

MONTEREY BAY



CALIFORNIA STATE UNIVERSITY

1999 ■ 2000 CATALOG

On the Cover

The art for the front cover of this university catalog was created using a technique called photomosaic. The process started with a digitized picture of a sea otter, CSUMB's mascot, peering out from the waters of the Monterey Bay. Next, 740 photos of CSUMB community members and activities were digitized then matched for color and contrast before being overlaid onto the otter in the water. The resulting composite mosaic, which took approximately 120 total hours of graphic design work to create, was first used on the cover of the *CSUMB 1998-1999 Catalog*. It was then reused on the cover of the inaugural issue of the annual campus magazine, *CSUMB Connections 1998*. In both cases, the water color appeared bright medium blue. This time around, the picture has been digitally manipulated to change the ocean color to a deep blue. This electronic change reflects natural variations in water appearance that occur regularly in the Monterey Bay.

Though no consensus has been reached on the exact factors that determine ocean color, scientists generally agree that light, dissolved solids, microscopic sealife, and water temperature all play a part. A reasonable explanation of ocean color variation includes the following: Salt water by itself absorbs all the colors in the light spectrum except blue, which makes that the predominant color of the ocean. The amount of ambient sunlight determines the shade of blue, ranging from dull grayish-blue in overcast conditions to bright blue on sunny days. Free-floating photosynthetic organisms called phytoplankton, which contain chlorophyll, add another color to the mix as they reflect green light. Because phytoplankton increase dramatically as water temperature rises a couple of degrees, summer and fall water color tends to take on blue-green tinges. Suspended inorganic particulates in the water further affect the color. This is reflected in the fact that many of the possible dissolved solids such as cobalt and topaz have come to represent shades of ocean blue.

Science aside, from vantage points on the CSUMB campus, the waters of the Monterey Bay often appear medium blue (like last year's catalog cover) on a sunny day then slowly become deeper blue (like this year's cover color) as the sun sinks lower in the sky.

The inside of the front cover reproduces a painting found on one of the boarded up windows of an old, unconverted Fort Ord building. When the university first opened, students in the Visual and Public Art program, under the direction of Institute director Amalia Mesa-Bains, created these plywood paintings to dress up drab yellow Army buildings until repainted with the bright colors that signify conversion to cutting-edge CSUMB interiors. These window paintings cover subjects ranging from military figures to artists to otters.

The back cover photo, shot from the third floor of a residence hall building, displays CSUMB's main campus quad with the bright blue Pacific Ocean waters of the Monterey Bay in the background.

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- Editor Sean Madden
- Art Director and Graphic Designer Steve Zmak
- Photography CSUMB Students, Faculty, and Staff
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- CSUMB University Bookstore Building 29

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California State University, Monterey Bay (CSUMB) is envisioned as a comprehensive state university which values service through high-quality education. The campus will be distinctive in serving the diverse people of California, especially the working class and historically under-educated and low-income populations. It will feature an enriched living and learning environment and year-round operation. The identity of the university will be framed by substantive commitment to a multilingual, multicultural, intellectual community distinguished by partnerships with existing institutions, both public and private, and by cooperative agreements which enable students, faculty, and staff to cross institutional boundaries for innovative instruction, broadly defined scholarly and creative activity, and coordinated community service.

The university will invest in preparation for the future through integrated and experimental use of technologies as resources to people, catalysts for learning, and providers of increased access and enriched quality learning. The curricula of CSUMB will be student and society-centered and of sufficient breadth and depth to meet statewide and regional needs, specifically those involving both inner-city and isolated rural populations (Monterey, Santa Cruz, and San Benito). The programs of instruction will strive for distinction, building on regional assets in developing specialty clusters in such areas as the sciences (marine, atmospheric, and environmental); visual and performing arts and related humanities; language, culture, and international studies; education; business; studies of human behavior, information, and communication, within broad curricular areas; and professional study.

The university will develop a culture of innovation in its overall conceptual design and organization, and will utilize new and varied pedagogical and instructional approaches including distance learning. Institutional programs will value and cultivate creative and productive talents of students, faculty, and staff, and seek ways to contribute to the economy of the state, the well-being of our communities, and the quality of life and development of its students, faculty, and service areas.

The education programs at CSUMB will:

- Integrate the sciences and the arts and humanities, liberal studies and professional training;
- Integrate modern learning technology and pedagogy to create liberal education adequate for the contemporary world;
- Integrate work and learning, service and reflection;
- Recognize the importance of global interdependence;
- Invest in languages and cross-cultural competence; and
- Emphasize those topics most central to the local area's economy and accessible residential learning environment.

The university will provide a new model of organizing, managing, and financing higher education:

- The university will be integrated with other institutions, essentially collaborative in its orientation, and active in seeking partnerships across institutional boundaries. It will develop and implement various arrangements for sharing courses, curriculum, faculty, students, and facilities with other institutions.
- The organizational structure of the university will reflect a belief in the importance of each administrative staff and faculty member, working to integrate the university community across "staff" and "faculty" lines.
- The financial aid system will emphasize a fundamental commitment to equity and access.
- The budget and financial systems, including student fees, will provide for efficient and effective operation of the university.
- University governance will be exercised with a substantial amount of autonomy and independence within a very broad CSU systemwide policy context.
- Accountability will emphasize careful evaluation and assessment of results and student learning goals.

Our vision of the goals of California State University, Monterey Bay includes a model, pluralistic, academic community where all learn and teach one another in an atmosphere of mutual respect and pursuit of excellence; a faculty and staff motivated to excel in their respective fields as well as to contribute to the broadly defined university environment. Our graduates will have an understanding of interdependence and global competence, distinctive technical and educational skills, the experience and abilities to contribute to California's high-quality workforce, the critical thinking abilities to be productive citizens, and the social responsibility and skills to be community builders. CSUMB will dynamically link the past, present, and future by responding to historical and changing conditions, experimenting with strategies which increase access, improving quality, and lowering costs through education in a distinctive CSU environment. University students and personnel will attempt analytically and creatively to meet critical state and regional needs and to provide California with responsible and creative leadership for the global 21st century.

September 27, 1994

Making Contact at CSUMB

Throughout this catalog you will find contact information listed for specific campus entities. To the benefit of the general public, the listings include building numbers, office hours, direct dial information and fax numbers, email addresses, and Websites. As an added benefit for members of the campus community who have access to the FirstClass email system, FirstClass Conferences are also listed. These FirstClass Conferences serve as folders where electronic messages may be posted and read.

Mailing Address

All mail should be addressed to an individual or office followed by the general campus address listed here. When known, the building number for the individual or office may be inserted as an additional line between the name and the address.

- 100 Campus Center
Seaside, CA 93955-8001

Email Addresses

As a general rule, if the first and last names of an individual member of the campus community are known, the person's email address can be determined. Those using FirstClass on campus may start by typing a person's first or last name then hitting "enter." The person's complete email address will either automatically be entered or a list of possible names will popup so that a choice can be made.

When addressing email from off campus, more accuracy is required; a complete email address must be entered. Toward this end, it is helpful to know that most CSUMB email addresses for individuals are created by linking the first and last name with an underscore followed by @monterey.edu (the campus Internet domain). Office email addresses are more difficult to determine. Some follow the same approach as for individuals. Others use acronyms followed by @monterey.edu. Specific email addresses for various offices and programs are listed throughout this catalog. General email inquiries may be sent to the Student Information Center:

- student_info_center@monterey.edu

Telephone Numbers

In 1998, the area code for CSUMB changed to 831 (from 408). The telephone exchange prefix is 582. Each phone on campus may be reached by dialing its four-digit extension number from another phone on campus. Each phone may also be directly dialed from within the 831 area code by dialing the 582 prefix followed by the extension. Those calling from outside of the area may directly dial a number by combining the area code, prefix, and extension (831-582-####).

The general CSUMB number to call for student-related information is:

- 831-582-3518

The general CSUMB number to call for other information is:

- 831-582-3330

Website

CSUMB maintains a comprehensive official Web domain (www.monterey.edu). Details may be found in the Information and Technology Resources chapter of this catalog. The CSUMB homepage is:

- <http://www.csumb.edu>

Dr. Peter Smith, President

Peter Smith



From the President

Since first opening our doors to students in the fall of 1995, CSUMB has targeted a goal of adding something extra to college education. Guided by the wisdom of the best educational research that told us what does and does not work, unlimited by traditions because our university was founded in the 1990s, and committed to a Vision Statement written by members of our surrounding communities and the founding faculty and administrators, we have built CSUMB to provide the something extra needed for success in the 21st century.

The extras at CSUMB include:

- Leading-edge technology—every student has an email account and network access to take full advantage of today's technology, and each develops technological literacy to assure the ability to take full advantage of the tools of the next century
- Global perspective—in recognition of the fact that the world is growing ever closer, all fields of study are looked at through an expanded lens and all students learn a second language
- Diversity and multiculturalism—at CSUMB differences of self and culture are warmly welcomed as assets that expand learning opportunities for everyone
- Interconnection of traditional fields of study—we have replaced the mono-focused majors that met the needs of slow-changing times gone by with dynamic multiple-focus degree programs that equip students with the tools to constantly interconnect and adapt information and abilities as demanded by the head-spinning changes of a world entering the new millennium
- Demonstration of learning—at CSUMB instead of dictating a predetermined path of coursework that students must adhere to in order to get a degree, we give them the freedom and guidance to design their own learning plans that may include courses, practical activities, and past experiences, and we ask them to demonstrate their cumulative learning through a Capstone project before they graduate
- Commitment to service and community—our university, where every student is required to participate in two Service Learning experiences, is the model for other institutions as they come to recognize what CSUMB has known from its outset: that preparing responsible citizens includes commitment to service and involvement in community, and that powerful learning takes place when that occurs

To support our students in their educational pursuits, we constantly look for new opportunities to add something extra to our campus—new classrooms and labs, expanded course offerings, better student services, and more exciting activities.

Just this past year, we added our World Theater and University Center to the list of ultra-modern facilities that make up our campus. All of the CSUMB buildings are surrounded by a growing landscape of native plants and indigenous trees.

We have broadened our academic offerings by adding new courses, faculty, and special learning opportunities. We have formed partnerships with area educational institutions such as Moss Landing Marine Laboratories and Monterey Institute of International Studies, and with all of our regional community colleges through the Higher Education Learning Partnership (HELP). These collaborations enable students, faculty, and staff to cross institutional boundaries for innovative instruction, creative activity, and coordinated community service.

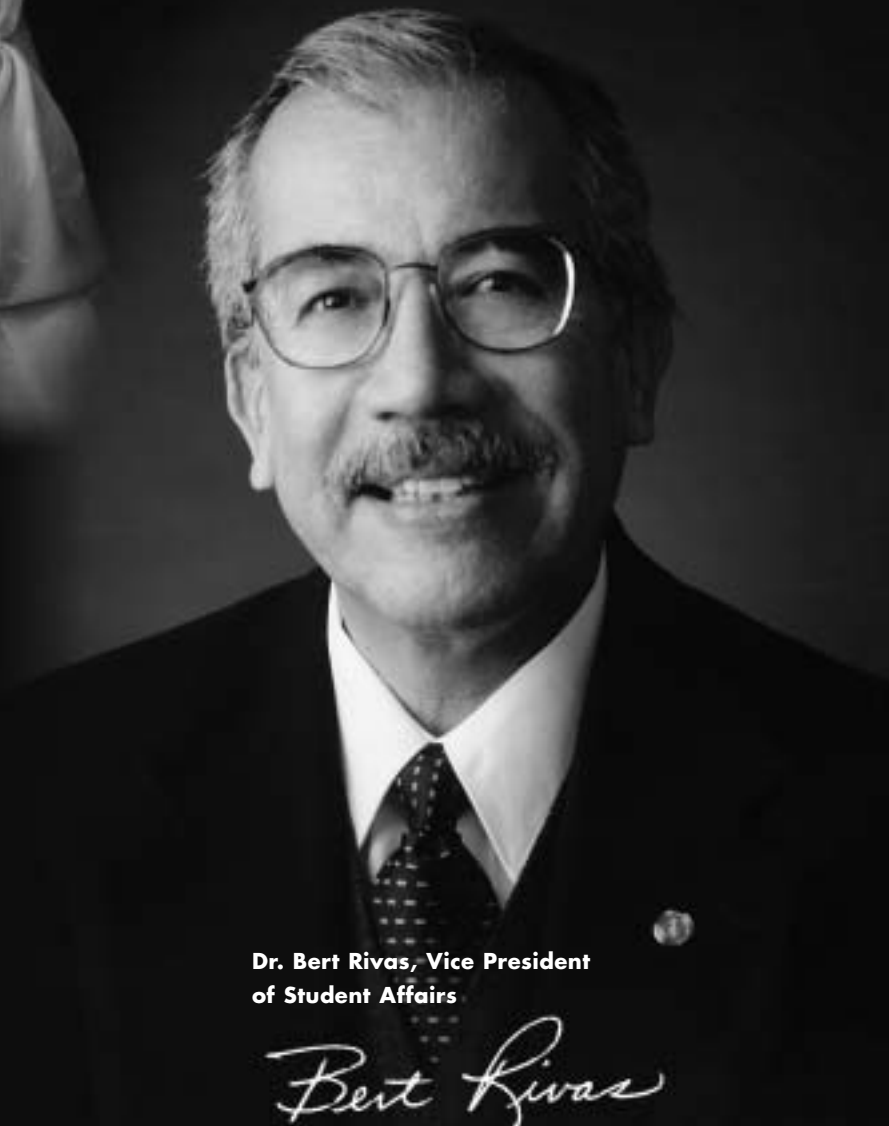
The number and variety of campus activities continue to increase. We now have a long list of student-founded organizations, from athletic clubs to environmental and cultural groups. During the 1998-99 academic year we hosted our first Presidential Symposium entitled *Ways of Knowing and Diversity*, and we put on our first musical, *Grease*. Our academic Institutes sponsor a Visiting Artists Series, Writers Series, Multicultural Speakers Series, Social Justice Colloquium, and music and dance performances. These events involve students, their families, and community members directly in learning about different cultures and ways of perceiving the world. Meanwhile, our students have become even more active in wellness and sport activities. Our intramural sports leagues have blossomed and our intercollegiate athletic program has established its excellence as both the men's basketball and golf teams qualified for their national tournaments.

If you are looking for something extra in education, then we invite you to tap into everything that CSUMB has to offer. If you do, your college experience will be extraordinary!



**Dr. B. Dell Felder, Vice President
of Academic Affairs and Provost**

B. Dell Felder



**Dr. Bert Rivas, Vice President
of Student Affairs**

Bert Rivas

From the Provost and Vice President for Academic Affairs

CSUMB's commitment to students is to prepare them for meaningful and successful 21st century life. If you enroll in the university this fall, there is a high probability that you will usher in the new century as a CSUMB student. You could not be in a better position from which to launch yourself into the new millennium.

CSUMB is a young university, just five years old! While many institutions are redesigning curriculum and pedagogy to reflect 21st century needs, CSUMB is creating a university patterned fresh for the new century.

Until the mid-20th century, it wasn't unusual for individuals to achieve success without a college degree. Intelligence, hard work, and a little luck were often all it took. Today a college education is almost essential for success. In a rapidly changing world, your job prospects will be shaped by an economy fueled by knowledge and a highly diverse global context. Your opportunities will broaden with every level of education you achieve.

The new century will be a period of unusual opportunity for those prepared for it. We will live and work with people of many different ethnic and cultural backgrounds. The speed and ease of communications will enhance the exchange and creation of knowledge and open new avenues for human interaction and relationships. The future will be shaped through the sharing of different ideas and perspectives, and diversity will provide rich opportunity for all to work together to build multicultural understanding and community.

The CSUMB faculty is dedicated to assisting you to develop the skills, knowledge, and dispositions for lifelong learning. Because we know that students come to college with different interests and needs, you will be encouraged to develop your own Individual Learning Plan. Faculty and staff will work with you to help you achieve your goals. And a variety of student services will be available to assure your satisfaction and success as a CSUMB student.

We welcome you to CSUMB. At this university we strive to create a campus climate where "all learn and teach one another in an atmosphere of mutual respect and pursuit of excellence." We look forward to having you join your voice and talents with others in building the CSUMB academic community.

From the Vice President of Student Affairs

Welcome. Your choice of CSUMB as a place to pursue your educational and personal goals affords you a truly unique opportunity. We in Student Affairs are dedicated to helping you make the most of this opportunity. We are committed to your success as a student, an individual, and a thriving, contributing member of the CSUMB community.

This year, a large percentage of our students will be new to CSUMB. This is exciting! Each student, new and returning, will play an important and lasting role in the development of community life at CSUMB. We know that you can best learn and grow if a positive, supportive environment is present both in and out of the classroom. Student Affairs provides support from the moment we contact you during outreach through your graduation from CSUMB. Our mission is to:

- Advocate for your success through understanding and responding to your needs.
- Involve you in proactive problem solving and leadership development.
- Promote the whole-being concept of development: intellectual, spiritual, social, occupational, physical, and psychological.
- Support and promote a diverse university student community.
- Teach and develop life skills and experiential learning through integrating learning experiences, mentoring, and role modeling.
- Contribute to your success by assisting transitions into and through CSUMB.

You, our students, are our priority, so effective service and education delivery is very important to us at CSUMB. In keeping with this priority, two areas of focus for us this year are:

- Developing a fulfilling on-campus residential experience that complements and enhances your educational and student life at CSUMB. With about two-thirds of our students living on campus, this is a dynamic place. We want to ensure that it is enjoyable and is a place where your personal and academic learning goals can be achieved.
- Making CSUMB an even more inviting and welcoming environment. To this end, many program, activity, and recreational opportunities will be offered for your involvement. This academic year, the University Center will be open for its first year of full operation as a gathering place for students, faculty, and staff.

I strongly encourage you to take full advantage of the opportunities available to you here to make the most of your time at CSUMB. Please do not hesitate to call upon me or a member of my staff to assist you in making your educational goals a reality.



Making Contact

- California State University, Monterey Bay
 - Campus Switchboard 831-582-3330
 - Website <http://www.csumb.edu>
- Student Information Center
 - Location Building 21
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Saturday Hours 9:00 A.M. to 12:00 P.M.
 - Information 831-582-3518
 - Fax 831-582-3783
 - Email student_info_center@monterey.edu
 - FirstClass Conference Student Info Center
 - Website <http://www.csumb.edu/student/info-ctr>

Section Contents

- Academic Calendar
- Organization Chart
- Academic Organization
- CSUMB's Academic Goals
- CSUMB's Academic Philosophy
- Accreditation
- Degree Approval

Summer Session 1999

- May 17 Summer session parking permits go on sale
- May 31 Summer session parking permits required
- June 7-July 30 Summer Term
- June 4 ELM and EPT registration deadline for June 19 tests*
- June 19 ELM and EPT tests*
- June 25 ELM and EPT registration deadline for July 10 tests*
- July 10 ELM and EPT tests*

Fall 1999 Semester

- July 23 ELM and EPT registration deadline for August 7 tests*
- August 1-31 Spring 2000 application initial filing period
- August 7 ELM and EPT tests*
- August 14-22 Welcome Week □ New Student Orientation
- August 14 Residence hall fall check-in day; residence hall fees due upon check-in □ Frederick Park first day for check-in
- August 16-20 Faculty orientation and planning □ Academic year begins
- August 16 Fall semester parking permits go on sale
- August 17 Campus Fair and new student academic advising
- August 18 New student registration □ Last day to register without a \$25 late registration fee □ Last day to apply for financial aid and have fees deferred
- August 19-22 Otter Days (camping retreat for freshmen and sophomores)
- August 23 Fall 1999 courses begin
- August 27 Last day to pay Fall 1999 registration fees without a \$20 administrative late payment fee
- August 30 Fall semester parking permits required
- September 6 Labor Day □ Campus closed
- September 7 Last day to add/drop courses without petition □ Last day to apply for refund of basic registration fees □ Last day to check out of residence halls and apply for a partial refund
- October 1 ELM and EPT registration deadline for October 16 tests*
- October 8 Second Installment Payment Plan (IPP) deadline
- October 11-15 Fall Break for students □ Faculty planning week
- October 16 ELM and EPT tests*
- November 1 Last day of fee deferment or financial aid students
- November 1-30 Fall 2000 application initial filing period
- November 24 ELM and EPT registration deadline for December 11 tests*
- November 25-26 Thanksgiving holiday □ Campus closed
- November 29 Last day to drop courses for serious and compelling reasons
- November 29 - December 3 Spring 2000 registration for continuing students □ Registration for Intercession 2000
- December 11 ELM and EPT tests*
- December 13 Last day of Fall 1999 courses
- December 14-17 Assessment period
- December 17 Last day to check out of Residence Halls 203, 204, 205, 206
- December 18-January 22 Residence Halls 203, 204, 205, 206 closed for Winter Break
- December 21 Grades due □ End of Fall 1999 semester
- December 25-31 Holidays □ Campus closed

Intersession 2000

- January 1 New Year's Day □ Campus closed
- January 3 Intersession 2000 courses begin
- January 17 Martin Luther King Day □ Campus closed
- January 18-21 Faculty planning
- January 21 Last day of Intersession 2000 courses

Spring 2000 Semester

- January 18 Spring semester parking permits go on sale
- January 22 Residence hall check-in day; residence hall fees due upon check-in □ Frederick Park first day for check-in
- January 24 New student orientation, advising, registration □ Last day to register without \$25 late registration fee □ Last day to apply for financial aid and have fees deferred
- January 25 Preinstructional activities
- January 26 Spring 2000 courses begin
- January 28 Last day to pay Spring 2000 semester registration fee without a \$20 administrative late payment fee
- January 31 Spring semester parking permits required
- February 9 Last day to add/drop courses without petition □ Last day to apply for a refund of basic registration fee □ Last day to check out of residence halls and apply for a partial refund
- March 1 Deadline for priority filing of financial aid application
- March 10 Second Installment Payment Plan (IPP) payment due □ ELM and EPT registration deadline for March 25 tests*
- March 20-24 Spring Break
- March 25 ELM and EPT tests*
- April 1 Last day of fee deferment for financial aid students
- April 21 ELM and EPT registration deadline for May 6 tests*
- May 1 Last day to drop courses for serious and compelling reasons
- May 1-5 Fall 2000 registration for continuing students □ Registration for Summer 2000 session
- May 6 ELM and EPT tests*
- May 12 Last day of Spring 2000 semester courses
- May 15-18 Assessment period
- May 19 Capstone Festival
- May 20 Commencement
- May 21 Residence hall checkout
- May 23 Grades due
- May 24-26 Faculty planning days □ End of academic year
- May 29 Memorial Day □ Campus closed

Summer Session 2000

- May 15 Summer session parking permits go on sale
- June 5-July 28 Summer 2000 term
- June 9 ELM and EPT registration deadline for June 24 tests*
- June 24 ELM and EPT tests*

* ELM/EPT test dates are not set by CSUMB and may be subject to change.

University Divisions

Administrators

Office of the President

Peter Smith, President

Academic Affairs

Dell Felder, Vice President and Provost

Student Affairs

Bert Rivas, Vice President

Administration and Finance

Barbara Lawson, Vice President

University Advancement

Vacant

Government Relations

Steve Reed, Associate Vice President

Centers and Deans

Institutes

Degree Programs

Arts, Human Communication,
and Creative Technologies
Josina Makau, Dean

Human Communication
Music and Performing Arts
Oral History and Community Memory
Visual and Public Art
World Languages and Cultures

Human Communication B.A.
Music and Performing Arts (B.A. being developed)
Visual and Public Art B.A.
World Languages and Cultures B.A.

Social and Behavioral Sciences
Armando Arias Jr., Dean

Archaeology
Community Networking
GIS and Spatial Analysis
Mexico and U.S./Mexican Studies
Pacific Rim Studies
Social History

Social and Behavioral Sciences B.A.

Collaborative Education and
Professional Studies
Dorothy Lloyd, Dean

Advanced Studies in Education
Community Collaborative Studies
Field-Based Teacher Education
Global Learning
Liberal Studies
Management and International Entrepreneurship
Professional Development

Education M.A.
CLAD/BCLAD Multiple Subject Teaching Credential
Collaborative Human Services B.A.
Global Studies B.A.
Liberal Studies B.A.
Management and International Entrepreneurship B.S.

Science, Technology, and
Information Resources
Marsha Moroh, Dean

Communications Science and Technology
Earth Systems Science & Policy
Indigenous Science, Language, and Culture
Mathematical Sciences and Applications
Teledramatic Arts and Technology

Telecommunications, Multimedia,
and Applied Computing B.S.
Earth Systems Science & Policy B.S.
Marine Science M.S.
Teledramatic Arts and Technology B.A.

Universitywide Academic Programs

Administrators and Faculty

Academic Development	Joe Larkin, Interim Assistant Vice President
Academic Programs	Kenoye Eke, Interim Assistant Vice President
Academic Skills Achievement Program (ASAP)	Jennifer Astone, Coordinator
Distributed Learning and Extended Education	Dan Granger, Director
Integrated Studies B.A. or B.S.	Richard Harris, Coordinator
Interdisciplinary Studies M.A.	Qun Wang, Coordinator
Library	Bill Robnett, Director
Migrant Student Support Services	Carlos Gonzalez, Coordinator
ProSeminar/Writing	Susan Wyche, Director
Service Learning Institute	Seth Pollack, Director Marian Penn, Associate Director Kathleen Rice, Faculty
Student Academic Advising	Steve Brown, Director
Teaching, Learning, and Assessment	Amy Driscoll, Director
Wellness, Recreation, and Sports	bobbi bonace, Head of Athletics Jo Ann Cannon, Faculty

Faculty

Frances Payne Adler Paulette Gissendanner Amalia Mesa-Bains Qun Wang	Judith Baca Raymond Gonzales Cecilia O'Leary Maria Zielina	Richard Bains Suzanne Lacy Raul Reis	Rina Benmayor Alberto Ledesma Yoshiko Saito-Abbott	Diana Garcia Debian Marty Donaldo Urioste
George Baldwin Angie Ngoc Tran	Manuel Carlos	Yong Lao	Ruben Mendoza	Gerald Shenk
Robina Bhatti Samuel Hale Jr. Herbert Martin Jr. Brian Simmons	Conni Blackwell Richard Harris Betty McEady Christine Sleeter	Nubra Floyd Kim Judson Jean Mitchell Paoze Thao	Babita Gupta John Kim Mark O'Shea Miguel Tirado	Peter Hackbert Margaret Laughlin Kathryn Poethig Judith White
Marilyn Abad-Cardinali Lynne Grewe John Ittelson Steven Moore Mezbahur Rahman David Takacs Swarup Wood	Susan Alexander Chris Hasegawa Henrik Kibak Ken Nishita Daniel Shapiro Eric Tao Suzanne Worcester	Sharon Anderson Eric Hayashi Rikk Kvitek Cyrus Pardis Janie Silveria Luis Valdez	Michael Dalton William Head Laraine Lomax Renee Perry Schelle Simcox Robert van Spyk	Daniel Fernandez Eddy Hogan James May Lars Pierce John Stamm Steven Watkins

Academic Organization

California State University, Monterey Bay's academic programs are organized into four Centers. Each of these Centers coordinates the contributions of several academic Institutes. The university offers a total of 12 undergraduate degree programs, 2 graduate degree programs, and 2 teacher certification options, each sponsored by an Institute or Center. One of the undergraduate majors and several nondegree academic programs are administered universitywide rather than by a single Institute due to their broad scope. The alignment of Centers, Institutes, and academic programs may be seen in the chart on pages 14-15 and in the following list:

- Arts, Human Communication, and Creative Technologies Center (AHCCT)
 - Institute for Human Communication (HCOM)
 - Bachelor of Arts in Human Communication (HCOM)
 - Institute for Oral History and Community Memory and Archives (OHCM)
 - Institute for Music and Performing Arts (MPA)
 - Institute for Visual and Public Art (VPA)
 - Bachelor of Arts in Visual and Public Art (VPA)
 - Institute for World Languages and Cultures (WLC)
 - Bachelor of Arts in World Languages and Cultures (WLC)
- Collaborative Education and Professional Studies Center (CEPS)
 - Institute for Advanced Studies in Education
 - Master of Arts in Education (MAE)
 - Institute for Community Collaborative Studies (ICCS)
 - Bachelor of Arts in Collaborative Human Services (CHS)
 - Institute for Field-Based Teacher Education
 - CLAD/BCLAD Multiple Subject Teaching Certification (CLAD)
 - California Teacher Internship Program (CTIP)
 - Institute for Global Learning
 - Bachelor of Arts in Global Studies (GS)
 - Institute for Liberal Studies
 - Bachelor of Arts in Liberal Studies (LS)
 - Institute for Management and International Entrepreneurship (IMIE)
 - Bachelor of Science in Management and International Entrepreneurship (MIE)
 - Institute for Professional Development
 - Wellness, Recreation, and Sports (WRS)
- Social and Behavioral Sciences Center (SBS)
 - Bachelor of Arts in Social and Behavioral Sciences
 - Institute for Archaeology
 - Institute for Community Networking
 - Institute of GIS and Spatial Analysis
 - Institute for Mexico and U.S./Mexican Studies
 - Institute for Pacific Rim Studies
 - Institute for Social History
- Science, Technology, and Information Resources Center (STIR)
 - Institute for Communications Science and Technology (ICST)
 - Bachelor of Science in Telecommunications, Multimedia, and Applied Computing (TMAC)
 - Institute for Earth Systems Science & Policy (ESSP)
 - Bachelor of Science in Earth Systems Science & Policy
 - Watershed Institute
 - Institute for Indigenous Science, Language, and Culture (ISLC)

- Institute for Mathematical Sciences and Applications (IMSA)
- Institute for Teledramatic Arts and Technology (TAT)
 - Bachelor of Arts in Teledramatic Arts and Technology
- Study at Sea (S@S)
- Universitywide programs
 - Academic Skills Achievement Program (ASAP)
 - Articulation
 - Integrated Studies
 - Bachelor of Arts or Bachelor of Science in Integrated Studies
 - ProSeminar (PROS)
 - Service Learning Institute (SLI)
 - Student Academic Advising Program (SAAP)
 - Writing Program
- Distributed Learning and Extended Education (DLEE)
- Teaching, Learning, and Assessment (TLA)

CSUMB's Academic Goals

The academic programs at CSUMB are organized around seven broad learning goals that all students are expected to achieve. These goals serve to provide a common focus for CSUMB's lower-division general education program, 15 degree and certification programs, and great variety of informal enrichment opportunities. Indeed, these goals guide all of the teaching, learning, and assessment activities at CSUMB. These seven goals are:

- Effective and ethical communication in at least two languages with widely diverse audiences
- Cross-culturally competent citizenship in a pluralistic and global society
- Technological, aural, and visual literacy
- Creative expression in the service of transforming culture
- Ethics, social justice, and care for one another
- Scientific sophistication and value for the earth and earth systems
- Holistic and creative sense of self

CSUMB's Academic Philosophy

At CSUMB, students, faculty, administration, and staff combine to form a community where all learn and teach one another in an atmosphere of mutual respect. CSUMB's learner-centered curriculum prioritizes outcomes. Rather than requiring certain courses then assuming that a passing grade means that a student has acquired necessary competencies, CSUMB focuses on proof of the competencies rather than how they are acquired. This shifts the emphasis away from where, when, and how students have learned and focuses more on what students actually know and are able to do. Students are expected to display this cumulative learning in the form of a Capstone Project or portfolio of work at the end of each degree or certificate program.

In order to obtain an undergraduate degree, students are expected to display proficiency relative to two different sets of learning outcomes: University Learning Requirements (ULRs) and Major Learning Outcomes (MLOs).

University Learning Requirements (ULRs)

The focus on outcomes has lead CSUMB to develop a General Education (GE) program that is not defined by a sequence of courses which students must take. Instead, it is defined by a set of 13 University Learning Requirements (ULRs). Students may achieve the required learning through a variety of preapproved CSUMB courses as well as alternative methods such as proven practical experience or courses from other universities. Regardless of the learning pathway taken, students must actively demonstrate an acceptable level of proficiency for each ULR.

The 13 ULRs are:

- Community Participation (CP)
- Creative and Artistic Expression (ARTSCOM)
- Culture and Equity (CULTURE)
- Democratic Participation (DEMPART)
- English Communication (ENGCOM)
- Ethics (ETHICS)
- Language (LANG)
- Literature and Popular Culture (LIT)
- Mathematics Communication (MATHCOM)
- Science (SCI)
- Technology and Information (TECH)
- U.S. Histories (HIST)
- Vibrancy (VIBRANCY)

Continuing students who were admitted to CSUMB prior to Fall 1997, have the option of remaining with the ULR system that was in place when they entered CSUMB or switching over to the revised ULR program. Transfer students who have completed the lower-division general education (GE) requirements at either a California community college, California State University, or a participating institution (Title 5, Sections 40405.1, 40405.2, and 40405.3) need only satisfy the following additional requirements (E.O. 595 Section VIII, Subsection C):

- Language
- Culture and Equity
- Technology and Information
- At least one course with a Service Learning (SL) designation
- Graduation writing assessment requirement

ULR System and Title 5 General Education Requirements

The ULR system represents CSUMB's innovative approach to the General Education (GE) component which is common within higher education across the country and required at all California State University (CSU) institutions. Title 5 of the California Code of Regulations spells out in detail the substance to be provided in the GE program at all CSU campuses. CSUMB's ULRs were developed with explicit attention to the categorical subject matter requirements contained in Title 5. Consequently, the CSUMB model of ULRs aligns with the Title 5 GE requirements, and students who satisfy the ULRs also satisfy the Title 5 GE requirements.

Major Learning Outcomes (MLOs)

To focus on outcomes, each of the CSUMB degree and certification programs requires each student to display achievement of a set of Major Learning Outcomes (MLOs) established by the program's faculty. The chapters of this catalog which describe the various Centers and Institutes describe the MLOs for each of the sponsored academic degree and certificate programs.

Accreditation

The Western Association of Schools and Colleges (WASC) provides educational institutions an opportunity to participate in a voluntary, multi-year process that is designed to lead to accreditation.

This process allows for peer review through WASC ensuring the continual improvement of education and cooperation among educational institutions and agencies. While no institution in the United States is required to seek accreditation, most do. CSUMB has chosen to participate in this voluntary review process and has successfully completed the first two phases.

In December 1994, CSUMB was granted eligibility status by successfully completing the first phase of the peer review process. Effective February 25, 1998, CSUMB has been recognized as a candidate for accreditation by the Accrediting Commission for Senior Colleges and Universities of the WASC. This status ensures that CSUMB is listed in the WASC Directory of Schools and Colleges and affords CSUMB the opportunity to advance to the third and final phase of the accreditation process, which may be completed within the next four years.

Candidacy is a preliminary affiliation with the Commission, awarded initially for three years and subject to renewal following a specified procedure for institutional review and onsite visitation. WASC has scheduled a followup visit at CSUMB within the next two years. Candidacy is an indication that the institution is progressing toward accreditation. Candidacy does not ensure eventual accreditation.

Degree Approval

CSUMB currently offers 12 undergraduate and 3 graduate degrees. Each of these degree programs has been approved by the CSU and endorsed by the California Postsecondary Education Commission (CPEC) as required by law. Any student graduating from CSUMB has been awarded a CSU and CPEC-approved degree.



Making Contact

- CSUMB Website
 - Official CSUMB homepage <http://www.csumb.edu>
 - Campus domain monterey.edu
- CSUMB Library
 - Location Building 12, West Wing
 - Monday to Thursday
 - Building Hours 8:00 A.M. to 10:00 P.M.
 - Friday Building Hours 8:00 A.M. to 5:00 P.M.
 - Saturday Building Hours 1:00 P.M. to 5:00 P.M.
 - Sunday Building Hours 1:00 P.M. to 8:00 P.M.
 - Monday to Thursday
 - Reference Hours 9:00 A.M. to 8:00 P.M.
 - Friday Reference Hours 9:00 A.M. to 5:00 P.M.
 - Saturday and Sunday
 - Reference Hours 1:00 P.M. to 5:00 P.M.
 - General Information 831-582-3733
 - Circulation 831-582-3733
 - Reference 831-582-3872
 - Fax 831-582-3875
 - Website <http://library.monterey.edu>
- Technology Service Desk / Tech Support
 - Location Building 43
 - Hours 8:00 A.M. to 5:00 P.M.
 - Phone Support Hours 7:30 A.M. to 7:00 P.M.
 - Tech Support 831-582-3600
 - Fax 831-582-3374
 - Website www.monterey.edu/netcom
- Media Learning Complex (MLC)
 - Location Building 18
 - Monday Hours 8:00 A.M. to 10:00 P.M. *
 - Tuesday Hours 8:00 A.M. to 10:00 P.M. *
 - Wednesday Hours 8:00 A.M. to midnight*
 - Thursday Hours Midnight to 10:00 P.M. *
 - Friday Hours 8:00 A.M. to 10:00 P.M.
 - Saturday Hours 8:00 A.M. to midnight*
 - Sunday Hours Midnight to 10:00 P.M. *
 - *Open 24 hours Saturday through Thursday
after midterm break
 - Information 831-582-3564
 - Website <http://nms.monterey.edu>
- New Media Services (NMS)
 - Location Building 18, Room 111
 - Hours 8:00 A.M. to 10:00 P.M.
 - Information 831-582-3755
 - Fax 831-582-4165
 - Website <http://nms.monterey.edu>

- Media Production Studio (MPS)
 - Location Building 18, Room 114
 - Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-4080
 - Fax 831-582-3656
 - Website <http://nms.monterey.edu>
- Spatial Information, Visualization, and Analysis (SIVA) Resources Center
 - Location Building 46
 - Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3072
 - Fax 831-582-3073
- Distributed and Online Learning (DOLL)
 - Location Building 18, Room 168
 - Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3655
 - Fax 831-582-3311
- Conference and Event Services
 - Location Building 84B
 - Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-4111

Section Contents

- CSUMB Library
- The CSUMB Electronic Community
- Campus Network
- CSUMB Website
- Information Technology Classes
- Personal Computers and Software
- Tech Support
- Media Learning Complex (MLC)
- New Media Services (NMS)
- New Media Centers
- Technology Service Learning
- Technology Learning Collaborative (TLC)
- Spatial Information, Visualization, and Analysis (SIVA) Resources Center
- Distributed and Online Learning (DOLL)
- Responsible Computing Guidelines

CSUMB Library

Mission

The CSUMB Library provides access for students, faculty, and staff to innovative information services, technologies, and collections with an emphasis on electronic resources.

Building and Equipment

The Library includes open seating and group study rooms. It features Macintosh and PC/Windows computers located near the Reference Desk where librarians provide assistance with periodical database searches, library catalogs, and Internet research.

Collections

The CSUMB Library offers over 9,000 electronic full-text journals and news sources available online. It also houses over 35,000 books and 350 journals and magazines. Books are organized according to the Library of Congress classification system, while journals and magazines are organized alphabetically by title. These materials are accessed through Voyager, the CSUMB Library's online catalog.

CSUMB undergraduates may borrow books for three weeks, and graduate students, faculty, and staff may borrow books for six weeks. Books may be renewed in person or via telephone. An individual may place a hold on books which have been borrowed by another user.

CSUMB students, faculty, and staff may take advantage of the extensive Interlibrary Loan/Document Delivery services in the Library. In this way collections of California and other U.S. and international libraries are made available.

Offsite use and borrowing privileges are available at Monterey Peninsula College, Hartnell College, and other local libraries. Students should consult a CSUMB librarian before visiting these libraries.

Library Services

- Reference (in person, via telephone, and via email from the Library's Webpage)
- Interlibrary loan and electronic document delivery
- Circulation and course reserve
- Microform reader/printer
- Listening and viewing room
- Self-service photocopying

The CSUMB Electronic Community

CSUMB is often referred to as an electronic community because many of its social and educational interactions happen online. Students, staff, and faculty share a variety of information and technology resources that maximize productivity and interactivity. Reflecting the changes in hardware and software capabilities that occur rapidly in this information age, CSUMB's resources are updated and expanded regularly. A team of specialists works to assure that campus resources keep CSUMB on the leading edge of higher education technology.

Campus Network

All campus computers are connected to the Internet through a local area network (LAN). Students can connect to this CSUMB network via direct Ethernet connection from the residence halls and via modem from on-campus student apartments and off-campus homes.

Seal Server

CSUMB maintains a campus server, called the Seal Server, which students can access to store their portfolios of work, submit assignments to professors' drop boxes, and develop and host personal Websites. Every student is allotted 10 MB of storage space on the Seal Server, which includes private space readable only by the student, space readable by anyone on campus, and space readable by anyone on the Internet.

FirstClass Intranet

FirstClass is the campus electronic mail and collaboration system. Students use the FirstClass system to communicate with professors, fellow students, administrators, staff, and anyone on the Internet. FirstClass also has an online chat function which allows students to informally discuss ideas with other students and faculty members online in real time. Students also frequently submit their class assignments via FirstClass by attaching them to an email message. FirstClass has an area referred to as conference space which enables special interest groups to post messages on a variety of topics. Most CSUMB student organizations post notices about upcoming events, meetings, fieldtrips, and other activities in special FirstClass Conference folders. This catalog lists many of these FirstClass Conferences in the contact information section for various programs. Other FirstClass Conferences may be discovered by perusing the *Conference Fast Find!* folder.

Global Electronic Community

CSUMB's network connection to the Internet enables students to obtain information from throughout the world, send email to off-campus contacts, visit Websites, do online research, and access global databases. All students are encouraged to develop Websites for themselves. In classes and Service Learning experiences, students work collaboratively to develop Websites for community groups, student organizations, and academic Institutes and majors. Student projects and class assignments are frequently published on the Web where they can be accessed from all over the world. Being a member of CSUMB's electronic community allows students to be more active members of a global electronic community.

CSUMB Website

CSUMB maintains a comprehensive official university Website designed to provide current students, faculty, staff, parents, supporters, and community members with extensive information on wide-ranging topics such as degree programs, faculty, organizations, campus events, and much more. This official CSUMB Web presence dynamically changes almost daily. Official CSUMB pages begin with either <http://www.csumb.edu> or <http://www.monterey.edu> in the Web address.

Links are also provided to CSUMB student Websites and other unofficial CSUMB Webpages. Any Webpage that contains the word "student," "staff," or "faculty" in its Web address or that is hosted in another domain is considered unofficial. Responsibility for the

content of unofficial Websites resides solely with the authors and not with the university. The views and opinions expressed are strictly the views and opinions of the authors and do not constitute the official sanction of the university.

Information Technology Classes

CSUMB offers a variety of classes and independent learning opportunities that familiarize students with the CSUMB electronic environment and meet the Technology and Information Literacy University Learning Requirement (ULR). A Tech Tools class meets these needs for beginners and those who require a brushup. Advanced Internet, Web publishing, and a variety of major-specific courses meet the needs of students with more extensive technology backgrounds. Please turn to the Science, Technology, and Information Resources (STIR) Center and Course Description chapters of this catalog for complete information on academic offerings.

Personal Computers and Software

To fully participate in the CSUMB electronic community, it is helpful for students to have their own computers. Students who already have personal computers should assure that they are capable of connecting to the Internet and can support Web browsers such as Netscape and Internet Explorer. Those planning to purchase a new personal computer should call the Technology Service Desk or check the CSUMB Website for updated guidelines before buying. Those who do not currently have an Internet connection at home should be able to access the Web using a computer at school, a friend's house, or a computer retailer to obtain this information.

In addition to a computer, students need software applications in order to take part in CSUMB's electronic community. They should check the university's JumpStart Webpage (<http://jumpstart.monterey.edu>) for the availability of free or low-cost software. Students with questions concerning necessary system requirements should refer to the Tech Support Webpage (www.monterey.edu/netcom).

Minimum Computer Capabilities

Students should refer to these checklists to find answers to questions about minimum capabilities for CSUMB student computer workstations. Personal computer systems already owned by students and brought to the university should have, as a minimum, the listed capabilities.

Recommended Minimum Macintosh Capabilities

- PowerPC or G3 processor
- MacOS 8.1 or higher
- 32 MB RAM
- 1 GB hard drive
- Modem or Ethernet connection for network (see below)
- Color monitor

Recommended

Minimum PC Capabilities

- Intel Pentium 166 MHz processor or equivalent
- Windows 95/98
- 32 MB RAM
- 1 GB hard drive
- Modem or Ethernet connection for network (see below)
- SoundBlaster 16 or equivalent, and speakers
- SCSI Card (for low-cost system expansion)
- Color (SVGA) monitor

Recommended Minimum Software Versions

- Microsoft Office 98 for Macintosh
- Microsoft Office 97 for Windows

Recommended Network Connection Capabilities

Residence Halls Only

- Ethernet (10Base-T) network card
- Category 5 Ethernet cable with RJ-45 connectors (10Base-T)

All Others (Optional for Residence Halls)

- Modem of at least 33.6K (33,600bps) speed
- Standard phone cord

Tech Support

For information or assistance with computer technology related problems, current and prospective students may call the Technology Service Desk (Tech Support).

Media Learning Complex (MLC)

CSUMB's Media Learning Complex (MLC) is a full-service, multi-media, telecommunications, and applied computing education and production facility. It provides specialized tools, facilities, and services needed by individuals, businesses, and organizations to effectively communicate in an electronic age.

Students, faculty, and staff are given priority in the use of CSUMB's state-of-the-art media production and telecommunications resources. When scheduling permits, local businesses, community associations, corporate trainers, media professionals, and educators may arrange to utilize the meeting and presentation resources for their workshops, training, distributed learning, and teleconferencing needs by contacting the CSUMB Office of Conference and Event Services.

The MLC offers specialized labs, each with 12 to 16 workstations, several conference and product demonstration rooms, a video conferencing room, and a 74-seat Distance Learning Theater with complete facilities for connecting to remote classrooms or business conferences.

New Media Services (NMS)

New Media Services (NMS), housed within the MLC, is a campuswide resource that provides operational and creative support for the effective use of instructional technologies in teaching and outreach functions of the university. NMS services include classroom technology support, digital media production, development of courseware for distributed learning, and management of a state-of-the-art, self-service multimedia development facility.

New Media Centers

CSUMB is a member of New Media Centers (NMC), a nonprofit organization empowering educators to change the way people learn. NMC helps institutions of higher education enhance teaching and learning through the use of media. Bringing together pioneers in the new media field from academia and industry, NMC creates a collaborative network of institutions and corporations that serves as a catalyst to integration of new media into education and to development of new models for innovation.

Technology Service Learning

CSUMB students involved in Service Learning projects working under the supervision of faculty and the Service Learning Institute (SLI) assist small businesses, startup groups, and community and educational organizations on specific projects including technology tutoring, Website construction, local area network (LAN) setup, and multimedia creation and presentation.

Technology Learning Collaborative (TLC)

The Vision Statement of CSUMB refers to a model learning community with a culture of innovation and "experimental use of technologies as resources to people, catalysts for learning, and providers of increased access and enriched quality of learning." This learning can take place anywhere, anytime, via technology. The Technology Learning Collaborative (TLC) uses a cross-center team approach to deliver the vision and coordinate the delivery of equipment, services, and training.

The TLC helps faculty, students, and staff incorporate innovative technology into their teaching, learning, and assessment as well as their research and entrepreneurial activities. This extends beyond providing skills training. This cross-campus collaborative works across disciplines to coordinate efforts to acquire equipment (including software) to facilitate teaching and learning activities.

Spatial Information, Visualization, and Analysis (SIVA) Resources Center

SIVA provides a wide range of state-of-the-art computer resources designed to address campuswide needs for handling, visualizing, and analyzing spatial information. Geoinformation technologies and data are available in the SIVA Resources Center for CSUMB students, faculty, and staff, as well as for members of the Monterey Bay community.

The SIVA Resources Center offers several learning activities including classes in geographic information systems (GIS), remote sensing (from aerial photography to satellite imagery), mapping with the Global Positioning System (GPS), spatial modeling and analysis, and scientific data visualization.

The SIVA Center also supports additional activities including: grant-supported project work by students, faculty, and staff; workshops and short courses for a wide range of professionals who desire continuing education in geoinformation technologies; and the development of value-added spatial information products. Through such entrepreneurial activities, the SIVA Resources Center strives to be largely self-sustaining in terms of annual operational costs, equipment replacement, and software maintenance.

Currently, the SIVA Resources Center houses the following specific resources:

- A Silicon Graphics (SGI) lab containing 18 SGI Indy systems served by an SGI Challenge L, an SGI Onyx, and a Sunsparc2000
- An NT Pentium Multimedia Geospatial Information Technology lab containing 19 Pentium Pros
- Four projects rooms containing Trimble GPS base-station and mobile field units, supporting computers, and workstations for fulltime and part-time grant-funded projects staff
- A growing set of geographic information systems (GIS) files for the Monterey Bay area and the State of California
- Software resources that support: remotely sensed data handling; image processing; collection, management, manipulation, editing, analysis, and presentation of GIS data; surveying; and visualization of data through animated, three-dimensional display techniques including flythroughs supported by modeling scenarios

Distributed and OnLine Learning (DOLL)

Distributed and OnLine Learning (DOLL), the research and development institute for new and emerging technologies in education at CSUMB, serves as a resource to Distributed Learning and Extended Education (DLEE), Faculty Development, and New Media Services (NMS). DOLL assists in the development of online courses and the integration of new technologies in education. In the teaching learning process, DOLL also works directly with faculty and staff across campus to find creative solutions to instructional needs.

Responsible Computing Guidelines

When using university computing resources, CSUMB community members must abide by the Policy for Responsible Computing and the Student Code of Conduct. In addition, they must abide by all local, state, and federal laws that pertain to communication and to publishing. This includes libel and copyright laws, including all published material such as cartoons, pictures, graphics, text, song lyrics, and sounds. Users are fully responsible for the content they place on personal Webpages and for what they say to people on email.

The full text of the Policy for Responsible Computing is provided below and on the CSUMB Website. The Student Code of Conduct is addressed in the Policies and Regulations chapter of this catalog and copies may be obtained from the Office of Student Conduct. Please read both documents.

Violation of certain of these provisions may subject the user to disciplinary action as defined in the Student Code of Conduct.

Policy for Responsible Computing

Preamble

In support of its mission of teaching and learning, research, and public service California State University, Monterey Bay provides access to computing and information resources for students, faculty, and staff within institutional priorities and financial capabilities.

The Policy for Responsible Computing at California State University, Monterey Bay contains the governing philosophy for regulating the use of the university's computing resources by all members of the university community—individuals conducting university business and using university resources including, but not limited to, faculty, students, and staff. It spells out the general principles regarding appropriate use of equipment, software, and networks. By adopting this policy, the university recognizes that all members of the university community are also bound by local, state, and federal laws including those relating to copyrights, security, and other statutes regarding electronic media and intellectual property. The policy also recognizes the responsibility of faculty and system administrators to take a leadership role in implementing the policy and assuring that the university community honors the policy.

Policy

All members of the university community who use the university's computing and information resources must act responsibly. Every user is responsible for the integrity of these resources. All users of university-owned or university-leased computing systems must respect the rights of other computing users, respect the integrity of the physical facilities, and respect all pertinent license and contractual agreements. It is the policy of California State University, Monterey Bay that all members of its community act in accordance with these responsibilities, relevant laws and contractual obligations, and the relevant faculty, staff, and student standard of ethics.

Access to the university's computing facilities is a privilege granted to university students, faculty, and staff. Access to university information resources may be granted by the expressed permission of the data custodian based on the data custodian's judgement, which would include the following factors: laws and contractual obligations, the requestor's need to know, the information's sensitivity, and the risk of damage to or loss by the university. Such custody and access privileges will generally fall along lines of authority but not extend to peers and subordinates unless expressly authorized.

The university reserves the right to limit, restrict, or extend computing privileges and access to its information resources. Data custodians—whether departments, units, faculty, students, or staff—may allow individuals other than university faculty, staff, and students access to information for which they are responsible, so long as such access does not violate any license or contractual agreement, university policy, or any federal, state, county, or local law or ordinance; or degrade the performance of the university's information service to the detriment of the university community. The university itself is the ultimate data owner of information and files maintained on university computer resources, as subject to CSU intellectual property policies.

University computing facilities and accounts are to be used for the university-related activities for which they are assigned. University computing resources are not to be used for commercial purposes without written authorization from the university. In these cases, the university may require payment of appropriate fees. This policy applies equally to all university-owned or university-leased computers.

Implementation

The university may adopt guidelines for the implementation of this policy and will make the guidelines readily available to all university members.

Enforcement

Users and system administrators must all guard against abuses that disrupt or threaten the viability of all systems, including those at the university and those on networks to which the university's systems are connected. Access to information resources without proper authorization from the data custodian, unauthorized use of university computing facilities, and intentional corruption or misuse of information resources is forbidden and shall be a basis for disciplinary action, revocation of computer privileges, and may subject the violator to civil and/or criminal liability under the California Penal Code 502 Computer Crimes and 502.01 Computer Crime Penalty; Forfeiture of Property.



Making Contact

- Distributed Learning and Extended Education (DLEE)
 - Location Building 18, Lobby C
 - Information 831-582-4500
 - Fax 831-582-4502
 - Email dlee@monterey.edu
 - Website <http://dlee.monterey.edu>
- Study at Sea (S@S)
 - Location Building 18
 - Information 831-582-3674
 - Fax 831-582-4165
 - Email atsea@monterey.edu
 - Website <http://atsea.monterey.edu>
- Center for Teaching, Learning, and Assessment (TLA)
 - Location Building 10
 - Information 831-582-4539
 - Director 831-582-4517
 - Fax 831-582-4545
 - Email amy_driscoll@monterey.edu
holly_mcmorries@monterey.edu
- Wellness, Recreation & Sports (WRS)
 - Location Building 84F
 - Information 831-582-3015
 - Fax 831-582-4023
 - Email wrs@monterey.edu
 - FirstClass Folder Wellness Rec & Sport
- Academic Programs
 - Location Building 2
 - Information 831-582-4518
 - Fax 831-582-4219
 - Email rose_pasibe@monterey.edu
- Academic Skills Achievement Program (ASAP)
 - Location Building 12, East Wing
 - Tutoring Information and Appointments 831-582-4104
 - Coordinator 831-582-4217
 - Fax 831-582-3873
 - Email jennifer_astone@monterey.edu
 - Web <http://asap.monterey.edu>
- Articulation
 - Location Building 12
 - Information 831-582-3841
 - Administrative Assistant 831-582-3357
 - Fax 831-582-4329
 - Email steve_brown@monterey.edu
 - Website <http://www.monterey.edu/academic/articulation>
- Integrated Studies Program
 - Degree offered Bachelor of Arts or Bachelor of Science
 - Location Building 82D Room 108
 - Information 831-582-4211
 - Fax 831-582-3737
 - Email richard_harris@monterey.edu
- Migrant Student Support Services (MSSS)
 - Location Building 12
 - Weekday Hours 1:00 P.M. to 5:00 P.M.
 - Information 831-582-3006
 - Fax 831-582-3873
 - Email carlos_gonzales@monterey.edu

- ProSeminar (ProSem)
 - Location Building 12, East Wing
 - Information 831-582-3806
 - Fax 831-582-3873
 - Email gwendia_plaisance@monterey.edu
- Student Academic Advising
 - Location Building 12, East Wing
 - Information 831-582-3941
 - Director 831-582-3940
 - Fax 831-582-4329
 - Email academic_advisor@monterey.edu
 - FirstClass Folder Academic Advising Questions
 - Website <http://www.monterey.edu/academic/advising>
- Service Learning Institute (SLI)
 - Location Building 8
 - Information 831-582-3644
 - Fax 831-582-3568
 - Email service_learning_institute@monterey.edu
- Writing Program
 - Location Building 12
 - Information 831-582-3091
 - Fax 831-582-3873
 - Email susan_wyche@monterey.edu

Section Contents

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- Study at Sea (S@S)
- Teaching, Learning, and Assessment (TLA)
- Wellness, Recreation & Sports (WRS)
- Academic Programs
- Academic Skills Achievement Program (ASAP)
- Articulation
- Integrated Studies Program
- Migrant Student Support Services (MSSS)
- ProSeminar (ProSem)
- Student Academic Advising
- Service Learning Institute (SLI)
- Writing Program

Distributed Learning and Extended Education (DLEE)

Making Contact

- Distributed Learning and Extended Education (DLEE)
 - Location Building 18, Lobby C
 - Information 831-582-4500
 - Fax 831-582-4502
 - Email dlee@monterey.edu
 - Website <http://dlee.monterey.edu>

Program Overview

Mission

Distributed Learning and Extended Education (DLEE) provides distributed educational programs and experiences to matriculated and nonmatriculated students on and off campus. With a focus on CSUMB's unique values and methods, DLEE offers courses in technology, business, teacher education, humanities, and the sciences. These courses can be taken for professional development or oriented toward degrees and certificates. Courses are offered on-campus, at community locations such as the Monterey County Office of Education (MCOE), and via technologies such as cable TV and the Internet. DLEE coordinates Summer Session and Intersession at CSUMB, offering credit and noncredit courses both on and off the main campus.

Academic Philosophy

As a 21st century institution, CSUMB provides its programs in distributed formats, mixing class meetings, nonclassroom activities, assessment of and credit for experiential learning, and fully off-campus learning opportunities. This enables students to pursue studies either on-campus or off according to their needs. In all cases, CSUMB courses and programs are outcomes-based and reflect the institution's core values of learner-centeredness, collaboration, diversity and multiculturalism, ethical reflection, and Service Learning.

Courses and Programs

The curriculum of each distributed program focuses on the learning outcomes determined by the university faculty. Faculty members also develop assessment pathways to enable off-campus learners to meet designated outcomes in ways appropriate to their own circumstances.

Programs are designed to complement and build from the circumstances of off-campus students in order to meet identified outcomes. For instance, courses may include the opportunity to incorporate work-related problems or community situations for the application of theories studied in the course.

Distributed learning opportunities—courses and programs—are highlighted as such in course catalogs and special brochures. As CSUMB further incorporates learning technologies, distributed course opportunities will increase. Students may discuss with Institute directors and faculty the distributed offering of specific courses.

Career Benefits

Distributed learning allows students to integrate the pursuit of education and degrees with other parts of their lives including work and family. This benefits working adults, place-bound students, and those with physical challenges, permitting them to gain the knowledge and skills for new or advancing career opportunities. Relating issues in one's own environment with educational study often provides not only motivation for the student but innovative solutions for community and workplace issues.

Study at Sea (S@S)

Making Contact

- Study at Sea (S@S)
 - Location Building 18
 - Information 831-582-3674
 - Fax 831-582-4165
 - Email atsea@monterey.edu
 - Website <http://atsea.monterey.edu>

Program Overview

Planned for an inaugural voyage in the summer of 2000, Study at Sea (S@S) is a full semester of interdisciplinary CSUMB courses offered in collaboration with California Maritime Academy (CMA). The courses involve preparatory work on land followed by two months on board the 500-foot *TS Golden Bear*. The ship travels the Pacific and stops at several different locations for fieldwork. The first cruise of the year typically occurs during the spring (April-June) and the second during the summer (June-August).

The S@S faculty will work with each student to create an appropriate course of studies. Standard CSUMB courses offered by ESSP, SBS, ICST, MATH, and other programs are modified to take advantage of unique fieldwork and observation possibilities during the trip. Up-to-date information on curriculum, sailing dates, costs, etc. is available by contacting Study at Sea or navigating to the S@S Website.

Teaching, Learning, and Assessment (TLA)

Making Contact

- Center for Teaching, Learning, and Assessment (TLA)
 - Location Building 10
 - Information 831-582-4539
 - Director 831-582-4517
 - Fax 831-582-4545
 - Email amy_driscoll@monterey.edu
holly_mcmorries@monterey.edu

Mission

The Center for Teaching, Learning, and Assessment supports faculty and students by guiding the development of the pedagogy, curriculum, and assessment necessary to promote the University Learning Requirements (ULRs) and the Major Learning Outcomes (MLOs) of CSUMB. CSUMB faculty members commit themselves to responsive teaching and learning in pursuit of excellence through integration of technology, service and reflection, discipline-specific components, and professional preparation. TLA provides resources, workshops, individual and program consultations, and facilitated development of approaches and supportive contexts for such teaching and learning.

Assessment Options

To respond to the diversity of student learning styles and approaches, life situations and experiences, and need for alternatives in higher education pursuits, there are three learning and assessment options available to students at CSUMB. The three options require that faculty members have a broad repertoire of innovative teaching and learning approaches as well as assessment options to address varied outcomes for varied learners. These three options are:

- Formal courses with assessment
- Alternative pathways with independent assessment
- Prior learning assessment

Formal Courses with Assessment

In the most common scenario, students have not yet developed the knowledge and skills necessary to achieve the ULRs and MLOs and prefer the more traditional way to work toward the requirements through coursework. Thus, CSUMB offers formal courses designed to assist students in the achievement of the required outcomes through the teaching, learning, and assessment components of those courses.

Alternative Pathways with Independent Assessment

In some cases, students prefer an independent or alternative learning experience to work toward ULRs, MLOs, or individual educational goals. Toward this end, CSUMB policy supports student pursuit of informal learning experiences on or off campus, research or field-based projects with faculty and other students, coursework at other institutions, and individually designed learning plans. With any of the options for alternative learning, students must be able to demonstrate achievement of targeted outcomes. Students register to plan and pursue the alternative pathway and to demonstrate achievement of ULRs and MLOs through an independent assessment process.

Prior Learning Assessment

In some cases, students believe that, through prior study or life experiences, they have already achieved the knowledge and skills targeted by the ULRs or MLOs. In these cases it is not necessary for students to engage in additional learning experiences, but rather to reflect on their prior learning experiences and demonstrate their achievement. Students must register to engage in an independent assessment process to show that they have acquired the knowledge and skills specified by each ULR or MLO.

Wellness, Recreation, and Sports (WRS)

Making Contact

- Wellness, Recreation & Sports (WRS)
 - Location Building 84F
 - Information 831-582-3015
 - Fax 831-582-4023
 - Email wrs@monterey.edu
 - FirstClass Folder Wellness Rec & Sports

Program Overview

Mission

WRS values initiative, personal responsibility, physical activity, and a holistic orientation to wellness and health. The program embraces teamwork and the ability of individuals to be more creative when working with others toward common goals. At the same time, WRS celebrates each individual with varying abilities and differing cultures, values, and lifestyles.

WRS delivers comprehensive programs focused on enabling students, faculty, and staff to achieve lifelong wellness through health education, psychological training, good nutrition, and the development of lifetime exercise habits. WRS's holistic approach to wellness includes education in health, exercise, recreation, and sport.

WRS provides human motivation, character development, and leadership training through team and group activities, physical challenges, and sport activities for CSUMB students and community members. These activities complement other campus leadership development opportunities. WRS also provides academic experiences in the fields of sport, physical activity, and wellness. These academic endeavors embrace the multicultural nature of CSUMB and the varying abilities of its community members.

Academic Philosophy

Residential learning is a key concept driving the academic pursuits of WRS. Academic programming is organized under the guidance of national dialogue about student learning which indicates that "learning and personal development occur through transactions between students and their environment broadly defined to include other people (faculty, staff, peers, and others), physical spaces, and cultural milieus." WRS's academic mission is to fully collaborate in the design of an environment that promotes the broadest definition of student learning.

Goals

- To teach and promote healthful living habits for students in nutrition, stress management, and lifetime physical activity
- To enhance student confidence, team and group competencies, and mutual support through physical and recreational challenges
- To develop opportunities for wellness and recreational Service Learning experiences and internships in, and for, the greater Monterey Bay area community
- To provide and promote opportunities for physical activity and recreational interaction for all segments of the CSUMB community
- To develop a student-based intramural and intercollegiate athletic program
- To develop resources and facilities that support WRS curricular and program strategies in the most cost-effective manner possible

Courses and Learning Experiences

WRS manages class offerings designed to allow students to learn new health habits and skills, sports, and fitness activities.

Foundations for Wellness is the core theory class that encompasses the knowledge base necessary for a healthy lifestyle. In addition, WRS's academic program offers a variety of learning labs such as martial arts, tennis, dance, creative movement, aerobics, sailing, rugby, volleyball, basketball, strength training, rock climbing, soccer, kayaking, and swimming which enable students to learn new sports and participate in fitness activities. Several courses offered through WRS satisfy the Vibrancy University Learning Requirement (ULR). These classes take place at the Wellness Activity Center (WAC) and other nearby facilities.

WRS Programs and Services

WRS works in collaboration with a variety of community agencies, schools, and organizations, as well as with other CSUMB programs. WRS provides educational opportunities for the general Monterey Bay area communities through its "communiversity" learning experiences.

WRS offers a wide range of other programs and services that are explained in detail in the Student Activities chapter of this catalog.

These programs and services include:

- Wellness Activity Center (WAC)—the gym
- Drop-in recreation classes
- Intramural sport leagues
- Recreational and competitive sport clubs
- Intercollegiate athletic program
- Boating and outdoor education program

Academic Programs

Making Contact

- Academic Programs
 - Location Building 2
 - Information 831-582-4518
 - Fax 831-582-4219
 - Email rose_pasibe@monterey.edu

Mission

The Academic Programs office oversees and coordinates several programs with missions that augment and support the efforts of the broader academic community on campus. These programs are:

- Academic Skills Achievement Program (ASAP)
- Articulation
- Integrated Studies Program
- Migrant Student Support Services (MSSS)
- ProSeminar (PROs)
- Student Academic Advising
- Service Learning Institute (sli)
- Writing Program

Academic Skills Achievement Program (ASAP)

Making Contact

- Academic Skills Achievement Program (ASAP)
 - Location Building 12, East Wing
 - Tutoring Information and Appointments 831-582-4104
 - Coordinator 831-582-4217
 - Fax 831-582-3873
 - Email jennifer_astone@monterey.edu
 - Website <http://asap.monterey.edu>

Program Overview

The Academic Skills Achievement Program (ASAP), open to all students, offers peer tutoring services and one-credit tutorial workshops to complement coursework in the areas of writing, mathematics, computer technology, and science. Students access these services via ASAP Tutorial Workshops (see the course descriptions at the back of this catalog), appointments, and drop-in tutoring. ASAP facilities include a computer lab and areas for group and one-on-one study.

ASAP employs student-to-student, collaborative, and active learning experiences in its promotion of academic excellence. By offering students the opportunity to work with academically successful peers, ASAP expands the learning approaches that CSUMB offers its diverse student population. CSUMB students get help ASAP through the following programs.

ASAP Tutorial Workshops

Students can join peer-led study groups of three to six students during the first few weeks of each semester. Each study group is organized for a specific course, such as PROS 100, HCOM 211, STAT 200, or ESSP 220. Students work on assignments and materials from their class in the study group.

Appointment and Drop-In Tutoring

ASAP encourages students who want tutorial help to make an appointment 24 hours in advance by calling 582-4104 or dropping by our offices in Building 12, East Wing. Students may also visit the ASAP office during drop-in tutoring hours and get on-the-spot help with assignments, research, and study skills.

ASAP Tutors

Every semester, ASAP recruits students who have demonstrated outstanding achievement in their areas of specialty and who have excellent communication and personal skills. ASAP offers an intensive training program which enables these students to develop teaching skills and learn how best to contribute to the academic success of their peers as student tutors. Students interested in becoming ASAP tutors should contact the ASAP office for more information.

Articulation

Making Contact

- Articulation
 - Location Building 12
 - Information 831-582-3841
 - Administrative Assistant 831-582-3357
 - Fax 831-582-4329
 - Email steve_brown@monterey.edu
 - Website <http://www.monterey.edu/academic/articulation>

Program Overview

"Articulation" is the term used to refer to written agreements between California State University, Monterey Bay and other institutions within the California Community College (CCC), University of California (UC), or California State University (CSU) systems, as well as various independent colleges and universities.

Articulation agreements are developed for the transfer of coursework toward the requirements of an academic major. These articulation agreements spell out how specific courses completed at another institution meet specific University Learning Requirements (ULRs) or Major Learning Outcomes (MLOs) at CSUMB. Articulated courses are not to be construed as "equivalent," but rather as comparable courses (i.e., the content assures similar outcomes and supports advancement to the next level of instruction).

The CSUMB Articulation Office oversees the articulation process. This office assures that appropriate CSUMB academic Institute faculty members review courses and approve all agreements involving articulation of coursework in an academic major.

CSUMB participates in the CAN (California Articulation Number) system and Assist, the statewide articulation database depository.

Integrated Studies Program

Making Contact

- Integrated Studies Program
 - Degree offered . . . Bachelor of Arts or Bachelor of Science
 - Location Building 82D Room 108
 - Information 831-582-4211
 - Fax 831-582-3737
 - Email richard_harris@monterey.edu

Program Overview

Mission

The main purpose of the Integrated Studies Program is to facilitate the efforts of students and faculty members who wish to develop and implement interdisciplinary and integrative degree concentrations. The Integrated Studies Program offers an organizational structure within which such concentrations can be incubated and evaluated.

The Integrated Studies Program enables the development of three types of curricular innovation at CSUMB:

- The Integrated Studies Special Major (ISSM) for students with interdisciplinary and integrative learning goals
- Interdisciplinary degree tracks involving two or more majors designed by and for relatively small groups of students and faculty who share special interdisciplinary and integrative learning goals
- Experimental interdisciplinary and integrative degree programs which faculty and students seek to pilot on a trial basis before deciding whether or not to seek approval for a particular program as an established degree curriculum

Academic Philosophy

As we approach the new millennium, we are living in an era of phenomenal change. Many career fields that exist today are so new and unique that educational institutions have been unable to keep up with preparatory programs. This evolution will likely become more rapid. Now, more than ever, individuals must adapt their education to their own unique goals and plans for the future. The Integrated Studies Program facilitates this innovation.

Bachelor's Degree Curriculum

The Integrated Studies Special Major (ISSM) offers a limited number of highly qualified, self-directed students the opportunity to develop and pursue an individualized, interdisciplinary Bachelor of Arts or Bachelor of Science degree program. Like the students in the other majors at CSUMB, ISSM students must achieve a series of clearly defined Major Learning Outcomes (MLOs) in order to graduate. However, in contrast to students in the other undergraduate degree programs, ISSM students must convincingly demonstrate that their academic and career goals can only be achieved through combining the learning outcomes, courses, and other learning experiences offered by two or more of the existing degree programs at CSUMB.

Approval of the Major

To pursue an Integrated Studies Special Major, students must submit an application to the coordinator of the Integrated Studies Program who determines whether they meet the minimum requirements. Accepted students enroll in the Integrated Studies ProSeminar where they develop both a concentration proposal and a learning plan that combines learning outcomes and experiences from two or more of the existing degree programs at CSUMB.

Major Learning Outcomes

Consistent with CSUMB's outcomes-based education approach and similar to the other majors at CSUMB, the Integrated Studies Special Major centers on the achievement of a series of learning outcomes rather than the mere completion of a prescribed sequence of courses. ISSM students are required to design an individualized, interdisciplinary concentration that consists of at least 10 Major Learning Outcomes (MLOs). These learning outcomes must be largely drawn from the MLOs of existing degree programs at CSUMB. Since Integrated Studies is designed to encourage curricular innovation, the program does not prescribe a single set of MLOs for all students who pursue an Integrated Studies degree. ISSM students must develop and pursue the combination of MLOs selected for their particular concentrations.

Major Curriculum Structure

Each student must develop a concentration proposal and learning plan that meets the following requirements:

- It must be interdisciplinary and integrative. In other words, it must integrate the learning outcomes from two or more major areas of learning and teaching represented at CSUMB.
- It cannot duplicate any existing major at CSUMB, nor can it be used to avoid some of the requirements of an existing major.
- It must be feasible. The particular combination of learning outcomes and experiences chosen must be available or accessible through CSUMB, and there must be two fulltime faculty members with expertise in the areas represented by the concentration who are willing to serve as advisors.
- It must exhibit the same or a greater degree of breadth, depth, and complexity as the other approved degree programs at CSUMB.

Major Curriculum Features

Self Directed Study

Integrated Studies assigns important responsibility to students in developing and executing their learning programs. They must be considerably self-directed, highly motivated, and capable of successfully undertaking an independent learning program.

Major ProSeminar

The Major ProSeminar provides the environment and mentoring necessary for ISSM students to develop an Individual Learning Plan (ILP) and concentration proposal.

Senior Capstone

Each ISSM student is required to design, produce, and present a Senior Capstone project of their choice as a display of their cumulative and integrative learning.

Career Pathways

Integrated Studies allows students to mold their degrees to their unique career goals. To prepare themselves for the careers they envision, Integrated Studies majors build their learning experiences exactly the way that they want. Rather than fit into an existing program, they fit their program to their goals and plans.

Integrated Studies Tracks

Some students have difficulty addressing their academic goals through any single existing degree program, and occasionally a group of such students share their unique interests and career goals. Such groups often lack the critical mass necessary to warrant establishment of a degree program to address their unique goals and interests. Consequently, these students are usually forced to gain as much relevant learning from an existing major as they can.

Integrated Studies Tracks enable CSUMB to better address such needs by drawing upon the expertise and resources from two or more academic areas on campus to formulate and deliver a program with a concentration tailored to the goals of these relatively small groups. The program of study for an Integrated Studies Track consists of the existing learning experiences of established majors and new learning experiences designed specifically for those enrolled in the track. It is the development and scheduling of these targeted learning experiences, which most likely would not exceed four or five such experiences for any single track, that distinguishes the Integrated Studies Track from the Integrated Studies Special Major.

Integrated Studies Experimental Majors

CSUMB offers Integrated Studies Experimental Majors as the third component of its Integrated Studies Program. This innovative option serves as an academic incubator in which CSUMB faculty, administrators, and students can pilot test a range of degree programs. From the knowledge and experience gained during this experimental phase, participants will be able to determine the types of revisions that would be required to warrant sending a program forward for approval as a freestanding or independent degree program.

Faculty Involvement

Advisory faculty members facilitate, review, and evaluate the three forms of curricular innovation in the Integrated Studies Program. The curricula are guided by the Integrated Studies Program Advisory Council which is composed of the Integrated Studies Program coordinator, one fulltime faculty member from each of the main academic Centers at CSUMB, and two representatives from the student government.

Each ISSM student must find two fulltime CSUMB faculty members to serve as advisors. These faculty members, along with the coordinator of the Integrated Studies Program, serve as the faculty advisory committee for that student. The members of this committee must represent at least two of the major fields in the student's concentration.

Migrant Student Support Services (MSSS)

Making Contact

- Migrant Student Support Services (MSSS)
 - Location Building 12
 - Weekday Hours 1:00 P.M. to 5:00 P.M.
 - Information 831-582-3006
 - Fax 831-582-3873
 - Email carlos_gonzales@monterey.edu

Program Overview

To help fulfill CSUMB's commitment to "serving the diverse people of California, especially the working class and historically undereducated and low-income populations," the Migrant Student Support Services Office provides transition and retention services to students of migrant and agricultural backgrounds by providing a number of services. Both academic and personal mentoring and advising are provided. The MSSS coordinator serves as an advocate and liaison for students as they complete their college degrees.

In addition, the Migrant Student Support Services Office:

- Coordinates study skills workshops
- Provides academic advising workshops
- Identifies students who need assistance for referral to ASAP
- Serves as liaison to the Migrant Education Regional Offices in the tri-county area

ProSeminar (ProSem)

Making Contact

- ProSeminar (ProSem)
 - Location Building 12, East Wing
 - Information 831-582-3806
 - Fax 831-582-3873
 - Email gwenda_plaisance@monterey.edu

Program Overview

ProSeminar is a three-stage program that orients students to CSUMB, introduces the habits of academic inquiry, and provides the opportunity to develop the values, knowledge, skills, and abilities which form a foundation for lifelong learning. It is inextricably linked to CSUMB's academic mission, learning goals, and core values as defined in the University Learning Requirements (ULRs) and Major Learning Outcomes (MLOs). ProSeminar seeks to infuse an appreciation of the basic values of CSUMB's culture through an emphasis on responsible communication, multiculturalism, student-centered and applied learning, connected knowing, technological infusion, performance accountability, and ethical decision making.

In the entry-level ProSeminar, students explore one of the most important underlying themes of CSUMB: appreciation and respect for diversity of background, values, communication styles, and experience. The ProSeminar program emphasizes participation in peer-based learning communities. Relationships formed here will support and sustain students' educational journeys at CSUMB and beyond.

ProSeminar 100

ProSeminar 100 is a first-year seminar in which students develop an Individualized Learning Plan (ILP) identifying the knowledge, skills, and abilities required to meet their personal, social, and professional goals. Students review the general learning goals and the specific ULRs and incorporate into their ILPs those courses, projects, and fieldwork experiences needed to meet their objectives.

Major ProSeminar

ProSeminar 300 (*Major ProSeminar*) is a junior-level seminar offered by each undergraduate degree program. It provides opportunities for students to acquire and develop the knowledge, skills, and theoretical understanding needed to fulfill MLOs for a specific major. The Major ProSeminar also allows them to rethink their academic and career objectives in light of their lower-division learning experiences. Students prepare a learning plan designed to guide the remainder of their educational experience at CSUMB, and they identify the subjects or problems which will be the focus of their research, writing, and scholarly or career-related projects. ProSeminar 300 also serves to integrate upper-division transfer students into CSUMB's culture of interdisciplinary, learner-centered education.

ProSeminar 400 (*Senior Capstone*) provides the culmination of each student's course of study. Seniors demonstrate the knowledge and skills they have acquired through scholarly and creative projects which cap their undergraduate experience and prepare them for continued personal development, graduate study, professional careers, and participation in social and civic communities.

Student Academic Advising

Making Contact

- Student Academic Advising
 - Location Building 12, East Wing
 - Information 831-582-3941
 - Director 831-582-3940
 - Fax 831-582-4329
 - Email academic_advisor@monterey.edu
 - FirstClass Folder Academic Advising Questions
 - Website <http://www.monterey.edu/academic/advising>

Program Overview

Student Academic Advising is a support program designed to help CSUMB students learn more about the University Learning Requirements (ULRs) and plan their general learning experiences in an outcomes-based educational environment.

Student Academic Advising supports all students who have not yet declared a major by helping plan how they will fulfill their ULRs and exploring prospective majors through workshops, group interaction, and individual peer counseling. Student Academic Advising also supports CSUMB students who have declared majors plan how to fulfill ULRs and general system requirements.

Student Academic Advising has several different modes of advisement:

- ULR workshops □ students learn about the ULR system and how to navigate it
- Residence hall advising
- One-on-one peer counseling □ students can sit down with a peer counselor and work on personal academic advisement needs
- Online questions and answers provided electronically
- Student Academic Advising Webpage
- Visits to the Student Academic Advising offices
- Phonecalls

Service Learning Institute (SLI)

Making Contact

- Service Learning Institute (SLI)
 - Location Building 8
 - Information 831-582-3644
 - Fax 831-582-3568
 - Email service_learning_institute@monterey.edu

Program Overview

Mission

Service Learning combines the desire and practice of contributing to a more just and equitable society (service) and the desire and practice of personal growth, intellectual inquiry, and skill development (learning). Service Learning is active, engaged learning. By being involved in real-world activities, students learn about citizenship, academic subjects, skills, and values. Service Learning builds reciprocal relationships with community groups, furthers student understanding of community assets and needs, and prepares students for their roles as active community leaders.

The Service Learning Institute (SLI) enables students to meet academic learning objectives through their participation in community service activities. SLI provides program information, resources, training, and support to faculty, students, and community agencies interested in creating partnerships that address community-identified needs, build community capacities, and facilitate the academic, personal, and civic development of students. SLI facilitates the implementation of Service Learning experiences throughout CSUMB’s curriculum. In addition, the Service Learning Institute coordinates a community service leadership program enabling students to receive advanced training in Service Learning and social action.

Academic Philosophy

Service Learning is rooted in experiential education and the belief that, through action and reflection, powerful learning can occur that draws from multiple sources of knowledge—knowledge of an academic discipline, knowledge of a community, and personal knowledge from experience. However, Service Learning courses do more than just help students learn academically. Service Learning courses also promote students’ moral and civic development and challenge them to examine issues of diversity, compassion, justice, and social responsibility.

Consistent with CSUMB’s commitment to “serving the diverse people of California, especially the working class and historically under-educated and low-income populations,” Service Learning experiences at CSUMB are guided by the following principles:

- Service Learning experiences provide value and enhance the quality of life of people in the community, with the community having the central voice in defining the service activity.
- Service Learning experiences strengthen both student and community capacities.
- Service Learning experiences enhance student ability to build community in diverse, multicultural contexts.
- Service Learning experiences enable students to critically examine issues of racism, sexism, oppression, power, and privilege in the service setting.

Service Learning Curriculum

Service Learning is an important and integral component of CSUMB’s philosophy and educational programs. All students are required to participate in Service Learning courses to graduate from CSUMB.

Service Learning Requirement

Students entering CSUMB with less than 56 credits are required to:

- Complete a Service Learning course that fulfills the Community Participation ULR.
- Complete a major-based Service Learning experience designated with an “S” suffix (students must check with their major for more specific requirements).

Students entering CSUMB with more than 56 credits are required to:

- Complete one Service Learning experience designated with an “S” suffix (students must check with their major for more specific requirements).

Service Learning Courses

Service Learning courses are offered by the Service Learning Institute and by each CSUMB academic program. In the course description section of this catalog, Service Learning courses are listed as part of the course offerings for individual academic Institutes and indicated by an “S” following the course number (Example: MIE 303S). Courses specifically offered by the Service Learning Institute are listed under “Service Learning”. These courses all begin with an “SL” (Example: SL 200S).

Writing Program

Making Contact

- Writing Program
 - Location Building 12
 - Information 831-582-3091
 - Fax 831-582-3873
 - Email susan_wyche@monterey.edu

Mission

The Writing Program draws on recent theories of language learning to implement writing instruction which responds to diverse learning styles, creates communities of learners through collaborative pedagogies, and assesses competency using methods that recognize the demonstration of proficiency developed both in courses and through independent learning experiences.

Writing is a highly complex skill that takes time and extensive experience to develop and, as recent studies point out, cannot be separated fully from the context in which it occurs. The ability to write effectively, to express feelings, report research, reflect critically on complex issues, resolve conflicts, and argue persuasively affects students academically and plays a central role in their personal, professional, and civic success.

Writing across the Curriculum

To promote writing skills that serve multiple contexts, communities, and purposes, CSUMB fully integrates writing across the curriculum. Students encounter writing assignments and activities not only in obvious academic areas, such as Human Communication and Liberal Studies, but throughout every academic discipline, work opportunity, Service Learning experience, and student activity.

Faculty Development and Student Support

Because the responsibility for developing writing abilities is shared universitywide, the Writing Program provides broad-based support to both faculty and students. Faculty support includes development workshops and individual consultation aimed toward designing, delivering, and evaluating effective writing instruction. Student support, offered in conjunction with the Academic Skills Achievement Program (ASAP), includes a variety of supplemental instruction options such as peer-led tutorial workshops and drop-in tutoring tailored to individual and course-based needs.



Making Contact

- Arts, Human Communication, and Creative Technologies Center (AHCCT)
 - Location Building 6
 - Information 831-582-4133
 - Fax 831-582-4132
 - Email marilyn_cope@monterey.edu
 - Website <http://www.csymb.edu/academic/centers/#ahcct>

Institutes

- Institute for Human Communication (HCOM)
 - Location Building 2
 - Information 831-582-3889
 - Assistant 831-582-3673
 - Fax 831-582-3780
 - Email human_communication@monterey.edu
- Oral History and Community Memory Institute and Archive (OHCM)
 - Location Building 2
 - Information 831-582-3889
 - Co-Director 831-582-3861
 - Co-Director 831-582-3798
 - Fax 831-582-3780
 - Email cecilia_oleary@monterey.edu
rina_benmayor@monterey.edu
- Music and Performing Arts Institute (MPA)
 - Location Building 30
 - Information 831-582-4085
 - Email richard_bains@monterey.edu
 - FirstClass Conference Music & Performing Arts
 - Website <http://music.monterey.edu>
- Visual and Public Art Institute (VPA)
 - Location Buildings 71-73
 - Information 831-582-3005
 - Fax 831-582-3310
 - Email amalia_mesa-bains@monterey.edu
- Institute for World Languages and Cultures (WLC)
 - Location Building 49
 - Information 831-582-3863
 - Senior Secretary 831-582-4370
 - Fax 831-582-3885
 - Email wlc@monterey.edu
 - FirstClass Conference World Languages
 - Website <http://wlc.monterey.edu>

Academic Degree Programs

- Human Communication (HCOM)
 - Degree Bachelor of Arts
 - Sponsoring Institute Institute for Human Communication
- Music and Performing Arts (MPA)
 - Degree Bachelor of Arts (being developed)
 - Sponsoring Institute Institute for Music and Performing Arts
- Visual and Public Art (VPA)
 - Degree Bachelor of Arts
 - Sponsoring Institute Institute for Visual and Public Art
- World Languages and Cultures (WLC)
 - Degree Bachelor of Arts
 - Sponsoring Institute Institute for World Languages and Culture

Section Contents

- Academic Philosophy
- Academic Degree Programs
- Institute for Human Communication (Humanities)
- Oral History and Community Memory Institute and Archive (OHCM)
- Music and Performing Arts Institute (MPA)
- Visual and Public Art Institute (VPA)
- Institute for World Languages and Cultures (WLC)

Academic Philosophy

The Arts, Human Communication, and Creative Technologies Center (AHCCT) provides conceptual understanding and skills training in visual and public arts, humanities, liberal arts, movement studies, music, film, theater, ethnic studies, gender studies, and critical cultural studies. The Center's programs and services are designed to prepare students for creative, ethical, and successful reflection and practice in a continuously evolving technological, multicultural, global, and entrepreneurial environment.

AHCCT programs provide a comprehensive and inclusive exploration of:

- What it means to be human
- How we communicate and how our communication is experienced by others
- What values shape our expression and the forms of our inquiries

The Center's educational venture uniquely prepares students for effective, globally aware practice in the 21st century, and it provides visionary learning experiences that include solid grounding in ethics and cultural perspectives, multiple histories, contemporary issues, and communication skills. The Center's students engage in dialectic between the private and the public, developing abilities in fluid expression, reflection, critical self-evaluation, empathic listening, and communication within and across cultural boundaries.

AHCCT faculty and their work represent the diversity of cultural backgrounds that compose contemporary society. Understanding cultural differences and multiple points of view is a cornerstone of the Center's approach to both history and contemporary issues. CSUMB encourages an exploration of students' own complex and compound identities as formed by geography, family background, ethnicity, nationality, gender, economics, education, and social experience, among other factors.

The Center particularly encourages students to identify and critically assess values. Students are given the tools to make conscious choices and to develop their own ethical positions. Faculty members work with students in the spirit of free inquiry to recognize the implications of their perspectives and practices and to identify and embrace their personal, social, and civic responsibilities.

The 21st century will require new visions for humanists and artists. AHCCT responds by teaching collaborative skills and developing the capacity for individual action. Recognizing the audience as an important partner in the expressive equation, AHCCT learning experiences teach students to connect with others. Students learn about the public sector as an arena for creative action. They are trained as problem solvers. They explore the historical as a resource for inventing the future relationships of art, media, and the humanities to community development and expression.

The AHCCT Arts and Culture Forums program plays an important role in fulfilling the Center's academic mission. Throughout the academic year, master artists, musicians, writers, and other academic leaders are brought to campus to provide learning experiences both in the classroom and through forums open to the public. While helping to enrich the cultural and intellectual vitality of the university's learning environment, this program provides students with tremendous opportunities to learn in the company of masters.

Academic Degree Programs

The Arts, Human Communication, and Creative Technologies Center offers three distinctive interdisciplinary programs that lead to the Bachelor of Arts degree:

- Human Communication (HCOM)
- Visual and Public Art (VPA)
- World Languages and Cultures (WLC)

In addition, a fourth program, Music and Performing Arts (MPA), provides an expansive curriculum in support of other degree programs such as Liberal Arts (undergraduate teacher education). The process of creating an approved MPA Bachelor of Arts program is also underway.

These four academic programs contribute significantly to CSUMB's curriculum by offering courses authorized to certify fulfillment of the Artistic and Creative Expression, Culture and Equity, Democratic Participation, English Communication, Ethics, Language, Literature and Popular Culture, and U.S. Histories University Learning Requirements (ULRs). The programs also collaborate with other CSUMB academic programs to meet diverse upper-division learning needs and objectives.

Institute for Human Communication (Humanities)

Making Contact

- Institute for Human Communication (HCOM)
 - Degree offered. Bachelor of Arts
 - Location. Building 2
 - Information 831-582-3889
 - Assistant 831-582-3673
 - Fax 831-582-3780
 - Email. human_communication@monterey.edu

Program Overview

Mission

The mission of the Institute for Human Communication is to prepare students to be critical, ethical, and creative thinkers and actors in a multicultural and increasingly interconnected global society.

In this era of multiculturalism, social transformations, and new technologies, humanists will play a more important role than ever. They will bring critical, cultural, creative, and historical understanding to problem solving. They will model ethical and humane communication.

Professional life and the workplace of the next millennium will require broad knowledge, multicultural communication, ethical and compassionate decision making, critical thinking, creative talent, and outstanding written and oral communication skills. The interdisciplinary program in Human Communication is designed to provide students with a humanistic and liberal arts foundation for the 21st century.

Academic Philosophy

The Human Communication program is learning-centered, collaborative, interdisciplinary, reflective, problem solving, and diversity-oriented. It engages students in:

- Self-learning and expression
- Critical and creative thought, interpretation, and expression
- Ethical and effective interaction with others within and outside one's culture(s)
- Understanding multiple and new ways of knowing the world
- Understanding the meaning of human communication in its social context

The program is built on the assumptions that:

- The will and ability to think and communicate ethically, creatively, critically, and effectively are key to meaningful human existence.
- Multicultural and historical knowledge are key to building peace and social equality.
- Study across various disciplines leads to a more integrated understanding of world issues and problems.
- Knowledge is most meaningful when it is applied ethically, critically, and creatively towards concrete social goals and needs.

The Human Communication program encourages multiple ways of learning and knowing the world. Students learn to critique literature and develop their own creative expression; to hear untold stories and help create the memory of the future; to know history and make history—in the archives, in the field, and in multimedia; and to communicate through ethical inquiry and inclusive, invitational dialogue, prioritizing values of care, compassion, equality, respect, and mutual understanding.

Bachelor of Arts Curriculum

The Institute for Human Communication offers a Bachelor of Arts in Human Communication. This major offers an interdisciplinary humanities/liberal arts education, integrating the traditional disciplines of English and American literature, history, American studies, philosophy, rhetoric and communication, journalism, and creative writing with contemporary fields of ethnic studies (Chicana/o - Latina/o, African American, Asian American, Euro American, Native American), women's studies, cultural studies, and media studies. Unlike other universities, where these fields are offered as separate majors, HCOM combines them into one broad-based program.

The Bachelor of Arts in Human Communication offers concentrations in:

- Pre-law
- Practical and professional ethics
- American multicultural studies
- Chicana/o - Latina/o studies
- Journalism and media studies
- Literary and cultural studies
- Creative writing and social action
- Narrative, history and memory
- Women's studies
- English subject matter preparation for secondary teaching (anticipated for fall 1999)

Preparation for the Major

To prepare for entry into the HCOM major, students are required to complete University Learning Requirements (ULRs) in English Communication. In addition, students are strongly advised to complete the ULRs in Ethics, Literature and Popular Culture, U.S. Histories, Democratic Participation, Creative and Artistic Expression, and Culture and Equity. Transfer students entering the major should have completed equivalent General Education (lower-division) courses in these areas at their former institutions.

Major Learning Outcomes

HCOM majors develop competency in eight areas. These competencies represent the HCOM Major Learning Outcomes (MLOs):

- **HCOM MLO 1 Critical communication skills** □ ability to communicate critically and empathically in both oral and written contexts including reading, writing, listening, and speaking
- **HCOM MLO 2 Research skills** □ ability to acquire, evaluate, interpret, synthesize, apply, document, and present knowledge gained through diverse and appropriate methods of inquiry in the context of an analysis of an issue, question, or problem
- **HCOM MLO 3 Relational communication skills** □ ability to interact ethically and effectively in interpersonal and group communication and decision making processes
- **HCOM MLO 4 Philosophical analysis** □ ability to understand why and how beliefs, values, assumptions, and communication practices interact to shape ways of being and knowing
- **HCOM MLO 5 Critical cultural analysis** □ ability to investigate and explain relationships among cultural ideologies and sociohistorical experiences, interests, identities, and actions of specific cultural groups
- **HCOM MLO 6 Comparative literary analysis** □ ability to appreciate and analyze literature in a social, historical, and cultural context □ ability to compare and contrast literatures of at least three different cultural traditions, including non-Eurocentric traditions
- **HCOM MLO 7 Historical analysis** □ ability to actively engage our complex multicultural pasts by integrating historical understanding with historical thinking skills
- **HCOM MLO 8 Creative writing and social action** □ ability to acquire basic competency in creative writing □ ability to apply this skill to the production and presentation of an art project that actively responds to a public issue □ ability to sustain the creative process throughout a given project, taking it to completion

Assessment of Outcomes

HCOM MLOs may be fulfilled through course-based built-in assessment or independent assessment. In accord with outcomes-based pedagogy, students with prior experience and demonstrable expertise (e.g., personal, professional, and social experience, or coursework completed at other institutions) may petition for independent assessment in an MLO. Criteria and standards for independent assessment are defined for each MLO.

Major Curriculum Structure

The HCOM major curriculum has three parts: 1) the core; 2) the breadth learning experiences; and 3) the depth concentrations which allow students to focus on an area of choice. With careful planning, students are able to complete the HCOM major in four semesters.

Core

The core includes *Major ProSeminar Part 1*, *Major ProSeminar Part II—Ways of Knowing* (this course also assesses for HCOM MLO 4), *Cooperative Argumentation* (this assesses for HCOM MLO 1 and fulfills the Graduation Writing Assessment Requirement), and the *Senior Capstone*.

Breadth Requirements

The breadth requirements include achievement of HCOM MLOs 2, 3, 5, 6, 7, and 8. This may be done through course-based assessment or independent assessment. The breadth requirements are designed to give students an integrated and multidisciplinary understanding of humanistic approaches and bodies of knowledge.

Depth Concentration

In relation to their specific interests and goals, students may choose a depth concentration from one of the ten areas listed above. The depth concentration may be fulfilled through three learning experiences designated for a particular concentration. The depth concentration is also designed to help students prepare for and support their Senior Capstones.

Major Curriculum Features

Major ProSeminar

The Major ProSeminar is designed to: acquaint students with the disciplinary and interdisciplinary assumptions and methods that shape the major; help them develop Individual Learning Plans; and, introduce them to continuing education and professional opportunities.

Senior Capstone

The Senior Capstone gives students the opportunity to demonstrate depth of knowledge and integrative skills. Each student designs, researches, produces, and presents a project in a final public event prior to commencement. Capstone projects demonstrate complex and integrated transdisciplinary knowledge, understanding, and application to the topic of choice.

Graduation Requirements

The HCOM major automatically integrates the following universitywide graduation requirements:

- Service Learning (through any SL-designated HCOM course)
- Graduation Writing Assessment Requirement (through HCOM MLO 1)
- Culture and Equity ULR for transfer students (through any officially designated MLO 5 course)

Graduate Study and Career Pathways

Most graduates in the next decade are expected to change professions at least five times, so HCOM prepares students to meet the demands of career flexibility in the coming century.

Human Communication prepares student to pursue advanced professional studies and career opportunities in:

- Law, particularly in the emerging fields of arbitration, alternative dispute resolution, conflict resolution, and mediation
- Secondary teaching in English or high school counseling
- Graduate school in any of the humanities or allied social sciences including literature, history, sociology, anthropology, communication, philosophy, sociolinguistics, women's studies, ethnic studies, American studies, media studies, cultural studies, and creative writing
- Journalism and media relations
- Copywriting, publishing, and editing
- Creative writing
- Social services, community services, and public services
- Advocacy, lobbying, and community organizing
- Organization communications, community relations, and public relations
- Advertising, sales, and consulting
- Other careers requiring: strong critical thinking; oral, written, visual, and technologically mediated research and communication; decision making; and related communication knowledge and abilities.

Additional Institute Contributions

Academic Minor

HCOM also offers a minor in Human Communication.

University Learning Requirements (ULRs)

The Institute for Human Communication offers courses that satisfy various ULRs including English Communication, Ethics, Literature and Popular Culture, U.S. Histories, Creative and Artistic Expression, Culture and Equity, and Democratic Participation.

Support of Other University Programs

HCOM courses meet Liberal Studies (LS) general requirements and concentrations in communication, literature, and social studies. HCOM collaborates with other Institutes, such as Visual and Public Art (VPA), World Languages and Cultures (WLC), Music and Performing Arts (MPA), Teledramatic Arts and Technology (TAT), and Management and International Entrepreneurship (MIE).

Applied Research Programs

HCOM provides the following applied research opportunities:

- The Oral History and Community Memory Institute and Archive sponsors project-based courses and research in community oral history and public history.
- The New Media Technology in the Humanities Pedagogy workshops train faculty to use new media resources, enhancing interactive, constructive learning in humanities and arts classrooms.
- The Creative Writing and Social Action Program sponsors courses, workshops, publication projects, and e-zines.
- The Practical and Professional Ethics Program will begin in 1999.

Multicultural Writers and Speakers Series

HCOM also sponsors the Writers Series, which brings nationally renowned writers to campus, and the Multicultural Speakers Series, which hosts lectures by diverse scholars.

Oral History and Community Memory Institute and Archive (OHCM)

Making Contact

- Oral History and Community Memory Institute and Archive (OHCM)
 - Location Building 2
 - Information 831-582-3889
 - Co-Director 831-582-3861
 - Co-Director 831-582-3798
 - Fax 831-582-3780
 - Email cecilia_oleary@monterey.edu
rina_benmayor@monterey.edu

Program Overview

Mission

A research, pedagogy, and archival program within the Institute for Human Communication and the AHCCT Center, OHCM's mission is to:

- Promote and offer a wide array of project-based, archival, multimedia, and field-oriented courses in oral history, life history, public and community history, collective memory, and multimedia applications and presentations.
- Support and help develop oral history and community history components of other CSUMB courses and special projects.
- Promote the integration of teaching and research involving students, faculty, and community.
- Provide students with hands-on archival research experience.

- Sponsor new media classroom pedagogy workshops for faculty.
- Build a public Oral History and Community Memory Archive at CSUMB that draws upon and serves the diverse cultural communities in the tri-county area.
- Design and produce curricular materials and documentaries in CD-ROM, audio, video, and other multimedia formats.

Institute Contributions

The Oral History and Community Memory Institute and Archive does not offer a separate major, but rather sponsors courses that contribute directly to:

- University Learning Requirements
- Majors in Human Communication (HCOM), Visual and Public Art (VPA), and Social and Behavioral Sciences (SBS)
- General education requirements in Liberal Studies (LS)
- Projects and curricula throughout the university

OHCM activities explicitly engage students and faculty in research and projects that:

- Have personal historical meaning
- Directly involve them in community field and Service Learning experiences
- Promote a multicultural understanding of diverse community histories, especially those which have been underrepresented in historical and cultural research
- Emphasize teamwork as well as individual interests
- Situate oral history investigation as a partnership among students and community
- Are ethically responsive to community and academic needs and interests
- Return investigation results to the communities and individuals involved in ethical and collaborative ways
- Promote critical analysis and reflection, drawing on a range of disciplinary traditions and addressing real social issues and problems in any field
- Encourage acquiring proficiency in a range of technologies including audio, video, and multimedia
- Contribute to the CSUMB Oral History and Community Memory Archive

The OHCM Archive

Courses and special research projects are feeding a rapidly growing OHCM Archive. The goal of this public repository on the CSUMB campus is to provide a resource for community-based learning and service, and to build primary sources that can be integrated into courses and syllabi. The Oral History and Community Memory Archive also provides the opportunity for students to have hands-on experience in archival studies. The OHCM Archive will be housed eventually in the CSUMB Library and will be open to the public.

Currently, the OHCM Archive contains oral history collections on:

- The Fort Ord Conversion Project
- CSUMB History
- Veterans of Fort Ord
- Chicano Veterans of Fort Ord
- Monterey Bay Ethnic History
- First-Generation College Students

Music and Performing Arts Institute (MPA)

Making Contact

- Music and Performing Arts Institute (MPA)
 - Location Building 30
 - Information 831-582-4085
 - Email richard_bains@monterey.edu
 - FirstClass Conference Music & Performing Arts
 - Website <http://music.monterey.edu>

Program Overview

Mission

The goal of the CSUMB Music and Performing Arts Institute is to provide students with music and performing arts skills and knowledge in a rapidly changing technological world. In the process, students have the opportunity to learn about American forms of music and the value of aesthetic expression. They engage in critical application tied to historical and cultural events. In the context of social history, they have the chance to gain understanding of the meaning of music. In collaboration with the CSUMB Institute for Liberal Studies, the Music and Performing Arts Institute helps prepare students for careers as performing artists and music teachers. This training includes stimulating awareness of the potential to connect with a broad audience.

The Institute's comprehensive program addresses the complex issues of performing artists and their relationship to other arts. Students learn fundamental skills of hearing and moving by recording, self-expressing, interpreting, and relating sound and movement to the social environment. Importantly, the MPA program develops essential workplace qualities of pluralism, teamwork, collaboration, flexibility, and respect for others' ideas and personal expressions.

Academic Philosophy

Over thousands of years of human history, music has proven unparalleled in its ability to communicate across cultural boundaries while simultaneously helping to define and express the uniqueness of a people. As the world is drawn closer together by rapidly advancing technology, this universal language of sound and motion is more important than ever as an expression of synchronous pluralism and individuality.

Music and the performing arts are unique symbolic languages for communicating ideas, feelings, and different ways of knowing about oneself and the world. An extension of the spoken word and an expression of popular culture, music significantly influences the construction of identities, values, and beliefs. It engages the whole individual in the act of creating, performing, and responding. It involves intellect, intuition, emotion, and the physical being. Music provides a record of civilization that reflects human thought, action, and experience. It connects diverse people.

Curriculum

With dedication to pluralism, MPA offers a diverse and flexible curriculum that includes jazz as an American art form with African roots, ethnomusicology and dance as studies of sound and movement in world cultures, music technology as a form of computer literacy, vocal training as a means of self-expression, and music education as a service to local schools. MPA instructors work together with students to preserve the rich cultural traditions alive in their own specific communities and give them an opportunity to pursue learning experiences in any of the following five areas:

- Jazz history and performance
- Music education and teacher training
- World music and dance
- Choral and voice training
- Music technology

Graduate Study and Career Pathways

MPA coursework helps students develop knowledge, skills and abilities associated with professional opportunities in arts advocacy, arts presentation, audio engineering, band direction, music composition, elementary school music instruction, ethnomusicology, film scoring, music consultation, music criticism, recording technology, songwriting, stage management, professional music, and choral direction.

Additional Institute Contributions

Support of Teacher Education programs

The Music and Performing Arts Institute provides students with a variety of learning experiences that support fulfillment of the requirements for the Bachelor of Arts in Liberal Studies and various teaching credentials. Course offerings in recording, composition, world music, jazz, and popular styles augment the emphasis in music pedagogy.

University Learning Requirements (ULRs)

The Music and Performing Arts Institute offers several courses that satisfy various ULRs including Community Participation, Creative and Artistic Expression, Culture and Equity, and Literature and Popular Culture.

West Coast Jazz Academy and Jazz Archival Center

The West Coast Jazz Academy and Jazz Archival Center is the cornerstone of a jazz history program that demonstrates CSUMB's commitment to multicultural, transdisciplinary, and experiential learning. Live presentations by leading jazz musicians at the CSUMB Music Hall and World Theater augment classroom learning. Mentorships are encouraged and students receive firsthand knowledge of developments in the field from current practitioners.

Smithsonian Jazz Oral History Project

As part of the West Coast Jazz Academy's offerings, and in collaboration with the Museum of American History in Washington, D.C., a duplicate collection of the Smithsonian Jazz Oral History Project is housed by the Music and Performing Arts Institute. This oral history collection includes over 900 hours of interviews with jazz greats such as Harry Edison, Jon Hendricks, and Billy Taylor. This collection provides the cornerstone of the CSUMB Jazz Archival Center that includes archival photographs, film, video footage, and audio materials.

Ethnomusicology

To facilitate the study of world music, the Music and Performing Arts Institute is moving toward the development of one of only two undergraduate programs in California focusing on the study of ethnomusicology.

Vocal and Choral Training

MPA sponsors the training and development of a campus community chorus of amateur and professional singers that reaches into surrounding locales giving voice to the pluralistic vision of CSUMB.

Music Technology

A key Institute goal is the development of technological sophistication. With this in mind, MPA has established a multimedia studio to develop knowledge, skills, and abilities students will need for careers in the rapidly changing technological music production industry. Also, the entrepreneurial product potential inherent in this type of facility creates an unlimited potential for revenue generation. This technological level of production is also necessary in the development of interdisciplinary projects such as music scores for film projects and CD-ROM production with the Teledramatic Arts and Technology (TAT) and Visual and Public Art (VPA) programs.

Performing Arts Capacity

Bringing students and community members together, the CSUMB performing arts facilities provide opportunities for students who choose to perform and hands-on technical experience for those interested in working backstage. Computer technology is involved in every aspect of production.

Visual and Public Art Institute (VPA)

Making Contact

- Visual and Public Art Institute (VPA)
 - Degree offered. Bachelor of Arts
 - Location Buildings 71-73
 - Information 831-582-3005
 - Fax 831-582-3310
 - Email amalia_mesa-bains@monterey.edu

Program Overview

Mission

Recognizing that visual art is the expression of personal experiences and reaction to the surrounding world, the Institute for Visual and Public Art seeks to broaden student perspectives and nurture their talents. VPA engages students in self-learning and expression, ethical interaction with audiences, and contextual understanding of the meaning of visual art.

VPA addresses the complex issues of working in public space creating murals, sculptures, installations, book arts, painted and electronic billboards, light sculptures, large-scale digital and cyber art, time-based work, performance and environmental art, and public ceremony works. Students are encouraged to explore the vast array of available media from the tradition of paints to the precision of pixels.

Academic Philosophy

As the 21st century approaches, the changing world challenges artists to see themselves in a diverse society where art is an expressive form more open to the needs of communities. Artists need to become flexible practitioners who can think, research, organize, and produce work that transforms people and places. The power of art lies in artists connecting themselves in reciprocal relationships with their publics, able to create a more humane life relevant to their time.

The VPA major presents a new model for preparing artists based on the belief that making art is a significant social act and that artists must be prepared to tackle critical questions of self-expression, artisanship, identity, community, values, politics, and meaning. Who is an artist? Why make art? What is the role of the artist in the community? How does art communicate, and to whom?

Bachelor of Arts Curriculum

The Visual and Public Art Institute offers a Bachelor of Arts in Visual and Public Art. This generalist program consists of broad experience in drawing, painting, and using new genre within the context of coursework in contemporary cultural theory and criticism. The VPA major prepares students to be arts practitioners with a set of skills and values that will make them active and responsible participants in society. Because the making of visual art is not separate from the consideration of its context, the program expands student skills in history, philosophy, community analysis, collaboration, planning, production, evaluation, revision, and distribution of art. By honing skills of seeing, recording, self-expressing, interpreting, and making, learning experiences help students mature both as artists and arts professionals.

Preparation for the Major

Students may informally petition to enter the major by meeting with an advisor and developing a learning plan based on the MLOs and specialization. Formal petition to the major may occur after the completion of the Major ProSeminar and the presentation of the student's individual learning plan. Students should anticipate that at least 50 percent of the coursework must be upper division to fulfill competencies with the appropriate level of artistic maturity.

Major Learning Outcomes

VPA majors are guided toward achievement of six Major Learning Outcomes (MLOs):

- **VPA MLO 1 Historical and contemporary analysis skills** including □ ability to research, define, analyze, and critically formulate positions on contemporary issues in visual and public art from historical, ethical, visual, and sociopolitical perspectives
- **VPA MLO 2 Community and audience skills** including □ ability to define, investigate, and analyze community-audience issues □ ability to practice effective problem solving, communication, and community-sensitive work □ ability to evaluate accountability
- **VPA MLO 3 Collaborative and community planning skills** including □ ability to achieve interdisciplinary collaboration and display community-organizing strategies within an arts project
- **VPA MLO 4 Production skills** including □ ability to creatively image and technically master media □ ability to complete and present artworks or projects
- **VPA MLO 5 Critical and evaluative skills** including □ ability to assess, critique, and analyze community, audience relevancy, and impact of artwork
- **VPA MLO 6 Distribution skills** including □ ability to present and distribute artwork in multiple contexts using technological, multilingual, and other means

Assessment of Outcomes

Assessment of learning outcomes is based on student portfolios of coursework or prior learning. Built-in assessment is the assessment offered within a course. Alternative assessments take place outside of courses and assess a portfolio or other bodies of work. They are conducted by senior faculty and an artist from the field.

Major Curriculum Structure

The key components in the visual and public art curriculum are studio courses, history and theory courses, a Visiting Artist Series, and projects both on and off campus. To assure that the curriculum is geared to individual interests, VPA majors have the opportunity to select among four possible concentrations:

- Murals and painting
- Sculpture and installation
- Photography (in development), replicative media, and art technology
- New genre, performance, and time-based arts

Major Curriculum Features

Major ProSeminar

The Major ProSeminar helps VPA majors create a community of learners and assists them in completing their individual learning plans. It acquaints students with theories, values, and models relevant to the VPA program and explores possible careers.

Home-based Studio

Home-based studio—a team approach to learning where students from a variety of levels learn together in applied projects with real production goals and responsibilities—functions much like a family. Advanced students may take the lead on special independent projects arising from the home-based studio.

Service Learning

Service Learning is integral to public art and is expected to be a significant component of most VPA projects. Students complete their Service Learning requirements in the major through projects in public art which are organized by the Visual and Public Art Institute. Planned public art projects include collaboration on activities such as mural projects in several local communities. Assessment for the Service Learning requirement is handled within the Institute.

Distance Learning

Distance learning is a critical component of the VPA curriculum. It includes technologically mediated forms such as digital murals, and coursework presented by experts in major urban centers. A key project of the VPA program is the distance learning connection between the CSUMB mural and public art studio and the UCLA studio at the Social Public Art Resource Center in Venice, California.

Senior Capstone

VPA majors must complete a Senior Capstone in which they design, curate, and present a project as a display of cumulative learning. The project may take place off campus in a community setting in keeping with a public art focus.

Graduate Study and Career Pathways

The VPA major prepares students for graduate study and career potential in public art, fine art, arts administration, arts education, museum studies, museum administration, curatorial management, community arts organization, arts management, gallery management, cultural and arts policy, and cultural studies.

Additional Institute Contributions

University Learning Requirements (ULRs)

The Visual and Public Art Institute offers several courses that satisfy various ULRs including Creative and Artistic Expression, Ethics, and Literature and Popular Culture.

Campus Leadership

The Visual and Public Art Institute oversees facilities and equipment development to support the VPA major, develops and implements public art projects on and off campus, and advises CSUMB on the development of public space and art acquisition and installation on the campus.

Scholarly Activity

The Visual and Public Art Institute generates written theory for publication and supports the development of practice in visual and public art by both faculty and students. The Institute convenes conferences, symposia, and thinktanks on subjects of importance to the theory of visual and public art. It hosts artists, exhibitions, installations, and sociomedia that further the development of the Institute and CSUMB as a major center of public art teaching and learning.

Visiting Artists Series

The Visiting Artists Series allows students to learn in the company of masters through lectures, residencies, and applied projects.

Fort Ord Conversion Project

The Fort Ord Conversion Project is central to an interdisciplinary curriculum that examines the long history of the military base and the land upon which it rests.

Institute for World Languages and Cultures (WLC)

Making Contact

- Institute for World Languages and Cultures (WLC)
 - Degree offered. Bachelor of Arts
 - Location. Building 49
 - Information 831-582-3863
 - Senior Secretary. 831-582-4370
 - Fax 831-582-3885
 - Email wlc@monterey.edu
 - FirstClass Conference World Languages
 - Website <http://wlc.monterey.edu>

Program Overview

Mission

The approach to language education and instruction taken by the Institute for World Languages and Cultures is outcomes-based, innovative, and technologically driven. Rather than simply learning grammar and vocabulary, students develop the language skills and cultural proficiencies that are in high demand in business, government, and education. They also benefit from instructional use of new technologies and telecommunication networks to enhance language acquisition and promote language instruction for both traditional and nontraditional students.

Driven by CSUMB's location on the California Central Coast, the languages taught by the Institute for World Languages and Cultures primarily represent the Pacific Rim. This equates to extensive offerings in Spanish and Japanese as well as a growing curriculum in Chinese. To connect with the heritages of the diverse Monterey Bay communities, WLC is also beginning to include Italian and plans for curriculum expansion include offerings in Korean, Portuguese, Tagalog, and Vietnamese.

Each semester several American Sign Language (ASL) classes are offered, and planned expansion of that program will include a certificate for ASL translation and interpretation. WLC offerings will develop rapidly in coming years as CSUMB continues to grow.

Academic Philosophy

At the dawn of the 21st century, the future promises to be much more global and international than any previous time in history. Telecommunications, world trade agreements, worldwide emergencies, and economic interdependence are quickly drawing the diverse peoples of the planet closer together. This compels the development of proficiency in languages other than English and the understanding of and involvement in multiple cultures.

Bachelor of Arts Curriculum

The Institute for World Languages and Cultures offers a Bachelor of Arts in World Languages and Cultures (WLC).

WLC majors graduate with an advanced level of proficiency and usage in the language emphasized. Students focus on two general areas from the arts, literature, history, social sciences, and philosophies of the major cultures reflected by the language selected. As they progress toward graduation, they design an area of concentration that may be thematic, discipline-focused, or career-oriented to acquire deeper knowledge relative to specific interests and goals.

The WLC curriculum includes beginning through advanced courses in American Sign Language, Japanese, and Spanish, and in Mandarin Chinese as enrollments permit. Opportunities in Italian and in Korean are also currently offered as enrollments permit.

Preparation for the Major

In order to enter the WLC major, a student must have already attained intermediate-low to intermediate-mid skills in the language being emphasized. In most cases this will be done by completing the language through the fourth semester, or by demonstrating this proficiency via independent assessment. In all cases, the student must apply for acceptance into the program and officially enters the major upon enrolling in the Major ProSeminar (WLC 300).

Major Learning Outcomes

WLC majors are guided toward achievement of eight Major Learning Outcomes (MLOs):

- **WLC MLOs 1-4 Language proficiency** including □ advanced to advanced-high proficiency in speaking (MLO 1), listening (MLO 2), reading (MLO 3), and writing (MLO 4) the emphasized world language (American Council on the Teaching of Foreign Languages advanced-high level for category-one languages such as Spanish, Italian, Portuguese, etc., and advanced level for category-four languages such as Japanese, Chinese, Korean, etc.).
- **WLC MLO 5 Cultural knowledge** including □ reasonable understanding of two areas from the philosophical perspectives (ideas, beliefs, attitudes, values), the behavioral practices (patterns of social interactions), and the tangible and intangible cultural products (art, literature, music, cuisine, vestments) of the societies or major cultures represented by the emphasized language
- **WLC MLO 6 Cross-cultural competency** including □ general knowledge of a sociocultural group other than the one emphasized by the major □ basic understanding of one area from the philosophical perspectives, the behavioral practices, and the tangible and intangible cultural products of the second culture
- **WLC MLO 7 Cultural praxis** including □ active participation in the culture of the emphasized language at an intermediate level
- **WLC MLO 8 Technology skills** including □ ability to use multi-media technology and the Internet to support interactive linkages and distance learning activities with individuals and organizations in countries where the emphasized language is primary

Assessment of Outcomes

WLC MLOs may be fulfilled through course-based assessment or independent assessment. All WLC upper-division learning experiences are designed to help meet an MLO and other WLC learning requirements. Students may fulfill all degree requirements through coursework at CSUMB. In accordance with the outcomes-based pedagogy embraced by CSUMB, WLC majors with prior expertise (e.g. personal, professional, or social experience) may petition for an independent assessment of this previously attained knowledge. Criteria for independent assessment are defined for each MLO.

Major Curriculum Structure

The curriculum for WLC majors has three parts: 1) the general University Learning Requirements for a foundation; 2) the MLOs for breadth; and 3) an area of concentration for depth. With careful planning, students who do not seek independent pathways for learning and assessment will be able to complete all WLC major requirements in four semesters.

MLOs may be achieved through a variety of pathways: in-class learning experiences, lab experiences, directed independent study, study abroad, involvement in a local heritage community, Service Learning internships, and other practicum-type projects in which the target language will be put to use and practiced.

Major Concentration

By emphasizing MLOs 1-4 or MLO 5, WLC majors design an area of concentration that may be thematic, discipline-focused, or career-oriented. In this way, students acquire deeper level knowledge in a particular area of the WLC discipline relative to their specific interests and goals. This is especially important for those seeking to enter graduate school. The area of concentration also helps students prepare for their Senior Capstone projects.

Major Curriculum Features

Major ProSeminar

All WLC majors are required to enroll in a Major ProSeminar involving the language and cultures of their major emphasis. In the Major ProSeminar, students are introduced to a range of career opportunities and, with the guidance of faculty, develop individual learning plans appropriate to their personal and professional goals. In the Major ProSeminar students also begin defining their Senior Capstone project. The instructor of the ProSeminar becomes a student's preliminary major advisor until the student identifies a faculty member who is more in tune with particular Capstone interests.

Service Learning

Through WLC courses that fulfill the Service Learning requirement, students have the opportunity to work with public and private agencies on projects that integrate their chosen language skills with community needs.

Senior Capstone

WLC majors are required to complete a Senior Capstone project involving the world language and cultures of their choice. Capstone projects, which may vary from an extended research thesis to interpretive and creative performances or the creation of software, must demonstrate integrated knowledge, penetrating understanding, and advanced linguistic skills.

Graduate Study and Career Pathways

The WLC major prepares students for graduate study and careers in language and culture education, translation, interpretation, government, foreign service, world trade, international affairs, multinational business, international trade, the travel industry, national security, import/export trading, the Peace Corps, cultural research, international financing, and multinational marketing.

Additional Institute Contributions

University Learning Requirements (ULRs)

The Institute for World Languages and Cultures provides an extensive number of courses that provide pathways for all CSUMB students to satisfy the Language ULR. In addition, WLC offers several courses that satisfy the Literature and Popular Culture ULR and the Culture and Equity ULR.

Distance Learning

The Institute for World Languages and Cultures collaborates with CSUMB's Distributed Learning and Extended Education (DLEE) program to provide distance learning and online opportunities that allow students to study languages and cultures not taught directly on the CSUMB campus through the offerings of linked universities.

Study Abroad

CSUMB benefits from the size and strength of the 23 campus CSU system when it comes to immersing students in their language and culture of choice. Under the direction of the CSU Office of International Programs (OIP), students are offered extensive opportunities to enroll simultaneously at CSUMB (or one of the other CSU campuses), where they earn academic credit and maintain campus residency, and in a host university or special study program center abroad. Students typically study abroad for a full academic year.

OIP's primary objective is to enable participants to gain firsthand knowledge and understanding of other areas of the world. Students have the opportunity to increase their communication skills through participation in the language and culture of other countries. For more information refer to the OIP section of this catalog or the *California State University International Programs Bulletin*.



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Institutes

- Institute for Archaeology
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 - Lab Location Building 110
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 - Director 831-582-3760
 - Fax 831-582-3566
 - Email ruben_mendoza@monterey.edu
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- Institute for Community Networking
 - Location Building
 - Information 831-582-3890
 - Director 831-582-3625
 - Fax 831-582-3566
 - Email george_baldwin@monterey.edu
 - Website <http://indian.monterey.edu/icn/>
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- Institute of GIS and Spatial Analysis
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 - Director 831-582-4166
 - Fax 831-582-3566
 - Email yong_lao@monterey.edu
 - Website http://www.csumb.edu/academic/centers/sbsc/institute_geo.html

- Institute for Mexico and U.S./Mexican Studies
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 - Website http://www.monterey.edu/academic/centers/sbsc/institute_mexico
- Institute for Pacific Rim Studies (PRS)
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- Institute for Social History
 - Location Building 17
 - Information 831-582-3890
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Academic Degree and Certificate Programs

- Social and Behavioral Sciences (SBS)
 - Degree Bachelor of Arts
 - Sponsoring Center Social and Behavioral Sciences
- Geographic Information Systems (GIS)
 - Certificate GIS
 - Sponsoring Institute Institute of GIS and Spatial Analysis

Section Contents

- Program Overview
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- Institute for Archaeology
- Institute for Community Networking (ICN)
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- Institute for Pacific Rim Studies (PRS)
- Institute for Social History

Program Overview

Mission

The faculty members of the Social and Behavioral Sciences Center (SBS) believe that there is a common body of theories, methods, and data management systems underlying all of the social and behavioral sciences. They share a common interest in interdisciplinary study of the entire range of human behavior and the social institutions that mold such behavior. SBS is committed to promoting scientific and critical understanding of contemporary society in its global manifestations and local and national dimensions. The SBS curriculum encourages students to explore innovative, alternative solutions to human problems and prepares them for effective and ethical social intervention and advocacy.

Unlike other universities where the mountain of social and behavioral science is usually conquered by dividing it into disciplines such as psychology, sociology, anthropology, archaeology, social work, criminal justice, history, geography, political science, and social studies education, SBS offers all of these fields and their imaginable combinations as possible concentrations within an interdisciplinary whole.

Academic Philosophy

The format of the Social and Behavioral Sciences program at CSUMB is outcomes-based in that it assesses students on the basis of demonstrated competencies. An SBS major is expected to demonstrate competency in the core body of theory, research methods, area studies, disciplinary concentrations, and information technologies that SBS faculty have defined as necessary for all professional social and behavioral scientists and students planning to pursue postgraduate studies. Students participate in learning experiences that are project-based, service-oriented, and facilitated by the Center's interdisciplinary faculty. The projects, reports, and demonstrations that result from such a practice-based approach are the basis for the assessment of student progress toward graduation.

Academic Programs

Bachelor of Arts Curriculum

The Center offers a Bachelor of Arts in Social and Behavioral Sciences (SBS). The core curriculum and related courses present a thoughtfully planned set of learning pathways with faculty mentors acting as guides to the curriculum. The difference between SBS's interdisciplinary format and the more traditional pathways available at other universities is an important one. The CSUMB approach encompasses all of the interrelated social and behavioral sciences while encouraging students to focus on their chosen career or graduate school objectives in one or more areas of the social and behavioral sciences.

Preparation for the Major

Interested first year and transfer students must petition to major in the Social and Behavioral Sciences. This involves preparing an Individual Learning Plan (ILP) which includes a tentative course of study and a statement of what the student expects to gain from that planned course of study. Until a faculty mentor/advocate has been selected or assigned and an ILP filed with the Center, students are matriculated as "candidates" for the major rather than as "majors."

The Center has a fulltime assessment specialist, a member of the faculty, whose task it is to keep students informed of academic progress toward fulfillment of their respective learning plans.

- First-year students are expected to complete the Freshman ProSeminar which serves to introduce students to the SBS major and the unique outcomes-based approach to teaching and learning at CSUMB.
- Second year students should complete SBSC 200 which provides them with their initial introduction to the interdisciplinary nature of the SBS major.
- Third year, and junior transfer students are each assigned an academic advisor—via SBSC 308—who provides guidance to them as they develop their ILPs. As noted above, the ILP documents the primary learning outcomes that each student intends to achieve, which in turn serves to specify the pathway by which they will achieve competency through specified Major Learning Outcomes (MLOs) and University Learning Requirements (ULRs).

Major Learning Outcomes

SBS majors are expected to achieve competency in four Major Learning Outcomes (MLOs). These include the following:

- **SBS MLO 1 Social and behavioral sciences theory** including
 - an understanding of classic and contemporary theories of society and the individual as a social, historical, economic, political, cultural, and psychological actor or agent of change
 - ability to apply and interpret integrative, critical theoretical frameworks in order to explain social, cultural, political, historical, and spatial phenomena at local and global levels, including the ability to understand and explain how global and local societal units and agents interact
 - skills necessary to assess how primary social and behavioral processes and units and areas of analysis, such as cultural and political dynamics, race, ethnicity, class, gender, and human sexuality, are influenced by their respective geographical, cultural, social, political, and historical contexts and conditions
- **SBS MLO 2 Research methodology, information management, retrieval, and analysis** including
 - ability to use appropriate quantitative and qualitative data collection and analysis methods
 - ability to effectively use information age technologies to collect, manage, and retrieve social, cultural, economic, historical, geographical, political, and psychological data
 - competence in statistical analysis, cultural resources assessment, evaluation of public policies and programs, geospatial data management, social needs and impacts assessment, and Geographic Information Systems (GIS)
- **SBS MLO 3 Specialized disciplinary and/or area studies and advocacy concentration** including
 - preparation for a smooth transition into postbaccalaureate training in schools that may not have an interdisciplinary social and behavioral sciences program
 - a foundation or concentration in at least one traditional discipline-based area of the social and behavioral sciences, such as anthropology, archaeology, cultural geography, social history, political economy, social and cross-cultural psychology, or sociology, as these relate to the student's projected graduate studies or career plans
 - demonstrated knowledge of at least one specific regional culture outside of the United States or at least one American ethnic minority community within the continental United States

- SBS MLO 4 Application of social science principles and practices in real world contexts including □ ability to apply knowledge of SBS theories and methods in the assessment of real-world problems □ application of SBS technical and research skills in real-world contexts for the purpose of identifying social problems and solutions □ demonstration of problem solving skills pertaining to issues of immediate local concern or of specific relevance to diverse cultural or underrepresented populations within or beyond the California Central Coast region □ ability to identify social and behavioral science tools and applications that meet specific SBS or local community needs □ demonstrated ability to identify, use, and apply such tools and applications within the guidelines and ethical standards set by the SBS disciplines

Assessment of Outcomes

An SBS degree and concentration are earned by way of assessed competencies as evaluated by faculty advisors using SBS assessment procedures, including consideration of transfer credits and the successful completion of the course of study specified in the ILP. The overall program includes completion of both ULRs and SBS MLOs.

To graduate with a degree in Social and Behavioral Sciences, students must:

- Petition to have the ILP reviewed and approved by faculty advisor(s).
- Assess competencies in relationship to the ILP.
- Submit a final assessment portfolio and Capstone Project.

SBS's assessment specialist reviews and directs (in tandem with the student's faculty committee) the final assessment of MLOs and achievement for graduation. Faculty committees consist of faculty members and professionals who have agreed to supervise a student's Capstone Project.

Student portfolios are required to clearly demonstrate competency in the four MLOs as demonstrated by prior deliverables and a Senior Capstone project. Students with unacceptable graduation portfolios will be required to resubmit their portfolios with the necessary changes or additions as indicated by their committees. In this respect, the SBS program is similar to graduate programs in that the degree is conferred through demonstrated competency and not earned strictly through the completion of academic credits.

Online Assessment Component

The online SBS Assessment Component provides an integrated set of resources, tools, and services designed to help faculty and students determine the effectiveness of academic practice at CSUMB. It is specifically designed to help students develop and follow their learning plans and pathways based on diagnostic tools and a continued evaluation of the process and final outcomes of their participation in the program. Further information is available at the Assessment Component Website.

Major Curriculum Structure

CSUMB's Social and Behavioral Sciences degree program represents the unique blending of theoretical, applied, and critical approaches and methodologies widely pursued in the social and behavioral sciences. The core learning experience is designed around approximately 20 credits of study that are focused on the integrated theory and method of the social and behavioral sciences.

The SBS core is team taught with many of the lecture sets available by videotape. Readings and lectures focus on the central concepts, themes, methods, and theories shared by the social and behavioral sciences (i.e., culture, personality, ethnography, development, and globalization).

Upon mastery of the core, students may redesign and build upon their Individual Learning Plans (ILPs) to meet educational and professional goals. Graduate school may be such a goal. Students may declare an area of competency in one of the subdisciplines—psychology, sociology, anthropology, archaeology, social work, criminal justice, history, social geography, political science, or K-12 education—and incorporate related learning goals and plans into the ILP.

The ILP defines how MLOs have or will be achieved by pathways (i.e., coursework, field experiences, Service Learning, or prior learning experiences in the workplace or daily life). The ILP is essentially a contract for graduation and will be the basis for an ongoing dialog between the student and SBS faculty advisor regarding the student's successful progress through the major.

ILPs are developed in the SBSC 308 and 309 Assessment Labs. Unlike traditional majors that might require only passing grades in a body of units to graduate, Social and Behavioral Sciences majors submit intellectual products that are assessed against the learning outcomes stipulated in the ILP. These products are collected in a major portfolio (hard copy and or multimedia) that is assessed against the students' ILP requirements. The State of California does require that students complete 124 total credit hours of study toward graduation, but with an SBS Individual Learning Plan there is more than one pathway for addressing this requirement.

Freshmen or sophomores already attending CSUMB can learn more about the ILP, the petition to major, and the social and behavioral sciences by enrolling in PROS 100 (SBS emphasis) or SBST 200: *Interdisciplinary Social and Behavioral Sciences*. Students transferring from a junior college or university with 56 credits, of which 12 to 16 credits are within the social and behavioral sciences, will be considered upper-division and must enroll in the SBS core courses: SBSC 301, SBSC 302, SBSC 308, SBSC 309, and at least one of the project-based learning seminars and labs. Students should consult the faculty in either the SBSC 301/302 and or 308/309 courses to discuss which of the project-based seminars and labs is most appropriate for their area of study. For additional information on the ILP and the SBS, please refer to the SBS and Assessment Component Websites.

Major Curriculum Features

Multimedia Simulations and Online Electronic Communication

All SBS courses incorporate advanced electronic technologies into the curriculum. A multimedia-based interactive learning simulator that teaches students how to conduct field research in a "virtual" computer environment is one example. Another includes "streaming" audio and video lectures delivered to student homes by way of Internet multimedia technology. SBSC has developed its own interactive multimedia course materials, multiple-user databases, computer conferencing, and computer assisted tutorials. All faculty and students use email as part of the academic environment.

Discipline and Area Study Concentrations

Learning of in-depth skills within the social sciences or in areas of professional activity may be obtained in local communities, larger society, and other countries. The area studies specialization helps students gain knowledge about diverse cultures in and outside of the United States. The disciplinary concentrations also provide students with a foundation in some of the features of traditional disciplines, including anthropology, archaeology, cultural geography, social history, political science, economics, psychology, and sociology. Developing an expertise in such concentrations, which may begin in the project-based learning laboratories of the SBS, is ultimately formalized in the yearlong Senior Capstone.

Area Studies Courses

The area studies courses focus on interdisciplinary and comparative social scientific approaches applying a topical, case study, and issues orientation to the study of cultures and cultural behaviors and dynamics. In particular, these courses expose SBS majors to case materials drawn from U.S. society, cross-cultural examples, and the global linkages between nations, communities, and societies. It is recommended that students enroll in at least three area studies courses during their senior year. One such experience is the Summer in Querétaro (Mexico) Program which offers students the opportunity to conduct firsthand research projects in Mexican rural communities. Participating students receive prior instruction on conducting research in Mexico. This includes conducting field research in a “virtual” computer-mediated learning environment.

Professional Assessment Laboratories

The professional assessment laboratories run parallel to courses such as the core and the Senior Capstone. They focus on how to prepare portfolios, how to complete and update an ILP, how to prepare and present a petition to major, and how to complete and update a petition to graduate.

In these laboratories, students learn how to write social and behavioral sciences papers, give oral reports, and obtain information on career objectives, graduate and professional schools, and fellowships. Students also learn strategies for using electronic technologies to access information and to present research findings in distinct electronic formats. In this context, students are also provided a forum for considering their career objectives and the professional skills needed to be successful. The laboratories also provide a peer forum for discussing ongoing educational and career objectives.

Assessment Portfolio

Faculty advisors employ the student assessment portfolio to track and record student progress toward the achievement of ULR and MLO competencies. This portfolio is submitted at least one month prior to graduation. The portfolio may take the form of hard copy or multimedia (HTML or CD-ROM) documents that serve as the student’s permanent record of achievement within SBS.

Service Learning

SBS works with local, state, federal, and international organizations to provide project-based Service Learning opportunities. As an example, the innovative San Juan Bautista Mission based Museum Education Project of the SBS Institute of Archaeology brings students, scholars, and minimum-security trustees together in a nationally praised archaeology, museum education, and community action undertaking. Other students have gained real-life and practical career experience as volunteer counselors, museum docents, and technicians in area nonprofit organizations.

Senior Capstone

When students have successfully completed the SBS core (typically during their junior year) they begin the Senior Capstone. Because it is structured to dovetail with the approved ILP, each student’s Capstone experience is different. Capstone projects may include internships for those who wish to work in counseling, social work, criminal justice, government agencies, museums, nonprofit organizations, or the private sector.

All students are required to enroll in the Senior Capstone seminar series that emphasizes the application of a specialization in a specific social science discipline. Such areas may include political science, economics, history, anthropology, archaeology, geography, sociology, or psychology.

Directed Reading Laboratories

Designed to complement the Senior Capstone, directed reading laboratories are tailored to expose students to both classic and contemporary theoretical frameworks from within a given discipline. Students may use their senior year to concentrate on the application of electronic technologies and multimedia for data analysis in the social and behavioral sciences, the analysis of socioeconomic policy, the study and analysis of global issues, the development of cultural and social impact assessments, or social advocacy and intervention.

Career Pathways

Students graduating from the program are prepared for direct placement in human services agencies, government, private sector opinion research or marketing firms, education, or academic research. The SBS degree is useful to students seeking K-12 teaching certificates as the curriculum may lead to certification or other training relevant to state-mandated social studies requirements and guidelines.

SBS majors are also prepared for graduate school training in the traditional subdisciplines of the social and behavioral sciences. Some graduates have gone on to schools of social welfare, counseling and psychology programs, and combined programs in communications and the social sciences. Still others have chosen more traditional paths in graduate programs of sociology and anthropology. SBS students have reported the unique advantages of the interdisciplinary approach found in the Center particularly as this pertains to graduate-level and other advanced studies in the social and behavioral sciences.

Additional Academic Contributions

University Learning Requirements (ULRs)

The Center offers several courses that satisfy various ULRs including Creative and Artistic Expression, Culture and Equity, Democratic Participation, Ethics, Mathematics Communication, Technology and Information, and U.S. Histories.

Institutes

Six Institutes housed within SBS provide collaborative, interdisciplinary, and educational opportunities for students. These Institutes work with local, state, federal, and global organizations to provide service and project-based learning opportunities for students, an important component of achieving CSUMB's unique educational mission. Institutes exist as resource centers as well, and Institute directors actively seek external funding to assist in realizing the CSUMB Vision and SBS's educational objectives.

Institute for Archaeology

Making Contact

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 - Director 831-582-3760
 - Fax 831-582-3566
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 - Website. <http://archaeology.monterey.edu>

Program Overview

Mission

The primary initiative of the Institute for Archaeology is to develop a fully integrated curriculum centered on archaeological science, technology, and visualization. This Institute's curriculum encompasses the social, geospatial, virtual, environmental, and archaeological sciences. Project-based and both lab and fieldwork oriented, the Institute explores and engages the development of:

- Online and multimedia instructional courseware
- Archaeology and museum collections database applications
- Virtual museum development and virtual reality (VR) modeling of archaeological sites and materials
- An ongoing program of archaeological research and material culture studies
- Museum design, development, and public programming for Old Mission San Juan Bautista

Academic Philosophy

Virtual archaeology intersects archaeology with the realms of electronic information technology, multimedia, and Geographic Information Systems (GIS). It brings these powerful new technologies to the forefront of scientific interpretation, reconstruction, and the modeling of past worlds. The Institute for Archaeology is committed to the development of an innovative interdisciplinary curriculum that includes project-based learning and instructional technology development.

Institute Contributions

Curriculum

The newness of both CSUMB and the Institute, not to mention the embryonic development of virtual archaeology itself, are reflected in the current Institute curriculum which initiates an applied approach combining virtual archaeology and area studies. The multidisciplinary faculty of SBS and other campus and off-campus associates and course offerings round out the curriculum. The Institute offers learning experiences in archaeology and other social science research methods, museum anthropology, social history, VRML-based multimedia and software development, GIS, and telecommunications.

Projects and Programs

The Institute for Archaeology provisions project-based learning experiences, applied research, laboratory and field-based opportunities, and training in the art and science of archaeology and museum studies. The Institute is home to several ongoing projects and lab programs that include:

- Alta California Mission Research Project
- Museum Education Project
- Ancient Technologies and Cultures Lab
- Modern Material Cultures Lab
- Virtual Museum Lab

Graduate Study and Career Pathways

Careers that draw on archaeology and museum anthropology and its resources include museum education and curation, historic preservation, archival management, cultural resources management and repatriation, geology, paleontology, art history, Geographic Information Systems (GIS), instructional technology development, government service, K-12 teaching, research, writing, and documentary film making.

Institute for Community Networking (ICN)

Making Contact

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Program Overview

The Institute for Community Networking (ICN) promotes the academic study of civic networking: the use of telecommunications by the general public for local community and economic development, non-profit service delivery, and civic participation in government. Various names have been used to describe such systems: community computer networks, civic networks, public access networks, free-nets, public information utilities, electronic town halls, telecommunities, community communication centers, and telecottages. Others have defined public access networks as "an electronic system of information bases and/or person-to-person communications, structured around defined public interest goals in a particular geographical area or jurisdiction."

Institute Contributions

Learning Laboratory

Using a Silicon Graphics Indy computer and Netscape server software, ICN has developed an online, project-based learning laboratory for CSUMB students and community members who are interested in the social, behavioral, and policy dimensions of community information systems. The principles of human behavior are experimentally tested within the virtual communities of the Internet. Students study topics as diverse as child pornography, gender differences in conversation, online hate crimes, and the most effective interface for supporting live chat. Telecommunication policy, especially as it is related to constitutional rights in the digital age, provides the framework for developing and testing the new communication technologies that build capacity in the community.

Curriculum

ICN is dedicated to the study of "virtual communities," "virtual identities," and the emerging global community of the Internet. The social psychology of online behavior and how such behavior is shaped by telecommunication policy is explored through project-based learning labs, simulations, and real-life activities on the Internet. Students are encouraged to work closely with their own community to develop such a system then publish and present their findings at regional and national community networking conferences.

Projects

- Specific projects and research supported by ICN include:
- Native American Public Telecommunications prototype Website
 - The *DIA Financial Journal*, a multiethnic financial journal
 - American Indian Alaskan Native Census Information Center
 - National Museum of the American Indian's strategic plan for information technology
 - Tri-county nonprofit and government agency community information sites

Institute of GIS and Spatial Analysis

Making Contact

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 - Information 831-582-3890
 - Director 831-582-4166
 - Fax 831-582-3566
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 - Website http://www.csUMB.edu/academic/centers/sbsc/institute_geo.html

Program Overview

Geographic Information Systems (GIS) is an emerging computer technology that manages georeferenced information. GIS integrates digital maps with any kind of attribute data that have important spatial significance such as land use, population, housing, road network, natural resources, crime rates, and diseases. As GIS develops further and its applications multiply, GIS education is becoming very popular in colleges and universities around the country. Most recently, the term Geographic Information Science has emerged to represent the science of spatial data processing which includes the theory and method of spatial data acquisition, storage, analysis, and visualization.

CSUMB's Institute of GIS and Spatial Analysis is dedicated to research, instruction, and deployment of geographic information technologies as they are applied to the social and behavioral sciences. GIS technology provides unique and powerful approaches to the study of complex social, economic, cultural, and environmental issues.

Institute Contributions

Curriculum

The study of Geographic Information Systems (GIS) requires a basic core of knowledge, in-depth understanding of state-of-the-art technology, computer proficiency, and demonstrated ability to conduct complex spatial analysis. This Institute offers nationally certified GIS training courses both at introductory and advanced level. Service Learning opportunities are also offered, giving students experiences in real world GIS applications. CSUMB has developed cooperative arrangements with the Census Bureau and serves as an electronic repository and collection point for U.S. Census Tiger Files and general socioeconomic statistics (SES) information shared on CD-ROM with the American Indian and Alaskan Native Census Information Center of CSUMB (<http://indian.monterey.edu>).

Projects

By its very nature, GIS programs must be interdisciplinary. GIS-related teaching, research, and community services facilitate integration of pedagogical effort at the university level and promote collaboration among faculty, staff, students, and members of the community. Some of the projects supported by the Institute of GIS and Spatial Analysis include:

- Enrollment analysis using GIS
- Spatial assessment of childcare priorities in Monterey county
- GIS supported mapping and visualization of the Tellus project
- Retail site selection and market analysis using GIS
- Wildfire mapping and simulation
- Digital spatial database for the Monterey Bay National Marine Sanctuary

Graduate Study and Career Pathways

There are many exciting career opportunities for students with GIS background. The demand has been rapidly rising for people who are knowledgeable about using GIS within their own disciplines and for people who are professional GIS managers and technicians.

Institute for Mexico and U.S./Mexican Studies (IMUSMS)

Making Contact

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Program Overview

The Institute for Mexico and U.S./Mexican Studies (IMUSMS) promotes the teaching of subjects related to Mexican society, culture, and history. It also seeks to advance and disseminate knowledge about the economic, political, and cultural relations between the United States and Mexico, especially ties between California and Mexico. Other activities include the fostering of academic exchanges with Mexican universities, and promoting electronic communications between CSUMB students and faculty and their counterparts in Mexican universities.

Institute Contributions

Curriculum

The Institute offers learning opportunities in Mexico for SBS and other CSUMB students. All of these teaching initiatives feature project-based learning including experiential learning and internships. The cornerstone of the curriculum is a four-week summer exchange program in Mexico. During that time students work with Mexican and Institute faculty to conduct directed field studies. To ready themselves, students are expected to participate in a field research preparation course in the semester prior to leaving for Mexico. Students live in Mexican rural communities.

Programs and Projects

Activities and Courses sponsored by IMUSMS include:

- Analysis and project-based training in the demography, international dimensions, and cultural dynamics of Mexican-Californian migratory networks and transnational communities.
- *Crisis and Development in Mexican Society*—an international course, involving students and faculty from the Institute with Internet-linked Mexican colleagues to analyze leading issues in contemporary Mexico.
- Virtual field research in Mexico using a simulated multimedia, electronic learning environment.
- The Querétaro Research Project (QRP)—a longterm research and student training program which is now in its fourth year. QRP focuses on a variety of topics within the larger framework of macro-micro analysis of interrelations between individuals, extended social and political networks, communities, and larger (regional, national, and international) social, economic, and political structures in the state of Querétaro, Mexico.

Graduate Study and Career Pathways

IMUSMS activities prepare students for graduate work in Latin American studies, cultural anthropology, sociology, political economy, and additional social sciences involving the study of other cultures. Participation also provides an excellent grounding for students going on to graduate training as service providers for Spanish speaking populations both through governmental and nongovernmental agencies. Future teachers of Spanish speaking children will also develop their cultural and linguistic skills through total immersion for four weeks in Mexican society.

Institute for Pacific Rim Studies (PRS)

Making Contact

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 - Website <http://www.csUMB.edu/academic/institutes/prs/>

Program Overview

The Institute for Pacific Rim Studies promotes greater understanding about peoples and societies in Asian-Pacific countries (including Vietnam, China, Japan, and East and Southeast Asian countries), and their interconnections with American lives. The Institute explores social justice issues, responses of all these peoples—especially workers and peasants—to global processes, and the effects of these processes on their daily lives. Through learning experiences, Service Learning group projects, colloquium series, roundtable discussions, seminars, workshops, and joint publication, the Institute facilitates collaboration with other CSUMB Institutes and Centers in program planning and implementation. Moreover, PRS invites participation from students, faculty, staff, guest experts, and members from the larger community.

- The objectives of the Institute for Pacific Rim Studies include:
- Promoting the principles of the CSUMB Vision
 - Promoting on-campus, interdisciplinary collaborations with faculty from other academic Centers and Institutes as well as students, staff, and the administration
 - Linking learning experiences with the interconnections of local and global issues
 - Inviting the participation of local and international experts in ongoing dialogues
 - Facilitating scholarly and cultural exchange programs by inviting international scholars to interact with the CSUMB community
 - Supporting publication of joint works and research as a result of collaborative efforts
 - Encouraging students to develop Service Learning projects with local communities

Institute Contributions

Social Justice Colloquium Series

The Social Justice Colloquium Series annually hosts invited scholars and experts who explore social justice issues of importance to the region with an audience of Monterey Bay region community members and CSUMB students, faculty, and administrators. The goal is to connect the local with the global, the personal with the political, and the academic with the practical. CSUMB's Institute for Social History cosponsors the series.

Institute for Social History

Making Contact

- Institute for Social History
 - Location Building 17
 - Information 831-582-3890
 - Director 831-582-3882
 - Fax 831-582-3566
 - Email gerald_shenk@monterey.edu
 - Website http://www.monterey.edu/academic/centers/sbsc/institute_hist.html

Program Overview

The Institute for Social History fosters innovative teaching and research in social history and the practical application of historical knowledge in contemporary society.

Institute Contributions

The Institute for Social History seeks to achieve these goals at CSUMB, through the social history curriculum in the Social and Behavioral Sciences Center, and as sponsor of the following projects.

Fort Ord Historic Documents Project

The Fort Ord Historic Documents Project is being conducted by the Institute for Social History in conjunction with the Fort Ord Alumni Association and the CSUMB Library. The purpose is to identify, inventory, accession, catalog, and digitize documents relating to the history of Fort Ord. A large collection of documents has already been donated and additional materials are expected as awareness of the project spreads. This will result in valuable work and learning opportunities for interested students over the next several years. The accumulated materials will become a special collection within the CSUMB Library and will be available to students and professional scholars for historical research.

Social Justice Colloquium Series

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Making Contact

- Collaborative Education and Professional Studies Center (CEPS)
 - Location. Building 3
 - Information 831-582-3724
 - Fax 831-582-4568
 - Email. gayle_ropert@monterey.edu
 - Website. <http://www.csymb.edu/academic/centers/#ceps>

Institutes and Programs

- Institute for Advanced Studies in Education
 - Location. Building 3
 - Information 831-582-3641
 - Email christine_sleeter@monterey.edu
 - Website. <http://www.csymb.edu/academic/graduate/education/>
- Institute for Community Collaborative Studies (ICCS)
 - Location. Building 86D
 - Information 831-582-3565
 - Fax 831-582-3899
 - Email iccs@monterey.edu
 - Website <http://www.iccs.monterey.edu>
- Institute for Field-Based Teacher Education
 - Location. Building 3
 - Information 831-582-3639
 - CTIP 831-582-4479
 - Fax 831-582-3539
 - Email minerva_estassi@monterey.edu
- Institute for Global Learning
 - Location. Building 82D
 - Information 831-582-3728
 - Fax 831-582-3737
 - Email robina_bhatti@monterey.edu
- Institute for Liberal Studies (LS)
 - Location. Building 3
 - Information 831-582-3981
 - Director 831-582-3763
 - Fax 831-582-3356
 - Email priscilla_angulo@monterey.edu
 - Website. <http://www.ls.monterey.edu>
- Institute for Management and International Entrepreneurship (MIE)
 - Location. Building 82A, Room 101
 - Information 831-582-4232
 - Fax 831-582-4251
 - Email sandy_hale@monterey.edu
 - Website <http://www.business.monterey.edu>
- Institute for Professional Development (IPD)
 - Location. Building 3
 - Information 831-582-3517

Academic Programs

- Collaborative Human Services (CHS)
 - Degree Bachelor of Arts
 - Sponsoring Institute Institute for Community Collaborative Studies (ICCS)
- Education (MAE)
 - Degree. Master of Arts
 - Sponsoring Institute. Institute for Advanced Studies in Education
- Global Studies (GS)
 - Degree Bachelor of Arts
 - Sponsoring Institute Institute for Global Learning
- Liberal Studies (LS)
 - Degree Bachelor of Arts
 - Sponsoring Institute Institute for Liberal Studies
- Management and International Entrepreneurship (MIE)
 - Degree Bachelor of Science
 - Sponsoring Institute. Institute for Management and International Entrepreneurship (IMIE)
- Teaching Credential, multiple subject
 - Certificate CLAD/BCIAD Multiple Subject
 - Sponsoring Institute Institute for Field-Based Teacher Preparation

Section Contents

- Academic Philosophy
- Academic Programs
- Institute for Advanced Studies in Education
- Institute for Community Collaborative Studies (ICCS)
- Institute for Field-Based Teacher Education
- Institute for Global Learning
- Institute for Liberal Studies (LS)
- Institute for Management and International Entrepreneurship (MIE)
- Institute for Professional Development (IPD)

Academic Philosophy

The Collaborative Education and Professional Studies Center provides access to excellence in academic programs that are learning-centered, interdisciplinary, collaborative, and diversity-oriented. In keeping with CSUMB's Vision Statement, the programs equip students with knowledge, skills, and values that are indispensable to professional competence and quality of personal life. Students are engaged in active learning experiences in an array of school, community, and business contexts.

The Center's commitment to internal and external collaboration is intended to ensure both quality and excellence in the Academic Programs. The collaboration among CSUMB faculty and professionals from K-12 schools, community organizations and agencies, and businesses throughout CSUMB's tri-county service area brings together the knowledge and experience necessary to offer high quality, state-of-the-art programs that meet the educational needs of the region, the state, and the nation.

Academic Programs

The Collaborative Education and Professional Studies Center reflects the university vision and supports the commitment to Service Learning, diversity, and technology. Undergraduate preservice and graduate education programs and projects are housed in seven academic Institutes which, in turn, offer four undergraduate degree programs, a Master of Arts degree, and the Multiple Subject CIAD/BCLAD Teaching Credential. The CEPS Institutes are:

- Institute for Advanced Studies in Education
- Institute for Community Collaborative Studies
- Institute for Field-Based Teacher Preparation
- Institute for Global Learning
- Institute for Liberal Studies
- Institute for Management and International Entrepreneurship (Business)
- Institute for Professional Development

Institute for Advanced Studies in Education

Making Contact

- Institute for Advanced Studies in Education
 - Degree offered Master of Arts
 - Location Building 3
 - Information 831-582-3641
 - Email christine_sleeter@monterey.edu
 - Website <http://www.csUMB.edu/academic/graduate/education/>

Program Overview

Mission

Designed to help credentialed educators become effective teachers and leaders for the culturally and linguistically diverse students in the schools of the region, CSUMB's Master of Arts in Education (MAE) program encourages cultural and linguistic pluralism. MAE also develops skills in applying emerging technologies to educational environments and judging the appropriate application of those technologies.

Academic Philosophy

The MAE program targets the goal of helping teachers achieve excellence in classroom instruction. With that in mind, the program carefully weaves several strands into the fabric of graduate work. At the core, students gain a conceptual and theoretical perspective for instruction. Insights on research in teaching are intertwined. Students are also wired into all the new technological twists. Advanced pedagogical skills and new curriculum materials are tied in, and learning is liberally laced with insights on connecting with culturally and linguistically diverse students, communities, and intellectual works. The MAE curriculum is then sewn together with a plan for lifelong learning using applied action research.

Master of Arts Curriculum

Admissions

Admission into the MAE program is competitive. A limited number of applicants are selected based on the following criteria:

- Completion of a bachelor's degree from an accredited university
- Achievement of a grade point average of at least 2.75 at the undergraduate level and 3.00 at the post-baccalaureate level (Those who do not meet these minimum GPA requirements, but are otherwise strong candidates, may request provisional admission.)
- Submission of three letters of recommendation from individuals familiar with the student's academic or professional work
- Submission of a professional goal statement that matches the focus and resources of the MAE program
- Possession of a valid teaching credential (Other applicants will be considered, but those holding a valid teaching credential will be given preference.)
- Completion of BTSa (if applicable to the student's situation) and two years of successful teaching experience (This criterion may be waived for compelling reasons.)

Applications

Interested students need to apply to both CSUMB and the MAE program.

To complete the university application process, a prospective student must:

- File a CSUMB graduate application.
- Pay a \$55.00 application fee.
- Have official transcripts from each college and university attended mailed directly to CSUMB Admissions and Records. Interested students should start this process early as it is often a slow one.

To complete the MAE application process, a prospective student must:

- File the MAE program application.
- Type and submit a 2-3 page statement of purpose and professional goals.
- Send three letters of recommendation from individuals familiar with the student's professional or academic work.

Curriculum Structure

As the foundation for their master's work, students take three core courses: ProSeminar in Multicultural/Bilingual Education, a research course, and the Capstone Seminar. The core courses help students develop a theoretical and research base for successful teaching in pluralistic contexts. In the research course, they initiate an action research project. They complete it in the Capstone Seminar.

On top of the core, students must demonstrate competency in a second language through fourth-semester level. Coursework in a second language is available as needed, as is assistance in determining level of language competency. Students who enter the program with the requisite second language proficiency are not required to complete additional coursework.

To cap off their graduate program, students select a specialty area consisting of approximately five courses. Specialty area coursework combines theory with practical curriculum development and classroom instruction. It also includes hands-on work. In the process of completing their specialty focus, students analyze their own classroom instruction.

Working with their faculty advisor, students design their specialty area program of studies, drawing primarily from course work available in the MAE program. Students may also complete the CLAD or BCLAD certificate by completing certain designated courses.

Curriculum Features

Outcomes-Based

The MAE program is outcomes-based rather than credit-based. Though candidates will normally complete the program with 32-36 credits of coursework, limited opportunities are available to show that outcomes have been achieved through alternative methods.

Pluralistic Vision

The MAE program is based on a vision of building culturally and linguistically diverse learning communities and draws substantively on the insights of professional educators who have worked and written about this pluralistic vision.

ProSeminar and Research Methods

The ProSeminar in Bilingual/Multicultural Education, followed by a research methods course, helps MAE students create a community of graduate learners and guides them in completing individual learning plans. As students acquire and develop the knowledge, skills, and understanding needed to fulfill expected learning outcomes, the ProSeminar acquaints them with the theories, values, and models relevant to cultural and linguistic plurality in education, and the research methods course assists them in designing a proposal for their action thesis.

Action Thesis

All students are expected to complete an action thesis. This is a major project in which the student uses research for the purpose of transforming something specific. Students begin conceptualizing their action thesis in the ProSeminar and research methods course, work on it while completing their specialty courses, and complete it in the Capstone Seminar.

Capstone Seminar

The Capstone Seminar allows each student to complete and present the action thesis and a professional portfolio as displays of cumulative learning.

Institute for Community Collaborative Studies (ICCS)

Making Contact

- Institute for Community Collaborative Studies (ICCS)
 - Degree offered Bachelor of Arts in Collaborative Human Services
 - Location Building 86D
 - Information 831-582-3565
 - Fax 831-582-3899
 - Email iccs@monterey.edu
 - Website <http://www.iccs.monterey.edu>

Program Overview

Mission

ICCS focuses on the study of integrated human services delivery systems and the collaborative processes essential to individuals, families, and communities empowering themselves to make positive change. ICCS introduces students to the foundations of the management sciences and the major health and human services professions of social work, community health, public safety, and public administration.

Academic Philosophy

As we enter the 21st century, our social, political, and economic environments are experiencing increasing uncertainty and rapid change. In response, to more ably pursue common service goals, public and private nonprofit agencies have begun transforming themselves into more flexible, collaborative, innovative, and outcomes-based organizations. To be successful in this new environment, professionals must be competent in the methodologies and fluent in the language of innovation and collaborative human services delivery.

To meet these challenges, ICCS provides students with multiple learning opportunities both in the classroom and in the field that allow them to:

- Develop sound critical thinking and communication skills.
- Master the theory and practice of collaboration in the human services.
- Integrate the values and ethics of human services practice.
- Become proficient in the use of electronic technologies.
- Become adept at serving populations whose backgrounds are different from their own.

Bachelor of Arts Curriculum

ICCS's interprofessional educational program offers a Bachelor of Arts in Collaborative Human Services (CHS). Through the study of the health and human service fields and management sciences, with an application of the theories of collaborative leadership and decision making, the CHS program uniquely prepares graduates for positions in integrated service delivery systems. Students build on a foundation of professional ethics and values as reflected in these fields of study and practice, and are given the opportunity to develop an understanding of and sensitivity to ethnically, racially, and culturally diverse communities.

Preparation for the Major

A sound preparation for the major includes lower division learning experiences within a broad range of academic disciplines, especially the social and behavioral sciences and humanities. Students should have a basic understanding of the social, psychological, and biological determinants of human behavior and of diverse cultures, social conditions, and social problems. While there are no formal prerequisites to the major, the following preparation is strongly recommended and is typically part of CSUMB's University Learning Requirements (ULRs) work:

- Technology tools
- Behavioral sciences (e.g., anthropology, psychology, sociology, social psychology)
- Political science and economics
- Participation in multicultural communities
- Second-language
- Statistics
- Human development

Major Learning Outcomes

Like all CSUMB students, CHS majors must complete two types of graduation requirements: 1) University Learning Requirements (ULRs); and 2) Major Learning Outcomes (MLOs).

The CHS program MLOs guide students toward the acquisition of the knowledge and skills required to work in integrated human services delivery systems. The MLOs are achieved through intensive academic study, field practice experiences, and competency-based assessment. The CHS MLOs were developed in collaboration with professionals from a broad range of health and human services agencies in CSUMB's tri-county region and approved by the ICCS Community Advisory Board. These professional competencies build upon the CSUMB ULRs and include:

- **CHS MLO 1 Collaboration skills** □ ability to work in teams in interprofessional settings across traditional lines of programs, agencies, disciplines, and diverse communities to establish common missions and purposes
- **CHS MLO 2 Cross-cultural competency** □ ability to assess the needs and capabilities of culturally diverse populations □ skill in communicating effectively across cultural groups to deliver appropriate human services
- **CHS MLO 3 Leadership skills** □ understanding and beginning mastery of the ability to motivate others by promoting a shared vision □ the skills necessary to set clear direction for others and move them toward completion of a project
- **CHS MLO 4 Professional communication skills** □ critical listening skills □ ability to orally communicate complex ideas to others using correct English □ ability to produce high quality written text using correct grammar, punctuation, and word usage comparable to that which could be submitted to a California court of law
- **CHS MLO 5 Ethical foundations of health and human services** □ ability to articulate the values and ethics which are the foundation for human service practice, to recognize areas of conflict between the professional values and the student's own, and to clarify conflicting values in the delivery of human services

- **CHS MLO 6 Knowledge of health and human services practice** □ knowledge of the fundamental concepts, issues, practices, and skills for each of the major health and human service fields
- **CHS MLO 7 Conflict resolution and negotiation skills** □ understanding of the dynamics of human negotiation among conflicting individuals and interest groups and how to achieve mutual agreement
- **CHS MLO 8 Information management skills** □ ability to use computer hardware and/or software in a skillful manner relevant to the needs of a health and human services agency
- **CHS MLO 9 Systems management skills** □ understanding and initial development of the skills necessary to manage complex systems of human service delivery, including managerial skills training in supervision, process mapping, and other systems management tools
- **CHS MLO 10 Financial management competency** □ ability to understand the community economic development process and begin to understand financial management of public agencies and nonprofit organizations □ understanding of the budgeting process and how to work creatively with the financial management of public agencies and nonprofit organizations
- **CHS MLO 11 Statistics and research methods understanding** □ knowledge of fundamental statistics and their application to human services practice and research

Assessment of Outcomes

The multidisciplinary nature of the ICCS curriculum provides students with a variety of structured learning opportunities and multiple pathways to master the MLOs. In addition, students may propose alternative methods for acquiring these competencies. While this description focuses on formal coursework, students may explore, with members of the faculty, other nontraditional learning experiences that will enhance their achievement of the MLOs.

To graduate, students must demonstrate their achievement of the CHS MLOs. CHS students are assessed for their progress toward the successful achievement of the MLOs through:

- The course instructor's evaluation of a student's classroom performance
- The field instructor's evaluation of a student's professional development and performance in a structured field-experience
- An assessment panel of academic faculty and professionals from the student's field of concentration who evaluate the student's portfolio of completed work during the senior year

Major Curriculum Structure

The CHS curriculum provides for a sequential learning experience. The first year at ICCS is typically composed of 300-level courses that include an orientation to the foundations of collaborative health and human services delivery and an introduction to the management sciences. In this phase, students study the basic tenets of each of the fields, begin to focus on an area of concentration (e.g. health, social work, public safety), and develop a fundamental understanding of collaboration and public and nonprofit management. The courses explore their respective conceptual frameworks, philosophical assumptions, and value systems. Students are exposed

to the external environmental, political, demographic, and economic factors which have an impact on the delivery of health and human services. As part of the first year in the major, students begin their field practice experience with a local agency involved in collaborative services delivery.

The second phase consists of 400-level courses which provide students with an opportunity to explore, in more depth, their areas of concentration, the systems within which health and human services organizations work, and the practice of collaboration.

The recommended CHS core curriculum meets the minimum standards required by the California State Merit System and the Council on Social Work Education. For a description of courses, please refer to the CHS section of the Course Descriptions in this catalog.

Major Curriculum Features

An Integrative, Multidisciplinary Approach to Learning

The CHS major provides students with a solid foundation in the theory and practice of systems management and collaborative leadership, and a choice of concentrations in one or more of the service fields (e.g. health, social work, and public safety). Systems management, collaboration, conflict resolution and negotiation, and case management provide students with the core skills fundamental to all health and human services professions. CHS students develop collaborative leadership skills as part of their preparation for the dual roles of facilitator and advocate for clients, programs, organizations, and policies in the health and human services fields.

Students graduating from the CHS program will have a critical understanding of the philosophy and values necessary for the delivery of health and human services as well as a strong foundation in professional ethics. Among these values are the regard for individual worth and dignity, confidentiality of client communications, the right of clients to self-determination, equity, fairness, responsibility to community, and non-malefeasance.

Field Practice (FP) Program: The Community as Classroom

Field practice education has long been a fundamental component in the training of health and human services professionals. ICCS faculty members work collaboratively with service providers throughout the tri-county region to ensure a wide variety of field placement opportunities for students. The CHS field practice (FP) learning objectives differ from traditional Service Learning (SL) experiences in their focus on the development of specific professional competencies for health and human services organizations.

Field education is an integral part of the CHS major. Students are required to complete 400 hours in self-selected field practice sites in the community. Students begin the field experience in their junior year by enrolling in an FP component of one or more of the core CHS courses. Each course with an FP component requires an average of four hours in the field each week throughout the semester. The senior year field placement requirement usually increases to an eight hour per week commitment.

The field practice experiences provide students with opportunities to apply concepts and skills acquired in coursework as well as to address MLOs. Students are provided with a wide range of opportunities throughout the community in a variety of health and human services organizations. Students and their field instructors/mentors collaboratively develop a Learning Contract that specifies learning objectives for the field experience supporting the MLOs. This agreement specifies the respective responsibilities of the student, agency, and university associated with the field placement.

Professionals from regional health and human services agencies actively participate in educating students and evaluating their performance through classroom participation, field practice experiences, and final portfolios submitted for the university graduation requirement. Many field instructors in both the public and nonprofit sectors have indicated their enthusiasm for CHS students as potential job applicants upon graduation. Many students find their field practice experiences to be among the most valuable and enjoyable learning opportunities in their university career. These "internship" positions also have a great potential for providing the student with an initial professional network with which to develop career opportunities after graduation.

Graduate Study and Career Pathways

The CHS program provides students with excellent preparation for entry into graduate-level professional educational programs that offer masters degrees in public health (MPH), social work (MSW), criminal justice (MA or MS), or public administration (MPA). Applicants to these programs are expected to be successful because of the major's commitment to the philosophical foundations mentioned above.

In addition, graduates can expect to be highly competitive for professional positions including health educators, social workers, probation officers, community advocates/organizers, public program coordinators, and nonprofit managers.

Additional Institute Contributions

University Learning Requirements (ULRs)

The Institute offers several courses that satisfy various ULRs including Culture and Equity and Democratic Participation.

ICCS Community Program

Consistent with the Institute's mission statement, ICCS faculty and students play an active and integrative role in the surrounding communities. ICCS assists in the development and facilitation of collaborative problem solving and capacity building in local communities and integrated human services delivery systems throughout the Monterey Bay region. An Advisory Board comprised of leaders of public and nonprofit health and human services agencies from the tri-counties guides the Institute's Community and Academic Programs. Through grant-funded and contractual projects, ICCS faculty and staff provide students with multiple learning opportunities to become involved in important community leadership, community development, and evaluation projects.

Institute for Field-Based Teacher Education

Making Contact

- Institute for Field-Based Teacher Education
 - Credential offered CLAD/BCLAD Multiple Subject
 - Location Building 3
 - Information 831-582-3639
 - CTIP 831-582-4479
 - Fax 831-582-3539
 - Email minerva_estassi@monterey.edu

Program Overview

The Institute for Field-Based Teacher Education offers a curriculum that reflects a high degree of integration between theory and practice. Collaborative program development among public schools, the community, and CSUMB has created a hands-on learning environment that prepares students to work with linguistically and culturally diverse student populations. That, in turn, enhances the ability to teach all students successfully.

CLAD/BCLAD Multiple Subject Credential Curriculum

The Institute offers two alternatives for earning a multiple subject credential. Students whose schedules permit can enter the fulltime program. Alternatively, those who are currently fulltime teachers with either an emergency permit or other substandard credential should enter the part-time teacher internship program (CTIP). Both credentialing options are designed for individuals who are interested in teaching in linguistically and culturally diverse elementary schools. Consequently, in both programs students make a choice between a cross-cultural language and academic development (CLAD) emphasis or a bilingual cross-cultural language and academic development (BCLAD) emphasis. Both the CLAD and BCLAD credentials authorize teaching of school children from non-English backgrounds who possess limited English proficiency. The difference is that the BCLAD authorizes teaching in bilingual settings both in the language of emphasis and in English, while the CLAD authorizes teaching only in settings where instruction is provided primarily through English.

Admission to the Program

Candidates for admission to the CLAD/BCLAD Multiple Subject Teacher Credential program are expected to submit an application to both the university and the credential program, available from the Institute for Field-Based Teacher Education, along with all of the following:

- Two or three letters of recommendation by those who have observed the applicant teaching or working with culturally diverse children (mailed directly to the CSUMB Credentials Office)
- Two official sets of transcripts from every university or college that the applicant has attended (one set mailed to CSUMB Admissions and Records and the other to the CSUMB Credentials Office)

- Proof of:
 - Completing a course in U.S. Government that includes U.S. Constitution
 - Completing a course in linguistics
 - Completing a course in culture and cultural diversity
 - Completing six semester units of a single language other than English
 - Taking or passing the California Basic Educational Skills Test (CBEST)
 - Passing the Multiple Subject Assessment for Teachers (MSAT) or a letter from the university where the undergraduate degree was earned indicating that the student completed an approved liberal studies waiver program.

Applicants are selected for admission from among those who meet these requirements. The credential program committee looks at coursework with an eye toward breadth of subject matter and overall demonstration of academic ability. In addition to the requirements listed, experience with K-8 students from diverse backgrounds, display of personal and academic qualities that will enhance teaching success, and proficiency in a second language that is in demand in California schools are considered important.

Teacher Learning Outcomes

The program prepares students to demonstrate successful beginning practice in accordance with the California Standards for the Teaching Profession (CSTP) by guiding them toward completion of the following Teacher Education Learning Outcomes (TELOs):

- **TELO 1 Placing Students at the Center of Meaningful Learning** □ ability to demonstrate knowledge of pedagogy and achieve effective learning among linguistically and culturally diverse students and students with special needs
- **TELO 2 Structuring Learning Environment to Promote Student Learning** □ ability to create and maintain an effective classroom environment for meaningful student learning
- **TELO 3 Interaction with Students, Parents, and Professional Colleagues** □ ability to demonstrate knowledge of collaborative strategies and the ability to work with students, parents, school committee members, and professional colleagues
- **TELO 4 Responsiveness to Student Diversity** □ ability to demonstrate knowledge of language, culture, and special needs and apply this learning to plan and instruct students effectively
- **TELO 5 Understanding Schools as Institutions in a Diverse Society** □ ability to demonstrate knowledge of organizational structures and programs that support and affirm the learning of a diverse student population
- **TELO 6 Subject Matter Knowledge** □ ability to demonstrate knowledge of subject matter in order to organize and present it effectively to all students
- **TELO 7 Resources for Learning** □ ability to demonstrate knowledge of available resources for learning, including technological resources, community resources, and curriculum resources, and to apply this knowledge to classroom organization and instruction
- **TELO 8 Assessment** □ ability to demonstrate and apply knowledge of assessment to aid and improve instruction
- **TELO 9 Self-Assessment and Reflection** □ ability to demonstrate self-assessment skills and reflect upon one's own practice as a developing professional educator

Assessment of Outcomes

Individual TELOs are assessed through successful completion of courses in which they are developed. Students are then expected to demonstrate their comprehensive achievement of all TELOs in a Capstone experience through the formal presentation of a professional portfolio. Alternative means for achieving TELOs may be negotiated with instructors of courses to which TELOs are attributed and through the recommendation of the program director and concurrence of the dean of the Collaborative Education and Professional Studies Center.

Curriculum Structure

The fulltime option is structured like other fifth-year teacher preparation programs; students can earn a credential in two consecutive semesters if all academic and experiential prerequisites have been completed. Students who have deficiencies in these requirements may need more than two semesters. The part-time CTIP alternative provides fulltime teachers with classroom support and courses that are completed in two years of work.

Students in the fulltime program are placed in student teaching settings from the start to the end. Classes are conducted for the first ten weeks of each semester in conjunction with part-time student teaching. The last five weeks of each term are dedicated to more intensive student teaching.

The part-time teaching internship program includes the same courses with additional experiences tailor-made for the internship experience. In this program, classes are distributed over fifteen months of evenings and summers to accommodate fulltime teaching obligations.

Graduate Study and Career Pathways

The CLAD/BCLAD program prepares students to step into rewarding careers as elementary and middle school teachers. They are particularly well prepared to work with linguistically and culturally diverse student populations. The program also lays important groundwork for those interested in a graduate degree in education. The program is site-based: students enter student teaching placements from the beginning of their enrollment in the program to program completion.

Additional Institute Contributions

Students are invited to attend occasional special seminars and presentations offered by the Institute. These events may include symposia by visiting scholars and regional education leaders.

Institute for Global Learning

Making Contact

- Institute for Global Learning
 - Degree offered Bachelor of Arts in Global Studies
 - Location Building 82D
 - Information 831-582-3728
 - Fax 831-582-3737
 - Email robina_bhatti@monterey.edu

Program Overview

Mission

The Institute for Global Learning's program is interdisciplinary and learner-centered. It integrates the study of earth systems with the study of social systems, thereby crossing the traditional boundaries between the social sciences and natural sciences. The Institute also offers opportunities for applied learning, field studies, and work-study experiences that link academic learning to concrete and daily practices.

Due to CSUMB's geographic location and the nature of current and future global employment opportunities, the Institute for Global Learning provides a specific emphasis on the peoples, relations, issues, and problems of the Pacific Rim region. This does not mean that the program fails to focus on other regions of the world. In fact, it would be impossible to understand the current phase of globalization without understanding the political, economic, technological, and cultural activities of the other regions of the world that have shaped global life in the last 500 years, especially Europe and North America.

Academic Philosophy

There is hardly any aspect of contemporary human existence that is not, in some way, affected by the increasing global interdependency of humanity, so the Institute for Global Learning focuses on a broad range of global economic, political, technological, social, and environmental issues, as well as basic global concerns about physical survival, health, justice, peace, and security. The program seeks to equip graduates with a comprehensive awareness of the multidimensional nature of the process of globalization and with the knowledge and skills needed to pursue successful careers and perform effective roles in intercultural relations and global affairs.

The Institute relies upon a variety of teaching and learning strategies that involve, empower, and challenge underrepresented students.

Bachelor of Arts Curriculum

The Institute for Global Learning offers a Bachelor of Arts in Global Studies. The curriculum is unique in that it involves the interdisciplinary study of the complex global interdependency of human, sociotechnical, and natural biophysical systems on the planet. It gives students who major in this program global competency—the knowledge they need to comprehend, analyze, and evaluate the globalization (increasing global interdependency) of contemporary human and natural systems.

Preparation for the Major

Most students start the major at a junior level when all or most of the University Learning Requirements (ULRs) or equivalent General Education (GE) requirements have been completed. It is possible, however, to start the program as a first year student.

Major Learning Outcomes

Global Studies majors are expected to achieve competency in 14 areas of knowledge, skills, and affective orientations called

Major Learning Outcomes (MLOs):

- GS MLO 1 Planning for global learning and careers
- GS MLO 2 Understanding of the genealogy of globalization
- GS MLO 3 Understanding of global history
- GS MLO 4 Understanding of global issues and the Third World
- GS MLO 5 Understanding of major worldviews
- GS MLO 6 Global media and communications skills
- GS MLO 7 Understanding of gender and violence in global life
- GS MLO 8 Intercultural communication skills
- GS MLO 9 Service Learning in global affairs
- GS MLO 10 Understanding of global political economy
- GS MLO 11 Understanding of global organizations
- GS MLO 12 Understanding of earth and social systems
- GS MLO 13 Understanding of global politics
- GS MLO 14 Synthesis and evaluation of Global Studies learning

Assessment of Outcomes

The Global Studies program facilitates a combination of learning experiences and modes of assessment. The program is designed for students to achieve most of the required competencies for the Global Studies major in learning experiences either inside or outside the conventional classroom. Students may combine work-study experiences, overseas study, field research, and community participation with classroom learning to achieve the MLOs. Only the Major ProSeminar and Senior Capstone are required to be classroom-based experiences.

Major Curriculum Structure

There are many facets of the global mosaic. The Global Studies program is designed to facilitate students learning about the facets that interest them most. The 14 MLOs provide the building blocks of knowledge and skills that Global Studies students acquire.

The following is a list of the major learning experiences that constitute the core curriculum of the Global Studies program:

- MLO 1: *Globe 300 Major ProSeminar and Professional Assessment Lab*
- MLO 2: *GS 310 Genealogy of Globalization*
- MLO 3: *GS 315 Global History*
- MLO 4: *GS 320 Global Issues and the Third World*
- MLO 5: *GS 330 World Views*
- MLO 6: *GS 340 Global Media and Communications*
- MLO 7: *GS 350 Gender and Violence in Global Life*
- MLO 8: *GS 360 Intercultural Communications*
- MLO 9: *GS 365 Global Studies Service Learning*
- MLO 10: *GS 370 Global Political Economy*
- MLO 11: *GS 380 Global Organizations and the Model United Nations*
- MLO 12: *GS 385 Earth and Social Systems*
- MLO 13: *GS 390 Global Politics*
- MLO 14: *GS 400 Senior Capstone Experience*

Major Curriculum Features

Major ProSeminar

The Major ProSeminar guides students toward completion of an Individual Learning Plan (ILP). It acquaints them with the theories, values, and models relevant to the Global Studies major and the careers possible in the field.

Service Learning and Field Experiences

Through Service Learning and internship experiences, as well as field and overseas studies, students in the program gain firsthand experience in international and global affairs.

Applied Learning

The Global Studies program emphasizes study, work, volunteer service, and internship in multiple countries and cultures. This applied nature encourages Global Studies majors to engage in independent study projects, faculty-led learning experiences, work-study arrangements, volunteer service opportunities, and internships in other countries or cultural communities within California and the United States.

Senior Capstone

Global Studies majors are required to design, produce, and present a Senior Capstone project of their choice as a display of cumulative learning.

Graduate Study and Career Pathways

The number and variety of graduate study and career opportunities for graduates from the CSUMB Global Studies program is increasing rapidly. Thousands of employers in the following fields seek applicants with the kinds of knowledge, skills, and attitudes acquired by Global Studies majors at CSUMB.

- International governmental organizations (IGOs)
- International non-governmental (service) organizations (INGOs)
- Transnational business corporations (TNCs)
- International tourist agencies
- National and sub-national businesses involved in international trade
- International communications organizations
- International press organizations and print media
- International educational institutions and programs
- International development assistance agencies
- International research agencies
- International environmental organizations
- National and sub-national governmental organizations involved in international affairs
- Transnational cultural and arts organizations
- International language and cultural exchange programs
- International translation and interpretation services

Additional Institute Contributions

University Learning Requirements (ULRs)

The Institute offers several courses that satisfy various ULRs including Community Participation, Culture and Equity, Democratic Participation, Ethics, Science, Technology and Information, and U.S. Histories.

Model United Nations

The Institute of Global Learning offers the Model United Nations Program that takes students to a regional conference in California and a national conference at the United Nations in New York every spring semester. The Model United Nations experience gives students an opportunity to learn research skills, to advance and negotiate positions in a public forum, to collaborate effectively with others, and to gain insight into the inner workings of the international political system.

Cross-Cultural Experiences

The Institute for Global Learning is committed to working with students to plan cross-cultural experiences that are appropriate to the student's learning goals and personal circumstances. The program facilitates student participation in the authorized California State University International Overseas Programs (see the CSU IOP section of this catalog for a complete discussion). Recently, CSUMB students have been able to study in Mexico, India, Brazil, Spain, and Israel.

Institute for Liberal Studies (LS)

Making Contact

- Institute for Liberal Studies (LS)
 - Degree offered. Bachelor of Arts
 - Location. Building 3
 - Information 831-582-3981
 - Director 831-582-3763
 - Fax 831-582-3356
 - Email priscilla_angulo@monterey.edu
 - Website. <http://www.ls.monterey.edu>

Program Overview

Mission

California has made a renewed commitment to education by increasing budget allocations and mandating smaller classes in elementary schools. Consequently, the demand for teachers is greater than ever. The primary mission of the Institute for Liberal Studies is to provide undergraduate education that will prepare students to fill that need. Consequently, approximately 85 percent of CSUMB's Liberal Studies majors are future teachers who take advantage of the fact that the curriculum meets the State of California approved subject matter prerequisite for the fifth-year of study in a Multiple Subject Credential Program. The remaining 15 percent of Liberal Studies majors receive equally superb preparation for entry-level positions and graduate programs in other professions such as social work, law, and business that value well-rounded general undergraduate preparation.

Academic Philosophy

The Institute for Liberal Studies is committed to developing well-rounded and broadly prepared professionals who possess bilingual skills, cross-cultural awareness, technological competence, expert work skills, ethical principles, and sensitivity to the lives they touch.

Bachelor of Arts Curriculum

The Institute offers a Bachelor of Arts in Liberal Studies (LS). This outcomes-based, interdisciplinary major integrates the arts and humanities with the natural, social, and technological sciences. The major emphasizes breadth across a variety of disciplines with a concentration in at least one academic area. In keeping with CSUMB's vision, academic goals, and graduation requirements, the Liberal Studies major offers a solid professional career foundation. It offers choices in academic studies that prepare students for lifelong learning, professional work, graduate study, and entry into teacher education credential studies.

Preparation for the Major

Students enter the Liberal Studies major officially upon enrollment in ProSeminar 300 at the junior level. Although students may declare Liberal Studies as their major as early as their freshman year, and may receive advisement in the Liberal Studies Advising Center, enrollment in the major is official only upon enrollment in ProSeminar 300. It is not until students have enrolled in ProSeminar 300 that they receive a major advisor and counselor. Each ProSeminar instructor becomes the official advisor to all students in that section.

Major Learning Outcomes

Liberal Studies majors are expected to achieve 14 Major Learning Outcomes (MLOs):

- **LS MLO 1 Cross-cultural understanding** including □ knowledge and understanding of one's own ethnic or cultural heritage, power relations and equity, U.S. cross-cultural relations, and socioeconomic and cultural experiences of U.S.-based ethnic groups
- **LS MLO 2 Global understanding** including □ knowledge and analysis of social, economic, educational, and geopolitical conditions of peoples outside the U.S. □ geography and economic literacy
- **LS MLO 3 Second language communication competency** including □ ability to read, write, and speak a language other than English
- **LS MLO 4 Multicultural literature competency** including □ ability to analyze literature in social, multicultural, and historical contexts
- **LS MLO 5 English communication proficiency** including □ applied abilities in basic through advanced reading and written and oral communication □ scholarly reasoning, cooperative argumentation, problem solving, and research skills
- **LS MLO 6 Technology communication abilities** including □ proficiency and ethics in technology use
- **LS MLO 7 Field-based Service Learning** including □ ability to recognize, analyze, and resolve real-world ethical problems in communities and schools □ contribution to the development of productive University-schools partnerships

- **LS MLO 8 Social science competency** including □ knowledge and analysis of human growth and change in sociological, psychological, multicultural, and educational contexts □ literacy in U.S. and global history, government, economics, and geography
- **LS MLO 9 Human development competency** including □ understanding of the developmental needs of learners—applying psychological, sociological, sociocultural, and physical theories of human development and change
- **LS MLO 10 Integrated visual and performing arts abilities** including □ appreciation for and ability to produce in the arts by creating and/or performing
- **LS MLO 11 Quantitative literacy** including □ knowledge and application of basic mathematical skills for instructional purposes and real world application
- **LS MLO 12 Natural sciences proficiency** including □ ability to analyze complex scientific problems by applying and synthesizing concepts from the physical, earth, and life sciences □ knowledge and application of scientific problem solving for instructional purposes
- **LS MLO 13 Subject area concentration** including □ completion of a 12-unit minor in a self-designed or prescribed discipline
- **LS MLO 14 Orientation, perspectives, integration, and synthesis including** □ completion of *ProSeminar 300* and *400: Orientation to and Philosophy Underlying Liberal Studies* □ demonstration of cognitive achievement across disciplines (outcomes assessment) □ the development and public presentation of an academic portfolio and a Capstone project

Assessment of Outcomes

Liberal Studies students are assessed for their progress toward the achievement of the MLOs in the following ways:

- Through the Major ProSeminar (LS300) and Capstone (LS 400), where considerable emphases are placed on assessment of written and oral communication as well as research and scholarly writing skills.
- Through a portfolio of students' cumulative learning. Development and assessment of this academic portfolio begins in ProSeminar 300; final assessment occurs in the Capstone experience.
- Through course-based assessment where instructors evaluate students' classroom performance according to the course competencies for the subject areas and the major.

Major Curriculum Structure

In ProSeminar 300, students develop an Individual Learning Plan (ILP) that guides their choices of learning experiences that meet the major outcomes. They also develop an academic portfolio that becomes the basis of partial fulfillment of assessment criteria in the major. Full completion of assessment criteria includes the portfolio and a Capstone research project.

Most of the coursework in the Liberal Studies major is completed in other disciplines. As a multidisciplinary major, the Liberal Studies program is constituted by core courses in Liberal Studies (such as ProSeminar 300, ProSeminar 400/LS 400, *Culture and Cultural Diversity*, *Nature of Language and Language Acquisition*, *Human Development*, *Social Foundations of Education*, and *Service Learning in the Schools*), and subject matter coursework completed in the various disciplines (social and natural sciences, humanities, mathematics, and technology) across the academic programs at CSUMB. Outcomes in the major are assessed in ProSeminar, Capstone, and in each of the courses required or recommended for meeting the competencies in the major.

Students are strongly advised to complete all of their coursework prior to enrolling in the Capstone learning experience (LS 400). Prior completion of coursework allows students to focus their attention on refining the academic portfolio and conducting research or developing their Capstone project.

Major Curriculum Features

Major ProSeminar

The Major ProSeminar helps students create a community of learners, understand the culture of CSUMB, and complete their Individual Learning Plans. As they acquire and develop the knowledge, skills, and understanding needed to achieve learning outcomes, students are acquainted with the theories, perspectives, and models relevant to Liberal Studies and the career doors opened by the major.

The Liberal Studies Advising Center

In addition to a Major ProSeminar, the Institute of Liberal Studies provides one-to-one advisement through the LS Advising Center. The center is staffed by an advising specialist who coordinates the advisement process and six peer advisors trained to provide students with expert advice on completing graduation requirements.

Service Learning

Field-based Service Learning gives students hands-on experience helping and learning from schools, young learners, and community institutions. They connect with diverse social groups in the tri-county communities surrounding CSUMB. Both the learning opportunities and followup reports give Liberal Studies majors the chance to link Service Learning experiences to unique career objectives.

Senior Capstone

The Senior Capstone guides majors in designing, producing, and presenting the Capstone project of their choice as a display of research, synthesis, and application abilities.

Graduate Study and Career Pathways

Liberal Studies provides a solid academic foundation that prepares students for entry into a wide range of graduate study programs. While most Liberal Studies majors choose to enter teacher education credential programs then advance to careers in education, the liberal arts curriculum also opens doors to opportunities in human services, computer-based training, government service, corporate training, private instruction, adult education, career counseling, and a variety of other fields that require a broad knowledge base and understanding of the learning process.

Additional Institute Contributions

University Learning Requirements (ULRs)

The Institute offers several courses that satisfy CSUMB's Culture and Equity ULR as well as the Literature and Popular Culture ULR.

Institute for Management and International Entrepreneurship (MIE)

Making Contact

- Institute for Management and International Entrepreneurship (MIE)
 - Degree offered Bachelor of Science
 - Location Building 82A, Room 101
 - Information 831-582-4232
 - Fax 831-582-4251
 - Email sandy_hale@monterey.edu
 - Website www.business.monterey.edu

Program Overview

The MIE program provides grounding in traditional business disciplines, but it also differs in important respects from most undergraduate schools of business. The MIE program is:

- **Outcomes-based:** MIE majors must demonstrate competency in key disciplines required for professional and personal success.
- **Multidisciplinary:** Students draw on many business disciplines as they complete integrated case studies and team projects.
- **Entrepreneurial:** The Institute stimulates student determination to “make a difference”—to provide added value to those served.
- **Field-based:** Students apply knowledge gained in the classroom to field-based assignments. Service Learning, internships, field projects, and mentored work experiences are central aspects.
- **Personal attention:** Small class size, a low student-teacher ratio, and personalized mentoring by faculty and business advisors enable the Institute to respond to each MIE student's unique needs.

Bachelor of Science Curriculum

The Institute for Management and International Entrepreneurship offers a Bachelor of Science degree in Management and International Entrepreneurship (MIE). The MIE program provides an innovative multidisciplinary business education which:

- Stimulates entrepreneurial and intrapreneurial behavior;
- Prepares students to assume leadership responsibilities in business and the community.

Major Learning Outcomes

Students pursuing the MIE Bachelor of Science will be expected to demonstrate acquisition of knowledge and ability to apply that knowledge in eleven Major Learning Outcome (MLO) areas considered essential to attainment of students' personal and professional goals:

- MIE MLO 1 Entrepreneurship
- MIE MLO 2 Management and Organizational Behavior
- MIE MLO 3 Marketing
- MIE MLO 4 Finance
- MIE MLO 5 Production and Operations Management
- MIE MLO 6 Information Technology
- MIE MLO 7 Quantitative Business Analysis
- MIE MLO 8 Effective Communication
- MIE MLO 9 Teamwork
- MIE MLO 10 Ethics and Social Justice
- MIE MLO 11 Global and Multicultural Perspectives

Assessment of Outcomes

Students may employ a variety of means to acquire the knowledge and abilities needed to demonstrate achievement of each of the MLOs. These include prior work experience, participation in structured in-class learning experiences within the MIE program and in other CSUMB Institutes, field-based learning (internships and Service Learning), and coursework or field-based learning at other institutions in the U.S. or abroad. The Institute applies a variety of methods to assess attainment of each MLO but relies primarily on concrete examples of students' application of knowledge (“deliverables”).

Major Curriculum Structure

The Bachelor of Science in Management and International Entrepreneurship requires a minimum of 124 units of which 52 must be upper-division units taken within the MIE major (including approved courses offered by other Institutes). As part of the 124 units, students must complete the University Learning Requirements (ULRs), MIE prerequisite course requirements, MIE core courses, and approved electives.

All MIE majors must complete with a “C” or better, at CSUMB or another institution, four **lower-division** prerequisite courses:

- Business Math and Statistics or any other statistics course
- Financial Accounting or any basic accounting course
- Macroeconomics
- Microeconomics

Junior college students considering becoming MIE majors at CSUMB are encouraged but not required to complete the above prerequisites before graduating from junior college

In addition to the above prerequisites, **lower-division** MIE majors at CSUMB are required to complete MIE 211 *Reading, Writing and Critical Thinking for Business I* in satisfaction of the first half of the English Communication University Learning Requirement (ULR). **Lower-division** MIE majors at CSUMB and junior college transfers are required to complete MIE 200 *Introduction to Business Computing* to satisfy the Technology and Information ULR.

Juniors (or with prior approval second-semester sophomores) that have completed all MIE prerequisites commence an **upper-division** core course sequence consisting of:

- *Major ProSeminar* (4 units)—development of Learning Plan and introduction to business
- *Reading, Writing and Critical Thinking for Business II* (4 units, concurrent with ProSeminar)
- *Management and Organizational Behavior* (3 units)
- *Fundamentals of Marketing* (3 units)
- *Finance* (4 units including 1 unit for integrated case studies and projects)
- *Computer Information Systems* (3 units)
- *Principles of Operations Management* (3 units)
- *Senior Capstone* (4 units)—final Capstone Project and assessment of attainment of MLOs

As an integral part of the core curriculum, MIE majors also select courses which provide an opportunity both to attain competency in MIE MLOs other than those above and to satisfy Service Learning, Culture and Equity, and other University Learning Requirements (ULRs).

MIE majors also generally complete courses within the MIE program to satisfy upper-division ULRs for Service Learning and for the Culture and Equity ULR.

Major Curriculum Features

Areas of Focus

During the Major ProSeminar, students select one of three areas of focus within the MIE major based on their own assessment of their strengths and weakness and life/career interests:

- Entrepreneurship
- Information Technology
- Management and International Business

Within each area of focus, students select 4-6 courses from a menu of options intended to enable them both to attain base-level competency in all twelve MLOs and to deepen their level of competency in the identified area of specialization.

Electives

The Institute offers a wide variety of electives paralleling the MLOs. Where doing so would best further their learning, MIE majors also may complete approved courses offered by other Institutes such as Communications Science and Technology, Global Learning, Community Collaborative Studies, World Languages and Cultures, or Earth Systems Science & Policy.

Service Learning and Mentoring

Institute faculty and business mentors assist each MIE student in arranging Service Learning, internship, and other mentored work experiences. Students apply skills acquired in the classroom and position themselves to gain a strategic career position following graduation.

Senior Capstone

A field assignment serves as the basis for the student's Senior Capstone Project. This Project and the Capstone Portfolio are the primary means by which the student demonstrates attainment of each of the MIE Major Learning Outcomes.

Graduate Study and Career Pathways

Close to 20 percent of MIE graduates have started their own companies. Similar numbers have joined young entrepreneurial companies in information technology or other fast-growing fields. A slightly smaller number have joined nonprofit organizations involved in education, the arts, or other fields. Some have gone on to pursue an MBA. Those remaining are pursuing careers in domestic or international marketing, finance, operations, management, accounting, human resource management, and other fields.

Additional Institute Contributions

University Learning Requirements (ULRs)

The Institute offers several courses that satisfy various ULRs including Culture and Equity, English Communication, Ethics, and Technology and Information, as well as the upper-division Service Learning requirement.

Support of Other University Programs

The Institute offers some courses for students in other majors and is seeking university approval to offer an MIE minor.

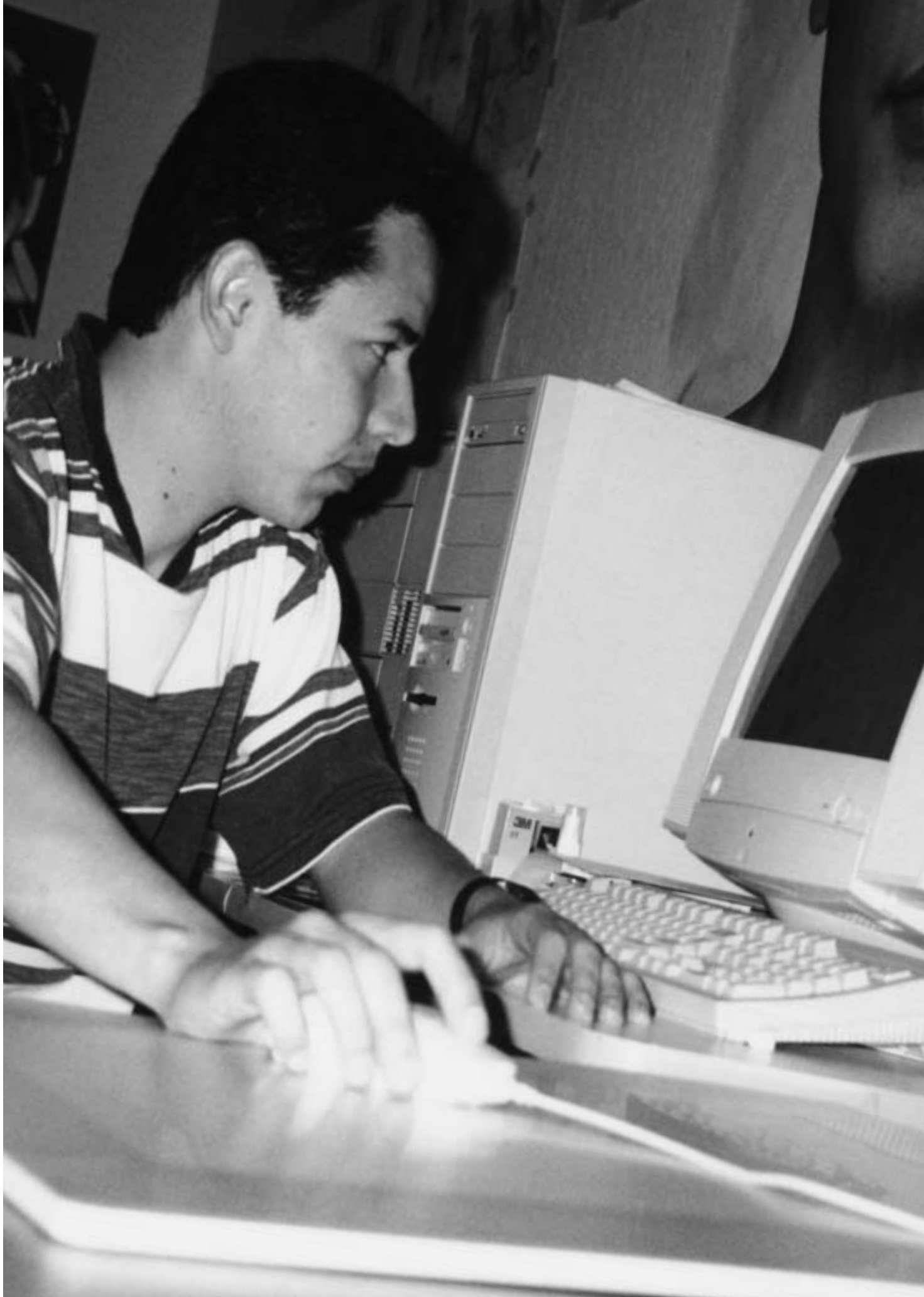
Institute for Professional Development (IPD)

Making Contact

- Institute for Professional Development (IPD)
 - Location Building 3
 - Information 831-582-3517

Program Overview

IPD offers professional development opportunities for educators and other professionals in the form of training and workshops. The professional development opportunities may be designed in collaboration with other campus Institutes and external entities such as K-12 schools, other Universities, businesses, and community organizations.



Making Contact

- Science, Technology, and Information Resources Center (STIR)
 - Location Building 18 Room 159
 - Information 831-582-3524
 - Fax 831-582-3311
 - Email. stir@monterey.edu
 - Website. <http://www.csUMB.edu/academic/centers/#stir>

Institutes

- Institute for Communications Science and Technology (ICST)
 - Location Building 18 Room 129
 - Information 831-582-3621
 - Fax 831-582-3665
 - Email icst@monterey.edu
 - Website <http://icst.monterey.edu>
- Earth Systems Science & Policy Institute (ESSP)
 - Location. Building 15
 - Information 831-582-4110
 - MLML Program. 831-582-4110
 - Email essp_comments@monterey.edu
 - Website. <http://essp.monterey.edu>
- Watershed Institute
 - Location. Building 42
 - Information 831-582-3685
 - Fax 831-582-3691
 - Website. <http://www.csUMB.edu/academic/centers/inst-watershed/>
- Institute for Mathematical Sciences and Applications (IMSA)
 - Location Building 82C
 - Information 831-582-4118
 - Fax 831-582-4201
 - Email imsa@monterey.edu
 - Website <http://math.monterey.edu>
- Institute for Teledramatic Arts and Technology (TAT)
 - Location. Building 27
 - Information 831-582-3750
 - Fax 831-582-3884
 - Email. tat@monterey.edu
 - FirstClass Conference Teledramatic Arts

Academic Degree Programs

- Telecommunications, Multimedia, and Applied Computing (TMAC)
 - Degree Bachelor of Science
 - Sponsoring Institute. Institute for Communications Science and Technology (ICST)
- Earth Systems Science & Policy (ESSP)
 - Degree Bachelor of Science
 - Sponsoring Institute Institute for Earth Systems Science & Policy
- Marine Science
 - Degree Master of Science
 - Sponsoring Institute Institute for Earth Systems Science & Policy with Moss Landing Marine Laboratories (MLML)
- Teledramatic Arts and Technology (TAT)
 - Degree Bachelor of Arts
 - Sponsoring Institute Institute for Teledramatic Arts and Technology

Section Contents

- Academic Philosophy
- Support Services
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- Academic Programs
- Institute for Communications Science and Technology (ICST)
- Earth Systems Science & Policy Institute (ESSP)
- Institute for Mathematical Sciences and Applications (IMSA)
- Institute for Teledramatic Arts and Technology (TAT)

Academic Philosophy

The Science, Technology, and Information Resources (STIR) Center mission is to empower the CSUMB learning community by providing:

- A broad-based, integrated approach to the study of science, technology, and applied mathematics
- The application of technology in the study of digital design and teledramatics
- Access to a wide variety of information resources
- Technological infrastructure, access, and support for the continuing development of CSUMB's culture of innovation
- A framework for making informed and ethical choices in the information age

Support Services

The STIR Center provides and coordinates communications networks, computers, and library and electronic information resources for the entire campus, forming the backbone of CSUMB's commitment to state-of-the-art technology. The Information & Technology Resources chapter of this catalog provides a full description of these services, including:

- CSUMB Library
- The CSUMB Electronic Community
- Campus Network
- CSUMB Website
- Information Technology Classes
- Personal Computers and Software
- Tech Support
- Media Learning Complex (MLC)
- New Media Services (NMS)
- New Media Centers
- Technology Service Learning
- Technology Learning Collaborative (TLC)
- Spatial Information, Visualization, and Analysis (SIVA) Resources Center
- Distributed and Online Learning (DOLL)
- Responsible Computing Guidelines

Faculty Development

Part of CSUMB's mission is to explore innovative techniques of teaching, learning, and assessment via information technology. Toward this end, the STIR Center faculty and staff share their expertise with others on campus through seminars, workshops, and online forums. Taking advantage of CSUMB's membership in the New Media Centers consortium of universities and corporations around the world, many of these activities also take advantage of offsite expertise.

Academic Programs

The Science, Technology, and Information Resources (STIR) Center is organized around five Institutes from which four academic degree programs are administered. Within the Institutes, learning experiences are organized thematically and topically with an emphasis on finding workable solutions to important local, regional, national, and global problems. Through their studies, students gain the knowledge and practical skills necessary to adapt and succeed while making useful contributions in a rapidly changing world.

Institute for Communications Science and Technology (ICST)

Making Contact

- Institute for Communications Science and Technology (ICST)
 - Degree offered Bachelor of Science in Telecommunications, Multimedia, and Applied Computing (TMAC)
 - Location Building 18 Room 129
 - Information 831-582-3621
 - Fax 831-582-3665
 - Email icst@monterey.edu
 - Website <http://icst.monterey.edu>

Program Overview

Mission

The "cyberworld" of the year 2000 and beyond requires individuals who have a unique blend of creativity and the technical understanding of computers and networks. In response, ICST provides students with the knowledge and skills to participate in the ethical development and use of new technologies.

Academic Philosophy

While other universities offer separate programs where students study either design or technology, ICST offers a unique marriage of the two. ICST students learn to both design software and write the code. They learn to create Websites and maintain the servers. They learn to manage networks and control the underlying systems. They not only learn how to use the latest tech tools; they learn how to build them. This marriage of technology and design is built on the firm grounds of ethical development, collaborative problem solving, effective communication, community service, and entrepreneurial activity.

The ICST curriculum allows students to learn through hands-on experience. They gain solid insights into computers and their information processing design, the transmission of information between machines and people, the design and development of software, the mathematical tools used to organize and interpret information, the media tools and design principles for developing informative and thought-provoking aesthetic products, and the new media's representation of information.

Bachelor of Science Curriculum

ICST offers a Bachelor of Science in Telecommunications, Multimedia, and Applied Computing (TMAC). Although this program emphasizes a range of technical concepts and skills, substantial emphasis is placed on the application of these technologies, the ability to work collaboratively in the solution of problems, and the effective communication of those solutions. In keeping with the CSUMB Vision Statement, all students in the TMAC program are required to use their acquired knowledge and skills in community service work and may engage in entrepreneurial activities related to the major.

Major Learning Outcomes

TMAC majors are expected to achieve a number of Major Learning Outcomes (MLOs) that fall into four groups:

- Core outcomes (required of all graduates)
- Design outcomes (required of those graduates choosing the design specialization)
- Technology outcomes (required of those graduates choosing the technology specialization)
- Advanced outcomes (required of all graduates, primarily as part of the Capstone courses)

Students who wish to integrate both technology and design in their specialization must submit a written Individualized Learning Plan (ILP) incorporating MLOs from both specializations to a faculty advisor for approval.

Core MLOs

The core MLOs required for all students in the TMAC major are:

- **TMAC MLO C1 Knowledge of Computers** including □ knowledge of how a computer represents and transmits information, its parts and peripherals, and how they are organized and interfaced □ ability to install and run applications and to manage and navigate files on a variety of platforms and operating systems
- **TMAC MLO C2 Design skills** including □ ability to use computer-based tools to demonstrate knowledge of design principles in conceiving, planning, and communicating the solutions for multimedia and instructional technology problems □ ability to manipulate digital images, sound, motion, text, and interactions
- **TMAC MLO C3 Programming skills** including □ solid grounding in the concepts and practice of programming as displayed by competency in at least one programming language such as C++
- **TMAC MLO C4 Telecommunications skills** including □ broad understanding of all aspects of computer communications including analog and digital systems, switched and packets, synchronous and asynchronous communications, wired and wireless systems, data-voice-video systems, modems and software, connectivity standards, ISDN and ATM, OSI layers, LAN, and TCP/IP
- **TMAC MLO C5 Mathematics skills** including □ fundamental understanding of at least two mathematical areas selected from probability and statistics, logic, calculus, discrete math, linear algebra, and combinatorics □ ability to apply mathematical understanding to the solution of problems in a chosen area
- **TMAC MLO C6 Understanding of social and ethical dimensions of technology**

Design MLOs

The design MLOs required for students in the design specialization of the TMAC major are:

- **TMAC MLO D1 Competency in planning and management of design projects**
- **TMAC MLO D2 Interactive media skills**
- **TMAC MLO D3 Skills in communication through a variety of electronic delivery systems**
- **TMAC MLO D4 Understanding of instructional technology principles**
- **TMAC MLO D5 Understanding of aesthetics and design principles**

Technology MLOs

The technology MLOs required for students in the technology specialization of the TMAC major are:

- **TMAC MLO T1 Programming skills**
- **TMAC MLO T2 Software design capabilities**
- **TMAC MLO T3 Understanding of operating systems**
- **TMAC MLO T4 Understanding of principles of telecommunications**
- **TMAC MLO T5 Mathematics competency**
- **TMAC MLO T6 Interface capabilities** such as □ graphics and imaging skills □ sensing and control skills
- **TMAC MLO T7 Computing capabilities** such as □ Internet programming skills □ database skills □ embedded programming skills □ compiler and language skills
- **TMAC MLO T8 Networking capabilities** such as □ advanced networking skills □ understanding of communications standards and industry □ networking management skills □ understanding of network protocols for multimedia

Advanced MLOs

The advanced MLOs required for all students completing the TMAC major are:

- **TMAC MLO A1 Completion of a Senior Capstone project**
- **TMAC MLO A2 Professional writing skills**
- **TMAC MLO A3 Professional oral presentation skills**
- **TMAC MLO A4 Project management skills**
- **TMAC MLO A5 Service Learning**
- **TMAC MLO A6 Collaboration skills**

Assessment of Outcomes

Advancement through the TMAC degree program is measured by completion of MLOs rather than traditional transcript analysis. There are a number of courses, taken individually and in combination, which provide opportunities for students to develop the skills and concepts necessary to achieve the MLOs. There is not a one-to-one correspondence between learning experiences and outcomes though, so the paths students will take to fulfill their outcomes will differ depending on their ILPs, career goals, and specializations. In addition to courses, MLOs may be achieved through:

- Completion of formal learning experiences
- Prior experiences captured in an outcomes portfolio for faculty evaluation according to set standards

Graduation is based on the demonstration of competence in the outcomes for the core, technology or design specialization, and advanced MLOs. Documentation of the ILP in the form of a portfolio of student work is the last step necessary to graduate; this documents the successful completion of the individualized work plan.

Major Curriculum Structure

Initially, TMAC majors complete a core curriculum that enables them to achieve the core MLOs. They then choose a specialization—design, technology, or a combination of the two. Those specializing in design focus on planning and management of design projects, interactive media, communication through a variety of both electronic and paper delivery systems, instructional technology principles, and aesthetics and design principles. Those specializing in technology focus on programming, software design, operating systems, networks and telecommunications, applied mathematics, graphics and imaging, and database.

Major Curriculum Features

Major ProSeminar

The Major ProSeminar is a required learning experience generally taken when a student has completed the Technology and Information ULR and enters the major. It is at this level that students design an Individualized Learning Plan (ILP), and in so doing choose learning experiences relevant to that plan in consultation with an advisor. Students also use technology to explore communication skills in the workplace and start career planning.

Individualized Learning Plan (ILP)

Students follow an Individualized Learning Plan (ILP) developed in the ProSeminar. It outlines the course modules, collaborative projects, fieldwork, seminars, and independent work that will be included as the student prepares for the Senior Capstone project. Students are responsible for documenting their completion of the ILP through presentation of a portfolio.

Senior Capstone

The Capstone involves a yearlong sequence of learning experiences that results in a creative design or technology project that showcases an achievement of professional level work in the area of specialization. Students enroll in the required Capstone learning experiences (CST 400 and 401) during the last two semesters of undergraduate study to assure completion of the advanced outcomes required of all majors.

Graduate Study and Career Pathways

The TMAC major prepares students for graduate study or immediate employment in the fields of computer programming, software development, management information systems, multimedia, instructional design, Web design, and high tech business.

Additional Institute Contributions

University Learning Requirements (ULRs)

The Institute offers Tech Tools, the primary course taken by students on most major tracks to satisfy the Technology and Information ULR.

Industry Relationships

ICST takes its cues not only from traditional academic programs, but also from relationships with industry. CSUMB's campus location—an hour from Silicon Valley, the greatest concentration of hardware and software producers in the world, and two hours from San Francisco, home to a great number of creative designers and content developers—is a huge asset. ICST has established direct working relationships with a number of trendsetting companies such as Silicon Graphics, Sun Microsystems, Sony, Apple, Netscape, and Cisco Systems. These companies provide the latest in hardware and software and advise CSUMB and ICST as the campus and Institute dynamically evolve. They also provide rich internship and employment opportunities for students.

Earth Systems Science & Policy Institute (ESSP)

Making Contact

- Earth Systems Science & Policy Institute (ESSP)
 - Degrees offered Bachelor of Science
Master of Science in Marine Science*
 - * Offered in conjunction with Moss Landing Marine Labs (MLML)
 - Location Building 15
 - Information 831-582-4110
 - MLML Program 831-582-4110
 - Email essp_comments@monterey.edu
 - Website <http://essp.monterey.edu>
- Moss Landing Marine Laboratories (MLML)
 - Address P.O. Box 450, Moss Landing, CA 95039
 - Information 408-755-8650
 - Website <http://color.mlml.calstate.edu/www>
- Watershed Institute
 - Location Building 42
 - Information 831-582-3685
 - Fax 831-582-3691
 - Website <http://www.csumb.edu/academic/centers/inst-watershed/>

Program Overview

Mission

The mission of the Earth Systems Science & Policy Institute is to explore the interactions of earth's physical and biological environments through active learning and applied research in marine, coastal, and watershed systems. Three overarching goals unite the program:

- To enable students to apply an earth systems perspective to evaluate and solve environmental problems using scientific, technical, and analytical skills.
- To prepare students for leadership roles in which they will devise effective policy solutions by integrating biological, physical, and social dimensions.
- To educate students who will be qualified to pursue ethical and rewarding career pathways.

Bachelor of Science Curriculum

The Institute offers a Bachelor of Science in Earth Systems Science & Policy (ESSP). ESSP is an interdisciplinary undergraduate major that enables students to view the earth as a dynamic, complex system of interacting components. The major uses a rigorous, applied systems approach that links the natural sciences (e.g. chemistry, physics, biology, ecology, geology, hydrology, and climatology) and science tools (e.g. mathematics, data acquisition, statistics, modeling, and spatial analysis/visualization) to one another and to the social, economic, and political components of the earth system.

Preparation for the Major

While students will not be officially declared ESSP majors until after the successful completion of Major ProSeminar 300, they will be required to take a number of lower division prerequisites to prepare for the ESSP major. All intended ESSP majors should be declared "Pre-majors" on their initial registration forms. Recommended lower division course pathways are outlined in the ESSP Major Advising Guides made available to incoming students at orientation.

Major Learning Outcomes

Students must achieve each of 11 ESSP Major Learning Outcomes (MLOs):

- **ESSP MLO 1 Quantitative foundations** □ ability to apply the fundamental mathematical and statistical constructs used to communicate quantitative information within the context of Earth Systems Science & Policy
- **ESSP MLO 2 Earth Systems Science & Policy foundations** □ ability to apply principles and methods to the study of: the major physical and life science components of the earth system, including the atmosphere, biosphere, geosphere, and hydrosphere, as well as the chemical and physical processes underlying these components; human components of the earth system including the social, economic, and political structures that shape our interactions with our environment
- **ESSP MLO 3 Applied science competency** □ ability to apply advanced scientific concepts and methods to solve complex earth systems problems within an integrative life and/or physical science framework
- **ESSP MLO 4 Applied economics and policy competency** □ ability to examine the linkages between economics and environmental goods and services to analyze problems of resource allocation, and to apply the basic principles of environmental ethics to the analysis of environmental issues □ ability to critically evaluate alternative policies in terms of the economic, political, ethical, historical, or cultural factors that influence environmental decision making
- **ESSP MLO 5 Data acquisition, analysis, and display competency** □ ability to demonstrate proficiency with an integrated set of ESSP data acquisition, analysis, and display tools □ ability to use these tools as part of a holistic approach to environmental decision making
- **ESSP MLO 6 Systems analysis and interdisciplinary interactions competency** □ ability to perform rigorous qualitative or quantitative analyses on simple systems models □ ability to demonstrate how analysis of the interactions among the biological, physical, and socioeconomic dimensions of specific environmental issues can lead to more ethical and effective solutions, and evaluate the potential effectiveness and ethical implications of alternative solutions to a problem
- **ESSP MLO 7 Area of concentration competency** □ demonstration of depth in a chosen area of ESSP by completing an appropriate sequence of learning experiences that may follow the guidelines of a specific track or be self-designed as an interdisciplinary cluster of learning experiences

- **ESSP MLO 8 Scientific inquiry competency** □ ability to design, conduct, and interpret scientific investigations, and understand the ethical norms that guide scientific processes and methods
- **ESSP MLO 9 Effective communication skills** □ ability to present clearly, in written and oral formats, analyses of complex ESSP issues
- **ESSP MLO 10 Systems approach to applied problem solving** □ ability to apply a systems approach to select or design appropriate strategies for solving environmental problems
- **ESSP MLO 11 Service Learning** □ ability to combine disciplinary knowledge and community experiences to share the relevance and importance of science with culturally, linguistically, technologically, and economically diverse populations in the context of issues of social responsibility, justice, diversity and compassion

Assessment of Outcomes

While external assessment options are available, the applied, integrative nature of the ESSP major necessitates a course-based path for the majority of students. Students must receive a grade of C or higher in classes to fulfill ESSP MLOs.

Major Curriculum Structure

Before graduating, all students must meet high standards for competency in core areas of science, technology, economics, and policy. In their junior and senior years, students expand on these core strengths through a sequence of classes and other learning experiences designed to meet the outcomes in each concentration.

ESSP offers three formal areas of concentration: 1) Marine & Coastal Ecology; 2) Watershed Systems; and 3) Science Education. Each concentration requires a slightly different sequence of learning experiences to satisfy ESSP's 11 MLOs.

Marine & Coastal Ecology Concentration Structure*

- MLO 1: Each of the following: MATH 155, 156 and STAT 250
- MLO 2: Each of the following: ESSP 110, 111, 220, 240, 260, 271, 272, 280
- MLO 3: ESSP 340
- MLO 4: One of the following: ESSP 380, 383, 384, 385, or 387
- MLO 5: ESSP 350
- MLO 6: ESSP 320
- MLO 7 & 8: One course from each of the following groups:
 - Group I: ESSP 423, 330, 332
 - Group II: ESSP 342, 343, 345
 - Group III: ESSP 433, 436, 440, 441, 442, MLML503, 512, 513 or another appropriate course from Moss Landing Marine Labs (MLML)
- MLO 9: ESSP 300 and one of the following: ESSP 400 or both 401 and 402
- MLO 10: One of the following: ESSP 301, 302, 303, 308, or 309
- MLO 11: One of the following: ESSP 349S, 380S, 384S, 369S, 397S, 497S

Watershed Systems Concentration Structure*

- MLO 1: Each of the following: MATH 155, 156, 250
- MLO 2: Each of the following: ESSP 110, 111, 220, 240, 260, 271, 272, 280
- MLO 3: ESSP 360
- MLO 4: One of the following: ESSP 380, 383, 384, 385, or 387
- MLO 5: ESSP 350
- MLO 6: ESSP 320
- MLO 7 & MLO 8: Each of the following: ESSP 332 and 460, and one course from each of the following groups:
 - Group I: ESSP 340, 342
 - Group II: ESSP 332, 460
 - Group III: ESSP 436, 441, 461
- MLO 9: ESSP 300 and one of the following: ESSP 400 or both 401 and 402
- MLO 10: One of the following: ESSP 301, 302, 303, 309, or 461
- MLO 11: One of the following: ESSP 349S, 380S, 384S, 369S, 397S, 497S

Science Education Concentration Structure*

- MLO 1: MATH 155
- MLO 2: Each of the following: ESSP 110, 111, 220, 240, 260, 271, 272, 280, 221, 241
- MLO 3: ESSP 360 (for physical science prep) or 310 (for biological science prep)
- MLO 4: One of the following: ESSP 380, 383, 384, 385, 387
- MLO 5: One of the following: ESSP 305 or 332, or SBSC 227
- MLO 6: ESSP 320
- MLO 7 & MLO 8: Students pursuing the Science Education concentration should meet with an ESSP advisor to develop a sequence of upper division concentration courses.
- MLO 9: ESSP 300 and one of the following: ESSP 400 or 402
- MLO 10: One of the following: ESSP 301, 302, 303, 308, 309
- MLO 11: One of the following: ESSP 349S, 380S, 384S, 395S, 397S, 497S

*Labs must also be taken in conjunction with several of the above learning experiences.

Major Curriculum Features

Hands-on Learning

ESSP emphasizes applied, field-oriented learning. Students have access to an unparalleled array of environmental resources, technologies, and worldclass research institutions. Biological habitats including the largest marine sanctuary in the country, estuaries, wetlands, grasslands, woodlands, deserts, and redwood forests are accessible within a few hours of CSUMB.

Applied Technology

CSUMB's state-of-the-art multimedia and technology complex allows ESSP students unlimited access to the latest computer technology. The Spatial Information, Visualization, and Analysis (SIVA) Resources Center gives students access to Geographical Information Systems (GIS), Global Positioning System (GPS), remote sensing/image processing, data acquisition, and visualization technologies.

Senior Capstone

The ESSP curriculum culminates in the Senior Capstone project which must be completed through a 400-level Capstone course. This experience allows students to showcase mastery of various ESSP skills. It requires students to complete and present a project involving a systems analysis of a complex environmental issue.

Graduate Study and Career Pathways

Many careers in natural science, economics, and policy, particularly those that involve interdisciplinary skills, require graduate degrees or other training beyond the bachelor's degree. For students pursuing such careers, the ESSP Bachelor of Science represents a springboard into graduate or professional school. For example, CSUMB offers a Master of Science in Marine Science in collaboration with Moss Landing Marine Laboratories.

To meet the needs of potential graduate school students, the ESSP program focuses on the fundamentals of rigorous, interdisciplinary science, technology, economics, and policy. ESSP gives students direct experience with scientific projects and scientific presentation.

Other students in the ESSP program who plan to enter internships, volunteer service, or professional careers immediately upon graduation will find ample employment opportunities in the private and public sectors. The needs in governmental agencies will increase, industry is actively seeking trained people to meet regulatory standards, and private consulting firms continue to expand.

Additional Institute Contributions

University Learning Requirements (ULRs)

The Institute offers several courses that satisfy the Science ULR.

Partnerships and Collaborations

Moss Landing Marine Laboratories (MLML), the Monterey Bay Aquarium Research Institute (MBARI), UC Santa Cruz, Hopkins Marine Station, the Naval Postgraduate School, NASA/Ames Research Center, the Monterey Institute of International Studies (MIIS), and many other worldclass centers for environmental research and technology are located nearby. Active collaborations have been established with most of these institutions. With the approval of an advisor, ESSP students have the opportunity to enroll in selected courses at MIIS and MLML for no additional fee.

Watershed Institute

CSUMB, MLML, and other local organizations have collaborated to form the Watershed Institute on the CSUMB campus. The Watershed Institute is a direct action, community-based coalition of researchers, educators, students, and volunteers dedicated to restoring the watersheds of the Monterey Bay region. The Watershed Institute provides hands-on opportunities for students to participate in applied research, restoration projects, policy decisions, and education.

Marine Science Master of Science Curriculum

A Master of Science degree program in Marine Science is administered through Moss Landing Marine Laboratories (MLML) and CSUMB. CSUMB is one of the seven California State Universities—Fresno, Hayward, Monterey Bay, Sacramento, San Francisco, San Jose, and Stanislaus—that form the consortium that operate MLML.

The Master of Science in Marine Science provides students an opportunity to acquire practical and theoretical education in the marine sciences that prepares them for careers as marine specialists, scientists, and teachers. Graduate courses include research and advanced courses in marine sciences. The program at MLML provides extensive field and laboratory work for advanced study in the marine sciences.

Application

Graduate applications must include a CSU application, official transcripts, an expanded statement of purpose, and three letters of recommendation. Prospective students are encouraged to contact the professor with whom they wish to study prior to submitting an application. To find out more about the faculty at MLML, contact the Director's Office.

Graduate Status

A conditionally classified student may become fully classified in the marine science program as set forth in the following steps:

- Obtain an advisor at MLML by the third semester and one from the Institute for Earth Systems Science & Policy at CSUMB. Each new student in the master's program at MLML will be assigned an advisor who may or may not be the final thesis advisor.
- Make up any coursework deficiencies in MLML requirements. MS 104 *Quantitative Marine Science* and three of the following five courses are prerequisites for classified graduate standing: MS 103 *Marine Ecology*, MS 141 *Geological Oceanography*, MS 142 *Physical Oceanography*, MS 143 *Chemical Oceanography*, and MS 144 *Biological Oceanography*. These courses should be completed by end of the third semester; they may be waived by the graduate committee upon certification that equivalent courses have been satisfactorily completed. MS 104 *Quantitative Marine Science* cannot be counted toward the 30-unit degree requirement.
- Students who do not receive a grade of "B" or better in the courses described above taken at MLML, or who wish to substitute equivalent courses taken elsewhere regardless of the grades received, must petition to have the courses accepted or take an examination given by the faculty at MLML. The examination will substitute for any equivalent examination given by home campus departments.

Degree Requirements

A student becomes eligible for the Master's degree in Marine Science after the following requirements have been satisfied:

- The student has been advanced to candidacy.
- The student has satisfied MLML's requirements for the degree.
- The student has completed the following curriculum requirements:
 - A minimum total of 15 required units of 200-level courses, including 2 units of MS 285, MS 286, or MS 287, and 4 units of MS 299.
 - Courses numbered 100 or above as approved by the thesis committee to total 30 units when added to graduate units.
- The student has submitted a thesis approved by the thesis advisory committee. The thesis must conform to the rules set forth by the consortium campuses graduate offices.
- The student has given an oral thesis defense, to include an open seminar presentation of thesis material and a defense before the thesis advisory committee

Institute for Mathematical Sciences and Applications (IMSA)

Making Contact

- Institute for Mathematical Sciences and Applications (IMSA)
 - Location Building 82C
 - Information 831-582-4118
 - Fax 831-582-4201
 - Email imsa@monterey.edu
 - Website <http://math.monterey.edu>

Program Overview

The Institute for Mathematical Sciences and Applications (IMSA) establishes a mathematical presence on the CSUMB campus that promotes development of mathematical culture and the relationship between mathematics and other disciplines. This presence enriches the level and style of mathematical discourse within those other disciplines and the teaching and research of mathematics itself. IMSA establishes an atmosphere of creative endeavor that supports interdisciplinary collaborations, innovative projects, interesting courses, and informal discussions that mutually benefit students and faculty.

Institute Contributions

University Learning Requirements (ULRs)

The Institute offers several courses that satisfy the Mathematics Communication ULR.

Support of Other University Programs

IMSA offers courses in mathematics and statistics in support of the instructional objectives of other Institutes campuswide. The goal is to enhance the mathematical literacy of all students and to provide the basic mathematical skills needed to tackle the intellectual challenges of the 21st century. IMSA's courses teach students deductive and quantitative reasoning skills used in solving complex real-life problems.

IMSA provides an extensive curriculum in support of the Institutes of Earth Systems Science & Policy (ESSP) and Communications, Science, and Technology (ICST). IMSA also provides basic mathematics courses for programs across campus, including Liberal Studies (teacher education), Management and International Entrepreneurship (MIE), Social and Behavioral Sciences (SBS), and Collaborative Human Services (CHS).

IMSA offers each student an opportunity for individual mathematics assessment and course placement. IMSA also works closely with the ASAP Program and Student Disability Resources (SDR) to assist students with special needs.

Liberal Studies Mathematics Concentration and Supplementary Authorization

The Liberal Studies mathematics concentration and supplementary authorization have been designed in accordance with the guidelines of the National Council of Teachers of Mathematics Curriculum and Evaluation Standards and the California Mathematics Frameworks. The supplementary authorization allows teachers with an elementary (multiple-subjects) credential to teach mathematics courses in the middle grades.

Institute for Teledramatic Arts and Technology (TAT)

- Institute for Teledramatic Arts and Technology (TAT)
 - Degree offered. Bachelor of Arts
 - Location. Building 27
 - Information 831-582-3750
 - Fax 831-582-3884
 - Email tat@monterey.edu
 - FirstClass Conference Teledramatic Arts

Program Overview

Mission

The Teledramatic Arts and Technology (TAT) Institute, established as a direct response to the digital revolution, lies in the nexus between Hollywood and the Silicon Valley. TAT prepares students for the digital age in the professional field of entertainment in the 21st century.

Given the state-of-the-art production and postproduction techniques available, the creative multidisciplinary links between theater, film, video, audio, and cyberspace have already fused into a single fiberoptic channel of new possibilities. With these possibilities, TAT explores and creates new kinds of works with students in this rapidly expanding field. By combining academic instruction with experiential learning, TAT exposes students to the practical realities of writing, directing, acting, designing, and producing across a field fusing theater, film, radio, television, CD-ROM production, and distribution. The Institute focuses on the "sending/transmitting" of created artistic products as live performances, on film or videotape, through the airwaves, and over fiberoptics.

Academic Philosophy

TAT learning experiences are projectbased and emphasize experience working with practicing professionals. TAT challenges its students to develop meaningful stories drawn from their worlds, then create and produce vibrant work using teledramatic technologies. TAT courses teach students to use the disciplinary platforms of film, television, theater, and video as they converge in the digital arena. TAT targets the goal of graduating critical thinkers, cogent storytellers, content developers, educated risk takers, and savvy producers of cultural work that will define their generation. Above all, the TAT faculty strives to create a place for students where a vision of a more creative, self-reliant, diverse, and ethical humanity might thrive with global sophistication, creative genius, and entrepreneurial spirit.

Bachelor of Arts Curriculum

The Institute offers a Bachelor of Arts in Teledramatic Arts and Technology (TAT).

Preparation for the Major

First-year students who are interested in the TAT major should complete the prescribed University Learning Requirements (ULRs).

Major Learning Outcomes

As students complete their TAT degree, they are guided toward achievement of five Major Learning Outcomes (MLOs):

- TAT MLO 1 **Research and development skills** including □ basic skills □ understanding of the history and meaning of the various aesthetic practices and media □ beginning awareness of the nature and language of aesthetics and philosophical inquiry
- TAT MLO 2 **Preproduction competency** including □ ability to fully develop concepts through processes such as storyboarding □ ability to begin and complete scripting □ ability to plan production □ ability to acquire necessary skills □ ability to lay community groundwork □ budgeting, financing, and funding competencies
- TAT MLO 3 **Production experience** including □ participation in producing or performing in a production, rewriting a script, filming or taping a script, or designing a theatrical production □ synthesis of complex interactions, planning, organizational skills, and production techniques to create an artistic product, publication, production, or performance

- TAT MLO 4 Postproduction experience including □ refinement and editing of the product, publication, production, or performance □ evaluation of the effectiveness of the project by meeting with the community or producing agency □ initial preparation for more comprehensive distribution of the project
- TAT MLO 5 Distribution experience including □ connection with a larger, broader audience by publishing, broadcasting, distributing, screening, and/or documenting the project □ critical analysis of the project using creative, technological, and financial assessment criteria

Assessment of Outcomes

There are specific learning outcomes expected from most courses which are assessed within the context of the class. TAT also utilizes outcomes-based and project-based education to foster mastery of the MLOs.

A variety of methods are used to assess work in progress, past accomplishments, independent creative endeavors, coursework, and professional and life experience. These include:

- Written testing for competency and understanding
- Oral examination and interview by TAT faculty, special committee, or panel
- Course-based assessment
- Committee review of completed projects and portfolio work in the field of study
- Verification and evaluation of past record of achievements
- Portfolio presentation and committee review by faculty, other students, and professionals in the student's selected field of focus
- Graduate internships in teledramatic projects produced by TAT

Major Curriculum Structure

The curriculum and courses are designed around the phases of production which are necessary to present a live dramatic event, produce a television broadcast, videotape a program, shoot a film, design a cyberspace production, or create a CD-ROM product. These phases are research and development, preproduction, production, postproduction, and distribution. Scheduled courses, applicable and quantifiable life and professional experiences, directed study, practicums, projects, internships, and special research topics are all learning experiences considered part of the curriculum designed to help students master the MLOs. TAT's broad-based and multidisciplinary education allows students to select a track or emphasis at the beginning of their junior year from one of the following areas: writing, directing, editing, producing, designing, performing, and teaching.

Major Curriculum Features

Creative Partnerships

Creative partnerships enhance TAT's entrepreneurial links and multiply the possibilities for creative filmmaking, radio and television programming, computer animation, and special effects.

Major ProSeminar

The Major ProSeminar guides TAT students toward completion of an Individualized Learning Plan. It acquaints them with the theories, values, and models relevant to the TAT major and the careers possible in the field.

Senior Capstone

In their individual Senior Capstones, TAT majors design, produce, and present the professional quality creative project of their choice as a display of cumulative learning. In keeping with the interdisciplinary goals of CSUMB, students may integrate courses from other Institutes including science, technology, behavioral science, or other public and performing arts. After selecting an emphasis, each TAT major designs a project that is assessed according to professional standards by faculty, other students, and professionals in the selected field of focus.

Graduate Study and Career Pathways

Depending on individual focus, the TAT major prepares students for graduate study and careers in movie production, acting, directing, scriptwriting, cinematography, editing, videography, broadcasting, Webcasting, multimedia, and education.

Additional Institute Contributions Facilities

The high-tech TAT facilities serve a variety of campus needs. Capable of exhibiting film, video, or live performances, the futuristic TAT studio also serves as an online broadcasting facility. The TAT building is also equipped with state of the art linear and nonlinear editing suites. The teledramatic studio is an all-digital state-of-the-art postproduction facility, while the World Theater provides a leading-edge venue for a variety of on-stage performances and multimedia presentations.

University Learning Requirements (ULRs)

The Institute offers several courses that satisfy various ULRs including Creative and Artistic Expression, Culture and Equity, Ethics, Literature and Popular Culture, and Vibrancy.



Making Contact

- Office of Academic Development
 - Location Building 1
 - Information 831-582-3592
 - Email teresa_ronsse@monterey.edu
 - Website <http://www.csumb.edu/academic/centers/#graduate>
 - Graduate application Website. . . <http://www.calstate.edu>
- Institute for Advanced Studies in Education
 - Degree Offered Master of Arts
 - Location Building 3
 - Information 831-582-3641
 - Email christine_sleeter@monterey.edu
 - Website <http://www.csumb.edu/academic/graduate/education/>
- Institute for Field-Based Teacher Education
 - Location Building 3
 - Information 831-582-3639
 - CTIP 831-582-4479
 - Fax 831-582-3539
 - Email minerva_estassi@monterey.edu
- Earth Systems Science & Policy Institute (ESSP)
 - Degree offered Master of Science in Marine Science*
 - *Offered in conjunction with Moss Landing Marine Labs (MLML)*
 - Location Building 15
 - Information 831-582-4110
 - MLML 831-582-4110
 - Email essp_comments@monterey.edu
 - Website <http://essp.monterey.edu>
- Moss Landing Marine Laboratories (MLML)
 - Address P.O. Box 450, Moss Landing, CA 95039
 - Information 408-755-8650
 - Website <http://color.mlml.calstate.edu/www>

Section Contents

- Program Overview
- Admissions Procedures and Policies
- Advancement to Degree Candidacy
- Official Changes in Graduate Degree Programs
- Course Credit Time Limit

Program Overview

California State University, Monterey Bay currently offers two master's degree programs and two options for earning a multiple subject teaching credential. A Master of Arts in Education and the two CLAD/BCLAD Multiple Subject Teacher Credential options are administered within CSUMB's Collaborative Education and Professional Studies (CEPS) Center. A Master of Science in Marine Science, offered through Moss Landing Marine Laboratories (MLML), is administered within CSUMB's Science, Technology, and Information Resources (STIR) Center by the Institute for Earth Systems Science & Policy. To find detailed information on the specific degree and credential programs, please turn to the chapter in this catalog for the respective Center.

Admissions Procedures and Policies

Candidates for CSUMB graduate degree programs must comply with all applicable California Administrative Code requirements, as well as university requirements for admission to CSUMB's graduate programs. An electronic version of the CSU graduate application is accessible on the CSU Website.

Who Must Apply for Admission

With one exception, all applicants must complete the CSU Graduate Application and be formally admitted by the CSUMB Office of Admissions and Records. The exception is the teaching credential postbaccalaureate student who wants to continue enrollment immediately following completion of the credential program at CSUMB. These students must complete a modified application form available from the Office of Admissions and Records and submit a new set of recommendations. Application deadlines for graduate programs vary. Students should check with the appropriate program office for deadline dates.

Conditions of Admission

To be admitted, a student must complete the appropriate application and pay the nonrefundable application fee. Admission will be considered in one of these four categories:

- **Postbaccalaureate Unclassified:** By meeting the minimum admissions requirements, the applicant is eligible for admission as a postbaccalaureate unclassified student and may enroll in courses at the discretion of the respective Center. CSUMB may restrict this enrollment group. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any specific graduate degree or credential program.
- **Postbaccalaureate Classified:** If the applicant plans to enroll in a credential or certificate program, additional professional, personal, and scholastic standards appropriate to the credential or certificate, including qualifying examinations, must be met.
- **Graduate Conditionally Classified:** The applicant will be admitted to a graduate degree program in this category provided a learning plan is prepared prior to the end of the first semester of enrollment. Some Centers also may require completion of the core courses and thesis plan or special project plan.
- **Graduate Fully Classified:** The applicant meets all conditions outlined under conditionally classified status and fulfills all professional, personal, and scholastic standards, including qualifying exams, prescribed by the degree program.

TOEFL Requirement

All graduate and postbaccalaureate applicants, regardless of citizenship, whose preparatory education was principally in a language other than English, must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must score at least 550 on the Test of English as a Foreign Language (TOEFL).

Graduate Test Requirements

New students applying to a CSUMB graduate degree program may be required to take one or more parts of the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). Applications, information about dates of administration for the GRE and GMAT, and the test requirements for admission to each degree program can be obtained by calling the CSUMB Office of Academic Development.

Transferring Graduate Credits from Other Institutions

Students who have completed residence coursework in graduate standing at other accredited colleges or universities may be eligible to apply credit toward master's degree program requirements at CSUMB. Not less than 80 percent of coursework required for the master's degree must be completed in residence unless exception is granted by petition in advance.

Graduate transfer work may be applied toward a master's degree program provided such work is approved by the advisor, included in the program, and validated as graduate residence credit prior to advancement to candidacy. Transfer coursework must have been completed within seven years of the date of the award of the master's degree. Credits earned through extension divisions in other institutions may not be applied toward master's degree programs.

Advancement to Degree Candidacy

Students who have completed matriculation and received classified standing in a master's degree curriculum must be advanced to candidacy prior to receiving the degree. A student may be advanced to candidacy after completing a minimum of 15 credits of graded work as a graduate student in courses which are acceptable to the Center in which the degree is sought.

After satisfactory completion of any required examinations and satisfaction of the criteria noted above, the student and advisor should submit the *Request for Advancement to Candidacy* form listing all remaining courses and other requirements which the student must fulfill to receive the degree. This must be done prior to the student's last semester.

Official Changes in Graduate Degree Programs

To make official changes (course substitutions) on the student's graduate degree Individual Learning Plan (ILP), the candidate must complete a *Request for Course Substitutions* form. The candidate enters the numbers and titles of courses to be added and those to be dropped. The master's degree advisor then enters recommendations regarding the proposed changes. A completed course may not be dropped from an approved ILP.

Course Credit Time Limit

The California Code of Regulations (Section 40510(b)(2), Title 5, Education) requires that no more than seven years may elapse between the day a candidate completes the first course in a master's degree program and the date the candidate actually completes all requirements for the degree. In the case of an outdated course the candidate has the following options:

- Request, through the Center advisor, that CSUMB substitute another course (one already completed or which will be completed in the future) for the one which is outdated.
- Repeat the outdated course without credit.
- Revalidate the outdated course by examination.

No more than one-third of a master's program may be considered for revalidation. Students should obtain authorization to conduct the revalidation of coursework by examination prior to any exam. Coursework completed at other institutions is not eligible for this revalidation procedure.



Making Contact

- The California State University International Programs
 - Address 401 Golden Shore,
Long Beach, CA 90802-4275
 - Information 562-951-4000
 - Website <http://www.gateway.calstate.edu/csuienet>
- Institute for Global Learning
 - Location Building 82D
 - Information 831-582-3728
 - Fax 831-582-3737
 - Email robina_bhatti@monterey.edu
- Institute for World Languages and Cultures (WLC)
 - Location Building 49
 - Information 831-582-3863
 - Senior Secretary 831-582-4370
 - Fax 831-582-3885
 - Email wlc@monterey.edu
 - FirstClass Conference World Languages
 - Website <http://wlc.monterey.edu>

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Program Overview

Developing intercultural communication skills and international understanding among its students is a vital mission of the California State University (CSU). Since its inception in 1963, the CSU International Programs have contributed to this effort by providing qualified students an affordable opportunity to continue their studies abroad for a full academic year. More than 12,000 CSU students have taken advantage of this unique study option.

International Programs participants earn resident academic credit at their CSU campuses while they pursue fulltime study at a host university or special study center abroad. The International Programs serve the needs of students in over 100 designated academic majors. Affiliated with more than 70 recognized universities and institutions of higher education in 16 countries, the International Programs also offer a wide selection of study locales and learning environments.

Study Locales

Australia

- The University of Western Sydney

Canada

The universities of the Province of Quebec including:

- Université de Montréal
- Concordia University
- Université Laval
- McGill University
- Université du Québec system
- Bishop's University, i.a.

Denmark

- Denmark's International Study Program (the international education affiliate of the University of Copenhagen)

France

- Institut des Etudes Françaises pour Étudiants Étrangers
- Université de Droit, d'Economie et des Sciences d'Aix-Marseille (Aix-en-Provence)
- Mission interuniversitaire de coordination des échanges franco-américains, Universités de Paris III, V, VI, VIII, X, XI, XII, XIII

Germany

The institutions of higher education in the German Federal State of Baden-Württemberg, including:

- Universität Freiburg
- Fachhochschule Furtwangen
- Universität Heidelberg
- Universität Hohenheim
- Universität Karlsruhe
- Universität Konstanz
- Fachhochschule Mannheim
- Universität Mannheim
- Fachhochschule Nürtingen
- Fachhochschule Reutlingen
- Berufsakademie Stuttgart
- Universität Stuttgart
- Musikhochschule Trossingen
- Universität Tübingen
- Universität Ulm

Israel

- Tel Aviv University
- The Hebrew University of Jerusalem

Italy

- CSU Study Center (Florence)
- Università degli Studi di Firenze
- La Accademia di Belle Arti Firenze

Japan

- Waseda University (Tokyo)

Korea

- Yonsei University (Seoul)

Mexico

- Universidad Pedagógica Nacional (Mexico City)
- Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro

New Zealand

- Lincoln University (Christchurch)
- Massey University (Palmerston North)

Spain

- Universidad Complutense de Madrid
- Universidad de Granada

Sweden

- Uppsala Universitet

Taiwan

- National Chengchi University (Taipei)

United Kingdom

- Bradford University
- Bristol University
- Hull University
- Kingston University (Greater London)
- Sheffield University
- University of Wales, Swansea

Zimbabwe

- University of Zimbabwe (Harare)

Tuition and Administrative Costs

International Programs pays all tuition and administrative costs for participating California resident students to the same extent that such funds would be expended to support similar costs in California. Participants are responsible for all personal costs such as transportation, room and board, living expenses, and home campus fees. Participants remain eligible to receive any form of financial aid (except work-study) for which they can individually qualify.

Admissions

To qualify for admission to the International 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 France, Germany, and Mexico. California Community Colleges (CCC) transfer students are eligible to apply directly from their community college if they can meet these requirements. 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 or other coursework prerequisites.



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For expanded biographical information visit the Websites at:

- <http://www.csumb.edu/academic/admin>
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Making Contact

- Student Information Center
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 - Saturday Hours 9:00 A.M. to 12:00 P.M.
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 - Fax 831-582-3783
 - Email student_info_center@monterey.edu
 - FirstClass Conference Student Info Center
 - Website <http://www.csumb.edu/student/info-ctr/>
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 - Fax 831-582-3783
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 - Location Building 99
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 - Fax 831-582-3976
- Office of Residential Life
 - Location Building 84E
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 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 800-853-5899
 - Fax 916-314-5525
 - Email somerton@worldnet.att.net
 - Website www.ssi-incorporated.com
- Personal Growth and Counseling Center (PGCC)
 - Location Building 99
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 - Appointments 831-582-3969
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- Childcare Services
 - Location Building 99
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3525
 - CSUMB Child Development Center 831-582-4550
 - Director of Childcare Services 831-582-4597
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 - Fax 831-582-4384
 - Email child_care@monterey.edu
 - FirstClass Conference Child Care Services
 - Website <http://www.csumb.edu/child/>
- The Campus Ministry Council
 - Address PO Box 1296, Carmel, CA 93921
 - Information 831-394-1312
 - Email aprange@juno.com
- Office of Student Activities and Career Development (SACD)
 - Location Building 44 (Sixth Avenue)
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3845
 - Specialist 831-582-3329
 - Fax 831-582-3093
 - Email s_activities@monterey.edu
 - Website <http://www.csumb.edu/student/activities>
- University Center
 - Location Building 29
 - Weekday Hours 8:00 A.M. to 6:00 P.M.
 - Information 831-582-4111
 - Fax 831-582-3343
 - Website www.monterey.edu/general/ces/index.html
- University Bookstore
 - Location Building 29
 - Weekday Hours 8:30 A.M. to 5:00 P.M.
 - Information 831-883-1062
 - Fax 831-883-1128
 - Website www.monterey.edu/general/ces/index.html
- Student Disability Resources (SDR)
 - Location Residential Building 202, Room 104
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3672
 - Fax/TTY 831-582-4024
 - Email student_disability_resources@monterey.edu
 - FirstClass Conference Disability Conference
 - Website <http://www.csumb.edu/student/sdr>
- University Police Department (UPD)
 - Location Building 82E/F
 - Weekday Office Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3360
 - Community Service Officers 831-582-3573
 - Transportation and Parking 831-582-3573
 - Dispatch Center (24-hour) 9-1-1 (emergency)
831-655-0268 (non-emergency)
 - Fax 831-582-3384
 - Email police_department@monterey.edu
 - FirstClass Conference Police Department
 - Website <http://police.monterey.edu>

Section Contents

- Student Information Center
- Student Outreach and Recruitment (SOAR)
- Educational Talent Search (ETS)
- Campus Health Center (CHC)
- Student Health Insurance
- Personal Growth and Counseling Center (PGCC)
- Childcare Services
- Spiritual Needs
- University Center
- University Bookstore
- Student Disability Resources (SDR)
- University Police Department
- Transportation and Parking Services (TAPS)
- ID Card Services

Student Information Center (SIC)

Making Contact

- Student Information Center
 - Location. Building 21
 - Weekday Hours. 8:00 A.M. to 5:00 P.M.
 - Saturday Hours. 9:00 A.M. to 12:00 P.M.
 - Information 831-582-3518
 - Fax 831-582-3783
 - Email student_info_center@monterey.edu
 - FirstClass Conference Student Info Center
 - Website <http://www.csumb.edu/student/info-ctr/>

Mission

CSUMB’s Student Information Center (SIC) staff helps students cut through the red-tape jungle. Need the right form for Admissions and Records or Financial Aid? They have it! Need to turn in paperwork for either of those offices? Turn it in here! There is “one-stop shopping” at the Student Information Center.

Look at the SIC posting board for on-campus and off-campus events. With prior approval, student information will be posted. If a student’s family or friends would like a tour of the University, the Student Information Center will set it up Monday through Saturday.

Services

Some of the services available through the Student Information Center are:

- General information about CSUMB
- Tours of the campus
- Campus maps
- Help with completing admissions, financial aid, and loan applications
- Drop box for official documents for the Admissions and Records, Financial Aid, and Student Outreach and Recruitment offices
- Status checks on admissions and financial aid applications
- Preadmissions counseling for prospective students
- Course adds and drops
- All personal information changes (name, address, major, etc.)
- Academic year calendars
- Information on current degree programs and other educational and training programs
- Information on instructional, laboratory, and other physical plant facilities that relate to the academic programs
- Information regarding faculty and other instructional personnel
- Student retention and graduation data for CSUMB and, if available, for each academic program
- Names of associations, agencies, or governmental bodies which accredit, approve, or license the institution and its programs, and copies of accreditation, approval, and licensing documents
- Information concerning male applicants’ obligations to register in accordance with the Federal Military Selective Service Act

Student Outreach and Recruitment (SOAR)

Making Contact

- Student Outreach and Recruitment (SOAR)
 - Location Building 21
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3518
 - Main Desk 831-582-3738
 - Fax 831-582-3783
 - Email student_info_center@monterey.edu
 - FirstClass Folder Student Info Center
 - Website <http://www.csumb.edu/student/info-ctr/>

Mission

Student Outreach and Recruitment (SOAR) is committed to meeting the individual needs of students by offering a variety of services to promote enrollment at CSUMB and in higher education as a whole.

SOAR communicates extensively with high schools and community colleges, primarily in CSUMB's tri-county region, to recruit prospective students and facilitate smooth transitions for those students from one academic institution to another. Toward this end, SOAR provides preadmissions counseling for students planning to attend CSUMB.

Prospective students and their parents are encouraged to contact SOAR to schedule a preadmissions counseling session or to inquire about when CSUMB representatives will be at a particular high school or community college campus.

Educational Talent Search (ETS)

Making Contact

- Educational Talent Search (ETS)
 - Location Building 86B
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3662
 - Director 831-582-3657
 - Fax 831-582-3663
 - Email jose_martinez-saldana@monterey.edu

Mission

The CSUMB Educational Talent Search (ETS) program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. This program provides academic, career, and financial aid counseling to participants in Monterey County and encourages them to graduate from high school and continue on to the postsecondary school of their choice. ETS also serves high school dropouts by encouraging them to reenter the educational system to complete their schooling. The goal of ETS is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in the postsecondary education institution of their choice.

Campus Health Center (CHC)

Making Contact

- Campus Health Center (CHC)
 - Location Building 99
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information/Appointments 831-582-3965
 - Fax 831-582-3976

Mission

The Campus Health Center (CHC) is available to the entire campus community—students, faculty, staff, and their families. The CHC provides the highest level of urgent and primary care plus ancillary and referral services. The CHC medical professionals dedicate themselves to meeting the health needs of the campus community, promoting wellness and independence, and collaborating with local and regional resources to provide comprehensive services.

Services and Fees

There are generally no charges to enrolled CSUMB students for basic level medical services and some diagnostic lab tests done at the CHC. Reduced fees are charged for medications, x-rays, immunizations, allergy injections, and loaned equipment that is lost or damaged. There is a processing charge for obtaining copies of medical records. Missed appointments also result in a charge.

Faculty, staff, and their dependents as well as student dependents may receive the same services as students from the CHC, however, all care is provided on a fee-for-service basis. The CHC is a member of the Blue Cross Prudent Buyer Provider Network and can bill this carrier if a patient is covered.

A current fee schedule and a brochure containing detailed information regarding available medical services are available at the CHC. Calling to schedule appointments is recommended.

Medical Care When the CHC is Closed

For medical care when the CHC is closed, students may go to the Doctors on Duty clinics listed below. (Please bring your CSUMB student ID card for discounted rates.)

- Doctors on Duty, Marina 3130 Del Monte Avenue
 - Weekday Hours 8:00 A.M. to 6:00 P.M.
 - Weekend Hours 10:00 A.M. to 3:00 P.M.
 - Closed Sunday, Thanksgiving, Christmas, and New Year's Day
 - Information 831-883-3330
- Doctors on Duty, Monterey 2260 North Fremont Street
 - Hours Open 365 days/year, 8:00 A.M. to 9:00 P.M.
 - Information 831-372-6700
- Doctors on Duty, Monterey 501 Lighthouse Avenue
 - Hours Open 365 days/year, 8:00 A.M. to 9:00 P.M.
 - Information 831-649-0770

Student Health Insurance

Making Contact

- Office of Residential Life
 - Location Building 84E
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3378
 - Fax 831-582-3523
 - Email christy_moore@monterey.edu
 - Website www.monterey.edu/general/housing
- Somerton Student Insurance
 - Address P. O. Box 310
Rancho Cordova, CA 95741-0310
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 800-853-5899
 - Fax 916-314-5525
 - Email somerton@worldnet.att.net
 - Website www.ssi-incorporated.com

Policy

All students living on campus and all international students must have medical coverage. Please note that the Campus Health Center (CHC) and Student Health Insurance are separate programs. Whether or not students are covered by the CSUMB-sponsored student health insurance, they may still use the CHC.

Students who have medical insurance must complete an insurance waiver form prior to registration and return it to the Residential Life Office.

If students do NOT have medical insurance prior to coming to CSUMB and they live on campus, they will need to purchase medical insurance. CSUMB offers student insurance through Somerton Student Insurance Company. Somerton may be contracted directly or pamphlets are available at the Student Information Center.

Personal Growth and Counseling Center (PGCC)

Making Contact

- Personal Growth and Counseling Center (PGCC)
 - Location Building 99
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information/Help 831-582-3969
 - Appointments 831-582-3969
 - Fax 831-582-4384
 - Email counseling_center@monterey.edu
 - FirstClass Conference Counseling Center

After Hours, Weekends, Holidays

- Emergencies
 - Phone 9-1-1
 - Services For life threatening emergencies or transportation
- Community Hospital of the Monterey Peninsula (CHOMP)
 - Phone 831-625-4623
 - Services Crisis Team, 24-Hour Crisis Line
- Family Service Agency
 - Phone 831-373-4421
 - Weekday Hours 9:00 A.M. to 5:00 P.M.
- Peer Counseling
 - Location 2801 Saratoga Court
 - Office Phone 831-582-4850
 - Res Hall Phone 831-582-4544
- Monterey Rape Crisis Center
 - Phone 831-375-4357
 - Hours 24 hours/365 days
 - Services Rape/sexual assault counseling

Mission

The mission of the Personal Growth and Counseling Center (PGCC) is to promote the mental health of CSUMB students in order to improve the quality of their lives and aid them in achieving academic success. The PGCC is committed to the development of the whole person—academically, personally, socially, spiritually, and physically.

The PGCC provides high quality crisis intervention, counseling, consultation, educational outreach programs, support groups, and referrals, all designed to help students:

- Resolve personal problems that interfere with academic success.
- Develop healthy relationships, grow personally, and enhance individual potential.
- Cope with and adjust to college life and pressures.
- Resolve life crises that threaten persistence in college.
- Deal with problems stemming from personal life experiences, trauma, and situational stress.
- Learn skills to optimize decision making, problem solving, communication, stress management, and conflict resolution.

Philosophy

The PGCC philosophy is to value the self-worth of each individual, respect and embrace human diversity, and provide services that aid the development of healthy behaviors necessary for success.

Services for Students

The PGCC helps students succeed academically and personally and is fully committed to providing students with the very best counseling. The following services are available:

- Sessions: Short-term counseling and crisis/drop-in services are offered to CSUMB students. Services are free of charge to students and the Center takes seriously its responsibility to respond to all students who request services. If the counselor and student determine that more time is needed than can be provided by the Center, the staff will help the student find an appropriate professional counselor/therapist off campus. In addition, if a student cannot comfortably work with a particular counselor, it is possible to arrange to see a different counselor; the PGCC is committed to making a good fit between student and counselor.

- **Groups:** Groups provide a positive learning environment for many students. Both general and specialized groups, where students learn specific skills in a supportive setting, are offered based on student demand and need. Groups are scheduled at times convenient to group members.
- **Training:** Specific psycho-educational training workshops are provided for students and staff to promote the healthy growth and development of a campus environment.
- **Peer Counseling:** Peer counselors trained and supervised by the Personal Growth and Counseling Center offer support, outreach, advocacy, and referrals to students and their families in a nonjudgmental and safe environment near student residences.

Services for Faculty and Staff

Counseling is available to faculty and staff at no charge for up to three visits. Should additional services be required, referrals will be made to community resources.

Confidentiality

Information communicated to a counselor is confidential. The fact that a student is seeing a counselor does not appear on any academic record. Law protects the student right to confidentiality. Confidentiality may not be protected in cases involving child abuse, suicide, homicide, and individuals who are gravely disabled and unable to care for themselves. In such cases, the counselor will be legally required to make outside reports (where appropriate) of information obtained during counseling sessions. The PGCC counselor will always inform the student when confidentiality must be broken and explain why.

Childcare Services

Making Contact

- **Childcare Services**
 - Location Building 99
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3525
 - CSUMB Child Development Center 831-582-4550
 - Director of Childcare Services 831-582-4597
 - Porter Youth Center 831-242-7822
 - Fax 831-582-4384
 - Email child_care@monterey.edu
 - FirstClass Conference Child Care Services
 - Website <http://www.csumb.edu/child/>

Services

CSUMB provides one childcare center on campus for children ages 0-5. Enrollment is limited, so early registration is advised. Fees are based on a sliding scale according to family income. Questions about childcare services may be directed to the director of childcare services. Applications for enrollment are available at the Childcare Services Office

Childcare services are also available to CSUMB students through an agreement with the U.S. Army Presidio of Monterey. The Presidio offers two types of childcare: preschool and school age. Preschool childcare for children of CSUMB students ages 6 weeks to 5 years

old is available on a limited basis at the U.S. Army's Monterey Road Child Development Center. CSUMB students are also eligible for childcare provided by the Presidio of Monterey in their Family Care Centers.

Family Care Centers are homecare providers cleared, approved, and licensed by the U.S. Army's Child Development Center. They provide a homestyle atmosphere for children who are not comfortable in a larger child center environment. Kindergarten-aged to 18-year-old children of CSUMB students, staff, and faculty are eligible for immediate placement in the Presidio's Youth Services programs. Fees are based on a sliding scale depending on family income. Further information on these programs is available from the Presidio's Porter Youth Center or CSUMB Childcare Services. Additional childcare resources are added periodically. Contact Childcare Services for information on the most up-to-date childcare alternatives. Fee schedules and maps to all childcare locations are also available at the Childcare Services office.

Spiritual Needs

Making Contact

- **The Campus Ministry Council**
 - Address PO Box 1296, Carmel, CA 93921
 - Information 831-394-1312
 - Email aprange@juno.com
- **Office of Student Activities and Career Development (SACD)**
 - Location Building 44 (Sixth Avenue)
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3845
 - Specialist 831-582-3329
 - Fax 831-582-3093
 - Email s_activities@monterey.edu
 - Website: <http://www.csumb.edu/student/activities>

Mission

The mission of the Campus Ministry Council is to:

- Encourage respect for religious conscience and toward all faiths and spiritual traditions.
- Support religious organizations and ministries which represent and serve students, faculty, and staff in providing religious activities.
- Facilitate the provision of spiritual resources to the communities of higher learning in the Monterey Bay area.

Services

The Campus Ministry Council meets monthly to accomplish its mission. The meetings are open to all interested persons especially those representing campus student organizations and religious and spiritual communities from the area.

Students and community religious leaders work to meet the needs of CSUMB students. Local places of worship are open to students and information about them may be obtained in the Saturday edition of The Monterey County Herald newspaper or the local area yellow pages. Students interested in maintaining and developing spirituality may wish to join or form student organizations. Information about the process of student group formation and recognition may be obtained by calling the Student Activities and Career Development (SACD) Office.

University Center

Making Contact

- University Center
 - Location Building 29
 - Weekday Hours 8:00 A.M. to 6:00 P.M.
 - Information 831-582-4111
 - Fax 831-582-3343
 - Website www.monterey.edu/general/ces/index.html

Services

The University Center boasts 20,000 square feet dedicated to students, faculty, staff, and community outreach programs. It also houses the Office of Conference and Event Services. This facility includes:

- University Bookstore
- University Living Room—a lounge area for meeting, talking with friends, and doing light studying
- Two patios with outdoor lounge areas and fireplace
- Ballroom with 6000 square feet for conferences, speakers, dances, and performances
- Three meeting rooms which can be combined into one large meeting room
- Entry court featuring indoor and outdoor landscaping
- ATM
- Catering and Food Service

University Bookstore

Making Contact

- University Bookstore
 - Location Building 29
 - Weekday Hours 8:30 A.M. to 5:00 P.M.
 - Information 831-883-1062
 - Fax 831-883-1128
 - Website www.monterey.edu/general/ces/index.html

Services

The University Bookstore offers textbooks, a variety of trade publications, reference books, school supplies, and clothing. Plus, all of the latest software versions are available at low prices, and any software not regularly stocked can be special ordered.

With a receipt, textbooks can be returned for a full refund within the first two weeks of each semester. Students can sell their books back at the end of the semester or during finals week. They receive half the purchase price if the book is being used for the next semester.

The Bookstore features an array of logo items including the very popular CSUMB clothing line. There are sweatshirts, T-shirts, caps, mugs, golf balls, key chains, and other merchandise in a wide range of prices, colors, sizes, and styles.

For food and personal items, the Bookstore offers the Marketplace. The Marketplace is a convenience store that has a large selection of candy, snacks, sodas, dairy products, and health and grooming aids.

Whether students are browsing or buying, looking for software or giftware, or choosing between T-shirts or golf tees, the University Bookstore offers a variety of items that will meet their needs.

Student Disability Resources (SDR)

Making Contact

■ Student Disability Resources (SDR)

- Location: Residential Building 202, Room 104
- Weekday Hours: 8:00 A.M. to 5:00 P.M.
- Information: 831-582-3672
- Fax/TTY: 831-582-4024
- Email: student_disability_resources@monterey.edu
- FirstClass Conference: Disability Conference
- Website: <http://www.csumb.edu/student/sdr>
- Services
 - Obtaining effective and reasonable accommodations
 - Consultation and course collaboration on disability issues
- Association for Students with Disabilities (student organization)
 - Information: 831-582-3845
- ADA/504 Coordinator/Equal Opportunity Officer
 - Information: 831-582-3539
 - Services:
 - Questions and concerns about compliance issues
 - Accommodations for employees

- Cosponsor of disability awareness training and presentations

- Facilities

- Information: 831-582-3700

- Services:

- Access and accommodation for campus facilities (e.g., buildings, sidewalks, grades, ramps, etc.)

- Residential Life

- Information: 831-582-3378 or 831-582-3587

- Services: Housing accommodations

Accommodations

As a model, pluralistic, academic community, CSUMB supports the full integration of diverse segments of the campus community into campus life. Students with a temporary or permanent disability will find faculty and staff throughout campus who can assist them in their efforts to be reasonably accommodated. CSUMB is committed to serving students with disabilities by creating an accessible environment and responding to individual needs.

To Request

Disability-Related Services

- Contact the Office for Student Disability Resources (SDR).
- Complete the SDR Needs Assessment Form.
- Provide the Office for SDR with detailed documentation of your disability from a qualified medical doctor or disability specialist. (Forms available from SDR if needed.)
- Schedule an appointment with the SDR coordinator.
- Contact the above offices early to ensure full consideration of student requests and needs.

University Police Department (UPD)

Making Contact

- University Police Department (UPD)
 - Location Building 82E/F
 - Weekday Office Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3360
 - Community Service Officers 831-582-3573
 - Transportation and Parking 831-582-3573
 - Dispatch Center (24-hour) 9-1-1 (emergency)
831-655-0268 (non-emergency)
 - Fax 831-582-3384
 - Email police_department@monterey.edu
 - FirstClass Conference Police Department
 - Website. <http://police.monterey.edu>

Mission

A fully certified, state law enforcement agency, the CSUMB University Police Department provides a complete range of services for the campus community. Police officers possess the same power, authority, and training as municipal, county, and state law enforcement officers. As the primary law enforcement agency on university property, the UPD oversees all aspects of public safety. Officers are available at any time to respond to reports of criminal activity, suspicious circumstances, traffic collisions, safety hazards, and medical and fire emergencies in conjunction with other emergency service providers.

Police Services

Crime Investigation and Emergencies

Criminal complaints and other investigations will be handled by UPD personnel from initiation to completion. When appropriate, criminal investigations will be referred to the Monterey County District Attorney's Office for prosecution. Criminal matters and other forms of misconduct involving CSUMB students, employees, and residents may also be referred to the appropriate university administrator for corrective action.

If the station is closed, a blue light phone is available by the front door for reporting any public safety emergency.

Community Service Officer (CSO) Program

The Community Service Officer (CSO) Program is a component of the University Police Department. CSOs are student employees who perform a wide variety of tasks to help maintain a safe campus environment. CSOs staff the police station on weekday evenings and on Saturdays to provide expanded service to the campus community. Additional duties include building security, clerical support, and assistance with special events.

NightWalk Service

A major component of the CSO Program is the NightWalk Service. The NightWalk Service provides students, staff, and faculty members with an escort Monday through Thursday evenings between dusk and midnight during fall and spring semesters to accompany people between on-campus locations.

Community-Oriented Policing and Problem Solving (COPPS)

Community policing involves police officers in a specific section of the community with ownership on a long-range basis. The key element is geographic ownership. University Police officers work to organize the resources of the community, the police department, and other appropriate agencies to reduce crime and address the various needs of the community.

Community policing follows a philosophy of caring, working with and helping people through the utilization of a problem solving approach. This often means helping people informally when formal systems do not seem to work.

Community policing and problem solving is the dominant approach applied by the University Police Department at CSUMB. For more information on the COPPS program, please contact the University Police Department to get a copy of the COPPS program brochure.

Emergency Preparedness

The campus emergency plan, formulated in accordance with state guidelines, is available to guide emergency personnel should a disaster or major emergency occur. CSUMB is committed to providing a safe environment for the campus community. Plans have been developed to guide emergency personnel should a disaster or major emergency occur. An emergency preparedness handbook, distributed to building managers and other appropriate university representatives, addresses important subjects such as CPR, evacuation procedures, and critical telephone numbers which may be needed in an emergency. Questions regarding emergency preparedness should be directed to the University Police Department, Division of Security Services.

Transportation and Parking Services (TAPS)

CSUMB administers a comprehensive parking program as required by state law and the policy of the CSU Board of Trustees. The elements of the parking program are:

- Establishment of traffic and parking regulations for the campus
- Designation of specific parking lots and portions of parking lots for use by employees, students, and visitors
- Establishment and collection of fees for parking on campus

Traffic and parking regulations require that students parking motor vehicles on campus purchase a parking permit and display the permit in their vehicle. Vehicles parked in the Schoonover Park and Frederick Park housing areas are exempt from this regulation. The regulations also specify where parking is permitted (posted parking lots, etc.) and where parking is prohibited (on walkways, off paved surfaces, outside of marked parking lot stalls, etc.). A schedule of parking penalties (fines) has been adopted to enforce the regulations. All penalties are based on comparable CSU and local municipal penalty schedules. Students may obtain a copy of the regulations from the TAPS office.

Parking Permits

Parking is allowed only in designated, posted parking lots. The abundance of parking lots assures abundant available spaces even during peak hours. Students with valid CSUMB parking permits may park in any nondesignated space. General student parking in spaces reserved for metered parking, visitors, loading and unloading, state vehicles, service vehicles, and disabled persons is prohibited. Parking permits valid for one semester cost \$54 (payable at the Cashier's Office). One permit is issued per student and may be displayed in any vehicle the student may drive to campus. Students who elect to purchase a semester parking permit will have the \$35 student transportation fee waived and will have access to both parking and shuttle service.

Students may also obtain up to two supplementary permits. Supplementary permits are intended for students who drive more than one vehicle and do not wish to transfer a permit among the vehicles or desire to provide occasional parking privileges to family members. Supplementary permits cost \$10 each and are purchased at the TAPS Office.

Separate permits are issued for motorcycles, one per vehicle. Motorcycle permits cost \$13.50 per semester and the cost is incorporated in the \$35 transportation fee. A supplementary permit for a motorcycle is \$1.00 per vehicle per semester. Students may obtain as many motorcycle permits as needed; however, they must show their registration for each vehicle.

The cost of a summer session parking permit is \$36.00. Students may purchase their permit at a reduced price in weekly increments to correspond to their schedule of classes. One permit is issued per student and is valid in any vehicle the student may drive to campus.

Applications for student semester parking permits are available at the Cashier's Office. Proof of current motor vehicle registration is not required unless a student requests a supplementary permit or both regular and motorcycle permits.

CSUMB Campus Shuttle

Open to all members of the campus community, the Campus Shuttle Service covers routes that include all housing areas and major campus locations. Service is currently offered Monday through Friday from 7:00 A.M. to 6:45 P.M. Schedules may change during holidays and breaks. Shuttles run every thirty minutes.

Students presenting a current student ID card ride the shuttle free of charge. Staff and faculty who pay for a parking permit will also receive a shuttle pass which entitles them to ride at no additional charge. Nonstudents who do not purchase a parking permit must pay to ride. The daily shuttle rate is \$0.50. To ride the shuttle, passengers should wait at any of the distinctively marked shuttle stops on campus. Bicycles are not allowed on the shuttle. Riders may obtain a shuttle schedule at the TAPS Office, at selected campus locations, or on any shuttle bus.

Wheelchair Accessibility

Transportation and Parking Services provides paratransportation service for students, faculty, and staff unable to ride the shuttle bus due to physical disability. The Office of Student Disability Resources (SDR) verifies student eligibility for this service. Faculty and staff eligibility is verified by the Equal Employment Opportunity (EEO) office.

A special shuttle that offers wheelchair accessibility is available. Service is offered from 7:00 A.M. to 11:30 P.M. Monday through Thursday and 7:00 A.M. to 6:30 P.M. on Friday. The schedule may change during holidays and breaks. Passengers should contact the TAPS Office for more information.

ID Card Services

Student identification cards are available at the University Police Department, Transportation and Parking Services (TAPS) Office in Building 82E. A student's ID card serves as an identification card, library card, debit card, campus shuttle and Wellness Activity Center pass, discount card at participating local retailers, and electronic access card.

To get a CSUMB ID card, students must have proof of payment of registration fees and visit the TAPS Office during the scheduled hours for ID card processing. ID cards are available in early June for summer semester, by mid-August for fall semester, and by mid-January for spring semester.

Students are issued one free ID card during their academic career at CSUMB. All ID cards which need to be replaced due to loss, theft, name change, or damage caused by misuse or neglect are provided for the actual cost of the replacement.



Making Contact

- Office of Residential Life
 - Location Building 84E
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3378
 - Residential Life Coordinator 831-582-3865
 - Apartment Living Coordinators 831-582-4841
or 831-582-4857
 - Fax 831-582-3523
 - Email christy_moore@monterey.edu
 - FirstClass Conference Housing
 - Website www.monterey.edu/general/housing
- Dining Commons
 - Location Building 16
 - Hours See schedule below
 - Information 831-582-3838
 - Catering 831-582-3838
 - Fax 831-582-3839
 - Email deborah_allison@monterey.edu
 - FirstClass Conference Dining Commons
 - Website <http://www.csumb.edu/general/housing/>
- Black Box Cabaret (BBC)
 - Location Building 81
 - Weekday Hours 7:30 a.m. to Midnight*
**Closing time varies depending on entertainment schedule*
 - Weekend Hours Vary depending on entertainment
 - Information 831-582-3597
 - Email black_box_cabaret@monterey.edu
 - FirstClass Conference Black Box Cabaret

Important Notes

- Information on current housing rates and availability may be obtained from the Office of Residential Life.

Dining Commons Hours

- Monday to Friday 7:00 A.M. to 7:00 P.M.
 - Breakfast 7:00 A.M. to 9:30 A.M.
 - Lunch 11:30 A.M. to 2:00 P.M.
 - Dinner 5:00 P.M. to 7:00 P.M.
 - Late Service (Food Court only) 7:00 P.M. to 9:00 P.M.
- Weekends 7:00 A.M. to 7:00 P.M.
 - Brunch 11:30 A.M. to 2:00 P.M.
 - Dinner 5:00 P.M. to 7:00 P.M.

Section Contents

- Residential Life
- Dining Commons
- Black Box Cabaret

Residential Life

Making Contact

- Office of Residential Life
 - Location Building 84E
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3378
 - Residential Life Coordinator 831-582-3865
 - Apartment Living Coordinators 831-582-4841
or 831-582-4857
 - Fax 831-582-3523
 - Email christy_moore@monterey.edu
 - FirstClass Conference Housing
 - Website www.monterey.edu/general/housing

Mission

CSUMB's Office of Residential Life provides a clean, safe, and comfortable living environment for CSUMB students that develops academic success, responsible community membership, and personal growth.

Philosophy

On-campus housing is a vital part of the educational experience at CSUMB. The excitement of being at a university includes getting to know neighbors and roommates, as well as gaining valuable experience in independent living. CSUMB's housing units are designed to meet student needs by providing a relaxed and safe atmosphere that facilitates learning and builds relationships.

CSUMB provides students with opportunities to meet people of varied lifestyles and cultures in a living-learning environment. In this environment students are encouraged to make friends, learn from their experiences, and share responsibilities with others. Students' willingness to communicate, cooperate, and work through compromise will enrich their individual and community life.

A support system of academic and administrative staff, professional staff in residence, and resident advisors helps students enhance and develop skills essential to residential and university life. The Residential Life team provides many opportunities for students to interact within the CSUMB community through programs, special events, and workshops.

Successful adaptation to CSUMB's community requires a flexible attitude and willingness to assume personal responsibility within a household and living community. Consideration for others is a priority. Whether students live in apartments or residence halls, they will get to know their roommates very well; however, a special effort is needed to meet neighbors.

Housing

CSUMB provides university housing for the majority of its students, as well as many faculty and staff members.

CSUMB offers students three types of on-campus housing: residence halls and suite-style living within walking distance of most campus facilities, and student apartments in residential areas convenient to the main campus area. All three housing types provide spacious accommodations and are economical.

Residence Halls

The residence halls are adjacent to the center of campus and convenient to classrooms and the Dining Commons. The residence halls offer immediate access to many campus facilities such as computer labs, the Library, and the University Bookstore. All traditionally aged freshmen and sophomores are required to live in the residence halls unless they have a local family residence. There is one suite-style residence hall available for juniors, seniors, and graduate students. A number of units have been designed for wheelchair accessibility.

The standard residence hall assignment consists of two students sharing a spacious room with a self-contained bathroom. The rooms feature contemporary standard furnishings and individual hookups for Internet access, cable television, and telephone service.

Residence Halls 203, 204, 205, and 206 are renovated buildings that were first occupied in fall 1996. Each of these buildings house between 86 and 156 students. Each double-occupancy room has its own private bathroom with shower. Each hall has a community laundry room and kitchen.

In Residence Hall 201, students live in suites that include four furnished double bedrooms, a living room, and bathroom. A limited number of single rooms are available at a higher rate. Additionally, each floor of Residence Hall 201 offers kitchenette and laundry facilities. This residence hall also has a community room with a computer lab, study lounge, and television lounge. Upper division students who live in in 201 will have the option of selecting a meal plan, or cooking for themselves in one of the community kitchens.

The Residential Life staff coordinates a variety of recreational, educational, cultural, and social events throughout the academic year to create experiences that build lifetime friendships and teach valuable life skills.

Apartments

Frederick Park Apartments is a residential community located on CSUMB's east campus. This community primarily serves students with families. It is also offered to other upper-division students based on availability. The spacious two-bedroom, one-bath unfurnished apartments offer comfortable accommodations, picturesque views, and a convenient commute to university classes and campus activities. Students may commute by car, campus shuttle service, or bicycle.

Each 1,300 square foot apartment features basic kitchen appliances, hookups for individual washer and dryer units, one full bath, a one-car garage, and either a small fenced backyard or an enclosed walkout balcony. Upstairs units are carpeted and ground-level units have tile flooring. A limited number of furnished units are available. Selected apartment units are configured for wheelchair accessibility.

Residents will find playgrounds, athletic fields, hiking trails, jogging routes, and bikepaths throughout the neighborhoods.

Community Centers

The Annex Offices, located on Saratoga Court and Antietam Court, are a valuable resource for on-campus residents. There is a small computer lab available at the Saratoga Annex. There is also a community room available for study or special events at both annexes. The rooms are laptop computer accessible. For more information on the community centers, contact the apartment living coordinators.

Mail

The campus mail center distributes residence hall student mail in mailboxes Monday through Friday. The correct address for the residence halls is:

- Name
 - Residence Hall ### (corresponding hall number)
 - Room ### (corresponding room number)
 - CSU Monterey Bay
 - 100 Campus Center
 - Seaside, CA 93955-8025

Students living in the Frederick Park apartments need to contact the Marina Post Office. Mail will be delivered directly to mailboxes located in the cul-de-sac of each apartment area. Mail should be addressed:

- Name
 - Street Address
 - Marina, CA 93933-5055

Housing Policies

All housing policies are designed for student safety and cooperative community living. Students should review the license agreement to familiarize themselves with these policies. If students have questions or desire a copy of the policies, they may contact the Residential Life Office.

Dining Commons

Making Contact

- Dining Commons
 - Location Building 16
 - Hours See schedule below
 - Information 831-582-3838
 - Catering 831-582-3838
 - Fax 831-582-3839
 - Email deborah_allison@monterey.edu
 - FirstClass Conference Dining Commons
 - Website <http://www.csUMB.edu/general/housing/>

Services

The Dining Commons, conveniently located in the center of campus, offers a variety of food services designed to meet the unique needs of the CSUMB campus community. The Dining Commons consists of a main grill area and the Food Court. Food service is offered throughout the day. All community members are welcome to come in, relax, take a study break, and have a meal or snack. The CSUMB Dining Commons is available to everyone. Special event and catering services are also available.

- Monday to Friday 7:00 A.M. to 7:00 P.M.
 - Breakfast 7:00 A.M. to 9:30 A.M.
 - Lunch 11:30 A.M. to 2:00 P.M.
 - Dinner 5:00 P.M. to 7:00 P.M.
 - Late Service (Food Court only) 7:00 P.M. to 9:00 P.M.
- Weekends 7:00 A.M. to 7:00 P.M.
 - Brunch 11:30 A.M. to 2:00 P.M.
 - Dinner 5:00 P.M. to 7:00 P.M.

Menu

The Dining Commons offers multiple meal choices at the main grill and Food Court. The main grill, available during meal hours, provides healthy and nutritious fare. There are a variety of side dishes, a large salad bar, fruits, and vegetables.

The Food Court presents an array of delectable dining options. The Deli offers a variety of fresh made-to-order sandwiches. At Express Yourself students can order ethnic foods that vary each week, so it's always a surprise! Tierra Del Sol offers burritos, tacos, and salads with all the extras. Personal pan pizzas and breadsticks from Pizza Hut Express have proven themselves hot items.

Meal Cards

Students in residence halls are required to purchase a minimum declining balance meal card of \$1,400 for the academic year. A declining balance meal program and cash purchases are also available for all students, faculty, and staff.

Black Box Cabaret (BBC)

Making Contact

- Black Box Cabaret (BBC)
 - Location Building 81
 - Weekday Hours 7:30 a.m. to Midnight*
 - *Closing time varies depending on entertainment schedule
 - Weekend Hours. Vary depending on entertainment schedule
 - Information 831-582-3597
 - Email black_box_cabaret@monterey.edu
 - FirstClass Conference Black Box Cabaret

Services

The Black Box Cabaret (BBC) serves up food, beverages, and entertainment in a coffeehouse setting. Throughout the day, the BBC offers hot and cold beverages, sandwiches, salads, and an assortment of pastries. In the evening, live BBC performances include bands, DJs, poetry readings, comedy acts, open mike, plays, and more.



Making Contact

- Office of Student Activities and Career Development (SACD)
 - Location Building 44 (Sixth Avenue)
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3845
 - Director 831-582-4070
 - Fax 831-582-3093
 - Email. s_activity@monterey.edu
 - FirstClass Conference Student Activities
 - Website <http://www.csumb.edu/student/activities/>
- Student Organizations
 - Location Building 44 (Sixth Avenue)
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3845
 - Specialist 831-582-3329
 - Fax 831-582-3093
 - Email. s_activity@monterey.edu
 - FirstClass Conference Student Activities
 - Website <http://clubs.monterey.edu/>
- Career Development Services
 - Location Building 44 (Sixth Avenue)
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3845
 - Specialist 831-582-3616
 - Fax 831-582-3093
 - Email. c_development@monterey.edu
 - FirstClass Conference Career Development
 - Website <http://www.csumb.edu/student/activities/index2.html>
- Wellness, Recreation & Sports (WRS)
 - Location Building 84F
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3015
 - Fax 831-582-4023
 - Email wrs@monterey.edu
- Wellness Activity Center (WAC)—“the gym”
 - Location Building 90 (Corner of Second Avenue and Third Street)
 - Weekday Hours 6:00 A.M. to 11:00 P.M. *
 - Saturday Hours 9:00 A.M. to 6:00 P.M. *
 - Sunday Hours 9:00 A.M. to 5:00 P.M. *
 - *Hours are subject to change; please call to confirm.
 - Information 831-582-3031
 - Fax 831-582-4463
 - Email wactivity@monterey.edu
- Intramural Sports.
 - Location Wellness Activity Center/Building 90
 - Weekday Office Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3015
 - Coordinator. 831-582-4536
 - Fax 831-582-4463
 - Email hector_uribe@monterey.edu

- Recreational and Competitive Sport Clubs
 - Location Wellness Activity Center, Building 90
 - Weekday Office Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3015
 - Coordinator. 831-582-4536
 - Fax 831-582-4023
 - Email hector_uribe@monterey.edu
 - FirstClass Conference Wellness Rec & Sport
- Intercollegiate Athletics
 - Location Building 84F
 - Weekday Office Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3015
 - Team Schedules 831-582-3015
 - Fax 831-582-4023
 - Email bobbi_bonace@monterey.edu
- Boating & Outdoor Recreation and Education Program
 - Location Building 93 (near the corner of Third Avenue and Third Street)
 - Weekday Office Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3015
 - Outdoor Programs Coordinator 831-582-4846
 - Boating Program Coordinator 831-659-5807
 - Fax 831-582-4023
 - Email. cynthia_dvincent@monterey.edu (boating)
robert_alexander@monterey.edu (outdoor recreation)
- Presidio of Monterey (POM) Outdoor Office
 - Location Stilwell Community Center
4260 Gigling Road, Seaside, CA
 - Weekday Office Hours. 4:00 P.M. to 6:00 P.M.
Monday, Thursday, and Friday only
 - Information 831-242-6155

Section Contents

- Student Activities and Career Development
- Wellness, Recreation, and Sports

Student Activities and Career Development

Making Contact

- Office of Student Activities and Career Development (SACD)
 - Location Building 44 (Sixth Avenue)
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3845
 - Director 831-582-4070
 - Fax 831-582-3093
 - Email. s_activity@monterey.edu
 - FirstClass Conference Student Activities
 - Website <http://www.csumb.edu/student/activities/>
- Student Organizations
 - Location Building 44 (Sixth Avenue)
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3845
 - Specialist 831-582-3329
 - Fax 831-582-3093
 - Email. s_activity@monterey.edu
 - FirstClass Conference Student Activities
 - Website <http://clubs.monterey.edu/>
- Career Development Services
 - Location Building 44 (Sixth Avenue)
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3845
 - Specialist 831-582-3616
 - Fax 831-582-3093
 - Email. c_development@monterey.edu
 - FirstClass Conference Career Development
 - Website <http://www.csumb.edu/student/activities/index2.html>

Mission

In support of the CSUMB Vision, the Office of Student Activities and Career Development (SACD) provides out-of-classroom experiences that challenge students to work collaboratively in a pluralistic environment. Through these experiential learning opportunities, students develop self-leadership, team orientation, critical thinking, adaptability to change, and the ability to live and work in diverse cultures. These opportunities take many forms including career exploration, student clubs and organizations, leadership development, campus planning and administration involvement, and a broad range of special events and programs.

Services

- SACD services include:
- Coordination of all recognized student organizations
 - Leadership development
 - Activities, events, and programs promoting social, physical, and intellectual growth
 - Career development opportunities and information

Student Organizations

Joining or creating a new student group provides students with the opportunity to expand on their existing interests, experiment with new activities, and enhance their academic experience. Student participation in campus life beyond the classroom allows practical applications of learning and acquisition of valuable workforce and organizational skills. Beyond improving professional development, participation in student organizations provides an avenue to meet new people, develop friendships, and have some fun!

Currently CSUMB has over 30 recognized student organizations. These include various special interest groups as well as recreational and competitive sport clubs. The sport clubs are coordinated jointly by SACD and Wellness, Recreation, and Sports (WRS). If students don't find an existing organization which fits their needs, SACD will enthusiastically help them get a new group started.

CSUMB's student organizations include:

- All in the "Family" (gay, lesbian, bisexual and allies organization)
- African Students United
- American Sign Language (ASL) Club
- Association for Students with Disabilities
- Baseball Club
- Board Riders Coalition
- Business Organization for Student Success (BO\$\$)
- Dance Team
- Disc Golf
- Electric Eels (Computer Science)
- Fencing Club
- Inter-Club Council
- International Martial Arts Club
- Latino Business Club
- MEChA (Movimiento Estudiantil Chicano de Aztlan)
- Monterey Harmony Movement (a cappella singing group)
- Multicultural Club
- Newman Catholic Community
- Ollin Folklorico
- Otter Christian Fellowship
- Otter Realm (Student Newspaper)
- Pacific Asian Student Union
- Parents Club
- Planet Otter (sustainability/environmental action)
- Residence Hall Association
- Rugby Club
- Sailing Club
- Society of Global Ambassadors
- Students Hungry 4 Change
- Student Voice (associated student government)
- Teachers of Tomorrow
- Theater Now!
- Volleyball Club
- Women's Soccer
- Women's Softball
- "Wet & Soggies" Dive Club
- Wrestling Club

Leadership Development

Many students hold leadership roles in their various positions across campus such as club officers, Service Learning Advocates, resident advisors, tutors, student orientation leaders, peer counselors, Student Voice officers, and Residence Hall Association leaders. To assist students in these roles and those they fill beyond CSUMB such as parent, coworker, and community member, SACD offers skill-building opportunities in a variety of formats including workshops, seminar series, and retreats. Topics covered include communication, decision making, goal setting, value clarification, and group dynamics.

Participation in co-curricular activities also builds career-related experience which significantly enhances students' professional resumes.

Events and Programs

With the assistance of SACD, student organizations and Student Voice offer many activities. Some of these events include bands on the quad, African American history celebrations, poetry and performance nights, Monte Carlo Night, environmental awareness programs, dance events such as Swing Night, and a film series. Additionally, SACD coordinates a number of other events such as spring break activities, Welcome Week, Club Showcase Day, Club Recognition Banquet, and commencement week activities.

Career Development

Career development services include a broad spectrum of student employment-related opportunities and career exploration services. Several career growth opportunities and varied information are available to all students including:

- On-campus job opportunities
- Off-campus job and internship positions
- Career exploration and guidance resources
- Workshops and career advising
- General graduate school information
- Standardized test packets for graduate school such as the GRE, GMAT, and LSAT
- Job and employment opportunities fairs
- International study abroad information
- Peace Corps information

Wellness, Recreation & Sports

Making Contact

- Wellness, Recreation & Sports (WRS)
 - Location Building 84F
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3015
 - Fax 831-582-4023
 - Email wrs@monterey.edu
- Wellness Activity Center (WAC)—“the gym”
 - Location Building 90 (Corner of Second Avenue and Third Street)
 - Weekday Hours 6:00 A.M. to 11:00 P.M. *
 - Saturday Hours 9:00 A.M. to 6:00 P.M. *
 - Sunday Hours 9:00 A.M. to 5:00 P.M. *
 - *Hours are subject to change; please call to confirm.*
 - Information 831-582-3031
 - Fax 831-582-4463
 - Email wactivity@monterey.edu
- Intramural Sports.
 - Location Wellness Activity Center/Building 90
 - Weekday Office Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3015
 - Coordinator. 831-582-4536
 - Fax 831-582-4463
 - Email hector_uribe@monterey.edu
- Recreational and Competitive Sport Clubs
 - Location Wellness Activity Center, Building 90
 - Weekday Office Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3015
 - Coordinator. 831-582-4536
 - Fax 831-582-4023
 - Email hector_uribe@monterey.edu
 - FirstClass Conference Wellness Rec & Sport
- Intercollegiate Athletics
 - Location Building 84F
 - Weekday Office Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3015
 - Team Schedules 831-582-3015
 - Fax 831-582-4023
 - Email bobbi_bonace@monterey.edu
- Boating & Outdoor Recreation and Education Program
 - Location Building 93 (near the corner of Third Avenue and Third Street)
 - Weekday Office Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3015
 - Outdoor Programs Coordinator 831-582-4846
 - Boating Program Coordinator 831-659-5807
 - Fax 831-582-4023
 - Email cynthia_dvincent@monterey.edu (boating)
robert_alexander@monterey.edu (outdoor recreation)
- Presidio of Monterey (POM) Outdoor Office
 - Location Stilwell Community Center, 4260 Gigling Road, Seaside, CA
 - Weekday Office Hours 4:00 P.M. to 6:00 P.M.
Monday, Thursday, and Friday only
 - Information 831-242-6155

Programs and Services

WRS offers a wide range of wellness, recreation, and sport opportunities for students. All are designed to incorporate fitness into college and lifelong learning plans.

WRS Academic Learning Experiences

A full description of the WRS academic program may be found in the Universitywide Programs section of this catalog. Each course is individually described in the Course Description section.

Wellness Activity Center (WAC)

The WAC, also known as the gym, is a central point of activity and recreation, academic courses, intramural activities, intercollegiate athletics, and casual open play. The facility houses a 10,000 square-foot gymnasium available for basketball, volleyball, badminton, indoor soccer, aerobics, dance, intercollegiate competition, and special events. There are also three glass-back racquetball courts, a 2,500 square-foot fitness room with new cardiovascular and weight training equipment, and locker/shower/sauna facilities. Students also have access to other facilities located near the Wellness Activity Center including four tennis courts and a lighted football stadium with an all-weather track.

Student fees cover use of the WAC and other campus recreation facilities, so memberships or user fees are not required. Students need merely show a current ID at the WAC entrance, where student assistants staffing the front desk are able to provide information, answer questions, and checkout equipment.

The WAC currently maintains the following equipment for checkout with a student ID:

- Basketballs
- Racquetball racquets and safety goggles
- Badminton equipment
- Indoor and outdoor soccer equipment
- Rugby balls
- Footballs
- Volleyballs and nets
- Tennis racquets and balls
- Softball equipment
- Water polo balls
- Weight belts and bar pads
- Towels

Drop-In Recreation Classes

Students may also stay active with drop-in recreation classes. Aerobics classes are offered at no charge to students and are currently conducted in the Dance Studio located in Building 84F. Step aerobics are offered Tuesdays and Thursdays from 5:30 P.M. to 6:30 P.M. Cardio-dance aerobics are offered Mondays and Wednesdays from 7:30 A.M. to 8:30 P.M.

Intramural Sport Leagues

Intramural sport leagues and tournaments are offered each semester and include basketball, soccer, volleyball, softball, and ultimate Frisbee. Leagues begin around the third week of the semester and are typically coeducational with an emphasis on friendly competition. Intramurals provide a great way to meet people, relieve stress, stay fit, and have fun. For more information, call the WAC or the Recreation Programs Office.

Recreational and Competitive Sport Clubs

Competitive sport clubs provide the opportunity to compete extramurally without the eligibility restrictions of intercollegiate athletics. Recreational clubs serve as a resource and contact point for club members to become more active in their respective activities and meet people with like interests. CSUMB offers several recreational and competitive sport clubs including:

- Otter Baseball Club
- Dance Team
- Lightfighters Fencing Club
- International Martial Arts and Sciences Club
- Otter Lacrosse Club
- Running Club
- Sailing Club
- Otter Volleyball Club
- Wet and Soggies Dive Club
- Running Club
- Boardriders Coalition
- Climbing Club
- Otter Rugby Club

Details regarding recreation and sport clubs are available from the WRS office.

Intercollegiate Athletic Program

CSUMB sponsors the following varsity intercollegiate athletic teams:

- Women's Volleyball
- Women's Basketball
- Men's Basketball
- Men's Soccer
- Men's Rugby
- Women's Cross Country
- Men's Cross Country
- Women's Golf
- Men's Golf

The CSUMB intercollegiate athletic program is affiliated with the National Association of Intercollegiate Athletics (NAIA) and is a member of the California-Pacific (Cal-Pac) Conference. The Cal-Pac Conference currently conducts championships in women's volleyball, men's soccer, men's basketball, women's basketball, women's softball, men's golf, and men's volleyball. The CSUMB men's rugby team is a member of the Northern California Rugby Football Association.

Boating & Outdoor Recreation and Education Program

CSUMB's Boating & Outdoor Recreation and Education Program is an on-campus program with most of its activities happening off campus. This program offers for-credit classes, not-for-credit classes, and organized outings from its on-campus outlet center. The Boating & Outdoor Recreation and Education Program functions through collaborative utilization of resources and provision of services. Through multiple partnerships with existing groups in the area, courses are delivered to CSUMB students, staff, faculty, partnered groups, and the larger community.

Otter Days

CSUMB offers a unique and exciting approach to helping new students successfully navigate the transition between high school and college life. Along with the traditional orientation activities on campus, new students participate in Otter Days, an outdoor training retreat during the week before classes begin each fall. Experiences during Otter Days include camping along the Little Sur River, experiential learning activities, group initiative challenges, ropes courses, climbing walls, hiking, swimming, and exploring wilderness areas and ecosystems.

Boating Program

The CSUMB Boating Program has four components:

- **Recreation Education:** CSUMB's programs follow the internationally accepted standards of the American Sailing Association (ASA) for 20-foot to 70-foot sailing vessels. CSUMB covers a full certification range from basic sailing to ocean passage.
- **Sport:** CSUMB teaches sailing for CSUMB students toward an Olympic track. Vessels are 13-foot Flying Juniors located at Monterey Bay and Moss Landing. CSUMB supports efforts by a seven-school Monterey County High School Sailing League.
- **Community Outreach:** CSUMB provides outdoor and boating safety classes and sailing education programs for local elementary and high schools, youth in at-risk situations, battered women and their children, and those interested in marine safety. CSUMB plans to expand these initial Service Learning efforts through staff guidance and student involvement.
- **Professional Education and Research:** CSUMB provides boating programs for boating professionals, educators, and marine researchers.

Equipment Rentals

Outdoor equipment rentals and information are offered in partnership with the U.S. Army's Presidio of Monterey and are available to the entire CSUMB community. The following rental equipment is available: surfboards, boogie boards, sailboards, scuba gear, wet-suits, bicycles, inline skates, backpacks, camping gear, climbing shoes, and fishing equipment.

The POM Outdoor Center also offers discount tickets to several entertainment venues and movie theaters. Students also receive discounts to the Sanctuary Rock Gym.

Outings

Organized outings are also offered through CSUMB's Boating & Outdoor Recreation and Education Program. The following activities are offered:

- Sailing
- Skiing
- Rockclimbing
- River rafting
- Backpacking
- Biking
- Surfing
- Ocean charter fishing
- Orienteering
- Scuba diving
- Sea kayacking

To register for outings, students should bring their student ID to the WRSI offices.



Making Contact

- Student Information Center (SIC)
 - Location Building 21
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Saturday Hours 9:00 A.M. to 12:00 P.M.
 - Information 831-582-3518
 - Fax 831-582-3783
 - Email student_info_center@monterey.edu
 - FirstClass Conference Student Info Center
 - Website <http://www.csUMB.edu/student/info-ctr/>
- Office of Admissions and Records
 - Location Building 21
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3518
 - Fax 831-582-3087
 - Email admissions_and_records@monterey.edu
 - FirstClass Conference Admissions/Records
 - Website <http://www.monterey.edu/general/admissions/>
- Distributed Learning and Extended Education (DLEE)
 - Location Building 18, Lobby C
 - Information 831-582-4500
 - Fax 831-582-4502
 - Email dlee@monterey.edu
 - Website <http://dlee.monterey.edu>
- Campus Health Center (CHC)
 - Location Building 99
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3965
 - Fax 831-582-3976
- Student Disability Resources (SDR)
 - Location Residential Building 202, Room 104
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3672
 - Fax/TTY 831-582-4024
 - Email student_disability_resources@monterey.edu
 - FirstClass Conference Disability Conference
 - Website <http://www.csUMB.edu/student/sdr>
- Student Academic Advising
 - Location Building 12, East Wing
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3941
 - Director 831-582-3940
 - Fax 831-582-4329
 - Email academic_advisor@monterey.edu
 - FirstClass Conference Academic Advising Questions
 - Website <http://www.monterey.edu/academic/advising>
- Writing Program
 - Location Building 12
 - Information 831-582-3091
 - Fax 831-582-3873
 - Email susan_wyche@monterey.edu

- The California State University
 - Address 401 Golden Shore
Long Beach, California 90802-4275
 - Website <http://www.calstate.edu>
 - Electronic Applications <http://www.csumentor.edu>
 - Application Status <http://www.co.calstate.edu/aa/ar/appstat>
- The College Board (SAT I)
 - Address Registration Unit, Box 6200
Princeton, NJ 08541
 - Information 609-771-7588
 - Website <http://www.collegeboard.org>
- ACT
 - Address Registration Unit, PO Box 414
Iowa City, IA 52243
 - Information 319-337-1270
 - Website <http://www.act.org>
- Selective Service System
 - Address Data Management Center, P.O. Box 94638
Palatine, IL 60094-4638
 - Information 847-688-6888
 - Fax 703-605-4106
 - Email Information@sss.gov

Important Notes

- Applications
 - Applications are available at every California high school, community college, and California State University.
 - You may also obtain an application by contacting the CSUMB Student Information Center.
 - Electronic versions of the CSU undergraduate and graduate applications are accessible on the Web at both the CSU and CSUMB Admissions and Records sites.
- Eligibility
 - See the index table on page 116.
- SAT I and ACT
 - Registration forms and dates for the SAT I and ACT are available from high school and college counselors or from the CSUMB Student Information Center.
- Impacted Programs
 - There are currently no impacted programs at CSUMB.

Section Contents

- Admissions and Records Services
- Admissions Procedures and Policies
- Applications
- Undergraduate Admissions Requirements
- Graduate and Postbaccalaureate Admissions Requirements
- International (Foreign) Student Admissions Requirements
- Health Screening
- General Information about Admissions and Evaluation of Academic Records
- Immigration Requirements for Licensure
- Determination of Residence for Nonresident Tuition Purposes
- Transcripts
- Selective Service Signup
- Registration
- Withdrawing from the Institution
- Classification of Students
- Grading Policy
- Academic Standards
- Graduation
- Admissions and Records Policies and Procedures

Admissions and Records Services

CSUMB's Student Information Center assists students with any questions regarding admissions and records, financial aid, and preadmissions counseling. As a "one-stop shop," the Student Information Center offers campus maps, tours, academic calendars, status checks for admissions and financial aid, and help completing all CSUMB application forms.

CSUMB's Office of Admissions and Records is responsible for processing admissions applications, determining admissions eligibility, evaluating transfer credits, administering the Entry-Level Mathematics (ELM) and English Placement Test (EPT) examinations, registering students, posting grades, processing graduation applications, and producing official transcripts.

Admissions Procedures and Policies

As one of the 23 member campuses in the California State University (CSU) system, CSUMB follows standardized admissions policies, procedures, and requirements adopted at the CSU system level. All of these are explained below and in the CSU undergraduate and graduate application packets.

Requirements for admission to California State University, Monterey Bay are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations. If you are not sure of these requirements you should consult a high school or community college counselor or the Office of Admissions and Records. Applications may be obtained from the admissions office at any of the campuses of the California State University or at any California high school or community college. Electronic versions of the CSU undergraduate and graduate applications are accessible on the Web at <http://www.csumentor.edu/>.

Applications

Importance of Filing Complete, Accurate, and Authentic Application Documents

The CSU advises prospective students that they must supply complete and accurate information on the application for admission, residence questionnaire, and financial aid forms. Further, applicants must submit authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate, and authentic application documents may result in denial of admission, cancellation of academic credit, suspension, or expulsion (Section 41301, Article 1.1, Title 5, California Code of Regulations).

Undergraduate Application Procedures

Prospective students, applying for part-time or fulltime undergraduate programs of study, in day or evening classes, must file a complete undergraduate application as described in the undergraduate admission booklet. The \$55 nonrefundable application fee should

be in the form of a check or money order payable to “The California State University” and may not be transferred or used to apply to another term. An alternate campus and major may be indicated on the application, but applicants should list as an alternate campus only a CSU campus that also offers the major. Generally, an alternate major will be considered at the first choice campus before an application is redirected to an alternate choice campus.

Selection of Major

The majors offered at CSUMB are listed in the academic programs section of this catalog. Prospective students should review these descriptions before filing an application. CSUMB accepts students who are undecided about their major. These students should use the undeclared category on the application form. The CSUMB Student Academic Advising Office provides advising and information resources to help undeclared students select an appropriate major.

Impacted Programs

There are currently no impacted programs at CSUMB.

The CSU designates programs as impacted when more applications are received in the first month of the filing period than can be accommodated. Some programs are impacted at every campus where they are offered; others are impacted only at some campuses. You must meet supplementary admission criteria if applying to an impacted program.

The CSU will announce before the opening of the fall filing period which programs are impacted and the supplementary criteria campuses will use. That announcement will be published in the CSU Review, distributed to high school and college counselors. Information about the supplementary criteria is also sent to program applicants.

You must file your application for admission to an impacted program during the first month of the filing period. Further, if you wish to be considered in impacted programs at two or more campuses, you must file an application to each.

Supplementary Admissions Criteria

Each campus with impacted programs uses supplementary admissions criteria in screening applicants. Supplementary criteria may include ranking on the freshman eligibility index, the overall transfer grade point average, and a combination of campus-developed criteria. If you are required to submit scores on either the SAT I or the ACT, you should take the test no later than November if applying for fall admission.

The supplementary admissions criteria used by the individual campuses to screen applicants appear periodically in the *CSU Review* and are sent by the campuses to all applicants seeking admission to an impacted program.

Unlike unaccommodated applicants to locally impacted programs who may be redirected to another campus in the same major, unaccommodated applicants to systemwide impacted programs may not be redirected in the same major but may choose an alternate major either at the first choice campus or another campus.

CSUMB currently has no supplementary admissions criteria because it has no impacted programs.

Graduate and Postbaccalaureate Application Procedures

All graduate and postbaccalaureate applicants (e.g., master's degree applicants, those seeking credentials, and those interested in taking graduate level courses for personal or professional growth) must file a complete graduate application as described in the graduate and postbaccalaureate admission booklet. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the \$55 nonrefundable application fee. Since applicants for postbaccalaureate programs may be limited to the choice of a single campus on each application, redirection to alternate campuses or later changes of campus choice will be minimal. To be assured of initial consideration by more than one campus, it will be necessary to submit separate applications (including fees) to each. Applications may be obtained from the graduate studies office or the admissions office of any California State University campus. An electronic version of the CSU graduate application is available on the Web at <http://www.csumentor.edu/>.

Application Filing Periods

Term	Applications First Accepted	Student Notification Begins
■ Fall Semester	November 1	December
■ Spring Semester	August 1	September

Filing Period Duration: If applying after the initial filing period, consult the CSUMB Student Information Center for current information.

Application Acknowledgment

You may expect to receive an acknowledgment from your first choice campus within two to four weeks of filing the application. The notice will also include a request that you submit the records necessary for the campus to evaluate your qualifications. You may be assured of admission if the evaluation of your qualifications indicates that you meet CSU admission requirements and campus requirements for admission to an impacted program. Such a notice is not transferable to another term or to another campus.

Hardship Petitions

CSUMB has established procedures for consideration of qualified applicants who would be faced with extreme hardship if not admitted. Petitioners should write to the Office of Admissions and Records, in care of the Exceptional Admission Committee, regarding specific policies governing hardship admission.

Undergraduate Admissions Requirements

Freshman Requirements

You will qualify for regular admission as a first-time freshman if you:

- 1) are a high school graduate,
- 2) have a qualifiable eligibility index (see section on Eligibility Index), and
- 3) have completed with grades of C or better each of the courses in the comprehensive pattern of college preparatory subject requirements (see "Subject Requirements").

Eligibility Index

The eligibility index is the combination of your high school grade point average and your score on either the ACT or the Scholastic Aptitude Test (SAT I). Your grade point average is based on grades earned during your final three years of high school (excluding physical education and military science) and bonus points for approved honors courses.

Up to eight semesters of honors courses taken in the last two years of high school can be accepted. Each unit of A in an honors course will receive a total of 5 points; B, 4 points; and C, 3 points.

You can calculate the index by multiplying your grade point average by 800 and adding your total score on the SAT I. Or, if you took the ACT, multiply your grade point average by 200 and add ten times the ACT composite score. If you are a California high school graduate (or a resident of California for tuition purposes), you need a minimum index of 2900 using the SAT I or 694 using the ACT; the Eligibility Index Table illustrates several combinations of required test scores and averages.

If you neither graduated from a California high school nor are a resident of California for tuition purposes, you need a minimum index of 3502 (SAT I) or 842 (ACT).

If your grade point average is 3.00 or above (3.61 for nonresidents), you are exempt from submitting test scores. However, you are urged to take the SAT I or ACT since campuses use test results for advising and placement purposes.

You will qualify for regular admission when the university verifies that you have a qualifiable eligibility index and will have completed the comprehensive pattern of college preparatory subjects and, if applying to an impacted program, meet supplementary criteria.

Provisional Admission

CSUMB may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and planned for the senior year. The campus will monitor the senior year of study to ensure that those so admitted complete their senior year of studies satisfactorily, including the required college preparatory subjects, and graduate from high school.

Foreign Graduates

Graduates of secondary schools in foreign countries must be judged to have academic preparation and abilities equivalent to applicants eligible under this section.

Subject requirements

The California State University requires that first-time freshman applicants complete, with grades of C or better, a comprehensive pattern of college preparatory study totaling 15 units. A "unit" is one year of study in high school. Within the 15 units completed, up to one unit (one year) in visual and performing arts or foreign language may be missing and offset by a college preparatory course(s) in other areas. The missing unit of visual and performing arts or foreign

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

ACT	SAT I	ACT	SAT I	ACT	SAT I	ACT	SAT I	ACT	SAT I	ACT	SAT I	ACT	SAT I	
GPA	Score	Score	GPA	Score	Score	GPA	Score	Score	GPA	Score	Score	GPA	Score	Score
3.00 and above			2.81	14	660	2.60	18	820	2.39	22	990	2.18	26	1160
qualifies with			2.80	14	660	2.59	18	830	2.38	22	1000	2.17	26	1170
any score			2.79	14	670	2.58	18	840	2.37	22	1010	2.16	27	1180
2.99	10	510	2.78	14	680	2.57	18	850	2.36	23	1020	2.15	27	1180
2.98	10	520	2.77	14	690	2.56	19	860	2.35	23	1020	2.14	27	1190
2.97	10	530	2.76	15	700	2.55	19	860	2.34	23	1030	2.13	27	1200
2.96	11	540	2.75	15	700	2.54	19	870	2.33	23	1040	2.12	27	1210
2.95	11	540	2.74	15	710	2.53	19	880	2.32	23	1050	2.11	28	1220
2.94	11	550	2.73	15	720	2.52	19	890	2.31	24	1060	2.10	28	1220
2.93	11	560	2.72	15	730	2.51	20	900	2.30	24	1060	2.09	28	1230
2.92	11	570	2.71	16	740	2.50	20	900	2.29	24	1070	2.08	28	1240
2.91	12	580	2.70	16	740	2.49	20	910	2.28	24	1080	2.07	28	1250
2.90	12	580	2.69	16	750	2.48	20	920	2.27	24	1090	2.06	29	1260
2.89	12	590	2.68	16	760	2.47	20	930	2.26	25	1100	2.05	29	1260
2.88	12	600	2.67	16	770	2.46	21	940	2.25	25	1100	2.04	29	1270
2.87	12	610	2.66	17	780	2.45	21	940	2.24	25	1110	2.03	29	1280
2.86	13	620	2.65	17	780	2.44	21	950	2.23	25	1120	2.02	29	1290
2.85	13	620	2.64	17	790	2.43	21	960	2.22	25	1130	2.01	30	1300
2.84	13	630	2.63	17	800	2.42	21	970	2.21	26	1140	2.00	30	1300
2.83	13	640	2.62	17	810	2.41	22	980	2.20	26	1140	<i>Below 2.00 does not</i>		
2.82	13	650	2.61	18	820	2.40	22	980	2.19	26	1150	<i>qualify for regular admission</i>		

language must be completed either prior to, or by the end of the first year, of CSU enrollment. This provision is effective through the 2000-2001 academic year.

- English, 4 years.
- Mathematics, 3 years: algebra, geometry, and intermediate algebra.
- U.S. history or U.S. history and government, 1 year.
- Science, 1 year with laboratory: biology, chemistry, physics, or other acceptable laboratory science.
- Foreign language, 2 years in the same language (subject to waiver for applicants demonstrating equivalent competence).
- Visual and performing arts, 1 year: art, dance, drama/theater, or music.
- Electives, 3 years: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and agriculture.

Waiver of Foreign Language Subject Requirement

The foreign language subject requirement may be waived for applicants who demonstrate competence in a language other than English equivalent to or higher than expected of students who complete two years of foreign language study. For further information, students should consult with a school counselor or any CSU campus admissions or school relations office.

Subject Requirement Substitution for Students with Disabilities

Applicants with disabilities are encouraged to complete college preparatory course requirements. In certain circumstances, if an applicant is judged unable to fulfill a specific course requirement because of a disability, alternate college preparatory courses may be substituted for specific subject requirements. Substitutions may be authorized on a case-by-case basis after review of disability documentation and academic records and recommendation by the applicant's academic advisor or guidance counselor in consultation with the director of a CSU disabled student services program. Students should be aware that failure to complete the courses required for admission may limit later enrollment in certain majors, particularly those involving mathematics. For further information and substitution forms, please contact the CSUMB Office of Student Disability Resources.

High School Students

Students still enrolled in high school will be considered for enrollment in certain special programs if recommended by the principal and the appropriate campus department chair and if preparation is equivalent to that required of eligible California high school graduates. Such admission is only for a given program and does not constitute the right to continued enrollment.

Transfer Requirements

You will qualify for admission as a transfer student if you have a grade point average of 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:

- You will meet the freshman admission requirements in effect for the term to which you are applying (see "Freshman Requirements" section).

- You were eligible as a freshman at the time of high school graduation except for the subject requirements, have made up the missing subjects, and have been in continuous attendance in an accredited college since high school graduation.
- You have completed at least 56 transferable* semester (84 quarter) units and have made up any missing subject requirements (see "Making Up Missing College Preparatory Subjects" section). Nonresidents must have a 2.4 grade point average or better.
 - Applicants who graduated from high school 1988 or later:
 - You have completed all subject requirements in effect when you graduated high school (you can use both high school and college coursework)** OR
 - You have completed at least 30 semester units of college coursework with a grade of C or better in each course to be selected from courses in English, arts and humanities, social science, science, and mathematics at a level at least equivalent to courses that meet general education requirements. The 30 units must include all of the general education requirements in communication in the English language and critical thinking (at least 9 semester units) and the requirement in mathematics/quantitative reasoning (usually 3 semester units) OR the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.
 - Applicants who graduated from high school prior to 1988:
 - You should contact the Office of Admissions and Records to inquire about alternative admission programs.

* *Transferable courses are those designated for baccalaureate credit by the college or university offering the courses.*

** *For upper division transfers seeking admission to fall term 2000 or later, the first option will not be available to establish eligibility for admission. All applicants with 56 or more transferable semester (84 quarter) units will be required to have completed at least 30 semester units of courses at a level equivalent to courses that meet general education requirements. The 30 semester units must include all of the general education requirements in communication in English language (3 courses) and at least the three semester units (typically 1 course) required in mathematics.*

Provisional Admission

CSUMB may provisionally admit transfer applicants based on their academic preparation and courses planned for completion. The campus will monitor the final terms to ensure that those admitted complete all required courses satisfactorily.

Making Up Missing College Preparatory Subject Requirements

Undergraduate applicants who did not complete subject requirements while in high school may make up missing subjects in any of the following ways.

- Complete appropriate courses with a C or better in adult school or high school summer sessions.
- Complete appropriate college courses with a C or better. One college course of at least three semester or four quarter units will be considered equivalent to one year of high school study.
- Earn acceptable scores on specified examinations.

Please consult with any CSU admissions office for further information about alternative ways to satisfy the subject requirements.

Standardized Test Requirements

Freshman and transfer applicants who have fewer than 56 semester or 84 quarter units of transferable college credit must submit scores, unless exempt (see "Eligibility Index" on page 116), from either the Scholastic Aptitude Test (SAT) of the College Board or the ACT. If you are applying to an impacted program and are required to submit test scores, you should take the test no later than early December if applying for fall admission or no later than November if applying to San Diego, San Luis Obispo, or Sonoma. Test scores are also used for advising and placement purposes. Registration forms and dates for the SAT or ACT are available from school or college counselors or from a CSU campus testing office. Or you may write to or call:

- The College Board (SAT I)
Registration Unit, Box 6200
Princeton, New Jersey 08541
(609) 771-7588
- ACT
Registration Unit, P.O. Box 414
Iowa City, Iowa 52243
(319) 337-1270

TOEFL Requirement

All CSU undergraduate applicants, regardless of citizenship, who have not attended schools at the secondary level or above for at least three years fulltime where English is the principal language of instruction must present a score of 500 or above on the Test of English as a Foreign Language (TOEFL). Some CSU campuses require a score higher than 500; CSUMB requires a minimum TOEFL score of 525 for undergraduate applicants. Applicants taking the Computer Based Test of English as a Foreign Language must present a score of 173 or above. Some campuses may require a higher score.

Systemwide Tests Required of Most New Undergraduate Students

The CSU requires new undergraduate students to be tested in English and mathematics as soon as possible after they are admitted and before enrollment. These are not admission tests, but a way to determine whether you are prepared for college work and, if not, to guide you toward required preparation.

You will be exempt from one or both of the tests if you have scored well on other specified tests or completed appropriate courses.

Requirement Completion

Students whose scores indicate the need for additional preparation will be notified, prior to registration, of the activities or courses that they are required to complete. Students must enroll in required activities in their first term of enrollment and are expected to complete the activities by the end of their first academic year.

English Placement Test (EPT)

The CSU English Placement Test (EPT) must be completed by all nonexempt undergraduates prior to enrollment. Exemptions from the test are given only to those who present proof of one of the following:

- A score of 3, 4, or 5 on either the Language and Composition or the Composition and Literature examination of the College Board Advanced Placement program.
- A score on the CSU English Equivalency Examination that qualifies the student for "Pass for Credit" or "Exemption" prior to July 1993.
- A score of 470 or above on the Verbal section of the College Board Scholastic Aptitude Test (SAT) taken prior to March 1994.
- A score of 470 or above on the Verbal section of the College Board SAT I Reasoning Test taken between March 1994 and March 1995. (See note below.)
- A score of 550 or above on the Verbal section of the College Board SAT I Reasoning Test taken on or after April 1, 1995. (See note below.)
- A score of 600 or above on the College Board Achievement Test in English Composition with essay taken prior to January 1994.
- A score of 600 or above on the College Board SAT II Writing Test taken between January 1994 and March 1995. (See note below.)
- A score of 660 or above on the College Board SAT II Writing Test taken on or after April 1, 1995. (See note below.)
- A score of 22 or above on the American College Testing (ACT) English Usage Test taken prior to October 1989.
- A score of 25 or above on the enhanced ACT English Test taken October 1989 or later.
- For transfer students, completion and transfer to the CSU of a college course that satisfies the General Education Breadth requirement or the Intersegmental General Education Transfer Curriculum requirement in English composition, provided such a course was completed with a grade of C or better.

NOTE: The College Board SAT and Achievement Tests were replaced by SAT I and SAT II, respectively, beginning March 1994. Beginning April 1, 1995, the SAT I and SAT II exams have been scored on a new scale.

Entry Level Mathematics (ELM) Exam

The ELM examination tests for entry level mathematics skills acquired through three years of rigorous college preparatory mathematics coursework (normally Algebra I, Algebra II, and Geometry). All undergraduate students must take the test or be exempted from it prior to enrollment. Specific policies regarding retesting and placement will be determined by the campus. Exemptions from the test are given only to those students who can present proof of one of the following:

- A score of 3 or above on the College Board Advanced Placement mathematics examination (AB or BC).
- A score of 3 or above on the College Board Advanced Placement Statistics examination.
- A score of 560 or above on the mathematics section of the College Board SAT taken prior to March 1994.
- A score of 560 or above on the College Board Mathematics Achievement Test Level I or Level II taken prior to March 1994.

- A score of 560 or above on the mathematics section of the College Board SAT I Reasoning test OR on the College Board SAT II Mathematics Tests Level I, II, or IIC (Calculator) taken on or after March 1, 1994. (See note below.)
- A score of 24 or above on the American College Testing (ACT) Mathematics Test taken prior to October 1989.
- A score of 25 or above on the enhanced ACT Mathematics Test taken October 1989 and later.
- For transfer students, completion and transfer to the CSU of a college course that satisfies the General Education Breadth requirement or the Intersegmental General Education Transfer Curriculum requirement in Quantitative Reasoning, provided such a course was completed with a grade of C or better.

NOTE: The College Board SAT and Achievement Tests were replaced by SAT I and SAT II, respectively, beginning March 1994. Beginning April 1, 1995, the SAT I and SAT II exams have been scored on a new scale; however, the SAT scores qualifying for exemption from the ELM remain the same.

Adult Students

As an alternative to regular admission criteria, an applicant who is 25 years of age or older may be considered for admission as an adult student if all of the following conditions are met:

- 1) Possesses a high school diploma (or has established equivalence through either the Tests of General Educational Development or the California High School Proficiency Examination).
- 2) Has not been enrolled in college as a fulltime student for more than one term during the past five years.
- 3) If there has been any college attendance in the last five years, has earned a C average or better.
- 4) Has shown evidence of successful completion of course work in English and mathematics.

Consideration will be based upon a judgment as to whether the applicant is as likely to succeed as a regularly admitted freshman or transfer student.

Graduate and Postbaccalaureate Admissions Requirements

Graduate and postbaccalaureate applicants may apply for a degree objective, a credential or certificate objective, or 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 postbaccalaureate 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: (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 attained a grade point average of at least 2.5 (A=4.0) 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.

If you meet the minimum requirements for graduate and postbaccalaureate studies, you will be considered for admission in one of the four following categories:

- Postbaccalaureate Unclassified—To enroll in graduate courses for professional or personal growth, you must be admitted as a postbaccalaureate unclassified student. By meeting the general requirements, you are eligible for admission as a postbaccalaureate unclassified student. Some departments may restrict enrollment of unclassified students because of heavy enrollment pressure. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any graduate degree or credential program.
- Postbaccalaureate Classified—If you wish to enroll in a credential or certificate program, you will be required to satisfy additional professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus.
- Graduate Conditionally Classified—You may be admitted to a graduate degree program in this category if, in the opinion of appropriate campus authority, you can remedy deficiencies by additional preparation.
- Graduate Classified—To pursue a graduate degree, you will be required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus.

Graduate-Postbaccalaureate TOEFL Requirement

All graduate and postbaccalaureate applicants, regardless of citizenship, whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). Some campuses require a higher score. Applicants taking the Computer-Based Test of English as a Foreign Language must present a score of 213 or above. Some campuses may require a higher score.

Returning Students

Postbaccalaureate students (i.e., those students who already hold a bachelor's degree) may pursue a program leading to an additional baccalaureate degree or undergraduate major. Students are urged to consult with a faculty advisor within the selected academic program to determine whether a second baccalaureate or graduate program best meets their needs.

To earn an additional undergraduate degree students must complete the following requirements:

- A minimum of 30 credits in residence at CSUMB since completion of the most recent degree, including 24 upper-division credits
- At least 12 credits in the major in residence at CSUMB since the last baccalaureate degree
- All state and university requirements for that degree
- 40 upper-division credits taken since the most recent degree was granted
- All credits required in the major (No credit may be applied from courses taken for an earlier degree. If required major courses were previously taken, the student must substitute, with the approval of the department, additional major courses. Graduate-level (500 or 600 series) courses may not be applied toward the requirements for a second baccalaureate degree.)
- Filing of an undergraduate degree application and payment of application fee

Postbaccalaureate students seeking an additional undergraduate major must complete the following requirements:

- At least 12 credits in the major in residence at CSUMB since the last baccalaureate degree
- All credits required in the major (No credit may be applied from courses taken for an earlier degree. If required major courses were previously taken, the student must substitute, with the approval of the department, additional major courses. Graduate-level (500 or 600 series) courses may not be applied toward the requirements for an additional major.)

The transcript will indicate that the coursework for the additional major has been completed. Students pursuing a second baccalaureate degree or additional undergraduate major cannot select the catalog used for the initial undergraduate degree. If students do not remain in continuous attendance, the requirements will be those in effect at the time they reenter CSUMB or complete their programs.

Postbaccalaureate students may not earn a minor or a second minor. Second baccalaureate students are not considered for university honors. Students cannot concurrently pursue a graduate degree objective and a second baccalaureate degree at CSUMB.

International (Foreign) Student Admissions Requirements

The CSU must assess the academic preparation of foreign students. For this purpose, "foreign students" include those who hold U.S. visas as students, exchange visitors, or in other nonimmigrant classifications.

The CSU uses separate requirements and application filing dates in the admission of foreign students. Verification of English proficiency (see the section on TOEFL Requirement for undergraduate applicants), financial resources, and academic performance are all important considerations for admission. Academic records from foreign institutions must be on file at least eight weeks before registration for the first term and, if not in English, must be accompanied by certified English translations.

Priority in admission is given to residents of California.

Insurance Requirement for International Students

Effective August 1, 1995, as a condition of receiving an I-20 or IAP-66 form, all F-1 and J-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment in the CSU. Such insurance must be in amounts as specified by the United States Information Agency (USIA) and NAFSA: Association of International Educators.

Financial Verification for International Students

CSUMB is required to verify that funds are available to support a foreign student's CSUMB enrollment before issue of the I-20 Certificate of Eligibility of Nonimmigrant (F-1) Student Status. Applicants will be required to provide bank statements and other pertinent supporting documentation verifying that at least one year's funds (approximately \$16,000) are available. After application to CSUMB, applicants will receive the financial statement form used to verify financial support.

Other Applicants

Summer Session Applicants

Although CSUMB is not on year-round operation, the campus does offer distinctive summer programs. Permits to register in summer session and further information are available from CSUMB Distributed Learning and Extended Education (DLEE).

Visitor Program

The Visitor Program allows students who are enrolled to temporarily leave their home campus and attend another campus of the CSU system. To be eligible, applicants must:

- Have completed at least one term at CSUMB as a matriculated student and earned at least 12 semester credits of work
- Have attained a GPA of 2.0 (C average) in all work completed
- Be in good academic standing

Concurrent Enrollment Program

The CSU Concurrent Enrollment Program allows eligible students to simultaneously attend more than one campus of the CSU system. To be eligible, applicants must:

- Have completed at least one term at the home campus as a matriculated student and earned at least 12 semester credits of work
- Have attained a grade point average of 2.0 (C average) in all work completed
- Be in good academic standing

Concurrent enrollment is available to eligible students without payment of duplicate fees. Procedures require approval by the host campus and payment of full fees at the home campus. Interested students can obtain forms and additional information from the Office of Admissions and Records.

Over-60 Program

The CSU has established a program which allows California residents 60 years of age or older to enroll in regular session courses without payment of certain specified fees and with reduction in the amounts of others. Applicants interested in this program must be admissible as stipulated in Title 5 of the California Code of Regulations and shall, at time of enrollment, register after regular students. Further information is available from the Student Information Center.

Health Screening

All new and readmitted students born after January 1, 1957, will be notified of the requirement to present proof of measles and rubella immunizations. This is not an admissions requirement, but shall be required of students by the beginning of their second term of enrollment in the CSU. Proof of measles and rubella immunizations shall also be required for certain groups of enrolled students who have increased exposure to these diseases.

Immunization documentation should be mailed or brought to the CSUMB Campus Health Center (CHC). For those students unable to obtain acceptable proof of measles and rubella immunizations, the CHC will provide these immunizations at no cost.

General Information about Admissions and Evaluation of Academic Records

Transfer Credit from Other Colleges and Universities

California Community Colleges will certify to the CSU those courses which are of baccalaureate level and therefore transferable for at least elective credit. Credits earned in accredited community colleges will be evaluated by the Office of Admissions and Records in accordance with Title 5 of the California Code of Regulations, Section 40409: "A maximum of 70 semester credits earned in a community college may be applied toward the undergraduate degree, with the following limitations:

- No upper-division credit may be allowed for courses taken at a community college.
- No credit may be allowed for professional courses in education taken in a community college, other than an introduction to education course."

Credits earned in regionally accredited colleges will be evaluated by CSUMB's Office of Admissions and Records and advanced standing allowed on the basis of the evidence submitted. Credit toward the fulfillment of graduation requirements will be allowed only insofar as the courses satisfactorily completed meet the standards and the requirements of the basic course pattern of the college.

Credits earned in nonaccredited colleges may be accepted as a basis for advanced standing only to the extent that the applicant can demonstrate for CSUMB's approval that a satisfactory degree of proficiency has been attained in the course in question.

Advanced Placement

CSUMB grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement program of the College Board. Students who present scores of three or better will be granted up to six semester units of college credit.

Credit by Examination

CSUMB grants credit to those students who pass examinations that have been approved for credit systemwide. These include the Advanced Placement (AP) Examinations and some CLEP examinations.

Students may challenge courses by taking examinations developed at the campus. Credit shall be awarded to those who pass them successfully. Contact the Office of Admissions and Records for complete information.

Credit for Noncollegiate Instruction

CSUMB grants undergraduate degree credit for successful completion of noncollegiate instruction, either military or civilian, appropriate to the baccalaureate, that has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education. The number of units allowed are those recommended in the Guide to the Evaluation of Educational Experience in the Armed Services and the National Guide to Educational Credit for Training Programs.

Credit for Prior Learning

CSUMB grants credit for learning, knowledge, or skills-based experience that has been documented and evaluated via the assessment process. Complete information is available from the Student Academic Advising Office. Students should be aware, however, that policies for earning credit for prior learning vary from campus to campus in the CSU.

Immigration Requirements for Licensure

On August 27, 1996, Governor Pete Wilson issued Executive Order W-135-96 which requested that the CSU and other state agencies implement "as expeditiously as reasonably practicable" the provision of The Personal Responsibility and Work Opportunity Reconciliation Act (PRAWORA) of 1996 (P.L. 104-193). The Act, also known as the Welfare Reform Act, included provisions to eliminate eligibility for federal and state public benefits for certain categories of lawful immigrants as well as benefits for all illegal immigrants.

Students who will require a professional or commercial license provided by a local, state, or federal government agency in order to engage in an occupation for which the CSU may be training them must meet the immigration requirements of the new Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure. Information concerning the regulation is available from the Student Information Center.

Determination of Residence for Nonresident Tuition Purposes

The CSUMB Office of Admissions and Records determines the residence status of all new and returning students for nonresident tuition purposes. Responses to the Application for Admission, Residency Questionnaire, and Reclassification Request Form, and, if necessary, other evidence furnished by the student are used in making this determination. A student who fails to submit adequate information to establish a right to classification as a California resident will be classified as a nonresident.

The following statement of the rules regarding residency determination for nonresident tuition purposes is not a complete discussion of the law, but a summary of the principal rules and their exceptions. The law governing residence determination for tuition purposes by the California State University is found in Education Code Sections 68000-68090, 68121, 68123, 68124, and 89705-89707.5, and in Title 5 of the California Code of Regulations, Sections 41900-41912.

Legal residence may be established by an adult who is physically present in the state and who, at the same time, intends to make California his or her permanent home. Physical presence in the state combined with steps taken at least one year prior to the residence determination date to show an intent to make California the permanent home is required to establish a California residence for tuition purposes. The steps necessary to show California residency intent will vary from case to case. Included among the steps may be registering to vote and voting in elections in California; filing resident California state income tax returns; ownership of residential property or continuous occupancy or renting of an apartment on a lease basis where one's permanent belongings are kept; maintaining active resident memberships in California professional or social organizations; maintaining California vehicle plates and operator's license; maintaining active savings and checking accounts in California banks; and maintaining permanent military address and home of record in California if one is in the military service.

The student who is in the state for educational purposes only does not gain the status of resident regardless of the length of the student's stay in California.

In general, the unmarried minor citizen or noncitizen (a person under 18 years of age) derives legal residence from the parent with whom the minor maintains or last maintained his or her place of abode. The residence of a minor cannot be changed by the minor or the appointment of a guardian for the minor, so long as the minor's parents are living.

A married person may establish his or her residence independent of his or her spouse.

A noncitizen may establish his or her residence, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States.

Nonresident students seeking reclassification are required by law to complete a supplemental questionnaire concerning their financial dependence status.

The general rule is that a student must have been a California resident for at least one year immediately preceding the residence determination date in order to qualify as a "resident student" for tuition purposes. A residence determination date is set for each academic term and is the date from which residence is determined for that term. The residence determination dates are:

- Fall September 20
- Spring January 25

Questions regarding residence determination dates should be directed to the CSUMB Office of Admissions and Records which can give you the residence determination date for the term for which you are registering.

There are exceptions from nonresident tuition, including:

- 1) Persons below the age of 19 whose parents were residents of California but who left the state while the student, who remained, was still a minor. When the minor reaches age 18, the exception continues for one year to enable the student to qualify as a resident student.
- 2) Minors who have been present in California with the intent of acquiring residence for more than a year before the residence determination date, and have been entirely self-supporting for that period of time.
- 3) Persons below the age of 19 who have lived with and been under the continuous direct care and control of an adult or adults, not a parent, for the two years immediately preceding the residence determination date. Such adult must have been a California resident for the most recent year.
- 4) Dependent children and spouse of persons in active military service stationed in California on the residence determination date. The exception, once attained, is not affected by retirement or transfer of the military person outside the state.
- 5) Military personnel in active service stationed in California on the residence determination date for purposes other than education at state-supported institutions of higher education. This exception continues until the military personnel has resided in the state the minimum time necessary to become a resident.
- 6) Military personnel in active service in California for more than one year immediately prior to being discharged from the military. Eligibility for this exception runs from the date the student is discharged from the military until the student has resided in state the minimum time necessary to become a resident.
- 7) Dependent children of a parent who has been a California resident for the most recent year. This exception continues until the student has resided in the state the minimum time necessary to become a resident, so long as continuous attendance is maintained at an institution.
- 8) Graduates of any school located in California that is operated by the United States Bureau of Indian Affairs, including, but not limited to, the Sherman Indian High School. The exception continues so long as continuous attendance is maintained by the student at an institution.
- 9) Certain credentialed, fulltime employees of California school districts.
- 10) Fulltime CSU employees and their children and spouses; state employees assigned to work outside the state and their children and spouses. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for one year.

- 11) Certain exchange students.
- 12) Children of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of law enforcement or fire suppression duties.
- 13) Certain amateur student athletes in training at the United States Olympic Training Center in Chula Vista, California. This exception continues until the student has resided in the state the minimum time necessary to become a resident.
- 14) Effective January 1, 1999, federal civil service employees and their natural or adopted dependent children if the employee has moved to California as a result of a military mission realignment action that involves the relocation of a least 100 employees. This exception continues until the student has resided in the state the minimum time necessary to become a resident, so long as continuous attendance is maintained.

Any student, following a final campus decision on his or her residence classification only, may make written appeal to The California State University, Office of General Counsel, within 120 calendar days of notification of the final decision by the campus of the classification. The Office of General Counsel may make a decision on the issue, or it may send the matter back to the campus for further review. Students classified incorrectly as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations. Resident students who become nonresidents, and nonresident students qualifying for exceptions whose basis for so qualifying changes, must immediately notify the Office of Admissions and Records. Applications for a change in classification with respect to a previous term are not accepted.

The student is cautioned that this summation of rules regarding residency determination is by no means a complete explanation of their meaning. The student should also note that changes may have been made in the rate of nonresident tuition, in the statutes, and in the regulations between the time this catalog is published and the relevant residence determination date.

Transcripts

Final official transcripts must be submitted prior to enrollment to verify that all required coursework has been completed successfully. CSUMB will either delay admission or not permit registration or attendance until receipt of final transcripts and admission eligibility can be verified.

All transcripts submitted for admission and transfer credit purposes must be official and sent directly from the originating school or college to the Office of Admissions and Records. Transcripts submitted by the student are not acceptable unless submitted in a sealed envelope. All records submitted become the property of CSUMB, part of the student's file, and will not be released. If a student does not complete the admission application or enroll, the records will be kept on file for two years only.

It is suggested that students order a set of transcripts for themselves at the same time that they order them for admission so that transcripts are available for advising purposes.

Undergraduate Transfer Applicants

Transfer applicants who have earned fewer than 56 transferable semester credits must file one complete official transcript from the high school of graduation and the ACT or SAT results in addition to a transcript of the college credits attempted.

Transfer applicants who have completed 56 or more semester credits of transferable courses and who are applying to CSUMB need not file the high school transcript. However, applicants are cautioned that if, during the evaluation process, it is determined that fewer than 56 semester credits of transferable courses were earned, processing will stop. The applicants will be notified that the high school transcript and ACT or SAT scores are required and admission consideration will again be given only at the time these documents are received and the record is complete.

All undergraduate transfer applicants must file one official transcript from each college in which they have enrolled. This includes special sessions, correspondence, and audited courses, as well as any college in which the student was enrolled and withdrew without earning credit.

Applicants to postbaccalaureate and credential programs are required to file one official transcript from each and every college in which they have enrolled. Transcripts must be sent directly from the originating institution to the Office of Admissions and Records. Transcripts submitted by the student are not acceptable unless submitted in a sealed envelope. All college work must be reported.

Selective Service Signup

The federal Military Selective Service Act (the "Act") requires most males residing in the United States to present themselves for registration with the Selective Service System within thirty days of their eighteenth birthday. Most males between the ages of 18 and 25 must be registered. Males born after December 31, 1959, may be required to submit a statement of compliance with the Act and regulations in order to receive any grant, loan, or work assistance under specified provisions of existing federal law. In California, students subject to the Act who fail to register are also ineligible to receive any need-based student grants funded by the state or a public post-secondary institution.

Selective Service registration forms are available at any U.S. Post Office, and many high schools have a staff member or teacher appointed as a Selective Service Registrar. Applicants for financial aid can also request that information provided on the Free Application for Federal Student Aid (FAFSA) be used to register them with the Selective Service. Information on the Selective Service System is available and the registration process may be initiated online at <http://www.sss.gov/>.

Registration

CSUMB strives to make the registration experience as smooth as possible. The registration process includes academic advising, class enrollment, and fee payment.

Academic Advising

To complete the academic advising process, students should:

- Review this catalog and the course schedule which contain important information regarding CSUMB's outcomes-based curriculum, University Learning Requirements (ULRs), Major Learning Outcomes (MLOs), assessment, and other key components of academic life at CSUMB.
- Review the descriptions of courses and other learning experiences as listed in this catalog and cross-reference them with current offerings as listed in each semester's course schedule (available at the University Bookstore).
- Meet with an academic advisor to discuss learning goals and scheduling options.
 - Students who have not declared a major should visit the Student Academic Advising Office.
 - Students who have declared majors should meet with their assigned advisors.
 - Complete a Registration Form (available in the course schedules).

Class Enrollment

Students receive a registration notification letter indicating eligibility to register, residency status, any registration holds, and assigned registration time. At the assigned time, students should take their Registration Form to the Office of Admissions and Records to officially enroll in selected courses as available.

Fee Payment

Registration is not considered complete until fees have been paid at the Cashier's Office. Students receiving financial aid may receive fee deferment if aid is pending.

Late Registration

Students are permitted to register late with approval of individual instructors through the second week of the semester. A late fee charge will apply. Forms are available at the Student Information Center.

Adds and Drops

The responsibility for adding and dropping any learning experience rests solely with the student. CSUMB shall determine and publish the course adjustment periods available to students. These periods may vary based on the time of year a learning experience is offered, the format in which a learning experience is offered, or other appropriate variables. Course adjustment periods shall be published in each Course Schedule. Students may add learning experiences within the course adjustment period with the approval of the instructor. Beyond the course adjustment period the student may petition the appropriate instructor to add a learning experience. An approval requires the signature of the appropriate instructor. Students

may drop learning experiences during the course adjustment period without approval of the instructor. Instructors shall not drop the student on the first day of the learning experience if the student did not attend or contact the instructor. Instructors may drop the student from the learning experience, including online learning experiences, if the student did not attend or contact the instructor by the second meeting of the learning experience.

Withdrawing from the Institution

Students who find it necessary to withdraw from CSUMB after enrolling for any academic term are required to follow the official withdrawal procedures. Failure to follow formal withdrawal procedures may result in the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term.

Students who are receiving financial aid funds must consult with the CSUMB Financial Aid Office prior to withdrawing from the university regarding any refunds or repayments of grant or loan assistance received for that academic term. If a recipient of financial assistance under federal Title IV financial aid programs withdraws from the institution during a payment period the amount of grant or loan assistance received is subject to refund and repayment provisions governed by federal law.

Students may withdraw from CSUMB within the first two weeks of the semester by completing CSUMB's withdrawal form which is available at the Student Information Center.

Students wishing to withdraw from CSUMB after the first two weeks of the semester may do so for serious and compelling reasons. A grade of "W" will appear on the transcript for all courses dropped after the first two weeks of the semester. Requests for refunds after the first two weeks of the semester are subject to Title V regulations (copy available at the Cashier's Office).

Classification of Students

- Lower-division students are:
 - Freshmen who have earned a total of fewer than 30 semester credits
 - Sophomores who have earned a total of 30 through 59 semester credits
- Upper-division students are:
 - Juniors who have earned from 60 through 89 semester credits
 - Seniors who have earned 90 semester credits or more
 - Second baccalaureate students who possess a recognized baccalaureate degree and are enrolled in an undergraduate degree program
 - Students with graduate standing who possess a recognized baccalaureate degree and are enrolled in graduate studies or in school credential programs

Grading Policy

The grading policy of the university permits either letter grades A, B, C, D, F, with 'plus' or 'minus' designations or CR/NC (Credit/No Credit) grades to be assigned to any learning experience offered by the University, unless the course has specifically been designated as a Credit/No Credit or graded learning experience. Students may request either graded or Credit/No Credit grading, unless the learning experience has a specific designation. There is no limitation regarding the number of learning experiences that may be graded in either manner.

Grade Point Average

The grade point average (GPA) is based on learning experiences in which letter grades are earned. The grade point average is calculated by dividing the total number of grade points earned by the total number of credits in letter-graded learning experiences.

The following grade points are associated with each letter grade:

A+	4.0	B+	3.3	C+	2.3	D+	1.3	F	0.0
A	4.0	B	3.0	C	2.0	D	1.0		
A-	3.7	B-	2.7	C-	1.7	D-	0.7		

Other Grade Marks

'I' (Incomplete)

A grade of 'incomplete' signifies that a portion of the required course work has not been completed and that there is still the possibility of earning credit. An incomplete should not be assigned when a major portion of the course work needs to be completed.

'AU' (Audit)

Enrollment as an auditor requires that the student obtain the permission of the instructor and submit a Change of Program at the Office of Admissions and Records during the Add/Drop period. Auditors are subject to the same fee structure, but the grade of Audit does not indicate completion of the learning experience.

'W' (Withdrawal)

The symbol indicates that the student dropped the class after the Add/Drop period. It carries no connotation of quality of student performance and is not used in calculating the grade point average.

Change of Grade Policy

A change of grade may be made only in the case of a clerical or other administrative grading error. An appeal for a change of grade must be initiated by the student and must be approved by the instructor. An appeal for a change of grade should be initiated as soon as possible, normally within one semester, in order to ensure that proper documentation is available.

Removal of Incomplete

Policy is currently under development regarding removal of grades of incomplete. Please contact the Office of Admissions and Records for current policy information.

Repeated Learning Experiences

Policy is currently under development regarding repeating learning experiences. Please contact the Office of Admissions and Records for current policy information.

Academic Standards

Undergraduate students are expected to maintain a cumulative and a CSUMB grade point average of at least a 2.0 (C average).

Academic Probation

An undergraduate student is placed on Academic Probation if at any time the cumulative grade point average in all college work or a cumulative grade point average at CSUMB falls below a 2.0 (C average). Students on Academic Probation will be notified by the Office of Admissions and Records. Students will remain on Academic Probation until the cumulative and CSUMB grade point average is a 2.0 (C average) or until the student has been Academically Disqualified.

Academic Disqualification

Disqualification means that the student has not maintained satisfactory academic standards and is involuntarily separated from the University. Undergraduates are disqualified if they fall a certain number of grade points below a 2.0 (C average) grade point average as follows:

- 15 point deficiency for freshmen and sophomores (fewer than 60 units).
- 9 point deficiency for juniors (60 to 89 units)
- 6 point deficiency for seniors and second baccalaureates (90 or more units).

Students who have been academically disqualified will be notified by the Office of Admissions and Records.

Standards of Progress for Veterans

A veteran or eligible person who remains on probation for grade point deficiency below a 2.0 cumulative GPA beyond two semesters will have veteran's benefits discontinued and any further certification of benefits terminated.

Graduation

Application

Students must file an application to graduate prior to registration for their final term of enrollment. These applications are available in the Office of Admissions and Records. Completing this application requires a meeting with the academic advisor to finalize the Individualized Learning Plan (ILP). Following submission of all the necessary materials, students receive a summary of the requirements which need to be fulfilled prior to the awarding of the degree. Specific application information and filing deadlines are available from the Office of Admissions and Records.

CSUMB holds its annual commencement ceremony during the month of May. Participation in the commencement ceremony is voluntary. Learners earning baccalaureate or graduate degrees are eligible to participate in one commencement ceremony when the degree was earned either the fall semester before the ceremony, the spring semester of the ceremony, or the summer semester after the ceremony. Learners whose degrees may be earned during the fall semester may not participate in commencement the spring before the degree is earned. Learners earning a teacher credential may participate in the Teacher Credential Ceremony and be recognized according to a program developed and sponsored by the Center for Collaborative Education and Professional Studies (CEPS).

Graduation Requirement in Writing Proficiency

All students must demonstrate competency in writing skills as a requirement for graduation. Information on currently available ways to meet this graduation requirement may be obtained from the Writing Program director.

Admissions and Records Policies and Procedures

The information presented within this section is based on programs and policies approved by appropriate university or regulatory agencies. Where further program development continues or where existing conditions allow for flexibility or modification, CSUMB will explore every opportunity to improve its programs and methodologies.

Use of Social Security Number

Applicants are required to include their correct social security numbers (taxpayer identification numbers) in designated places on applications for admission pursuant to the authority contained in Section 41201, Title 5, California Code of Regulations, and Section 6109 of the Internal Revenue Code. The university uses the social security number to identify records pertaining to the student as well as to identify the student for purposes of financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution. Also, the Internal Revenue Service requires the university to file information returns that include the student's social security number and other information such as the amount paid for qualified tuition, related expenses, and interest on educational loans. That information is used to help determine whether a student, or a person claiming a student as a dependent, may take a credit or deduction to reduce federal income taxes.

Other Policies and Procedures

Some of the policies and procedures governing the operations of CSUMB's Office of Admissions and Records include:

- Privacy Rights of Students' Education Records
- Nondiscrimination Policy
- Student Discipline
- Changes in Rules and Policies

For more information on these policies, please refer to the Policies and Procedures chapter of this catalog.



Making Contact

- Student Information Center
 - Location Building 21
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Saturday Hours 9:00 A.M. to 12:00 P.M.
 - Information 831-582-3518
 - Fax 831-582-3783
 - Email student_info_center@monterey.edu
 - FirstClass Conference Student Info Center
 - Website <http://www.csUMB.edu/student/info-ctr/>
- Cashier's Office / Administration and Finance Office
 - Location Building 84C
 - Weekday Hours 9:00 A.M. to 4:00 P.M.
 - Information 831-582-3719
 - Fax 831-582-3741
 - Email margie_peralez@monterey.edu
 - Website <http://www.monterey.edu/general/bf/accounting/cashiering/html>
- Financial Aid Office
 - Location Building 23
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3518
 - Fax 831-582-3782
 - Email student_info_center@monterey.edu
 - Website <http://www.csUMB.edu/student/info-ctr/>
- Office of Admissions and Records
 - Location Building 21
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3518
 - Fax 831-582-3087
 - Email admissions_and_records@monterey.edu
 - FirstClass Conference Admissions/Records
 - Website <http://www.monterey.edu/general/admissions/>
- Office of Residential Life
 - Location Building 84E
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3378
 - Residential Life Coordinator 831-582-3865
 - Apartment Living Coordinators 831-582-4841
or 831-582-5847
 - Fax 831-582-3523
 - Email tulia_cobian-garcia@monterey.edu
 - FirstClass Conference Housing
 - Website www.monterey.edu/general/housing

Important Notes

- No fees of any kind shall be required of or collected from those individuals who qualify for such exemption under the provisions of the Alan Pattee Scholarship Act.
- All fees and expenses are those in effect at the time this publication was printed. Fees are subject to change by the trustees of the California State University without advance notice.

Section Contents

- Registration Fees
- Nonresident Tuition
- Other Fees and Charges
- Student Health Insurance
- State University Fee Installment Payment Plan (IPP)
- Fee Collection
- Financial Aid Fee Deferrals
- Late Registration Fee
- Late Payment Fee
- Refund of Fees
- Refund of Registration Fees
- Debts Owed to CSUMB
- Tuition and Fee Payment Deadlines

Registration Fees

All Students

Registration fees are payable at the time of registration and due no later than the last day of the first week of classes (August 27, 1999, for the fall semester and January 28, 2000, for the spring semester). A \$20.00 administrative late payment fee will be charged for fees paid after the deadline. Students who register after the registration period for new students (August 18, 1999, for the fall semester and January 24, 2000, for the spring semester) will be charged a \$25.00 late registration fee. All fees and expenses are those in effect at the time this publication was printed. Fees are subject to change by the trustees of the California State University without advance notice. Fees for auditing are the same as for credit. For Fall 1999 and Spring 2000, semester registration fees consist of the following:

Undergraduate Fees

Up to 6 Credits

■ State University Fee	\$438.00
■ Materials, Services, and Facilities Fee	\$158.50
■ Transportation Fee	\$35.00
■ Total	\$631.50

More than 6 Credits

■ State University Fee	\$753.00
■ Materials, Services, and Facilities Fee	\$158.50
■ Transportation Fee	\$35.00
■ Total	\$946.50

Graduate Fees

Up to 6 Credits

■ State University Fee	\$459.00
■ Materials, Services, and Facilities Fee	\$158.50
■ Transportation Fee	\$35.00
■ Total	\$652.50

More than 6 Credits

■ State University Fee	\$792.00
■ Materials, Services, and Facilities Fee	\$158.50
■ Transportation Fee	\$35.00
■ Total	\$985.50

Fee Allocation

Resources from the materials, services, and facilities fee are used to support a variety of services which may include, but are not limited to, health services, instructional activities, university services (such as transcripts and photo identification cards), and student organizations, activities, programs, and facilities. A fee advisory committee comprised of a student majority provides advice to the campus president about charging student fees and allocating campus-based fee revenue.

The transportation fee supports alternative modes of transportation, including the shuttle service, but does not include a parking permit. Students who elect to pay the parking user fee (\$54.00 per semester) have the transportation fee waived and have access to both parking and the shuttle service. Under this option, fees for the semester total \$650.50 (up to 6 credits) and \$965.50 (more than 6 credits) for undergraduate students and \$671.50 (up to 6 credits) and \$1,004.50 (more than 6 credits) for graduate students.

Nonresident Tuition

All nonresidents (out-of-state and foreign visa students) are required to pay tuition fees in addition to registration fees. Nonresident tuition is charged on a per-credit basis with no maximum credit limit. The current charge is \$246.00 per credit. Authority for this fee is found in the California Education Code, Section 89705.

Determination of Residence for Nonresident Tuition Purposes

For more information about how nonresident status is determined, refer to the Admissions and Records chapter of this catalog.

Other Fees and Charges

- Parking Fee (per semester) \$54.00

Note: Students who elect to pay the parking user fee will have the mandatory transportation fee waived.

- Replacement of Lost Parking Permit \$10.00
- Admission Application Fee (nonrefundable) \$55.00
- Late Registration Fee (nonrefundable) \$25.00
- Administrative Late Payment Fee (nonrefundable) \$20.00
- Installment Payment Plan (IPP) Fee \$33.00
- Refund Processing Fee \$5.00

■ Transcript Fee

Note: Waived for enrolled, matriculated students; CSUMB alumni receive 4 free transcripts.

- First Transcript \$4.00
- Each Additional Transcript, up to 10 (ordered at the same time) \$2.00
- Each Transcript over 10, ordered at the same time . . \$1.00
- Rush Fee (for shipping via FedEx next day delivery) \$15.00

■ Returned Check Fee

- First Check \$25.00
- Subsequent Checks \$35.00

■ Replacement of Photo ID Card Fee \$10.00

■ Library Fees

- Overdue Books and Materials Fines vary
- Lost or Damaged Books and Materials Cost plus \$20.00

Miscellaneous Course Fees

Some courses offered through Wellness, Recreation, and Sports (WRS) which are held offsite or have a significant offsite component have an additional course fee. Contact WRS for more information.

Student Health Insurance

All students living on the CSUMB campus and all foreign visa students (whether or not they are residing on the CSUMB campus) are required to have health insurance coverage. A health insurance policy is available through CSUMB to students who have no private medical or accident insurance coverage. All students living on the CSUMB campus will need to provide evidence of coverage at the time they move into campus housing. Foreign visa students must provide evidence of coverage at the time of registration to receive a waiver from the campus health insurance plan. For information about student health insurance, contact the Office of Residential Life.

State University Fee Installment Payment Plan (IPP)

Under guidelines issued by the CSU Chancellor's Office, a fee installment payment plan (IPP) enables students to defer 50 percent of the state university fee only. However, students who have financial aid, waivers, or other deferments are not eligible to participate. To defer state university fees, students must complete and sign the CSUMB state university fee installment payment plan contract which is available at the Cashier's Office. A \$33.00 nonrefundable administrative fee (dictated by legislation) will be assessed to cover costs associated with the IPP including, but not limited to, interest income lost to the state of California.

IPP—First Payment

Students selecting the IPP option must submit the completed and signed contract along with the following payments by August 27, 1999, for the fall semester and by January 28, 2000, for the spring semester:

Undergraduate

Up to 6 Credits

■ State University Fee (50%)	\$219.00
■ Materials, Services, and Facilities Fee	\$158.50
■ Transportation Fee	\$35.00
■ Installment Fee	\$33.00
■ Total	\$445.50

More than 6 Credits

■ State University Fee (50%)	\$376.50
■ Materials, Services, and Facilities Fee	\$158.50
■ Transportation Fee	\$35.00
■ Installment Fee	\$33.00
■ Total	\$603.00

Graduate

Up to 6 Credits

■ State University Fee (50%)	\$229.50
■ Materials, Services, and Facilities Fee	\$158.50
■ Transportation Fee	\$35.00
■ Installment Fee	\$33.00
■ Total	\$456.50

More than 6 Credits

■ State University Fee (50%)	\$396.00
■ Materials, Services, and Facilities Fee	\$158.50
■ Transportation Fee	\$35.00
■ Installment Fee	\$33.00
■ Total	\$622.50

Payments for students who elect to pay the parking user fee of \$54.00 per semester would be \$464.50 (up to 6 credits) or \$622.00 (more than 6 credits) for undergraduate students, and \$475.00 (up to 6 credits) or \$641.50 (more than 6 credits) for graduate students.

IPP—Second Payment

The deferred state university fee balance will be due by October 8, 1999, for the fall semester and by March 10, 2000, for the spring semester, as follows:

Undergraduate

■ Up to 6 Credits	\$219.00
■ More than 6 Credits	\$376.50

Graduate

■ Up to 6 Credits	\$229.50
■ More than 6 Credits	\$396.00

A \$20.00 administrative late payment fee will be assessed if the second IPP payment is not received by 4:00 P.M. on the due date. Notices for the deferred state university fee balance will not be sent to students, and it is each student's responsibility to make payment by October 8, 1999, for the fall semester and March 10, 2000, for the spring semester.

Fee Collection

Students are expected to pay all fees by the established deadlines. Payments may be made by cash, check, money order, or credit card at the Cashier's Office. A drop box is also available at the front of Building 84C for deposits at any time. VISA, MasterCard, American Express, or Discover credit cards may be used for payment of student fees. Payments made by check will be accepted by mail (please do not mail cash or money orders); the cancelled check serves as receipt.

Nonpayment of registration fees may result in cancellation of a student's registration. Fees assessed at the time of registration are subject to audit and correction at a later date. Any additional fees owed will be billed and overpaid fees refunded to the student.

Financial Aid Fee Deferrals

Fees will be deferred for students who have applied for financial aid prior to the first day of classes and whose financial aid has not been received prior to the payment deadlines. Fees will be deferred until the financial aid is received or until November 1, 1999, for the fall semester and until April 1, 2000, for the spring semester, whichever is earlier. If the financial aid is insufficient to cover the fees that are due, the student is responsible for payment of the fee balance within 10 days, or a \$20.00 late fee will be charged and collection proceedings initiated. A financial administrative hold will be placed on the student's academic record until payment is received.

Financial aid recipients wanting to purchase a parking permit must submit a personal check or cash for the parking permit or complete an Authorization for Deductions from Financial Aid Awards form if the student wishes to have the fee deducted from financial aid. The authorization forms are available at the Cashier's Office and the Transportation and Parking Services (TAPS) Office.

Late Registration Fee

Students who register after the registration period for new students (August 18, 1999, for the fall semester and January 24, 2000, for the spring semester) will be charged a \$25.00 late registration fee.

Late Payment Fee

A \$20.00 administrative late payment fee will be charged for each fee payment that is not received by the due date.

Refund of Fees

Details concerning fees which may be refunded, the circumstances under which fees may be refunded, and the appropriate procedure to be followed in seeking refunds may be obtained by consulting Section 42201 (parking fees), 41913 (nonresident tuition), and 41802 (all other fees) of Title 5, California Code of Regulations. Refunds are not automatic. In all cases, it is important to act quickly in applying for a refund. Information concerning any aspect of the refund of fees may be obtained from the Cashier's Office.

Refund of Registration Fees

To be eligible for a refund of registration fees, a student withdrawing or reducing credits (from 6.1 or more credits to 6.0 credits or less) must file an Application for Refund of Student Fees form at the Office of Admissions and Records by the refund deadline. Registration fees are refunded (less a \$5.00 processing charge) to students who withdraw or reduce credits by September 7, 1999, for the fall semester and February 9, 2000, for the spring semester. Requests for refunds after this date are subject to Title 5 of the California Code of Regulations, which provides for late application of refunds only in the case of compulsory military service, death, or disability. Students may apply for late refunds through the Office of Admissions and Records. The Administration and Finance Office reviews all refund requests for eligibility. Refunds may be applied against other amounts due to CSUMB.

Refund of Nonresident Tuition

Nonresident tuition fees are refunded to eligible students who withdraw from classes resulting in a credit reduction. The day the class is dropped will be used in determining the refund amount according to the following table:

Fall 1999 Semester Nonresident Tuition Refund Schedule	Amount of Refund
■ Before or during the first week of the semester (August 23-27)	100% of fee
■ August 30 - September 3	90% of fee
■ September 6 - September 10	70% of fee
■ September 13 - September 17	50% of fee
■ September 20 - September 24	30% of fee
■ September 27 - October 1	20% of fee
■ After October 1	No refund

Spring 2000 Semester Nonresident Tuition Refund Schedule	Amount of Refund
■ Before or during the first week of the semester (January 26-28)	100% of fee
■ January 31 - February 4	90% of fee
■ February 7 - February 11	70% of fee
■ February 14 - February 18	50% of fee
■ February 21 - February 25	30% of fee
■ February 28 - March 3	20% of fee
■ After March 3	No refund

Refund of Registration Fees to Title 4 Financial Aid Recipients

Students awarded financial aid, who are withdrawing, must see a Financial Aid Office representative so that eligibility can be assessed, rights and responsibilities can be explained, reasonable academic progress requirements can be articulated, and future aid eligibility discussed. Financial aid students who fail to officially withdraw may be subject to total aid cancellation. In addition, financial aid monies allocated to students may need to be refunded to Title 4 programs, or students may need to repay a portion of the funds received if they withdraw, drop out, are expelled, or otherwise become ineligible during the payment period. First-time, first-term students receiving financial aid are subject to a pro rata refund. A copy of this policy is available at the Financial Aid Office and the Administration and Finance Office.

Veteran Refund Policy

For veteran students, California State University, Monterey Bay maintains a policy for the refund of the unused portion of tuition, fees, and other charges in the event the veteran or eligible person fails to enter the course, withdraws, or is discontinued therefrom at any time prior to the completion of the course. The policy provides that the amount charged to the student for tuition, fees, and other charges for a portion of the course does not exceed the approximate pro rata portion of the total charges for tuition, fees, and other charges that the length of the completed portion of the course bears to its total length, except that \$5.00 of the registration fee is not subject to proration.

Debts Owed to CSUMB

Should a student or former student fail to pay a debt owed to CSUMB, the university may "withhold permission to register, to use facilities for which a fee is authorized to be charged, to receive services, materials, food, or merchandise, or any combination of the above from any person owing a debt" until the debt is paid (see Title 5, California Code of Regulations, Sections 42380 and 42381). For example, CSUMB may withhold permission for future registration with the university and permission to receive official transcripts of grades from any person owing a debt.

If students believe that they do not own all or part of an unpaid obligation, they should contact the Cashier's Office. The Cashier's Office, or another office on campus to which students may be referred by the Cashier's Office, will review the pertinent information, including information students may wish to present, and will

advise each student of its conclusions with respect to the debt. If a financial hold is placed on a student's record for nonpayment of a debt, the hold must be cleared prior to registration. Payments to clear financial holds must be made by cash, money order, cashier's check, or credit card. Personal checks will not be accepted. Students may use current semester student loan checks to pay prior balances provided that each student signs an Authorization for Deductions from Financial Aid Award form. These forms are available at the Cashier's Office.

Returned Checks

Students paying by personal check for any university-related fees or services will be assessed a \$25.00 service charge if the bank dishonors a check for any reason. The amount of the original dishonored check plus the \$25.00 fee becomes a financial obligation of the student to CSUMB. A \$20.00 late fee may also apply. Subsequent bad checks will be assessed a \$35.00 processing charge. CSUMB has no control over whether a bank sends checks through a second time for clearing.

Individuals paying registration fees by personal check are hereby given notice that if a check is dishonored from the bank for any reason, registration is subject to cancellation. Once canceled, registration will not be reinstated. All dishonored checks must be redeemed immediately with a cashier's check, money order, credit card, or cash. A hold will be placed on all academic records until payment is received. CSUMB reserves the right to refuse payment by personal check from individuals who have previously had checks returned unpaid by their bank.

Tuition and Fee Payment Deadlines

Fall 1999 Semester

- August 18: Last day to register without a \$25.00 late registration fee; last day to apply for financial aid and have fees deferred.
- August 27: Last day to pay Fall 1999 registration fees without a \$20.00 administrative late payment fee.
- September 7: Last day to apply for a refund of basic registration fees.
- October 8: Second Installment Payment Plan (IPP) payment deadline.
- November 1: Last day of fee deferment for financial aid students.

Spring 2000 Semester

- January 24: Last day to register without a \$25.00 late registration fee; last day to apply for financial aid and have fees deferred.
- January 28: Last day to pay Spring 2000 registration fees without a \$20.00 administrative late payment fee.
- February 9: Last day to apply for a refund of basic registration fees.
- March 10: Second Installment Payment Plan (IPP) payment deadline.
- April 1: Last day of fee deferment for financial aid students.



Making Contact

- Financial Aid Office
 - Location Building 23
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3518
 - Fax 831-582-3782
 - Email student_info_center@monterey.edu
 - Website <http://www.csumb.edu/student/info-ctr>
- To obtain a Free Application for Federal Student Aid (FAFSA) contact:
 - Phone 831-582-3518
 - Website <http://www.fafsa.ed.gov>
- Office of Admissions and Records
 - Location Building 11
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3518
 - Fax 831-582-3087
 - Email admissions_and_records@monterey.edu
 - FirstClass Conference Admissions/Records
 - Website <http://www.monterey.edu/general/admissions>
- Office of Student Activities and Career Development (SACD)
 - Location Building 44 (Sixth Avenue)
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3845
 - Director 831-582-4070
 - Fax 831-582-3093
 - Email s_activities@monterey.edu
 - FirstClass Conference Student Activities
 - Website <http://www.csumb.edu/student/activities>

Important Notes

- The priority financial aid application deadline date is:
March 2, 2000
- The completed forms cannot be mailed before:
January 1, 2000

Section Contents

- Financial Aid Applications
- Costs of Education
- Expected Family Contribution
- Award Notification
- Grants
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- Work-Study
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- Financial Aid Qualification
- Financial Aid Revision
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Financial Aid Application for the 2000-2001 Academic Year

To be eligible for financial aid, students must complete the Free Application for Federal Student Aid (FAFSA). These applications are available before January, but they cannot be mailed before January 1, 2000. Students should mail their applications by March 2, 2000, to receive first priority for limited funds. Applications are available from high school counselors and college financial aid offices.

Students should keep a photocopy of the completed FAFSA for their records. They should also obtain a "proof of mailing" from the post office. FAFSA should not be sent by certified or registered mail as it will delay processing. Students who applied for financial aid the previous year will receive a Renewal FAFSA from the U.S. Department of Education. The Renewal FAFSA has fewer questions. Students should complete the FAFSA if they have not received their renewal application by January.

Upon request, CSUMB's Financial Aid Office will gladly mail FAFSA forms and assist students and parents with completion of the forms.

Application for Admission

Students must be admitted to CSUMB before their financial aid eligibility will be determined. A supplemental application is required for admission to the Educational Opportunity Program (EOP).

New Cal Grant Applicants

If students are applying for a Cal Grant A or Cal Grant B, and they did not receive this grant in the 1999-2000 academic year, they must complete a Cal Grant grade point average (GPA) verification form. These forms are available from CSUMB's Financial Aid Office.

Note: Students with 90 or more credits completed are not eligible for new Cal Grant awards.

Deadlines

It is important to file the financial aid application by March 2, 2000. If students fail to meet this deadline, they will not qualify for Cal Grants. Other grants are limited and students will not receive priority consideration if they miss the deadline. Applications will be accepted after March 2, 2000; however, students applying after this date are more likely to rely on student loans to meet their educational expenses.

Students may also be asked to submit supporting documents before their financial aid eligibility will be determined. This could include copies of federal income tax returns or an income certification form if no tax return was filed. Students will receive a letter from CSUMB's Financial Aid Office if additional forms will be required.

Financial Need

Students must have financial need to qualify for most forms of financial aid at CSUMB. Need is defined as the cost of education at CSUMB less expected family contribution. The unsubsidized Stafford and Parent Loans are the only exceptions.

Costs of Education

The costs of attending CSUMB for 1999-2000 are listed below. These costs are based on average student costs for the nine-month academic year.

	Living with Parents	Living on Campus	Living off Campus
□ Fees*	\$ 1,894	\$ 1,894	\$ 1,894
□ Books/Supplies	\$ 810	\$ 810	\$ 810
□ Room/Board	\$ 2,376	\$ 5,938	\$ 7,380
□ Misc./Personal	\$ 2,304	\$ 1,998	\$ 2,466
■ Total	\$ 7,384	\$10,640	\$ 12,550

*Based on fees charged to undergraduate students who are residents of California. California postbaccalaureate students will pay fees of \$ 1,972. Students who are not California residents pay an additional \$246 per credit in tuition charges.

Computer Allowance

For the first year of attendance at CSUMB, the student budget may also include the cost of a computer. The computer allowance is \$2,200.

Study Abroad

Budgets may be adjusted to reflect costs for approved programs for studying abroad. Check with the Financial Aid Office before enrolling.

Summer Session and Intersession

Summer session and intersession enrollment periods have separate registration costs. Students' budgets may be adjusted if they choose to enroll for these sessions.

Loan Fees

If a student's award offer includes a student loan, the budget may be adjusted to reflect the average cost of origination fees charged under the program guidelines.

Budget Changes

Students must notify the Financial Aid Office if their living arrangements have changed, which may cause changes to their budget.

If students have additional costs (e.g. childcare costs or medical expenses not covered by insurance) and feel they need an adjustment in their award to reflect these expenses, they should contact the Financial Aid Office.

Expected Family Contribution

The student and parent contribution is based on a family contribution formula mandated by federal and state regulations. The income and asset information provided on the FAFSA and verified in the review process is used in this computation. If students feel that they have unusual circumstances which affect family ability to contribute, they should contact CSUMB's Financial Aid Office.

Award Notification

After students have turned in all required documents and have been admitted to CSUMB, their applications will be reviewed. They may be asked for additional information if corrections are needed or if any information on their application is not clear. It is important that students respond to all requests from CSUMB's Financial Aid Office as soon as possible.

Once applications have been reviewed, students will receive written notification from the Financial Aid Office describing the kinds of financial aid for which they qualify. Students should read this award letter carefully and call CSUMB's Financial Aid Office if they have questions.

Students may ask: Did the Financial Aid Office consider my application for all types of aid? The answer is yes. The types of financial aid available at CSUMB are described below. Students' award letters list the programs for which they qualify. Grant and work programs are limited funds which are prioritized for students who have the highest need as determined by federal and state formulas and who filed their financial aid applications by March 2.

Grants

Grants are financial aid which does not have to be repaid.

Federal Pell Grant

The Pell Grant is available to students pursuing a first undergraduate degree. Award amounts range from \$400 to \$3,125 and are prorated for students enrolled less than fulltime.

Federal Supplemental Educational Opportunity Grant (SEOG)

The SEOG is for undergraduates with exceptional financial need. Award amounts range from \$100 to \$400.

Educational Opportunity Program (EOP) Grant

The EOP Grant is available to undergraduate students admitted to CSUMB through EOP. Due to limited state funds, not all EOP students will receive EOP grants. Awards range from \$200 to \$800.

California Grants A and B

The State of California provides grants to undergraduate California residents for payment of registration fees. Initial awards are based on financial need, grade point average, and year in school. Renewal awards are based on financial need and satisfactory academic progress.

Cal Grant A initial awards are available to first, second, and third year students with both need and academic merit. The maximum award is \$1,506. Cal Grants are renewable through the fourth year of college.

Cal Grant B initial awards provide a stipend of \$1,410 for first year students demonstrating high financial need and academic merit. Renewal Cal B awards include both a fee payment and the stipend.

The California Student Aid Commission selects recipients of the Cal Grants. Notifications are sent to students in early summer.

Out-of-state students should check with their state higher education agency to find out if any state grants or scholarships are offered.

State University Grant (SUG)

The State University Grant (SUG) is provided to students who are residents of California for payment of registration fees. To qualify, the Expected Family Contribution must be less than \$4,000. Students receiving fee payment from other sources, such as Vocational Rehabilitation, California Veterans, Over 60s, Cal Grant A, or Cal Grant B cannot receive a SUG. SUG amounts range from \$150 to \$1,506.

CSUMB's Housing Grant

CSUMB's housing grant provides assistance to students living on campus. Recipients must demonstrate high financial need. Due to limited funding, not all students who are qualified will receive this grant.

Scholarships

Scholarships are usually, but not always, financial aid that does not have to be repaid.

CSU Scholarship Program for Future Scholars

The Future Scholars program is designed to facilitate transition to college for students who are disadvantaged because of their economic or educational background. Applications are available in CSUMB's Financial Aid Office in August. Scholarship recipients must meet all of the following requirements:

- Student must be a graduate of a California high school.
- Student must meet regular CSU admissions requirements as a new CSU freshman or transfer student.
- Student must be disadvantaged because of economic, educational, or environmental background.
- Student must be a California resident as determined by the CSU Office of Admissions and Records.
- Student must enroll fulltime at a CSU campus for the fall term.

Alan Pattee Scholarships

Children of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of law enforcement or fire suppression duties are not charged fees or tuition of any kind at any CSU campus, according to the Alan Pattee Scholarship Act (Education Code Section 68121). Students qualifying for these benefits are known as Alan Pattee scholars. For further information contact the CSUMB Office of Admissions and Records which determines eligibility.

Work-Study

Work-study is financial aid that is earned through part-time employment.

Federal Work-Study (FWS)

The Federal Work-Study (FWS) program places students in jobs on campus and in community service positions. Recipients may work up to 20 hours per week. Due to limited funding, priority for FWS is given to students demonstrating the highest financial need.

Students awarded FWS should contact CSUMB's Student Activities and Career Development (SACD) Office for assistance in locating a job. Additional information about the FWS program is available from the Financial Aid Office.

Student Assistant Employment

The Student Assistant Employment program is funded by CSUMB and facilitates the placement of students in part-time jobs on campus. If students are interested in this program, they should contact the SACD Office.

Student Loans

Loan programs are aid which must be repaid.

Federal Government Loans

CSUMB participates in the Federal Family Education Loan Program (FFELP) which makes federal government loans available through participating banks and financial institutions. There are three federal loans in the program: the Subsidized Stafford Loan, the Unsubsidized Stafford Loan, and the Parent Loan for Undergraduate Students (PLUS). The Financial Aid Office determines which of the loans are available to students.

There is an origination fee of three percent and an insurance fee of one percent applied to all federal loans. The fees are deducted from the amount students borrow before the check is sent to the student from the lender. PLUS borrowers using the California Student Aid Commission will be charged only 0.25 percent for the insurance fee.

Stafford Loans

Stafford Loans are available to students whose cost of attendance has not been fully met through other aid. The interest rate is variable, with a cap of 8.25 percent. The rate is subject to change every July 1. Payments on the loan may be deferred during the time students are in school. The minimum monthly payment is \$50 with a maximum repayment period of 10 years. Students must enroll each semester in at least six credits of undergraduate coursework to retain deferred status.

The federal government has set the following annual and aggregate (total amount borrowed while in college) limits for Stafford Loans:

Standing	Annual Limit	Aggregate Limit
■ Freshman	\$2,625	\$23,000
■ Sophomore	\$3,500	\$23,000
■ Junior, Senior	\$5,500	\$23,000
■ Second Bachelor's Degree and Teaching Credential	\$5,500	\$23,000
■ Master's Student	\$8,500	\$65,000*

*This limit includes amounts borrowed for undergraduate and graduate study combined.

These are the legal loan limits. Students may receive less, depending on their student budget and other aid. Undergraduate students and teaching credential candidates who are graduating in December will not be eligible for the amounts stated above. Loans must be prorated based on the number of credits taken during the fall semester.

Subsidized Stafford Loans

Subsidized Stafford Loans are available only to students with financial need. During the time recipients are in school (enrolled half-time or more), the federal government will pay the interest. Students begin payment of interest and principle six months after they are no longer enrolled at least half-time.

Unsubsidized Stafford Loans

Unsubsidized Stafford Loans have the same terms and interest rate as Subsidized Stafford Loans but the federal government does not pay the interest while students are in school. Consequently, interest is charged to students from the date they receive the loan. Payments may be deferred, but the interest accrued while students are in school is added to the amount borrowed.

Additional Unsubsidized Stafford Loans

In addition to the loan amounts above, students who qualify as financially independent from their parents may also borrow an additional Unsubsidized Stafford Loan. Eligibility is limited by the amount of the student budget and is determined by subtracting any financial aid and veterans' benefits received from the student budget. Students graduating in December are also limited to prorated amounts based on the number of credits for which they are enrolled.

The annual loan limits for the additional unsubsidized Stafford Loan are:

Standing	Annual Limit	Aggregate Limit
■ Freshman	\$4,000	\$23,000
■ Sophomore	\$4,000	\$23,000
■ Junior, Senior	\$5,000	\$23,000
■ Second Bachelor's Degree and Teaching Credential	\$5,000	\$23,000
■ Master's Student	\$10,000	*\$73,000

*This limit includes amounts borrowed for undergraduate and graduate study combined.

Dependent students are not eligible for additional unsubsidized loans, but parents of dependent students may borrow the PLUS (see below).

Stafford Loan Administration

If students wish to accept loans included in their awards, they must file either a Loan Request Form, which is enclosed with the award, or an application/promissory note which can be obtained

from a participating lender. The federal government also requires that entrance loan counseling be provided to all borrowers before they receive their first Stafford Loan check. Students who have never received loan counseling at CSUMB are required to attend a session. A schedule of available dates is included with the Loan Request Form. Loan checks will not be released to students who have failed to attend loan counseling.

Exit loan counseling is also required for all Stafford Loan borrowers. Students must contact the Financial Aid Office within 60 days from the date that they graduate, withdraw, or drop below half-time status to schedule a session.

All loan checks are issued in two installments, even if students are attending for only one semester. For academic-year loans, the second check will arrive at the beginning of the spring semester; for one-semester loans it will arrive in the middle of the term. In the case of freshmen in their first term of college enrollment, the first loan check cannot be released until the 30th day of the semester.

All checks are mailed from the lender to CSUMB. Once a check has been received at CSUMB, it must be negotiated within 30 days. If there is a hold on a student's check which prevents CSUMB from releasing it, CSUMB will send the student a letter. The student must respond before the date designated in that letter, or the check will be returned to the lender.

Assumption Program of Loans for Education (APLE)

The APLE program helps students who become teachers to repay their Federal Stafford Loans if they teach in California's public schools in designated areas. Students must apply prior to completing their first semester in a credential program. Applications are available in March of each year.

Parent Loan for Undergraduate Students (PLUS)

The PLUS is available to parents of dependent students. The interest rate is variable and will change every July 1. The rate is calculated based on the 52-week U.S. Treasury note rate plus 3.1 percent. The maximum interest rate on PLUS is nine percent.

Repayment begins within 60 days of the disbursement of the first check. The minimum monthly payment is \$50 and payments can be extended up to 10 years depending on the amount borrowed.

PLUS amounts are determined by subtracting the financial aid awarded from the student budget. All parent borrowers must undergo a credit check and can be denied the loan if an adverse credit history is found. If approved, all PLUS funds are sent to CSUMB in two installments and are made payable to the parent borrower. Checks cannot be released to the parent if the student has dropped below half-time status, has not made satisfactory progress, or has any university holds. PLUS funds must be used to pay any outstanding charges owed to the university including registration fees, tuition, housing, and miscellaneous charges.

If students are interested in the PLUS, an application can be obtained by contacting either the Financial Aid Office or a participating lender. Additional information about federal loan repayment, including sample repayment schedules, is available upon request from the Financial Aid Office.

Presidential Access Loan

The Presidential Access Loan assists students who have insufficient financial aid to obtain a computer which is recommended for students' academic programs at CSUMB. The loan provides funds to purchase a computer and must be repaid; however, for each fulltime semester of attendance at CSUMB, one-eighth of the loan amount will be canceled. If the student leaves CSUMB prior to completing eight fulltime equivalent semesters, the student must pay the balance of the loan or return the computer to CSUMB. There is a separate application for this program. Further information will be available from the Financial Aid Office in the late summer of 1999.

Veterans' Benefits

Students who are eligible for educational benefits through the Veterans' Administration may receive payment for enrollment at CSUMB. All students must be admitted to CSUMB and file Veterans Administration payment requests through the CSUMB Financial Aid Office.

Other Awards

A student's award letter may also include other awards which have been reported to CSUMB's Financial Aid Office. Examples include scholarships from private donors, California Veteran fee waivers, and Vocational Rehabilitation compensation. A minimum self-help component will also be listed for students enrolled less than fulltime.

Financial Aid Qualification

Federal and state regulations require that students make good progress toward their degree objectives to receive financial aid. Their entire academic history must be considered, including periods they were attending school while not receiving financial aid.

Their enrollment will be reviewed every semester after grades are received. Progress is defined using three standards: credits completed per semester, credits completed toward degree, and academic standing.

Credits Per Semester

Students must inform the Financial Aid Office of the number of credits they will take each semester. Their aid status and award will be based on the credits they indicate.

- Undergraduate
 - Fulltime = 12 or more undergraduate credits
 - Three-quarter time = 9 to 11 undergraduate credits
 - Half-time = 6 to 8 undergraduate credits
 - Less than half-time = 1 to 5 undergraduate credits
- Graduate (500 and 600 series courses)
 - Fulltime = 8 or more graduate credits
 - Three-quarter time = 6 to 7 graduate credits
 - Half-time = 4 to 5 graduate credits
 - Less than half-time = 1 to 3 graduate credits

Once financial aid has been released, a student is expected to complete all credits of enrollment. Grades will be reviewed at the end of each semester.

Passing grades are A, B, C, D, and CR. Grades of F, I, W, NC, SP, RD, and Audit are not passing and will place students in a credit-shortage status.

Students who have completed fewer than the number of credits required for satisfactory academic progress will be placed in one of two classifications: financial aid probation or financial aid disqualification.

Financial Aid Probation

Students with a shortage of 1 to 12 undergraduate credits or 1 to 8 graduate credits will be placed on probation. They are still eligible to receive financial aid; however, CSUMB encourages students to see a financial aid advisor to discuss ways to make up the credit shortage.

Financial Aid Disqualification

Students will be disqualified from receiving financial aid when their total credit shortage exceeds 12 undergraduate or 8 graduate credits. They will be responsible to pay their own costs of education until reinstated.

Credits toward Degree

All credits attempted at CSUMB will be added to all credits attempted at other colleges, even if students did not receive aid while enrolled. The credit limits are as follows:

- Bachelor's degree = 150 credits
- Second bachelor's degree = 50 credits
- Teaching credential = 50 credits
- Master's degree = 50 credits

Students who exceed these limits will be disqualified from receiving further aid.

Academic Standing

The Office of Admissions and Records monitors grade point average requirements. Information on grade point average requirements is provided in this catalog. Students who are academically disqualified by CSUMB will not be eligible for further financial aid until the disqualification status has been cleared and the student has been reinstated.

Reinstatement

Students often ask: Can my aid ever be reinstated if I become disqualified? In cases of credit shortages, students may attend school without financial aid and use the credits they complete to make up their credit shortage. After students have made up enough credits to reach the range that would place them on financial aid probation, their aid can be reinstated. They may take these credits at another school, but the credits they take must transfer to CSUMB and they must have completed the credits without financial aid.

In the case of excessive credits toward degree, students will not be eligible until they complete their degree and begin a new program of study.

In all cases, if students had extenuating circumstances which prevented them from making satisfactory academic progress, they may petition the Financial Aid Committee for a waiver of their status. Extenuating circumstances are generally defined as situations that are unexpected and outside of their control, such as medical or family emergencies. Documentation is required. Petition forms are available in the Financial Aid Office.

Financial Aid Revision

Financial aid revisions will be made in the following cases:

- If students receive additional resources such as scholarships, Cal Grants, or stipends.
- If students reduce their credit enrollment.
- If students withdraw from all of their courses.
- If a student appeal for revision is granted.

Withdrawal from Courses

CSUMB has policies for the refund of student fees and repayment of aid in the case of withdrawals.

Registration fees are refunded only for withdrawals during the first two weeks of the semester. Students receiving financial aid are not eligible for a refund of fees as the amount must be returned to the applicable financial aid program.

For financial aid students who are new to CSUMB and withdraw before completing 60 percent of the semester, the university must use multiple pro rata calculations provided by state, accrediting agency, and federal policies to determine the largest amount available to the student. Returning students are not subject to the pro rata calculation. After determining the amounts of aid to be refunded or repaid, the funds must be distributed back to financial aid according to a specific order of priority prescribed in federal regulations. The order of distribution is federal loans, federal grants, then other federal, state, or institutional aid.

Additional information is available upon request.

Student Appeal for Revision

If students feel that they have extenuating financial circumstances which warrant a review of their financial aid, they may choose to appeal. They should contact the Financial Aid Office to obtain the appropriate forms.

Financial Aid Renewal

In order to be reconsidered for financial aid each year, students must do all of the following:

- Reapply using the FAFSA or Renewal FAFSA.
- Continue to demonstrate financial need.
- Make academic progress toward a degree at CSUMB.
- Enroll at least half-time each semester at CSUMB.



Making Contact

- Accreditation and Policy Development
 - Location Building 1
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3538
 - Fax 831-582-3558
 - Email linda_stamps@monterey.edu
 - Website <http://policy.monterey.edu/>
- Office of Student Affairs
 - Location Building 23
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-4363
 - Senior Secretary 831-582-3615
 - Fax 831-582-3355
 - Email student_affairs@monterey.edu
- Student Conduct Office
 - Location Building 99, room 104
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3617
 - Fax 831-582-4384
 - Email student_conduct@monterey.edu
- Equal Employment Opportunity Office (EEO)
 - Location Building 1
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3539
 - Fax 831-582-3540
 - Email patricia_hiramoto@monterey.edu
- Human Resources
 - Location Building 80
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3389
 - Employee Assistance Program 831-645-3334
 - Fax 831-582-3572
 - Email human_resources@monterey.edu
 - FirstClass Conference Human Resources
- Student Disability Resources (SDR)
 - Location Residential Building 202, Room 104
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3672
 - Fax/TTY 831-582-4024
 - Email student_disability_resources@monterey.edu
 - FirstClass Conference Disability Conference
 - Website <http://www.csUMB.edu/student/sdr>
- Association for Students with Disabilities
 - Information 831-582-3845
- University Police Department (UPD)
 - Location Building 82E/F
 - Weekday Office Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3360
 - Community Service Officers 831-582-3573
 - Transportation and Parking 831-582-3573
 - Dispatch Center (24-hour) 9-1-1 (emergency)
831-655-0268 (non-emergency)
 - Fax 831-582-3384
 - Email police_department@monterey.edu
 - FirstClass Conference Police Department
 - Website <http://police.monterey.edu>

- Campus Health Center (CHC)
 - Location Building 99
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3965
 - Fax 831-582-3976
- Personal Growth and Counseling Center (PGCC)
 - Location Building 99
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information/Help 831-582-3969
 - Appointments 831-582-3969
 - Fax 831-582-4384
 - Email counseling_center@monterey.edu
 - FirstClass Conference Counseling Center
- Community Hospital of the Monterey Peninsula
 - Phone 831-625-4623
- Family Service Agency
 - Phone 831-373-4421
 - Weekday Hours 9:00 A.M. to 5:00 P.M.
- Monterey Rape Crisis Center
 - Phone 831-375-4357
 - Hours 24 hours/365 days
- Office of Residential Life
 - Location Building 84E
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3378
 - Emergency Pager 831-645-8301
 - Apartment Living Coordinators 831-582-4841
or 831-582-4857
 - Fax 831-582-3523
 - Email christy_moore@monterey.edu
 - Website www.monterey.edu/general/housing

Important Note

It is not possible in a publication of this size to include all of the rules, policies, and other information which pertain to the student, the institution, and the California State University system. More current or complete information may be obtained from the appropriate department, school, or administrative office.

Section Contents

- Nondiscrimination Policy
- Sexual Harassment and Sexual Assault Nontolerance Policy
- Privacy Rights of Students in Education Records
- Student Conduct
- Grades and Grade Appeals
- Alcohol and Illicit Drug Policies
- No-Smoking Policy
- Public Safety Policies
- Housing Policies
- Interim Policy for Library Services to the General Public
- Changes in Rules and Policies
- Disclaimer

Nondiscrimination Policy

Sex

The California State University does not discriminate on the basis of sex in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted thereunder prohibit discrimination on the basis of sex in education programs and activities operated by CSUMB. Such programs and activities include admission of students and employment. Inquiries concerning the application of Title IX to programs and activities of CSUMB may be referred to the Director of Student Conduct or the Director of Equal Employment Opportunity, the campus officers assigned the administrative responsibility of reviewing such matters or to the Regional Director of the Office of Civil Rights, Region IX, 50 United Nations Plaza, Room 239, San Francisco, California 94102.

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

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. Section 504 of the Rehabilitation Act of 1973, as amended, and the regulations adopted thereunder and the Americans with Disabilities Act prohibit such discrimination. The Director of Student Disability Resources has been designated to coordinate the efforts of CSUMB to comply with these Acts in its implementing regulations. Inquiries concerning compliance may be addressed to this person at the campus address and phone number listed at the top of this catalog section.

Race, Color, National Origin, or Disability

The California State University complies with the requirements of Title VII of the Civil Rights Act of 1964 as amended by the Americans with Disabilities Act and the regulations adopted thereunder. No person shall, on the grounds of race, color, national origin, or disability, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program of the California State University.

Sexual Orientation

By CSU Board of Trustees policy, the California State University does not discriminate on the basis of sexual orientation.

Sexual Harassment and Sexual Assault Nontolerance Policy

CSUMB and its auxiliary organizations are committed to maintaining a working and learning environment which is free from sexual harassment. Sexual harassment may range from sexual innuendoes made at inappropriate times, perhaps in the guise of humor, to coerced sexual relations. One form of harassment occurs when a person in a position to control, influence, or affect another person's job, salary, career, or grades uses that authority to coerce the other person into sexual relations or to act in a punitive manner should the sexual advance be rejected. Another form of sexual harassment occurs when a person or group is treated adversely or subjected to offensive behavior on the basis of sex that, because it is sufficiently severe or pervasive, creates a hostile environment. For example, all of the following are considered to be discriminatory:

- Verbal harassment or abuse
- Subtle pressure for sexual activity
- Persistent remarks about another person's clothing, body, or sexual activities
- Unnecessary touching, patting, pinching, or brushing against another person's body
- Requesting sexual favors accompanied by implied or overt threats concerning one's job, grades, or letters of recommendation
- Disparaging comments about either gender as a group
- Use of sexist humor or demeaning sexual allusions
- Calling on students of either gender more or less frequently or being more critical of their comments
- Giving employees of either gender more difficult assignments and being more critical of their work
- Making statements which communicate to students or employees limiting preconceptions about appropriate and expected behaviors, abilities, career directions, and personal goals which are based on gender rather than individual interest or ability

CSUMB and its auxiliary organizations will not tolerate sexual assault in any form. CSUMB has adopted the state of California's definition of sexual assault to mean any involuntary sexual act in which a person is threatened, coerced, or forced to comply against will and includes rape, acquaintance rape, date rape, and sexual battery. Sexual assault, which is a form of sexual harassment, is included in the definition of sex discrimination which is prohibited in Title VII of the Civil Rights Act of 1964 as amended and Title IX of the Educational Amendments of 1972 as amended. It is also governed by the California Penal Code (Sections 261 and 243.4) and Assembly Concurrent Resolution No. 46 (Resolution Chapter 105, passed into law on September 14, 1987).

Privacy Rights of Students in Education Records

The federal Family Educational Rights and Privacy Act (FERPA) of 1974 (20 U.S.C. 1232g) and regulations adopted thereunder (34 C.F.R. 99) as well as the California Education Code (Section 67100 et seq.), set out requirements designed to protect the privacy of students concerning their records maintained by the campus.

Specifically, the statute and regulations govern access to student records maintained by CSUMB, and the release of such records. In brief, the law provides that the campus must provide students access to records directly related to the student and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the instructor.

The law generally requires that written consent of the student be received before releasing personally identifiable data about the student from records to other than a specified list of exceptions. CSUMB has adopted a set of policies and procedures concerning implementation of the statutes and the regulations on the campus. Copies of these policies and procedures may be obtained at the Office of Admissions and Records.

Among the types of information included in the campus statement of policies and procedures are: 1) the types of student records and the information contained therein, 2) the official responsible for the maintenance of each type of record, 3) the location of access lists that indicate persons requesting or receiving information from the record, 4) policies for reviewing and expunging records, 5) the access rights of students, 6) the procedures for challenging the content of student records, 7) the cost which will be charged for reproducing copies of records, and 8) the right of the student to file a complaint with the U.S. Department of Education.

An office and review board have been established by the Department of Education to investigate and adjudicate violations and complaints: The Family Educational Rights and Privacy Act Office (FERPA), U.S. Department of Education, 330 C Street, Room 4511, Washington, D.C. 20202.

The campus is authorized under FERPA to release "directory information" concerning students. "Directory information" includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. The above designated information is subject to release by the campus at any time unless the campus has received prior written objection from the student specifying information which the student requests not be released. Written objections should be sent to the CSUMB Office of Admissions and Records.

CSUMB is authorized to provide access to student records for campus officials and employees who have legitimate educational interests in such access. These persons are those who have responsibilities in connection with CSUMB's academic, administrative, or service functions, and who have reason for using student records connected with their campus or other related academic responsibilities. Disclosure may also be made to other persons or organizations under certain conditions (e.g. as part of accreditation or program evaluation, in response to a court order or subpoena, in connection with financial aid, and to other institutions to which the student is transferring).

Career Placement

CSUMB may furnish, upon request, information about the employment of students who graduate from programs or courses of study preparing students for a particular career field. This information includes data concerning the average starting salary and the percentage of previously enrolled students who obtained employment. The information may include data collected from either CSUMB graduates or graduates of all CSU campuses.

Student Conduct

Philosophy

As members of the university community, every student has a unique opportunity to help create, sustain, and nurture an environment that fosters the realization of the goals articulated in CSUMB's Vision Statement. Students enrolling at CSUMB assume an obligation to conduct themselves in a manner compatible with this vision.

California Code of Regulations

Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 through 41304 of Title 5, California Code of Regulations. These sections are as follows:

41301. Expulsion, Suspension and Probation of Students

Following procedures consonant with due process established pursuant to Section 41304 of the California Code of Regulations, any student of a campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following causes which must be campus related:

- (a) Cheating or plagiarism in connection with an academic program at a campus.
- (b) Forgery, alteration, or misuse of campus documents, records, or identification or knowingly furnishing false information to a campus.
- (c) Misrepresentation of oneself or of an organization to be an agent of the campus.

- (d) Obstruction or disruption, on or off campus property, of the campus educational process, administrative process, or other campus function.
- (e) Physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse.
- (f) Theft of, or non-accidental damage to, campus property, or property in the possession of, or owned by, a member of the campus community.
- (g) Unauthorized entry into, unauthorized use of, or misuse of campus property.
- (h) On campus property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction, or analysis.
- (i) Knowing possession or use of explosives, dangerous chemicals, or deadly weapons on campus property or at a campus function without prior authorization of the campus president.
- (j) Engaging in lewd, indecent, or obscene behavior on campus property or at a campus function.
- (k) Abusive behavior directed toward, or hazing of, a member of the campus community.
- (l) Violation of any order of a campus president, notice of which had been given prior to such violation and during the academic term in which the violation occurs, either by publication in the campus newspaper, or by posting on an official bulletin board designated for this purpose, and which order is not inconsistent with any of the other provisions of this Section.
- (m) Soliciting or assisting another to do any act which would subject a student to expulsion, suspension, or probation pursuant to this Section.
- (n) For purposes of this Article, the following terms are defined:
 - (1) The term "member of the campus community" is defined as meaning California State University Trustees, academic, non-academic and administrative personnel, students, and other persons while such other persons are on campus property or at a campus function.
 - (2) The term "campus property" includes:
 - (A) real or personal property in the possession of, or under the control of, the Board of Trustees of the California State University, and
 - (B) all campus feeding, retail, or residence facilities whether operated by a campus or by a campus auxiliary organization.
 - (3) The term "deadly weapons" includes any instrument or weapon of the kind commonly known as blackjack, sling shot, billy, sandclub, sandbag, metal knuckles, any dirk, dagger, switchblade knife, pistol, revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club.
 - (4) The term "behavior" includes conduct and expression.
 - (5) The term "hazing" means any method of initiation into a student organization or any pastime or amusement engaged in with regard to such an organization which causes, or is likely to cause, bodily danger, or physical or emotional harm, to any member of the campus community; but the term "hazing" does not include customary athletic events or other similar contests or competitions.
- (o) This section is not adopted pursuant to Education Code Section 89031.
- (p) Notwithstanding any amendment or repeal pursuant to the resolution by which any provision of this Article is amended, all acts and omissions occurring prior to that effective date shall be subject to the provisions of this Article as in effect immediately prior to such effective date.

41302. Disposition of Fees: Campus Emergency; Interim Suspension

The president of the campus may place on probation, suspend, or expel a student for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such student for the semester, quarter, or summer session in which he or she is suspended or expelled shall be refunded. If the student is readmitted before the close of the semester, quarter, or summer session in which he or she is suspended, no additional tuition or fees shall be required of the student on account of the suspension.

During periods of campus emergency, as determined by the president of the individual campus, the president may, after consultation with the chancellor, place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

The president may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to insure the maintenance of order. A student so placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within 10 days of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission of the president or designated representative, enter any campus of the California State University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

41303. Conduct by Applicants for Admission

Notwithstanding any provision in this Chapter 1 to the contrary, admission or readmission may be qualified or denied to any person who, while not enrolled as a student, commits acts which, were that person enrolled as a student, would be the basis for disciplinary proceedings pursuant to Sections 41301 or 41302. Admission or readmission may be qualified or denied to any person who, while a student, commits acts which are subject to disciplinary action pursuant to Section 41301 or Section 41302. Qualified admission or denial of admission in such cases shall be determined under procedures adopted pursuant to Section 41304.

41304. Student Disciplinary Procedures for the California State University

The chancellor shall prescribe, and may from time to time revise, a code of student disciplinary procedures for the California State University. Subject to other applicable law, this code shall provide for determinations of fact and sanctions to be applied for conduct which is a ground of discipline under Sections 41301 or 41302, and for qualified admission or denial of admission under Section 41303; the authority of the campus president in such matters; conduct related determinations on financial aid eligibility and termination; alternative kinds of proceedings, including proceedings conducted by a Hearing Officer; time limitations; notice; conduct of hearings, including provisions governing evidence, a record, and review; and such other related matters as may be appropriate. The chancellor shall report to the Board actions taken under this section.

Enforcement Process

The Director of Student Conduct represents the university community's interests during the enforcement process. The Director of Student Conduct is empowered to investigate the allegations against the student, to decide whether or not sufficient evidence exists to file a complaint, and to represent CSUMB at the hearing.

The Director of Student Conduct and other members of the university community may also work with students to resolve the issues in question before a hearing becomes necessary. Detailed information about student conduct policies and procedures is available from the Student Conduct Office.

Grades and Grade Appeals

It is the interim policy of CSUMB to offer students a way to constructively articulate and assert grievances with the university in the event that the student believes there has been a violation of California State University Executive Order 320 (assignment of grades and grade appeals).

Any student who believes there has been a violation of this executive order is encouraged to discuss the matter first with the instructor or Center dean. If the discussions do not resolve the matter, the formal grievance process may be instituted. Detailed information about the grievance process is available from the campus Academic Affairs Office.

Alcohol and Illicit Drug Policies

CSUMB students are encouraged and supported in any effort to maintain good health and wellbeing. Abuse of alcohol and use of illicit drugs impairs both, and puts student health at risk.

The sale, manufacture, distribution, possession, or use of any controlled substance as defined in the California Health and Safety Code is illegal. The University Police Department strictly enforces laws. Violators are subject to criminal prosecution. CSUMB students and employees are also subject to disciplinary action.

The consumption, sale, or furnishing of alcoholic beverages on campus is severely restricted. All state laws regulating alcoholic beverages will be enforced, including the use of alcohol by minors. Students under the age of 21 may neither possess nor consume alcohol. The use of alcoholic beverages in university residences is subject to state law, university regulations, and housing regulations.

Detailed information regarding alcohol and drug regulations is available from the Student Conduct Office or a housing staff member. The Student Conduct Code and Interim Policies booklet contains a full text of the policies.

Substance abuse prevention and assistance programs are available for employees and students. Employees should contact the Human Resources Office and students should contact the Personal Growth and Counseling Center for information about specific programs.

No-Smoking Policy

Smoking is prohibited in state-owned buildings and leased space including atriums, balconies, stairwells, and other similar building features. Smoking is also prohibited in state-owned vehicles.

Smoking is permitted outdoors in areas that are at least 15 feet away from doorways and ground-level, air intake structures. Smoking is not permitted anywhere in the residence halls. This includes individual rooms.

Public Safety Policies

Boundary Observance

CSUMB is surrounded by federal land and is located within a former U.S. Army facility. Federal police have complete jurisdiction on federal property and persons entering onto federal lands are subject to all attendant laws and regulations. Trespassing in posted federal areas is strictly prohibited. Unexploded ordnance is a serious hazard in the wilderness areas on federal land. These areas are off limits.

Firearms

Possession of a loaded or unloaded firearm by a student on university property is a felony and a violation of university policy. Violators are subject to criminal prosecution and disciplinary action. [See subsection (I) of Student Discipline.]

Bicycles

Every person riding a bicycle on university grounds is afforded all the rights and is subject to all the responsibilities of a driver of a motor vehicle. The riding or parking of bicycles inside any university building is prohibited with the exception of the Schoonover Park and Frederick Park housing areas. Bicycle riding is prohibited within the campus quad and on any landscaped or lawn areas.

Skateboards, Rollerskates, and Rollerblades

Rollerblading, skating, and skateboarding are prohibited on university grounds with the exception of the Schoonover Park and Frederick Park housing areas.

Wildlife

University property and the surrounding area are home to an abundance of wildlife including mountain lions, deer, foxes, skunks, opossums, raccoons, squirrels, birds, and reptiles. Wildlife should not be approached or fed. Wild animals are unpredictable and can be dangerous. Hunting or intentionally harming wildlife is illegal and may result in criminal prosecution.

Housing Policies

There are specific housing policies in effect for all on-campus residents of CSUMB. These policies assure safety, legal compliance, and effective community living. A complete listing of these policies can be found in the housing contract. Copies of the housing contract and additional information are available from the Residential Life Office.

Interim Policy for Library Services to the General Public

For purposes of this policy, "general public" refers to all persons who are not members of any of the following CSUMB or CSU affiliated groups: currently enrolled students; current faculty and staff; retired faculty and staff; alumni association members; or current students, faculty, and staff at local institutions which have cooperative borrowing agreements with the CSUMB Library.

The general public may consult or photocopy library materials. At present, library materials may not be checked out to the general public. Library materials include books, periodicals, microforms, reference materials, audiovisual equipment, and course reserve items. The CSUMB Library is currently exploring options for a fee-based borrowing program for the general public.

Interlibrary loan and document delivery services are available only to CSUMB students, faculty, and staff. The general public may print or download items from the Internet and from commercial databases licensed by the Library (except Lexis-Nexis) using computers in the library reference area; however, priority access to these computers will be given to CSUMB students, faculty, and staff. Use of CSUMB computer labs (including Library 125 and Library 152) is limited to CSUMB students, faculty, and staff.

Access to commercial databases licensed by the CSUMB Library via off-campus computers with Internet capabilities is limited to CSUMB students, faculty, and staff. CSUMB neither provides nor sells dialup access to CSUMB library resources to the general public. The general public may access the CSUMB Website by using computers in the library reference area or by using off-campus computers with Internet access.

Changes in Rules and Policies

Although every effort has been made to assure the accuracy of the information in this catalog, students and others who use this catalog should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of statutes enacted by the Legislature or rules and policies adopted by the Board of Trustees of the California State University, by the chancellor or designee of the California State University, or by the CSUMB president or designee.

Further, it is not possible in a publication of this size to include all of the rules, policies, and other information which pertain to the student, the institution, and the California State University system. More current or complete information may be obtained from the appropriate department, school, or administrative office.

Nothing in this catalog shall be construed as, operate as, or have the effect of an abridgment or a limitation of any rights, powers, or privileges of the Board of Trustees of the California State University, the chancellor of the California State University, or the president of California State University, Monterey Bay. The trustees, the chancellor, and the president are authorized by law to adopt, amend, or repeal rules and policies which apply to students. This catalog does not constitute a contract or the terms and conditions of a contract between the student and the institution or the California State University. The relationship of the student to the institution is one governed by statute, rules, and policy adopted by the Legislature, the trustees, the chancellor, the CSUMB president, and their duly authorized designees.



Making Contact

- The California State University (CSU)
 - Address 401 Golden Shore
Long Beach, CA 90802-4275
 - Information 562-951-4000
 - Website <http://www.calstate.edu>

Section Contents

- About the CSU
- Trustees of the California State University
- Office of the Chancellor
- Campuses of the California State University
- Fort Ord and the CSU
- Average Annual Cost of Education and Sources of Funds per Fulltime Equivalent Student

About the CSU

The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972 the system became the California State University and Colleges, and in 1982 the system became the California State University. Today the campuses of the CSU include comprehensive and polytechnic universities and, since July 1995, the California Maritime Academy, a specialized campus.

The oldest campus—San Jose State University—was founded in 1857 and became the first institution of public higher education in California. The most recently opened campus—California State University, Monterey Bay—began admitting students in the fall of 1995. A new site has been conveyed and a 23rd campus, CSU Channel Islands, is being formally established in Ventura County.

Responsibility for the California State University is vested in the Board of Trustees, whose members are appointed by the governor. The trustees appoint the chancellor, who is the chief executive officer of the system, and the presidents, who are the chief executive officers of the respective campuses.

The trustees, the chancellor, and the presidents develop systemwide policy, with actual implementation at the campus level taking place through broadly based consultative procedures. The Academic Senate of the California State University, made up of elected representatives of the faculty from each campus, recommends academic policy to the Board of Trustees through the chancellor.

Academic excellence has been achieved by the California State University through a distinguished faculty whose primary responsibility is superior teaching. While each campus in the system has its own unique geographic and curricular character, all campuses, as multipurpose institutions, offer undergraduate and graduate instruction for professional and occupational goals as well as broad liberal education. All the campuses require for graduation a basic program of "General Education Requirements" regardless of the type of bachelor's degree or major field selected by the student.

The CSU offers more than 1,600 bachelor's and master's degree programs in some 240 subject areas. Many of these programs are offered so that students can complete all upper division and graduate requirements by part-time, late afternoon, and evening study. In addition, a variety of teaching and school service credential programs are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California.

Enrollments in fall 1997 totaled nearly 344,000 students, who were taught by over 18,000 faculty. The system awards more than half of the bachelor's degrees and 30 percent of the master's degrees granted in California. Some 1.7 million persons have been graduated from CSU campuses since 1960.

Trustees of the California State University

Making Contact

- c/o Trustees Secretariat, The California State University
- Address 401 Golden Shore
Long Beach, CA 90802-4275

Ex Officio Trustees

- The Honorable Gray Davis Governor of California
- Address State Capitol, Sacramento CA 95814
- The Honorable Cruz Bustamante Lieutenant Governor of California
- Address State Capitol, Sacramento, CA 95814
- The Honorable Antonio Villaraigosa Speaker of the Assembly
- Address State Capitol, Sacramento, CA 95814
- The Honorable Delaine Eastin State Superintendent of Public Instruction
- Address 721 Capitol Mall, Sacramento, CA 95814

Officers of the Trustees

- The Honorable Gray Davis President
- William Hauck Chairman
- Joan Otomo-Corgel Vice Chairman
- Richard P. West Treasurer
- Christine Helwick Secretary

Appointed Trustees

Appointments are for a term of eight years, except for a student trustee, an alumni trustee, and a faculty trustee, whose terms are for two years.

- William D. Campbell
- Martha C. Fallgatter
- Bob Foster
- Dr. Harold Goldwhite
- Laurence K. Gould Jr.
- William Hauck
- Eric C. Mitchell
- Dee Dee Myers
- Dr. Joan Otomo-Corgel
- Ralph R. Pesqueira
- Frederick W. Pierce IV
- Ali C. Razi
- Charles B. Reed
- Michael D. Stennis
- Anthony M. Vitti
- Stanley T. Wang

Office of the Chancellor

Making Contact

- The California State University (CSU)
 - Address 401 Golden Shore
Long Beach, CA 90802-4275
 - Information 562-951-4000
 - Website <http://www.calstate.edu>

CSU System Officers

- Dr. Charles B. Reed Chancellor
- Dr. David S. Spence Executive Vice Chancellor
- Dr. Charles W. Lindahl Associate Vice Chancellor,
Academic Affairs
- Mr. Samuel A. Strafaci Interim Senior Director,
Human Resources
- Mr. Richard P. West Senior Vice Chancellor,
Business and Finance
- Dr. Douglas X. Patiño Vice Chancellor,
University Advancement
- Ms. Christine Helwick General Counsel

Campuses of the California State University

- California State University, Bakersfield
 - President Dr. Tomas A. Arciniega
 - Information 805-664-2011
 - Address 9001 Stockdale Highway
Bakersfield, CA 93311-1099
- California State University, Channel Islands
 - President Mr. J. Handel Evans
 - Information 805-383-8400
 - Address P.O. Box 2862
Camarillo, CA 93011-2862
- California State University, Chico
 - President Dr. Manuel A. Esteban
 - Information 530-898-6116
 - Address 1st & Normal Streets
Chico, CA 95929-0150
- California State University, Dominguez Hills
 - Interim President Dr. Herbert t. Carter
 - Information 310-243-3300
 - Address 1000 East Victoria Street
Carson, CA 90747-0005
- California State University, Fresno
 - President Dr. John D. Wely
 - Information 559-278-4240
 - Address 5241 North Maple Avenue
Fresno, CA 93740
- California State University, Fullerton
 - President Dr. Milton A. Gordon
 - Information 714-278-2011
 - Address 800 N. State College Boulevard
Fullerton, CA 92834-9480

- California State University, Hayward
 - President Dr. Norma Rees
 - Information 510-885-3000
 - Address 25800 Carlos Bee Boulevard
Hayward, CA 94542
- Humboldt State University
 - President Dr. Alistair W. McCrone
 - Information 707-826-3011
 - Address Arcata, CA 95521-8299
- California State University, Long Beach
 - President Dr. Robert C. Maxson
 - Information 562-985-4111
 - Address 1250 Bellflower Boulevard
Long Beach, CA 90840-0115
- California State University, Los Angeles
 - President Dr. James M. Rosser
 - Information 323-343-3000
 - Address 5151 State University Drive
Los Angeles, CA 90032
- California Maritime Academy
 - Interim President Mr. Jerry A. Aspland
 - Information 707-654-1000
 - Address 200 Maritime Academy Drive
Vallejo, CA 94590
- California State University, Monterey Bay
 - President Dr. Peter P. Smith
 - Information 831-582-3330
 - Address 100 Campus Center
Seaside, CA 93955-8001
- California State University, Northridge
 - President Dr. Blenda J. Wilson
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Fort Ord and the CSU

20th Century History of Fort Ord Land

- 1917 ■ Land was purchased just north of the city of Monterey for use as an artillery training field for the army. The area was variously known as Gigling Reservations, U.S. Field Artillery Area—Presidio of Monterey, and Gigling Field Artillery Range.
- 1933 ■ The artillery field became Camp Ord. Primarily, horse cavalry units trained on the camp until the military began to mechanize and train mobile combat units
- 1941 ■ Camp Ord became Fort Ord. For the next thirty years, the fort became the primary facility for basic training for the Army. At 28,000 acres—approximately 44 square miles—the fort was larger than the county of San Francisco.

- 1976 ■ Fort Ord ceased activity as the nation’s primary basic training site. Approximately 1.5 million men and women, including such luminaries as Clark Gable and Elvis Presley, had received their basic training at Fort Ord. At its peak, more than 35,000 people lived and worked on the base.
- 1988 ■ Base Realignment and Closure (BRAC) legislation was passed by Congress. Perhaps because of the Gulf War and “Operation Desert Storm,” Fort Ord was not immediately put on the closure list although civilian workers did begin to lose their jobs. Cleanup of the base’s former landfill, firing ranges, and artillery practice “impact zone” began.
- 1990 ■ Fort Ord was placed on the Environmental Protection Agency (EPA) National Priority List which enabled the Army to access the EPA “Superfund” Trust Fund to increase the speed and extent of the cleanup.
- 1991 ■ The decision to close Fort Ord was made. Of the hundreds of bases targeted for closure across the country, Fort Ord was one of four selected by the Federal Government to be a model for conversion to peacetime use.
- 1994 ■ Fort Ord officially closed. The fort was the largest U.S. military base to be closed at the time.
- 1994 ■ Approximately 1,365 acres and 4.4 million square feet of facilities and accompanying infrastructure including 106 buildings and 1,253 housing units, were sold to the State of California for one dollar and subsequently given to the California State University (CSU) system. Though one of the largest university campuses in California, CSUMB only occupies 5 percent of the former Fort and 20 percent of its usable land.
- 1994 ■ The Fort Ord redevelopment effort includes upgrading and rebuilding water systems, improving roads, and cleaning the land for civilian use. The properties conveyed to the CSU were thoroughly inspected for health and environmental hazards and certified “clean” and safe for occupancy by all applicable state and federal standards.
- 1998 ■ The landfill, which is not located on CSUMB property, was capped. Periodic testing and monitoring of the land, water, and air in the areas adjacent to the CSUMB campus have consistently been found safe by EPA monitors. The cleanup continues on various parts of the base and includes controlled burns, and periodic detonation of unexploded ordnance on land which is not part of the CSUMB campus.

More information about CSUMB and the reuse of Fort Ord may be found on the CSUMB Website.

Average Annual Cost of Education and Sources of Funds per Fulltime Equivalent Student

The 23 campuses and the Chancellor's Office of the California State University are financed primarily through funding provided by the taxpayers of California. The total state appropriation to the CSU for 1998/99 (not including capital outlay funding in the amount of \$221,547,000) is \$2,164,046,000. However, the total cost of education for CSU is \$2,918,347,067, which must provide support for a projected 268,320 full-time equivalent students (FTES). The number of fulltime equivalent students is determined by dividing the total academic student load by 15 units per term (the figure used here to define a fulltime student's academic load).

The total cost of education in the CSU is defined as the expenditures for current operations, including payments made to the students in the form of financial aid, and all fully reimbursed programs contained in state appropriations, but excluding capital outlay appropriations and lottery funds. The average cost of education is determined by dividing the total cost by the total FTES. The average cost is further differentiated into three categories: State Support (the state appropriation, excluding capital outlay), Student Fee Support, and Support from Other Sources (including federal funds).

Thus, excluding costs that relate to capital outlay, the average cost of education per FTE student is \$10,876. Of this amount, the average student fee support per FTE is \$1,873. (The State University Fee, application fee, and nonresident tuition are included in the average costs paid by the students; individual students may pay less or more than \$1,873, depending on whether they are part-time, fulltime, resident, or nonresident students.)

1998/99	Average Cost		
	Amount	per FTE Student	Percentage
■ Total Cost of Education*	\$2,918,347,067	\$10,876	100.0
■ State Appropriation**	2,164,046,000	8,064	74.2
■ Student Fee Support	592,496,191	2,208	20.3
■ Support from Other Sources	162,155,184	604	5.5

Detail

- Total State Support (including capital outlay) \$2,164,046,000
- Total Support (including State General Fund appropriation, student fee support, and support from other sources) \$2,918,347,067

Notes

- * Based on final campus budget submissions subsequent to the passage of the Budget Act. Totals may differ slightly from other CSU published amounts.
- ** Includes supplemental appropriations of \$17.8 million for a 1 percent increase in employee compensation; \$11.5 million for teacher preparation activities; \$77 million in one-time funding for critical need areas (instructional equipment replacement, technology support, libraries, deferred maintenance, teacher recruitment, and distance learning); and \$4 million to expand successful CSU student outreach programs. Also includes \$60,861,000 that will be removed as the result of a reduction in retirement rate contributions.



Course Description Abbreviations

- ASAP Academic Skills Achievement Program
- ASL American Sign Language
- ASMT Assessment
- CHIN Chinese
- CHS Collaborative Human Services
- CST Communications Science and Technology
- ED Education
- EDI Education Internship Program
- ESSP Earth Systems Science & Policy
- GS Global Studies
- HCOM Human Communication
- ID Interdisciplinary Studies
- ISSM Integrated Studies Special Major
- ITAL Italian
- JAPN Japanese
- KOR Korean
- LS Liberal Studies
- MATH Mathematics
- MIE Management and International Entrepreneurship
- MLML Moss Landing Marine Laboratories
- MPA Music and Performing Arts
- PROS ProSeminar
- SBSA Social and Behavioral Sciences Applied
- SBSC Social and Behavioral Sciences Core
- SBSD Social and Behavioral Sciences Disciplinary
- SBSM Social and Behavioral Sciences Method
- SBST Social and Behavioral Sciences Theory
- SL Service Learning
- SPAN Spanish
- STAT Statistics
- TAT Teledramatic Arts and Technology
- VPA Visual and Public Art
- WLC World Languages and Cultures
- WRSI Wellness, Recreation, and Sports

Other Terms

- GE General Education
- MLO Major Learning Outcome
- TBA To be announced
- TBD To be determined
- ULR University Learning Requirement

ASAP 100 ■ Tutorial Workshop: ProSeminar 100: Foundations for Lifelong Learning ■ 1 credit

Provides supplemental instruction for ProSeminar 100 course. Students work in writing groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments, readings, and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of the EPT university writing assessment.
Corequisite(s): ProSeminar 100.

ASAP 101 ■ Tutorial Workshop: HCOM 211 ■ 1 credit

Provides supplemental instruction for HCOM 211 course. Students work in writing groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments, readings, and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of the university writing assessment.
Corequisite(s): HCOM 211.

ASAP 102 ■ Tutorial Workshop: HCOM 212 ■ 1 credit

Provides supplemental instruction for HCOM 212 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments, readings, and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of the university writing assessment.
Corequisite(s): HCOM 212.

ASAP 103 ■ Tutorial Workshop: Language Development ■ 1 credit

Provides supplemental instruction for lower-division courses. Students work in writing groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments focusing on sentence, paragraph, and essay structure. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of university assessment.
Prerequisite(s): instructor consent.

ASAP 104 ■ Tutorial Workshop ■ 1 credit

Provides supplemental instruction for lower-division courses. Students work in writing groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments, readings, and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of university assessment.
Prerequisite(s): instructor consent.

ASAP 110 ■ Tutorial Workshop: MATH 100 ■ 1 credit

Provides supplemental instruction for MATH 100 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of the ELM university mathematics assessment.
Corequisite(s): MATH 100.

ASAP 111 ■ Tutorial Workshop: MATH 130 ■ 1 credit

Provides supplemental instruction for MATH 130 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of the ELM university mathematics assessment.
Corequisite(s): MATH 130.

ASAP 112 ■ Tutorial Workshop: STAT 200 ■ 1 credit

Provides supplemental instruction for STAT 200 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of the ELM university mathematics assessment.
Corequisite(s): STAT 200.

ASAP 113 ■ Tutorial Workshop: STAT 201 ■ 1 credit

Provides supplemental instruction for STAT 201 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of the ELM university mathematics assessment.
Corequisite(s): STAT 201.

ASAP 114 ■ Tutorial Workshop: STAT 204 ■ 1 credit

Provides supplemental instruction for STAT 204 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of the ELM university mathematics assessment.
Corequisite(s): STAT 204.

ASAP 115 ■ Tutorial Workshop: MATH 155 ■ 1 credit

Provides supplemental instruction for MATH 155 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments, readings, and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor or program.
Corequisite(s): MATH 155.

ASAP 116 ■ Tutorial Workshop: MATH 156 ■ 1 credit

Provides supplemental instruction for MATH 156 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments, readings, and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor or program.
Corequisite(s): MATH 156.

ASAP 117 ■ Tutorial Workshop ■ 1 credit

Provides supplemental instruction for lower-division mathematics or statistics courses. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP), and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of university assessment.
Corequisite(s): lower division mathematics or statistics course.

ASAP 120 ■ Tutorial Workshop: ESSP 110 Chemistry I ■ 1 credit

Provides supplemental instruction for ESSP 110: Chemistry I. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP), and receive assistance on course assignments, laboratory writeups, and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor or program.
Corequisite(s): ESSP 110.

ASAP 121 ■ Tutorial Workshop: ESSP 111 ■ 1 credit

Provides supplemental instruction for ESSP 111: Chemistry II. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP), and receive assistance on course assignments, laboratory writeups, and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor or program.
Corequisite(s): ESSP 111.

ASAP 122 ■ Tutorial Workshop: ESSP 220 Physics I ■ 1 credit

Provides supplemental instruction for ESSP 220 Physics I. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP), and receive assistance on course assignments, laboratory writeups, and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor or program.
Corequisite(s): ESSP 220.

ASAP 130 ■ Tutorial Workshop: CST 101 Technology Tools ■ 1 credit

Provides supplemental instruction for CST 101. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be recommended by an instructor or program.
Corequisite(s): CST 101.

ASAP 300 ■ Tutorial Workshop ■ 1-6 credits

Provides supplemental instruction for upper-division courses. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP), and receive assistance on course assignments, readings, and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of university assessment.
Prerequisite(s): instructor consent.

ASAP 303 ■ Tutorial Workshop: Language Development ■ 1 credit

Provides supplemental instruction for upper-division courses. Students work in writing groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments focusing on sentence, paragraph, and essay structure. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of university assessment.
Prerequisite(s): instructor consent.

ASL 101 ■ Beginning American Sign Language I ■ 4 credits

Teaches basic signs and hand parameters in American Sign Language (ASL). Practices visual comprehension, signing, and basic expressive and receptive skills supports in laboratory setting. Teaches glossing system for written ASL. Uses class and extracurricular activities to teach the cultural aspects of ASL and the deaf culture.

ASL 102 ■ Beginning American Sign Language II ■ 4 credits

Continues study and practice of basic skills initiated in ASL 101. Emphasizes comprehending, signing, developing receptive skills, and using the glossing system for written ASL. Interactive and extracurricular activities increase understanding of ASL and the deaf culture.
Prerequisite(s): ASL 101 or equivalent.

ASL 197 ■ Independent Study ■ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic Center.
Prerequisite(s): instructor consent.

ASL 201 ■ Intermediate American Sign Language I ■ 4 credits

Continues the study of American Sign Language (ASL). Practices developing visual comprehension, signing, writing with gloss system, and using basic expressive and receptive skills in laboratory setting. Studies readings and videos. Classes and extracurricular activities teach the aspects of ASL and the deaf culture.
Prerequisite(s): ASL 102 or equivalent.

ASL 202 ■ Intermediate American Sign Language II ■ 4 credits

A continuation of ASL 201.
Prerequisite(s): ASL 201 or equivalent.

ASL 301 ■ Advanced American Sign Language I ■ 4 credits

Taught in American Sign Language (ASL) for extensive study in developing visual comprehension, signing, writing with gloss system, and using expressive and receptive skills. Enhances understanding of deaf communities and deaf culture.
Prerequisite(s): ASL 202 or equivalent.

ASL 302 ■ Advanced American Sign Language II ■ 4 credits

A continuation of ASL 301.
Prerequisite(s): ASL 301 or equivalent.

ASL 497 ■ Independent Study ■ 2 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic Center. Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

ASMT 401 ■ Assessment of the ENGCOR ULR ■ 1 credit

Independent assessment of the English Communication (ENGCOR) University Learning Requirement.

ASMT 402 ■ Assessment of the LANG ULR ■ 1 credit

Independent assessment of the Language (LANG) University Learning Requirement.

ASMT 403 ■ Assessment of the CULTURE ULR ■ 1 credit

Independent assessment of the Culture (CULTURE) University Learning Requirement.

ASMT 404 ■ Assessment of the HIST ULR ■ 1 credit

Independent assessment of the History (HIST) University Learning Requirement.

ASMT 405 ■ Assessment of the ARTSCOM ULR ■ 1 credit

Independent assessment of the Arts Communication (ARTSCOM) University Learning Requirement.

ASMT 407 ■ Assessment of the TECH ULR ■ 1 credit

Independent assessment of the Technology and Information (TECH) University Learning Requirement.

ASMT 408 ■ Assessment of the INFO ULR ■ 1 credit

Independent assessment of the Information (INFO) University Learning Requirement.

ASMT 409 ■ Assessment of the MEDIA ULR ■ 1 credit

Independent assessment of the Media (MEDIA) University Learning Requirement.

ASMT 410 ■ Assessment of the ETHICS ULR ■ 1 credit

Independent assessment of the Ethics (ETHICS) University Learning Requirement.

ASMT 411 ■ Assessment of the EQUITY ULR ■ 1 credit

Independent assessment of the Equity (EQUITY) University Learning Requirement.

ASMT 412 ■ Assessment of the SCI ULR ■ 1 credit

Independent assessment of the SCIENCE (SCI) University Learning Requirement.

ASMT 413 ■ Assessment of the MATHCOM ULR ■ 1 credit

Independent assessment of the Mathematics Communication (MATHCOM) University Learning Requirement.

ASMT 414 ■ Assessment of the VIBRANCY ULR ■ 1 credit

Independent assessment of the Vibrancy (VIBRANCY) University Learning Requirement.

ASMT 415 ■ Assessment of the LIT ULR ■ 1 credit

Independent assessment of the Literature (LIT) University Learning Requirement.

ASMT 421 ■ Assessment of the ARTSCOM ULR ■ 1 credit

Independent assessment of the Creative and Artistic Expression (ARTSCOM) University Learning Requirement.

ASMT 422 ■ Assessment of the CULTURE ULR ■ 1 credit

Independent assessment of the Culture and Equity (CULTURE) University Learning Requirement.

ASMT 423 ■ Assessment of the DEMPART ULR ■ 1 credit

Independent assessment of the Democratic Participation (DEMPART) University Learning Requirement.

ASMT 424 ■ Assessment of the ENGCOR ULR ■ 1 credit

Independent assessment of the English Communication (ENGCOR) University Learning Requirement.

ASMT 425 ■ Assessment of the ETHICS ULR ■ 1 credit

Independent assessment of the Ethics (ETHICS) University Learning Requirement.

ASMT 426 ■ Assessment of the LANG ULR ■ 1 credit

Independent assessment of the Language (LANG) University Learning Requirement.

ASMT 427 ■ Assessment of the LIT ULR ■ 1 credit

Independent assessment of the Literature and Popular Culture (LIT) University Learning Requirement.

ASMT 428 ■ Assessment of the MATHCOM ULR ■ 1 credit

Independent assessment of the Mathematics Communication (MATHCOM) University Learning Requirement.

ASMT 429 ■ Assessment of the SCI ULR ■ 1 credit

Independent assessment of the Science (SCI) University Learning Requirement.

ASMT 430 ■ Assessment of the TECH ULR ■ 1 credit

Independent assessment of the Technology and Information (TECH) University Learning Requirement.

ASMT 431 ■ Assessment of the HIST ULR ■ 1 credit

Independent assessment of the U.S. Histories (HIST) University Learning Requirement.

ASMT 432 ■ Assessment of the VIBRANCY ULR ■ 1 credit

Independent assessment of the Vibrancy (VIBRANCY) University Learning Requirement.

CHIN 101 ■ Beginning Chinese I (Mandarin) ■ 4 credits

Covers the basic skills of conversing, reading, and writing Mandarin Chinese. Includes conceptual structures which underlie Chinese discourse, sentence structure, and the cultural and social conventions that characterize daily use. Emphasizes Chinese sound system with attention to tone system, mastery of Pinyin Romanization system, and Chinese characters. Corequisite(s): CHIN 103.

CHIN 102 ■ Beginning Chinese II (Mandarin) ■ 4 credits

Continues work on the four basic skills within a proficiency format. Emphasizes building lexicon in spoken and written forms, and using context and strategies to ascertain meaning without knowing the structures and lexicon of an authentic text.
Prerequisite(s): CHIN 101 or equivalent.
Corequisite(s): CHIN 104.

CHIN 103 ■ Beginning Chinese Conversation I ■ 2 credits

Introduces conversational ability using daily life, structures, and vocabulary.
Corequisite(s): CHIN 101.

CHIN 104 ■ Beginning Chinese Conversation II ■ 2 credits

Continues developing conversational ability using daily life, structures, and vocabulary.
Prerequisite(s): CHIN 103 or instructor consent.
Corequisite(s): CHIN 102.

CHIN 195 ■ Special Topics ■ 1-6 credits

Studies a particular topic in the Chinese language and/or culture.
Prerequisite(s): instructor consent.

CHIN 197 ■ Independent Study ■ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic Center.
Prerequisite(s): instructor consent.

CHIN 201 ■ Intermediate Chinese I (Mandarin) ■ 4 credits

Continues the four basic skills within a proficiency format. Emphasizes building lexicon in spoken and written forms, and using context and strategies to ascertain meaning without knowing the authentic text.
Prerequisite(s): CHIN 102 or equivalent, or instructor consent.

CHIN 202 ■ Intermediate Chinese II (Mandarin) ■ 4 credits

Continues the four basic skills within a proficiency format. Emphasizes building lexicon in spoken and written forms, and using context and strategies to ascertain meaning without knowing the authentic text.
Prerequisite(s): CHIN 201 or equivalent, or instructor consent.

CHIN 203 ■ Intermediate Chinese Conversation I ■ 2 credits

Enhances skills in speaking Mandarin Chinese. Emphasizes conversational ability using daily life, structures, and vocabulary.
Prerequisite(s): CHIN 102.
Corequisite(s): CHIN 201 and CHIN 202.

CHIN 204 ■ Intermediate Chinese Conversation II ■ 2 credits

Continues skills in speaking Mandarin Chinese. Emphasizes conversational ability using daily life, structures, and vocabulary.
Prerequisite(s): CHIN 102
Corequisite(s): CHIN 201 and 202.

CHIN 297 ■ Independent Study ■ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic Center.
Prerequisite(s): instructor consent.

CHIN 301 ■ Advanced Chinese (Mandarin) ■ 4 credits

Concentrates on language mastery using spoken and written materials such as newspaper articles, modern expository prose, TV, plays, and movies.
Prerequisite(s): CHIN 202 or equivalent.

CHIN 302 ■ Advanced Chinese (Mandarin) ■ 4 credits

Continues concentration on language mastery using spoken and written materials such as newspaper articles, modern expository prose, TV, plays, and movies.
Prerequisite(s): CHIN 202 or equivalent.

CHIN 397 ■ Independent Study ■ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic Center.
Prerequisite(s): instructor consent.

CHIN 497 ■ Independent Study ■ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic Center.
Prerequisite(s): instructor consent.

CHIN 596 ■ Field Studies ■ 1-6 credits

Individualizes student placement for in-depth field study.
Prerequisite(s): WLC major or instructor consent.

CHIN 597 ■ Independent Study ■ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic Center.
Prerequisite(s): instructor consent.

CHS 206 ■ Civic Culture and Community Empowerment ■ 4 credits

This learning experience serves as a foundation course for the major in Collaborative Human Services. Here the student will understand the foundations of government and citizenship, the nature of civic culture and ways for entering community work. Empowerment and social change models will be discussed. Students will practice community assessment, asset mapping, group problem solving and action planning.

CHS 214 ■ International and Multicultural Women's Health and Social Issues ■ 4 credits

This learning experience will provide students with an opportunity to better understand the dimensions of women's health through a comparative and historic analysis of women's health status and issues in the U.S. and other countries. Readings and discussion will emphasize cross-cultural differences and issues related to social justice and health. Recommended preparation: CHS 313 or a Global Studies course or equivalent.

CHS 300 ■ Major ProSeminar ■ 4 credits

This learning experience introduces the essential elements of human service fields such as social work, probation, and public health, and includes professional ethics. Covers the benefits of, and obstacles to, the integration of these human service delivery systems. Assists students in preparing their learning plans.

CHS 301 ■ Case Management Practices ■ 4 credits

This learning experience provides students an introduction to the practical skills which human services practitioners use in assessing, planning, and addressing the needs of their clients.
Corequisite(s): CHS 301S or CHS 499.

CHS 301S ■ Case Management Practices Field Practicum ■ 1 credit

This learning experience will provide individualized student placement for in-depth field study as related to case management practices. Meets upper division Service Learning requirement. Credit/no credit only. Corequisite(s): CHS 301.

CHS 302 ■ Fundamentals of Collaboration and Leadership 4 credits

This learning experience provides students with core competencies of collaborative practice and leadership skills. The theory and methodology of collaboration in a variety of human service settings along with models for building and maintaining coalitions and partnerships will be presented. Students will participate in experiential exercises learning how to facilitate groups and practice leadership. These interprofessional competencies will enable students to help agencies and communities plan and implement integrated human service programs.

CHS 303 ■ Computer Applications in Human Services Delivery 1 credit

This learning experience will train students in the application of computers to human service delivery. Introduces various state-of-the-art human services software applications.
Prerequisite(s): CST 101 or equivalent.

CHS 304 ■ Lecture/Discussion Series on Human Services Collaboration ■ 1-4 credits

This learning experience will offer lectures and group discussions that cover specific topics of interest to individuals working to improve collaboration in their communities. Includes guest speakers from various human services and educational fields.

CHS 305 ■ Introduction to Program Planning and Evaluation 4 credits

This learning experience will introduce students to the basic concepts and processes in planning for health and human services programs. Cases will be multidisciplinary and will include problem assessment, goal and objective setting, design of implementation activities and methods of evaluation.

CHS 306 ■ Civic Culture and Community Empowerment ■ 4 credits

This learning experience serves as a foundation course for the major in Collaborative Human Services. Here the student will understand the foundations of government and citizenship, the nature of civic culture and ways for entering community work. Empowerment and social change models will be discussed. Students will practice community assessment, asset mapping, group problem solving and action planning.

CHS 308 ■ Research Methods ■ 4 credits

This learning experience provides knowledge of the fundamentals of research methods and their application in human service agency settings.
Prerequisite(s): STAT 200 or equivalent.

CHS 309 ■ Conflict Resolution, Negotiation and Mediation 4 credits

This learning experience will provide students with an opportunity to develop basic skills and knowledge in interpersonal and interorganizational conflict resolution, negotiation and mediation techniques through readings, and extensive role playing and scenario development, and discussion with guest speakers from the field.

CHS 311 ■ Introduction to Public Safety Administration ■ 4 credits

This learning experience introduces the fundamentals of public safety management. Examines the managerial skills required to coordinate those public services directly impacting public safety and assesses how best to employ them in the administration of justice.
Corequisite(s): CHS 311S or CHS 499.

**CHS 311S ■ Introduction to Public Safety Administration
Field Practicum ■ 1 credit**

This learning experience will provide individualized student placement for in-depth field study as related to introduction to public safety administration. Credit/no credit only.
Corequisite(s): CHS 311.

CHS 313 ■ Introduction to Community Health ■ 4 credits

This learning experience introduces students to the principles and practices of community health and includes diverse definitions of health and illness, models and goals of health education and health promotion, epidemiology, demography, environmental health, and the health of diverse communities throughout the life span.
Prerequisite(s): STAT 200 or equivalent; can be taken concurrently.
Corequisite(s): CHS 313S or CHS 499.

**CHS 313S ■ Introduction to Community Health Field Practicum
1 credit**

This learning experience will provide individualized student placement for in-depth field study as related to the introduction to community health. Meets upper division Service Learning requirement. Credit/no credit only.
Corequisite(s): CHS 313.

**CHS 314 ■ International and Multicultural Women's Health and
Social Issues ■ 4 credits**

This learning experience will provide students with an opportunity to better understand the dimensions of women's health through a comparative and historic analysis of women's health status and issues in the U.S. and other countries. Readings and discussion will emphasize cross-cultural differences and issues related to social justice and health.
Recommended preparation: CHS 313 or a Global Studies course or equivalent.

CHS 320 ■ Introduction to Policy Analysis ■ 4 credits

This learning experience introduces students to the process of how and why local, state and federal governments choose policies and programs directed at solving health and human services problems. Students will have an opportunity to examine the legislative process of "how a bill becomes law" and review actual cases of legislation at various levels of government.

**CHS 395 ■ Special Topics in Collaborative Human Services
1-4 credits**

This learning experience will explore a particular topic in collaborative human services. May be repeated for credit when topics vary.
Prerequisite(s): instructor consent.

CHS 397 ■ Independent Study ■ 1-4 credits

This learning experience offers students independent learning opportunities in a chosen specialty. Includes fieldwork to meet the required number of hours.
Prerequisite(s): instructor consent.

CHS 399 ■ Introduction to Field Practice ■ 1-2 credits

This learning experience will introduce new students in the CHS major to the field practice process. Discussion will include the application of academic work in practice settings, self-reflection, the roles and responsibilities between the student and their field instructor/mentor, and the relationships in a field practice setting.

CHS 400 ■ Senior Capstone Seminar ■ 2-4 credits

This learning experience provides the planning and preparation for a project or thesis which serves as the Capstone educational experience.

CHS 401 ■ Law and Social Welfare ■ 2-4 credits

This learning experience introduces the nexus of the rule and practice of law with that of human services, including an examination for collaborative responses to social problems. Students experience the overlap between the two systems by preparing a report of a client situation to a court having jurisdiction over the client.

CHS 405 ■ Advanced Evaluation Design ■ 1-4 credits

This learning experience will focus on the concepts, methods, rationale and uses of evaluation. Students will conduct an evaluation of a human service delivery system and will develop specific techniques in designing a formal evaluation strategy for a nonprofit organization or public sector agency.
Prerequisite(s): CHS 305 or equivalent.

**CHS 407 ■ Services and Supports for Adults and Seniors
4 credits**

This learning experience studies the relationship between (1) the conditions and characteristics of the at risk adult and senior population, and (2) the institutional services and supports intended to improve their situation. Involves simulations, interviews, and guest speakers in discussion labs.
Corequisite(s): CHS 407S or CHS 499.

**CHS 407S ■ Services and Supports for Adults and Seniors
Field Practicum ■ 1 credit**

This learning experience will provide individualized student placement for in-depth field study related to services and supports for adults and seniors. Meets upper division Service Learning requirement. Credit/no credit only.
Corequisite(s): CHS 407.

**CHS 408 ■ Services and Supports for Children and Youth
4 credits**

This learning experience explores the relationships among children, youth, and families, particularly those at risk, and the institutional services and supports intended to improve their wellbeing. Involves simulations, interviews, and hands-on experiences in discussion labs. Includes a practicum with a community-based, nonprofit organization or public agency.
Corequisite(s): CHS 408S or CHS 499.

**CHS 408S ■ Services and Supports for Children and Youth
Field Practicum ■ 1 credit**

This learning experience will provide individualized student placement for in-depth field study related to services and supports for children and youth. Meets upper division Service Learning requirement. Credit/no credit only.
Corequisite(s): CHS 408.

CHS 410 ■ Systems Management ■ 4 credits

This learning experience offers an introduction to general management theory and the concepts of systems management as they apply to human services, education, business processes, and information technology. Some of the topics will include definition and evolution of management control systems, principles of financial management, strategic planning, process reengineering, and project management.

CHS 415 ■ Community Economic Development ■ 1-4 credits

This learning experience analyzes the tools used in the field of community economic development including real estate development and finance of nonprofit enterprises, business development and other forms of community job formation.

CHS 416 ■ Advanced Practice in Social Work ■ 4 credits

This learning experience expands the knowledge and skills applicable in a variety of social work settings. Provides a conceptual approach to assessment of clients and their situations, and planning for effective interventions.
Prerequisite(s): CHS 301 and senior standing, or instructor consent.

**CHS 417 ■ Advanced Practice in Public Safety Administration
4 credits**

This learning experience develops generalizable skills for a variety of public safety and criminal justice settings.
Prerequisite(s): CHS 311 and senior standing, or instructor consent.

**CHS 419 ■ Advanced Practice in Health Care Systems and
Policy Analysis ■ 4 credits**

This learning experience will provide students with an opportunity to better understand and navigate the current U.S. healthcare system through an in-depth analysis of the history, organizations, providers, financing, and policies, both public and private, that have shaped this complex industry. Students will be introduced to public policy, economics, and organizational behavior.
Prerequisite(s): CHS 313.

CHS 420 ■ Advanced Public Policy Analysis ■ 4 credits

This learning experience will provide students with an opportunity to develop more advanced policy analysis knowledge and design skills through intensive case study and hands-on experience in formulating policy for specific health and human services' issues.
Prerequisite(s): CHS 320 or equivalent.

CHS 497 ■ Independent Study ■ 1-4 credits

This learning experience offers students independent learning opportunities in a chosen specialty. Includes fieldwork to meet the required number of hours.
Prerequisite(s): instructor consent.

CHS 499 ■ Senior Field Practice and Seminar ■ 3 credits

This learning experience will provide students with an opportunity to complete their required 400 field placement hours. Students will conduct an in-depth analysis of the systems within which they work, the relationships they have developed within the organization and with the populations they serve, and discuss their future role as human services professionals. Students select a placement in their area of concentration. Credit/no credit only.
Prerequisite(s): CHS 399.

CHS 595 ■ Special Topics ■ 1-6 credits

This learning experience will explore a particular topic in collaborative human services. May be repeated for credit when topics vary.
Prerequisite(s): instructor consent and graduate standing.

CHS 597 ■ Independent Study ■ 1-6 credits

This learning experience offers students independent learning opportunities in a chosen specialty. Includes fieldwork to meet the required number of hours.
Prerequisite(s): instructor consent and graduate standing.

CST 101 ■ Technology Tools ■ 4 credits

Laboratory course that provides hands-on projects using computers effectively, creatively, and ethically in a variety of applications. Covers solving problems, creating artwork, producing business documents and science lab reports, conducting library research, and communicating electronically.

CST 102 ■ The Internet ■ 4 credits

Laboratory course that examines the management and organizational structure of the Internet, its topography, transmission media, and participants. Covers HTML authoring, FTP, Telnet, newsgroups, and Gopher.
Prerequisite(s): CST 196.

CST 196 ■ Field Studies ■ 1-6 credits

Field study opportunities. Topics of study and credits arranged between student and faculty.
Prerequisite(s): instructor consent.

CST 197 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

CST 201 ■ Media Tools ■ 4 credits

Explores computer-based tools used in the design and creation of electronic media. Includes designing, creating, and editing electronic images, sounds, videos, text, and motion. Integrates multimedia authoring to design, manage, and execute a multimedia project.
Prerequisite(s): CST 101.

CST 231 ■ Problem Solving and Programming ■ 4 credits

Laboratory course that develops problem solving techniques while examining numerical and non-numerical problems from various disciplines. Covers designing solutions and programming in the C++ language.
Prerequisite(s): CST 101 or instructor consent.

CST 232 ■ MS Visual Basic Programming ■ 4 credits

Learn the fundamentals of Microsoft Visual Basic (VB), an easy-to-learn programming environment for Microsoft Windows. Learn how to develop simple standalone Windows applications. Topics include the VB programming environment, VB program structure, programming tools, active controls, menus, dialog boxes, file manipulation, graphics, use of the mouse and keyboard, data controls, and debugging techniques. This course includes PC laboratory time for a hands-on learning experience.
Prerequisite(s): Students should be familiar with using Microsoft Windows.

CST 233 ■ Intermediate Programming in MS Visual Basis ■ 4 credits

Focus on more advanced Microsoft Windows programming with Visual Basic in this hands-on, practical course. Learn how to build robust, complete Windows applications by sharpening your skills using Microsoft's Multiple Document Interface (MDI). Students also explore the use of Visual Basic for work with databases, for printing, and for interfacing with Windows and other applications. In a series of laboratory exercises, students design finished applications that include help files and distribution disks.
Prerequisite(s): Familiarity with Basic Visual Basic programming.

CST 251 ■ Basic Web Design ■ 2 credits

Focuses on Web-based design emphasizing color, bandwidth, layout, type, and creative design. Introduces GIF animation and JavaScript, plus reviews multimedia on the Web. Listed as CST 202 prior to Fall 1998.

CST 300 ■ Major ProSeminar ■ 4 credits

Helps students identify and articulate personal, professional, and social goals. Provides an integrated view of the telecommunications, multimedia, and applied computing major and its requirements. Students develop a plan for their learning goals. Note: required for entry into the major.
Prerequisite(s): CST 101, CST 102, or instructor consent.

CST 303 ■ Computers in Schools ■ 4 credits

Presents an overview of computer technology and its applications, and how to use computers effectively, creatively, and ethically in educational settings. Uses and evaluates software for teaching, learning, and managing classrooms in collaboration with the Monterey Bay Technology Education Center (MBTEC). This course meets liberal studies and teaching credential competencies.
Prerequisite(s): CST 101 or instructor consent.

CST 304 ■ Publication Design ■ 4 credits

Project-based course introduces page layout design for print and screen. Students work in QuarkXpress and Adobe Acrobat, but competency in Adobe Illustrator and PhotoShop is essential. Emphasizes use of type, typesetting techniques, legibility, and design composition. Covers scanning, importing files, and mastering digital prepress production. Some field trips.
Prerequisite(s): CST 328 and CST 308.

CST 308 ■ Management and Design ■ 4 credits

Focuses on the design process and the management tools to facilitate the creation of multimedia Web-based video communications projects. Students demonstrate proficiency in project management and project design using formal and informal design processes. Covers multimedia production, project management, budgets, and legal and contractual issues.
Prerequisite(s): CST 201.

CST 310 ■ Telecommunications and Society ■ 4 credits

Covers hardware, internals, software of computer networking, and the social and economic impact of telecommunications. Presents existing and future telecommunications technologies, basic communications principles, and applications of modem dial-in, ISDN, and high-speed networking with operating systems.

CST 311 ■ Introduction to Telecommunications ■ 4 credits

Hands-on laboratory presents an overview of current and emerging technologies in telecommunications systems and its industry.
Prerequisite(s): CST 101 or instructor consent.

CST 312 ■ Telecommunications Standards ■ 4 credits

Covers national and international organizations and mechanisms for creating telecommunications standards using the OSI model, TCP/IP Internet standards, Ethernet, and ATM high-speed networking.
Prerequisite(s): CST 311.

CST 313 ■ Telecommunications Management ■ 4 credits

Introduces management tools, skills, and information to design, implement, and manage telecommunications and data communications networks. Includes network design, monitoring, and security.
Prerequisite(s): CST 311 or concurrent enrollment in CST 311, or instructor consent.

CST 314 ■ Telecommunications Regulations, Policy, and Social Issues ■ 4 credits

Covers the global changes in telecommunications regulatory policies and the integration of telecommunications with wireless, video distribution, the Internet, and its impact on society and culture.
Prerequisite(s): CST 311 or instructor consent.

CST 315 ■ Internetworking Protocols ■ 4 credits

Explores TCP/IP, security, firewalls, bridging, routing, and other aspects of Internetworking.
Prerequisite(s): CST 312 or CST 313, or instructor consent.

CST 321 ■ Multimedia I ■ 4 credits

Introduces authoring tools and presents the principles of interactive multimedia design, design documents, project management and production, and asset management of images, text, sound, animation, and code.
Prerequisite(s): CST 201 or instructor consent.

CST 322 ■ Multimedia II ■ 4 credits

Continues developing interactive multimedia design and production through collaborative projects with clients. Emphasizes multimedia design and production skills, critiquing, and graphic abilities.
Prerequisite(s): CST 321 or instructor consent.

CST 324 ■ Multimedia Integration ■ 4 credits

Covers creating, managing, and manipulating multimedia assets, text, graphics, videos, sounds, and other digital resources. Focuses on software and hardware for standalone and Web-based products. Includes the integration of desktop video, music (MIDI), and media conversation and compression. Listed as Technical Forum prior to Fall 1997.
Prerequisite(s): CST 321 or instructor consent.

CST 328 ■ Digital Art and Design ■ 4 credits

Project-based approach to creating graphics in digital format and exploring aesthetics of electronic publishing. Includes typography, layout, proportion, and color. Listed as Multimedia Design Principles prior to Spring 1997.
Prerequisite(s): CST 201 or instructor consent.

CST 331 ■ Computer Graphics ■ 4 credits

Laboratory course that presents the tools for designing and developing computer graphic scenes and systems to create computer graphics programs.
Prerequisite(s): C/C++, CST 231 or equivalent, or instructor consent.

CST 332 ■ Computer Imaging ■ 4 credits

Project-based course explores imaging applications, vision systems, and video equipment.
Prerequisite(s): C/C++, CST 231 or equivalent, or instructor consent.

CST 334 ■ UNIX and X Windows ■ 4 credits

Introduces the UNIX operating system, X Windows environment, and its interface layers.
Prerequisite(s): C/C++, CST 231 or equivalent, or instructor consent.

CST 336 ■ Internet Programming ■ 4 credits

Introduces topics of Internet programming. Covers Java and PERL languages. Listed as CST 335 prior to Spring 1997.
Prerequisite(s): UNIX, C/C++, CST 231 or equivalent, or instructor consent.

CST 337 ■ Computing Architectures and Environments ■ 4 credits

Studies computer architectures, operating systems, and computer systems management. Includes data representation, memory, registers, and internals of common computers and user system interfaces. Knowledge of C/C++ programming helpful but not mandatory.
Prerequisite(s): CST 101 or instructor consent.

CST 338 ■ Software Design ■ 4 credits

Presents basics of applied computing to analyze and evaluate various algorithms for solving problems. Covers software engineering principles and introduces heuristics.
Prerequisite(s): C/C++, CST 231 or instructor consent.

CST 341 ■ Introduction to Instructional Design ■ 4 credits

Introduces instructional design to create training and educational materials in business and education. Includes the principles of design for job aids, videos, programming, and computer-based training.
Prerequisite(s): instructor consent.

CST 351 ■ Web Design ■ 4 credits

Focuses on Web-based design and project management emphasizing color, bandwidth, layout, type, and creative design. Introduces GIF animation and JavaScript, plus reviews multimedia on the Web.
Prerequisite(s): CST 102, CST 308 and CST 328, or instructor consent.

CST 361S ■ Technology Tutors ■ 4 credits

Presents skills to interact with students, instructors, and public schools using such multimedia tools as HyperStudio, KidPix, HTML, Claris Homepage, and PageMill.
Prerequisite(s): CST 101, CST 102, or equivalent.

CST 362S ■ Technology and Communities ■ 2 credits

Presents skills to assist nonprofit organizations and community agencies by creating databases and Webpages, establishing telecom connections, and programming. Applies digital design skills to multimedia, Web, and print graphics. Note: students must also participate in required service placements; hours to be arranged.
Prerequisite(s): CST 201, 202, 328, and 342.

**CST 371 ■ Current Issues in Communications and Technology I
4 credits**

Introduces viewing and analysis of television production. Studies the political, social, and economic issues of communication and new technology. Focuses on written critical reviews, debate, public presentations, and collaborative work with professional news staff and educational instructional developers. Listed as CST 384 prior to Fall 1996.
Prerequisite(s): instructor consent.

CST 395 ■ Special Topics ■ 1-6 credits

Specialized study of a particular topic within the Institute of Communications Science and Technology. May be repeated for credit when topics vary.
Prerequisite(s): instructor consent.

CST 396 ■ Field Studies ■ 1-6 credits

Student and faculty member select topic of field study and number of credits.
Prerequisite(s): instructor consent.

CST 397 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

CST 397S ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

CST 400 ■ Senior Capstone Project Planning ■ 4 credits

Students create and execute a detailed ICST Capstone project plan with the approval of the student's advising committee. Meets two hours per week for discussion and advisement. Credit/no credit only. Formerly Senior Capstone Project.
Prerequisite(s): senior standing in the telecommunications, multimedia, and applied computing program.

CST 401 ■ Capstone Lab ■ 4 credits

Laboratory course supports students during the creation of their Capstone projects and assessment for Capstone outcomes. Meets two hours per week for discussion and advisement. Credit/no credit only.
Prerequisite(s): CST 400.

CST 404 ■ Publication Workshop ■ 4 credits

This is an advanced design class dealing with principles of visual hierarchy and the sequencing of information as part of an overall systems approach. The course also focuses on the practical issues of traditional print and emerging electronic production skills.

CST 415 ■ Multimedia Networking ■ 4 credits

Covers design, management, and characteristics of multimedia traffic and its delivery over the Internet, LAN, and WAN.
Prerequisite(s): CST 315 or instructor consent.

CST 416 ■ Advanced Networking ■ 4 credits

Focuses on wireless, ATM, personal satellite communications, high-speed Ethernet, and new versions and applications of Internet protocols. Includes hands-on experience with telecommunications equipment.
Prerequisite(s): CST 311.

CST 424 ■ Multi Media Workshop ■ 4 credits

This course is an advanced course covering the complex sets of issues and opportunities brought about through integrated multimedia, Web, print, video projects. In this course students will explore the specialized software used in integrating multimedia applications for complex interactive presentations. Depending on the semester this course may be individual projects or group projects associated with university, Capstone, or Service Learning projects. Check with department office for details each semester.
Prerequisite(s): CST 324 or instructor consent.

**CST 431 ■ Advanced Computer Graphics: Selected Topics
and Projects ■ 4 credits**

Project-based course discusses ray tracing and modeling with splines and nurbs and includes a semester-long, Capstone project.
Prerequisite(s): some calculus and algebra, CST 331, or instructor consent.

**CST 432 ■ Advanced Computer Imaging: Selected Topics
and Projects ■ 4 credits**

Discusses areas of image understanding and frequency domain analysis of images. Focuses on the analysis, design, and implementation of imaging tools.
Prerequisite(s): some calculus and algebra, CST 332, or instructor consent.

CST 442 ■ Advanced Instructional Design ■ 4 credits

Application of systematic instructional design and development techniques. The student functions as an instructional planner and performs key instructional design/product development tasks such as assessing instructional needs and developing detailed design specification, prototypes and final instructional products. Emphasis on developing products for incorporation into an instructional design portfolio.
Prerequisite(s): CST 342 or instructor consent.

CST 443 ■ Multimedia Instruction Practicum ■ 4 credits

Applies computer-based delivery systems, multimedia tools, and resources to develop interactive, multimedia solutions specific to communications problems.

CST 451 ■ Web Production ■ 4 credits

Web-based design and project management continuing developing skills and techniques introduced in CST 351. Includes integration of GIF animation, JavaScript, Acrobat, Shockwave, audio, and video.
Prerequisite(s): CST 201, CST 308, CST 328, CST 351 or equivalent, or instructor consent.

CST 472 ■ Video and Teleconferencing Practicum ■ 4 credits

Students manage and produce multimedia presentations and video conferencing solutions to communications problems.

CST 596 ■ Field Studies ■ 1-6 credits

Student and faculty member select advanced topic of field study and number of credits.
Prerequisite(s): instructor consent.

CST 597 ■ Independent Study ■ 1-6 credits

Student and faculty member select advanced topic of study and number of credits.
Prerequisite(s): instructor consent.

ED 550 ■ Health Education for the Classroom Teacher ■ 2 credits

Focus is on health topics as they relate to the teaching and learning environments (preschool to adult). Current issues and problems of individual, family, and community health concerns are identified in the social and school context. Theories, organization, methods, and materials for the understanding and the teaching of health education are explored. This course fulfills the California health education requirement for the clear credential. The state CPR requirement is not part of this course.

ED 560 ■ Mainstreaming the Exceptional Child ■ 3 credits

Provides participants with the required competencies to assist in teaching exceptional students and information needed to meet federal and state mandates for serving children and youth with disabilities in schools. The course includes exploration of educational laws, IEP's, service delivery systems, modification of instructional methods, and assessment processes to support inclusion and mainstreaming of students with exceptionality in regular education environments. Fulfills state requirement for clear credential.

ED 575 ■ Teacher's Academy ■ 2 credits

Practical applications of teaching theory, methodology, and pedagogy of learning. This course is co-taught by university professor(s), local classroom teachers, and specialists in the field of K-12 teaching. Content covers classroom management, lesson plans, Ed Law, and instructional strategies in curriculum content areas with a special emphasis on SDAIE and ELD techniques for teaching in our diverse population.

ED 590 ■ Remedies for Reading Disability ■ 2 credits

An in-depth study of remedies for reading disability including students of dyslexia. Strategies for building phonemic awareness and analytic language instruction for students with reading disabilities. (Off campus—Chartwell School, Monterey.)

ED 591 ■ Phonics and Beyond ■ 2 credits

An in-depth study of the importance of explicit, multisensory phonics instruction in developing literacy skills. Both phonics theory and practical suggestions will be covered in this class. The final day will address derivational morphology as another important language structure in reading and spelling development. (Off campus—Chartwell School, Monterey.)

ED 592 ■ Reading Academy ■ 3 credits

Focus will be on examining the different reading models for best practices in teaching reading to K-8 students based upon the new reading standards and the reading/language arts framework.

ED 593 ■ Math Academy ■ 3 credits

Focus will be on examining best practices for the teaching of math to K-8 students. Participants will address and correlate the new curriculum math standards through teaching for concept understanding, problem solving, and critical thinking.

ED 594 ■ Science Academy ■ 3 credits

Focus will be on examining best practices for the teaching of science to K-8 students. Participants will address the new curriculum science standards through teaching science as a hands-on, experiential learning experience. Science programs that promote learning through a constructivist approach will be explored.

ED 595 ■ Special Topics ■ 1-8 credits

Studies a particular topic in education. May be repeated for credit when topics vary.
Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

ED 596 ■ Seminar on Transformative Literacy ■ 4 credits

An invitation to build cross-cultural linguistic experiences with Zapotec traditions in Teotitlan del Valle, Oaxaca, Mexico. Participants will explore the many dimensions of transformative Education with seminar focus on teachers as researchers, co-teaching in local schools, and indigenous/family knowledge. (Off campus—Mexico.)
Prerequisite(s): Completed application packet and instructor approval.

ED 597 ■ Independent Study ■ 1-6 credits

Student and faculty member select advanced topic of study and number of credits.
Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

ED 598 ■ Instructional Strategies Through ITI for English Language 3 credits

This course will strengthen the practicing classroom teacher's expertise in teaching various instructional strategies (bilingual methodology, SDAIE, ELD, reciprocal teaching) through Integrated Thematic Instruction (ITI) in multiple curricular areas for English Language Learners.

ED 601 ■ Stage I Student Teaching ■ 3 credits

Includes observation, participation, planning, and practice teaching in public school classrooms. Discusses issues, concerns, and solutions to problems encountered in practice teaching. Class contact time and attendance differs substantially from general patterns of class attendance.
Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.
Corequisite(s): ED 602.

ED 602 ■ Stage I Student Teaching Seminar ■ 1 credit

Discusses issues, concerns, and problems arising from student teaching for analysis and problem solving. Links theory to practice and practice to theory. Class contact time differs substantially from general patterns of class attendance.
Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.
Corequisite(s): ED 601.

ED 603 ■ Stage II Student Teaching ■ 8 credits

Continuation of Intern Teachers' field-based experience in their own classroom. The Intern Teacher will have full responsibility for planning and instruction in all subject areas at their grade level. A district support provider, university supervisor, and site administrator (principal) will support the Intern Teacher during this experience. Seminar sessions are held throughout the semester to discuss issues, concerns, and problem-solve solutions that a new teacher may have. Enrollment restricted. See footnote.
Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.
Corequisite(s): ED 604.

ED 604 ■ Stage II Student Teaching Seminar ■ 1 credit

Discuss issues, concerns, and problems arising from student teaching for analysis and problem solving. Links theory to practice and practice to theory. Class contact time differs substantially from general patterns of class attendance.
Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.
Corequisite(s): ED 603.

ED 610 ■ Language Acquisition for Teachers ■ 3 credits

Introduction to the basic elements of language, including universals and differences. Theory and research in first and second language development are included. This course is a pre-requisite teacher preparation course for entry to the CLAD/BCLAD credential program.

ED 611 ■ Teaching and Learning ■ 4 credits

Introduces the learning process in public schools. Examines the connection between human development learning strategies and cultural context, and the psychological principles underlying culturally congruent pedagogy. Includes three credit hours of coursework and two hours of fieldwork weekly.
Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

ED 612 ■ Pedagogy for Linguistic Diversity ■ 4 credits

Examines the issues and solutions involved in the education of students from diverse language backgrounds. Develops an understanding of the historical, social, legal, and political foundations of language minority education. Explores the theoretical foundations of language acquisition and develops strategies and approaches for working effectively with English learners.
Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

ED 613 ■ Math Methodology ■ 3 credits

Examines approaches and strategies for math content instruction. Students plan and implement strategies in classroom simulations and in the field. Includes three hours of classroom experience weekly. Previously ED 614.
Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

ED 614 ■ Interdisciplinary Content ■ 4 credits

Examines approaches and strategies for content instruction. Students plan and implement strategies in classroom simulation and in the field. Includes four hours of classroom experience weekly.
Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

ED 615 ■ Methodology for Bilingual Instruction ■ 4 credits

Examines the philosophical assumption of the models and organization of bilingual instruction and their effectiveness with diverse student backgrounds. Discusses research in dual-language instruction and the application of research in instructional planning. Includes four hours of classroom experience weekly.
Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

ED 616 ■ Language and Literacy Across the Curriculum I ■ 3 credits

Introduces approaches to the development of language and literacy in an elementary school. Develops the theoretical foundations of literacy development and the skills and strategies for teaching reading and writing school curriculum. Previously known as ED 613.
Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

ED 617 ■ Language and Literacy Across the Curriculum II
3 credits

Introduces approaches to the development of language and literacy in an elementary school. Develops the theoretical foundations of literacy development and the skills and strategies for teaching reading and writing school curriculum. Previously known as ED 613. Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

ED 620 ■ ProSeminar in Multicultural/Bilingual Education
4 credits

Required introductory seminar that examines cultural and political context of learning. Students contrast differing perspectives to understand the school experience of students from diverse sociocultural groups. Students develop portfolios and a learning plan for completing a graduate program.

Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

ED 621 ■ Qualitative and Quantitative Research Methods in Education ■ 4 credits

Students will develop skills in critically consuming educational research, as well as rudimentary skills in designing research. They will explore the uses of ethnography in cultural anthropology and its translation into educational research, and uses of descriptive statistics for education research. Students will also examine uses of action research in the classroom or other educational setting, and design an action research project to work on throughout their graduate program.

ED 622 ■ Ethnographic Research for Multicultural Teaching
4 credits

Students develop a working familiarity with a variety of research methods. They focus on ethnographic research skills, and complete a mini-research project. They will complete their proposal for the MA project or thesis in this course.

Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

Corequisite(s): ED 620.

ED 632 ■ Integrating the Arts into the Classroom ■ 4 credits

Designed to be team-taught by specialists such as a musician, an artist, and literacy instructor with special focus on an interdisciplinary approach to extending literacy across curriculum. Students will learn to use and develop readers' theater, mime, roleplaying, dramatics, and movement as vehicles for the development of literacy. They will integrate art, music and use of literature as a natural base for instruction, and develop public presentation skills focusing on diverse audiences.

ED 633 ■ Advanced Children's Literature ■ 4 credits

Through reading, discussing and analyzing literature written by authors from diverse ethnic and linguistic backgrounds, they will make connections that can facilitate and expand reading and writing skills of children. Students will identify bias-free literature, design reading aloud activities, and practice effective story telling techniques.

Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

ED 634 ■ Literacy for Linguistically Diverse Learners ■ 4 credits

Includes teaching and learning theory, instructional strategies for linguistically mixed classrooms, and literacy assessment. Examines and analyzes trends in teaching literacy by looking at the social, cultural, and linguistic factors that influence the acquisition and development of literacy by second-language learners. Students diagnose the literacy skills of first- and second-language learners, apply various methods of bilingual instruction, instruct on English language development, and SDAI delivered in English.

Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

ED 635 ■ Biliteracy for Spanish/English Learners ■ 4 credits

This course is designed for teachers in designated Spanish/English bilingual classrooms. Students will learn the processes and effective strategies for teaching reading and writing to bilingual students as well as assessment of literacy. This class will be taught in Spanish.

Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

ED 636 ■ Culture, Development, and Cognition ■ 4 credits

Students will examine relationships between home culture, child development, cognitive style, and experiential learning of children in diverse cultural contexts. They will examine culturally different communities and families as contexts for child development. They will learn to apply principles of Vygotsky to their teaching. They will examine the effectiveness of culturally congruent instruction, and develop their expertise in constructing and using culturally congruent instructional strategies in their own classrooms.

Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

ED 637 ■ Multicultural Curriculum Design ■ 4 credits

Students will analyze curriculum frameworks and materials that are recommended for multicultural teaching. They will develop a collection of good, useful multicultural and bilingual teaching resources, and networks for finding resources. They will practice constructing and teaching multicultural curriculum using different models of multicultural curriculum construction, and analyze the impact of their teaching on students.

Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

ED 638 ■ Technology as a Tool for Creativity in Multicultural Classrooms ■ 4 credits

Covers basic skills in computer use for effective instruction in various content areas (literacy, math, or science). Focuses on technology for capitalizing on children's creativity, helping children create knowledge, and taking responsibility for learning. Emphasizes new uses of technology for effective instruction in culturally diverse classrooms. Uses software packages such as HyperStudio, KidPix, and various email strategies.

Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

ED 640 ■ Pluralism, Politics, and School Practices ■ 4 credits

Students will examine politics surrounding educational policies and instructional practices for addressing cultural, linguistic, and gender diversity. They will examine their own schools and communities as political institutions, and develop strategies for negotiating and advocating for change in a politically astute manner.

Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

ED 641 ■ Paradigms in Assessment ■ 4 credits

Students will describe, interpret, and use multiple paradigms for student assessment (such as standardized assessment, authentic/portfolio assessment). This course will help to situate the development and use of various forms of assessment in a historic and political context.

ED 670 ■ Capstone Seminar ■ 4 credits

This is the culminating learning experience for the MA in Education. By the time students begin this seminar, they should have collected data or completed at least half of the project. In the seminar, students will share their projects with each other for feedback, and polish the final version of their projects. Students will also complete the professional portfolio. Prerequisite(s): ED 620, ED 622, and MA Thesis proposal approved, and admission to CLAD/BCLAD credential program or instructor consent.

ED 690 ■ Action Thesis Advising ■ 1 credit

Students should register for one credit of this course every semester between completion of research methods and Capstone.

ED 699 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study of number of credits.

Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

EDI 575 ■ Teachers' Academy ■ 2 credits

This course combines practical applications of teaching theory, methodology, and pedagogy of learning. This course is co-taught by university professor(s), local classroom teachers, and specialists in the field of K-12 teaching. Content covers classroom management, lesson plans, Ed Law, and instructional strategies in curriculum content areas with a special emphasis on SDAIE and ELD techniques for teaching in our diverse population. Service Learning as an instructional strategy is also integrated into the curriculum.

Prerequisite(s): Instructor consent.

EDI 601 ■ Stage I Student Teaching ■ 2 credits

Includes observation, participation planning, and practice teaching in public school classrooms. Discusses issues, concerns, and solutions to problems encountered in practice teaching. Class contact time and attendance differs substantially from general patterns of class attendance.

Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

Enrollment is restricted to candidates admitted to CSUMB Teaching Internship Program (CTIP). Corequisite(s): EDI 602.

EDI 602 ■ Student Teaching/Seminar ■ 2 credits

This course is for the continuation of Intern Teachers' field-based experience in their own classroom. The Intern Teacher will have full responsibility for planning and instruction in all subject areas at their grade level. A district support provider, university supervisor, and site administrator (principal) will support Intern Teacher during this experience. Seminar sessions are held throughout the semester to discuss issues, concerns, and problem-solve solutions that a new teacher may have. Enrollment restricted. See footnote.

Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

Enrollment is restricted to candidates admitted to CSUMB Teaching Internship Program (CTIP).

EDI 603 ■ Student Teaching/Seminar ■ 7 credits

For the continuation of the Intern Teachers' field-based experience in their own classroom. Intern Teacher will have full responsibility for planning and instruction in all subject areas at their grade level. A district support provider, university supervisor, and site administrator (principal) will support the Intern Teacher during this experience. As part of this course, seminar sessions are held to discuss issues, concerns, and to problem-solve solutions that a new teacher may have.

Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.

Enrollment is restricted to candidates admitted to CSUMB Teaching Internship Program (CTIP).

EDI 604 ■ Student Seminar ■ 1 credit

Discuss issues, concerns, and problems arising from student teaching for analysis and problem solving. Links theory to practice and practice to theory. Class contact time differs substantially from general patterns of class attendance.

EDI 611 ■ Teaching and Learning ■ 4 credits

Introduces the learning process in public schools. Examines the connection between learning strategies and cultural context and the psychological principles underlying culturally congruent pedagogy. Includes three credit hours of coursework and two hours of fieldwork weekly.
Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.
Enrollment is restricted to candidates admitted to CSUMB Teaching Internship Program (CTIP).

EDI 612 ■ Pedagogy for Linguistic Diversity ■ 4 credits

Examines the issues and solutions involved in the education of students from diverse language backgrounds. Develops an understanding of the historical, social, legal, and political foundations of language minority education. Explores the theoretical foundations of language acquisition and develops strategies and approaches for working effectively with English learners. (Emphasis on Single Subject—Secondary Level will be in section four only).
Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.
Enrollment is restricted to candidates admitted to CSUMB Teaching Internship Program (CTIP).

EDI 613 ■ Language and Literacy Development Across the Curriculum ■ 4 credits

This course introduces approaches to the development of language and literacy in an elementary school. Develops the theoretical foundations of literacy development and the skills and strategies for teaching reading and writing school curriculum.
Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.
Enrollment is restricted to candidates admitted to CSUMB Teaching Internship Program (CTIP).

EDI 614 ■ Interdisciplinary Content ■ 2 credits

Examines approaches and strategies for content instruction. Students plan and implement strategies in classroom simulations and in the field. Includes three hours of classroom experience weekly.
Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.
Enrollment is restricted to candidates admitted to CSUMB Teaching Internship Program (CTIP).

EDI 615 ■ Methodology for Bilingual Instruction ■ 4 credits

Examines the philosophical assumption of the models and organization of bilingual instruction and their effectiveness with diverse student backgrounds. Discusses research in dual-language instruction and the application of research in instructional planning. Includes two hours of classroom experience weekly.
Prerequisite(s): admission to CLAD/BCLAD credential program or instructor consent.
Enrollment is restricted to candidates admitted to CSUMB Teaching Internship Program (CTIP).

ESSP 110 ■ Chemistry I ■ 3 credits

Introduces the nature of matter, chemical reactions, stoichiometry, gases, energy and energy transformations, atomic and molecular structure, and chemical bonding. Required of all ESSP majors. Includes assessment for Physical Science component of Liberal Studies "Natural Sciences" MLO.
Prerequisite(s): Concurrent enrollment in or completion of MATH 100 or MATH 130 (MATHCOM ULR). Completion of high school chemistry is strongly recommended.

ESSP 110L ■ Chemistry I Laboratory ■ 1 credit

Lab course for ESSP 110. Required of all ESSP majors.
Corequisite(s): ESSP 110.

ESSP 111 ■ Chemistry II ■ 3 credits

Develops problem solving skills related to solutions, thermodynamics, kinetics, chemical equilibrium, acids and bases, organic chemistry, electrochemistry, metal complexation, and nuclear chemistry. Required of all ESSP majors.
Prerequisite(s): ESSP 110 and ESSP 110L, or equivalents.
Corequisite(s): ESSP 111L.

ESSP 111L ■ Chemistry II Laboratory ■ 1 credit

Laboratory course for Chemistry II. Required of all ESSP majors.
Prerequisite(s): ESSP 110 and ESSP 110L, or equivalents.
Corequisite(s): ESSP 111L.

ESSP 195 ■ Astronomy ■ 4 credits

Provides an overview of modern astronomy and its methods. Covers galaxies, quasars, stars, black holes, and planets. Emphasizes the origins, evolution, and physical properties of our solar system. For nonscience majors.
Prerequisite(s): none; high school algebra and physics are recommended.

ESSP 197 ■ Independent Study ■ 1-6 credits

Independent Study for first-year students. Students must obtain the signature of their independent study supervisor before enrolling in ESSP 197.
Prerequisite(s): instructor consent.

ESSP 201 ■ The Nature of Science ■ 4 credits

Introduces science as a method of studying and understanding the manifest universe. Promotes critical thinking, problem solving, and scientific literacy through an understanding of the process and product of scientific inquiry.
Prerequisite(s): ENGCOM ULR part A. MATHCOM ULR
Corequisite(s): ESSP 201L.

ESSP 201L ■ The Nature of Science Laboratory ■ 1 credit

Required lab course for ESSP 201.
Corequisite(s): ESSP 201.

ESSP 202 ■ Human Interactions with the Environment ■ 4 credits

Surveys local and global environmental problems and solutions including water resources, human population growth, biodiversity, pollution, and recycling. For nonscience majors.
Prerequisite(s): ENGCOM ULR part A and MATHCOM ULR. Completion of ESSP 201 is strongly recommended.

ESSP 204 ■ Introduction to Life Sciences ■ 4 credits

Emphasizes life sciences using hands-on activities, experimentation, and computers to learn about cells, biological evolution, molecular and ecological interdependence of organisms, energy and organization in living systems, and molecular biology. For nonscience majors. Includes assessment for the Life Science component of Liberal Studies "Natural Sciences" MLO.
Prerequisite(s): MATH 100 or MATH 130; CST 101 or equivalent.

ESSP 220 ■ Physics I with Calculus: Earth Systems Applications 3 credits

Emphasizes computer-based applications, active and experiential learning, and laboratory exercises. Covers theme-based physics topics on mechanics, energy, fluids, thermodynamics, and waves. Required for all ESSP students. Formerly known as ESSP 120.
Prerequisite(s): MATH 155, ESSP 110, or equivalent, or instructor consent.
Corequisite(s): ESSP 220L.

ESSP 220L ■ Physics I with Calculus: Earth Systems Applications 1 credit

Required lab course for ESSP 220.
Corequisite(s): ESSP 220.

ESSP 221 ■ Physics II with Calculus: Earth Systems Applications 3 credits

Covers topics in electricity, magnetism, and optics. Emphasizes active and experiential learning, lab-based activities, and practical applications.
Prerequisite(s): ESSP 220.
Corequisite(s): ESSP 221L.

ESSP 221L ■ Physics II with Calculus Laboratory: Earth Systems Applications ■ 1 credit

Laboratory course for ESSP 221.
Prerequisite(s) ESSP 220, ESSP 220L, or equivalent.
Corequisite(s): ESSP 221.

ESSP 240 ■ Biology: Earth Systems Applications ■ 3 credits

Examines the evolutionary and ecological relationships of organisms with their environment, as well as processes that determine biological diversity. Identifies the components of the biosphere and studies its interactions with other earth system spheres. May include one or more weekend field trips.
Prerequisite(s): ESSP 110 and ESSP 110L or equivalent.
Corequisite(s): ESSP 240L.

ESSP 240L ■ Biology: Earth Systems Applications ■ 1 credit

Lab course for ESSP 240.
Corequisite(s): ESSP 240.

ESSP 241 ■ Biology II: Cells, Genetics, and Organisms ■ 3 credits

Introduces cellular and molecular biology, plant and animal physiology and development, and principles of genetics. Spring semester.
Prerequisite(s): ESSP 111 and ESSP 111L or equivalents.

ESSP 241L ■ Biology II: Cells, Genetics, and Organisms ■ 1 credit

Laboratory course for ESSP 241. Required of students in biological science teacher preparation concentration. Not required for physical science teacher preparation concentration. Spring semester.
Corequisite(s): ESSP 241.

**ESSP 260 ■ Geology and Hydrology: Earth Systems Applications
3 credits**

Introduces geology and hydrology in the Monterey Bay area. Includes the rock cycle, weathering and erosion, soil formation, mass wasting (landslides), water resources and law, the hydrologic cycle, geologic time, and plate tectonics. May include one or more weekend field trips.

Prerequisite(s): ESSP 110 and ESSP 110L or equivalent.

Corequisite(s): ESSP 260L.

**ESSP 260L ■ Geology and Hydrology: Earth Systems Applications
1 credit**

Required lab course for ESSP 260.

Prerequisite(s): ESSP 110 or equivalent.

Corequisite(s): ESSP 260.

ESSP 271 ■ THE OCEANS ■ 2 credits

Physical, chemical, biological, and geological features of the earth's oceans. Greater emphasis will be placed upon regional oceanic characteristics.

Prerequisite(s): ESSP 110.

ESSP 272 ■ THE ATMOSPHERE ■ 2 credits

Introduction to the chemical and physical nature of the atmosphere and its interaction with the oceans. Topics include weather and climate, storms, general air circulation, descriptive meteorology, clouds, and atmosphere-ocean interactions.

Prerequisite(s): ESSP 110.

**ESSP 280 ■ Economics, Policy, and Management: Earth Systems
Applications ■ 4 credits**

With a focus on environmental stewardship and sustainability, students examine the principles of economics, natural resource limitations and management, and the role of science in public policy decision making. Students apply economic theory and analysis to evaluate environmental problems. Emphasis is placed on problems and policies that impact marine and coastal ecosystems.

Prerequisite(s): MATH 155 or equivalent, or instructor consent.

**ESSP 282 ■ Monterey Bay: A Case Study in Environmental Policy
4 credits**

Introduces the physical, biological, and geological sciences of the Monterey Bay area. Discusses human impacts on the region and the state and federal policies established to protect the Monterey Bay region. For nonscience majors.

**ESSP 295 ■ Special Topics in Earth Systems Science & Policy
2-4 credits**

Studies a particular topic in Earth Systems Science & Policy. May be repeated for credit when topics vary.

Prerequisite(s): varies with different topics.

ESSP 297 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

**ESSP 300 ■ Reading, Writing, and Critical Thinking in Earth
Systems Science & Policy ■ 4 credits**

Introduces students to the modes and methods of scientific written discourse and library research skills that they will need to complete their Capstone project. Students write a comprehensive learning plan that integrates their ESSP concentration, Capstone interests, upper-division ESSP courses, and personal and professional goals. Required of all ESSP majors.

Prerequisite(s): Part 1 of ENG COM ULR; upper division standing.

**ESSP 301 ■ Ecosystem Services: Scientific and Economic Analyses
4 credits**

Covers the services and goods that natural ecosystems provide. Explores the scientific framework of ecosystem services, their disruption or disturbance, economic and ecological values, methods of analyzing these values, and policy implications. Fall semester. ESSP case studies course.

Prerequisite(s): MATH 155, ESSP 240, ESSP 260, ESSP 280, or equivalent, and upper division standing or instructor consent. STAT 250 recommended.

ESSP 302 ■ Sustainable Systems ■ 4 credits

Evaluates the definition of sustainability from individual dwellings and institutions to the interactions between ecosystems and patterns of global commerce and resource use. Analyzes the science, economics, and policy issues associated with resource efficient technologies for sustainable design. Not offered in 1999-2000. ESSP case studies course.

Prerequisite(s): ESSP 111, ESSP 240, ESSP 280, or equivalents, and upper division standing.

ESSP 303 ■ California Transect Orientation ■ 1 credit

Mandatory orientation for ESSP 303L. Must be taken the spring semester immediately preceding the summer session. Formerly known as ESSP 290 or ESSP 301 DO.

Prerequisite(s): Completion of or concurrent enrollment in ESSP 240, ESSP 260, ESSP 280, or equivalents, and upper division standing.

ESSP 303L ■ California Transect ■ 4 credits

Two-week summer field course where students integrate geology, hydrology, ecology, and policy issues of central California while traveling from Mono Lake to Point Reyes. Involves primitive (no water or toilets) camping and strenuous hiking. Fee charged for food, transportation, and lodging. Formerly known as ESSP 290, and ESSP 301D. ESSP case studies course.

Prerequisite(s): ESSP 303 and instructor consent.

ESSP 304 ■ Environmental Geology for Teachers ■ 3 credits

Inquiry-driven study of California geology and of geologic hazards such as earthquakes, landslides, floods, and volcanoes. Includes focus on water resources and contamination and the development of water quality sampling projects suitable for K-12 science classes. Students also analyze and evaluate controversial regional and global earth science issues. Fall and spring semesters.

Prerequisite(s): Part 2 (Science Content) of SCI ULR and concurrent enrollment in or successful completion of MATH 100 or MATH 130 or equivalents.

Corequisite(s): ESSP 304L.

ESSP 304L ■ Environmental Geology for Teachers ■ 1 credit

Required lab course for ESSP 304.

Corequisite(s): ESSP 304.

ESSP 305 ■ Inquiry-Based Life Science for Teachers ■ 3 credits

Focuses on the methodology of science appropriate to K-12 education. Familiarizes future teachers with observing, questioning, testing and interpreting by using the neighborhood as a laboratory. Engages in problem solving activities which require the acquisition of knowledge, design of experiments children will understand. Uses current technology to develop bicultural/bilingual instructional materials.

Prerequisite(s): CST 101; Part 2 (Science content) of SCI ULR; concurrent enrollment in MATH 100 or MATH 130, or equivalent.

Corequisite(s): ESSP 305L.

ESSP 305L ■ Inquiry-Based Life Science for Teachers Lab ■ 1 credit

Required lab course for ESSP 305.

Corequisite(s): ESSP 305.

ESSP 308 ■ Aquaculture Systems ■ 4 credits

Examines the scientific, economic, marketing, and regulatory aspects of freshwater and marine aquaculture. Develops business plans for selected aquaculture enterprises. ESSP case studies course.

Prerequisite(s): ESSP 111, ESSP 240, ESSP 280, MATH 155 or equivalents, and upper division standing.

ESSP 309 ■ The Science and Policy of Global Change ■ 4 credits

Examines the scientific, economic, and political dimensions, and their interactions, as they relate to a specific environmental problems. Focuses on the "greenhouse effect," global climate change, and the implementation of the Kyoto Protocol in reducing human-induced greenhouse gas emissions. Spring semester. ESSP case studies course.

Prerequisite(s): ESSP 240, ESSP 260, and ESSP 280, or equivalents, and upper division standing.

ESSP 310 ■ Biochemical Systems ■ 3 credits

Introduces the molecular interactions between organisms and the environment. Models energy and information pathways within and between cells and surroundings. Covers photosynthesis, respiration, biological electron transfer, membrane transport, and biomolecular structure. Emphasizes the impact of biochemical systems on geochemical cycles. Assesses the toxicity of aquatic ecosystems through bioassays. Course completion meets toxicity testing techniques specified by the California State Water Resources Control Board and the California Environmental Protection Agency. Spring of odd years.

Prerequisite(s): ESSP 110, ESSP 111, and ESSP 240 or equivalents; ESSP 241 recommended.

Corequisite(s): ESSP 310L.

ESSP 310L ■ Biochemical Systems Lab ■ 1 credit

Required lab course for ESSP 310. Spring of odd years.

Corequisite(s): ESSP 310.

ESSP 311 ■ Organic Chemistry ■ 4 credits

Nomenclature, structure, bonding, reactivity, and analysis of organic compounds, with applications to biology, biogeochemistry, and environmental science. Spring of even years.

Prerequisite(s): ESSP 111, ESSP 111L or equivalents, and upper division standing.

ESSP 320 ■ Introduction to Systems and Systems Modeling
3 credits

Introduces general systems theory and modeling as techniques for describing and analyzing the complex interactions encountered during analyses of multidisciplinary issues or problems. Students use Stella software, physical models, and mathematics to explore the structure and dynamic behavior of systems.
Prerequisite(s): MATH 155, CST 101, and three of the following: ESSP 220, ESSP 240, ESSP 260, ESSP 271, ESSP 272, ESSP 280.

ESSP 330 ■ Projects for Environmental Measurement ■ 4 credits

Students design, build, and test their own electronic instruments to record environmental variables. Covers fundamentals of measurement while developing practical analog and digital electronics skills. No prior electronics experience required. Grading is outcomes-based. Offered fall of even-numbered years.
Prerequisite(s): ESSP 221 and Math 156, or equivalents.
Corequisite(s): ESSP 330L.

ESSP 330L ■ Electronic Projects for Environmental Measurement
2 credits

Required lab course for ESSP 330. Fall of even years.
Corequisite(s): ESSP 330.

ESSP 332 ■ Applied Geographic Information Systems (GIS), Global Positioning System (GPS), and Remote Sensing ■ 3 credits

Theory and application of spatial data acquisition, analysis, and display for problems in earth systems science policy using an integrated, hands-on, project-based approach covering Global Positioning System (GPS), Geographic Information Systems (GIS), and remote sensing. Course completion results in GPS certification from Trimble Navigation. Fall and spring semesters.
Prerequisite(s): CST 101 or equivalent.
Corequisite(s): ESSP 332L.

ESSP 332L ■ Applied Geographic Information Systems (GIS), Global Positioning Systems (GPS), and Remote Sensing ■ 1 credit

Required lab course for ESSP 332.
Corequisite(s): ESSP 332.

ESSP 340 ■ Ecological Systems ■ 3 credits

Systems approach that teaches how organisms interact with one another and with the natural world around them. Introduces basic ecological principles and theory using examples from local and regional ecosystems.
Prerequisite(s): ESSP 156 and ESSP 240, or equivalents, and upper division standing.
Corequisite(s): ESSP 340L.

ESSP 340L ■ Ecological Systems ■ 1 credit

Required lab course for ESSP 340.
Corequisite(s): ESSP 340.

ESSP 341 ■ Population Genetics and Evolutionary Biology
3 credits

Emphasizes mechanisms and models of population genetics and evolutionary biology, including allelic frequency, genetic drift, adaptation and fitness, microevolutionary and macroevolutionary change, speciation and the history of life. Not offered in 1999-2000.
Prerequisite(s): ESSP 240, 240L, 241, and 241L.

ESSP 342 ■ California Ecosystems ■ 4 credits

Surveys terrestrial, riverine, coastal, and marine ecosystems across California. Emphasizes the physical and physiological factors which determine the extents of these ecosystems. Not offered in 1999-2000.
Prerequisite(s): ESSP 240, or equivalent, and upper division standing.

ESSP 343 ■ Physical Marine Ecology ■ 4 credits

Students use simple physics and math to explore the important roles of mechanical, optical, electromagnetic, and thermal processes in the lives of marine animals and plants. Techniques learned in this class are also applicable to terrestrial ecology. Grading is outcomes-based. Offered fall of odd-numbered years.
Prerequisite(s): MATH 156, ESSP 220, 240, or equivalents.

ESSP 345 ■ Marine Science ■ 3 credits

Introduces marine research topics and environmental issues in exploring the natural history of local marine habitats and regional institutions devoted to Monterey Bay marine studies. Fall semester.
Prerequisite(s): CST 101, ESSP 111, ESSP 240 or equivalent, and upper division standing.
Corequisite(s): ESSP 345L.

ESSP 345L ■ Marine Science ■ 1 credit

Required laboratory course for ESSP 345. Fall semester.
Corequisite(s): ESSP 345.

ESSP 349S ■ Interpreting Monterey Bay Natural History for the Community ■ 4 credits

Focuses on techniques for teaching the natural and cultural history of the Monterey Bay area to different age and cultural groups. Students develop interpretive products for community groups such as CA State Parks, Bureau of Land Management, and Return of the Natives. For ESSP and LS majors who are interested in pursuing careers in informal education. Fall semester.
Prerequisite(s): Upper division standing and ESSP 240 or instructor consent.

ESSP 350 ■ Quantitative Field Methods ■ 3 credits

Project-oriented course covers techniques in statistics, experimental design, and field methodology to characterize the ecological patterns in marine and terrestrial ecosystems. May include one or more weekend field trips. Spring semester.
Prerequisite(s): ESSP 240, 250, 260 or equivalents, and upper division standing.
Corequisite(s): ESSP 350L.

ESSP 350L ■ Quantitative Field Methods Lab ■ 1 credit

Required lab course for ESSP 350. Spring semester.
Corequisite(s): ESSP 350.

ESSP 360 ■ Geomorphic Systems ■ 3 credits

Examines past and current geologic processes as reflected in the shape of landforms. Focuses on weathering and erosion, soil formation and classification, river processes, coastal processes, landslides, tectonics, and how landforms reflect changes in climate. May include one or more weekend field trips. Fall semester.
Prerequisite(s): ESSP 260, MATH 155 or equivalent, and upper division standing, or instructor consent.
Corequisite(s): ESSP 360L.

ESSP 360L ■ Geomorphic Systems Lab ■ 1 credit

Lab course for ESSP 360.
Corequisite(s): ESSP 360.

ESSP 369S ■ Special Topics: Applied Watershed Systems Restoration Service Learning ■ 3 credits

Offers hands-on watershed restoration and community service through four mentor-led groups: 1) restoration education in the schools and community, 2) campus landscaping with native plants including planning and implementation, 3) restoration and monitoring of selected Monterey Bay watersheds, and 4) watershed restoration management on Fort Ord public lands. Formerly known as 395SL. Spring semester.
Prerequisite(s): Upper division standing and instructor consent.

ESSP 380 ■ Environmental and Resource Economics and Environmental Policy ■ 4 credits

This course uses the tools of economics to examine allocation of natural resources, causes of environmental damages, and the link between economics and local, regional, global environmental change. The purpose of the course is to develop the skills necessary for an interdisciplinary analysis of environmental issues & problems in the context of economic, social, & political implications. Emphasis is placed on the analysis of marine & coastal ecosystems and the political decisions that impact them.
Prerequisite(s): ESSP 156, 280 or equivalent, or instructor consent.

ESSP 380S ■ Environmental and Resource Economics Service Learning ■ 2 credits

Places students in community agencies with outreach, education, and policy needs. Extracurricular community commitment is three to five hours weekly.
Prerequisite(s): ESSP 280 or equivalent, or instructor consent.
Corequisite(s): Concurrent enrollment in or completion of ESSP 380.

ESSP 383 ■ Environmental Ethics and Environmental Policy
4 credits

Studies the intellectual framework for thinking about environmental ethics. Develops personal statements of environmental ethics combining analysis with introspection. Applies developing environmental ethics to case studies of environmental problems. Includes collaborative exercises in reading, writing, and critical thinking. Fall semester.
Prerequisite(s): ESSP 300 and ESSP 280.

ESSP 384 ■ Environmental Justice and Environmental Policy
4 credits

Analyzes case studies in environmental justice reflecting on students' personal connection to the issues considered. Questions the identity of those empowered to control environmental decision making, those not empowered, how power is gained and lost, the burdens of inequitable distribution of resources, and the price of environmental pollution. Spring semester.
Prerequisite(s): ESSP 300 and ESSP 280.

**ESSP 384S ■ Environmental Justice and Environmental Policy—
Service Learning ■ 5 credits**

Analyzes case studies in environmental justice reflecting on students' personal connection to the issues considered. Questions the identity of those empowered to control environmental decision making, those not empowered, how power is gained and lost, the burdens of inequitable distribution of resources, and the price of environmental pollution, with integral Service Learning component. Spring semester.

**ESSP 385 ■ Social and Environmental History of California
4 credits**

Applies theories of race, ethnicity, gender, class, and qualitative methodologies to study historical relationships between the human and nonhuman worlds of California. Focuses on past and present human societies and their relationships with the land. Analyzes how history can aid in understanding present-day policy issues. Fall of even years.
Prerequisite(s): instructor consent.

**ESSP 387 ■ Water Resources Assessment, Law and Policy
4 credits**

Explores issues of water resources in western United States as a fundamental factor in economic development and policy. Students will develop understandings of: the geologic environments of surface and ground water, a quantitative view of the hydrologic balance in the Monterey Peninsula, the development and changing interpretations of water law, policy, and economics (locally focused when appropriate). Lectures, seminars, field trips and an individually presented paper will be required. Spring semester.
Prerequisite(s): Upper division standing and Part 1 or Part 2 of SCI ULR.

**ESSP 395 ■ Special Topics in Earth Systems Science & Policy
3 credits**

Studies a particular topic in Earth Systems Science & Policy. May be repeated for credit when topics vary.
Prerequisite(s): varies with different topics, instructor consent.

ESSP 397 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

**ESSP 397S ■ Independent Study: Earth Systems Service Learning
1-6 credits**

Students work with public and private organizations on projects that integrate scientific skills with community needs.
Prerequisite(s): instructor consent.

ESSP 400 ■ Capstone Seminar ■ 2 credits

Students work with the instructor, other students, and faculty mentors on the development of a Capstone project that demonstrates proficiency in the ESSP Major Learning Outcomes. Students present projects in written and oral form to the ESSP faculty and to the community. Designed for students in their final year at CSUMB.
Prerequisite(s): ESSP 300.

ESSP 401 ■ Honors Capstone Seminar I ■ 2 credits

Required for ESSP students pursuing the honors Senior Capstone independent research track. Helps students design and produce successful ESSP honors Capstone projects that articulate personal, ESSP, and CSUMB goals and objectives. Successful completion results in approval of an ESSP honors Capstone project proposal and contract for independent research.
Prerequisite(s): ESSP 300, second-semester junior standing, GPA of 3.30, and faculty Capstone advisor approval.

ESSP 402 ■ Honors Capstone Seminar II ■ 2 credits

Assists students in completion of independent Honors Capstone projects. Required for all ESSP students pursuing the honors Senior Capstone track.
Prerequisite(s): ESSP 401 and faculty Capstone advisor approval.

**ESSP 423 ■ Signal Processing and Applications to Earth Systems
4 credits**

Introduces the analysis and applications of signals, systems, and time-series data. Applies signal processing and the location, analysis, interpretation, and enhancement of signals in communications, geophysics, biology, speech, and acoustics. Discusses the tools and techniques of applications including the fast-Fourier transform, digital filters, convolution, sampling and reconstruction, and spectral estimation. Utilizes the Matlab student programming environment and signal processing toolbox. Not offered in 1999-2000.
Prerequisite(s): Upper division standing and two semesters of calculus and one course in statistics, or instructor consent.

ESSP 433 ■ Applications of Marine Science Technologies ■ 3 credits

Explores how advanced technologies for data acquisition, analysis and display are being applied to current marine research initiatives and environmental issues. Includes hands-on application of sidescan sonar, Geographic Information Systems (GIS), quantitative video habitat mapping, computer modeling, remote sensing, and image processing, hydrographic mapping, Global Positioning System (GPS), and environmental instrumentation.
Prerequisite(s): ESSP 220, 320, 332, and 345, or equivalent.

ESSP 433L ■ Applications of Marine Science Technologies ■ 1 credit

Lab course for ESSP 433.
Corequisite(s): ESSP 433.

**ESSP 436 ■ Advanced Geographic Information Systems (GIS)
Global Positioning System (GPS) Mapping & Remote Sensing
4 credits**

Teaches advanced applications of GIS data manipulation and analysis, including image processing, georectification, data fusion, pin mapping, and three-dimensional rendering. Includes GIS/GPS pre-mission planning and integration, submeter feature mapping, postprocessing, and navigation. Emphasizes real-world application of student projects. Spring semester.
Prerequisite(s): ESSP 332 and 332L or equivalent.

ESSP 440 ■ Ecological Modeling ■ 4 credits

Covers the fundamentals of dynamic systems modeling including the uses and limitations of modeling, fundamentals of model building, and analytic and computer modeling methods.
Prerequisite(s): ESSP 156, 320, 340 or 343, or equivalent.

ESSP 441 ■ Global Biogeochemical Cycles ■ 3 credits

Focuses on the interactions of the water, carbon, and nitrogen cycles at various space and time scales. Uses modeling, remote sensing, and geographic information systems to study how these biogeochemical cycles are altered by natural and anthropogenic forces. Performs landscape-level biogeochemical analysis investigating how the cycling of water, carbon, and nutrients in the Salinas Valley has been altered by land use and land cover changes. Fall semester.
Prerequisite(s): ESSP 111, ESSP 240, ESSP 260, and ESSP 332 or instructor consent.
Corequisite(s): ESSP 441L.

ESSP 441L ■ Global Biogeochemical Cycles ■ 1 credit

Lab course for ESSP 441.
Corequisite(s): ESSP 441.

ESSP 442 ■ Vernal Pools of Fort Ord ■ 2 credits

This field-oriented course is an in-depth exploration of a local, threatened ecosystem. Students will get hands-on experience doing science projects and reading primary scientific literature on vernal pool organisms, ecology, chemistry, and soils. May include weekend or odd-hour field trips. Spring semester.
Prerequisite(s): ESSP 350 or equivalent. Recommended: ESSP 340 or ESSP 360.
Corequisite(s): ESSP 442L.

ESSP 442L ■ Vernal Pools of Fort Ord Lab ■ 2 credits

This is the field and laboratory part of ESSP 442 Vernal Pools of Fort Ord.
Corequisite(s): ESSP 442.

ESSP 460 ■ Physical Hydrology ■ 3 credits

Applied topics in stream and hillslope hydrology including field-surveying methods, data analysis and modeling. Introduction to physical equations of surface and subsurface flow, sediment transport in streams, hillslope erosion, flood frequency and stream classification.
Prerequisite(s): ESSP 220, ESSP 360.
Corequisite(s): ESSP 460L.

ESSP 460L ■ Physical Hydrology Lab ■ 1 credit

Lab course for ESSP 460.
Prerequisite(s): ESSP 220 and ESSP 360.
Corequisite(s): ESSP 460.

ESSP 461 ■ Watershed Systems Restoration ■ 2 credits

Explores the rehabilitation and management of damaged ecosystems focusing on rivers, estuaries, and wetlands. Covers the systems approach, ecologic principles, hydrologic processes, soils, erosion, improvement structures, and the application of principles to real situations using case studies and experimental restoration work. Includes several weekend field trips. Spring semester.
Prerequisite(s): ESSP 111, 360 or equivalent, upper division standing, or instructor consent.
Corequisite(s): ESSP 461L.

ESSP 461L ■ Watershed Systems Restoration Lab ■ 2 credits

Lab course for ESSP 461.
Corequisite(s): ESSP 461.

ESSP 480 ■ Ecological Economics ■ 4 credits

Introduces ecological economic concepts from the problems associated with a finite supply of natural resources to value constraints on the necessity for continued growth in material consumption. Listed as ESSP 330 prior to Fall 1996.
Prerequisite(s): ESSP 380 or equivalent, or instructor consent.

**ESSP 495 ■ Special Topics in Earth Systems Science & Policy
2-6 credits**

Studies a particular topic in Earth Systems Science & Policy. May be repeated for credit when topics vary. Prerequisite(s): varies with different topics, instructor consent.

ESSP 497 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

**ESSP 497S ■ Independent Study: Earth Systems Service Learning
2-4 credits**

Enables students to integrate citizenship, academic subjects, skills, and values. Students work with public and private organizations on projects that integrate scientific skills with community needs. Students maintain weekly journals covering self, community, public education, and professional community responsibility.
Prerequisite(s): instructor consent.

ESSP 498 ■ Honors Capstone Independent Study ■ 1-6 credits

Independent research for an honors Senior Capstone. Available only to students approved for an honors Senior Capstone.
Prerequisite(s): faculty Capstone advisor approval.

ESSP 561 ■ Watershed Systems Restoration ■ 2 credits

Explores the rehabilitation and management of damaged ecosystems focusing on rivers, estuaries, and wetlands. Covers the systems approach, ecologic principles, hydrologic processes, soils, erosion, improvement structures, and the application of principles to real situations using case studies and experimental restoration work. Includes several weekend field trips. Spring semester.
Prerequisite(s): ESSP 111, 360 or equivalent, upper division standing, or instructor consent.
ESSP 561L.

ESSP 561L ■ Watershed Systems Restoration Lab ■ 2 credits

Lab course for ESSP 561.
Corequisite(s): ESSP 561.

**ESSP 595 ■ Special Topics in Earth Systems Science & Policy
1-6 credits**

Studies a particular topic in Earth Systems Science & Policy. May be repeated for credit when topics vary.
Prerequisite(s): varies with different topics; instructor consent.

ESSP 597 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

GS 195 ■ Water and Humanity ■ 8 credits

Learning community on water and humanity. Analyzes the scientific, ecological, social, cultural, economic, political & ethical issues related to water usage, access, pollution, and conservation. Examines water-related issues at local, state, regional, national and global levels. Combines classroom learning with field studies on how to prevent further degradation of watersheds and oceans and how to promote water resources management, biodiversity, environmental justice and equitable access to clean water. Formerly known as GLOBE 195.
Corequisite(s): GS 195L.

GS 195L ■ Water and Humanity Lab ■ 1 credit

Laboratory on technology and information aspects of GS 195 Learning Community.
Corequisite(s): GS 195.

GS 196 ■ Field Studies ■ 1-6 credits

Individualizes student placement for field study as related to global studies. Formerly known as GLOBE 196.
Prerequisite(s): instructor consent and global studies faculty approval.

GS 197 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits. Formerly known as GLOBE 197.
Prerequisite(s): instructor consent.

GS 200S ■ The Politics of Everyday Life ■ 6 credits

Looks at contemporary political life by recognizing the public, historical, and political dimensions of daily life. Examines American government and politics by analyzing historical and political events which effect peoples daily lives. Focuses on power, control, alienation, decision making, and obedience to the laws and structures that govern people's lives. Course completion meets the Title V requirements of U.S. history, U.S. Constitution, and California government. Formerly known as GLOBE 325SL.

**GS 300 ■ Major ProSeminar and Professional Assessment Lab
2 credits**

Introduces students to the global studies major, its requirements, outcomes, activities, and how these are achieved and assessed. Helps students acquire and develop the knowledge, skills, and understanding needed to fulfill Major Learning Outcomes. Assesses students' prior learning, special skills, learning styles, career, and goals to create a global studies faculty approved learning plan. Required for global studies majors. Formerly known as GLOBE 300.

GS 305 ■ Practicum/Assessment ■ 1-6 credits

Practicum for assessment of prior learning and all independent assessments in the major. Formerly known as GLOBE 305.
Prerequisite(s): instructors consent.

GS 310 ■ Genealogy of Globalization ■ 4 credits

Introduces students to various global processes in today's world. Examines globalization in three historical forms: colonization, internationalization, and transnationalization. Students gain understanding of the archaeology of globalization by learning the difference among the historical processes. Analyzes issues of globalization in relation to the particular geohistorical contexts. Formerly known as GLOBE 310.

GS 315 ■ Global History ■ 4 credits

Examines the history of the twentieth century from a global perspective. It focuses on a broad range of global economic, political, technological, social and environmental concerns and events of the past 100 years. The twentieth century is also known as the "American Century" and reasons for this will be examined. Required as a follow up to the Major ProSeminar for Majors. Formerly known as GLOBE 305.

GS 320 ■ Global Issues and the Third World ■ 4 credits

Identifies and critiques various understandings of the Third World as they relate to the categories of first world, second world, and fourth world. Students learn to analyze global issues as they relate to the third world especially the existing discourses of development. Formerly known as GLOBE 320.

GS 330 ■ World Views ■ 4 credits

Introduces diverse philosophical, ideological, religious, spiritual, scientific, technological, and gender views or perspectives. Focuses on the similarities and differences between worldviews and how those people interact with the world. Students study the adverse effects of ethnocentrism, reflect on their own worldview, and empathize with people with differing worldviews. Formerly known as GLOBE 301.

GS 340 ■ Global Media and Communications ■ 4 credits

Develops skills to analyze and evaluate the role and importance of global technologies and communications media. Engages appropriate technological tools in global communications and information gathering. Students learn how to research, analyze, and evaluate the influence of the communications and information media on human events, issues, identities, opinions, and behavior. Focuses on the global effects of the information and communications media and its role in global economic, political, and cultural affairs. Formerly known as GLOBE 340.

GS 350 ■ Gender and Violence in Global Life ■ 4 credits

Teaches students to comprehend, analyze, and evaluate the role of women and gender violence in global life. Examines gender, race, class, and culture related to issues of security, power, production, reproduction, and activism in global life and related forms of violence. Formerly known as GLOBE 355.

**GS 360 ■ Intercultural Communications Language Proficiency
4 credits**

Teaches noncoercive and cross-cultural skills of interpersonal communications for interacting with diverse cultures. Helps students comprehend the subtle, intercultural issues that are crucial for engaging in effective global citizenship and transcultural relations. Examines students' culture-bound behavior and communications. Develops effective communication skills for situations where people speak other languages and have differing cultural norms in various cultural and intercultural settings. Formerly known as GLOBE 360.

GS 365S ■ Service Learning in Global Affairs ■ 4 credits

Students provide community service to learn about the nature and affects of actions undertaken to increase citizen awareness of, and involvement in, global affairs. Prepares students for effective global citizenship in the 21st century and for responsible and effective civic participation in multicultural communities. Formerly known as GLOBE 365SL.

GS 370 ■ Global Political Economy ■ 4 credits

Examines origins of global economy. Analyzes and evaluates the interrelationship among global, political, and economic conditions. Studies global economy through 1) historical development, 2) current patterns of changes, 3) effects of globalization on the quality of life, 4) solutions and alternatives to inequity, and 5) the students' place in the global economy. Imparts comprehension, analysis, and evaluation of major structures, processes, and effects of evolving global economy. Formerly known as GLOBE 370.

**GS 380 ■ Global Organizations and the Model United Nations
4 credits**

Examines formal and informal global organizations. Introduces the structure, workings, and politics of the United Nations and the role of such organizations in world affairs. Students participate in two model United Nations conferences to achieve an experiential understanding of how global realities are shaped by the structure, functioning, and politics of global organizations. Formerly known as GLOBE 381.

GS 385 ■ Earth & Social Systems ■ 4 credits

This course integrates the study of earth systems with social systems by examining the theme "Water and Humanity." It combines the perspectives, concepts and methods of the physical, biological, and social sciences in a holistic analysis and evaluation of the biological, social, cultural, economic, political, and ethical issues related to water access, use, pollution, and conservation by human communities in the local and global regions. Formerly known as GLOBE 385.

GS 390 ■ Global Politics ■ 4 credits

Explores the pluralistic realm of: 1) interstate relations; 2) Anglo-American schools of thinking and speaking about international politics which undermine perspectives from the non-western world; 3) male-dominated discourses of international relations to include contributions from women, especially Third World women; and 4) ecological perspectives. Introduces political concepts and ideologies that constitute the discursive practices of global politics. Formerly known as GLOBE 390.

GS 395 ■ Special Topics in Global Studies ■ 4 credits

Studies a particular topic in global studies. May be repeated for credit when topics vary. Formerly known as GLOBE 395.

Prerequisite(s): instructor consent.

GS 396 ■ Field Studies ■ 1-6 credits

Individualizes student placement for field study as related to global studies. Formerly known as GLOBE 396.

Prerequisite(s): instructor consent and global studies faculty approval.

GS 397 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits. Formerly known as GLOBE 397.

Prerequisite(s): instructor consent.

GS 400 ■ Senior Capstone ■ 4 credits

Students synthesize, research, and write a Capstone project that integrates a course-based and experiential learning through internships, field studies, or volunteer service. Develops the theoretical, methodological, and the philosophical undercurrents of intellectual production. Formerly known as GLOBE 400.

GS 595 ■ Special Topics ■ 1-6 credits

Studies a particular topic in global studies. May be repeated for credit when topics vary. Formerly known as GLOBE 595.

Prerequisite(s): instructor consent.

GS 596 ■ Field Studies ■ 1-6 credits

Individualizes student placement for field study as related to global studies. Formerly known as GLOBE 596.

Prerequisite(s): instructor consent global studies faculty approval.

GS 597 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits. Formerly known as GLOBE 597.

Prerequisite(s): instructor consent.

HCOM 195 ■ Special Topics ■ 1-6 credits

Studies a particular topic in Human Communication. May be repeated for credit when topics vary.

Prerequisite(s): Instructor consent.

HCOM 196 ■ Field Studies ■ 1-6 credits

Opportunities for independent field research projects involving oral history, social action writing, archival research, or investigative journalism.

Prerequisite(s): Instructor consent.

HCOM 197 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): Instructor consent.

HCOM 204 ■ Introduction to Communication Ethics ■ 4 credits

Introduction to the ethics of communication practices. Students identify and evaluate communication dilemmas in interpersonal, small group, intercultural, organizational or mass media contexts; assess communicative options from different ethical frameworks and apply ethical and effective alternatives in written, oral or visual communication modes; generate personal & communal ethic to guide communication conduct.

HCOM 206 ■ Interpersonal Communication and Conflict ■ 4 credits

Introduction to the dynamics of interpersonal communication and conflict resolution. Students identify and evaluate interpersonal conflicts, assess communicative options from different ethical frameworks and apply ethical and effective alternatives through conflict management and resolution practices in both oral and written communication contexts.

HCOM 211 ■ Reading, Writing, and Critical Thinking ■ 4 credits

Develops students' empathic and critical listening, speaking, reading, and writing abilities. Develops composition and research skills and the ability to assess the credibility of primary and secondary sources. Class discussions and mutually supportive peer workshops take place within a collaborative and interactive environment.

Prerequisite(s): PROS 100.

HCOM 212 ■ Reasoning and Communication ■ 4 credits

Introduction to practical reasoning and argumentation. Students develop empathic and critical listening, reading, writing, and speaking skills for cooperative deliberation and problem solving practices; anticipate and assess various perspectives, alternatives, and their consequences for all who are affected by the decision making process.

Prerequisite(s): HCOM 211.

HCOM 221 ■ Global Narratives ■ 4 credits

Examines the uniqueness and transnational attributes of cultural values represented in literary and artistic works by writers from Africa, Asia, Australia, Oceania, Europe, Latin America, the Middle East, and North America. Develops the capability to understand, interpret, and appreciate literature and diverse forms of popular culture as artistic and cultural representation.

HCOM 225 ■ Literature, Film, and Culture ■ 4 credits

Introduces literary analysis through readings of selected African American, Asian American, and European American writers by examining their cultural heritage and traditions.

Develops analytical and critical reading ability of literature through discussion of themes, characters, techniques, images, and structures. Explores the symbiotic relationship between literature and film in transmitting cultural values.

HCOM 227 ■ Multicultural Poetry ■ 4 credits

A literature course that focuses on poetry as artistic and cultural representation. Students read works by poets of many cultures, watch poets read their work on video, and talk about how and why they write. Students will develop the tools to do literary and cultural analysis of poetry.

HCOM 230 ■ Beginning Creative Writing Workshop ■ 4 credits

Introduces the craft of writing poetry and fiction. Students learn the basic tools to write their lived experiences. Cross-cultural readings and workshop format.

HCOM 231 ■ The Chicana/o Fiction Workshop ■ 4 credits

An introduction to the craft of writing Chicana/o stories through studies, discussions, and exercises using models of Chicana/o fiction. Students produce bilingual works and discuss problems and issues present in Chicana/o creative production within a mutually supportive workshop environment.

HCOM 240 ■ American Cultural Heritages ■ 4 credits

Traces the formation and evolution of American cultures and identities from the colonial period to the present. For freshmen and sophomores interested in the elements of America's multicultural heritage.

**HCOM 253 ■ Out of Many: Histories of the United States
4 credits**

Explores the complex histories of the diverse peoples of the United States from the Mexican-American War to the present. Examines the past through the eyes of people often excluded from national narratives. Trains students how to use new media technologies from CD-ROMs and the Web to multimedia programs. No computer experience is needed. HCOM 260 n Politics and Participation: Struggles for Justice n 4 credits

Explores the impact of movements for social and political justice on the interpretation and content of the U.S. Constitution. Through historical and contemporary contexts, students develop their ethical understandings of democratic participation.

HCOM 286 ■ News Writing ■ 4 credits

Prepares students to write news articles for the mass media. Covers concepts of journalistic interviewing, information gathering, critical understanding of news sources, ethical decision making, and the process of writing news, editorial, and feature articles for print and electronic media. Otter Realm students are strongly encouraged to enroll.

HCOM 300 ■ Major ProSeminar ■ 4 credits

Students acquire and develop knowledge, skills, and understanding needed to develop an Individualized Learning Plan and interact with HCOM faculty. Students develop learning communities for continued mentoring and support, and prepare for continuing education and specific career paths. Introduces key debates in contemporary humanities. Satisfactory completion required for entrance into the Human Communication major.

HCOM 301 ■ Ways of Knowing ■ 4 credits

Students survey the changing relationships among knowledge, truth, and reality in different cultural contexts and historical contexts; investigate, evaluate, and apply different ways of knowing such as analytic, rational, creative, spiritual, emotional, and intersubjective to substantive topics or themes. Required of HCOM majors. Offers built-in assessment in HCOM MLO 4 and concentrations in Pre-Law and Practical and Professional Ethics. Corequisite(s): HCOM 300.

HCOM 303 ■ Constitutional Law ■ 4 credits

Introduces students to the constitutional foundations of the American political and legal system. Also exposes students to how federal system of government functions at the national, state and local levels. While addressing all three branches of government, it devotes special attention to the functioning of the judicial branch. The course is intended for students contemplating a career in the law or public policy. Offers built-in assessment in Pre-Law concentration.

HCOM 304 ■ Relational Ethics ■ 4 credits

Students survey ethical decision making processes through the care, justice, and relational philosophical frameworks; investigate, evaluate, and apply relational communication guidelines to the ethical dilemmas in interpersonal, small group, intercultural, and organizational situations. Offers built-in assessment in HCOM MLO 3 and concentrations in Pre-Law and Practical and Professional Ethics. Prerequisite(s): Ethics ULR.

HCOM 307 ■ The Social Impact of the Mass Media ■ 4 credits

Explores the relationship between the mass media and contemporary social problems. Issues such as media violence are explored from the perspective of consumers. Outcomes include raising awareness of the impact of media messages, developing effective media literacy tools, and preparing to critically analyze the cultural products we consume. Offers built-in assessment in HCOM MLO 5 and concentration in Journalism and Media Studies.

HCOM 307S ■ The Social Impact of the Mass Media

Service Learning ■ 4 credits

Explores the relationship between the mass media & contemporary social problems. Issues such as media violence will be explored from the consumer's perspective. Outcomes include raising awareness of the impact of media messages, developing effective media literacy tools, and critically analyzing the cultural products we consume. Involves students in media literacy programs in local schools & community organizations. Offers built-in assessment in HCOM MLO 5 and concentration in Journalism & Media Studies and meets University Service Learning requirement.

**HCOM 309 ■ Intercultural Communication: Relating to Whiteness
4 credits**

Students study the historical construction of white racial identity and privilege in the United States and its impact on contemporary intercultural communication dynamics; investigate and evaluate communicative options for relating to whiteness and their implications for moral and relational conduct; develop ethical guidelines for intercultural communication practices. Offers built-in assessment in HCOM MLO 3 and concentrations in American Multicultural Studies and Practical and Professional Ethics.

HCOM 310 ■ Free Speech and Responsibility ■ 4 credits

Students survey the history of free speech in the United States; examine past and present controversies such as obscenity, hate speech, and media sensationalism; identify, evaluate, and assess human rights and responsibilities surrounding the freedom of expression from various philosophical perspectives. Offers built-in assessment in HCOM MLO 3 and concentrations in Pre-Law, Practical and Professional Ethics, and Journalism and Media Studies.

HCOM 312 ■ Cooperative Argumentation ■ 4 credits

Introduction to invitational communication and cooperative argumentation paradigms. Students develop empathic and critical listening, reading, writing, and speaking skills for cooperative deliberation and problem solving practices; apply and assess reasoning and argumentative skills in oral and written communication contexts on various topics in peace, justice, and legal & women's studies. Offers built-in assessment in HCOM MLO 1 and concentrations in Pre-Law and Practical and Professional Ethics. Prerequisite(s): Satisfactory completion of the English Communication ULR.

HCOM 316 ■ Media Ethics ■ 4 credits

Prepares students to critically analyze the ethical challenges involved in the process of media production. Outcomes include being able to identify, discuss, understand and respond to those different ethical issues. Topics of discussion include media globalization, access to resources and means of production, as well as distribution and control of media messages. Offers built-in assessment in HCOM MLO 3 and concentrations in Journalism and Media Studies, and Practical and Professional Ethics.

**HCOM 317 ■ Advanced Composition and Composition Theories
4 credits**

Introduces students to the appropriate application of writing conventions, contemporary composition theories, major forms of written expression such as expressive, interpretive, technical, rhetorical, argumentative, invitational, and creative. Offers built-in assessment in HCOM English Subject Matter Preparation MLO 2: Critical Communication Skills.

**HCOM 317S ■ Advanced Composition and Composition Theories:
Service Learning ■ 4 Credits**

Introduces students in a Service Learning context to the appropriate application of writing conventions, contemporary composition theories, major forms of written expression such as expressive, interpretive, technical, rhetorical, argumentative, invitational, and creative. Offers built-in assessment in HCOM English Subject Matter Preparation MLO 2: Critical Communication Skills, and Service Learning.

**HCOM 320 ■ Nature of Language and Language Acquisition
4 credits**

Introduction to the basic elements of language, including universals and differences. Theory and research in first- and second-language development. Offers built-in assessment in HCOM English Subject Matter Preparation MLO 3: Language and Linguistic Theories and Praxis.

HCOM 321 ■ Social History of English ■ 4 credits

Surveys the history of spoken and written English from its origins to the present. Emphasizes the social and political aspects of standardization, pidginism, bilingualism, in contexts of imperialism and post-colonialism. Offers built-in assessment in HCOM English Subject Matter Preparation MLO 3: Language and Linguistic Theories and Praxis.

HCOM 322 ■ Asian American Literature ■ 4 credits

This course is designed to develop students' critical and analytical reading ability of literature from the perspective of the Asian American experience. The discussion of Asian American experiences, literatures, and cultures is grounded in history and theory. Offers built-in assessment in HCOM MLO 6 and concentrations in American Multicultural Studies and Literary and Cultural Studies. Prerequisite(s): Literature and Popular Culture ULR recommended.

HCOM 324 ■ African American Narratives ■ 4 credits

Examines the development of African American literature from the colonial period to the present. Explores the quintessential role African American literature and culture have played in the development of American mainstream literature, culture, and identity. Looks at vernacular tradition, the call and response practice, and the lyrics of the blues-infused, African American literary expression. Offers built-in assessment in HCOM MLO 6 and concentration in Literary and Cultural Studies.

**HCOM 325 ■ 20th Century Narratives of American Immigration
4 credits**

Through literary narratives, this course explores immigration to the United States from different cultural perspectives. It integrates a historiographic approach as the primary method for reading and critically interpreting immigrant narratives; historical events such as The Great Depression, World War I and II, and the Civil Rights Movement are used as markers for analyzing the texts. Offers built-in assessment in HCOM MLO 6 & MLO 2 and concentration in Literary and Cultural Studies. Prerequisite(s): Satisfactory completion of the English Communication, U.S. Histories, Literature and Popular Culture, and Culture and Equity ULRs is encouraged.

HCOM 327 ■ Survey of American Literature ■ 4 credits

Examines American literature through different historical periods, literary genres, and cultural movements. Develops ability to compare and contrast social, historical, and cultural experiences represented in literature. Students gain cross-cultural knowledge of American literary history, an introduction to literary theory, and skills of literary analysis. Offers built-in assessment in HCOM MLO 6 and concentration in Literary and Cultural Studies.

HCOM 328 ■ Latina Life Stories ■ 4 credits

Latina life stories speak about being Chicana, Puertorriqueña, Cubana, Dominicana, Centro or Sudamericana, or mixed heritage in the US. Explores themes of memory, childhood, family, ethnicity, race, sexuality, migration, work, education, and community. Offers built-in assessment in HCOM MLO 6 and concentrations in: American Multicultural Studies; Women's Studies; Literary and Cultural Studies; Creative Writing and Social Action; and Narrative, History, and Memory. Prerequisite(s): Literature and Popular Culture.

HCOM 329 ■ Auto biografías ■ 4 credits

Emphasizes life writing and conversation through auto/biography, testimonials, life history, and telenovelas. Students analyze texts in all these genres, keep journals, and do life writing. The class is conducted in Spanish. Offers built-in assessment in HCOM MLO 6 and concentrations in American Multicultural Studies, Literary & Cultural Studies, and Creative Writing and Social Action.

Prerequisite(s): Ability to speak, read, and write in Spanish with relative ease.

HCOM 330 ■ Introduction to Creative Writing ■ 4 credits

An introductory creative writing course that focuses on ethnicity, gender, and "witness" writing. Examination of the writing process, what roadblocks create silence, how to remove them. Cross-cultural readings in multicultural poetry, fiction, and nonfiction. Offers built-in assessment in HCOM MLO 8.

HCOM 331 ■ Creative Writing and Visual Art ■ 4 credits

An introductory creative writing course focusing on ethnicity, gender and social change, in relationship to visual arts. Cross-cultural readings in poetry, fiction, and nonfiction. No previous art experience necessary. Offers built-in assessment in HCOM MLO 8.

HCOM 332 ■ Poetry Writing Workshop ■ 4 credits

Poems with "duende"—as Federico García Lorca says—are poems that "burn the blood like powdered glass." An intermediate level course that explores forms of poetry, both traditional and contemporary. Students analyze the creative process; move toward publishing poems. Offers built-in assessment in HCOM MLO 8 or the concentration in Creative Writing and Social Action.

Prerequisite(s): HCOM 330 or HCOM 331, or consent of instructor.

HCOM 333 ■ Women's Writing Workshop ■ 4 credits

An intermediate level creative writing workshop that peels away the layers shaping women's lives, and examines their relationship to the writing process. Includes in-class writing exercises, cross-cultural readings, discussions of the writing process, and creative writing. For women and men honing their craft of writing poetry, fiction, life-stories. Offers built-in assessment in HCOM MLO 8 or the concentrations in Creative Writing and Social Action, Women's Studies, and Narrative, History and Memory.

Prerequisite(s): HCOM 330 or HCOM 331, or consent of instructor.

HCOM 334 ■ Fiction Writing Workshop ■ 4 credits

An intermediate level creative writing workshop that focuses on fiction writing. Students explore forms of fiction, both traditional and contemporary; move toward publishing fiction. Offers built-in assessment in HCOM MLO 8 and/or the concentration in Creative Writing and Social Action.

Prerequisite(s): HCOM 330 or HCOM 331, or consent of instructor.

HCOM 335 ■ American Ethnic Literature and Cultures ■ 4 credits

Examines American ethnic literature and cultures, including selected works from African American, Asian American, Chicano/a and Latino/a, European American, and Native American literature. Offers built-in assessment in HCOM MLO 6 and concentrations in American Multicultural Studies and Literary and Cultural Studies.

HCOM 336 ■ Poetry and Gender: Voices of Our Time ■ 4 credits

A literature course in contemporary multicultural poetry, with a focus on gender issues. "A new kind of man / a new kind of woman," (in the words of poet Muriel Rukeyser) names a central theme of 20th century American literature and life—the re-imagining of women's and men's lives. Students examine poets' perspectives of gender shifts. Offers built-in assessment in HCOM MLO 6 and concentration in Literary and Cultural Studies.

Prerequisite(s): Literature and Popular Culture ULR.

HCOM 337 ■ Women's Literature ■ 4 credits

Examines, through literature, how women writers are rewriting the myths and scripts of their / our lives, and how writing is a way of taking action. Explores how women have moved from repression to resistance, from silence to voice, from socially constructed divisiveness toward community. Offers built-in assessment in HCOM MLO 6 and concentrations in Literary and Cultural Studies and Narrative, History, and Memory.

Prerequisite(s): Literature and Popular Culture ULR.

HCOM 339S ■ HCOM Service Learning ■ 4 credits

An HCOM Service Learning course that provides students the opportunity to be actively involved in the community. Students research and examine a particular public issue, and gain hands-on experience, knowledge, and skills about community sites. Students enter and exit community sensitively, and participate in a multicultural community setting. Offers built-in assessment in the University Service Learning Requirement.

HCOM 342 ■ Introduction to Women's Studies ■ 4 credits

Introduces the basic concepts and perspectives in Women's Studies. Students critically analyze and apply concepts such as gender, oppression, sexism, interlocking oppressions, resistance and collective action; the class develops tools to understand the experiences of diverse groups of women, and to use this understanding in creating new, liberating ways of thinking and living in the world. Offers built-in assessment in HCOM MLO 5 and concentrations in American Multicultural Studies and Women's Studies.

HCOM 344 ■ Chicana/Latina Experiences ■ 4 credits

Explores the impact of Chicana/Latina feminist discourse on the formation of Chicana/Latina identities. Presents critical and theoretical analyses of historical and contemporary issues facing Chicanas and other Latinas. Offers built-in assessment in HCOM MLO 5 and concentrations in Chicana/o-Latina/o Studies, American Multicultural Studies, and Women's Studies.

HCOM 345 ■ Chicano Life and History ■ 4 credits

Intensive introduction to the various historical and sociological elements that have and continue to define Mexican American culture. Course has two objectives: provide students with analytical tools to interpret the variety and particularity of Chicano experiences; and expose students to array of experiences that have constituted Chicana/o identity. Offers built-in assessment in HCOM MLO 5 and concentrations in American Multicultural Studies, Narrative, History and Memory, and Chicana/o-Latina/o Studies.

HCOM 350 ■ Oral History and Community Memory ■ 4 credits

Students design and conduct oral history projects in surrounding communities. Projects address social issues of significance to the student and the community involved. Interviews may become part of the CSUMB Oral History and Community Memory Archive. Offers built-in assessment in HCOM MLO 2 and concentrations in Narrative, History and Memory; Literary and Cultural Studies; and Creative Writing and Social Action.

Prerequisite(s): Satisfactory completion of the English Communication and US Histories ULRs.

HCOM 350S ■ Oral History and Community Memory: Service Learning ■ 4 credits

Working in local communities, students design and conduct a collaborative oral history project on an issue of significance to students and community alike. Interviews may become part of the CSUMB Oral History and Community Memory Archive. Offers built-in assessment in HCOM MLO 2, Service Learning, and concentrations in Narrative, History and Memory; Literary and Cultural Studies; and Creative Writing and Social Action.

Prerequisite(s): Satisfactory completion of the English Communication and US Histories ULRs.

HCOM 352 ■ History According to the Movies ■ 4 credits

"It comes as a great shock to see Gary Cooper killing off the Indians and, although you are rooting for Gary Cooper, that the Indians are you" (James Baldwin, African American writer, 1965). We learn a good deal about the past by watching movies. This course explores how film shapes and reflects U.S. history. Offers built-in assessment in HCOM MLOs 2 & 7 and concentrations in American Multicultural Studies; Narrative, History and Memory; Journalism and Media Studies.

HCOM 353 ■ California at the Crossroads ■ 4 credits

Examines a historical perspective on contemporary issues facing California, from immigration and racism to the future of public culture and the environment. Students explore the cross-cultural history of California and participate in hands-on research into California's past. Offers built-in assessment in HCOM MLOs 2 & 7 and concentration in American Multicultural Studies.

HCOM 354 ■ Whose America? Controversies in U.S. History 4 credits

Explores the struggles over national memory by involving students in hands-on research into the past. Covers the culture wars taking place in politics, media, and universities across the country. Offers built-in assessment in HCOM MLOs 2 & 7 and concentrations in American Multicultural Studies; and Narrative, History and Memory.

HCOM 355 ■ Peoples and Cultures of the Monterey Bay: Service Learning ■ 4 credits

Chronicles the waves of immigration and adaptation of Old World cultures. Compares the recurring cycles of racism and prejudice (1850s lynchings of Californios, anti-Filipino race riots, the KKK in the 1920s, and removal of the Japanese during WW II), to contemporary anti-immigrant sentiments. Offers built-in assessment in HCOM MLO 7.

HCOM 356 ■ Multicultural History in the New Media Classroom 4 credits

Explores the complex experiences of African Americans, Asian Americans, Chicana/os, European Americans, and Native Americans in U.S. history. Combines the use of traditional written sources, such as autobiographies, with new media technologies, such as CD-ROM, the Internet, and multimedia presentations. Requires basic computer experience. Offers built-in assessment in HCOM MLOs 2 & 7 and concentrations in American Multicultural Studies; Literary and Cultural Studies; and Narrative, History and Memory.

HCOM 385 ■ Reporting ■ 4 credits

Prepares students to conduct journalistic interviewing and reporting. Outcomes include learning basic and advanced journalistic interviewing techniques, information gathering, and critical understanding of news sources, as well as journalistic writing and independent research. The course focuses on the exploration of current social, economic, political and environmental issues. Offers built-in assessment in HCOM MLO 2 and the concentration in Journalism and Media Studies.

HCOM 386 ■ News Writing ■ 4 credits

Prepares students to write news articles for the mass media. Outcomes include learning basic concepts of journalistic interviewing, information gathering, critical understanding of new sources, ethical decision making, as well as writing news, editorial, and feature articles for print and electronic media. Students working on the Otter Realm are strongly encouraged to enroll. Offers built-in assessment for the concentration in Journalism and Media Studies.

HCOM 387 ■ Media Production Lab ■ 4 credits

Prepares students to successfully design, layout, and publish journalistic products. Outcomes include learning the basic concepts of visual communication and journalistic production, including magazine and newspaper publishing, as well as desktop publishing techniques and software. Students working on the Otter Realm are strongly encouraged to enroll. Offers built-in assessment for the Journalism and Media Studies concentration.

HCOM 388 ■ Investigative Reporting ■ 4 credits

Prepares students to conduct in-depth and investigative reporting. Outcomes include learning advanced journalistic interviewing techniques, information gathering, and critical understanding of news sources. The course focuses on the journalistic exploration of current social, economic, political, and environmental issues. Offers built-in assessment in HCOM MLO 2 and the concentration in Journalism and Media Studies.

HCOM 395 ■ Special Topics ■ 1-6 credits

Studies a particular topic in Human Communication, including the Otter Realm Newspaper and the oral history of the Fort Ord Conversion Project.
Prerequisite(s): Instructor consent.

HCOM 395S ■ Student-Directed Teaching Experience: Compassion and Vulnerability ■ 4 credits

With faculty sponsorship and oversight, students design, develop, and teach a particular topic in Human Communication. Includes Service Learning approach.
Prerequisite(s): Instructor consent.

HCOM 396 ■ Field Studies ■ 1-6 credits

Opportunities for independent field research projects involving oral history, social action writing, archival research, or investigative journalism.
Prerequisite(s): Instructor consent.

HCOM 397 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): Instructor consent.

HCOM 397S ■ Independent Study: Service Learning ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): Instructor consent.

HCOM 403 ■ Ethical Issues in the Professions ■ 4 credits

Through exploration and application of diverse moral frameworks, students acquire knowledge, skills, and abilities needed to identify and ethically resolve complex moral issues commonly associated with a variety of professions. Participants will also gain insight into how to help establish and sustain environments conducive to ethical reflection and practice. Offers built-in assessment in HCOM MLO 3 and concentration in Practical and Professional Ethics.

HCOM 426 ■ Travel Narratives ■ 4 credits

Travel narratives relate journeys to home audiences. The portrayal of the "other" reveals the culture and "self" of the traveler. Examines the historical, literary, and cultural significance of narratives of discovery, conquest, colonization, exploration, and tourism. Offers built-in assessment in HCOM MLO 5 and concentrations in American Multicultural Studies; Literary and Cultural Studies; and Narrative, History and Memory.
Prerequisite(s): Satisfactory completion of the English Communication and US Histories ULRs; Democratic Participation ULR is encouraged.

HCOM 427 ■ Survey of British Literature ■ 4 credits

Examines representative works by British writers from different periods: the beginning, the Medieval Period, the Renaissance, the Period of Neo-Classicism, the Period of Romanticism, the Period of Realism, the Modern World and the Post-Modern World. Offers built-in assessment in HCOM MLO 6 and concentration in Literary and Cultural Studies Concentration. Also fulfills English Subject Matter Preparation MLO 4: Comparative Literary Critical and Analytical Skills.
Prerequisite(s): Satisfactory completion of the English Communication ULR is required; completion of the Literature and Popular Culture ULR is recommended.

HCOM 432 ■ Social Action Writing ■ 4 credits

An advanced creative writing course in which students apply their craft to a particular public issue. Students do collaborative research and interviews in the community. They produce poetry, fiction, and creative nonfiction, and visual representations of their writings. End-of-semester project is used to educate the community. Offers built-in assessment in HCOM MLO 8 or the concentrations in Creative Writing and Social Action and Narrative, History and Memory.
Prerequisite(s): HCOM 330 and 331, or consent of instructor.

HCOM 432S ■ Social Action Writing ■ 4 credits

An advanced creative writing course in which students apply their craft to a particular public issue. Students do collaborative research and interviews in the community. They produce poetry, fiction, and creative nonfiction, and visual representations of their writings. End-of-semester project is used to educate the community. Offers built-in assessment in Service Learning and HCOM MLO 8 or the concentrations in Creative Writing and Social Action and Narrative, History and Memory.
Prerequisite(s): HCOM 330 and 331, or consent of instructor.

**HCOM 437 ■ Shakespeare and Postcolonial Interpretations
4 credits**

Analyzes Shakespeare from a modern, postmodern, and postcolonial perspective, including their meanings in the colonial and postcolonial world. Covers Shakespeare's plays from comedies and histories to tragedies and romances. Explores the symbiotic relationship between literature and film. Offers built-in assessment in HCOM MLO 6 and concentration in Literary and Cultural Studies. Also fulfills English Subject Matter Preparation MLO 4: Comparative Literary Critical and Analytical Skills.

HCOM 443 ■ Womanist Theory ■ 4 credits

Surveys the history of womanist (black feminist) philosophy and practice in the United States. Students identify, analyze, and evaluate past and present issues of identity, empowerment, community, and alliances utilizing womanist political, literary, theological or other disciplinary frameworks. Offers built-in assessment in HCOM MLO 4 and concentrations in American Multicultural Studies and Women's Studies.

HCOM 455 ■ Paradigms of the Chicano Community ■ 4 credits

A graduate-level course designed for students in the Critical Multicultural Education Masters Program. Explores emerging intellectual paradigms in the Chicano community and traces their antecedents and relationships. Provides an intensive foundation in Chicano studies theory and emergent issues. Offers built-in assessment in HCOM MLO 5 and the concentration in Chicana/o-Latina/o Studies.

HCOM 474 ■ Research Methods ■ 4 credits

An optional HCOM pre-Capstone research seminar designed to help students carry out the complex research necessary for their Senior Capstone projects. Students should have their Capstone project defined prior to taking the seminar. Offers built-in assessment in HCOM MLO 2. Offered in the fall semester only. Recommended prior to HCOM 475 Senior Capstone.

HCOM 475 ■ Senior Capstone ■ 4 credits

Students produce a senior project related to an issue within the Human Communication major by meeting with the Capstone instructor and producing a Capstone prospectus. Students present their project in a public senior Capstone Festival. Required for all HCOM majors applying for graduation.
Prerequisite(s): Application for graduation, instructor consent; completion of all but one MLO; MLOs to be integrated in the Capstone project must have been completed prior to enrolling in Senior Capstone.

HCOM 495 ■ Special Topics ■ 1-6 credits

Studies a particular topic in Human Communication. May be repeated for credit when topics vary.
Prerequisite(s): Instructor consent.

HCOM 496 ■ Field Studies ■ 1-6 credits

Opportunities for independent field research projects involving oral history, social action writing, archival research, or investigative journalism.
Prerequisite(s): Instructor consent.

HCOM 497 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): Instructor consent.

HCOM 555 ■ Paradigms of the Chicano Community ■ 4 credits

A graduate-level course primarily designed for students in the Critical Multicultural Education Master's Program. Explores emerging intellectual paradigms in the Chicano community and traces their antecedents and relationships. Provides an intensive foundation in Chicano studies theory and emergent issues. Offers built-in assessment in HCOM MLO 5 and concentration in Chicana/o-Latina/o Studies.
Prerequisite(s): Graduate level.

**HCOM 595 ■ Special Topics: Fort Ord Conversion Project
1-4 credits**

For students interested in the oral history of the Fort Ord Conversion Project.
Prerequisite(s): Graduate standing and instructor consent.

HCOM 596 ■ Field Studies ■ 1-6 credits

Opportunities for independent field research projects involving oral history, social action writing, archival research, or investigative journalism.
Prerequisite(s): Graduate standing and instructor consent.

HCOM 597 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): Graduate standing and instructor consent.

ID 500 ■ Graduate ProSeminar ■ 2 credits

Required graduate-level ProSeminar for students entering the interdisciplinary studies graduate program. This learning experience introduces students to the Master of Arts Program in Interdisciplinary Studies. It provides an overview of history, theory, and practice in interdisciplinary studies; introduces students to graduate faculty, their teaching expertise and research interests; discusses courses and alternative learning experiences which will facilitate students' study in the program, and helps students design graduate learning outcomes and develop individual learning plans.
Prerequisite(s): graduate admission to interdisciplinary studies and instructor consent.

ID 501 ■ Research Methodology ■ 4 credits

The seminar introduces Interdisciplinary Studies students to methodologies used in ethnographic as well as critical and cultural studies. Both practical application and theoretical discussions will animate this seminar in which students are expected to conduct an independent research project of their own design. The course will cover scientific research design (hypothesis building and testing) and research methods emanating from humanities.
Prerequisite(s): graduate admission to interdisciplinary studies and instructor consent.

ID 560 ■ Truth and Method in History: A Social History Learning Lab ■ 4 credits

This course is a hands-on practicum in advanced qualitative and quantitative methods for research and analysis in social history. Students work both collaboratively and individually on a major research project in social history. Topics vary according to student interests. Classes are conducted in seminar style and emphasize the collaborative development of critical thinking in framing effective research questions and choosing the research methods that are most appropriate to the questions asked.
Prerequisite(s): graduate admission to interdisciplinary studies and instructor consent.

ID 595 ■ Special Topics ■ 1-6 credits

This course enables graduate students to enrich 300 or 400 level courses to satisfy graduate level requirements. Prior to enrolling in this course, students must seek instructor's permission, provide a description of the course content and submit a proposal to explain how additional and enriched graduate level assignments will be implemented. The course needs to be approved by the faculty advisor, the instructor of the course, the Center Dean and the Program Coordinator.
Prerequisite(s): graduate admission to interdisciplinary studies and instructor consent.

ID 597 ■ Independent Study ■ 1-6 credits

This course can fulfill individualized Graduate Learning Outcomes and IDS graduation requirements. Prior to enrolling in the course, students need to develop a detailed proposal outlining the content of the proposed study and submit a description of how the course can meet Graduate Learning Outcomes, specific measurable objectives and specific enabling assignments. The course need to be approved by the faculty advisor, the instructor of the course and the Center Dean.
Prerequisite(s): graduate admission to interdisciplinary studies and instructor consent.

ID 598 ■ Graduate Seminar Series ■ 2 credits

This course provides graduate students with a forum to develop and present seminars on selected interdisciplinary topics. Seminars will be presented by graduate students focusing on the discussion of research interests, progress in the program, and Capstone projects. It will aid students in planning research, carrying out fieldwork, and writing up and presenting research outcomes such as course papers, conference papers and Capstone projects.
Prerequisite(s): graduate admission to interdisciplinary studies and instructor consent.

ID 599 ■ Graduate Capstone Seminar ■ 1 credit

This is a supervised course designed to assist graduate students in completing their graduate Capstone project. It introduces guidelines for structuring the project and offers guidance in preparation with graduate faculty advisors. This course is required.
Prerequisite(s): graduate admission to interdisciplinary studies and instructor consent.

ISSM 300 ■ Major ProSeminar ■ 2 credits

Develops individual learning plans designed to demonstrate the paths towards fulfillment of Major Learning Outcomes in the integrated studies program. Course completion required for enrollment in integrated studies program. Formerly known as INST 300.
Prerequisite(s): instructor consent.

ISSM 395 ■ Special Topics ■ 2 credits

Studies a particular topic. May be repeated for credit when topics vary. Formerly known as INST 395.
Prerequisite(s): instructor consent.

ISSM 397 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits. Formerly known as INST 397.
Prerequisite(s): instructor consent.

ISSM 400 ■ Senior Capstone ■ 2 credits

Capstone experience for seniors in the Integrated Studies Special Major. Students produce a Capstone project and compile a portfolio that integrates their course-based and experiential learning as well as internships, field studies, and/or volunteer service. Required for final semester. Formerly known as INST 400.
Prerequisite(s): senior standing in the integrated studies program and instructor consent.

ISSM 597 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits. Formerly known as INST 597.
Prerequisite(s): instructor consent.

ITAL 101 ■ Beginning Italian I ■ 4 credits

Introduces the Italian language emphasizing the mastery of oral communication and use of the written language. Includes the fundamentals of grammar, speaking, reading, and pronunciation, supported by regular laboratory-type practice.

ITAL 102 ■ Beginning Italian II ■ 4 credits

Continues the study of the Italian language emphasizing the mastery of oral communication and use of the written language. Includes the fundamentals of grammar, speaking, reading, and pronunciation, supported by regular laboratory-type practice.
Prerequisite(s): ITAL 101.

ITAL 201 ■ Intermediate Italian I ■ 4 credits

Offers a review of the fundamentals of Italian grammar and continues the development of speaking, listening, reading, and writing skills through the study and discussion of short reading selections.
Prerequisite(s): ITAL 102 or equivalent.

ITAL 202 ■ Intermediate Italian II ■ 4 credits

Continues to instruct on the fundamentals of Italian grammar, and continues the development of speaking, listening, reading, and writing skills through the study and discussion of short reading selections.
Prerequisite(s): ITAL 201 or equivalent.

JAPN 100 ■ Introduction to Japanese Language and Culture 2 credits

Introduces the background knowledge and basic concepts of language and culture for Japanese. Includes movies, guest speakers, and field trips. Involves mastering the Japanese phonetic alphabets and basic Kanji. Covers word processing and Internet access in Japanese. Provides Japanese-oriented career information.

JAPN 101 ■ Beginning Japanese I ■ 4 credits

Introduces the Japanese language for students with no prior Japanese by developing listening, speaking, reading, and writing (Hiragana, Katakana, and Kanji). Looks at Japanese society and the features of Japanese culture that influence the use of the language in daily life. Students learn useful expressions for communicating with native speakers.

JAPN 102 ■ Beginning Japanese II ■ 4 credits

Continues to teach the Japanese language by developing listening, speaking, reading, and writing (Hiragana, Katakana, and Kanji). Looks at Japanese society and the features of Japanese culture that influence the use of the language in daily life. Students learn useful expressions for communicating with native speakers.
Prerequisite(s): JAPN 101 or equivalent.

JAPN 103 ■ Elementary Japanese Reading I ■ 2 credits

Introduces contemporary Japanese through reading and writing Kana and Kanji.
Corequisite(s): JAPN 101.

JAPN 104 ■ Elementary Japanese Reading II ■ 2 credits

Continues to teach contemporary Japanese through reading and writing Kana and Kanji.
Corequisite(s): JAPN 102.

JAPN 195 ■ Special Topics ■ 1-6 credits

Studies a particular topic in the Japanese language and/or culture.
Prerequisite(s): instructor consent.

JAPN 197 ■ Independent Study ■ 1-6 credits

Allows lower-division students to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research.
Prerequisite(s): instructor consent.

JAPN 201 ■ Intermediate Japanese I ■ 4 credits

Develops proficiency in listening, speaking, reading, writing, and developing cultural awareness. Students learn useful expressions and communication strategies for everyday situations in Japanese. Integrates the use of technology for Japanese word processing and Internet access. For students with one year of Japanese.
Prerequisite(s): JAPN 102 or equivalent, or instructor consent.
Corequisite(s): JAPN 203 when offered.

JAPN 202 ■ Intermediate Japanese II ■ 4 credits

Continues to develop proficiency in listening, speaking, reading, writing, and developing cultural awareness. Students learn useful expressions and communication strategies for everyday situations in Japanese. Integrates the use of technology for Japanese word processing and Internet access. For students with one year of Japanese.
Prerequisite(s): JAPN 201 or equivalent, or instructor consent.
Corequisite(s): JAPN 204 when offered.

JAPN 203 ■ Intermediate Japanese Reading I ■ 2 credits

Continuation of JAPN 103-104. Intermediate courses in the reading and writing of Kana and Kanji of contemporary Japanese. Required, must be taken concurrently with JAPN 201-202.
Prerequisite(s): JAPN 102 or instructor consent.
Corequisite(s): JAPN 201-202.

JAPN 204 ■ Intermediate Japanese Reading II ■ 2 credits

Continuation of JAPN 103-104. Intermediate courses in the reading and writing of Kana and Kanji of contemporary Japanese. Required, must be taken concurrently with JAPN 201-202.
Prerequisite(s): JAPN 201 or instructor consent.
Corequisite(s): JAPN 202.

**JAPN 205 ■ Introduction to Japanese Culture and Civilization
4 credits**

Introduces Japanese culture, history, and geography using Japanese art forms, literature, philosophy, customs and traditions, economy, and politics. Covers family life, education, occupations, and work. Includes the infrastructure of modern Japan, the cities, homes, transportation, and rural Japan. Explores traditional cultural arts such as the tea ceremony, flower arrangements, Noh drama, music, and Matsuri. Examines contemporary culture including cinema, music, literature, and pop culture topics such as Manga and Anime.

JAPN 301 ■ Advanced Japanese I ■ 4 credits

Continues to build proficiency as defined by the ACTFL Proficiency Guidelines. Develops listening, speaking, reading, and writing using content-based instruction on Japanese geography, climate, transportation, communication systems, agriculture, fisheries, and trading. Integrates Japanese word processing and Internet activities. For students with two or more years of proficiency.
Prerequisite(s): JAPN 202 or equivalent.

JAPN 301S ■ Advanced Japanese I: Service Learning ■ 4 credits

Expands upon JAPN 301 content with an experience that enhances the students' language skills through extensive aural, reading, writing, and cultural presentation experience in Japanese.
Prerequisite(s): JAPN 202 or equivalent.

JAPN 302 ■ Advanced Japanese II ■ 4 credits

Continuation of JAPN 301.
Prerequisite(s): JAPN 301 or instructor consent.

JAPN 303 ■ Business Japanese ■ 4 credits

Advanced conversation course that focuses on the situations and events that occur in the daily business environment including formal introductions, interviewing, telephone skills, making appointments, and requesting or refusing requests. Presents and expands on cultural concepts as they impact the business world using Internet business culture and videos from Japan.
Prerequisite(s): JAPN 202 or equivalent.

JAPN 304 ■ Technical Japanese ■ 4 credits

Develops reading and writing skills by introducing frequently used technical vocabulary related to computers and science. Emphasizes Kanji and Katakana technical words along with grammar for reading technical reports, documents, and journals. Covers acquisition of: 1) technical Japanese grammar, 2) reading skills and strategies, 3) speaking and listening skills, and 4) writing skills. Includes roleplaying activities, developing presentation skills, and writing activities for faxes, letters, and resumes.
Prerequisite(s): JAPN 201 or equivalent.

**JAPN 305 ■ Introduction to Japanese Culture and Civilization
4 credits**

For world languages and cultures majors emphasizing Japanese language and culture. See course description for JAPN 205.

JAPN 306 ■ The Japanese Mind ■ 4 credits

Project-based course that looks behind the social mask the Japanese present to the outside world by examining the people, their life, and their "inner culture." Covers modes of thinking and communicating, negotiating, and decision making; ethical systems; the central role of social status and consequent hierarchical relationships; patterns of making friends and influencing others; psychological factors such as dependence and duty; and the Japanese addiction to perfection.

JAPN 307 ■ The Japanese American Experience ■ 4 credits

Focuses on the Japanese American experience from the 1860s to the present day as an ongoing study in ethnographic assimilation. Includes early immigration and the U.S. response; immigration and labor laws, property rights, and WWII internment. Students identify issues of the ethics of assimilation, racial and ethnic discrimination, educational opportunity, social justice, and cultural identity. Students evaluate these issues according to when they occurred, by contemporary standards, and their own values.

**JAPN 308 ■ Japanese Pop Culture, Anime, and Multimedia
4 credits**

Explores post WWII Japanese music, literature, artistic media, and hi-tech products. Investigates social themes ranging from post-holocaust Japan to adult hedonism to childhood by looking at adult comic books (Manga) and animated movies (Anime). Includes popular music from Enka to Rock to Karaoke, fashion and style, popular technology, consumerism, and environmental issues. Explores the evolution of pop culture, and its impact on society. Examines the development of multimedia technology in Japan and America.

JAPN 309 ■ Japanese Literature in Translation ■ 4 credits

Taught in English and covers Japanese literature translated into English including The Tale of Genji, the works of Yukio Mishima, Yasunari Kawabata, the legend of Miyamoto Musashi, and others.

JAPN 395 ■ Special Topics: Japanese Cinema ■ 1-6 credits

An introductory scrutiny of major Japanese directors and genres with attention to film composition, choices of subject and character, ideas of the cinematic, and the relationship of cinema to Japanese culture and society. Students will analyze and critique films. Discussion of films will deal with the production of their historical, social, and cultural context and issues dealing with popular culture and equity.
Prerequisite(s): instructor consent.

JAPN 397 ■ Independent Study ■ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic Center.
Prerequisite(s): instructor consent.

JAPN 401 ■ Advanced Japanese III ■ 4 credits

Develops advanced proficiency in listening, speaking, reading, and writing, using realistic and authentic materials.
Prerequisite(s): upper-level course(s) or equivalent.

JAPN 402 ■ Advanced Japanese IV ■ 4 credits

Project-based course continues to develop advanced proficiency in listening, speaking, reading, and writing, using authentic materials.
Prerequisite(s): JAPN 401 or instructor consent.

JAPN 405 ■ Economic History of Japan ■ 4 credits

Examines the evolution of Japanese economic institutions emphasizing the foundations of institutions necessary to the sequential stages of economic development. Includes the emergence of merchant families and banking houses during the Edo and Meiji eras. Explores the development of currency systems, institutions of public finance, transportation, international trade, the economic structure and institutions of modern Japan, and Japan's role as a leading industrial nation.

JAPN 408 ■ Business in Japan ■ 4 credits

Focuses on the Japanese business world from the rebirth of Japan after WWII into a modern industrial, technological, and economic super power. Includes the development of technology, trade strategies and policies, and Japan in the 21st century.

JAPN 497 ■ Independent Study ■ 2-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic Center.
Prerequisite(s): instructor consent.

JAPN 595 ■ Special Topics ■ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic Center. May be repeated for credit when topics vary.
Prerequisite(s): instructor consent.

JAPN 597 ■ Independent Study ■ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic Center.

Prerequisite(s): instructor consent.

KOR 101 ■ Beginning Korean I ■ 4 credits

Introduces basic spoken and written structures of standard Korean, and develops basic aural and oral skills emphasizing cultural context. Uses videotapes and audiotapes inside and outside of class.

KOR 102 ■ Beginning Korean II ■ 4 credits

Continues introducing basic spoken and written structures of “standard” Korean, and develops basic aural/oral skills emphasizing cultural context. Uses videotapes and audiotapes inside and outside of class.

Prerequisite(s): KOR 101 or equivalent, or instructor consent.

KOR 197 ■ Independent Study ■ 1-6 credits

Allows lower-division students to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research.

Prerequisite(s): instructor consent.

KOR 395 ■ Special Topics: Korean History ■ 2 credits

This course provides a general and comprehensive knowledge of Korea for students interested in Korean studies. It provides to military and civilian personnel a convenient compilation of basic facts about social, economic, political and military institutions and practices of North and South Korea.

LS 195 ■ Special Topics ■ 1-6 credits

Studies a particular topic in the liberal studies major. May be repeated for credit when topics vary.

Prerequisite(s): instructor consent.

LS 196 ■ Field Studies ■ 1-6 credits

Student and faculty member select topic of field study and number of credits.

Prerequisite(s): instructor consent.

LS 197 ■ Independent Study ■ 1-6 credits

Allows lower-division students to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research.

Prerequisite(s): instructor consent.

LS 300 ■ Major ProSeminar ■ 4 credits

Facilitates student’s ability to synthesize and apply their broad knowledge base, skills, concepts, and values across disciplines. Students demonstrate effective written communication skills in creative, research and scholarly writing, and meet state-mandated GVAR standards. Students conduct a career investigation and develop an Academic Learning Plan and portfolio that reflect the liberal arts major and preparation for the Capstone project in the senior year.

LS 323 ■ World Mythological Literature ■ 4 credits

Surveys world mythology and global mythologies including Hindu, Norse, Celtic, and American Indian. Examines the universal motifs which make cross-cultural stories similar in light of scholarly theory such as origin and purpose. Compares mythic literature from around the world.

**LS 324 ■ World Mythology: The Return of the Great Goddess
4 credits**

Explores the historical existence, patriarchal suppression of, and the burgeoning rebirth of this ancient, astrobiological tradition and its significance for gender equity, ecological awareness, Earth stewardship, and a cross-cultural appreciation for the important role women have played in all aspects of human history.

LS 351 ■ Human Development Across the Life Span ■ 4 credits

Surveys various theoretical perspectives on the biological and environmental determinants of human growth and development across the life span and draws from current social science research in examining the complex array of social, political, and cultural forces that combine to determine each individual’s life course. Emphasizes applications to real world settings and provides opportunities for self-reflection as well as for field observation as a basis for integrative reflection. Liberal Arts Requirement.

LS 356 ■ Infancy and Early Childhood ■ 4 credits

Focuses on psychoanalytic, behavioral, and other psychological theories in providing a rigorous introduction to the various biological, social, and cultural factors known to contribute to human growth and development, during the initial phases of life (prenatal to preschool). Readings emphasize research and application, and field sites are designated for ongoing observation of children in preschool service settings. (Child Development Concentration Course).

LS 360 ■ Child Development ■ 4 credits

Surveys theory and research on various aspects of child development with a focus on multi-cultural, cross-cultural, and social policy issues. Addresses the current conditions of children in the United States and globally, and emphasizes the need for diverse and culturally competent policies and practices. Liberal Studies Major Requirement.

LS 360S ■ Child Development: Service Learning ■ 4 credits

Surveys theory and research on various aspects of child development with a focus on multi-cultural, and social policy issues. Addresses the current conditions of children in the United States and globally, and emphasizes the need for diverse and culturally competent policies and practices. Requires completion of a community service project. Liberal Studies Major Requirement.

LS 361 ■ Middle—Late Childhood ■ 4 credits

Focuses on behavioral and social learning theories as applied to such developmental issues of elementary school aged children, as individual differences in coping, adjustment, and achievement. Explores the ways children learn to negotiate the often competing demands of the home and schooling cultures. Readings emphasize research and application, and field sites are designated for ongoing observation of children in schools and other community settings. (Child Development Concentration Course).

LS 361S ■ Middle-Late Childhood: Service Learning ■ 4 credits

Focuses on behavioral and social learning theories as applied to such developmental issues of elementary school aged children, as individual differences in coping, adjustment, and achievement. Explores the ways children learn to negotiate the often competing demands of the home and schooling cultures. Readings emphasize research and application, and field sites are designated for ongoing observation of children in schools and other community settings. Requires completion of approved community service project. (Child Development Concentration Course).

LS 362 ■ Southeast Asian History and Culture ■ 4 credits

Introduces the history and culture of the Southeast Asians (SEA) who have migrated to the United States since 1975. Students develop the knowledge and skills of cross-cultural competencies in a pluralistic and global society.

**LS 365 ■ Adolescence: Context, Culture, and Development
4 credits**

Focuses on cognitive, ecological, and other psychological theories in examining the impact of culture and context on adolescent development. Devotes particular attention to the relationship between identity development, moral development, and motivation for achievement. Readings emphasize research and application, and field sites are designated for ongoing observation of teens in schools and other community settings. (Child Development Concentration Course).

**LS 365S ■ Adolescence: Context, Culture, and Development-
Service Learning ■ 4 credits**

Focuses on cognitive, ecological, and other psychological theories in examining the impact of culture and context on adolescent development. Devotes particular attention to the relationship between identity development, moral development, and motivation for achievement. Readings emphasize research and application, and field sites are designated for ongoing observation of teens in schools and other community settings. Requires completion of a community service project. (Child Development Concentration Course).

LS 371 ■ Adulthood & Aging ■ 4 credits

Focuses on the consolidation of personal identity, the primary factors of adulthood, including career exploration and healthy intimacy. Draws readings from diverse sources, including psychological and sociological research and media.

LS 377 ■ Geriatrics and Gerontology ■ 4 credits

Examines the key issues, complexities and challenges all persons encounter in coming to terms with their mortality. Addresses the etiology of life altering events, quality of life for the elderly, and end of life choices. Issues are addressed from multicultural and universal perspectives.

LS 391 ■ Culture and Cultural Diversity ■ 4 credits

This learning experience develops competency in cross-cultural analysis, involving a working knowledge of one’s own ethnic heritage and the ability to make constructive comparisons with at least one other ethnic group. Addresses a conceptual understanding of culture, methodologies for studying and understanding culture, knowledge of cross-cultural relations in the United States, sociocultural experiences of U.S.-based social/ethnic groups, power relations and equity, and sociopolitical systems and effects on “status” of a cultural group.

LS 391S ■ Culture and Cultural Diversity: Service Learning
4 credits

Same description as LS 391. Requires completion of an approved community service project.

LS 392 ■ Nature of Language and Language Acquisition ■ 4 credits

Examines basic elements of language, universals and differences. Includes theory and research in first- and second- language development, models of language analysis for understanding language acquisition and reading development. Includes an overview of language systems in terms of phonetics, phonology, morphology, syntax, semantics, and pragmatics.

LS 392S ■ Nature of Language and Language Acquisition: Service Learning ■ 1 credit

Examines basic elements of language, universals and differences. Includes theory and research in first- and second- language development, models of language analysis for understanding language acquisition and reading development. Includes an overview of language systems in terms of phonetics, phonology, morphology, syntax, semantics, and pragmatics. Requires completion of an approved community service project.
 Prerequisite(s): concurrent or previous enrollment in LS 392.

LS 393 ■ Schooling in a Culturally and Linguistically Diverse Society
4 credits

Examines the issues, problems, and solutions to schooling in a pluralistic society by viewing schools as social institutions that reflect the values and sociocultural and sociopolitical dynamics of society at large. Focuses on the history, politics, theories, and approaches to the schooling of culturally and linguistically diverse student population.

LS 393S ■ Schooling in a Culturally and Linguistically Diverse Society: Service Learning ■ 4 credits

Introduces the teaching profession and classroom work. Examines the daily work of classroom teachers in multicultural schools by providing minimal assistance. Explores the relationships between schools and their social context. Applies patterns embedded in schools to a broader historical examination of schooling for the education of a culturally and linguistically diverse population. Teaches students to distinguish among various philosophical orientations toward schooling of diverse populations. Requires completion of an approved community service project.

LS 394 ■ Multicultural Children’s Literature ■ 4 credits

Familiarizes students with diverse and award-winning children’s literature from various cultural groups. Engages students in identifying bias-free literature, shared readings, reading aloud activities, and opportunities to learn effective storytelling techniques. Examines literature within historical, sociopolitical, cultural, and psychological contexts with emphasis on differential power relationships.

LS 394S ■ Multicultural Children’s Literature: Service Learning
4 credits

Familiarizes students with diverse and award-winning children’s literature and poetry from various cultural groups. Engages students in identifying bias-free literature, shared readings, reading aloud activities, and opportunities to learn effective storytelling techniques. Examines literature within historical, sociopolitical, cultural and psychological contexts with emphasis on differential power relationships. Requires completion of an approved community service project.

LS 395 ■ Special Topics ■ 1-8 credits

Studies a particular topic in the liberal studies major. May be repeated for credit when topics vary.
 Prerequisite(s): upper-division class standing and instructor consent.

LS 396 ■ Field Studies ■ 1-8 credits

Upper-division students and faculty member select advanced topic of field study and number of credits.
 Prerequisite(s): instructor consent.

LS 397 ■ Independent Study ■ 1-8 credits

Allows upper-division students to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research.
 Prerequisite(s): instructor consent.

LS 400 ■ Senior Capstone ■ 2 credits

Completes the development of documentation for an academic portfolio and a Capstone research project that reflect achievement in the liberal studies major.
 Prerequisite(s): Completion of Major ProSeminar, LS 300.

LS 595 ■ Special Topics ■ 1-8 credits

Studies a particular topic in the liberal studies major. May be repeated for credit when topics vary.
 Prerequisite(s): instructor consent.

LS 596 ■ Field Studies ■ 1-8 credits

Graduate students and faculty member select advanced topic of field study and number of credits.
 Prerequisite(s): instructor consent.

LS 597 ■ Independent Study ■ 1-8 credits

Allows graduate students and practitioners to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research.
 Prerequisite(s): instructor consent.

MATH 61 ■ Tutorial Support ■ 4 credits

Covers basic algebraic principles and arithmetic operations using monomials and polynomials. A student may register for this course only if they have already enrolled in MPC Math 261 and need CSUMB credits for financial aid or other reasons. Intended for students who scored below 380 on the Entry-Level Mathematics (ELM) examination and who do not qualify for the CSUMB Math 95 course. Credit/no credit only. Formerly known as ASAP 60.
 Corequisite(s): Math 261.

MATH 95 ■ Intensive Mathematics Review Workshop ■ 4 credits

Covers a review of operations with real numbers and algebra and focuses on linear, quadratic, exponential, and logarithmic equations. Refreshes algebra skills required for college-level math courses. For students who scored 380-500 on the Entry-Level Mathematics (ELM) examination. Credit/no credit only. Formerly known as MATH 70, 80, 90.

MATH 100 ■ Quantitative Literacy ■ 4 credits

Covers linear, quadratic, exponential, and logarithmic functions; systems of equations and inequalities; simple and compound interest; annuities; loan; discrete probability; counting principles, frequency distributions, measures of central tendency; measures of dispersion, confidence intervals; areas; and volumes. Draws examples from applications in the social sciences, biological sciences, and business. Uses Graphing Calculator and Excel to display the graphs of functions and analyze data.
 Prerequisite(s): passing grade on ELM test, or completing CSUMB Math Workshop 95, or intermediate college algebra.

MATH 120 ■ Introductory Comparative Geometry ■ 3 credits

This course will develop student’s understanding of geometry by comparing and contrasting selected structures and theorems in Euclidean geometry with analogous or contrasting structures and theorems from at least two non-Euclidean geometries. Students will emerge with greater insight into Euclidean geometry, increased spatial understanding, appreciation of geometry as an abstract system, and knowledge of applications of both Euclidean and non-Euclidean geometrical concepts.
 Prerequisite: instructors consent.

MATH 121 ■ Precalculus for Teachers ■ 3 credits

This course will develop students’ understanding of concepts needed in preparation for calculus or for teaching middle school mathematics. During the course, students will examine linear, exponential, polynomial, and rational functions. General functional notation, graphing, data analysis, and modeling will be emphasized. Students will complete projects involving a hands-on approach.
 Prerequisite: instructor consent.

MATH 130 ■ Precalculus ■ 4 credits

Introduces precalculus using an applications based approach to discuss functions; exponential, logarithmic, trigonometric, and linear functions; data analysis; and mathematical modeling.
 Prerequisite(s): passing grade on ELM test, or intermediate algebra, or instructor consent.

MATH 150 ■ Calculus I ■ 4 credits

Offers differential calculus emphasizing its application in other disciplines. Includes and continuity of differentiation, trigonometric, exponential, logarithmic, and inverse functions. Integrates the use of computers.
 Prerequisite(s): MATH 130 or equivalent, or a satisfactory score on the Mathematics Advisory Test.

MATH 151 ■ Calculus II ■ 4 credits

Offers integral calculus emphasizing its application to other disciplines. Includes the anti-derivative of a function, differential equations, and the applications of integration. Students use computer technology as part of the course.
 Prerequisite(s): MATH 150 or equivalent.

MATH 155 ■ Calculus I: Earth Systems Applications ■ 4 credits

The first half of a two-semester sequence, this course is primarily for students intending to major in Earth Systems Science & Policy. Topics covered include continuity, differentiation, trigonometric, exponential, and logarithmic functions, inverse functions, and optimization problems in physical and life sciences. Students will learn the basic concepts of mathematical modeling, and how to interpret the results. Students use computer labs as part of the course.
 Prerequisite(s): MATH 130 or equivalent, or a satisfactory score on the Mathematics Advisory Test, and satisfaction of ELM requirement.

MATH 156 ■ Calculus II : Earth Systems Applications ■ 4 credits

The second half of a two-semester course, this course is primarily intended for students intending to major in Earth Systems Science & Policy. Topics covered include integration, numerical integration, first and second order differential equations with applications to physical and life sciences. The instructor may cover additional topics such as vector notation. Students will learn basic concepts of mathematical modeling, and how to interpret the results. Students use computer labs as part of the course.
Prerequisite(s): Math 155 or equivalent, or instructor consent, and satisfaction of ELM requirement.

MATH 170 ■ Discrete Mathematics ■ 4 credits

Includes sets and sequences, elementary logic, relations, induction, counting principles, discrete probability, Boolean algebra, logic networks, matrices, graph theory, and trees. Applies these topics to real life and branches of science, particularly computer science.
Prerequisite(s): passing grade on ELM test, MATH 130 or instructor consent.

MATH 197 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

MATH 260 ■ Linear Algebra ■ 4 credits

Introduces matrices and systems of linear equations and covers topics such as determinants, vectors in two and three dimensions, vector spaces, and linear transformations emphasizing applications to concrete problems. Students use computing technology for the course.
Prerequisite(s): MATH 130 or equivalent, or instructor consent.

MATH 302 ■ Mathematical Literacy ■ 4 credits

Quantitative Literacy. An introduction to some current topics in applied mathematics. Focuses on mathematical thinking and problem solving in a way consistent with the NCTM Standards and CA Math Frameworks. Topics include combinatorics and probability, Boolean Algebra, group theory and geometry, and graph theory. An emphasis is placed on applications to science, technology, and business.
Prerequisite(s): satisfaction of MATH ULR, or instructor consent.

MATH 355 ■ Advanced Mathematics: Linear Algebra and Dynamical Systems ■ 4 credits

This course is designed for students who want to further their understanding of the mathematics used to model natural phenomena. Recommended for students who desire a deeper qualitative and quantitative background in preparation for Capstone work and/or graduate school.
Prerequisite(s): MATH 156.

MATH 361S ■ Mathematics Tutors ■ 4 credits

Upper-division course where students assist local math teachers in classroom instruction by serving as math tutors and mentors to students in local middle and high schools. Focuses on understanding the basic mathematical principles, techniques, and methodologies for effective tutoring. For students interested in classroom instruction and helping young students learn mathematics.
Prerequisite(s): satisfaction of MATH ULR, and SL 200.

MATH 397 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

MATH 597 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

MIE 190 ■ Introduction to Business ■ 4 credits

For students with relatively little business management experience. Understanding roles of business, issues of social responsibility and forms of business ownership. Roles of management in specialized fields of human resources, finance, production and marketing. Students explore opportunities and requirements in several business positions as well as assess personal interests and capabilities.
Prerequisite(s): Second semester freshman standing.

MIE 200 ■ Introduction to Business Computing ■ 4 credits

Students demonstrate proficiency in business computing and problem solving skills. Topics to be covered: Basic characteristics of PC hardware and software; Seal Server for file/information exchange; Internet/Library resources; MS Word as a tool for effective writing; formulating simple algebraic equations, understand the basic quantitative concepts and use MS Excel as a tool to create effective spreadsheets capable of what-if analysis.
Prerequisite(s): None.

MIE 201 ■ Macro Economics ■ 3 credits

Introduction to economics; analysis and theory of national income; money and banking; public finance and taxation; and international trade. Primary concentration on the capitalist system and the United States economy.
Prerequisite(s): MIE 200 or consent of instructor.

MIE 202 ■ Micro Economics ■ 3 credits

Theory of prices and markets; industrial organization; public policy; income distribution; and contemporary problems of labor and business.
Prerequisite(s): MIE 201 or consent of instructor.

MIE 203 ■ Financial Accounting ■ 4 credits

Accounting principles and concepts essential to an understanding of the role of accounting in the collection, interpretation and use of business data. While attention is given to the uses of accounting data by investors, emphasis is on the needs of management and the limitations and usefulness of accounting data for purposes of planning and controlling business activities.
Prerequisite(s): MIE 200 or consent of instructor.

MIE 211 ■ Reading, Writing and Critical Thinking for Business I 4 credits

This course, to be taken prior to or concurrently with the MIE ProSeminar, develops students' empathetic and critical listening, speaking, reading and writing abilities. Students will be exposed to the fundamental issues of business and society. They will develop ability in business writing including letters, emails, memos and informal reports. In addition, students will develop critical thinking skills through the objective analysis of one business issue.
Prerequisite(s): Freshman ProSeminar.

MIE 300 ■ Major ProSeminar ■ 4 credits

This course is an introduction to the major concepts in the field of business and entrepreneurship and the range of pedagogy used in courses and field-based experiences within the major. Additionally, students complete an assessment of their current level of competency in each of the Major Learning Outcomes. With this assessment data, students develop a Learning Plan that will guide their learning experiences at CSUMB and their continuing professional development.
Prerequisite(s): MIE 200, 201, 202, 203, 204, 211; second-semester sophomore or junior standing in the MIE major.
Corequisite(s): This course should be taken subsequent to or in conjunction with MIE 304.

MIE 303S ■ Participation in Community Economic Development 4 credits

Students explore concepts of culture and cultural identity, differential power relationships among cultural groups, and ways to achieve greater equity and social justice. As an integral aspect of learning, students work with community agencies committed to empowerment of groups historically excluded from the economic mainstream and reflect on that experience.
Prerequisite(s): MIE 300 or consent of instructor. This course satisfies upper-division Service Learning requirement.
Prerequisite(s): MIE 300 or consent of instructor.

MIE 304 ■ Reading, Writing, and Critical Thinking for Business II 4 credits

Students refine their critical thinking skills through the analysis of several case studies. They apply diverse approaches to practical reasoning and gain ability in listening, reading, writing, and responsible and effective advocacy. Students also develop resumes as they prepare to proceed through the MIE major.
Prerequisite(s): MIE 211 or an approved lower-division course on reading, writing and critical thinking; second-semester sophomore or junior standing in the MIE major.
Corequisite(s): This course should be taken prior to or in conjunction with MIE 300.

MIE 305 ■ Principles of Management ■ 3 credits

Concepts of management and organizational behavior including managerial roles, organizational and team dynamics, leadership and motivation, decision making, ethical and legal issues, and communication. Individually and in teams, students explore how organizations do or do not function effectively in international and multicultural contexts. Students also develop management plans as part of multi-course business planning process.
Prerequisite(s): MIE 300 and MIE 304 or consent of instructor.

MIE 306 ■ Fundamentals of Marketing ■ 3 credits

Identification of market opportunities, market and competitive analysis, consumer behavior and demographics, marketing tools, development of marketing plans and programs, management of the marketing and distribution value chain, product management, ethical and legal aspects of marketing. Individually or in teams, students perform market analysis and develop marketing plans as part of multi-course business planning process.
Prerequisite(s): MIE 300 and MIE 304 or consent of instructor.

MIE 307 ■ Finance ■ 4 credits

Overview of financial markets and institutions. Financial planning and analysis, acquisition and allocation of financial resources, risk management, and other aspects of building shareholder value. Relationship to other aspects of enterprise management. International aspects of financial management. Individually and in teams, students develop a business plan for a new or expanding enterprise and defend that plan before real-world financial officers.
Prerequisite(s): MIE 300 and MIE 304 or consent of instructor.

MIE 308 ■ Computer Information Systems ■ 3 credits

Understand the importance of computers in our lives and in business; discuss the various elements of computer hardware and software in use today; understand the various types of operating systems; understand the use of spreadsheets as a problem solving tool, what-if analysis and decision making tool; understand the use of list management for information search and collation; use of Internet telecommunication; and use information as a tool for gaining competitive advantage.

Prerequisite(s): MIE 306 and MIE 307 or consent of instructor.

MIE 309 ■ Principles of Operations Management ■ 3 credits

Overview of the transformation process, from materials to distribution of goods and services, in domestic and international enterprises. Examines principles and real life application of operations management tools such as total quality management, continuous productivity improvement, just-in-time inventory management, supply chain management, and enterprise resource management. Students use PC-based operations analysis and management tools to analyze case studies and to develop operations management components of multi-disciplinary business plans.

Prerequisite(s): MIE 306 and MIE 307 or consent of instructor.

MIE 310 ■ Entrepreneurship ■ 4 credits

Focuses on the entrepreneurial process, opportunity recognition, entry strategies, market opportunities and marketing, creation of a successful business plan, financial projections, venture capital, debt and other forms of financing, external assistance for startups and small businesses, legal and tax issues, intellectual property, franchising, and entrepreneurship economics.

Prerequisite(s): MIE 305 and 306; for non-MIE majors, consent of instructor.

MIE 320 ■ Managerial Marketing ■ 4 credits

A managerial approach to marketing, providing rich depth of practical examples and applications, showing the major decisions that marketing managers face in their efforts to balance the organization's objectives and resources against needs and opportunities in the marketplace. The course demonstrates how to develop an optimum "marketing mix," focusing on managerial decision making regarding markets, products and services, promotion, distribution, logistics, and pricing to satisfy customer needs and institutional goods. Students prepare a marketing plan.

Prerequisite(s): MIE 306; for non-MIE majors, consent of instructor.

MIE 321 ■ Electronic Commerce ■ 4 credits

As businesses invest in the commercialization of the World Wide Web, firms are beginning to experience dramatic shifts in standard business practices caused by the emergence of a global electronic marketplace. What sorts of business and marketing models are firms applying in this new environment? This hands-on course will focus on the marketing issues surrounding commercialization of computer-mediated environments (CMEs) like the World Wide Web and other emerging electronic media.

Prerequisite(s): MIE 306; for non-MIE majors, consent of instructor.

MIE 322 ■ Product Management and Marketing for Startups ■ 4 credits

More than two million new enterprises are launched each year, but 70 percent fail. Success requires not only effective personal skills but also effective managerial and marketing skills. This course will focus on the necessary characteristics to understand the wants and needs of customers and tools/techniques to be successful, such as trade shows, online marketing, going global, advertising, sales, public relations, publicity, customer relations and financing.

Prerequisite(s): MIE 306; for non-MIE majors, consent of instructor.

MIE 330 ■ Human Resources Management ■ 4 credits

Examines human resource management challenges confronting decision makers in a rapidly challenging global environment. Knowledge areas include: motivation, cross-cultural communication, recruitment, selection, compensation, benefits, health and safety in the workplace, legal requirements and limitations, affirmative action, and career development.

Prerequisite(s): MIE 305.

MIE 331 ■ Organizational Behavior ■ 4 credits

Explores individual and organizational behavior in the context of the environment, including structures, processes, and systems. Knowledge areas include: communication, personality, group dynamics, organization change and development, conflict and conflict resolution, multiculturalism, ethics, leadership, decision making, and motivation. Abilities to apply include: communication skills, decision making, problem solving, teamwork, handling ambiguity, taking initiative, and interpersonal sensitivity, including understanding of cross-cultural differences.

Prerequisite(s): MIE 305.

MIE 334 ■ Management and Entrepreneurship for Non-Majors 4 credits

Students will acquire a fundamental understanding of business and management and a foundation-level ability to apply tools and concepts of organizational analysis, project management, financial analysis, marketing, intrapreneurship, and other disciplines. This course or MIE 305 is required for all students pursuing an MIE minor.

Prerequisite(s): Consent of instructor.

MIE 340 ■ Teamwork and Communication ■ 4 credits

Examines models of team development, group dynamics, and communication within a multicultural and cross-cultural organizational environment. Knowledge areas include: theories of group dynamics and development, communication, conflict resolution, problem solving and decision making, barriers to effective communication, cultural perspectives to teamwork and communication. Abilities include development of empathy, social objectivity, verbal and nonverbal communication, interpersonal sensitivity, and handling ambiguity.

Prerequisite(s): MIE 305.

MIE 342S ■ Diversity and Equity in Organizations ■ 4 credits

Students develop a critical awareness of issues of race, ethnicity, culture, age, gender, sexual orientation, and disability in the context of interpersonal, intragroup, and intergroup power relationships within organizations. Students identify the dominant cultural characteristics in organizations and society and their impact on individuals and groups in organizations; learn to communicate across cultures; and learn how to create a multicultural organization. This course satisfies the upper-division Service Learning requirement.

Prerequisite(s): MIE 300.

MIE 350 ■ Quantitative Business Analysis ■ 4 credits

Examines and applies techniques to improve decision making using traditional and alternative business analysis methods. Working individually and in teams, students will apply various methods and models for data analysis using technology and statistical tools for strategic decision making.

Prerequisite(s): MIE 308 and 309.

MIE 351 ■ Business Law ■ 4 credits

Examines aspects of domestic and international commercial law which include selection of a form of organization and legal creation of that type of organization; powers, responsibilities, and potential liabilities of corporate shareholders, board directors, and officers; accounting requirements; contracts, joint ventures and other agreements; mergers and acquisitions; issuance of securities; and taxation. Aspects of international commercial law include international accounting standards, international tax planning and management, and legal aspects of international financial and capital markets.

Prerequisite(s): MIE 300 or consent of instructor.

MIE 353 ■ Production and Operations Management in a Global Context ■ 4 credits

Examines the range of challenges facing the startup and ongoing enterprise in areas of production processing and operations management in both domestic and global service and manufacturing organizations. Examines the range of TQM and CPI tools and techniques required by managerial teams and entrepreneurial venture groups to effectively plan and control quality and process functions. The focus is on productivity, quality measurements, quality control, techniques for priority planning, and aggregate inventory management.

Prerequisite(s): MIE 309.

MIE 354 ■ Geographic Information Systems for Demographic Analysis ■ 4 credits

The business community is rapidly becoming one of the largest users of Geographic Information Systems (GIS) technology. Industry analysts predict that GIS will be a commonly used application in business. This learning experience introduces the fundamentals of GIS and its business applications and provides students with hands-on experience of solving a variety of common business problems with GIS. Some examples are: creating and analyzing markets; locating retail outlets; identifying target markets; conducting drive time analysis.

Prerequisite(s): MIE 308 or consent of instructor.

MIE 355 ■ International Financial Management ■ 4 credits

Examines financial management and accounting aspects of doing business in global markets. Applies international financial management techniques to practical problems of trade finance, evaluation of direct foreign investment, international project finance, reduction of political and other risks unique to international investment or lending, foreign exchange management, working capital management, and international tax planning. Also examines roles of major international financial markets and institutions. Emphasis is on real life problems faced by small or mid-sized enterprises.

Prerequisite(s): MIE 307.

MIE 361 ■ Management Information Systems ■ 4 credits

Examines strategic use of information systems and their relationship to managerial and entrepreneurial competence and competition. Designed to provide students in business an understanding of the role of computer based information systems for creating competitive business organizations, managing global corporations, and providing useful products and services to customers. The focus is on the fundamentals of information systems: how they affect management styles, procedures, and decision making and lead to more efficient and effective organizational performance.

Prerequisite(s): MIE 308.

MIE 363 ■ Database Management: Methods and Applications
4 credits

Examines database design and implementation using microcomputer database tools. Data management concepts and terminology currently in practice in the business world are discussed, including data and database administration, fundamentals of database management systems and models (network, hierarchical and relational), data sharing, retrieval, data dictionaries, data proliferation, data integrity, and queries using SQL. Students will apply database software to create and administer databases to solve real world problems. Prerequisite(s): MIE 308.

MIE 371S ■ Ethics and Social Justice ■ 4 credits

Explores foundations of ethical reasoning, including cross-cultural and transnational implications. Knowledge areas include corporate social responsibility; impact of technology, economics, law, politics, and culture on ethical behavior; environmental issues; and employee-employer relations. Abilities to apply include development of ethical norms and ways to act consistent with them; positive regard for multiple perspectives; and awareness of one's beliefs and ability to communicate them. Students engage in 30 service hours. This course satisfies upper-division Service Learning requirement. Prerequisite(s): MIE 300 or consent of instructor.

MIE 382 ■ Managerial Accounting ■ 3 credits

Managerial uses of accounting data. Topics covered include budgeting and profit planning, cost-volume-product relationships, principles and purposes of accounting information systems, designing and using internal cost control systems, identifying and tracking product costs, cost standards and variance analysis, and management reporting and decision making.

MIE 412S ■ Practical Applications in Entrepreneurship ■ 4 credits

Uses examples of growing enterprises to examine how concepts of new venture strategy development and formation, financial management, and market development are applied in practice. Explores approaches to individual and corporate social responsibility in the context of both profitmaking and not-for-profit organizations. In addition to class assignments, students help a local not-for-profit organization launch or sustain a new initiative serving an important community need. This course satisfies the upper-division Service Learning requirement. Prerequisite(s): MIE 306 and 307 or consent of instructor. (Non-MIE majors are welcome in this course.)

MIE 421 ■ Marketing Research ■ 4 credits

A practical, comprehensive, applied and managerial approach to both quantitative and qualitative marketing research. A step-by-step framework to defining problems, preparing a research design and sampling, information gathering, interpretation, and analysis and report preparation in a domestic and international context are explored. Prerequisite(s): MIE 306, 320, and 321 or 322; for non-MIE majors, consent of instructor.

MIE 425 ■ Global Marketing ■ 4 credits

Examines the global marketing imperative, global marketing environment, developing global readiness, and global marketing strategies. Each student will also be engaged in a specific country's market analysis, developing marketing strategies and marketing of a specific product or service. Prerequisite(s): MIE 306 or consent of instructor.

MIE 429 ■ Strategic Planning and Management in Global Context
4 credits

This course focuses on management of the total organization in a turbulent environment, integration of strategy and policy issues into a workable strategic management framework (planning, strategy, and action), and strategy formulation and implementation. Prerequisite(s): MIE 305.

MIE 431 ■ Leadership in the Global Business Environment
4 credits

This course focuses on (1) different theories and models of leadership effectiveness and the various global business and cultural contexts appropriate to different leadership styles by examining leader-follower interaction, effective use of power, politics and influence, and understanding what motivates followers; (2) process of mobilization and sustaining organizational vision, mission, core values, and ethical practices; and (3) development of organizational culture and change through effective communication. Prerequisite(s): MIE 305.

MIE 433S ■ Management of Nonprofit Organizations ■ 4 credits

Covers the principles and practices of managing a not-for-profit organization. Knowledge areas include strategic planning, human resource management, ethics and social responsibility, volunteer development, and influences of multiple stakeholders. In addition to reflecting on these topics, students examine actual practices of community organizations in education, health care, social services, and the arts and will engage in Service Learning in a designated community organization. This course satisfies the upper-division Service Learning requirement. Prerequisite(s): MIE 300 or consent of instructor. (Non-MIE majors are welcome in this course.)

MIE 451 ■ Venture Formation and Finance ■ 4 credits

Examines venture formation and growth following completion of a business plan. Focuses on ongoing marketing, decision making, and accounting and financial management. Students examine startup and growth management issues faced by real life ventures and meet with entrepreneurs, small business lawyers and accountants, and investors. Students also will receive assistance in approaching potential sources of capital and other resources. Prerequisite(s): MIE 307 or consent of instructor; for non-MIE majors, consent of instructor.

MIE 453 ■ Financing, Startup and Growth of Technical Ventures
4 credits

Prepares students from IMIE or other Institutes to pursue technology-based new venture opportunities. Topics include opportunity recognition and evaluation; new venture strategies and formation; marketing; financial management; entrepreneurial finance; and the process of sustaining organizational vision. Students will prepare and defend a business plan and identify sources of financing. If they have a promising opportunity, students will receive assistance in approaching potential sources of capital and other resources. Prerequisite(s): MIE 307 (IMIE majors only) or consent of instructor.

MIE 461 ■ Decision Support Systems ■ 4 credits

Examines the structure and applications of decision support systems for entrepreneurial or managerial problem solving and decision making. Theory, methodology, and implementation of computer-based decision support models are presented. Computer-based decision models involve an integration of quantitative tools and concepts and computing. Emphasis is on the structure and development of such models for managerial decision making. Students will apply the DSS software to develop these models and implement those in real-world systems. Prerequisite(s): MIE 308 and 309.

MIE 462 ■ Information Technology Management ■ 4 credits

This course focuses on the technological innovation and entrepreneurial processes within business organizations. Students examine the interaction among markets, technology, and organization which fosters innovation as the basis for commercially viable, sustainable new market initiatives. Primary emphasis is on information technology. Prerequisite(s): MIE 305, 306, and 307 (IMIE majors only) or consent of instructor.

MIE 464 ■ Visual Basic for Business Applications ■ 4 credits

Computer technology makes it possible to combine computer programming and development of user-interactive screens with minimal effort and limited knowledge of programming techniques and languages. Microsoft Visual Basic is used to develop a complete application, including buttons, menus, and other objects on the screen that prompt the user for feedback and facilitate user-interaction. Course covers fundamentals of systems analysis and program development using top-down design, structured programming, debugging/testing/implementation, and elementary data structures. Prerequisite(s): MIE 308 (IMIE majors only) or consent of instructor.

MIE 493 ■ International Comparative Management ■ 4 credits

This course focuses on differences and similarities between management concepts and practices across the cultures and geographic boundaries; the role and impact of multinational corporations (MNCs) on global economy; cultural influences and impacts on global management practices; comparative leadership studies; global competitive strategies; inter-cultural communication; political risks analyses; negotiations; human resources development across the cultures; labor relations; and ethics and social responsibility. Prerequisite(s): MIE 305.

MIE 494 ■ International Business StudyTour ■ 4 credits

Tours focus on one of the following regions: Pacific Basin, Latin America and Canada, Europe or the Middle East. The learning experience consists of one or more orientation sessions prior to travel and visits to foreign port facilities, customs officials, U.S. council or offices, banking officials, cultural sites, educational institutions, and various industrial sites. After the travel, students conclude the learning experience by developing a deliverable for the portfolio, which synthesizes their learning. Prerequisite(s): MIE 305-309 and consent of instructor.

MIE 497 ■ Practicum in Managerial and International Entrepreneurship ■ 4 credits

The Practicum provides students a practical opportunity to apply—as a team with faculty members—the entrepreneurial concepts, principles and practices they have learned in the classroom in a real world organizational context. Prerequisite(s): Must be in first or second semester of senior level; have completed MIE 305-309 and consent of instructor.

MIE 498 ■ Internship ■ 4 credits

Internship under the direction of a faculty member. Faculty will assist students in clarifying internship objectives, identifying candidate organizations within which to conduct an internship, and structuring and negotiating internship agreements. They also will act as hands-on mentors throughout the internship. As a matter of Institute policy, except in highly unusual situations, only paid internships are accepted. The student must prepare an internship proposal approved by the appropriate faculty member prior to registration. Prerequisite(s): MIE 305-309 and consent of instructor.

MIE 499 ■ MIE Senior Capstone ■ 4 credits

Students reflect on their learning and future life/career directions. They integrate reflection and evidence in a portfolio which demonstrates that they have attained each MLO. Students submit a Capstone Project, initiated in an earlier class, which is the culmination of their work in IMIE. Students are coached on marketing themselves, networking, and other aspects of career development.
Prerequisite(s): Second semester of senior level; completion of major prerequisites, ULRs, MIE required courses, and electives.

MIE 595 ■ Special Topics: Graduate ■ 1-6 credits

Contact the academic program office for further information.
Prerequisite(s): Bachelor Degree and instructor consent.

MIE 597 ■ Independent Study—Graduate Level ■ 4 credits

Graduate level independent study under the direction of a faculty member. The student must prepare a study proposal approved by the appropriate faculty member and graduate advisor prior to registration.
Prerequisite(s): Bachelor Degree and instructor consent.

MLML 404 ■ Quantitative Marine Science (MLML Catalog: MLML 104) ■ 4 credits

Covers mathematical methods for analysis of biological, chemical, and physical marine environment data; experimental design; and parametric and nonparametric statistics. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 490B. Listed as ESSP 379 prior to Fall 1996.
Prerequisite(s): instructor consent.

MLML 405 ■ Marine Science Diving (MLML Catalog: MLML 105) 3 credits

Scientific SCUBA diving course. Lecture topics include diving physics, physiology, dive planning, research diving techniques, marine life identification, and diver rescue. Open water diving training includes navigation, search and light salvage, scientific methods small boat diving, photography and videography, and night diving. Successful completion gives NAUI and MLML/CSU diving certification.
Prerequisite(s): Certified SCUBA diver (or equivalency as determined by instructor) upper division science major status, thorough physical examination, ability to pass swimming test, instructors consent. Not for major credit. Offered every semester.

MLML 473 ■ Topics in Marine Biology (MLML Catalog: MLML 173) 1-4 credits

Studies a selected area in marine biology such as morphology, physiology, or ecology. Subjects vary depending on student demand and availability of instructors. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.
Prerequisite(s): instructor consent.

MLML 474 ■ Topics in Oceanography (MLML Catalog: MLML 174) 1-4 credits

Studies a selected area in oceanography. Subjects vary depending on student demand and availability of instructors. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.
Prerequisite(s): instructor consent.

MLML 475 ■ Topics in Marine Sciences (MLML Catalog: MLML 175) 1-4 credits

Studies a selected area in the marine sciences. Subjects vary depending on student demand and availability of instructors. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 490R.
Prerequisite(s): instructor consent.

MLML 480 ■ Moss Landing Marine Laboratories Independent Study (MLML Catalog: MLML 180) ■ 1-4 credits

Faculty-directed study of selected problems; open to undergraduate students with adequate preparation. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Note: SFSU and CSUH students must file a petition with their home campus department before admission to class.
Prerequisite(s): instructor consent.

MLML 503 ■ Marine Ecology (MLML Catalog: MLML 103) 4 credits

Introduces the interrelationships between marine and estuarine organisms and their environment emphasizing quantitative data collection and analysis. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 490A. Listed as ESSP 378 prior to Fall 1996.
Prerequisite(s): instructor consent.

MLML 510 ■ Introduction to Marine Animal Behavior (MLML Catalog: MLML 110) ■ 4 credits

Introduces basic theoretical concepts of animal behavior, stressing the causation, development, and evolution of behavior. Emphasizes the marine environment. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 490D.
Prerequisite(s): MLML 503 or instructor consent.

MLML 512 ■ Marine Birds and Mammals (MLML Catalog: MLML 112) ■ 4 credits

Covers systematics, morphology, ecology, and biology of marine birds and mammals. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 490E.
Prerequisite(s): vertebrate zoology and instructor consent.

MLML 513 ■ Marine Ichthyology (MLML Catalog: MLML 113) 4 credits

Describes the taxonomy, morphology, and ecology of marine fishes. Field and laboratory work concentrate on the structure, function, and habits of marine fishes and the ecological interactions of these fishes with their abiotic and biotic surroundings. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 490F.
Prerequisite(s): college zoology or equivalent and instructor consent.

MLML 524 ■ Marine Invertebrate Zoology I (MLML Catalog: MLML 124) ■ 4 credits

Field-oriented introduction to the structure, systematics, evolution, and life histories of the major marine phyla. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 490G.
Prerequisite(s): college zoology and instructor consent.

MLML 525 ■ Marine Invertebrate Zoology II (MLML Catalog: MLML 125) ■ 3-4 credits

Field-oriented introduction to the structure, systematics, evolution, and life histories of the minor invertebrate phyla. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 490H.
Prerequisite(s): college zoology and instructor consent.

MLML 531 ■ Marine Botany (Moss Landing Catalog: MLML 131) 4 credits

Covers plants of the sea, marshes, and dunes emphasizing the morphology, taxonomy, and natural history of seaweeds and vascular plants. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 490I.
Prerequisite(s): instructor consent.

MLML 535 ■ Physiology of Marine Algae (MLML Catalog: MLML 135) ■ 4 credits

Students gain an understanding of the adaptations of marine algae to their environment. Requires field trips for specimen collection and shipboard experiments. Focuses on the biology of seaweeds and phytoplankton. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 490J.
Prerequisite(s): instructor consent.

MLML 541 ■ Geological Oceanography (MLML Catalog: MLML 141) ■ 4 credits

Presents structures, physiography, and sediments of the sea bottom and shoreline. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 490K. Listed as ESSP 388 prior to Fall 1996.
Prerequisite(s): instructor consent.

MLML 542 ■ Physical Oceanography (MLML Catalog: MLML 142) 4 credits

Covers the nature and causes of various oceanic motions, including currents, waves, tides, and mixing. Includes the properties of seawater including transmission of sound and light. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 490L. Listed as ESSP 390 prior to Fall 1996.
Prerequisite(s): instructor consent.

**MLML 543 ■ Chemical Oceanography (MLML Catalog: MLML 143)
4 credits**

Introduces the theoretical and practical aspects of the chemistry of the oceans including major salts, dissolved gases, nutrient ions, carbonate system, transient tracers, and ship-board sampling techniques. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 490M. Listed as ESSP 389 prior to Fall 1996.

Prerequisite(s): college chemistry and instructor consent.

**MLML 544 ■ Biological Oceanography (MLML Catalog: MLML 144)
4 credits**

Presents the ocean as an ecological system by emphasizing the complexity of environmental influences on plankton, the transfer of organic matter among trophic levels, and nutrient cycles. Laboratory sessions include methods in sampling, shipboard techniques, identification of the plankton, and current analytical techniques. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 490N. Listed as ESSP 391 prior to Fall 1996.

Prerequisite(s): general biology, general chemistry, and instructor consent.

**MLML 561 ■ Marine Fisheries (MLML Catalog: MLML 161)
4 credits**

Introduces fishery biology including the concepts of stock, recruitment, and yield emphasizing the parameters of abundance, age, growth, and mortality. Offered through Moss Landing Marine Laboratories (MLML); contact the ESSP program office for MLML registration procedures. Formerly known as ESSP 490O. Listed as ESSP 392 prior to Fall 1996.

Prerequisite(s): college mathematics, statistics, and instructor consent.

MLML 574 ■ Topics in Oceanography ■ 1 credit

Course description not available, contact ESSP program office.

**MLML 577 ■ Microscopic Techniques (MLML Catalog: MLML 177)
3 credits**

Covers the principles and techniques of light microscopy. Considers brightfield, darkfield, phase contrast, and interference contrast light microscopy; episcopic and diascopic illumination systems; photomicrography, and video microscopy. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Listed as ESSP 393 prior to Fall 1996.

Prerequisite(s): ESSP 120, 121, or equivalent, and instructor consent.

MLML 580 ■ Independent Study

Student and faculty member select topic of study and number of credits.

Prerequisite(s): Instructor consent.

**MLML 602 ■ Marine Instrumental Analysis (MLML Catalog:
MLML 202) ■ 4 credits**

Theory and use of advanced instrumentation; advanced field and laboratory techniques for the interpretation of data collected in marine science research. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Prerequisite(s): MLML 405, MLML 542 or equivalent, and instructor consent.

**MLML 604 ■ Sampling and Experimental Design (MLML Catalog:
MLML 204) ■ 4 credits**

Covers the basic design of experiments and field sampling, including random and systematic sampling, subsampling, survey techniques, single and multifactor experiments using randomized, nested, and blocked experimental designs, and data analyses. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Prerequisite(s): MLML 404, MLML 503, and instructor consent.

MLML 608 ■ Molecular Ecology: Concepts and Methods ■ 4 credits

Molecular ecology is the use of genetic information to address questions concerning the interactions of organisms with their environment. Lectures; molecular markers can be used to assess diversity in communities, to characterize spatial and temporal variation in species composition, discriminate individuals, reveal kinship among individuals, expression of genes that are important in organismal responses to environmental fluctuation. Laboratory, basic molecular methods such as DNA & RNA isolation, amplification, cloning, & DNA sequencing will be taught. Enrollment limited.

Prerequisite(s): Basic course in cellular/molecular biology; consent of instructor.

**MLML 611 ■ Ecology of Marine Birds and Mammals (MLML
Catalog: MLML 211) ■ 4 credits**

Community approach to the ecology of marine birds and mammals using experimental sampling methodology. Examines the distribution, abundance, trophic ecology, and behavior of birds and mammals in Elkhorn Slough and Monterey Bay. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 590C.

Prerequisite(s): MLML 405, 503 and 512, and instructor consent.

**MLML 612 ■ Advanced Topics in Marine Vertebrates (MLML
Catalog: MLML 212) ■ 4 credits**

Advanced consideration of the ecology, physiology, and phylogeny of fishes, birds, or mammals, emphasizing current literature and research. May be repeated for credit when topics change. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.

Prerequisite(s): MLML 512, MLML 513 and instructor consent.

MLML 613 ■ Adv. Topics—"Advance Ichthyology" ■ 4 credits

Course description not available, contact ESSP program office.

**MLML 621 ■ Advanced Topics in Marine Invertebrates (MLML
Catalog: MLML 221) ■ 4 credits**

Advanced considerations of the ecology, physiology, and phylogeny of the various invertebrate phyla emphasizing current literature and research. May be repeated for credit when topics vary. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.

Prerequisite(s): MLML 524 or instructor consent.

**MLML 622 ■ Biology of the Mollusca (MLML Catalog: MLML 222)
4 credits**

Systematic, functional morphology, ecology, and physiology of the mollusca with emphasis on the marine forms. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 590F.

Prerequisite(s): MLML 524 or instructor consent.

**MLML 631 ■ Biology of Seaweeds (MLML Catalog: MLML 231)
4 credits**

Discussions on marine macroalgal biology with extensive reading of original literature.

Involves ecologically oriented individual research projects using laboratory culture and field experimentation. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.

Prerequisite(s): MLML 531 or instructor consent.

**MLML 633 ■ Advanced Topics in Marine Ecology (MLML Catalog:
MLML 233) ■ 1-4 credits**

Covers selected topics and current issues in marine ecology. May be repeated for credit when topics vary. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 590H.

Prerequisite(s): MLML 503 and instructor consent.

**MLML 634 ■ Advanced Biological Oceanography (MLML Catalog:
MLML 234) ■ 4 credits**

Presents experimental techniques in biological oceanography emphasizing problems in plankton ecology. Includes lectures, labs, and discussions of current research problems. Requires an individual research project involving the use of one or more modern analytical tools. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 590I.

Prerequisite(s): MLML 544 or instructor consent.

MLML 642 ■ Plate Tectonics (MLML Catalog: MLML 242) ■ 3 credits

Covers the historical background, modern theory, and geophysical evidence of continental drift, sea floor spreading, and plate tectonics. Examines the impact of the recent revolution in historical geology. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.

Prerequisite(s): MLML 541 or instructor consent.

**MLML 644 ■ Paleoceanography (MLML Catalog: MLML 244)
4 credits**

Studies the provenance, biological and geologic composition of marine sediments, organisms contributing to their formation, and sedimentary processes affecting these sediments. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.

Prerequisite(s): MLML 541 or instructor consent.

**MLML 645 ■ Deep Sea Sedimentation (MLML Catalog: MLML 245)
4 credits**

Studies the types of marine sediment found in the deepest part of all oceans, and the sedimentary processes responsible for the deposition, preservation, and redeposition of these sediments. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.

Prerequisite(s): MLML 541 or instructor consent.

**MLML 651 ■ Marine Geochemistry (MLML Catalog: MLML 251)
4 credits**

Studies geochemical processes in the oceans: thermodynamics of low-temperature aqueous reactions, weathering, oxidation reduction, biologically mediated reactions, and processes occurring at the sea floor and air-sea interface. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Prerequisite(s): MLML 404, MLML 543, and one year of calculus; or instructor consent.

MLML 661 ■ Ocean Circulation and Mixing (MLML Catalog: MLML 261) ■ 4 credits

Explores the mathematical description of the distribution of properties in the oceans relating to physical and biochemical processes. Equations of motion, geostrophic method, and theory of distribution of variables. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 590N. Prerequisite(s): MLML 542 and college physics strongly recommended, or instructor consent.

**MLML 662 ■ Satellite Oceanography (MLML Catalog: MLML 262)
4 credits**

Studies the physical principles of remote sensing of Earth's oceans, including satellite systems, oceanographic applications of satellite imagery, and image processing methods. Labs involve use of PC and UNIX workstation image processing. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 590O. Prerequisite(s): MLML 542 and MLML 544, or instructor consent; MLML 663 and computer literacy recommended.

MLML 663 ■ Applications of Computers in Oceanography (MLML Catalog: MLML 263) ■ 4 credits

Offers lecture, discussion, and practical experience with a multiuser computer for marine science applications including existing programs and subroutine libraries, computer communications, and scientific programming for data input/output and analysis. Requires a semester project. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 590P. Prerequisite(s): MLML 404, college math, and instructor consent.

**MLML 671 ■ Population Biology (MLML Catalog: MLML 271)
3 credits**

Covers the interaction among marine organisms which result in the alteration of population structures. Presents techniques for assessment and management of populations. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 590Q. Prerequisite(s): MLML 404 and 503, or instructor consent.

**MLML 672 ■ Subtidal Ecology (MLML Catalog: MLML 272)
4 credits**

Studies the ecology of near-shore rocky subtidal populations and communities emphasizing kelp forests. Offers lectures and discussions of original literature. Includes fieldwork with scuba diving, group projects on underwater research techniques, community analysis, and individual research on ecological questions. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 590R. Prerequisite(s): MLML diver certification, MLML 503, instructor consent, and knowledge of marine algae, invertebrates, and statistics recommended.

MLML 674 ■ Advanced Topics in Oceanography (MLML Catalog: MLML 274B) ■ 1-4 credits

Studies a selected area in oceanography. Subjects vary depending on student demands and availability of instructors. May be repeated for credit when topics vary. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 590S. Prerequisite(s): instructor consent.

**MLML 680 ■ Scientific Writing (MLML Catalog: MLML 280)
2 credits**

Presents techniques and strategies of scientific writing used for proposals, journal submissions, and abstracts for meetings. Students develop writing skills by preparing, editing, and rewriting manuscripts. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 590T. Prerequisite(s): graduate standing and instructor consent.

MLML 685 ■ Graduate Seminar in Marine Biology (MLML Catalog: MLML 285) ■ 2 credits

Requires students to give at least one seminar. May be repeated once for credit. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 590U. Prerequisite(s): graduate standing and instructor consent.

MLML 686 ■ Graduate Seminar in Marine Geology (MLML Catalog: MLML 286) ■ 2 credits

Requires students to give at least one seminar. May be repeated once for credit. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 590V. Prerequisite(s): graduate standing and instructor consent.

MLML 687 ■ Graduate Seminar in Oceanography (MLML Catalog: MLML 287) ■ 2 credits

Requires students to give at least one seminar. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 590W. Prerequisite(s): graduate standing and instructor consent.

MLML 698 ■ Research in the Marine Sciences (MLML Catalog: MLML 298) ■ 1-4 credits

Graduate students conduct advanced, independent investigations with adequate preparation. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 590X. Prerequisite(s): graduate standing and instructor consent.

**MLML 699 ■ Masters Thesis (MLML Catalog: MLML 299)
1-4 credits**

Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly known as ESSP 590Y. Prerequisite(s): graduate standing and instructor consent.

MPA 196 ■ Field Studies ■ 1-6 credits

Individualizes student placement for field study as related to music and performing arts. Prerequisite(s): instructor consent.

MPA 197 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits. Prerequisite(s): instructor consent.

MPA 301 ■ Music for Children ■ 4 credits

Provides an overview of musical materials, concepts, and skills appropriate for teaching music in elementary school classrooms. Teaches music fundamentals with the applied development of basic skills on such instruments as guitar and piano. Prerequisite(s): upper-division students preparing for a career in elementary education.

MPA 302 ■ The Roots of Pop Music ■ 4 credits

Studies popular music as a reflection of American culture. Focuses on folk and ethnic roots (e.g., American Indian and corridos), the influence of technology, country, rhythm and blues, rock, and rap.

MPA 306 ■ MIDI Fundamentals ■ 4 credits

Creates sequences, edits, and prints music scores using MIDI spec, Standard MIDI Files, MIDI Time Code, FSK synchronization, sequencing software and methods, scoring software, computer-assisted composition, and General MIDI Standard and other proposed standards, system exclusive.

MPA 307 ■ Fundamentals of Digital Audio ■ 4 credits

Students produce a CD-ROM using CD and DAT standards, sound file formatting/editing tools, and embedded sound in video (QuickTime and AVI, PC). Explores sound cards, direct-to-disk recording, digital signal processing/editing, three-dimensional sound technologies, and audio compression methods.

MPA 309 ■ Global Percussion ■ 1 credit

Studies percussion rhythms from around the globe. Students learn hands-on, African, Afro-Cuban, Latino, and Caribbean rhythms. Introduces the rhythms of India, Japan, and Pacific Islands through guest artists and lecturers. Consists of a one-hour lecture and a three-hour lab per week.

MPA 310 ■ Gospel Choir ■ 2 credits

Studies the performance, practice, and historical evolution of contemporary Gospel music in America via the performance medium. Formerly known as MPA 206.

MPA 320 ■ Chorale ■ 2 credits

Studies and performs vocal repertoire for small ensembles including solo song, oratorio, opera, and ensemble music. Emphasizes the development of effective performance skills culminating in public performance. May be repeated for credit up to four semesters. Formerly known as MPA 403.

MPA 330 ■ Voice Training ■ 2 credits

Studies the basic techniques of tone production, breathing, and related skills in interpreting vocal music of various periods and styles. May be repeated for up to four semesters. Formerly known as MPA 404.
Prerequisite(s): instructor consent.

MPA 333 ■ Expressive Arts ■ 4 credits

Lecture and lab course explores the expressive nature of the human being through the study of public art, music, and theater. Examines myth and ritual through history as it relates to today. Formerly known as MPA 333A.

MPA 335 ■ Reflections on American Music ■ 4 credits

This course is a composite of study of music in America. This course will survey and contrast country, blues, ragtime, rock and roll, rock, rap, and jazz idioms as a reflection of American culture.

MPA 340 ■ Music Production and Artistic Development ■ 2 credits

To provide band and solo artists an opportunity to develop their sound, song writing, production skills, stage presence and other assets required to be successful in the music business. Students will be required to record and produce.

MPA 350 ■ Performing Big Band ■ 1 credit

Emphasizes the study, rehearsal, and preparation of professional level materials for performance for the large jazz ensemble. Includes classic pieces from historical jazz to contemporary developments in the jazz form. Includes performances at collegiate jazz festivals throughout California. May be repeated for credit. Formerly known as MPA 406.
Prerequisite(s): instructor consent.

MPA 360 ■ Survey of World Music ■ 4 credits

Introduces non-Western music and arts within their sociocultural context. Focuses on indigenous, folk, and classical music in their societal context as art forms. Requires complementary concert attendance and fieldtrips. Formerly known as MPA 200.

MPA 390 ■ Musical Theater Production ■ 4 credits

This is a course where students will be a part of and participate in a fullscale musical production. There will be open auditions for all roles and technical crew.
Prerequisite(s): instructor consent.

MPA 395 ■ Special Topics ■ 1-6 credits

Studies a particular topic in the music and performing arts major. May be repeated for credit when topics vary.
Prerequisite(s): instructor consent.

MPA 397 ■ Independent Study: Instrumental Music ■ 1 credit

Studies the fundamentals in the playing of a musical instrument such as guitar, piano, saxophone, percussion, bass, flute, or clarinet. Note: music minors may be required to provide an audition or tape of a performance. Formerly known as MPA 410.
Prerequisite(s): ability to read music or knowledge of fundamentals of music, music minor, and instructor consent.

MPA 399S ■ Service Learning ■ 2 credits

Focuses on the development of performance and/or administrative skills while working with community organizations. Students work on community projects geared to the production of a live performance.
Prerequisite(s): instructor consent.

MPA 405 ■ Jazz Ensemble ■ 1 credit

Covers reading, preparing, and playing music arranged for bands emphasizing jazz. May be repeated up to four semesters.
Prerequisite(s): instructor consent.

MPA 497 ■ Independent Study: Performance Studies ■ 1 credit

Studies the playing of a musical instrument or voice for music majors. Requires an audition or tape of a performance to determine placement. Formerly known as MPA 420.
Prerequisite(s): ability to read music or knowledge of music, music major, or minor and consent of advisor or director of Institute for MPA.

MPA 498 ■ American Musical Theatre ■ 4 credits

The study of American musical theatre from the early 1900's to present. Scene performance required.
Prerequisite(s): Instructor consent.

MPA 499 ■ Directed Experiences in Music ■ 1-3 credits

Students conduct directed research, observation, or experience in a specific area of music concentration. May be repeated for a total of six credits.
Prerequisite(s): advisor and supervising instructor consent.

MPA 595 ■ Special Topics ■ 4 credits

Studies a particular topic in the music and performing arts major. May be repeated for credit when topics vary.
Prerequisite(s): instructor consent.

MPA 596 ■ Field Research Methods ■ 1-6 credits

Focuses on the basic techniques of oral history collection and preservation. Includes instruction in developing research plans, interview techniques, operation of recording equipment, and archival procedures.
Prerequisite(s): upper-division or graduate standing, and instructor consent.

MPA 597 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

MPA 632 ■ Integrating the Arts into the Classroom ■ 4 credits

This course is designed to be team-taught by specialists such as a musician, an artist, and a dramatist with special focus on an interdisciplinary approach to extending arts across the curriculum. Students will learn to use and develop theater, mime, roleplaying, dramatics, music, visual art, and movement as vehicles for the development of instruction. They will integrate the arts as a natural base for instruction and develop public presentation skills which focus on diverse audiences.
Prerequisite(s): instructor consent.

PORT 101 ■ Beginning Portuguese 1 ■ 4 credits

Introduces Portuguese emphasizing the development of oral and aural skills; and the fundamentals of grammar, speaking, reading, and pronunciation using laboratory practice.

**PROS 100 ■ ProSeminar 1: Foundations for Lifelong Learning
4 credits**

Provides an introduction to academic life at CSUMB and a foundation to learning as a lifelong process. Students develop an Individualized Learning Plan by identifying the knowledge, skills, and abilities they will need to meet their personal, social, academic, and professional goals. The course establishes learning communities for ongoing advising and academic support. Required for all entering first-year students and transfers with 29 or fewer semester units.

SBSA 196 ■ Field Studies ■ 1-6 credits

Student and faculty member select topic of field study and number of credits. Formerly known as SBSC 196.
Prerequisite(s): instructor consent.

**SBSA 222S ■ Visual Anthropology and Photography for
the Social Sciences ■ 4 credits**

Provides an introduction to the uses and applications of photography and film media in the social and behavioral sciences. Students explore the potentials of photography and related applications of visual anthropology and sociology, archaeological and documentary photography, and forensic and investigative methods and applications. Formerly known as SBSC 222SL.
Prerequisite(s): A basic 35mm camera with a manual F-stop ring and speed indicator.

SBSA 224S ■ Archaeology: From Map to Museum ■ 4 credits

Introduces the methods, principles, and practices of field archaeology by using exercises that stress strategy, interpretation, description, information management, archaeological technologies, and the role of scientific inquiry in the human sciences. Introduces the hands-on manufacture and use of stone tools and the interpretation of ancient and modern material cultures. Includes onsite field excavations and analysis of Hispanic colonial artifacts at the Old Mission of San Juan Bautista. Formerly known as SBSC 224SL.

SBSA 258S ■ Community Politics ■ 4 credits

Examines community politics and the role that institutions and society play in understanding the significance of the assets and needs of the community. Includes an examination of race, gender, and class dynamics and their relationship to multiethnic politics and the competition for scarce resources. Formerly known as SBSC 233SL.

**SBSA 259S ■ Global Dimensions of Political Economy: Asian
Linkages with American Lives ■ 4 credits**

Presents theories on global restructuring processes & explores their political, economic, social, historical, & cultural factors that impact the lives of Americans and Pacific Rim peoples. Connects with local communities by focusing on contemporary issues such as farm workers and factory workers in the comeback of "sweat shops" in big U.S. cities, maquiladoras industries, or export processing zones through SL class projects. Examines theories on power relations between different cultures and gender. Formerly known as SBSC 259SL.

**SBSA 264S ■ San Juan Mission Museum Education Project
4 credits**

Involves students in community participation by creating a museum education program for the Old Mission of San Juan Bautista. Student projects center on the development of museum exhibitions, artifact displays, and multimedia instructional materials and educational resources celebrating the bicentennial of the Old Mission. Addresses museum education and docent programming, children's multimedia, multicultural education, cultural resource management, and information management in public contexts. Formerly known as SBSC 264SL.

SBSA 284S ■ Cultural Contexts of Bilingual Education: An Overview of Values, Contents and Experiences on Education in Mexico and the United States ■ 4 credits

This course is designed to introduce students in the social sciences, world languages and cultures and in teaching credential programs to the different Mexican groups that have migrated to the U.S. Students will learn about the cultural similarities/differences within those groups and analyze experiences between US and Mexican teachers and families across the border. This course will also review current standards and materials used in Mexican public schools. Formerly known as SBSC 284sl.

SBSA 300 ■ Major Learning Outcome IV: Alternative Assessment for Application ■ 1-4 credits

This course is the alternative assessment for students working on Major Learning Outcomes related to Major Learning Outcome (MLO IV) Application, for the Social and Behavioral Sciences major. The content and structure of this learning experience will be determined by the instructor of record together with the individual students enrolled in this course.

SBSA 322S ■ Visual Anthropology and Photography for the Social Sciences ■ 4 credits

Provides an introduction to uses and applications of photography and film media in the social & behavioral sciences. Students explore potentials of photography and related applications of visual anthropology and sociology, archaeological and documentary photography, and forensic and investigative methods and applications. Explores use of the 35mm camera in field and lab-based photographic applications. Employs field and lab demonstrations to study, interpret, and investigate human social behavior and its consequences. Formerly known as SBSC 322SL.

Prerequisite(s): a basic 35mm camera with a manual f-stop ring and speed indicator.

SBSA 324S ■ Archaeology: Map to Museum ■ 4 credits

Introduces the methods, principles, and practices of field archaeology by using exercises that stress strategy, interpretation, description, information management, archaeological technologies, and the role of scientific inquiry in the human sciences. Introduces the hands-on manufacture and use of stone tools and the interpretation of ancient and modern material cultures. Includes onsite field excavations and analysis of Hispanic colonial artifacts at the Old Mission of San Juan Bautista. Formerly known as SBSC 324SL.

SBSA 351S ■ Virtual Museum Design ■ 2-4 credits

Project-based course provides a hands-on approach to museum project development and design in a community setting. Promotes development of new community or local history museums and living history programs on the California's central coast. Places students in the role of collaborating in the design and development of a campus-based community museum at Fort Ord, California. Lab or field project efforts may be added for a total of four credit hours. Formerly known as SBSC 323SL.

SBSA 358S ■ Community Politics ■ 4 credits

Examines community politics and the role that institutions and society play in understanding the significance of the assets and needs of the community. Includes an examination of race, gender, and class dynamics and their relationship to multiethnic politics and the competition for scarce resources. Formerly known as SBSC 333SL.

SBSA 359S ■ Global Dimensions of Political Economy: Asian Linkages with American Lives ■ 4 credits

Presents theories on global restructuring processes and explores their political, economic, social, historical, and cultural factors that impact the lives of Americans and Pacific Rim peoples. Connects with local communities by focusing on contemporary issues such as farm and factory workers in the comeback of "sweat shops" in big U.S. cities, maquiladoras industries, or export processing zones through Service Learning class projects. Examines theories on power relations between different cultures and gender. Formerly known as SBSC 359SL.

**SBSA 364S ■ San Juan Mission Museum Education Project
4 credits**

Involves students in community participation by creating a museum education program for the Old Mission of San Juan Bautista. Student projects center on the development of museum exhibitions, artifact displays, and multimedia instructional materials and educational resources celebrating the bicentennial of the Old Mission. Addresses museum education and docent programming, children's multimedia, multicultural education, cultural resource management, and information management in public contexts. Formerly known as SBSC 364SL.

**SBSA 366S ■ Grant Writing for Community Development
4 credits**

Covers process of grantsmanship which empowers communities and organizations by imagining new answers to existing social problems and finding funding for those answers. Students learn about sources of funding for individual, organizational, and community needs. Communication technologies for tracking social policy and the funding that those policies generate will be utilized. Students write a mock grant proposal. For SL credit, students must write a proposal for, or with, a specific community organization. Formerly known as SBSC 366SL.

**SBSA 367S ■ Applied Field Methods in Historical Archaeology
4 credits**

Field-based course entails an onsite exploration and application of methods and practices in the analysis and assessment of archaeological and ethnohistorical data. Student projects center on the excavation of colonial period architectural remains, and the documentation and historic preservation of the mission complex of San Juan Bautista. Students may tailor their project-based course to address Service Learning by petitioning the instructor or supervising faculty mentor. Formerly known as SBSC 367sl.

Prerequisite(s): introductory course in archaeology or the social sciences, or instructor consent.

SBSA 368S ■ Social Psychology of Community Networks ■ 4 credits

Applied theory course where students review the field of personality theory and self-concept. Presents the methods for measuring personality and self. Applies theory and method to the social behavior of individuals and groups on several different computer networks, including the Internet. Emphasizes psychology of personality, self-concept, and emerging online communities of the Internet in human communication or computer programming. Formerly known as SBSC 310B.

SBSA 384S ■ Cultural Contexts of Bilingual Education: An Overview of Values, Contents and Experiences on Education in Mexico and the United States ■ 4 credits

This course is designed to introduce students in the social sciences, world languages and cultures and in teaching credential programs to the different Mexican groups that have migrated to the U.S. Students will learn about the cultural similarities/differences within those groups and analyze experiences between US and Mexican teachers and families across the border. This course will also review current standards and materials used in Mexican public schools. Formerly known as SBSC 284SL.

SBSA 396 ■ Field Studies ■ 1-6 credits

Student and faculty member select advanced topic of field study and number of credits. Formerly known as SBSC 396.

Prerequisite(s): instructor consent.

SBSA 397S ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits. Formerly known as SBSC 397SL.

Prerequisite(s): instructor consent.

**SBSA 401S ■ Senior Capstone Seminar for Service Learning
4 credits**

Students meet with faculty and community partners in supervised learning activities related to a specific topic within the scope of the individual learning plan. Students complete a contracted number of off-campus hours with the sponsoring agency. Includes supervised internship activities with human service agencies, juvenile youth counseling and correctional facilities, community youth centers or community computer centers. For students who have negotiated a supervised internship. Formerly known as SBSC 400ASL.

Prerequisite(s): preapproved Individualized Learning Plan and/or Capstone proposal, SBSC 301, SBSC 302, SBSC 308, SBSC 309, and/or an SBST course and SBSM course. Corequisite(s): SBSC 403.

**SBSA 402S ■ Senior Capstone Seminar for Service Learning
4 credits**

Students meet with faculty and community partners in supervised learning activities related to a specific topic within the scope of the individual learning plan. Students complete a contracted number of off-campus hours with the sponsoring agency. Includes supervised internship activities with human service agencies, juvenile youth counseling and correctional facilities, community youth centers, or community computer centers. For students who have negotiated a supervised internship. Formerly known as SBSC 400BSL.

Prerequisite(s): preapproved Individualized Learning Plan and/or Capstone proposal, SBSC 301, 302, 308, 309, one course in the 350 series and/or one course in the 360 series, or equivalent.

SBSC 300 ■ Major Learning Outcome: Alternative Assessment for the Core Curriculum ■ 1-4 credits

This course is the alternative assessment for students working on Major Learning Outcomes related to the core curriculum for the Social and Behavioral Sciences major. The content and structure of this learning experience will be determined by the instructor of record together with the individual students enrolled in this course.

SBSC 301 ■ Major ProSeminar: Theory & Method in the Social and Behavioral Sciences ■ 4 credits

This is the first of a two-semester sequence Major ProSeminar course for Social and Behavioral Sciences majors. This course introduces students to the interdisciplinary approach of this major and it is considered the core course of this major. This course may be taken by videotape or by attending a live lecture. Formerly known as SBSC 304 and SBSC 300A.

SBSC 302 ■ Major ProSeminar: Theory and Method in the Social and Behavioral Sciences II ■ 4 credits

This is one of a two-semester sequence Major ProSeminar course for Social and Behavioral Sciences majors. This course introduces students to the interdisciplinary approach of this major and it is considered the core course of this major. This course may be taken by videotape or by attending a live lecture. Formerly known as SBSC 304 and SBSC 300B. Corequisite(s): junior/senior transfer students should enroll in SBSC 309. For those mid-semester students, an SBSM course is required.

SBSC 308 ■ SBSC Professional Assessment Lab I ■ 2 credits

This is the first semester of a two semester sequence course that focuses on the mediated development of academic, technical, and communications skills for professional success in the behavioral and social sciences. Provides individualized assessment, mediated guidance, and the extended training to attain competency within the guidelines pertaining to the outcomes and requirements of the SBSC major and the university at large. Note that this course is taught online during the summer. Formerly known as SBSC 308A. Corequisite(s): SBSC 301; SBSC majors must enroll in one course in the 360 series.

SBSC 309 ■ SBSC Professional Assessment Lab II ■ 2 credits

This is the second semester of two semester course that continues to focus on the mediated development of academic, technical, and communications skills for professional success in the behavioral and social sciences. Provides individualized assessment, mediated guidance, and the extended training to attain competency within the guidelines pertaining to the outcomes and requirements of the SBS major and the university at large. Note that this course is taught online during the summer. Formerly known as SBSC 308B. Corequisite(s): SBSC 302.

SBSC 401 ■ Senior Capstone Seminar: Social and Behavioral Sciences ■ 4 credits

For students seeking specialty tracks in the individual disciplines and allied fields that comprise the social and behavioral sciences. Formerly known as SBSC 400A. Prerequisite(s): SBSC 301, 302, 308, 309, and/or a SBST or SBSM course; or equivalent. Corequisite(s): SBSC 404.

SBSC 402 ■ Senior Capstone Seminar ■ 4 credits

For students seeking specialty tracks in the individual disciplines and allied fields that comprise the social and behavioral sciences. Required for SBSC majors. Formerly known as SBSC 400B. Prerequisite(s): SBSC 301, 302, 308, 309, and/or a SBST and SBSM course, or equivalent. Corequisite(s): SBSC 403.

SBSC 403 ■ Senior Capstone Directed Reading ■ 2 credits

Emphasizes the theory, method, and scope of the social and behavioral sciences field. Involves implementing a yearlong project to familiarize students with the discipline and appropriate contemporary and historical depth in the literature. Formerly known as SBSC 401A. Corequisite(s): SBSC 402.

SBSC 404 ■ Senior Capstone Directed Reading ■ 2 credits

Emphasizes the theory, method, and scope of the social and behavioral sciences field. Involves implementing a yearlong project to familiarize students with the discipline and appropriate contemporary and historical depth in central literature. Formerly known as SBSC 401B. Corequisite(s): SBSC 401.

SBSC 405 ■ Assessment Lab for Graduating Seniors ■ 1 credits

Students assemble a Senior Capstone committee that includes the Capstone supervisor. Students select an academic advisor within their area of specialty or focus as determined by the approved individual learning plan. Students meet with the academic advisor for directed research and mentorship. For SBSC majors entering their second semester of the Senior Capstone. Formerly known as SBSC 402. Prerequisite(s): SBSC 301, 302, 308, 309, one course in the 350 series and/or one course in the 360 series, or equivalent based on assessment; preapproved Individualized Learning Plan and Senior Capstone proposal on record. Corequisite(s): SBSC majors enroll in their academic supervisor's section.

SBSC 600 ■ Continuing Education Assessment ■ 1-6 credits

This course is the alternative assessment for graduate or undergraduate students continuing their education in this major. The content and structure of this learning experience will be determined by the instructor of record together with the individual students enrolled in this course.

SBSD 195 ■ Special Topics ■ 1-6 credits

Student and faculty member select lower division topics of study and number of credits. Prerequisite(s): instructor consent.

SBSD 212 ■ A Social and Political History of the United States 4 credits

Presents a social and political history of the United States from gendered and multicultural perspectives covering the evolution of major political and social institutions. Emphasizes regional differences, immigration and ethnic formation, and the factors of race, sex, and gender. Formerly known as Survey Research Methods and SBSC 212. Prerequisite: PROS 100

SBSD 226 ■ History of the Monterey Bay: 10,000 BC to Steinbeck 4 credits

Presents a natural, cultural, and historical exploration of the resources, peoples, and cultures of Monterey Bay using John Steinbeck's 1930s narratives. Surveys culture and ethnicity ranging from the Ohlone and Esselen inhabitants to the successive landfalls of the Spanish, Mexican, Chinese, Anglo, Italian, and Japanese immigrants. Students develop an Internet Webpage on the natural and cultural history of Monterey Bay. Provides field tours for exploring archaeological and historical sites. Formerly known as SBSC 226.

SBSD 248 ■ Ancient Maya Civilization ■ 4 credits

Examines the social, cultural, economic, political, and religious underpinnings of the Maya dynastic tradition in comparative and cross-cultural terms and from the perspective of landmark archaeological projects and glyphic interpretations. Studies their respective significance in deciphering the larger Maya life. Uses virtual software-based glyphic translation and astronomical and calendrical correlation programs to probe the literary, artistic, and historical traditions of texts and monuments. Formerly known as SBSC 248.

SBSD 252 ■ The Art, Archaeology and History of The California Missions ■ 4 credits

An historical/cultural overview (archaeology, art, etc.) of early California history, including mission tours, and an exploration of online resources for gradeschool teachers for and about the California Missions and their surrounding communities. Guided tours and field trips of the early missions of California's Central Coast will be the highlight of the class, with visits planned to the missions of San Juan Bautista, San Carlos de Borromeo, San Antonio, Soledad, among others.

SBSD 269 ■ Ancient Mesoamerica ■ 4 credits

Examines the social, cultural, economic, political, and religious underpinnings of Mesoamerican traditions in comparative and cross-cultural terms and from the perspective of landmark archaeological projects, ethnohistoric interpretations, and the respective significance in the interpretation of the Mesoamerican past. Emphasizes the technological, social-historical, and ideological foundations of these cultural systems. Includes the region from Zacatecas, Mexico, to the Isthmus of Panama. Formerly known as SBSC 269.

SBSD 270 ■ The Chicano Community ■ 4 credits

The examination of cultural, social, economic, and political aspects of the Chicano community in a historical and contemporary context. Formerly known as SBSC 270.

SBSD 280 ■ World Population, Natural Resources, and GIS 4credits

Introduces the nature and background of population and natural resources. Discusses different perspectives on dealing with population growth and conserving resources. Addresses hands-on experience in using advanced commercial Geographic Information System (GIS) software to explore the information related to world population and natural resources. Formerly known as SBSC 276 and SBSC 376.

SBSD 281 ■ Vietnam and the United States Since 1880: Comparative Social History & Political Economy ■ 4 credits

Provides a comparative analysis of society, political economy, and culture in an historical perspective for the U.S. & Vietnam since 1880. Explores ways in which these cultures shaped the course of the Vietnam War and subsequent relations between the two countries. Students interact with Vietnamese scholars who lived through the war, Vietnam veterans from different ethnic backgrounds or who worked as support forces at Fort Ord, as well as former anti-war/peace activists. Formerly known as SBSC 281.

SBSD 282 ■ Cultural Anthropology: Subfields in the Discipline 4 credits

Considers trends in subfields of cultural anthropology such as economic, applied, advocacy, and political anthropology. Examines the relationship of these fields to other areas of the social sciences. Students perform a critical review of literature in one of these fields emphasizing current schools of analysis. Formerly known as SBSC 282.

SBSD 283 ■ Lost Civilizations of Africa and Eurasia ■ 4 credits

Explores the rise and fall of indigenous states and civilizations of sub-Saharan Africa and the Mediterranean. Reviews the comparative development and contributions of those ancient cultures to precolonial or Black Africa and Africa's relations with Eurasia. Uses case studies to explore the ancient cultures, kingdoms, and states including those of dynastic Egypt, Kush, Axum, Jenne, Zimbabwe, the Swahili complex, and Benin and West Africa. Formerly known as SBSC 207, SBSC 307, and SBSC 283A.

SBSD 284 ■ Lost Civilizations of the Pacific Rim ■ 4 credits

Provides an overview of the evolution and ultimate collapse of the primary ancient states and civilizations of the Pacific Rim. Reviews the comparative development and contributions of those ancient cultures and civilizations identified with Cambodia, Bolivia, ancient China, Japan, Peru, and Mesoamerica. Formerly known as SBSC 225, SBSC 325, and SBSC 283B.

SBSD 285 ■ SAS: Pacific Region Ecology and Cultures ■ 4 credits

Study of the physical, cultural, and economic landscape of Pacific Communities. Studies the migration of peoples throughout the Pacific Region, their settlement patterns and economic conditions, and cultural response to highly developed circum-Pacific economics. Includes physical and cultural fieldwork in several island communities during a Pacific circumnavigation.

SBSD 286 ■ Introduction to Human Variation and the Concept of Race ■ 4 credits

Investigates the theories on gender and development, global gender division of labor, and relations of power of Third World countries. Examines challenges and dilemmas in development theory and practices, and shortcomings in statistical accounting of women's contributions to formal and informal economy. Explores gender relations in work, family, decision making, health, child bearing, education, and social and political participation. Examines the linkages between global and local uses of labor. Formerly known as SBSC 286.

**SBSD 287 ■ China: Landscape, Culture, and Development
4 credits**

Applies the concept of culture to examine China and its social, political, and economic issues using historical, contemporary, and future cultural resources in the context of diverse sociocultural identities. Formerly known as SBSC 263.

**SBSD 288 ■ Crisis and Development in Mexican Society:
An International Internet Course ■ 4 credits**

Focuses on emigration to the United States, the impact of NAFTA, and U.S. private investment in the Mexican economy and society. Studies the effects of international agribusiness on peasant communities, Mexico's electoral politics and politics of protest, and the effects of electronic technology on Mexico's educational system. An Internet and Web-based course involving CSUMB and the University of Querétaro, Mexico. Formerly known as SBSC 288A.

SBSD 289 ■ Applied Research on Mexican Development ■ 4 credits

Examines research literature on Mexican development that focuses on migration, economic opportunities, cultural values, and its relationship to the Mexican population in the United States. Promotes a better understanding of the problems confronting Latin-American people and their struggle against poverty and economic stagnation. Discusses concepts such as ethnicity, poverty, and globalization. Teaches students to access and analyze information about Mexico using the World Wide Web. Formerly known as SBSC 288B.

**SBSD 290 ■ Mexican Society and U.S.—Mexico Relations
4 credits**

Studies Mexican culture, history, and the history of U.S.-Mexico relations. Recommended for students preparing for fieldwork in Mexico. Formerly known as SBSC 288C.

SBSD 291 ■ History and Culture of Mexico ■ 4 credits

Reviews the culture of Mexico by studying the state of Querétaro, Mexico. Brings students in contact to Querétaro people, villages, and cultural heritage. Students learn about Mexican culture by using an ethnographic simulator to virtually visit villages, listen to people in their households, or travel by bus to locations in Querétaro. Formerly known as SBSC 288D.

**SBSD 292 ■ Indigenous Peoples and Cultures of the Americas
4 credits**

Focuses on the indigenous peoples and cultures of the Americas by emphasizing their contemporary social, economic, political lives, forms of adaptation, and struggles to survive. Examines the influence of classic indigenous civilizations such as the Maya, the Aztecs (Mexico), and the Inca, on contemporary economic practices, land tenure, and religious belief systems. Formerly known as SBSC 289.

SBSD 300 ■ Major Learning Outcome III: Alternative Assessment for Area/Discipline Concentration ■ 1-4 credits

This course is the alternative assessment for students working on Major Learning Outcomes related to Major Learning Outcome (MLO III) Area / Discipline Concentration, for the Social and Behavioral Sciences major. The content and structure of this learning experience will be determined by the instructor of record together with the individual students enrolled in this course.

**SBSD 312 ■ Social and Political History of the United States
4 credits**

Presents a social and political history of the United States from gendered and multicultural perspectives covering the evolution of major political and social institutions. Emphasizes regional differences, immigration and ethnic formation, and the factors of race, sex, and gender. Formerly known as Social and Economic History of Colonialism in the Americas and SBSC 312.
Prerequisite(s): instructor consent.

**SBSD 326 ■ History of the Monterey Bay: 10,000 BC to Steinbeck
4 credits**

Presents a natural, cultural, and historical exploration of the resources, peoples, and cultures of Monterey Bay using John Steinbeck's 1930s narratives. Surveys culture and ethnicity ranging from the Ohlone and Esselen inhabitants to the successive landfalls of the Spanish, Mexican, Chinese, Anglo, Italian, and Japanese immigrants. Students develop an Internet Webpage on the natural and cultural history of Monterey Bay. Provides field tours for exploring archaeological and historical sites. Formerly known as SBSC 326.

SBSD 348 ■ Ancient Maya Civilization ■ 4 credits

Examines the social, cultural, economic, political, and religious underpinnings of the Maya dynastic tradition in comparative and cross-cultural terms and from the perspective of landmark archaeological projects and glyphic interpretations. Studies their respective significance in deciphering the larger Maya life. Uses virtual software-based glyphic translation and astronomical and calendrical correlation programs to probe the literary, artistic, and historical traditions of texts and monuments. Formerly known as SBSC 348.

**SBSD 352 ■ The Art, Archaeology and History of
The California Missions ■ 4 credits**

An historical/cultural overview (archaeology, art, etc.) of early California history, including mission tours, and an exploration of online resources for gradeschool teachers for and about the California Missions and their surrounding communities. Guided tours and field trips of the early missions of California's Central Coast will be the highlight of the class, with visits planned to the missions of San Juan Bautista, San Carlos de Borromeo, San Antonio, Soledad, among others.

SBSD 369 ■ Ancient Mesoamerica ■ 4 credits

Examines the social, cultural, economic, political, and religious underpinnings of Mesoamerican traditions in comparative and cross-cultural terms and from the perspective of landmark archaeological projects, ethnohistoric interpretations, and the respective significance in the interpretation of the Mesoamerican past. Emphasizes the technological, social-historical, and ideological foundations of these cultural systems. Includes the region from Zacatecas, Mexico, to the Isthmus of Panama. Formerly known as SBSC 369.

SBSD 370 ■ The Chicano Community ■ 4 credits

The examination of cultural, social, economic, and political aspects of the Chicano community in a historical and contemporary context. Formerly known as SBSC 370.

**SBSD 380 ■ World Population, Natural Resources, and GIS
2 credits**

Introduces the nature and background of population and natural resources. Discusses different perspectives on dealing with population growth and conserving resources. Addresses hands-on experience in using advanced commercial GIS software to explore the information related to world population and natural resources. Formerly known as SBSC 276 and SBSC 376.

**SBSD 381 ■ Vietnam and the United States Since 1880:
Comparative Social History & Political Economy ■ 4 credits**

Provides a comparative analysis of society, political economy, and culture in an historical perspective for the U.S. & Vietnam since 1880. Explores ways in which these cultures shaped the course of the Vietnam War and subsequent relations between the two countries. Students interact with Vietnamese scholars who lived through the war, Vietnam veterans from different ethnic backgrounds or who worked as support forces at Fort Ord, as well as former anti-war/peace activists. Formerly known as SBSC 381.

**SBSD 382 ■ Cultural Anthropology: Subfields in the Discipline
4 credits**

Considers trends in subfields of cultural anthropology such as economic, applied, advocacy, and political anthropology. Examines the relationship of these fields to other areas of the social sciences. Students perform a critical review of literature in one of these fields emphasizing current schools of analysis. Formerly known as SBSC 382.

SBSD 383 ■ Lost Civilizations of Africa and Eurasia ■ 4 credits

Explores the rise and fall of indigenous states and civilizations of sub-Saharan Africa and the Mediterranean. Reviews the comparative development and contributions of those ancient cultures to precolonial or Black Africa and Africa's relations with Eurasia. Uses case studies to explore the ancient cultures, kingdoms, and states including those of dynastic Egypt, Kush, Axum, Jenne, Zimbabwe, the Swahili complex, and Benin and West Africa. Formerly known as SBSC 207, SBSC 307, and SBSC 383A.

SBSD 384 ■ Lost Civilizations of the Pacific Rim ■ 4 credits

Provides an overview of the evolution and ultimate collapse of the primary ancient states and civilizations of the Pacific Rim. Reviews the comparative development and contributions of those ancient cultures and civilizations identified with Cambodia, Bolivia, ancient China, Japan, Peru, and Mesoamerica. Formerly known as SBSC 307 and SBSC 383B.

**SBSD 385 ■ Social and Environmental History of California
4 credits**

Applies theories of race, ethnicity, gender, class, and qualitative methodologies to study historical relationships between the human and nonhuman worlds of California. Focuses on past and present human societies and their relationships with the land. Analyzes how history can aid in understanding present-day policy issues. Formerly known as SBSC 385. Prerequisite(s): instructor consent.

**SBSD 387 ■ China: Landscape, Culture, and Development
4 credits**

Applies the concept of culture to examine China and its social, political, and economic issues using historical, contemporary, and future cultural resources in the context of diverse sociocultural identities. Formerly known as SBSC 363 and SBSC 387.

**SBSD 388 ■ Crisis and Development in Mexican Society:
An International Internet Course ■ 4 credits**

Focuses on emigration to the United States, the impact of NAFTA, and U.S. private investment in the Mexican economy and society. Studies the effects of international agribusiness on peasant communities, Mexico's electoral politics and politics of protest, and the effects of electronic technology on Mexico's educational system. An Internet and Web-based course involving CSUMB and the University of Querétaro, Mexico. Formerly known as SBSC 388A.

SBSD 389 ■ Applied Research on Mexican Development ■ 4 credits

Examines research literature on Mexican development that focuses on migration, economic opportunities, cultural values, and its relationship to the Mexican population in the United States. Promotes a better understanding of the problems confronting Latin American people and their struggle against poverty and economic stagnation. Discusses concepts such as ethnicity, poverty, and globalization. Teaches students to access and analyze information about Mexico using the World Wide Web. Formerly known as SBSC 388B.

**SBSD 390 ■ Mexican Society and U.S.—Mexico Relations
4 credits**

Studies Mexican culture, history, and the history of U.S.-Mexico relations. Recommended for students preparing for fieldwork in Mexico. Formerly known as SBSC 388C.

SBSD 391 ■ History and Culture of Mexico ■ 4 credits

Reviews the culture of Mexico by studying the state of Querétaro, Mexico. Brings students in contact to Querétaro people, villages, and cultural heritage. Students learn about Mexican culture by using an ethnographic simulator to virtually visit villages, listen to people in their households, or travel by bus to locations in Querétaro. Formerly known as SBSC 388D.

**SBSD 392 ■ Indigenous Peoples and Cultures of the Americas
4 credits**

Focuses on the indigenous peoples and cultures of the Americas by emphasizing their contemporary social, economic, political lives, forms of adaptation, and struggles to survive. Examines the influence of classic indigenous civilizations such as the Maya, the Aztecs (Mexico), and the Inca, on contemporary economic practices, land tenure, and religious belief systems. Formerly known as SBSC 389.

**SBSD 393 ■ Field Explorations of the Archaeology and Prehistory
of the Central Coast ■ 4 credits**

This project-based course entails field explorations and study of the archaeological and historic resources of the central coast. Features field trips to selected sites, including active archaeological zones of the central coast. Faculty facilitator and class schedule field trips and related activities based upon schedule availability. Weekend field trips to be arranged. Formerly known as SBSC 393. Prerequisite(s): instructor consent.

SBSD 395 ■ Special Topics ■ 1-6 credits

Student and faculty member select upper-division topics of study and number of credits. Formerly known as SBSC 395. Prerequisite(s): instructor consent.

**SBSD 480 ■ Project Based Learning Lab: Ethnography in Mexico—
The Querétaro Project ■ 4 credits**

This course focuses on the history, culture, and economy of Mexican peasant society, and mestizo-Indian interaction in Querétaro, Mexico. This course is part of the study opportunities in Querétaro, Mexico for SBSC students. Formerly known as SBSC 480.

SBSD 495 ■ Special Topics: Panetta DC Perspectives ■ 2 credits

Student and faculty member select topic of study and number of credits. Formerly known as SBSC 495.

SBSD 595 ■ Special Topics: Panetta DC Perspectives ■ 2 credits

Studies a particular topic in social and behavioral sciences. May be repeated for credit when topics vary. Students may declare a specialized area of study and request this course as stated in the approved Individualized Learning Plan. Faculty may offer this learning experience for individual students or for learning cohorts. Formerly known as SBSC 595.

**SBSL 200 ■ University Learning Requirements:
Alternative Assessment ■ 1-4 credits**

This course is the alternative assessment for students fulfilling University Learning Requirements, and majoring in the Social and Behavioral Sciences. The content and structure of this learning experience will be determined by the instructor of record together with the individual students enrolled in this course. Prerequisite(s): instructor consent.

SBSM 196 ■ Field Topics ■ 1-6 credits

Student and faculty member select topic of field study and number of credits. Prerequisite: instructor consent.

**SBSM 201 ■ Elementary Statistics: Probability Distributions
and Inference ■ 2 credits**

Provides an overview of descriptive and inferential statistics used in the social and behavioral sciences. Includes parametric and nonparametric approaches such as regression, correlation, hypothesis testing, and chi-square. Conducts calculations using SPSS computer software. Formerly known as SBSC 201B. Prerequisite(s): some computer skills recommended.

SBSM 202 ■ Elementary Statistics: Descriptive Statistics ■ 1 credit

Provides an overview of descriptive and inferential statistics used in the social and behavioral sciences. Includes parametric and nonparametric approaches such as regression, correlation, hypothesis testing, and chi-square. Conducts calculations using SPSS computer software. Formerly known as SBSC 201A. Prerequisite(s): some computer skills recommended.

SBSM 203 ■ Elementary Statistics: Hypothesis Testing ■ 1 credit

Provides an overview of descriptive and inferential statistics used in the social and behavioral sciences. Includes parametric and nonparametric approaches such as regression, correlation, hypothesis testing, and chi-square. Conducts calculations using SPSS computer software. Formerly known as SBSC 201C. Prerequisite(s): some computer skills recommended.

SBSM 214 ■ Archaeological Technologies ■ 2-4 credits

Laboratory course that provides hands-on introduction to the technologies and tools of the laboratory and field archaeologist. Introduces students to the uses of technical equipment employed in archaeological surveys, artifact analysis, and mapping projects. Includes the pocket transit, theodolite, Global Positioning System (GPS), and computer-networked lab resources such as digital calipers, electronic scales, and online database management tools. Required for all students concentrating in archaeology and museum studies. Formerly known as SBSC 210A.

**SBSM 215 ■ Technical Writing: Lab and Fieldnote Preparation
2-4 credits**

Computer-based lab course that provides an introduction to technical or scientific writing for archaeologists and other social scientists. Imparts the skills necessary for producing accurate technical descriptions, scientific reports, and clear and concise lab and fieldnote documents. Required for all students concentrating in archaeology and museum studies. Formerly known as SBSC 210B.

**SBSM 216 ■ Technical Imaging: Artifact and Historic
Photo Restoration ■ 2-4 credits**

Laboratory practicum that provides a hands-on introduction to camera skills and photographic methods for documenting archaeological sites and historic materials. Provides students with skills for producing images in film media and digital formats. Covers specific imaging technologies and methods including studio or museum lighting, copywork, and computer-based digital scanning and image manipulation for the purposes of historic photo restoration and artifact reconstruction. Required for all students concentrating in archaeology and museum studies. Formerly known as SBSC 210C.

SBSM 218 ■ Computing Skills for the Social Sciences ■

Teaches computing skills for success in academia and industry. Students attain competency in the use of multimedia technologies including Webpages, photographic images, graphics, video and audio software applications, and Web-based portfolios. Examines use of electronic communication and electronic publishing on the World Wide Web in communication, data management, and archival documentation of social and behavioral sciences data. Note that online instruction is available as an option when taught during the summer. Formerly known as SBSC 218.

**SBSM 227 ■ Introduction to Geographic Information Systems
4 credits**

Introduces basic concepts and applications of Geographic Information Systems (GIS) such as GIS data input, raster and vector data management, spatial relationships, analysis, and Web-based GIS. Formerly known as SBSC 227.

SBSM 250 ■ Archeology of a California Mission ■ 4 credits

A field school and project-based learning lab in archaeology and archival research methods. Students will be introduced to the archaeology and history of the early California mission communities of the Central Coast by way of the Internet and hands-on study of archaeological and historical materials from Old Mission San Juan Bautista and related early missions. Students will spend two weeks conducting excavations within the 200 year old courtyard of Old Mission San Juan Bautista.

SBSM 258 ■ Anthropology of Face-To-Face Communities: Studying Local Communities ■ 4 credits

Examines the organization and dynamics of community life in local communities. Emphasizes community study methods and the uses of ethnographic data collection in communities. Analyzes the units of a community including families, social networks, households, social and ethnic/racial groups, associations (male, female, and mixed gender), and local forms of political involvement, empowerment, self-help, and governance. Students conduct an ethnographic field study in the local community. Formerly known as SBSC 262B.

SBSM 261 ■ Analysis of Field Research Data ■ 4 credits

Assists students in the organization and analysis of field research materials collected for a research project. Students produce a jointly prepared project report in electronic and/or hardcopy form. Formerly known as SBSC 262C.
Prerequisite(s): instructor consent.

SBSM 262 ■ Learning Ethnographic Research in Multimedia Electronic Environment ■ 4 credits

Introduces students to data collection strategies and methodologies for ethnographic field research. Uses electronically simulated field exercises in a multimedia interactive learning package called an Ethnographic Research Simulator (EFRS). Includes learning cultural navigation, collecting observational and interview data, gathering participation data, taking field notes, keeping a field diary, and writing field reports. Exercises may be carried out in Spanish or English. Formerly known as SBSC 213 and SBSC 263B.

SBSM 263 ■ Community Ethnography ■ 4 credits

Project-based learning lab focuses on topics in the social and behavioral sciences. Students learn skills to conduct qualitative research by applying basic ethnographic methods and strategies such as participant observation, field notes, interviewing, genealogies, and mapping. Students identify and learn to write fundable research proposals using data produced during research. Formerly known as SBSC 310A and SBSC 263A.

SBSM 271 ■ Applications of GIS to Social Sciences ■ 4 credits

Uses social science methods and theories and GIS technologies to analyze human, social, economic, and spatial dynamics and resources in societies and their economies. Students apply GIS technologies to the study of specific data sets. Formerly known as SBSC 251 and SBSC 271.
Prerequisite(s): intermediate-level knowledge of computers.

SBSM 273 ■ Virtual Archaeology and Geographic Information Systems ■ 4 credits

Surveys the world of virtual archaeology, visualization, and GIS applications in prehistoric and historic archaeology. Course applications center on three primary approaches to the visualization and modeling of archaeological sites and materials, including: 1) multimedia applications for the reconstruction of sites and artifacts; 2) recent applications in three-dimensional visualization for site interpretation; and 3) potential uses of Global Positioning System (GPS) and Geographic Information System (GIS) applications and technologies. Formerly known as SBSC 273.

SBSM 280 ■ Cultural Anthropology: Ethnographic Research Methods, Data Management and Analysis ■ 4 credits

Introduces students to the fundamental data collection, management, and analysis methods used in ethnographic research. Covers observation, participant observation, interview guides, and field journals. Students learn the skills for gaining acceptance from informants and recording and using computerized qualitative data. Students carry out field assignments and a field project. Formerly known as SBSC 262A.

SBSM 314 ■ Archaeological Technologies ■ 2-4 credits

Laboratory course that provides hands-on introduction to the technologies and tools of the laboratory and field archaeologist. Introduces students to the uses of technical equipment employed in archaeological surveys, artifact analysis, and mapping projects. Includes the pocket transit, theodolite, Global Positioning System (GPS), and computer-networked lab resources such as digital calipers, electronic scales, and online database management tools. Required for all students concentrating in archaeology and museum studies. Formerly known as SBSC 310A.

**SBSM 315 ■ Technical Writing: Lab and Fieldbook Preparation
2-4 credits**

Computer-based lab course that provides an introduction to technical or scientific writing for archaeologists and other social scientists. Imparts the skills necessary for producing accurate technical descriptions, scientific reports, and clear and concise lab and fieldnote documents. Required for all students concentrating in archaeology and museum studies. Formerly known as SBSC 310B.

SBSM 316 ■ Technical Imaging: Artifact and Historic Photo Restoration ■ 2-4 credits

Laboratory practicum that provides hands-on introduction to camera skills and photographic methods for documenting archaeological sites and historic materials. Provides students with skills for producing images in film media and digital formats. Covers specific imaging technologies and methods including studio or museum lighting, copywork, and computer-based digital scanning and image manipulation for the purposes of historic photo restoration and artifact reconstruction. Required for SBSC students concentrating in archaeology and or museum studies. Formerly known as SBSC 310C.

SBSM 318 ■ Computing Skills for the Social Sciences ■ 4 credits

Teaches computing skills for success in academia and industry. Students attain competency in the use of multimedia technologies including Webpages, photographic images, graphics, video and audio software applications, and Web-based portfolios. Examines use of electronic communication and electronic publishing on the World Wide Web in communication, data management, and archival documentation of social and behavioral sciences data. Note that online instruction is available as an option when taught during the summer. Formerly known as SBSC 318.

**SBSM 327 ■ Introduction to Geographic Information Systems (GIS)
4 credits**

Introduces basic concepts and applications of Geographic Information Systems (GIS) such as GIS data input, raster and vector data management, spatial relationships, analysis, and Web-based GIS. Formerly known as SBSC 327.

SBSM 350 ■ The Archaeology of a California Mission ■ 4 credits

A field school and project-based learning lab in archaeology and archival research methods. Students will be introduced to the archaeology and history of the early California mission communities of the Central Coast by way of the Internet and hands-on study of archaeological and historical materials from Old Mission San Juan Bautista and related early missions. Students will spend two weeks conducting excavations within the 200 year old courtyard of Old Mission San Juan Bautista.

SBSM 354 ■ GIS for Demographic Analysis in Business and Social Sciences ■ 4 credits

The business community is rapidly becoming one of the largest users of Geographic Information Systems (GIS) technology. Industry analysts predict that GIS will be a commonly used application. This learning experience introduces the fundamentals of GIS and its business applications and provides students with hands-on experience of solving a variety of common business problems like creating and analyzing markets, locating retail outlets, identifying target markets and conducting drive time analysis. Formerly known as SBSC 354.

SBSM 358 ■ Anthropology of Face-To-Face Communities: Studying Local Communities ■ 4 credits

Examines the organization and dynamics of community life in local communities. Emphasizes community study methods and the uses of ethnographic data collection in communities. Analyzes the units of a community including families, social networks, households, social and ethnic/racial groups, associations (male, female, and mixed gender), and local forms of political involvement, empowerment, self-help, and governance. Students conduct an ethnographic field study in the local community. Formerly known as SBSC 362B.

SBSM 361 ■ Analysis of Field Research Data ■ 4 credits

Assists students in the organization and analysis of field research materials collected for a research project. Students produce a jointly prepared project report in electronic and/or hardcopy form. Formerly known as SBSC 362C.
Prerequisite(s): instructor consent.

SBSM 362 ■ Learning Ethnographic Research in a Multimedia Electronic Environment ■ 4 credits

Introduces students to data collection strategies and methodologies for ethnographic field research. Uses electronically simulated field exercises in a multimedia interactive learning package called an Ethnographic Research Simulator (EFRS). Includes learning cultural navigation, collecting observational and interview data, gathering participation data, taking field notes, keeping a field diary, and writing field reports. Exercises may be carried out in Spanish or English. Formerly known as SBSC 213, SBSC 313, and SBSC 363B.

SBSM 363 ■ Community Ethnography ■ 4 credits

Project-based learning lab focuses on topics in the social and behavioral sciences. Students learn skills to conduct qualitative research by applying basic ethnographic methods and strategies such as participant observation, field notes, interviewing, genealogies, and mapping. Students identify and learn to write fundable research proposals using data produced during research. Formerly known as SBSC 310A and SBSC 363A.

SBSM 365 ■ Advanced Methods in Political Economy ■

Introduces the process of social science research. Demonstrates methodological discussions using real-life political, economic, historical, social, and cultural issues. Discusses the scientific method, examines the strengths and limitations of different methods of data collection and analysis with respect to different research questions and goals, and explores how to integrate different research methods. Explores the critical traditions and methods, including Foucault, critical theory, poststructuralism, and postmodernism. Prerequisite(s) a basic statistics course or equivalent. Formerly known as SBSC 361

SBSM 366 ■ Research Methods and Data Analysis ■ 4 credits

Covers quantitative and qualitative research methods including research design, data collection, analyses, and communication of findings. Involves students in designing and implementing research projects. Formerly known as SBSC 365.

SBSM 367 ■ Research Methods and Data Analysis ■ 1 credit

Students learn to use SPSS and Excel to analyze and present data. Formerly known as SBSC 365L.
Corequisite(s): SBSC 365.

SBSM 368 ■ Social Psychology of Community Networks ■ 4 credits

Applied theory course where students review the field of personality theory and self-concept. Presents the methods for measuring personality and self. Applies theory and method to the social behavior of individuals and groups on several different computer networks, including the Internet. Emphasizes psychology of personality, self-concept, and emerging online communities of the Internet in human communication or computer programming. Formerly known as SBSC 310B and SBSC 368B.

SBSM 371 ■ Applications of GIS to Social Sciences ■ 4 credits

Uses social science methods and theories and GIS technologies to analyze human, social, economic, and spatial dynamics and resources in societies and their economies. Students apply GIS technologies to the study of specific data sets. Formerly known as SBSC 251, SBSC 351 and SBSC 371.
Prerequisite(s): intermediate-level knowledge of computers.

SBSM 372 ■ Social Psychology of Self-Identity and Online Behavior 4 credits

Reviews the field of personality theory, self-concept, and methods for measuring personality and self. Applies theory and method to the social behavior of individuals and groups on several different computer networks. Recommended for students interested in the psychology of personality, self-concept, and the emerging online communities. Formerly known as SBSC 310A and SBSC 368A.
Prerequisite(s): introductory computer literacy.

SBSM 373 ■ Virtual Archaeology and GIS ■ 4 credits

Surveys the world of virtual archaeology, visualization, & GIS applications in prehistoric/historic archaeology. Course applications center on three approaches to the visualization/modeling of archaeological sites and materials, including: 1) multimedia applications for reconstruction of sites/artifacts, 2) recent applications in three-dimensional visualization for site interpretation, and 3) potential uses of Global Positioning System (GPS) & Geographic Information System (GIS) applications/technologies. Required of SBSC students concentrating in archaeology and/or museum studies. Formerly known as SBSC 373.

SBSM 374 ■ Experimental Methods in the Social and Behavioral Sciences ■ 4 credits

Research laboratory course that discusses and practices experimental research designs. Uses multimedia simulations to experimentally manipulate animals and humans. Students design a research hypothesis to study behaviorism and cognitive theories using theories drawn from psychology, sociology, or social psychology. For students interested in research careers in psychology, marketing, or government. Formerly known as SBSC 374.
Prerequisite(s): 12 hours of undergraduate social science, one research methods course, one statistics course.

SBSM 380 ■ Cultural Anthropology: Ethnographic Research Methods, Data Management, and Analysis ■ 4 credits

Introduces students to the fundamental data collection, management, and analysis methods used in ethnographic research. Covers observation, participant observation, interview guides, and field journals. Students learn the skills for gaining acceptance from informants and recording and using computerized qualitative data. Students carry out field assignments and a field project. Formerly known as SBSC 457A and SBSC 362A.

SBSM 396 ■ Field Studies ■ 1-6 credits

Student and faculty member select and advanced topic of field study and number of credits. Prerequisite: instructor consent. Formerly known as SBSC 396.

SBSM 436 ■ Advanced Geographic Information Systems (GIS) and Global Positioning System (GPS) Mapping ■ 4 credits

Provides students with advanced GIS skills such as image processing capabilities, multi-spectral and multisensor information extraction, and cartographic modeling. Includes certification in ArcView Spatial Analyst. Formerly known as SBSC 436.
Prerequisite(s): SBSC 227 or SBSC 327.

SBSM 450 ■ Special Topics in Geographic Information Systems, ArcView Spatial Analysis and Avenue ■ 4 credits

This course covers specialized GIS techniques and applications. Possible topics include but not limited to: raster modeling, GIS programming (Avenue, AML), Internet GIS, and image processing.
Prerequisite(s): SBSM 227/327 or SBSM 436.

SBSM 460 ■ Truth and Method in History: A Social History Learning Lab ■ 4 credits

Hands-on practicum that advances qualitative and quantitative methods for research and analysis on social history. Students work on a research project in social history. Emphasizes the collaborative development of critical thinking in framing effective research questions and choosing the research methods that are most appropriate to the questions asked. Formerly known as 360A.
Prerequisite(s): Completed or concurrent enrollment in any lower-division history course from another college or university; one course in basic statistics and/or research method or equivalent, and completion of any Major ProSeminar

SBST 197 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits. Formerly known as SBSC 197.
Prerequisite(s): instructor consent.

SBST 200 ■ Introduction to Social and Behavioral Sciences 4 credits

Introduces the basic principles, theory, and method shared in common by the traditional sciences of anthropology, archaeology, sociology, psychology, political sciences, and allied fields of inquiry. Formerly known as SBSC 200.

SBST 252 ■ Human Landscape: Culture, Society, and Space 4 credits

Applies a geographical perspective to the study of environment, culture, human societies, and their interactions. Examines regions around the world using a thematic approach to population, language, religion, economic development, social customs, urbanization, and resource problems. Focuses on spatial concepts, principles, and contemporary issues. Formerly known as SBSC 252.

SBST 253 ■ Gender Relations and Development in Third World Countries ■ 4 credits

Investigates the theories on gender and development, global gender division of labor, and relations of power of Third World countries. Examines challenges and dilemmas in development theory and practices, and shortcomings in statistical accounting of women's contributions to formal and informal economy. Explores gender relations in work, family, decision making, health and child bearing, education, and social and political participation. Examines the linkages between global and local uses of labor. Formerly known as SBSC 253.

SBST 256 ■ People, Places, and Environment: A Geographic Perspective ■ 4 credits

An introduction to the theory and applications of modern geography. Utilizing the latest Web-based multimedia technology and Geographic Information Systems (GIS), this learning experience will feature both the cultural and environmental aspects of geography at global, regional, and local levels.

SBST 264S ■ Social Construction of Identity ■ 4 credits

This course introduces students to theories of social constructionism as they pertain to identity. Students will be expected to explore how major components of identity (race, class, gender, and sexuality) are socially constructed and impact systems of power, privilege and oppression. Students will participate in reciprocal Service Learning in the community where they will explore these theories as they work towards understanding what it means to be a self-reflective, culturally aware and responsive "community participant."

SBST 272 ■ Race, Ethnicity, Sex, and Gender in the Social and Behavioral Sciences ■ 4 credits

Explores theories and research methods used to study race, ethnicity, sex, and gender by looking at their historic and present relationships in geographical settings. Examines debates over the meaning and value of these categories to study human relations, behavior, and controversies generated by genetic and environmental explanations. Emphasizes reading current scholarship, discussing perspectives and approaches, and collaborating on student research projects. Formerly known as SBSC 255 and SBSC 272.

SBST 300 ■ Major Learning Outcome I: Alternative Assessment for Theory ■ 1-4 credits

This course is the alternative assessment for students working on Major Learning Outcomes related to Major Learning Outcome (MLO I) Theory, for the Social and Behavioral Sciences major. The content and structure of this learning experience will be determined by the instructor of record together with the individual students enrolled in this course.

SBST 325 ■ SOCIAL FORMATION OF MIND ■ 4 credits

This learning experience explores the history of cognition, moving from traditional theories that focus on individual processes to theories of everyday shared cognition and its development in social context. Some topics include decision making, perception, learning and memory.

SBST 350 ■ Domination and Resistance in the Americas: Social Histories ■ 4 credits

Examines selected histories of the Americas since the time of European contact. Explores conquests, colonial power, imperialism, and resistance to domination through the lenses of race, ethnicity, sex, gender, and class emphasizing struggles over land and resources. Introduces theoretical and methodological approaches to the study of power, the connections between informal relations of power at the personal level, and the formal structures of state power. Formerly known as SBSC 350. Prerequisite(s): HCOM 211 or equivalent.

SBST 352 ■ Human Landscape: Culture, Society, and Space 4 credits

This learning experience applies a geographical perspective to the study of environment, culture, human societies and their interactions. It examines regions around the world with a thematic approach, via such topics as population, language, religion, economic development, social customs, urbanization, and resource problems. Key spatial concepts, principles, and contemporary issues are the focus of this course. MLO addressed: AREA I (Theory). Lower division credit is available by registering for SBST 252. Formerly known as SBSC 352.

SBST 353 ■ Gender Relations and Development in Third World Countries ■ 4 credits

Investigates the theories on gender and development, global gender division of labor, and relations of power of Third World countries. Examines challenges and dilemmas in development theory and practices, and shortcomings in statistical accounting of women's contributions to formal and informal economy. Explores gender relations in work, family, decision making, health, child bearing, education, and social and political participation. Examines the linkages among global and local uses of labor. Formerly known as SBSC 347 and SBSC 353.

SBST 354 ■ Cross-Cultural Personality Theory ■ 4 credits

Explores the development of self-identity, personality traits, and the measurement of such in cross-cultural comparisons. Course completion fulfills the personality theory requirements of graduate schools in the specialties of clinical psychology, counseling, or social work. Formerly known as SBSC 356.

SBST 355 ■ Archaeological Thought in the Americas ■ 4 credits

Examines the primary body of theory and method that guides archaeological thought and practice in Africa and the Americas. Compares the history of anthropologically-informed archaeological thought in Africa and the Americas that influences the primary social science theories and applications that dominate African and American archaeology and cultural history studies. Includes evolutionary, environmental, structural-functional, economic, processual, and postprocessual approaches and applications. Required for SBSC majors concentrating in archaeology and museum studies. Prerequisite(s): lower-division coursework in archaeology and or museum anthropology.

SBST 356 ■ People, Places, and Environment: A Geographic Perspective ■ 4 credits

An introduction to the theory and applications of modern geography. Utilizing the latest Web-based multimedia technology and Geographic Information Systems (GIS), this learning experience will feature both the cultural and environmental aspects of geography at global, regional, and local levels.

SBST 357 ■ Crime, Deviance, and Abnormal Personality ■ 4 credits

Uses the Internet to explore abnormal behavior, deviance, and crime in a multicultural society and the cross-cultural variations in mental illness, deviance, and crime in relationship to theories of personality, social deviance, and criminology. Examines social interventions in relationship to their effectiveness, the role of social and political power in defining behavior as abnormal/deviant, and the role of biology in controlling or influencing behavior. Formerly known as SBSC 357. Prerequisite(s): 12 units of lower-division social science or instructor consent.

SBST 364S ■ Social Construction of Identity ■ 4 credits

This course introduces students to theories of social constructionism as they pertain to identity. Students will be expected to explore how major components of identity (race, class, gender, and sexuality) are socially constructed and impact systems of power, privilege and oppression. Students will participate in reciprocal Service Learning in the community where they will explore these theories as they work towards understanding what it means to be a self-reflective, culturally aware and responsive "community participant."

SBST 372 ■ Race, Ethnicity, Sex, and Gender in the Social and Behavioral Sciences ■ 4 credits

Explores theories and research methods used to study race, ethnicity, sex, and gender by looking at their historic and present relationships in geographical settings. Examines debates over the meaning and value of these categories to study human relations, behavior, and controversies generated by genetic and environmental explanations. Emphasizes reading current scholarship, discussing perspectives and approaches, and collaborating on student research projects. Formerly known as SBSC 255 and SBSC 372.

SBST 397 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits. Formerly known as SBSC 397. Prerequisite(s): instructor consent.

SBST 597 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits. Formerly known as SBSC 597. Prerequisite(s): instructor consent.

SL 200S ■ Introduction to Service in Multicultural Communities 4 credits

This course seeks to foster the development of self-reflective, culturally aware, and responsive community participants. Students gain hands-on experience, knowledge, and skills about community organizations. Students learn how to work with communities sensitively, and to participate in multicultural community service settings. Course requires a minimum of 30 hours of community service work during the semester. Each course section has a specific service theme. See current course schedule for details.

SL 295S ■ Staff America Reads ■ 2 credits

This course provides a structured opportunity for CSUMB staff and faculty to tutor elementary school children in reading as part of the America Reads Challenge. All participants will be involved in direct one-on-one tutoring at local elementary schools and participate in a weekly class meeting to reflect on their experiences as tutors with regard to issues of diversity, justice, compassion and social responsibility.

SL 395S ■ Effective Tutoring ■ 2 credits

Prepares students to tutor and mentor middle and high school youth in local schools. Students receive instruction on effective tutoring techniques to assist them in providing math and writing support on a one-on-one basis. Involves students in classroom observation and after school tutoring. Course requires 3-5 hours of community service each week. Prerequisite(s): participation in the Precollegiate Academic Development (PAD) Program or PAD coordinator consent.

SL 397S ■ Service Learning Pedagogy Support ■ 4 credits

Student works closely with Service Learning faculty to co-facilitate course instruction. Emphasizes pedagogical activities that encourage linkage between service activity and learning objectives. Course requires 3-5 hours of community service each week. Prerequisite(s): SL 200, instructor consent, and participation in USA program.

SL 497S ■ Independent Study ■ 1-4 credits

Student and faculty member select topic of study and number of credits. Course requires 3-5 hours of community service each week. Prerequisite(s): instructor consent.

SPAN 101 ■ Beginning Spanish I ■ 4 credits

Introduces Spanish emphasizing the development of oral and aural skills; and the fundamentals of grammar, speaking, reading, and pronunciation using laboratory practice.

SPAN 102 ■ Beginning Spanish II ■ 4 credits

Continues the study of Spanish emphasizing the development of oral and aural skills; and the fundamentals of grammar, speaking, reading, and pronunciation using laboratory practice. Prerequisite(s): SPAN 101 or equivalent, or instructor consent.

SPAN 195 ■ Special Topics ■ 1-6 credits

Studies a particular topic in Hispanic language and/or culture. Prerequisite(s): instructor consent.

SPAN 196 ■ Field Studies ■ 1-6 credits

Opportunity for independent field studies. Prerequisite(s): instructor consent.

SPAN 197 ■ Independent Study ■ 1-6 credits

Allows lower-division students to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research. Student and faculty member select topic of study and number of credits. Prerequisite(s): instructor consent.

SPAN 200 ■ Beginning Spanish Conversation ■ 4 credits

Introduces Spanish conversation to support, develop, and strengthen skills in Spanish oral communication. Implements extensive speaking practice using everyday experiences. Prerequisite(s): SPAN 102.

SPAN 200S ■ Beginning Spanish Conversation ■ 4 credits

Students work on off-campus activities to develop Spanish conversation supporting, developing, and strengthening skills in Spanish oral communication. Implements extensive speaking practice using everyday experiences. Prerequisite(s): SPAN 102.

SPAN 201 ■ Intermediate Spanish I ■ 4 credits

Reviews and develops the fundamentals of Spanish grammar. Emphasizes the development of speaking, listening, reading, and writing skills by studying and discussing short reading selections. Prerequisite(s): SPAN 102 or equivalent, or instructor consent.

SPAN 202 ■ Intermediate Spanish II ■ 4 credits

Continues to develop the fundamentals of Spanish grammar. Emphasizes the development of speaking, listening, reading, and writing skills by studying and discussing short reading selections. Prerequisite(s): SPAN 201 or equivalent, or instructor consent.

SPAN 212 ■ Spanish for Spanish Speakers I ■ 4 credits

For heritage speakers who have an oral/aural knowledge of the Spanish language. Conducted in Spanish, the course emphasizes the enhancement of Spanish grammar, reading, and writing skills via intensive reading, written, and oral presentations on Latino culture and literature. Prerequisite(s): oral/aural fluency in Spanish or instructor consent.

SPAN 213 ■ Spanish for Spanish Speakers II ■ 4 credits

Continues to focus on developing the heritage speaker's reading, writing, and grammar skills. Conducted in Spanish, the course emphasizes the enhancement of advanced grammar and language skills via intensive reading and oral presentations on Latino culture and literature. Prerequisite(s): SPAN 212 or instructor consent.

SPAN 261 ■ Contemporary Chicano Literature: A Survey ■ 4 credits

Surveys Chicano literature by introducing the principal genres of poetry, theater, the novel, the short story, and the essay. Introduces students to such writers as Rudolfo Anaya, Tomás Rivera, Sandra Cisneros, Ana Castillo, Ron Arias, José Antonio Burciaga, Luis Valdez, and Alurista. Prior knowledge of Spanish not required. Requires Spanish majors to do assignments in Spanish.

SPAN 301 ■ Spanish Composition and Oral Practice ■ 4 credits

Continues to build proficiency as defined by the ACTFL Proficiency Guidelines. Content-based instruction develops communicative language skills in listening, speaking, reading, and writing through readings and discussions of authentic Hispanic cultural and literary texts. For students with two or more years of Spanish or an intermediate level of Spanish language proficiency. Prerequisite(s): SPAN 202 or equivalent.

SPAN 301S ■ Spanish Composition and Oral Practice (Service Learning) ■ 4 credits

Builds on the content of SPAN 301 where students enhance skills via extensive oral, reading, writing, and cultural presentation experience in Spanish. Prerequisite(s): SPAN 202 or equivalent.

SPAN 302 ■ History and Phonetic Structure of the Spanish Language ■ 4 credits

Surveys the development of modern Castilian and Latin American Spanish, its evolution as a Romance language, the Roman period, Visigoth and Arab influences, Native American contributions, and its modern language diversity. Describes the phonology and morphology of modern Spanish. Recommended for students interested in teaching Spanish. Prerequisite(s): SPAN 202 or instructor consent.

SPAN 303 ■ Advanced Spanish Grammar ■ 4 credits

Reviews all phases of communication skills with practice in understanding, speaking, and writing grammatically correct Spanish. Teaches specific components of Spanish grammar: the Spanish verbal system, the subjunctive, ser versus estar, and other problematic aspects of grammar. For students planning to teach Spanish. Prerequisite(s): SPAN 202 or 213 or instructor consent.

SPAN 304 ■ Introduction to Hispanic Literatures ■ 4 credits

Conducted in Spanish, the course introduces the principles of literary analysis, based on reading and discussion of Hispanic literary texts. Includes fiction, drama, essay, and poetry from Spain and Spanish America. Corequisite(s): SPAN 301 or instructor consent.

SPAN 306 ■ Cultures and Civilizations of Spanish-Speaking Latin America ■ 4 credits

Taught in Spanish, presents an historical and cultural overview of Hispanic Latin America from its pre-Columbian origins to the present through works of literature, art, music, and videos. Taught in Spanish. Prerequisite(s): SPAN 202, SPAN 213, or instructor consent.

SPAN 307 ■ History and Politics of Mexico ■ 4 credits

Examines Mexico's history and its peoples from indigenous periods to the arrival of Europeans and Spanish colonization including the mission system and rancherías of California, New Mexico, and Colorado. Focuses on the independence movement and Mexico's relationship with the United States during westward expansion. Examines the 20th century by focusing on the Mexican Revolution and the factors which have resulted in continuous northern migration. Taught in English with Spanish readings for Spanish majors.

SPAN 308 ■ History and Culture of Aztlan: The Southwestern United States ■ 4 credits

Covers the story of indigenous peoples of the southwestern United States: Aztlan, the Spanish colonial period, the Mexican period, and the acquisition and settlement by the United States. Seeks the exposition of indigenous and Hispanic historical and cultural foundations of the region and the confluence with other Asian and European influences. Taught in English with Spanish readings for Spanish majors.

SPAN 309 ■ History and Politics of Latin America ■ 4 credits

Surveys Latin American history focusing on the development of political and social structures since the independence movements of the 19th century. Emphasizes Latin phenomenon as caudillismo, indigenismo, the Church and liberation theology, and the revolutionary movements in the 20th century. Prerequisite(s): upper-division status recommended or instructor consent.

SPAN 310 ■ Hispanic Children's Literature ■ 4 credits

Introduces Hispanic children's literature using fairy tales, poetry, essays, and drama. Presents the elements of children's narrative: characterization, setting, narrative structure and pictures, and drawings. Students practice working these basic elements in individual and collaborative group writing and reading exercises. Includes brief, written analytic responses. Prerequisite(s): SPAN 202 or equivalent, or instructor consent.

SPAN 311 ■ U.S. Foreign Policy in the Pacific Rim and Third World Countries ■ 4 credits

Focuses on the success and/or failure of U.S. diplomatic and military interventions in such regions of the world as Central America, The Caribbean, and the Asia/Pacific region. Analyzes U.S. economic and diplomatic relations with Japan, Korea, China, Viet Nam, from a postbellum perspective. Examines the U.S. role during the 20th century revolutionary movements in Cuba, El Salvador, Nicaragua, and Guatemala. Taught in English. Prerequisite(s): upper-division status or instructor consent recommended.

SPAN 328 ■ Latina Life Stories in Comparative Context ■ 4 credits

Explores the themes of memory, migration, place, childhood, education, commitments to family and community, and the crossroads of identities in Latina lives. Compares Latina autobiographies to life, writing by other women of color. Examines the life stories of Latinas, in written or oral form, as they speak to experiences of being Chicana, Puertorriqueña, Cubana, Dominicana, and Central/Sudamericana in the United States.

SPAN 329 ■ Auto/biografías ■ 4 credits

Taught in Spanish, emphasizes life writing and conversation through auto/biography, testimonials, life history, and telenovelas. Students read contemporary auto/biographical writings by Latina/o and Latin American authors, analyze popular TV soap operas, analyze and collect life stories, keep journals, do life writing, and discuss all these activities and genres in class. Formerly known as SPAN 315.
Prerequisite(s): ability to speak, read, and/or write in Spanish with relative ease.

SPAN 365 ■ The Chicano Novel ■ 4 credits

Focuses on the reading and analysis of selected Chicano writers whose novels have left a distinctive mark on Chicano literature. Emphasizes the understanding of Chicano cosmology (society, culture, behavior, values) through the literary texts. No prior knowledge of Spanish required. Requires Spanish majors to do assignments in Spanish.

SPAN 370 ■ The Chicano Community ■ 4 credits

Examines the cultural, social, economic, and political aspects of the Chicano community in an historical and contemporary context. Incorporates field observation and community studies.
Prerequisite(s): upper-division status recommended.

SPAN 395 ■ Special Topics ■ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic Center. May be repeated for credit when topics vary. Optional grading.
Prerequisite(s): SPAN major and upper-division standing.

SPAN 396 ■ Field Studies ■ 1-6 credits

Individualizes student placement for in-depth field study.
Prerequisite(s): WLC major and instructor consent.

SPAN 397 ■ Independent Study ■ 1-6 credits

Allows upper-division students to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research. Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

SPAN 397S ■ Independent Study: Service Learning ■ 1-4 credits

Allows upper-division students to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research. Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

SPAN 425 ■ La Literatura Mexicana ■ 4 credits

Exposes students to Mexican literature from its indigenous and Hispanic origins to its more contemporary expressions. Examines and discusses representative authors from all literary periods.
Prerequisite(s): SPAN 304 or instructor consent.

SPAN 426 ■ La Narrativa Hispanoamericana Contemporánea ■ 4 credits

Taught in Spanish, the course studies Spanish American writers of the 20th century by emphasizing short stories and novels from the last 50 years. Uses literary texts to gain an understanding of Latino cultures, societies, and values.
Prerequisite(s): SPAN 304 or instructor consent.

SPAN 427 ■ Latin American Women Writers ■ 4 credits

Taught in Spanish, the course focuses on reading and analyzing works from Latin American women writers. Examines fiction by and about women from varied sociocultural backgrounds to discover the diversity and the commonality of female experience in different geographical regions. Students examine the narrative strategies employed by these writers in interpreting social, political, cultural, and religious forces that create gender, class, and ethnic barriers in Latin American society.
Prerequisite(s): SPAN 304 or instructor consent.

SPAN 428 ■ La Literatura Afro-Latina ■ 4 credits

Exposes students to noteworthy poems and narratives by such 20th century writers as Fortunato Vizcarrondo, Luis Pales Matos, Carmen Colón, Manuel del Cabral, Nicolás Guillén, Nancy Morejón, Ana Lydia Vega, Luis Rafael Sánchez, José Luis González. Examines the "Africanity" of peoples from Ecuador to Venezuela, Colombia to Uruguay, and Cuba to Dominican Republic. Identifies the peoples and nations as a collective determination of diverse cultures that shape their identities socially, politically, and artistically.

SPAN 497 ■ Independent Study ■ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic Center. Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

SPAN 595 ■ Special Topics ■ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students must design a study proposal with appropriate faculty and obtain authorization from their academic Center. May be repeated for credit when topics vary.
Prerequisite(s): WLC major and upper-division standing, instructor consent.

SPAN 596 ■ Field Studies ■ 1-6 credits

Individualizes student placement for in-depth field study.
Prerequisite(s): WLC major or instructor consent.

SPAN 597 ■ Independent Study ■ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic Center. Student and faculty member select topic of study and number of credits.
Prerequisite(s): WLC major and instructor consent.

STAT 200 ■ Introduction to Statistics ■ 4 credits

Includes organization and classification of data, graphic representation, measures of central tendency and variability, percentiles, normal curves, standard scores, correlation and regression, introduction to statistical inference, and the use of microcomputers for statistical calculations.
Prerequisite(s): intermediate algebra and satisfaction of the ELM requirement.

STAT 201 ■ Elementary Statistics: Descriptive Statistics ■ 1 credit

This is the first course in the modular series for elementary statistics (STAT 201, 202, 203). This beginning course introduces the elementary statistical procedures used by researchers in the behavioral, health and social science professions and other related disciplines. This course emphasizes the use of tables, graphs and elementary descriptive statistical applications. The course also introduces the student to the basic skills for using computers in statistical analyses.
Prerequisite(s): satisfaction of the ELM requirement; intermediate algebra.

STAT 202 ■ Elementary Statistics: Probability Distributions and Inference ■ 2 credits

This is the second course in the modular series for elementary statistics. The course is designed to extend the student's depth of knowledge in elementary descriptive statistical analyses and introduces the student to concepts of variance, probability theory, and probability distributions, and hypothesis testing and statistical inference. Presentations explaining the theory and concepts of elementary statistical inference procedures are accompanied by intensive instruction in the applications of computer statistical software.
Prerequisite(s): satisfaction of the ELM requirement; intermediate algebra; STAT 201 or an elementary statistics preparatory course.

STAT 203 ■ Elementary Statistics: Hypothesis Testing ■ 1 credit

This is the third course in the modular series for elementary statistics. The course is designed to extend the student's breadth and depth in parametric and nonparametric hypothesis testing methods. The course will emphasize hypothesis testing theory and strategy for one- and two-sample designs as well as introductory presentations in analysis of variance. Presentation of commonly used experimental models is accompanied by intensive instruction in the applications of advanced computer statistical software.
Prerequisite(s): completion of STAT 201 and 202 or an elementary statistics course that is equivalent to the CSU General Education Breadth Area B4: Mathematics/Quantitative Reasoning requirement.

STAT 204 ■ BUSINESS MATHEMATICS AND STATISTICS ■ 4 credits

Designed to provide an overview of the basic mathematics skills and elementary statistical procedures used in business applications and applied research settings. Places special preparatory emphasis on the quantitative reasoning skills for entry to MIE 300; Major ProSeminar. Develops proficiency in the use of data in tables, graphs and elementary descriptive statistical applications; linear correlation and regression models; probability theory and probability distributions; hypothesis testing and statistical inference; and computer techniques using software packages.
Prerequisite(s): satisfaction of the ELM requirement; intermediate algebra; MIE mathematics placement exam.

STAT 250 ■ Applied Statistics for Science and Technology ■ 4 credits

Provides the models and methods used in a career in technology, engineering, and natural and biological sciences. Emphasizes the use of tables, graphs, and elementary descriptive statistical applications. Introduces statistical inferences through parameter estimation and regression modeling. Introduces students to the basic skills for using computers in statistical analyses. This is the first course in statistics for CST and ESSP majors.
Prerequisite(s): Calculus I or instructor consent.

STAT 300 ■ Intermediate Statistics ■ 4 credits

Includes statistical analysis at the intermediate level; chi-square, analysis of variance, correlation and regression, and topics in experimental design; use of microcomputers for statistical calculations.
Prerequisite(s): elementary statistics or instructor consent.

STAT 301 ■ Mathematical Statistics ■ 4 credits

Probability models and statistical methods for analyzing data has become common practice. This class will attempt to provide a comprehensive introduction to those models and methods along with their theoretical backgrounds most likely to be encountered and used by students in their career in Science and Technology. This course will review introductory statistics and extend the scope of statistics into deeper theoretical aspects using mathematical statistics. Prerequisite(s): Elementary statistics, Calculus I, and Calculus II, or instructor consent.

STAT 302 ■ Statistical Literacy ■ 4 credits

This course is designed to promote statistical literacy across campus.

**STAT 310S ■ Statistics in Applied Learning Environments
2-6 credits**

Instructs students in advanced statistical procedures and research analysis that are related to their work at Service Learning sites. Students must have a currently approved CSUMB community field study placement. Prerequisite(s): SL 200; STAT 300 or equivalent, or instructor consent; concurrent or previous enrollment in intermediate statistics.

STAT 397 ■ Independent Study Undergraduate Level ■ 1-6 credits

Student and faculty member select topic of study and number of credits. Prerequisite(s): instructor consent.

**STAT 400 ■ Applied Statistical Methods: Regression Analysis
4 credits**

Includes simple linear regression, multiple linear regression, variable selection techniques, stepwise regression, analysis of variance (one way and two way), multiple comparisons, random and fixed effects models, residual analysis, and computing packages. Prerequisite(s): STAT 200 and STAT 301, or instructor consent.

STAT 597 ■ Independent Study Graduate Level ■ 1-6 credits

Student and faculty member select topic of study and number of credits. Prerequisite(s): instructor consent.

TAT 195 ■ Special Topics ■ 1-6 credits

Studies and researches a selected topic in the teledramatic arts and technology major. Students write and submit an independent study proposal. May be repeated for credit when topics vary. Prerequisite(s): instructor consent.

TAT 196 ■ Field Studies ■ 1-6 credits

Studies a particular topic in teledramatic arts and technology program. May be repeated for credit when topics vary. Prerequisite(s): instructor consent.

TAT 197 ■ Independent Study ■ 1-6 credits

Students write, submit, and execute an independent production project in teledramatic arts and technology. May be repeated for credit when projects vary. Formerly known as TAT 197. Prerequisite(s): instructor consent.

TAT 201 ■ Editing: Adobe Premiere ■ 4 credits

Introduces the digital-editing program Adobe Premiere to work on individual projects and collaborative assignments. Students learn principles of linear and nonlinear editing and develop an understanding of analog and digital signals. Prerequisite(s): CST 101 or instructor consent.

TAT 202 ■ Fundamentals of Editing ■ 4 credits

This course will cover the fundamentals of editing. It will examine basic editing techniques as they are used to advance the story. Training in Adobe Premiere will be a component in this course. Prerequisite(s): CST 101 or instructor consent.

TAT 210 ■ Teledramatic Technical Production ■ 4 credits

Lecture and lab course that presents the technology used in the creation and presentation of teledramatic programs. Students learn cinematography and videography production and postproduction techniques and skills and apply these skills to collaborative projects.

TAT 300 ■ Major ProSeminar ■ 2-4 credits

Assists TAT majors in developing a learning plan for graduation. TAT majors develop learning communities for continuing mentoring and support processes.

TAT 307 ■ Fundamentals in Digital Audio ■ 4 credits

Students produce a CD-ROM using CD and DAT standards, sound file formatting/editing tools, and embedded sound in video (QuickTime, AVI, and PC). Explores sound cards, direct-to-disk recording, digital signal processing/editing, three-dimensional sound technologies, and audio compression methods.

TAT 310 ■ Fundamentals of Production Sound ■ 4 credits

The study of how sound is captured, recorded, manipulated, and edited into final form across a broad range of media disciplines: from film sound to broadcast video and Internet audio.

TAT 332S ■ Teledramatic Arts Education ■ 4 credits

Introduces teledramatic arts and technology in education for use in the classroom. Students gain knowledge of theater games, group interaction, and collaboration skills required in team building. Students learn to use teledramatic arts making all learning and curriculum interactive and pertinent for young peoples' lives. Students learn introductory directing skills and video production techniques for live and taped programs for and with children.

TAT 334 ■ Introduction to Teledramatic Arts ■ 4 credits

Lecture course which studies the fusion of theater, film, and broadcasting. Focuses on the similarities in the production of teledramatic formats by studying historical archetypes through script analysis and critiquing productions for stage, film, and broadcast. Defines and explores teleliteracy. Includes literature, popular culture, and equity.

TAT 335 ■ TAT Creative Lab ■ 4 credits

Advanced students will research and develop teledramatic concepts and programming. Tape, edit, and digitize teleproduction projects. Prerequisite(s): Audition required. Instructor permission required.

TAT 336 ■ World Film History ■ 4 credits

Includes a global historical overview of film production and distribution. Students analyze and critique films and literature. Presents video film festivals for public viewing. Discusses films dealing with the production of its historical, social, and cultural context. Students write critiques and discuss issues dealing with popular culture and equity.

TAT 337 ■ TV/Video Production ■ 4 credits

Introduces television and video production writing skills and production techniques. Includes writing project proposals, video scripts, script analysis, producing, scheduling, scouting locations, functioning on a studio television crew, ENG/EFP, and video and audio editing.

TAT 338 ■ Radio Programming ■ 4 credits

Studies the history, development, and current status of radio in today's global society. Includes analyzing different radio formats from radio plays, commercials, radio talk shows, musical selections, and multilanguage programming.

TAT 340 ■ Script Writing ■ 4 credits

Incorporates comparative studies from classical to contemporary models with the art and practice of dramatic writing for theater, film, and television. Requires extensive reading and creative writing. Prerequisite(s): TAT 334 or instructor consent.

TAT 341 ■ Script Analysis: Deconstructing the Screenplay ■ 4 credits

Focuses on analyzing and deconstructing screenplays by studying the written literature and by critiquing a variety of films from different historical periods and genre. Students write critiques, present oral reviews, and describe the basic elements of a screenplay.

TAT 345 ■ AP Software Advanced Level Scripting ■ 4 credits

Learn an industry specific software program that is used by broadcast network newsrooms throughout the nation. Prerequisite(s): CST 101.

TAT 350 ■ World Theater History ■ 4 credits

Studies the history of theater by examining classical archetypes of dramatic literature and theatrical production conventions throughout the world. Involves reading, researching, and analyzing Asia, Africa, indigenous cultures of the Americas, Europe, and 20th century American drama. Links the past to the present while emphasizing future playwrights' muses.

**TAT 351 ■ Voice and Diction for Stage, Film, and Broadcast
4 credits**

Studies the production of voice for performance on stage and camera. Students approach voice production from a physical standpoint by presenting oral presentations on stage and camera.

**TAT 355 ■ Acting and Performance for Stage and Screen
4 credits**

Studies and experiences the performer/actor for stage and camera. Students investigate the historical, aesthetic, and cultural development of the actor's craft from primitive man to modern drama. Students demonstrate an understanding of the principles of acting and preparing a role for the stage or camera by reading, analyzing, and performing works in each of the mediums.

TAT 361 ■ Introduction to MC Express ■ 4 credits

Introduces students to digital editing by digitizing source footage, editing the sequence, and outputting the material on the AVID MCXpress system.
Prerequisite(s): TAT 202 or instructor consent.

TAT 370 ■ Ethical Issues in the Teledramatic Industry ■ 4 credits

This course will explore the ethical issues in and around the teledramatic industries.

TAT 374 ■ Film Production ■ 4 credits

Students learn the theory and practice of 16mm film production. Focuses on technique by utilizing a hands-on, project-oriented approach to learning. Includes production crew and staff function, lighting and shooting (filming) 16mm color negative, and principles and techniques of film editing. **Please Note:** There will be a class fee.
Prerequisite(s): instructor consent.

TAT 375 ■ Advanced Film Production ■ 4 credits

Students will refine practical skills. Focuses on technique by utilizing a hands-on, project-oriented approach to learning. Includes production crew and staff function, lighting and shooting (filming) 16mm color negative, and principles and techniques of film editing. **Please Note:** There will be a class fee.
Prerequisite(s): TAT 374 or instructor consent.

TAT 380 ■ TAT Creative Lab ■ 4 credits

Develops and researches programming based on teledramatic concepts. A project driven course investigates the integration of cross-disciplinary media: theater, film, broadcast television, radio drama, and Internet video.

TAT 390 ■ THEATER PRODUCTION ■ 4 credits

This is a course where students will be a part of and participate in a fullscale production. There will be open auditions for all roles and technical crew.
Prerequisite(s): Auditions.

TAT 395 ■ Film Production: Theory and Practice ■ 4 credits

Students learn the theory and practice of 16mm film production. Focuses on technique by utilizing a hands-on, project-oriented approach to learning. Includes production crew and staff function, lighting and shooting (filming) 16mm color negative, and principles and techniques of film editing. **Please Note:** There will be a class fee.
Prerequisite(s): instructor consent.

TAT 397 ■ Independent Study ■ 1-6 credits

Students research, develop, and write a project proposal.
Prerequisite(s): instructor consent.

TAT 397S ■ Advanced TV Production and Broadcast ■ 4 credits

Focuses on the production of teledramatic arts and technology programs created and broadcast at the Monterey County Office of Education (MCOE). Students write, produce, crew, and edit the series of programs.
Prerequisite(s): instructor consent.

TAT 398 ■ FILM Festival: Music Cinema ■ 4 credits

Survey course examining films in the genre of music cinema. Students will be provided with a hands on experience as a primer for basic presenting and promotion of events. Students will be required to produce at least one film selection, coordinate, supervise and facilitate all aspects necessary to the presentation of the film including leading a lecture and discussion. The festivals will be open to the university and surrounding communities.

**TAT 399S ■ Teledramatic Arts and Technology in the Community
4 credits**

Integrates theater production practices, television production, and radio in community-based organizations. Students participate in service activities or projects with external communities and integrate the experience with specific outcomes through written reflections, discussion, and evaluation.

TAT 490 ■ Capstone Portfolio Review ■ 4 credits

Begins preproduction and production on Capstone projects for senior TAT projects/thesis. Students prepare and complete preliminary portfolios for graduation.

TAT 491 ■ Capstone Portfolio Assessment ■ 4-6 credits

Focuses the student on production, postproduction, and distribution of a Capstone project. Students present the completed project to the public at the universitywide Senior Capstone Festival. Required for all graduating TAT majors.
Prerequisite(s): TAT 490.

TAT 497 ■ Senior Seminar: Critical Issues ■ 4 credits

Analyzes the ethics of various teledramatic arts and technology formats. Students examine ethics at all levels of production and understand how to apply ethical decision making to their own productions as receivers of mass media.
Prerequisite(s): senior standing in TAT program.

TAT 499 ■ Directed Study for Seniors ■ 4 credits

Permits graduating seniors to design unique learning sequences that are pertinent to their learning plans and not covered in current course offerings. Students design an independent studies proposal with the facilitation of an appropriate faculty and obtain authorization for the proposal.
Prerequisite(s): senior standing and instructor consent.

TAT 590 ■ Grad Capstone ■ 4 credits

Required course for TAT graduate students. Begins preproduction and production on Capstone projects for graduate TAT projects/thesis. Students prepare and complete preliminary portfolios for graduation.
Prerequisite: instructor consent.

TAT 591 ■ Graduate Capstone Portfolio Assessment ■ 4 credits

The course will focus on the production, postproduction, and distribution of a graduate Capstone project. Students will present the completed project to the public at the universitywide Senior Capstone Festival. The course is required for all graduating TAT graduate students.
Prerequisite: TAT 590 and instructor consent.

TAT 595 ■ Special Topics ■ 1-6 credits

Graduate students will choose a specialized study of a particular topic in teledramatic arts and technology.
Prerequisite: instructor consent.

TAT 597 ■ Graduate Independent Study ■ 1-6 credits

Graduate-level study as part of approved learning plan.
Prerequisite(s): learning plan approval and instructor consent.

VPA 195 ■ Special Topics ■ 1-4 credits

Studies a particular topic in the visual and public art major. May be repeated for credit when topics vary.
Prerequisite(s): instructor consent.

VPA 196 ■ Field Studies ■ 1-4 credits

Field Studies opportunities. Topics of study, as well as number of credits, arranged between student and faculty member.
Prerequisite(s): instructor consent.

VPA 197 ■ Independent Study ■ 1-4 credits

Independent study opportunities. Topics of study, as well as number of credits, arranged between student and faculty member.
Prerequisite(s): instructor consent.

VPA 300 ■ Visual and Public Art Major ProSeminar ■ 4 credits

Helps students acquire and develop knowledge, skills, and understanding needed to fulfill majors-specific learning outcomes. Acquaints students with the theories, values, and models relevant to the visual and public art program. Provides students insight to possible careers. Students develop a community of learners which assist them in completing their individual learning plan.
Prerequisite(s): course restricted to majors only.

**VPA 301 ■ Two-Dimensional Fundamentals of Painting
and Drawing ■ 4 credits**

Students learn fundamentals of drawing and painting including line, perspective, color theory, and beginning drawing skills. Students work individually and in collaboration on a special campus project.

VPA 302 ■ Visual and Public Art Visiting Artists Series ■ 2 credits

Students have opportunities for special projects with artists in residencies. Requires attending a minimum of three evening artist lectures, and developing artists' profiles and written summary essays. Credit/no credit only.
Corequisite(s): a VPA Fundamentals class.

**VPA 303 ■ Three-Dimensional Fundamentals of
Sculpture/Installation ■ 4 credits**

Presents the fundamentals of construction using basic sculpture methods and materials. Introduces the concepts of installation. Students work individually toward a class-developed collaboration on a specific campus project. Formerly known as VPA 303 Home-Based Studio three-dimensional and four-dimensional: Introduction to Public-Scale Sculpture, Installation, and Site-Specific Production.

VPA 304 ■ Advanced Painting and Mural ■ 6 credits

Provides students opportunities to develop individual portfolio, team, and large-scale collaborative class projects on or off campus. Students work with a variety of materials in public scale and on special projects with visiting artists.
Prerequisite(s): two semesters of Fundamentals and Home-Based Studio; instructor consent.

VPA 306 ■ Large-Scale Digital Mural Workshop ■ 4 credits

Students work with a digital approach to mural and public art project development including analysis of sites, conceptualization and collaboration using current imaging software.

**VPA 306S ■ Large Scale Digital Mural Workshop Service Learning
2 credits**

Students work with a digital approach to mural and public art project development including analysis of sites, conceptualization and collaboration using current imaging software. Students work in collaboration with specific communities to develop digital images. Corequisite(s): this course runs concurrent with VPA 306 when applicable.

VPA 307 ■ Diverse Histories in Contemporary Art ■ 4 credits

Surveys contemporary art and cultural production reflective of diverse U.S. communities. Emphasizes issues of race, culture, gender, and sexuality in the production of contemporary visual and public art. Helps students develop the knowledge, skills, and abilities applicable to the understanding of culture and history.

**VPA 308 ■ Ways of Seeing: Seminar on Philosophy and Ethical
Thinking in Public Art ■ 4 credits**

Surveys the field of contemporary ethical theory in visual and public arts. Students follow controversial cases in public art. Uses guest artists, slide lectures, videos, and field trips as resources to understand and analyze cases.

VPA 309 ■ Media and Materials ■ 2 credits

This course offers the students a chance to learn skills in a variety of media including in welding, lighting, ceramics and woodworking. Guest artists will give demonstrations as well.

VPA 310 ■ Mixed Media Drawing ■ 4 credits

Provides beginning and intermediate drawing skills using media. Students work from models, still life, landscape/outdoor fieldwork, photographs, and mixed media collage. Students study techniques, proportion, composition, light/shadow, perspective, color, and scale, and do collaborative drawing projects.

VPA 312 ■ Visual Arts for Teaching ■ 4 credits

Helps prepare teachers and others in the visual arts education field with lesson plans developed in conjunction with VPA projects, visiting artists, and museum arts education models. Formerly known as Visual Arts Education for Teachers.

VPA 313 ■ Regional Art History ■ 4 credits

Course traces the arts and culture development of the Monterey Bay region. Emphasis will be on cultural groups, artists, and arts groups as well as popular cultures that are unique to the natural and human landscape of the region. Hands-on research, guest lectures, film, field trips and guest artists.

VPA 315 ■ Life Drawing ■ 4 credits

Provides beginning and intermediate drawing skills development using media that focuses on the human figure. Students work from models to explore a range of techniques studying proportion, composition, light/shadow, anatomy, and use of color. Includes class critiques and student presentations.

VPA 317S ■ Community Research Service Learning ■ 4 credits

In this course, students will employ a combination of community organizing and art strategies to analyze and understand the situation of youth in several towns immediately adjacent to the CSUMB campus. Students will work in teams assigned to a specific town, and will produce cultural maps of existing resources and opportunities for art activities.

VPA 395 ■ Special Topics: Fort Ord Conversion Project ■ 1-6 credits

Studies a particular topic in the visual and public art major. May be repeated for credit when topics vary. Prerequisite(s): instructors consent.

VPA 396 ■ Field Studies ■ 1-6 credits

Provides students opportunities for independent work in the field with professional artists and includes visiting artist projects. Prerequisite(s): instructor's consent.

VPA 397 ■ Independent Study ■ 1-6 credits

Students pursue work in forms of public art including murals, installations, and performances, under the tutelage of practitioners in the field. Offers longterm project advisement and offsite project involvement. Note: students may enroll by faculty arrangement for critique or consultation on specific projects. Prerequisite(s): instructor consent.

VPA 401 ■ Installation Art and Performance ■ 4 credits

Students create and exhibit works at on- and off-campus sites. Draws upon the artistic genres of environmental art, performance art, light and projection art, sacred art, and mixed media assemblage. Students take field trips to studios of working professionals. Visiting artists come to the VPA studios to talk about their own work and to give critiques.

VPA 403 ■ Advanced Sculpture and Installation ■ 6 credits

Students pursue individual and team projects in large-scale, public sculpture and mixed media installation using a variety of materials including work construction, metal work, stove, and ceramic. Students develop individual work and the class will take on a large-scale project on or off campus.

VPA 405 ■ Senior Capstone ■ 4 credits

Allows students to design, curate, and present their own senior exhibition/project as a display of their cumulative learning in the major. Exhibitions may take place in a community setting within their public art focus; two semester's required in major. Formerly known as VPA 405 Special Project Senior Capstone. Prerequisite(s): course restricted to majors only.

VPA 495 ■ Special Topics ■ 1-6 credits

Specialized study of a particular topic in visual and public arts. May be repeated for credit when topics vary. Prerequisite(s): instructor consent.

**VPA 497 ■ Independent Study/Assessment Portfolio Review
1-6 credits**

Assessment study for student portfolio review, please contact the academic program office for further information. Prerequisite(s): instructor consent.

VPA 497S ■ Independent Study/Service Learning ■ 1-6 credits

Independent study in the Service Learning to be determined by student in collaboration with the Institute of Visual and Public Art. Contact the academic program office for further information. Prerequisite(s): instructor consent.

VPA 594 ■ Special Topics: Fort Ord Conversion Project ■ 1-6 credits

Independent study projects in the upper-division level in relation to Fort Ord and the surrounding region. Contact the academic program office for further information. Prerequisite(s): course is open to Graduate Students only. Course requires instructor consent.

VPA 595 ■ Special Topics ■ 1-6 credits

Independent studies in upper division level; focus is determined by student in collaboration with the Institute of Visual and Public Art. Contact the academic program office for further information. Prerequisite(s): course is open to Graduate Students only. Course requires instructor consent.

VPA 596 ■ Field Studies ■ 1-6 credits

Student and faculty member select advanced topic of field study and number of credits. Contact the academic program office for instructor signature, registration code, and schedule number. Prerequisite(s): course is open to Graduate Students only. Course requires instructor consent.

VPA 597 ■ Independent Study ■ 1-6 credits

Students pursue work in forms of public art including murals, installations, and performances, under the tutelage of practitioners in the field. Offers longterm project advisement and offsite project involvement. Note: students may enroll by faculty arrangement for critique or consultation on specific projects. Prerequisite(s): course is open to Graduate Students only. Course requires instructor consent.

**WLC 300 ■ World Languages and Cultures Major ProSeminar
4 credits**

Orients potential students to the WLC major. Students acquire the knowledge to fulfill the WLC Major Learning Outcomes. Students develop individual learning plans. Required for WLC majors. Prerequisite(s): junior standing.

WLC 395 ■ Special Topics ■ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic Center. May be repeated for credit when topics vary. Optional grading. Prerequisite(s): upper-division standing and instructor consent.

WLC 397 ■ Independent Study ■ 1-6 credits

Allows upper-division students to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research. Student and faculty member select topic of study and number of credits. Prerequisite(s): upper-division standing and instructor consent.

**WLC 400 ■ World Languages and Cultures Major Capstone
4 credits**

Students work with the instructor, other students, and WLC faculty mentors to assemble their final Capstone projects. For world languages and cultures majors.
Prerequisite(s): senior standing in WLC major and instructor consent.

WRSI 110 ■ Introduction to Strength Training ■ 1 credit

Introduces the use of weight training equipment as a means of improving and maintaining muscular strength and endurance. Includes the physiological responses and adaptations of the human body to strength training, safety, risks, and benefits of strength training, muscle structure and function, and nutritional considerations. Measures progress with written self-assessment. Credit/no credit only.

WRSI 111 ■ Swimming for Fitness ■ 1 credit

Instructs on swim conditioning as a lifelong wellness activity. Emphasizes cardiovascular endurance and stroke efficiency. Credit/no credit only.
Prerequisite(s): basic swimming proficiency.

WRSI 113 ■ Wake-Up Workouts for Fitness ■ 1 credit

Students learn about and practice developing customized personal fitness programs using an eclectic approach to fitness. Emphasizes cardiovascular endurance through aerobic training and some strength training.

WRSI 116 ■ Adaptive Sports Aquatics ■ 1 credit

Instructs on adapting physical activity through the use of the swimming pool for lifetime enhancement and overall health.

WRSI 117 ■ Adapted Physical Activity, Dry Land ■ 1 credit

This learning experience is designed for individuals who would like to select a physical activity program with adaptations to meet their individual needs. Course content is decided upon between instructor and student, resulting in many program options and variety. This experience, in conjunction with adapted aquatics (WRSI 116) can provide daily activity for individuals who are temporarily or permanently in need of physical activity.

WRSI 121 ■ Introduction to Modern Dance ■ 1 credit

Introduces the fundamentals of creative movement and dance designed to develop physical fitness, body awareness, movement skills, and aesthetic sensibilities. Includes Pilates method of physical training, improvisation, rhythm, motion and space exploration, and fundamentals of alignment. Performance assessment measures student progress. Credit/no credit only.

WRSI 124 ■ Step Aerobics ■ 1 credit

Focuses on cardiovascular fitness training through step aerobics activity. Instructs on designing personal step aerobic program including theory and techniques of training.

WRSI 131 ■ Introduction to T'ai Chi Chuan ■ 1 credit

Introduces Yang Style, Short Form T'ai Chi Chuan. Students perform the first half of the 47 postures of the short form. T'ai Chi Chuan is a simplified method of calisthenics for health and self defense.

**WRSI 133 ■ Martial Arts for Mental and Physical Wellness
1 credit**

Martial arts training experience that improves flexibility and aerobic fitness, lowers stress through meditation and positive visualization, and provides basic self-defense skills. Includes assertiveness skills and avoidance tactics. Discusses date rape and interpersonal violence.

WRSI 134 ■ Self-Defense for Women ■ 1 credit

A hands-on class that incorporates the four components of self-defense: awareness, avoidance, and verbal and physical techniques. Teaches verbal and physical self-defense skills from a standing position and from the ground. Includes defense grabs, chokes, and smothering.

WRSI 135 ■ Advanced Women's Self Defense ■ 1 credit

This advanced class is designed for students who have completed Self-Defense for Women or equivalent. The class will begin with a review of all skills and advanced practice of the verbal, psychological and physical skills covered in the introductory class. Students will practice self defense in situations ranging from verbal confrontations to attacks with weapons or by multiple attackers.

Prerequisite(s): WRSI 134 or equivalent, or instructor consent.

**WRSI 139 ■ Stretch and Relax: Yoga and Lifestyle Change
1 credit**

Uses stretching and relaxation adapted from the Yoga tradition. Assists in achieving lifestyle changes for improved health and wellness.

WRSI 141 ■ Sport Skills: Tennis ■ 1 credit

Teaches beginning tennis skills including development of basic strokes: forehand, backhand, volley, serve, and overhead. Covers rules, scoring, techniques, and strategies for singles and doubles play.

WRSI 142 ■ Sport Skills: Rugby ■ 1 credit

Introduces women and men to the sport of rugby. Students develop passing, kicking, and tackling skills, and learn the rules, scoring, and team strategies and tactics.

WRSI 143 ■ Sport Skills: Volleyball ■ 1 credit

Introduces women and men to court/indoor volleyball. Students develop passing, blocking, and hitting skills, and learn the rules, scoring, and team strategies and tactics.

WRSI 144 ■ Sport Skills: Basketball ■ 1 credit

Introduces women and men to basketball. Students develop dribbling, passing, and shooting skills, and learn the rules, scoring, and team strategies and tactics.

WRSI 145 ■ Sports Skills: Softball ■ 1 credit

Introduces women and men to softball. Students develop throwing, catching, fielding, hitting, and baserunning skills while learning rules, scoring, and team strategies for offensive and defensive fastpitch and slowpitch softball. Covers the history of softball.

WRSI 146 ■ Sport Skills: Golf ■ 1 credit

Introduces women and men to golf. Students develop driving, putting, chipping, and pitching a golf ball while learning rules, scoring, and the etiquette involved in the game. Covers the history of golf.

WRSI 147 ■ Sport Skills: Soccer ■ 1 credit

Introduces women and men to soccer. Students develop dribbling, passing, heading, and trapping skills while learning the rules, scoring, and offensive and defensive team strategies. Covers the history of soccer.

WRSI 148 ■ Sport Skills: Running ■ 1 credit

Introduces women and men to efficient running technique, basic nutrition for runners, and various training methods.

WRSI 149 ■ Sport Skills: Surfing ■ 1 credit

Covers surfing from beginning to advanced. Includes hydrodynamics, history of surfing, overview of equipment, and orientation to the local surf spots. Requires surfboard and wet suit. Prerequisite(s): must be competent swimmer.

WRSI 150 ■ Sport Skills: In-Line Skating/Roller Hockey ■ 1 credit

Covers inline skating and roller hockey from beginning to advanced. Students develop skills in inline skating and begin to develop a conceptual understanding of hockey strategy, tactics, and techniques.

WRSI 151 ■ Sports Skills: Baseball ■ 1 credit

Introduces women and men to baseball. Students develop throwing, catching, fielding, hitting, and baserunning skills while learning rules, scoring, and team strategies for offensive and defensive fastpitch and slowpitch baseball. Covers the history of baseball.

WRSI 161 ■ Foundations of Wellness ■ 3 credits

Addresses effective stress management, proper nutrition, and physical activity and fitness levels for young adults in college. Incorporates these topics with self-assessment, personal wellness goals/plans/actions, and personal health and wellbeing.

**WRSI 161S ■ Foundations of Wellness—Service Learning
4 credits**

Provides an overview of factors which contribute to health and wellness. Highlights planning a personal exercise program, developing nutritious eating habits, and managing stress. Students apply these issues to practical experiences.

**WRSI 162 ■ Foundations of Wellness: Women's Health Issues
3 credits**

Explores the concerns, options, and roles of women, and related health issues, as consumers and providers of health care. Focuses on nutrition, stress, and physical fitness.

WRSI 163 ■ Foundations of Wellness: Human Sexuality ■ 3 credits

Helps students understand their own sexuality and that of others by examining the aspects of human sexuality. Highlights physical fitness, nutrition, and coping with stress.

**WRSI 164 ■ Foundations of Wellness: Marriage and the Family
3 credits**

Helps students to reflect upon, and make decisions about, what constitutes wellbeing among families. Highlights the diversity and ethnicity of family structure, stress management, physical fitness, and nutrition.

WRSI 165 ■ Foundations of Wellness: You and Your Brain
3 credits

An interdisciplinary approach of information and theory including effective stress management, proper nutrition, and physical activity and fitness levels for young adults in college. Incorporates these topics with self-assessment, personal wellness goals/plans/actions, and personal health and wellbeing with a special emphasis on the central nervous system.

WRSI 166 ■ Foundations of Wellness: Alternative Approaches
3 credits

This course will focus on scientific information about nutrition, exercise/fitness, and stress management. Students will be required, as in all the Foundation classes, to produce a personal wellness plan in these three areas. Additionally, a specialized focus for a portion of the course will be on yoga science and multicultural theories of wellness, and health practices, especially Eastern approaches.

WRSI 180 ■ Backpacking and Hiking ■ 1 credit

Introduces the basics of backpacking. Requires one weekend trip into Big Sur.

WRSI 182 ■ Wilderness Leadership and the Fundamentals of Experiential Education ■ 2 credits

Surveys the theoretical and philosophical concepts of experiential education as they relate to outdoor recreation. Includes group facilitation skills, logistics, safety, and risk management. Covers the pedagogy of experiential education. Discusses environmental ethics and land management issues. Requires a field trip.

Prerequisite(s): climbing, backpacking, sea kayaking experience, or instructor consent.

WRSI 183 ■ Outdoor Recreation and Uses of the Wilderness Experience ■ 2 credits

Focuses on social, personal, and professional transformation via adventure. Examines adventure, exploration, and its influences on art, literature, music, movies, mythology, history, and psychology. Explores the symbols and rituals of the "hero's journey," and vision quests. Covers programming considerations for various populations including, youth at risk, mental health clients, adaptive groups, and corporate groups.

Prerequisite(s): climbing, backpacking experience, or instructor consent.

WRSI 185 ■ Sailing I ■ 2 credits

Students apply theory to practice in a small boat. Includes maneuvering and driving a boat, developing teamwork, training to race, and practicing water safety. A U.S. Sailing certificate course that includes lecture and on-the-water experience.

WRSI 186 ■ Sailing II ■ 2 credits

Covers rules of the road, language, knots, and water safety. Includes skipper skills such as anchoring, docking, and navigating. American Sailing Association and U.S. Sailing certificate course that includes lecture and on the water experience.

Prerequisite(s): WRSI 151 or instructor consent.

WRSI 197 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

WRSI 225 ■ Ballet Folklorico ■ 2 credits

Inspires, motivates, and challenges students to expand their cultural world creatively through movement. Teaches the historical and cultural roots, traditions, and basic techniques and styles of different Mexican dances.

WRSI 226S ■ Organizing a Dance Coalition ■ 3 credits

Students develop skills and knowledge necessary to develop dance groups in local schools. Listed as WRSI 126SL prior to Fall 1996.

Prerequisite(s): WRSI 121 or equivalent, or instructor consent.

WRSI 227 ■ Jazz Dance I ■ 1 credit

Offers students the skills and movement at the high-energy caliber of the jazz flavor. Incorporates the cultural perspective of movement and dance.

WRSI 228 ■ Jazz Dance II ■ 1 credit

Continues the study of jazz dance techniques at an advanced level.

Prerequisite(s): WRSI 227 or equivalent or instructor consent.

WRSI 229 ■ Advanced Competitive Dance ■ 1 credit

Students work with a choreographer and develop skills for competition and performance. Focuses on the quality of participation, performance, and competitive outcomes. For students who wish to participate on the dance team.

Prerequisite(s): instructor consent.

WRSI 236 ■ Continuing T'ai Chi Chuan ■ 2 credits

Advances the development in T'ai Chi Chuan.

Prerequisite(s): WRSI 132 or equivalent, or instructor consent; competency in the 47 postures of the Yang Style, Short-Form T'ai Chi Chuan.

WRSI 241 ■ Advanced Competitive Tennis ■ 1 credit

Students develop personal skills and learn advanced strategy and tactics. Focuses on the quality of participation and competitive outcomes. For students who wish to participate in competitive team sports.

Prerequisite(s): instructor consent.

WRSI 242 ■ Advanced Competitive Rugby ■ 1 credit

Students develop personal skills and learn advanced strategy and tactics. Focuses on the quality of participation and competitive outcomes. For students who wish to participate in competitive team sports.

Prerequisite(s): instructor consent.

WRSI 243 ■ Advanced Competitive Volleyball ■ 1 credit

Students develop personal skills and learn advanced strategy and tactics. Focuses on the quality of participation and competitive outcomes. For students who wish to participate in competitive team sports.

Prerequisite(s): instructor consent.

WRSI 244 ■ Advanced Competitive Basketball ■ 1 credit

Students develop personal skills and learn advanced strategy and tactics. Focuses on the quality of participation and competitive outcomes. For students who wish to participate in competitive team sports.

Prerequisite(s): instructor consent.

WRSI 245 ■ Advanced Competitive Small Boat Sailing ■ 1 credit

Students develop personal skills and learn advanced strategy and tactics. Focuses on the quality of participation and competitive outcomes. For students who wish to participate in competitive team sport.

Prerequisite(s): instructor consent.

WRSI 246 ■ Advanced Competitive Swimming ■ 1 credit

Students develop personal skills and learn advanced training and coaching. Focuses on the quality of participation and competitive outcomes. For students who wish to participate in a competitive sport activity.

Prerequisite(s): instructor consent.

WRSI 247 ■ Advanced Competitive Soccer ■ 1 credit

Students develop personal skills and learn advanced strategy and tactics. Focuses on the quality of participation and competitive outcomes. For students who wish to participate in competitive team sports.

Prerequisite(s): instructor consent.

WRSI 248 ■ Advanced Competitive Cross Country ■ 1 credit

Students develop and refine their running skills and technique and focus on advanced strategy and race tactics. Focuses on the quality of participation and competitive outcomes. For students who wish to participate on the competitive cross country team.

Prerequisite(s): instructor consent.

WRSI 249 ■ Advance Competitive Golf ■

Students develop personal skills and learn advanced training and coaching. Focuses on the quality of participation and competitive outcomes. For students who wish to participate in a competitive sport activity.

Prerequisite(s): instructor consent.

WRSI 250 ■ Techniques of Officiating Fall Sport ■ 2 credits

Presents a current, understandable, and practical framework beneficial to prospective and experienced sports officials. Focuses on the techniques, rules, and mechanics of officiating basketball, field hockey, football, soccer, volleyball and wrestling. Offers students an opportunity to become a certified official. For individuals who might want to enter the sports officiating field.

WRSI 251 ■ Techniques of Officiating Spring Sport ■ 2 credits

Focuses on the techniques, rules, and mechanics of officiating baseball, lacrosse, rugby, softball, swimming, and track and field.

WRSI 261 ■ Developing the Ability to Cope with Stress ■ 2 credits

Stress management learning lab that combines theory with practice and support group sessions. Uses stress management research, individual inventories, and self-monitoring to increase personal ability to cope with difficult situations by utilizing and practicing a variety of stress-reduction techniques. Students participate in a supportive course to address personal and societal stresses.

WRSI 262 ■ Lifestyle Behavior Change ■ 2 credits

Laboratory course for lifestyle behavior changes that combines theory with practice and support group sessions. Employs an experimental format and experiential approach for learning about the change process and behavior modification as it relates to health and lifestyle issues.

WRSI 263 ■ Responding to Emergencies: Community First Aid and CPR ■ 3 credits

Covers instruction and practice in the immediate and temporary care of injuries and sudden illnesses. Includes emergency response, rescue breathing, cardiopulmonary resuscitation (CPR), and first aid for adults, children, and infants. Conforms to American Red Cross standards. Course completion encompasses written exams and skills tests for first aid and CPR certifications.

WRSI 264 ■ Experiential Nutrition: Theory/Practice Lab ■ 2 credits

Laboratory course that integrates information about nutrition, digestion, and the consequences of certain eating habits. Includes four, one-day seminars during a three-week nutritionally intensive period. Students follow various eating regimens and monitor and record their observations and experiences. Utilizes Internet searches for results, readings, and discussions. Prerequisite(s): WRSI 161, WRSI 161SL, or WRSI 162.

WRSI 280 ■ Scuba Diving ■ 2 credits

Introduces equipment, dive physiology, and techniques, and culminates in receiving PADI certification. Requires classroom, pool, and field trips. Prerequisite(s): must be a competent swimmer.

WRSI 281 ■ Rock Climbing ■ 2 credits

Covers equipment, techniques, training, and history of the craft. Includes knots, anchor systems, belaying, rappelling, and risk assessment. Classes are held at outdoor crags and the local indoor climbing gym. Requires weekend trips to the Pinnacles and other local places.

WRSI 282 ■ Intermediate Keelboat Sailing ■ 2 credits

Develops skipper and crew skills to manage a vessel on a bare boat charter. Devotes 30 percent to lecture and 70 percent to on-the-water experiences. Course completion satisfies ASA certification to bare boat allowing vessel charter. Prerequisite(s): WRSI 152 or equivalent, or instructor consent.

WRSI 283 ■ Sea Kayaking ■ 2 credits

Introduces skills for covering equipment, technique, navigation, weather, hydrology, surf zone, and rescue. Includes the fundamentals of paddling. Requires field trips. Prerequisite(s): must be a competent swimmer.

WRSI 284 ■ Coastal Navigation ■ 1 credit

Provides training in the internationally accepted American Sailing Association's Coastal Navigation Standard. Participants learn to demonstrate the navigational theory required to safely navigate a sailing vessel in coastal or inland waters. There is no sailing part to this Standard. This course and bare boat chartering are required to charter a vessel greater in size than 30 feet or for overnight use in coastal waters.

**WRSI 285S ■ Service Learning through Teaching Sailing
1-3 credits**

Instructs on teaching sailing to diverse groups of youth and individuals with special needs. Learn teaching methodology for boating safety and learn to sail clinics for 10-50 students at a time. The students are from middle schools, alternate high schools, YMCA youth camp, and women's shelters. The vessels are CSUMB Flying Junior centerboard boats in Moss Landing.

WRSI 345 ■ Sports Ethics ■ 4 credits

Looks at issues in youth sport, and in high school and collegiate sport. Discusses ethical questions, arguments, and workable solutions for returning amateur sport to its proper place in society. Formerly known as WRSI 245.

WRSI 372 ■ Sport and Marginality ■ 4 credits

Examines sports from a sociohistorical perspective and related social constructs. Explores the climate that develops hierarchies giving privileges to some while marginalizing others.

WRSI 375 ■ Motor Development ■ 4 credits

Focuses on motor development in kindergarten through eighth-grade children. Emphasizes physical activity and programmatic organization in the gymnasium as it relates to academic and social success.

WRSI 376 ■ Movement: Individuals with Disability ■ 4 credits

Includes programming in physical education for neurologically and physically impaired individuals in the psychomotor, affective, and in cognitive domains. Formerly known as WRSI 276.

Prerequisite(s): WRSI 375/LS 375.

WRSI 397 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits. Prerequisite(s): instructor consent.

WRSI 595 ■ Special Topics ■ 1-6 credits

Studies a particular topic in wellness, recreation, and sport. Prerequisite(s): instructor consent.

WRSI 597 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits. Prerequisite(s): instructor consent.



■ A&R	Admissions and Records	■ PGCC	Personal Growth and Counseling Center
■ AA	Academic Affairs	■ POM	Presidio of Monterey
■ AHCCT	Arts, Human Communication, and Creative Technologies	■ PRS	Pacific Rim Studies
■ ALC	Apartment Living Coordinator	■ RA	Resident Advisors
■ ASAP	Academic Skills Achievement Program	■ RF	Resident Fellows
■ BA	Bachelor of Arts	■ RLC	Residential Life Coordinator
■ BBC	Black Box Cabaret	■ S@S	Study at Sea
■ BCLAD	Bilingual Cross-cultural Language and Academic Development	■ SAAP	Student Academic Advising Program
■ BS	Bachelor of Science	■ SACD	Student Activities and Career Development
■ CEPS	Collaborative Education and Professional Studies	■ SBS	Social and Behavioral Sciences
■ CHC	Campus Health Center	■ SDR	Student Disability Resources
■ CHS	Collaborative Human Services	■ SIC	Student Information Center
■ CLAD	Cross-cultural Language and Academic Development	■ SIVA	Spatial Information, Visualization, and Analysis
■ CSU	California State University	■ SLI	Service Learning Institute
■ CSUMB	California State University, Monterey Bay	■ SOAR	Student Outreach and Recruitment
■ CTIP	California Teacher Internship Program	■ STIR	Science, Technology, and Information Resources
■ DLEE	Distributed Learning and Extended Education	■ TAPS	Transportation and Parking Services
■ DOLL	Distributed and OnLine Learning	■ TAT	Teledramatic Arts and Technology
■ ELM	Entry-Level Mathematics	■ TLA	Teaching, Learning, and Assessment
■ EPT	English Placement Test	■ TLC	Technology Learning Collaborative
■ ESSP	Earth Systems Science & Policy	■ TMAC	Telecommunications, Multimedia, and Applied Computing
■ ETS	Educational Talent Search	■ UA	University Advancement
■ GE	General Education	■ ULR	University Learning Requirement
■ GIS	Geographic Information Systems	■ UPD	University Police Department
■ GPS	Global Positioning System	■ VPA	Visual and Public Art
■ GS	Global Studies	■ WAC	Wellness Activity Center
■ HCOM	Human Communication	■ WLC	World Languages and Cultures
■ ICCS	Institute for Community Collaborative Studies	■ WRS	Wellness, Recreation, and Sports
■ ICN	Institute for Community Networking		
■ ICST	Institute for Communications Science and Technology		
■ ILP	Individualized Learning Plan		
■ IPD	Institute for Professional Development		
■ IMIE	Institute for Management and International Entrepreneurship		
■ IMSA	Institute for Mathematical Sciences and Applications		
■ IMUSMS	Institute for Mexico and U.S./Mexican Studies		
■ ISH	Institute for Social History		
■ ISLC	Institute for Indigenous Science, Language, and Culture		
■ ISSM	Integrated Studies Special Major		
■ IST	Integrated Studies Tracks		
■ LS	Liberal Studies		
■ MA	Master of Arts		
■ MAE	Master of Arts in Education		
■ MIE	Management and International Entrepreneurship		
■ MLC	Media Learning Complex		
■ MLML	Moss Landing Marine Laboratories		
■ MLO	Major Learning Outcome		
■ MPA	Music and Performing Arts		
■ MPS	Media Production Studio		
■ MS	Master of Science		
■ MSMS	Master of Science in Marine Science		
■ MSSS	Migrant Student Support Services		
■ NMS	New Media Services		
■ OBE	Outcomes-Based Education		
■ OHCM	Oral History and Community Memory		
■ OIP	Office of International Programs		



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