes ___ No ___

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
See the example at http://www.csus.edu/acaf/example.htm

Students will be able to:

1. Synthesize didactic content and current research and integrate into care of the childbearing family.
2. Utilize the nursing process to diagnose and develop solutions to simple and complex health care problems experienced by perinatal families in both predictable and non predictable situations.
3. Demonstrate leadership skills in the coordination of health care for maternal-newborn families.
4. Demonstrate effective inter and intra personal communication in all professional settings.
5. Exhibits standards of academic honesty and professional practice, consistent with the University, Division of Nursing and ANA Code of Ethics.
6. Demonstrate health care advocacy on behalf of the emerging perinatal family in predictable and non predictable situations.
7. Integrate knowledge of health promotion and disease prevention with an understanding of the personal and cultural beliefs,
   values, and attitudes that influence the health outcomes of individuals and families during the childbearing cycle.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above

In NURS 103 a possible 100 points can be earned for the course. The breakdown of each exam, the research critiques, and the weekly chapter on line questions is as follows:

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<tr>
<td>ATI OB – first testing</td>
<td>20%</td>
<td>20</td>
</tr>
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For whom is this course being developed?

- Majors in the Dept ___
- Majors of other Depts ___
- Minors in the Dept ___
- General Education ___
- Other ___

If yes, identify program(s): Bachelor of Science in Nursing

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No ___

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). None ___

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Accessibility: Following course approval, and prior to the start of the semester in which the new or revised course will be taught for the first time, an accessibility checklist [available at http://www.csus.edu/accessibility/checklist.html] shall be completed and submitted to the appropriate Dean's office. An accessible syllabus shall also be made available online, preferably prior to the start of that semester's open registration period.
**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
<thead>
<tr>
<th>Signatures</th>
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<tbody>
<tr>
<td>Department Chair:</td>
<td>3/10/11</td>
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<tr>
<td>College Dean or Associate Dean:</td>
<td>3-16-11</td>
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<td>CPSP (for school personnel courses ONLY)</td>
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<tr>
<td>Associate Vice President</td>
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<td>and Dean for Academic Programs</td>
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</table>

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean’s office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

5/20/2010
California State University, Sacramento  
College of Health and Human Services  
Division of Nursing  
NURS 103 Nursing Care of the Childbearing Family Theory

Theory Faculty:  
Dr. Brenda Hanson-Smith, Faculty of Record  
hansonb@csus.edu  
Office: El Dorado Hall  Room 1026  
Phone: 916-278-7334  Fax:916-278-6311  
Office Hours by appointment

Professor Roxanne Ferguson  
rferguson@csus.edu  
Office: El Dorado Hall  Room 1029  
Phone: 916-278-7264  Fax: 916-278-6311  
Office Hours by appointment

Class Time & Location:  
NURS 103 Lecture/Discussion:  
Friday:

Website:  
www.csus.edu  
Go to SacCT and log in to NURS 103 for course information

Prerequisites:  
NURS 101, NURS 102, NURS 18, NURS 117, NURS 150, or instructor permission

Corequisite:  
NURS 104, NURS 105

Dress Code:  
Students are expected to comply with the Dress Code in the Division of Nursing Student Handbook.

Required Text:  

Course Pre-requisites  
Reading assignments to be completed prior to the first day of classes will be posted on SacCT and will be assigned from the course textbook.

Course Description  
Applies theories from the physical, behavioral and social sciences to the health care consumer (HCC) / family, groups during the reproductive years. Focus is on the HCC/family/groups’ potential to adapt to the normal outcome of pregnancy and its predictable versus unpredictable health alterations. Graded/Lecture: 3 units
NURS 103

PROGRAM & COURSE OBJECTIVES

SO I: SYNTHESIZES THEORIES AND CONCEPTS FROM THE SCIENCES, THE ARTS, AND NURSING SCIENCE AND INTEGRATES THESE INTO NURSING PRACTICE.

Level II Analyzes theories and concepts from the sciences, the arts, and nursing and integrates these into nursing practice.

Course Objective: Synthesize didactic content, clinical experiences and current research and integrate into care of the childbearing family.

1.1 Interprets the normal physiological and anatomical adaptive responses occurring within the female and fetus/infant during pregnancy and after birth.

1.2 Provides rationale for adaptive responses to anatomical and physiological alterations and pathological conditions of the female and fetus/infant during the perinatal period.

1.3 Examines the relationship between the concept of preventative health and the concept of healthful reproduction through family planning.

1.4 Compares and contrasts the psychological developmental tasks of men and women during childbearing and parenting with the developmental tasks of adulthood, using the conceptual frameworks of Erickson and Rubin.

1.5 Applies knowledge of adaptive responses to pharmacological agents prescribed for women's health conditions in caring for the childbearing and childbearing patient.

1.6 Relates the basic needs of families throughout the childbearing and childrearing years' using family theory constructs.

SO II: UTILIZES THE NURSING PROCESS TO FACILITATE OPTIMAL HEALTH, INTEGRATING KNOWLEDGE AND SKILLS WITH INDIVIDUALS AND GROUPS ACROSS THE LIFESPAN AND IN A VARIETY OF SETTINGS.

Level II Utilizes the nursing process and clinical reasoning to diagnose and formulate alternative solutions to health problems across increasingly unpredictable and complex health care settings.

Course Objective: Utilize the nursing process to diagnose and develop solutions to simple and complex health care problems experienced by perinatal families in both predictable and non predictable situations.

2.1 Analyzes individual's families' and groups' needs on a health-illness continuum resulting from changes during the conceptual and intra-conceptual years in non predictable situations.
2.2 Compare and contrast the crisis of pregnancy and postpartum psycho-social mal-adaptation with normal conditions affecting changes in the reproductive years.

2.3 Interprets the impact of pregnancy, and the perinatal period on family members and their individual adaptive responses in unpredictable situations.

**SO III: SYNTHESIZES LEADERSHIP AND MANAGEMENT THEORIES AND PRINCIPLES OF QUALITY IMPROVEMENT IN THE DELIVERY OF SAFE AND EFFICIENT HEALTH CARE TO INDIVIDUALS, FAMILIES, GROUPS, AND COMMUNITIES.**

**Level II** Coordinates safe, efficient health care for individuals, families, and groups in increasingly complex situations and organizational structures.

**Course Objective:** Demonstrate leadership skills in the coordination of health care for maternal-newborn families.

3.1 Compares and contrasts professional attributes of positive and negative role models in the perinatal clinical setting to determine the impact on delivery of health care.

3.2 Applies the professional role of the nurse in promoting and maintaining optimal health care for health care consumers during the childbearing and post-childbearing years.

**SO IV: EMPLOYS EFFECTIVE INTER- AND INTRA PROFESSIONAL COMMUNICATION AND COLLABORATIVE STRATEGIES FOSTER AN OPTIMAL LEVEL OF HEALTH.**

**Level II** Demonstrates effective inter- and intraprofessional communication techniques with individuals, families, and groups as a collaborative member of the healthcare team to strengthen positive working relationships and patient-centered care.

**Course Objective:** Consistently demonstrates effective inter and intra personal communication in all professional settings.

4.1 Articulates the importance of effective communication techniques that strengthen patient care during the childbearing and post-childbearing years.

4.2 Participates actively in class discussions and small group activities.

4.3 Establishes and maintains a professional working relationship with instructors, staff, and peers.

4.4 Participates in student and/or patient care activities which embrace collegiality among peers and positively enhances the image of the nursing profession.
SO V: EXEMPLIFIES THE VALUES AND BELIEFS OF PROFESSIONAL NURSING AND ARTICULATES THE IMPORTANCE OF LIFELONG LEARNING.

Level II Exhibits and promotes professional and academic attitudes and behaviors consistent with the ANA Code of Ethics, professional nursing practice, and Division of Nursing and University policy.

Course Objective: Exhibits standards of academic honesty and professional practice, consistent with the University, Division of Nursing and ANA Code of Ethics.

5.1 Demonstrates respect for the dignity of the person, family and groups while providing quality nursing care.

5.2 Articulates own set of values, beliefs, and societal and cultural attitudes toward others as a health care professional.

5.3 Compares and contrasts self-belief, values and practices relating to human sexuality and reproduction with those of others.

5.4 Demonstrates objectivity in viewing events and situations, and expresses ideas without reacting in a highly personalized manner.

5.5 Discusses the legal/moral/ethical issues that impact nursing care for individuals, families, and groups seeking perinatal care and health care.

5.6 Participates in class discussion of legislative health issues relating to maternal-infant and women's health practice currently used.

5.7 Gives examples of attitudes and behaviors of self, peers and nurses providing care for perinatal and/or GYN health care consumers which are consistent and/or inconsistent with the ANA Code of Ethics and Standards of Practice.

SO VIII: INTEGRATES KNOWLEDGE OF HEALTHCARE POLICY, FINANCE, AND REGULATION TO INFORM AND INFLUENCE PROFESSIONAL NURSING PRACTICE AS AN ADVOCATE AND LEADER PROMOTING EQUITY AND QUALITY IN HEALTHCARE DELIVERY.

Level II Analyzes, evaluates, and examines the impact of healthcare policy, finance, and regulation on the professional nursing advocacy role.

Course Objective: Practices health care advocacy on behalf of the emerging perinatal family in predictable and non predictable situations.

8.1 Identifies situations that place the perinatal/GYN nurse in the health care consumer advocate role.

8.2 Identifies situations that increase the liability of the perinatal/GYN nurse.
SO IX: UTILIZES PRINCIPLES OF HEALTH PROMOTION AND DISEASE PREVENTION TO IMPROVE POPULATION HEALTH ACROSS THE LIFESPAN IN INDIVIDUALS, FAMILIES, GROUPS, AND COMMUNITIES.

Level II Integrates knowledge of health promotion and disease prevention with an understanding of the beliefs, values, and attitudes influencing health outcomes of individuals, families, and groups across the lifespan.

Course Objective: Integrates knowledge of health promotion and disease prevention with an understanding of the personal and cultural beliefs, values, and attitudes that influence the health outcomes of individuals and families during the childbearing cycle.

9.1 Analyzes the influence of cultural, ethnic, and religious patterning on the multiple roles evident in individuals, families, and groups.

9.2 Compares and contrasts influences of culture and ethnic origins on human sexuality and reproduction.

COURSE CONTENT OVERVIEW

Course content is concerned with the life cycle experience of reproduction and the learning of relevant nursing practice. A developmental approach to childbearing as it affects the mother, newborn, and family is used. Family theory is explored in depth as it relates to the family life cycle, with emphasis on family, system and structural-functional theories.

The course explores the nursing role in promoting healthful reproduction which includes factors of life that determine the quality of reproduction before, during and after conception and throughout the reproductive period. Emphasis is placed on the student's ability to formulate alternative solutions to health problems during the reproductive years.

Legal issues, ethical issues, leadership, stress, systems and change theories, role, grief and bereavement, caring, sexuality, cultural diversity, gerontology, substance abuse and family violence are discussed relative to OB/GYN practice. Research, societal issues and current health trends affecting women and infants are discussed as they relate to nursing practice.

Method of Instruction:

1. Theory/Discussion

Theory is presented in a lecture/discussion/case study format. The student is expected to read the assigned pages prior to class. The course focuses on developing a theoretical and conceptual framework for nursing management of the woman and family during the reproductive years. Application of the frameworks discussed will be applied to clinical situations.

Student participation and self learning are expected throughout the course.

Collegiality and peer support in learning is encouraged. The student nurse is preparing to be an independent and professional nurse. This requires active involvement in their learning including participation in classroom and other assigned activities.
3. **Online Component**

Suggested readings from the ATI text will be correlated with the weekly readings. Completing the questions will assist in your learning and improve testing scores.

**Course Requirements:**

Each student is held responsible for reading the course syllabus and knowing the requirements established for the course. Students must use the current syllabus for each semester as the content is revised. Contents of the syllabus are the property of the faculty and may not be reproduced without their permission.

Lectures synthesize important concepts, principles and processes, gleaned from the textbook and elaborates on critical concepts from the text and current research.

Student participation in case study analysis is expected and necessary to apply theories, concepts and principles in perinatal-women's health situations to the nursing process.

Selected audio-visual media are used to demonstrate certain concepts, principles, medical-nursing management strategies in perinatal and women's health situations.

Requirements for the theory portion of the course include:

- 4 online exams
- 2 research article critiques (presented during clinical conference)
- ATI exam for Maternal Nursing (a passing score in the Level 2 range is required)

**References:**

**Research Journals:**
When searching for journal articles for critique it is preferred that you use nursing journals first. Examples include: JOGNN, MCN, AJN, Birth and the Family, Image, Nursing Research, Pediatric Nursing, & Nurse Practitioner. Use non nursing journals only as a last resort.

**Citation Examples:**
Students are expected to use the APA format for all written critiques.

**On Line Resources:**

- The APA Website (http://www.apa.org/)
- Purdue University Online Writing Lab – OWL (http://owl.english.purdue.edu/)
- Sac State Library (http://library.csus.edu/)
- Sac State Research Guides (http://db.lib.csus.edu/guides/)

**Grading:**

The letter grade for the course will be assigned based upon test scores. To pass NURS 103 the student must achieve a cumulative average of 73% on Exams 2, 3, & 4.
All tests are objective, using multiple choice questions. The questions focus on responses to case studies. The case studies cover application of the nursing process using learned facts, concepts and principles of perinatal and women’s health situations as they relate to the HCC/family.

1. Exam 1 will be an on-line open book exam, to be completed outside of class at your home or at the computer lab on campus. It will have approximately 100 questions. Approximately 48 hours will be allotted to complete the exam. You will need to have computer access to SacCT to complete this test. There are no exceptions.
2. All other exams will have approximately 100 questions per exam.
3. Exams 2, 3, & 4 will be on line and will be accessed remotely. You will not meet in a classroom.
4. Dates for the exams are located in the course calendar.
5. To pass NURS 103 you will need to have at least a cumulative 73% or greater on exams 2, 3, & 4 at the end of the semester.
6. All students will take the ATI at the end of the semester. A passing score at Level 2 is required to pass NURS 103.
7. Students who are unable to take an exam at the scheduled time must make up the test within one week. You must inform the Faculty of Record (Dr. Hanson-Smith) when you are unable to take an exam. (A phone message will suffice if you are unable to speak with her in person). Arrangements will be made on a one by one basis for make up exams.

ATI EXAMINATIONS REQUIREMENTS:

During this semester you will be required to purchase the ATI (Assessment Technologies Institute) packet (available through the bookstore). This packet contains both study materials and self-assessment materials, which you will use throughout the semester. ATI materials are geared toward mastery of NCLEX-type questions that you may encounter on the examination for state RN licensure.

Passage of the ATI examination(s) with a score of at least level II is required for passage of NURS 103. There is one examination in this course. Examinations are nationally-normed. Examinations are taken as closed-book, proctored computer examinations. All students will take their exams concurrently in a computer lab, near the end of the semester.

The pharmacology exam, taken during OB-PEDS semester, is offered for purposes of self-assessment only and has no effect upon course passage.

First-attempt ATI examination passage will count as 20% of your final course grade. It is important that you strive to do well on this examination.

If the examination is not passed on the first attempt, there are several remediation non-proctored computer exams available in the ATI study package, and these should be utilized for practice before repeating the exam.

Another proctored computer version of the examination will be retaken two to three weeks later, if the exam is not passed on the first attempt. A third and final attempt will be available, a number of weeks later. Second-attempt and third-attempt passage of the ATI will result in no increase of the final grade. In addition, if the examination is not passed on the third attempt, course failure will result, and the entire course must be repeated.
Grade Distribution:

In NURS 103 a possible 100 points can be earned for the course. The breakdown of each exam, the research critiques, and the weekly chapter on line questions is as follows:

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Example of Grade Calculation:

Exam 1 99% = 99 x .15 = 14.85
Exam 2 85% = 85 x .22 = 18.7
Exam 3 88% = 88 x .22 = 19.36
Exam 4 93% = 93 x .21 = 19.53
ATI 85% = 85 x .20 = 17.00

Total = 89.44 = 89% for final course grade

Access Grades:

Students can access grades via the MyGrades tool in their SacCT course.

Make-Up Exams:

Students must take the exams at the scheduled times unless there is a compelling reason for not doing so. Should such an event occur the student must contact the Faculty of Record prior to the scheduled test time to be excused and make arrangements for a make-up date.

Late Work:

All clinical assignments are expected to be turned in on time unless otherwise specified by the clinical instructor. Repeated late assignments will effect your clinical evaluation.

Academic Honesty:

Students are expected to be familiar with the University’s Academic Honesty, Policy & Procedures. The policy on Academic Honesty and other information regarding student conduct can be accessed from the University Policy Manual (http://www.csus.edu/umanual/index.htm).

You should include information about the policy relevant to your course; for example, define what plagiarism is based on the University Policy Manual and the consequences for engaging in this particular behavior. For plagiarism specifically, you may want to include a link to the Library’s Plagiarism Website (http://library.csus.edu/content2.asp?gelID=353).

Plagiarism:

Plagiarism is a violation of University policy and academic ethical standards. Plagiarism includes cheating on a test, copying another student’s written work, or using published written work or
NURS 103

Internet sources without appropriate quotes or references. Please refer to the Student Handbook for a complete description. A plagiarism offense will result in failure of NURS 103, and will be reported to the University Academic Affairs office for inclusion on your academic record. For additional information on potential consequences consult California Administrative Code Sections 41301-41304 of Title 5 Article 1.1.

Reasonable Accommodation Policy

If you have a disability and require accommodations, you need to provide disability documentation to Services for Students with Disabilities (SSWD). For more information please visit the SSWD website (http://www.csus.edu/sswd/). They are located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Please discuss your accommodation needs with the Faculty of Record prior to the start of classes or during the first week of classes.

University Resources:

Sac State Library:
As a Sac State student you have access to the various resources offered by the library such as book checkout, study areas, computer labs, online tutorials, research databases, etc. To learn more about available resources visit the Sac State Library website (http://library.csus.edu/).

Student Computing Labs:
Students can use any of the IRT managed student computer labs on campus. Visit the University Labs website (http://www.csus.edu/ucss/labs/generalinfo/about.stm) for information about locations, hours, and resources available.

SacCT:
SacCT is the course management system used on the Sac State campus for online courses or for courses that have some component online. To access a course on SacCT, you must login from the SacCT Login Page (https://online.csus.edu).

To learn more about SacCT visit the Student Resources webpage (http://www.csus.edu/webct/student/) where you can view online Tutorials, FAQ's and other help resources.

Writing Center: http://www.cusu.edu/engl

Testing Center: http://www.csus.edu/testing