



California State University, Monterey Bay

1998 ■ 1999 Catalog

A Picture of CSUMB Is a Picture of California



A Picture of CSUMB Is a Picture of California



CSUMB students

forge LIFELONG friendships

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About this catalog

A Picture of CSUMB Is a Picture of California: The art for the front cover of this year's university catalog was created using a technique called photo mosaic. An almost impressionistic picture of a sea otter, CSUMB's mascot, was created with 740 digitized photos of CSUMB community life.

The back cover is a photo of CSUMB's main campus area, the quad. We invite current students, faculty, and staff to look for yourselves amongst the hundreds of photos, for you have created this picture of CSUMB. To prospective community members, we invite you to put yourself in the picture.

In the lower corner of all the pages of this catalog are photographs which become 208 animation cells. By slowly flipping through the pages, starting from the title page to the end of the book and back again, you can experience an animated picture of CSUMB. Sometimes being on the technological cutting edge means reflecting on the foundations of that technology to create new visions.

Volume 4 ■ August 1998

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- Vice President of Academic Affairs and Provost Dr. B. Dell Felder
- Vice President of Student Affairs Dr. Vicente (Bert) Rivas
- Vice President of Finance Barbara Lawson
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www.csumb.edu



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.



President's Message

Dr. Peter Smith, President

Peter Smith



From the President

Over the past four years, CSUMB has grown not just in size and function, but in depth and dimension. There are so many wonderful pictures of CSUMB, all of which present an image of a young university that is innovative, student-focused, and outcomes-based. We now have 1,804 students living and learning on a large campus located on California's beautiful Central Coast. The Monterey Peninsula area has a dynamic history and exciting future.

We are often asked to describe our student community. To give a quick snapshot of a "typical" CSUMB student is not as simple as it sounds. The students who have chosen CSUMB are as diverse as the citizens of the world.

In age, ethnicity, personality, religion, lifestyle, economic standing, and sociological perspective, our CSUMB students offer differences that are fascinating and challenging. Yet despite these differences our students are strikingly similar to each other in their commitment to achieving their own lifelong learning, helping others realize their dreams, and serving their communities.

To support our students in their educational pursuits, daily we are adding new classrooms and labs, courses, student services, and activities. Some of our recent building renovation has resulted in our visual and public art complex, multimedia labs, multipurpose university center, performance theater, and language labs. All of the CSUMB facilities are surrounded by a growing landscape of native plants and indigenous trees.

We are broadening our academic offerings by adding new courses, faculty, and special learning opportunities. We have formed partnerships with area educational institutions such as the 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, broadly defined scholarly and creative activity, and coordinated community service. We remain committed to service learning as an integral component of a well-balanced education.

The number and variety of student activities continue to increase. We now have 40 student-founded organizations, from athletic clubs to environmental groups. We are hosting the Leon Panetta Lecture Series; some of last year's speakers for that event included U.S. Supreme Court Justice Antonin Scalia, former Chief of Staff James Baker, Representatives John Kasich and Dick Gephardt, and news anchors Cokie Roberts and Tim Russert. Our academic programs sponsor a Visiting Artists Series, Writers Series, Multicultural Speakers Series, 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.

Our students are becoming even more active in wellness and sport activities. Our intramural sports leagues have blossomed and our varsity athletic program now offers several team activities including golf, basketball, volleyball, cross country, and rugby.

At CSUMB our students work and play in an educational environment that believes in helping people realize their potential in all ways. CSUMB provides an education that allows students to become well-rounded individuals capable of creating their own pictures and becoming a contributing, responsible part of an international picture.

We encourage you to put yourself in the CSUMB picture. You will learn that the "pictures" that you create here will give you the skills, knowledge, and abilities to put yourself into any picture, anywhere in the world, anywhere, any time you choose.



Vice Presidents' Messages



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

B. Dell Felder



Dr. Bert Rivas, Vice President
of Student Affairs

Bert Rivas



forge **LIFELONG** friendships

From the Vice President of Academic Affairs and Provost

Not too long ago, 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. These days, a college education is essential. We are faced with a rapidly changing world and an economy fueled by information. Job prospects are often determined by what you know and can do. Getting a college education is just the first step. A commitment to lifelong learning is essential for success in the 21st century.

CSUMB is a 21st-century university. Our goal is to provide academic programs that prepare our graduates for the professional, civic, and personal challenges that they will face in the next century. Knowing that success in the years to come will depend on your ability to take responsibility for your own learning, helping develop your capacity for lifelong learning is CSUMB's highest priority. Learning is our central focus. Because we know that students arrive at college with different interests and needs, they are allowed and encouraged to develop their own individual learning plans. The curriculum is outcomes-based, which means that what students demonstrate they know and can do is what counts toward graduation, not how many course credits they accumulate. To make sure every student succeeds, a variety of academic services are available to support them at CSUMB.

The CSUMB curriculum is "cutting edge" and offers students interdisciplinary degree programs that provide a solid foundation for suc-

cess in the world of work for graduate study. The application of the theory to practice is stressed, and faculty help students use what they learn in real-life situations. Technology is an essential tool for 21st-century learning and communication, and every CSUMB student develops high-level skill for using technology.

CSUMB welcomes and celebrates diversity. Students, faculty, and staff have many different ethnic, social, economic, and cultural backgrounds. Their varied life experiences and perspectives enrich the learning climate at CSUMB, where the goal is that "all learn and teach one another in an atmosphere of mutual respect and pursuit of excellence."

CSUMB is just four years old! During these early years of our development, all of us together—students, faculty, staff, and community members—share a remarkable and rare opportunity to shape CSUMB into the excellent institution we envision it to be. While many institutions are redesigning their curriculum and pedagogy in terms of 21st-century needs, CSUMB is creating a university patterned fresh for the new century. We welcome your participation in this exciting opportunity and look forward to your involvement in our learning community.

From the Vice President of Student Affairs

The warmest welcome to you, whether you are a continuing student, or joining CSUMB for the very first time this year. You are important! We are committed to your success as a student, an individual, and a thriving, contributing member of the CSUMB community.

This year, more than 30 percent 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. 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 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 67 percent 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 open and will be 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.



Academic Programs

CSUMB has educational partnerships with the Moss Landing Marine Laboratories; Monterey Bay Aquarium; UC Santa Cruz; Hyperdesign Technologies; Arista Systems; Monterey Youth Museum; Alisal, Carmel, and Salinas High Schools; Tek Systems; Long Marine Laboratory; AT&T; Green Lining Institute; and all six regional community colleges in its tri-county area.



California State University, Monterey Bay
1998-1999 Academic Year Calendar
Academic Year: Aug. 17, 1998-May 28, 1999

Summer 1998 Session

- June 1 Summer session parking permits required
- June 8-July 31 Summer term

Fall 1998 Semester

- Aug. 1-31 Spring 1999 application initial filing period
- Aug. 10 ELM and EPT registration deadline for Aug. 18 tests
- Aug. 15-23 New student welcome week
- Aug. 15 Freshman move-in day
- Aug. 17-21 Faculty orientation and planning ■ Academic year begins
- Aug. 18-19 New student orientation, advising, and registration
- Aug. 18 ELM and EPT tests
- Aug. 19 Last day to register without a \$25 late registration fee ■ Last day to apply for financial aid and have fees deferred
- Aug. 20-23 Otter Days (orientation for freshmen and new sophomores)
- Aug. 24 Fall semester courses begin
- Aug. 28 Last day to pay Fall 1998 registration fees without a \$20 administrative late payment fee
- Aug. 31 Fall semester parking permits required
- Sept. 7 Labor Day holiday ■ Campus closed
- Sept. 8 Last day to add/to drop courses without petition ■ Last day to apply for refund of basic registration fees
- Sept. 18 Enrollment census date
- Oct. 2 ELM and EPT registration deadline for Oct. 17 tests
- Oct. 9 Second Installment Payment Plan (IPP) deadline
- Oct. 12-16 Fall break for students ■ Faculty planning week
- Oct. 17 ELM and EPT tests
- Nov. 1 Last day of fee deferment for financial aid students
- Nov. 1-30 Fall 1999 application initial filing period
- Nov. 20 ELM and EPT registration deadline for Dec. 5 tests
- Nov. 26-27 Thanksgiving holiday ■ Campus closed
- Nov. 30 Last day to drop courses for serious and compelling reasons
- Nov. 30-Dec. 4 Spring 1999 registration for continuing students
- Nov. 30-Dec. 4 Registration for Intersession 1999
- Dec. 5 ELM and EPT tests
- Dec. 14 Last day of fall semester courses
- Dec. 15-18 Assessment period
- Dec. 22 Grades due ■ End of fall semester
- Dec. 25-31 Holidays ■ Campus closed

Intersession 1999

- Jan. 1 New Year's Day holiday ■ Campus closed
- Jan. 4 Intersession courses begin
- Jan. 18 Martin Luther King Jr. Day holiday ■ Campus closed
- Jan. 19-22 Faculty planning
- Jan. 22 Last day of intersession courses

Spring 1999 Semester

- Jan. 25 New student orientation, advising, and registration
- Jan. 25 Last day to register without a \$25 late registration fee ■ Last day to apply for financial aid and have fees deferred
- Jan. 26 Pre-instructional activities
- Jan. 27 Spring semester courses begin ■ Spring semester parking permits required
- Jan. 29 Last day to pay Spring 1999 semester registration fees without a \$20 administrative late payment fee
- Feb. 10 Last day to add/drop courses without petition ■ Last day to apply for a refund of basic registration fees
- Feb. 19 Enrollment census date
- March 2 Deadline for priority filing of financial aid application
- March 10 Second Installment Payment Plan (IPP) payment due
- March 22-26 Spring break
- April 1 Last day of fee deferment for financial aid students
- May 3 Last day to drop courses for serious and compelling reasons
- May 3-7 Fall 1999 semester registration for continuing students
- May 3-7 Registration for Summer 1999 session
- May 14 Last day of Spring 1999 semester courses
- May 17-20 Assessment period
- May 21 Senior Capstone Festival
- May 22 Commencement
- May 25 Grades due ■ End of spring semester
- May 26-28 Faculty planning days ■ End of academic year
- May 31 Memorial Day holiday ■ Campus closed

Summer 1999 Session

- June 7-July 30 Summer term



Center and Dean

Institutes

Majors

Arts, Human Communication
and Creative Technologies
Josina Makau, Dean

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

Human Communication
Music and Performing Arts
Visual and Public Art
World Languages and Cultures

Social and Behavioral Sciences
Armando A. 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

Collaborative Education and
Professional Studies
Dorothy M. Lloyd, Dean

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

Collaborative Human Services
Education (M.A.)
Global Studies
Liberal Studies
Management and International Entrepreneurship
CLAD/BCLAD Teaching Credential

Science, Technology, and
Information Resources
Marsha Moroh, Dean

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

Telecommunications, Multimedia,
and Applied Computing
Earth Systems Science and Policy
Marine Science (M.S.)
Teledramatic Arts and Technology

Universitywide Program

Administrators and Faculty

Academic Affairs

Dell Felder, Vice President and Provost
Joe Larkin, Interim Assistant Vice President of Academic Development
Kenoye Eke, Interim Assistant Vice President for Academic Programs
Daniel Granger
James H. May

Academic Skills Achievement Program (ASAP)

Jennifer Astone, Coordinator

Articulation

ProSeminar

Service Learning Institute

Seth Pollack, Director
Marian Penn, Associate Director
Kathleen Rice



Faculty

Frances Payne Adler	Judith F. Baca	Richard Bains	Rina Benmayor	Diana Garcia
Paulette Gissendanner	Raymond Gonzales	Tomás Kalmar	Suzanne Lacy	John Laughton
Alberto Ledesma	Debian Marty	Amalia Mesa-Bains	Jean Mitchell	Cecilia O'Leary
Johanna Poethig	Raul Reis	Yoshiko Saito-Abbott	Donaldo Urioste	Qun Wang
Maria Zielina				

George D. Baldwin	Manuel Luis Carlos	Yong Lao	Ruben Mendoza	Gerald E. Shenk
Angie Ngoc Tran				

Robina Bhatti	Conni Blackwell	Nubra Floyd	William Franklin	Babita Gupta
Samuel Hale Jr.	Richard Harris	Chris T. Hasegawa	Peter Hackbert	Tomohisa Hattori
John Kim	Kim Judson	Margaret Laughlin	Herbert Martin Jr.	Betty McEady
Mark O'Shea	Brian Simmons	Christine Sleeter	Peter Smith	Paoze Thao
Miguel Tirado	Judith Anne White			

Marilyn Abad-Cardinalli	Susan Alexander	Sharon J. Anderson	Michael Dalton	Mary Ito Dennison
Daniel Fernandez	Ernesto Franco	Lynne Grewe	William Head	Eddy Hogan
John Ittelson	Tomás Kalmar	Henrik Kibak	Rikk Kvitek	Steven Levinson
Laraine Lomax	Roberta Long	Steve Moore	Ken Nishita	Cyrus Pardis
Lars Pierce	Mezbahur Rahman	Daniel Shapiro	Janie B. Silveria	Schelle Simcox
John Stamm	David Takacs	Eric Tao	Luis Valdez	Robert van Spyk
Steven G. Watkins	Suzanne Worcester			

Universitywide Program

Student Academic Advising Program

Teaching, Learning, and Assessment

Wellness, Recreation, and Sport Institute

Writing Program

Integrated Studies Degree Program

Interdisciplinary Studies Degree Program

Administrators and Faculty

Ross Miyashiro, Director

Amy Driscoll, Director

Rick Humm, Director
 bobbi bonace
 Jo Ann Cannon

Susan Wyche, Director

Richard Harris, Coordinator

Qun Wang, Coordinator



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 on-site visitation. WASC has scheduled a follow-up 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 13 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.



Academic Programs: Universitywide Introduction

California State University, Monterey Bay's academic programs are organized into four centers:

- Arts, Human Communication, and Creative Technologies Center
- Collaborative Education and Professional Studies Center
- Social and Behavioral Sciences Center
- Science, Technology, and Information Resources Center

Through these centers' respective institutes, CSUMB offers 13 undergraduate and 3 graduate degree programs, with 2 of the programs administered through CSUMB's universitywide programs (see chart on previous pages).

CSUMB also offers several universitywide academic programs that include:

- Academic Skills Achievement Program (ASAP)
- Articulation
- ProSeminar
- Service Learning Institute
- Student Academic Advising Program
- Teaching, learning, and assessment
- Wellness, Recreation, and Sport Institute (VRSI)
- Writing Program

The two academic programs administered through universitywide programs are:

- Integrated studies, bachelor of arts degree program
- Interdisciplinary studies, master of arts degree program

Universitywide Programs

<http://www.csumb.edu/academic/centers/#up>

- Academic Skills Achievement Program (ASAP)
<http://www.csumb.edu/academic/asap/>
- Articulation
<http://www.csumb.edu/general/articulation/>
- ProSeminar
- Service Learning Institute
<http://www.csumb.edu/academic/centers/inst-service/>
- Student Academic Advising Program
<http://www.csumb.edu/academic/advising/>
- Teaching, learning, and assessment
- Wellness, Recreation, and Sport Institute (VRSI)
- Writing Program

Universitywide Degree Programs

- Integrated studies, bachelor of arts degree . . . 831-582-3556
<http://www.csumb.edu/academic/issm/>
- Interdisciplinary studies,
master of arts degree 831-582-3592

Centers

- Arts, Human Communication, and Creative Technologies Center
<http://www.csumb.edu/academic/centers/#ahcct>
- Collaborative Education and Professional Studies Center
<http://www.csumb.edu/academic/centers/#ceps>
- Social and Behavioral Sciences Center
<http://www.csumb.edu/academic/centers/sbsc>
- Science, Technology, and Information Resources Center
<http://www.csumb.edu/academic/centers/#stir>

CSUMB's Academic Philosophy

To foster the achievement of CSUMB's learning goals for all students, CSUMB structures its academic programs within an outcomes-based education framework. CSUMB calls this the OBE model of education. Within this OBE framework, students are expected to develop proficiency in a prescribed set of "learning outcomes," rather than a prescribed sequence of required courses. OBE 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.

The OBE approach works a little bit like getting a driver's license. To get a driver's license, you need to demonstrate that you know how to drive and that you know the rules of the road. You can learn these in a variety of ways, for example, by taking private lessons, doing trial and error, or combining some methods. When you get your license, you are not held accountable for how you learned to drive, but rather for demonstrating that you are able to drive. This same rationale guides the academic programs at CSUMB.



CSUMB's general education program is not defined by a distribution or sequence of courses which students must take. Rather, it is defined by a set of academic goals, which are achieved by completing a set of university learning requirements (ULRs) and a set of major learning outcomes (MLOs) for each academic program. These ULRs and MLOs are knowledge and skill competencies which students are expected to develop and demonstrate at an acceptable level of proficiency.

Each of the majors or degree programs is organized around a set of major learning outcomes (MLOs) which are stipulated by the faculty in each program. These MLOs are outlined in the sections which describe the various degree programs within CSUMB's academic centers. When students have developed and demonstrated the knowledge and skills contained in the ULRs and in the MLOs for their particular major, they are prepared to graduate from CSUMB.

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 the lower-division educational program, several degree programs, and the great variety of informal enrichment opportunities that are provided by CSUMB. Indeed, these goals give direction to all of the teaching, learning, and assessment activities of the academic programs at CSUMB. These seven goals are identified below.

- 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 University Learning Requirements (ULRs)

CSUMB graduates must demonstrate proficiency in the following 13 ULRs:

- Community Participation (CP)
- Creative and Artistic Expression (ARTSCOM)
- Culture and Equity (CULTURE)
- Democratic Participation (DEMPART)
- English Communication (ENGCOM)
- Ethics (ETHICS)
- Language (LANG)
- Literature/ 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, will have the option of remaining with the older ULR system that was in place when they entered CSUMB or of 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) will need to satisfy the following additional graduation learning outcome requirements (E.O. 595 Section VIII, Subsection C):

- Language (LANG)
- Culture and Equity (CULTURE)
- Technology and Information (TECH)
- 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 to higher education across the country, and which is required in all CSU institutions. Title 5 of the California Code of Regulations spells out in detail the substance which is to be provided in the general education program at all California State University campuses.

The CSUMB model of ULRs is compatible with the Title 5 GE requirements, and students who satisfy the ULRs also satisfy the Title 5 GE requirements. CSUMB's ULRs were developed with explicit attention to the categorical subject matter requirements contained in Title 5. By engaging in the learning and assessment activities required to meet the ULRs, students also will satisfy the Title 5 GE requirements.



Universitywide Programs

Academic Skills

Achievement Program

The Academic Skills Achievement Program (ASAP), provides CSUMB students with supplemental peer instruction to complement their coursework in the areas of writing, mathematics, computer technology, and science. Students access these services via study groups, appointments, and drop-in tutoring in the ASAP program offices. ASAP facilities include a computer lab, and group and one-on-one study areas.

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 programs outlined below.

Study Groups

Students can join peer-led study groups of three to six students during the first few weeks of class. Each study group is organized for a specific class, such as ProSeminar 100, Statistics 200, and Physics 220. Students work on assignments and materials from their class in the study group.

Drop-In and Appointment Tutoring

Students may visit the ASAP office during drop-in tutoring hours and get help immediately with assignments, research, and study skills. Students may also sign up for tutoring appointments.

ASAP Tutors

Every semester ASAP recruits students who have demonstrated achievement in their area of specialty and who have excellent communication and personal skills. ASAP offers an intensive training program which enables student tutors to develop their teaching skills and to contribute to the academic success of their peers.

For more specific information about the Academic Skills Achievement Program, contact:

- California State University, Monterey Bay
Academic Skills Achievement Program
100 Campus Center, Building 12
Seaside, CA 93955-8001
- 831-582-4217
- Email: jennifer_astone@monterey.edu

Articulation

Course articulation is the written agreement between California State University, Monterey Bay and other institutions (e.g., a California community college, a University of California, a California State University, or an independent college or university) to accept specific courses completed at a transfer institution to meet a specific major course requirement at CSUMB. Faculty in each discipline review courses and approve all agreements.

The agreements authorize the acceptance of one course or sequence of courses "in lieu of" another for transferring students. Articulated courses are not to be construed as "equivalent," but rather as comparable courses (i.e., the content is such that similar outcomes are assured and advancement to the next level of instruction is appropriate). Articulation agreements are developed for general education requirements as well as major transfer work. CSUMB participates in the CAN (California Articulation Number) system. The Articulation Office is located in Building 12 and can be reached at 831-582-3841.

ProSeminar

The ProSeminar is an academic development and orientation approach to learning and teaching. This educational experience develops the values, knowledge, skills, and abilities which form a foundation for lifelong learning. It is inextricably linked to CSUMB's academic mission, goals, and core values as operationally defined through the university learning requirements.

ProSeminar coursework is among the critical university learning experiences through which understanding of the academic mission is realized for freshmen and transfer sophomores upon entry into CSUMB (ProSeminar 100), for juniors upon entry into respective academic majors (ProSeminar 300), and for seniors as they demonstrate knowledge mastery and synthesis abilities via a capstone experience (ProSeminar 400) before they enter the world of graduate study and professional careers.

The end result of ProSeminar is an understanding of the real-world skills and abilities that the students need to develop and to participate meaningfully and successfully in 21st century personal, professional, and civic life. To facilitate achieving this goal, the learning experiences help to establish learning communities for a continuing mentoring, advising, and support process. ProSeminar as a concept across academic levels is at the center of CSUMB's curricular programs and academic mission.

ProSeminar and Learning Communities

The ProSeminar establishes learning communities where students are introduced to the values of this unique educational community. It seeks to infuse an appreciation of the basic values of CSUMB's culture, including its emphasis on responsible communication, multiculturalism, student-centered and applied learning, connected knowing, technological infusion, performance accountability, and ethical decision making.



It is in the entry-level ProSeminar that students are first exposed to one of the most important underlying themes of CSUMB: the appreciation of, and respect for, diversity of background, values, styles of communication, and experience. Relationships formed through this entry-level network will support and sustain the students' educational journey over a period of time. As CSUMB President Peter Smith has suggested, the ProSeminar serves as the students' "warm hearth, a base for residential and counseling issues, educational planning and diagnosis, and an arena for mentoring and peer collaboration."

ProSeminar is designed to support the students' development not only as self-directed academic planners, but also as responsible community members. Collaborative work processes, critical thinking, communication skills, information, information retrieval techniques (on-line research), intercultural communication, and lifelong learning skills are fostered in the ProSeminar through collective efforts to resolve complex human issues or problems.

ProSeminar and Student Learning Goals

Within ProSeminar, students develop a "learner's educational plan" identifying the knowledge, skills and abilities required to meet their personal, social, and professional goals. The relationship between ProSeminar and the other learning experiences in the general academic core curriculum is based on this notion of goal-directed learning. Students review the general learning goals and the specific university learning requirements and incorporate into their individual learning plans those courses, projects, and fieldwork needed to demonstrate the required knowledge, skills, and abilities.

Students look to specific learning experiences to strengthen their knowledge, skills, abilities, and understanding based on guided portfolio assessment approaches introduced in ProSeminar. Thus, students with the need to strengthen their writing skills, critical thinking or visual literacy, for example, would participate in specific learning experiences designed to enhance these qualities.

ProSeminar and University Learning Requirements

All first-year students and transferring sophomores are required to enroll in the entry-level ProSeminar (ProSeminar 100). It articulates its learning outcomes with university learning requirements in reading, writing, critical thinking, and information retrieval techniques. ProSeminar 100 consists of learning communities of 18 to 20 students from diverse backgrounds and educational interests. Students

share common educational experiences, developing the values, knowledge, and communication and interactive skills fundamental for academic life at CSUMB and for lifelong, active learning.

ProSeminar and Advisement

ProSeminar also plays a critical role in student advisement and mentoring. This intensive advising begins the first semester in ProSeminar 100 and continues in the second semester in a faculty-student mentoring experience set up primarily for ongoing advising for freshmen and sophomore transfers. ProSeminar 100 is an academic development experience combined with intensive advising and mentoring for entry-level students.

Major ProSeminars

Major-specific ProSeminar courses (ProSeminar 300 and 400) provide opportunities for students to demonstrate higher-level communications skills and complex skills in cross-discipline integration, to acquire and develop the knowledge, skills, and theoretical understanding needed to fulfill major-specific learning outcomes, and to rethink their academic and career objectives in light of their lower-division learning experiences. These requirements lead to preparation for an in-depth learning plan to guide the remainder of their educational experience at CSUMB, as well as the students' production of scholarly research and writing, and scholarly or career-related projects.

The Major ProSeminars also serve to integrate new and upper-division transfer students into CSUMB's culture of interdisciplinary, learning-centered education. The capstone experience (ProSeminar 400) is the summative assessment of students' abilities to synthesize and apply transdisciplinary knowledge and skills acquired before and during their CSUMB learning experiences.

Service Learning Institute

The Service Learning Institute (SLI) enables students to meet academic learning objectives through their participation in community service activities. The 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. The SLI facilitates the implementation of service learning experiences throughout CSUMB's curriculum.

What is service learning?

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.

Through their involvement in real-world activities, students learn about citizenship, academic subjects, skills, and values. Service learning builds reciprocal relationships with community groups, furthers students' understanding of community assets and needs, and prepares students for their roles as active community leaders.

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 the students' and community's capacities.
- Service learning experiences enhance the students' abilities to work as community-builders in diverse, multicultural contexts.
- Service learning experiences provide instructional materials and pedagogical processes to support the service activity so that the student critically examines the social forces that underlie and continue to affect the service context (e.g., racism, sexism, oppression, power, and privilege).

CSUMB's Service Learning Requirement

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. If the student enters CSUMB with less than 56 credits:

- The student is required to complete a service learning course that fulfills the Community Participation (CP) ULR; and,
- Complete a major-based service learning experience designated "SL" (students must check with their major for more specific requirements).

If the student enters CSUMB with more than 56 credits:

- The student is required to complete one service learning experience designated "SL" (students must check with their major for more specific requirements).

Service Learning Courses

Descriptions of CSUMB's service learning courses are provided in the Course Description section of this catalog under courses specifically listed in Service Learning (SL), and also with courses with a SL designation whose descriptions are listed throughout the section.

For more information about CSUMB's Service Learning Institute, contact:

- CSUMB
Service Learning Institute
100 Campus Center, Building 8
Seaside, CA 93955-8001
- 831-582-3644

Student Academic Advising Program

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 are undeclared major by helping plan how they will fulfill their ULRs and exploring prospective majors through workshops, group, and individual peer counseling.

Student Academic Advising also supports any CSUMB student who wishes to plan how they will fulfill their university learning requirements. Student Academic Advising has several different modes of advisement as follows:

- ULR workshops, where students learn about the ULR system and how to navigate it

- One-on-one peer counseling, where students can sit down with a peer counselor and work together on their personal academic advisement needs
- On-line advising on Tuesday and Wednesday nights from 7:30 p.m. to 9:00 p.m., where students can have discussions with the director of advising
- On-line questions and answers provided electronically
- Student Academic Advising Web page at www.csumb.edu/academic/advising
- Visits to the Student Academic Advising offices in Building 12
- Phone calls to 831-582-3941

Teaching, Learning, and Assessment

The challenge facing CSUMB students is to develop the knowledge and skills called for in the ULRs and the MLOs, and then to demonstrate that learning through an assessment process. To accomplish this learning and assessment for each of the required outcomes, students generally have three options:

- Formal courses with assessment
- Alternative pathways with independent assessment
- Independent assessment

Formal Courses with Assessment

In the most common scenario, students have not yet developed the knowledge and skill competencies contained in the ULRs and MLOs. Thus, CSUMB offers formal courses or learning experiences which are designed to help students learn the required competencies. In these courses which are designated as offering preparation for particular ULRs, the students can learn what they need to know and be assessed by the instructors within the context of the course. In this option, by completing with acceptable proficiency the tasks assigned in the course, the student will demonstrate that he/she has met the particular ULR developed in that course.

Alternative Pathways with Independent Assessment

In some cases in which students have not yet developed the knowledge and skills contained in a particular ULR or MLO, they might wish to gain that required competency through some means or learning pathways other than the formal courses offered by CSUMB. And, they are free to do so. These alternative pathways might



include participation in an informal learning experience on campus, working on a research or field-based project with a faculty member and other students, taking a course at another university, or employing any number of other means. When the required learning is achieved through some alternative pathway, students then must register to demonstrate through an independent assessment process that they have developed the knowledge and skills contained in the particular ULR or MLO.

Independent Assessment

This third option relates to those instances in which students believe that, through prior study or through prior life experiences, they have already learned what is contained in a particular ULR or MLO. In these cases, it is not necessary for students to engage in further learning activities. Rather, students in this position register to demonstrate through an independent assessment process that they have acceptable proficiency in the particular ULR or MLO.

These are the three learning and assessment options available to students at CSUMB. While the average or typical student might spend the majority of her/his academic life engaged in formal courses with built-in assessment, alternative pathways and independent assessment are encouraged at CSUMB. It is expected that these latter options will become more common as CSUMB continues to develop, and that most students' academic careers at CSUMB will contain a combination of these approaches to learning and assessment.

Wellness, Recreation, and Sport Institute (WRSI)

WRSI Vision and Mission

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

The WRSI delivers comprehensive programs focused on enabling students, faculty, and staff in achieving lifelong wellness through health education, psychological well-being, good nutrition, and the development of lifetime exercise habits. The WRSI is a locus for movement offering possibilities for education in health, exercise, recreation, and sport through a whole-being, or holistic, approach to wellness.

WRSI is a hub of resources in human motivation, character development, and leadership training through team and group activities, physi-

cal challenges, and sport activities for CSUMB students and community members. These activities intersect with other campus leadership development opportunities. The WRSI is a place of study for sport, physical activity, and wellness. Its academic endeavors embrace the multicultural nature of CSUMB and the varying abilities of its community members. It supports all of CSUMB's academic programs.

The WRSI works in collaboration with a variety of community agencies, schools, and organizations, as well as with other CSUMB centers and institutes. The WRSI provides educational opportunities for the general Monterey Bay area communities through its "community" learning experiences. WRSI services are campuswide services that embrace CSUMB's diversity and are designed to be accessible to all people of differing abilities and cultural backgrounds.

WRSI Goals

- To teach and promote healthful living habits for CSUMB students in such areas as nutrition, stress management, and lifetime physical activity
- To enhance CSUMB students' personal 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 the curricular and program strategies in the most cost-effective manner possible

Residential Learning Academic Philosophy

Residential learning is a key concept which drives the academic pursuits of the WRSI. 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." WRSI's academic mission is to fully collaborate in the design of an environment that promotes the broadest definition of student learning.

WRSI Academic Courses and Learning Experiences

WRSI 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, WRSI'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. Courses offered through the WRSI qualify students to meet the Vibrancy university learning requirement. These classes take place at the Wellness Activity Center and other nearby facilities.



Other WRSI Programs and Services

The WRSI offers a wide range of other programs and services that include:

- New student orientation
- Intramural sport leagues
- Recreational and competitive sport clubs
- Athletic Program
- Wellness Activity Center (gym)
- Boating Education Program
- Outdoor Education Program

For more information on CSUMB's WRSI, contact:

- CSUMB
Wellness, Recreation and Sport Institute
100 Campus Center
Seaside, CA 93955-8001
- 831-582-3015
- Director's Office Email: rick_humm@monterey.edu
- Outdoor Education Program Email: outdoor_education@monterey.edu
- Wellness Activity Center (Gym) Email: cyndi_fulop@monterey.edu
- Boating Education Program Email: boating@monterey.edu

Writing Program

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, not only affects students academically, but plays a central role in their succeeding with personal, professional, and civic goals.

Writing across the Curriculum

To promote writing skills that serve multiple contexts, communities, and purposes, CSUMB offers a fully-integrated, writing-across-the-curriculum program. Students will encounter writing assignments and activities not only in obvious academic areas, such as human communications 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 in designing, delivering, and evaluating effective writing instruction. Student support includes a variety of supplemental instruction options such as peer-led tutorial workshops and drop-in tutoring that can be tailored to individual and course-based needs which are offered in conjunction with the Academic Skills Achievement Program (ASAP).

For more specific information about the Writing Program, contact:

- CSUMB
University Writing Program
100 Campus Center
Seaside, CA 93955-8001
- 831-582-3091
- Email: susan_wyche@monterey.edu

Universitywide Degree Programs

Integrated Studies Program

CSUMB's integrated studies bachelor of arts degree program allows students and faculty to design specialized degree programs that combine learning outcomes and learning experiences from two or more of the existing degree programs available at CSUMB. The integrated studies program has three component parts, each of which serves a specific purpose:

- Integrated studies special major
- Integrated studies tracks
- Integrated studies experimental majors

Integrated Studies Special Major

Students who cannot achieve their individual academic or career goals through an existing degree program at CSUMB can turn to the integrated studies special major. This special major provides students with the opportunity to develop an individualized, cross-disciplinary major that combines learning outcomes and learning experiences from two or more of the existing majors at CSUMB. These special majors are designed in consultation with appropriate faculty advisors and are subject to review and approval. Like students in the other majors at CSUMB, the students who pursue a special major in the integrated studies program must achieve a series of clearly defined learning outcomes (cognitive, behavioral, and affective competencies). They must develop a special major concentration proposal and individual learning plan that combines major learning outcomes and experiences from two or more of the existing degree programs at CSUMB.

In addition, students' concentration proposals and individual learning plans may include clearly defined learning outcomes and experiences that are particular to their individual academic and career goals. To pursue a special major in the integrated studies program, students must submit a formal application and statement of



purpose to the integrated studies program coordinator. Upon application approval, students must enroll in the integrated studies ProSeminar and develop a concentration proposal and learning plan, and have the support of at least two CSUMB full-time faculty members who are willing to advise and assist them in achieving the particular combination of learning outcomes in the approved learning plan. The potential range of individual concentrations made possible by this special major option is extensive, but the concentration proposal and learning plan must be feasible within the context of faculty expertise and learning resources at CSUMB.

The integrated studies major cannot be used as a means of avoiding some of the learning requirements in one of the established majors, or as a means of effectively participating in a high-impact major which might otherwise have enrollment limitations. Students who pursue an integrated studies special major must demonstrate that their academic and career goals cannot be achieved within an existing major, and that their proposed concentration can be achieved by combining major learning outcomes drawn from two or more already established degree programs at CSUMB.

The concentrations of students in this special major must vary sufficiently from existing degree programs to the extent that they cannot be achieved within one of these programs. All integrated studies majors' concentration proposals and individual learning plans should reflect CSUMB's emphasis on the integration of the sciences, arts, humanities, liberal studies, social sciences, and professional studies. They must also meet CSUMB's requirements in technological literacy, multiculturalism, social equity, effective communication in at least two languages, and service learning. Finally, the concentrations and learning plans of students who pursue an integrated studies major must exhibit the breadth, depth, and complexity comparable to other approved degree programs at CSUMB.

Integrated Studies Tracks

While some portion of the student population has difficulty addressing their academic goals through any one of the existing degree programs, it is not infrequent that several of these students share interests or career goals. However, such groups often lack the critical mass necessary to warrant a university establishing an autonomous degree program to address their collective needs. In these cases, the students are usually forced to pick one of the existing degree programs which most closely aligns with their actual interests, and to attempt to gain as much relevant learning from that program as they can.

The purpose of the integrated studies track would be to 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 course of study for an integrated studies track would consist both of learning experience options already provided by other established majors and of learning experiences designed specifically for those enrolled in the track conducted by faculty from the various participating disciplines. 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, which distinguish this integrated studies track option from the special major discussed previously.

This integrated studies track component can be illustrated by the case of those students wishing to prepare for a career in animation. Currently, these students could find relevant sponsored learning opportunities being conducted by at least three majors at CSUMB: teledramatic arts and technology; telecommunications, multimedia, and applied computing; and visual and public art. However, the menu of learning experiences across these academic programs still leaves some significant knowledge and skills undeveloped that are directly pertinent to preparation for work in the field of animation.

The integrated studies track would enable faculty in these three degree programs to collaboratively plan a sequence of learning experiences focused on animation, and to spread the sponsorship of these learning experiences among the appropriate faculty across the three areas at regularly scheduled intervals. In this way, the track option allows CSUMB to be more responsive to student learning needs.

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 free-standing or independent degree program.

Students with questions about the integrated studies program should contact the integrated studies program coordinator at 831-582-3556 or email at richard_harris@monterey.edu.

Interdisciplinary Studies Program

CSUMB's master of arts degree program in interdisciplinary studies involves the study of at least two distinct fields of knowledge represented by more than one of CSUMB's academic centers. It is not intended to be a surrogate for graduate study within any single academic center. Rather it seeks to address the need of certain students to pursue a course of study which crosses the boundaries of a single field of academic study.

Because of the highly individualized nature of this program, its success depends on a close mentoring relationship between the graduate student and at least two regular CSUMB faculty. Thus, the study goals of the students enrolled in the program must be in accordance with the primary research and teaching interests of the faculty members primarily responsible for guiding their studies.



Admission Requirements

Students applying to this program must complete the CSU graduate application, submit their Graduate Records Examination (GRE) scores, transcripts, and three recommendations. In addition, they must complete a supplemental statement of purpose. This statement will be reviewed to determine whether there is a potential match of the applicant's interest with the academic resources available on campus.

If it is determined that there is a match, CSUMB will distribute the statement of purpose to selected faculty to determine whether they are interested in assuming responsibility for guiding the student's course of study. Should these faculty have a potential interest in the student, they next will review the student's transcripts and recommendations. If two faculty members from different fields of study agree to support the student, the Office of Admissions and Records will be directed to accept the applicant as a conditionally classified graduate student assuming that they meet the other CSU admission requirements. Individuals interested in applying to the program should request a graduate application from the Office of Admissions and Records.

Development of Student's Individual Learning Plan

Each student admitted to the program must prepare an individual learning plan by the end of his/her first semester of classes. This learning plan must include a listing of the competencies the student will master over the course of the graduate program, the courses and other learning experiences required to achieve this mastery, and the description of a thesis or capstone special project. This learning plan should be initiated by the student during his/her first enrolled semester for review by the student's faculty advisors. During the first semester of enrollment, the graduate student will participate in a graduate ProSeminar which will assist him/her in preparing the learning plan in conjunction with faculty advisors. It must be approved before the student will be permitted to register for the second semester.

It is critical that the student get clear delineation from each faculty member of what competencies they expect him/her to achieve and how this will be assessed. In some instances the student will need to bring attention to differences in expectations between the faculty members and get them resolved before receiving approval of the learning plan.

Each course to be included in the student's course of study should be briefly described in the learning plan. Those undergraduate courses listed should also describe what graduate-level content will be added. Once approved, the student will be advanced to fully classified graduate status. This will permit the student to register for second-semester courses. Since the learning plan is designed to be a living document, the student can make changes in it over the course of their graduate study with the approval of his/her faculty advisors.

Courses and Learning Experiences

Graduate students must complete a minimum of 30 semester credits of coursework. Since CSUMB offers few graduate-level courses at this time, up to one-half of the graduate students' coursework can consist of upper-division, 300- or 400-level courses enriched to reflect additional graduate level content. Students who enroll in these undergraduate classes will receive an ID 595 Interdisciplinary Studies Special Topics course designation plus the title of the course. In addition, entering students are required to take ID 500 Graduate ProSeminar for two to three credits. Fieldwork also can be part of the graduate course load. A graduate student is permitted to take a maximum of 20 credits of these special topics courses.

Additionally, up to three credits of ID 597 Independent Study can be designated for preparation of the senior thesis or special capstone project. Students must maintain a 3.0 grade-point average and receive at least a grade of B in each course to receive graduate credit for that course. Since completion of requirements for graduation requires the mastery of the competencies established in the learning plan, the completion of the coursework is only a component of the total learning experience in the graduate program.

Students also may choose to audit courses at CSUMB and other campuses as a vehicle for achieving full mastery of the competencies. However, such courses would not apply toward the minimum 30 semester credit hours required for the degree. For this reason it is difficult to define the exact time required to complete the requirements for the interdisciplinary master's degree prior to completion of the learning plan.

Advancement to Candidacy

As the student approaches his/her final semester prior to graduation, he/she must file a request for advancement to candidacy. The supervising faculty will review the extent to which the student has completed the requirements outlined in his/her learning plan. Based on this review, the student will be advanced to candidacy.

During the final semester of study, the student's graduate review committee will be convened to review his/her senior project or thesis and mastery of the relevant competencies. This committee is to comprise the student's principal faculty advisers and a non-university representative from the community or professional field related to the student's program of study. Upon recommendation by this committee, it will be recommended that CSUMB grant the student his/her graduate degree.

Any questions regarding the interdisciplinary studies graduate program at CSUMB should be directed to 831-582-3592.



Monterey County boasts a bountiful cornucopia of fairs and festivals celebrating the many fruits and vegetables grown in the county. CSUMB students can learn to love garlic at the nearby Gilroy Garlic Festival, discover how to cook artichokes at the Castroville Artichoke Festival, and taste broccoli cookies at the Greenfield Broccoli Festival.



CSUMB students

forge LIFELONG friendships

Institutes

- Institute for Human Communication 831-582-3889
- Institute for Oral History and
Community Memory and Archives 831-582-3889
- Institute for Music and Performing Arts . . . 831-582-4085
<http://music.monterey.edu/>
- Institute for Visual and Public Art 831-582-3005
- Institute for World Languages
and Culture 831-582-3863
<http://wlc.monterey.edu/>

Academic Programs

- Human communication,
bachelor of arts degree 831-582-3889
- Music and performing arts,
bachelor of arts degree 831-582-4085
- Visual and public art,
bachelor of arts degree 831-582-3005
- World languages and cultures,
bachelor of arts degree 831-582-3863

Information

- California State University, Monterey Bay
Arts, Human Communication, and
Creative Technologies Center
100 Campus Center
Seaside, CA 93955-8001
831-582-4133
- Email: josina_makau@monterey.edu
- <http://www.csUMB.edu/academic/centers/#ahcct>



Academic Philosophy

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

The Center's 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 is marked by characteristics that uniquely prepare CSUMB students for effective, globally aware practice in the 21st century, a visionary curriculum that includes a solid grounding in ethics and cultural perspectives, multiple histories, contemporary issues, and communication skills. The Center's students explore the 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.

Center 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. The Center encourages an exploration of students' own complex and compound identities, formed by geography, family background, ethnicity, gender, economics, and nationality, 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 requires new visions for humanists and artists. The Arts, Human Communication, and Creative Technologies Center responds to this evolving context by teaching collaborative skills as well as the capacity for individual action. The Center's curricular programming includes an awareness of the audience as a partner in the expressive equation. Students learn about the public sector as an arena for creative action. They are trained as aesthetic problem solvers, exploring the historical and inventing the future relationships of art, media, and the humanities to community development and expression.

The Arts, Human Communication, and Creative Technologies Center's Arts and Culture Forums program plays an important role in fulfilling the Center's academic mission. This integrative, cross-unit program provides students opportunities to learn in the company of master artists, musicians, writers, and other academic leaders.

Academic Degree Programs

The Arts, Human Communication, and Creative Technologies Center offers four distinctive interdisciplinary programs:

- Human communication
- Music and performing arts
- Visual and public art
- World languages and cultures

These 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, engcom, ethics, language, literature and popular culture, and U.S. histories university learning requirements (ULRs). The programs also collaborate with academic units across the campus to help meet a wide diversity of upper-division major learning needs and objectives. The descriptions below provide highlights of each AHCCT program's academic philosophy, curricular design, requirements, course offerings, and related programs and services.

Human Communication Academic Philosophy

The mission of the program in human communication is to prepare students to be critical, ethical, and creative thinkers and actors in a multicultural and increasingly interconnected global society.

HCOM encourages multiple ways of learning and knowing the world. For example, HCOM's approach to the study of literature is through critical interpretation, social analysis, and creative practice. Students are encouraged to know history and make history in the archives, in the field, and in multimedia. HCOM's approach to communication is through ethical inquiry, inclusive and invitational dialogue, prioritizing values of equality, and the practice of mutual respect.



The human communication program is learning-centered, collaborative, interdisciplinary, reflective, problem-solving, and diversity-oriented. It engages the student in the process of:

- 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 communicate and interpret critically, creatively, ethically, and effectively are key to meaningful human existence.
- Study across various disciplines leads to a more integrated understanding of world issues and problems.
- Knowledge is most meaningful when it is applied critically, ethically, and creatively toward concrete social goals and needs.

The human communication (HCOM) bachelor of arts degree program offers a comprehensive, interdisciplinary humanities and liberal arts education for the 21st century. The HCOM degree integrates the disciplines of:

- English
- History
- American literature
- Philosophy
- Comparative literature
- Speech and communication
- Creative writing
- Sociolinguistics
- Rhetoric and composition

The human communication program also offers new knowledge from contemporary fields of:

- African American studies
- Asian American studies
- Chicano/Latino/Latina studies
- Euroamerican studies
- Native American studies
- American studies
- Gender and women's studies
- Cultural studies
- Communication studies
- Media studies
- Social action art

These fields are usually offered as separate majors in other universities, but CSUMB offers a combined, interdisciplinary program. Students receive a bachelor of arts in human communication and may choose a concentration in:

- American multicultural studies
- Communication ethics
- History, memory, and narrative
- Pre-law
- Creative writing and social action
- Media studies and journalism
- Literary and cultural studies
- Women's studies

Currently under development are a minor in human communication and a bachelor's degree in English applicable to the single-subject teaching credential for secondary teaching.

Major Learning Outcomes

The major learning outcomes (MLOs) of the human communication major are conceived to help students develop the knowledge, skills, and understanding essential to prepare for fulfillment of their personal, social, and professional goals. The HCOM major is currently designed around eight major learning outcomes:

- HCOM MLO 1 Critical Communication Skills: Ability to communicate critically and empathetically in both oral and written contexts, including reading, writing, listening, and speaking.
- HCOM MLO 2 Research Skills: Acquiring, evaluating, interpreting, synthesizing, applying, documenting, and presenting knowledge gained through diverse and appropriate methods of inquiry to an in-depth analysis of an issue 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: Understanding why and how beliefs, values, assumptions, and communication practices interact to shape ways of being and knowing.
- HCOM MLO 5 Critical Cultural Analysis: Investigating and explaining relationships between cultural ideologies and socio-historical 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, and to compare and contrast literatures of at least three different cultural traditions, including non-Eurocentric traditions.
- HCOM MLO 7 Historical Analysis: Understanding our multicultural and complex past, and bringing historical perspectives to contemporary issues and problems.
- HCOM MLO 8 Creative Writing and Social Action: Acquiring basic competency in creative writing, applying this skill to the production and presentation of an art project that actively responds to a public issue, developing the skills to sustain the creative process throughout a given project, and taking it to completion.

Assessment

HCOM MLOs may be fulfilled through course-based assessment or independent assessment.

Course-Based Assessment

All HCOM courses are designed to meet a MLO or other HCOM major requirement. Students may fulfill all requirements for the bachelor of art degree in human communication through coursework at CSUMB. With careful planning, students are able to complete the HCOM major in four semesters.

Independent Assessment

In accord with outcomes-based pedagogy, students with prior experience and demonstrable expertise in one of the MLOs (e.g., personal, professional, and social experience, or coursework completed at other institutions) may petition for independent assessment. Criteria for independent assessment are defined for each MLO.

Procedures for Independent Assessment

Students may petition for independent assessment by submitting an independent assessment preparation worksheet to the MLO assessment committee. If approved, the student will then submit a portfolio in evidence of competency in the MLO. The assessment committee will assess the portfolio and determine whether competency has been successfully demonstrated. It is strongly recommended that students consult carefully with their major advisor and faculty members in that MLO before deciding to petition.

For further program information contact: institute assistant, 831-582-3673; institute secretary, 831-582-3889; institute director, 831-582-3789; or institute fax, 831-582-3780.

Program Design

The HCOM major comprises three levels of study:

1. Basic Core
 - Major ProSeminar, Part I
 - Major ProSeminar, Part II Ways of Knowing (also meets MLO 4)
 - MLO 1: Cooperative Argumentation (also fulfills graduation writing requirement)
 - Senior Capstone

Note: Major ProSeminars I and II, and Senior Capstone are required courses. It is recommended that ProSeminars I and II be taken concurrently, and they must be taken in the first year of the major. Certification in MLO 1 is a prerequisite to all courses.

2. Breadth Requirements

MLOs 2, 3, 5, 6, 7, and 8. Breadth MLOs may be fulfilled through course-based assessment or independent assessment (see Pathways for Assessment). The Breadth MLOs are designed to give the student an integrated and multidisciplinary understanding of humanistic approaches and bodies of knowledge.

3. Depth Concentration

Students design a concentration in HCOM. The concentration may be thematic, discipline-focused, or career-oriented. In this way, students seek deeper-level knowledge in a particular area or areas of the humanities, in relation to their specific interests and goals. The depth concentration is also designed to help students prepare for and support their senior capstone projects.

In consultation with their major advisor and HCOM faculty members in the particular area(s) of interest, students will define their HCOM depth concentration. The concentration may be fulfilled by choosing as few as one, but no more than three, HCOM MLOs for depth focus. Students will build into their individual learning plans three upper-division HCOM learning experiences, over and above the breadth MLOs.

Note: Alternative assessment in the depth concentration will be entertained in special, carefully defined circumstances in which a student has had extensive relevant experience as a professional practitioner in the chosen area or comes with considerable upper-level course work in the area of concentration from another institution. In both cases, students will petition for independent assessment and prepare a portfolio of evidence.

Major ProSeminar

Prior to formal admission to the HCOM major, students must successfully complete the Major ProSeminars I and II. The Major ProSeminar is designed to:

- Help students acquire and develop the knowledge, skills, and understanding needed to fulfill the major learning outcomes.
- Acquaint students with an understanding of disciplinary and interdisciplinary assumptions and methods that shape this integrated humanities major.



- Enable students to take charge of their own learning through the development of an individual learning plan. Once approved by the major advisor, the learning plan becomes the student's guide for completion of the bachelor's degree in human communication.
- Help students maintain and develop learning communities for sustained mentoring and support.
- Prepare students to explore continuing education, professional opportunities, and specific career paths.

In ProSeminar, students begin defining their senior capstone project. The instructor of the Major ProSeminar becomes the student's major advisor until graduation.

Senior Capstone

In the semester of graduation, human communication majors participate in a senior capstone experience. Senior capstone is the opportunity to demonstrate depth of knowledge and integrative skills. Each student designs, produces, and presents a project. Capstone projects must demonstrate complex and integrated transdisciplinary knowledge, understanding, and application to the topic of choice. The senior capstone project provides a forum where students present their projects to the public as a means of fostering communal participation and accountability. All capstone projects will be presented in a final public forum prior to graduation.

Students will integrate three MLOs of choice into the capstone project. These MLOs must be fulfilled prior to registering for capstone. In addition, students must have fulfilled six of the eight MLOs prior to registering for capstone, including MLO 2 (Research Skills). Students will meet with their major advisor and the capstone instructor one semester prior to enrolling, and submit the capstone prospectus form no later than three weeks prior to capstone registration.

Support of Other Degrees

HCOM courses meet general requirements in liberal studies (LS) as well as LS concentrations in communication, literature, and social studies. HCOM collaborates with other institutes, such as Visual and Public Art (VPA), Music and Performing Arts (MPA), Teledramatic Arts and Technologies (TAT), and Management and International Entrepreneurship (MIE).

Other University Requirements

The major in human communication integrates in its courses service learning (SL) opportunities that fulfill the SL graduation requirements. It also incorporates the graduation writing requirement and the culture and equity requirement for transfer students. HCOM courses also offer students project-based learning opportunities.

Oral History and Community Memory Institute and Archive

The Oral History and Community Memory Institute and Archive is a research institute within the Institute for Human Communication. OHCM sponsors project-based courses in local, oral, and public history; it is at the forefront of integrating new media into the humanities classroom at CSUMB. OHCM is working to develop a public history archive for the Monterey Bay area, and has ongoing relations with local museums, arts, and history organizations.

The Institute for Human Communication is developing additional applied research programs in California regional studies, professional ethics, creative writing, and literary and cultural studies.

CSUMB Writers, Multicultural, and California Speakers Series

HCOM and OHCM jointly sponsor the CSUMB Writers Series, the Multicultural Speakers Series, and the California Speakers Series, bringing culturally diverse writers and scholars to the CSUMB campus, significantly enhancing the curriculum and public culture.

Careers

Most students who graduate in the next decade are expected to change professions at least five times within their lifetime. Because human communication is designed as an integrated, interdisciplinary program, successful HCOM graduates will have a broad and holistic knowledge and skills base. They will be well-prepared to meet the demands of career flexibility in the coming century.

The major in human communication prepares students 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 humanities
- 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
- Organizational communications, community relations, and public relations
- Advertising, sales, and consulting
- Other careers requiring strong critical thinking skills; oral, written, visual, and technologically-mediated research and communication abilities; decision making; and related communication knowledge and abilities

To prepare for entry into the HCOM major, students are advised to complete ULRs in English Communication, Ethics, Literature and Popular Culture, U.S. Histories, Culture, and Equity. Transfer students entering the major should have completed equivalent general education (lower-division) courses in most of these areas at their former institutions.

The HCOM major automatically integrates the following universitywide graduation requirements:

- Service learning for students who have fulfilled the CP ULR and need a second SL experience; or for transfer students who have more than 56 credits (any SL-designated HCOM course)
- Graduation writing requirement (MLO 1)
- Culture and Equity ULR for transfer students (MLO 5)

Minor in Human Communication

In the proposed HCOM minor, students will fulfill ProSeminar II (Ways of Knowing) and three other MLOs of choice.

Oral History and Community Memory Institute and Archive

The Oral History and Community Memory Institute and Archive is a research and pedagogy program within the Institute for Human Communication and the Arts, Human Communication, and Creative Technologies Center. The oral history and community memory (OHCM) program mission is to:

- Promote and offer a wide array of project-based, multimedia, and field-oriented courses in oral history, life history, public and community history, collective memory, multimedia applications, and presentations.
- Support and help develop oral history and community history components of other CSUMB courses and special projects, and to promote the integration of teaching and research involving students, faculty, and community.
- Sponsor new media classroom pedagogy work shops 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 multimedia curricular materials in CD-ROM, audio, and video documentary, and other media formats.

OHCM Curriculum

The Oral History and Community Memory Institute and Archive does not offer a separate major, but rather offers and sponsors courses that contribute directly to: university learning requirements; majors in human communication, visual and public art, and social and behavioral sciences; general education requirements in liberal studies; and projects and curricula across the university. Oral History and Community Memory Institute and Archive courses explicitly engage students and faculty research and projects that:

- Have personal historical meaning
- Directly involve students 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



OHCM Archive

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

Currently, the OHCM Archive contains the following growing oral history collections:

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

For more information on this institute, contact:

CSUMB

Oral History and Community Memory Institute and Archive

100 Campus Center

Seaside, CA 93955-8001

831-582-3861

831-582-3798

Email: cecilia_oleary@monterey.edu

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Music and Performing Arts

Music and Performing Arts

Academic Philosophy

The Music and Performing Arts (MPA) academic program has a unique language and symbolic system for communicating ideas, feelings, and different ways of knowing about oneself and the world. Music as an extension of language and popular culture is a major influence in the construction of identities, values, and beliefs in contemporary public life. Music engages the whole individual in the act of creating, performing, and responding to involve the intellectual, intuitive, emotional, and physical being. MPA provides a record of civilization through diverse cultural artifacts that reflect aspects of human thought, action, and experience, and assist students in making connections across subject matter.

Importantly, the MPA program develops essential workplace qualities of pluralism, teamwork, collaboration, flexibility, appreciation, and respect for others' ideas and personal expressions. The richness of the MPA program and its contribution to thinking and learning will provide students with access to the knowledge, skills, and understanding of a comprehensive music and performing arts education. The Institute for Music and Performing Arts is committed to providing a learning base through the arts for both CSUMB and the surrounding community. The goal of the MPA program is to prepare students for professional careers in a rapidly changing and technologically oriented society.

The Institute for Music and Performing Arts is an integral part of the Arts, Human Communication, and Creative Technologies Center. The program engages creative students in the process of learning about American forms of music while valuing aesthetic expression and critical application tied to historical and cultural events, and furthering the understanding of the meaning of music in the context of social history. The study of jazz as a uniquely American form of music and analyzing popular culture and its impact on society are essential components to these areas of study. CSUMB's fundamental premise is that the education of performing artists must combine with the awareness of their potential to connect with a broad audience.

The Institute for Music and Performing Arts was developed to address the complex issues of performing artists and their relationship to other arts. Students are expected to learn fundamental skills of hearing and moving by recording, self-expressing, interpreting, and making relationships to the critical understanding of sound and movement to the social environment. Likewise, students will study how sound and movement manifest the basic human necessity for connection and interaction.

As students prepare for the 21st century, CSUMB recognizes that music and performing arts are among the best expressions of our pluralism.

Within this dedication to pluralism, the Institute for MPA has established a diverse and flexible curriculum which includes jazz as an American art form with roots in Africa, ethnomusicology, and dance as a reflection of the meaning of sound and movement in world cultures, music technology as a development of computer literacy, vocal training as a means of self-expression, and music education as a function of working with local communities to provide music specialists for teaching in local elementary schools. Through CSUMB's diverse and pluralistic curriculum, students are working with teachers at CSUMB to preserve the rich cultural traditions alive in their specific communities.



Major Learning Outcomes

Students completing a degree in music and performing arts are expected to demonstrate knowledge and skills in the six major-specific competencies identified below through either a built-in, or an alternative, independent assessment process. Through representation in the Institute for Music and Performing Arts and the Major ProSeminar, students play an important role in the process of continually renewing and refining the major.

- MPA MLO 1 Historical and Philosophical Analysis: knowing the history and theory of jazz, vocal, or world music and dance
- MPA MLO 2 Community Issues Analysis: analyzing community, societal and pedagogical issues in teaching and/or the production of music/artistic presentations
- MPA MLO 3 Organizational and Collaborative Skills: planning, collaborating, and developing a music or artistic project
- MPA MLO 4 Production Skills: creating and composing music
- MPA MLO 5 Critical and Evaluative Skills: evaluating and critiquing music
- MPA MLO 6 Presentation Skills: producing or performing a work of art

In meeting these learning outcomes, students will have an opportunity to develop a specialization in one of the following areas:

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

Music and Performing Arts Curriculum

The music and performing arts student is offered a variety of courses that will eventually lead to a bachelor of arts degree in music and to the fulfillment of various teaching credentials. Students in the credential and liberal studies programs with an emphasis in music can select courses from the music area. Elective courses in recording, composition, world music, jazz, and popular styles will augment the emphasis in music. Courses are offered in cooperation with the university learning requirements at CSUMB and structured for various levels of experience. A minor in music and performing arts is offered for students who want to pursue a secondary interest in music on an organized basis.

West Coast Jazz Academy and Jazz Archival Center

The Institute for Music and Performing Arts is establishing a West Coast Jazz Academy and Jazz Archival Center as the cornerstone of a jazz history program at CSUMB. The jazz history component makes tangible CSUMB's commitment to multicultural, transdisciplinary, and experientially based learning. Students will be afforded firsthand oral histories of jazz greats along with access to archival photographs, film, and video and audio materials. Live presentations by leading jazz musicians at the Music Hall and World Theater will augment classroom instruction. Mentorships will be encouraged and students will receive firsthand knowledge of new developments in the field by current practitioners.

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 at CSUMB Institute for Music and Performing Arts. This oral history collection comprises over 900 hours of interviews in 3-hour segments with jazz greats such as Harry Edison, Jon Hendricks, and Billy Taylor. This collection will become the cornerstone of the CSUMB Jazz Archival Center.

World Music

The Institute for Music and Performing Arts is establishing one of two undergraduate institutes for the study of ethnomusicology in California. By completing their education in the field of world music, CSUMB students will have the training to enter a wide range of fields for graduate and postgraduate study.

Vocal and Choral Training

CSUMB's Institute for Music and Performing Arts sponsors the training and development of a campus community chorus. The chorus reaches into the surrounding communities utilizing both amateur and professional singers. The collective strength of the chorus gives voice to the pluralistic vision of CSUMB.



Music Technology

A key CSUMB teaching goal as well as a music and performing arts goal is the development of technological sophistication. With this in mind, the music and performing arts program has established a multimedia studio. The musical scope of music and performing arts programming will run the gamut from an historical jazz center to electronic music courses with a portion of a traditional vocal and choral training as an integral part of both spheres.

The development of the multimedia studio is crucial to preparing students for professional 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 tele-dramatic arts and technology and visual and public art programs.

Performing Arts Capacity

With the development of a World Theater and Performing Arts Center, CSUMB can serve students who will perform on stage, and provide training, technology, and skills to those students who are interested in working backstage. Computer technology is involved in every aspect of production. From ticket selling and data-based marketing to computerized lighting and sound, new technologies are constantly being developed to facilitate performances on the main stage.

For more information about CSUMB's music and performing arts academic program, contact:

CSUMB

Institute for Music and Performing Arts

100 Campus Center

Seaside, CA 93955-8001

831-582-4085

Email: richard_bains@monterey.edu

Visual and Public Art

Visual and Public Art Academic Philosophy

CSUMB's visual and public art (VPA) academic program engages creative students in the process of self-learning and expression, ethical interaction with their audiences, and understanding of the meaning of visual art in its context. Its fundamental premise is that making art is a significant social act, and that the education of artists must include an awareness of their potential to connect with a broad audience and the public agenda.

Critical questions posed by artists today include not only those of self-expression and craftsmanship, but also questions of 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? What is the relationship between the making and the construction of social space? Whose space?

Because more of our communities must rely on shared public space for their everyday lives, local municipalities are proposing art in these shared public spaces. CSUMB's visual and public art program was developed to address the complex issues of the artist who works in public space. This work can take many forms including murals, sculptures, installation work, book arts, billboards including electronic, bus shelters, light sculptures, large-scale digital and cyber art, time-based work, performance and environmental art, and public ceremony art. Within these forms of public art, the artist recognizes the relationship between space and human activity as continually evolving. Thus the artist is an expressive participant in creating accessible human space.

Visual and Public Art Major

CSUMB offers a bachelor of arts generalist's degree in visual and public art. It consists of a broad experience in drawing, painting, and using new genre within the context of coursework in contemporary cultural theory and criticism. Within these broad learning goals students may specialize in the following:

- Photography and replicative art
- Media and art technology
- Sculpture and installation
- Murals and painting

This degree is preparation for further graduate education in a variety of fields including fine arts, arts administration, arts education, and art criticism.

Students can 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 will 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 will be upper division to fulfill competencies with the appropriate level of artistic maturity.

Visual and Public Art Program Objectives

CSUMB's visual and public art program prepares students to be artists in society. The visual and public art program aims to educate students to take their place as expressive and engaged members of society through the development of skills. These skills are in history, philosophy, community analysis, collaboration, planning, the production of work, evaluation, revision, and the distribution of work. The acquisition of these skills within the context of community and public issues prepares students to develop the role of the artist and arts



professional. This role is critical to bringing visual culture to a broader base of influence in the resolving of contemporary problems and the enrichment of public life.

Students are expected to learn fundamental skills of seeing, recording, self-expressing, interpreting, and making in relation to a critical understanding of social space and diverse community issues. Visual and public art faculty teach drawing, large-scale painting, murals, digital photography, sculpture and installation, and performance and computer art. These courses and specialization are developed within an ongoing discussion about the nature of the audience and the public for the student's art. At CSUMB, the making of visual art is not separate from the consideration of its context.

Visual and Public Art Major Learning Outcomes

Students completing a degree in visual and public art are expected to demonstrate six major-specific competencies through either a built-in or an alternative independent assessment process. Through student representation in the Institute for Visual and Public Art and the Major ProSeminar, students play an important role in the process of continually renewing and refining the major. The six major learning outcomes (MLOs) for the visual and public art program are:

- VPA MLO 1 Historical and Contemporary Analysis: researching, defining, analyzing, and critically formulating positions on contemporary issues in visual and public art from an historical, ethical, visual, and sociopolitical perspective
- VPA MLO 2 Community and Audience: defining, investigating, and analyzing community-audience issues; developing effective problem-solving, communication and community-sensitive work practices; and evaluating accountability

- VPA MLO 3 Collaborative Skills and Community Planning: interdisciplinary collaboration and community organizing strategies within an arts project
- VPA MLO 4 Production Skills: creatively imaging, technically mastering media, and completing and presenting artworks or projects
- VPA MLO 5 Critical and Evaluative Skills: assessing, critiquing, and analyzing community, audience relevancy and impact of artwork
- VPA MLO 6 Distribution Skills: presentations and distribution of artwork in multiple contexts using technological, multilingual, and other needs

Major ProSeminar

The Major ProSeminar is a learning experience designed to help students acquire and develop knowledge, skills, and understanding needed to fulfill major-specific learning outcomes. This Major ProSeminar acquaints students with the theories, values, and models relevant to the visual and public art program. In particular, it provides students insight into the careers possible in the field. It helps students develop a community of learners and assist them in completing their individual learning plan.

The senior capstone project/exhibition allows students to design, curate, and present their own senior exhibitions projects as a display of their cumulative learning in the major. Senior capstone exhibitions may also take place off campus in a community setting in keeping with their public art focus.

Institute for Visual and Public Art

The visual and public art program is organized under the Institute for Visual and Public Art which is housed within the Arts, Human Communication, and Creative Technologies Center. The Institute generates curriculum for the visual and public art major, oversees facilities and equipment development to support the major, develops and implements public art projects, and advises CSUMB on the development of public space and art acquisition and installation on the campus.

The Institute for Visual and Public Art generates written theory for publication within the field and supports the development of practice in public art by both faculty and students. It includes distance learning opportunities that place students in apprentice situations with prominent practitioners in urban and rural areas, particularly within the state of California.

The Institute convenes conferences, symposia, and think tanks [on subjects of importance to urban theory and art. It hosts visiting artist series, exhibitions, and installations that further the development of this institute as a major center of learning on public art throughout the country.



Visual and Public Art Service Learning

Service learning is integral to public art and is expected to be a significant component to most of its projects. Students complete their service learning requirements in the major through projects in public art which are organized under the auspices of the Institute for Visual and Public Art. Planned public art projects include collaboration with activities in several local communities such as several potential mural projects in the region. Assessment for the service learning requirement is handled within the Institute.

Visual and Public Art Distance Learning

The nature of public art is to operate within the public sector with collaborators outside the field. As such, distance learning is a critical component of CSUMB's education. This distance learning includes technologically mediated forms, such as digital murals or coursework in contemporary, socially conscious uses of graphic design via television, from expert presenters in major urban centers. A key project in the visual and public art program will be the distance learning connection between CSUMB's mural and public art studio and the University of California, Los Angeles studio at the Social Public Art Resource Center in Venice, California. This project brings students into a distance learning model to focus on rural and urban issues of public art.

Visual and Public Art Curriculum

The key components in the visual and public art curriculum are the studio courses, history and theory courses, Visiting Artist Series, and projects both on and off campus. The concept of the home-based studio is a team approach to learning where students from a variety of levels learn together in applied projects with real production goals and responsibilities, much like a family grouping. In this setting, students learn basic skills integrated into project application and advanced students may take the lead on special independent projects arising from the home-based studio.

The Visiting Artists Series allows students to learn in the company of masters through lectures and applied projects. History and theory courses help to bring the analytical context into place for the studio courses and the project-based model of learning.

Visual and Public Art Assessment

In the VPA program, the assessment of the major learning outcomes has been established with criteria for each outcome, but currently CSUMB is clarifying the issue of standards, or level of expected student accomplishment, and determining how these might be measured both within courses and through an alternative process that involves a version of portfolio review:

- Basic assessment in the VPA program is based on student portfolios of work from courses and/or prior learning.
- Built-in assessment is the assessment offered within a course.
- Alternative assessments are bodies of work that take place outside of courses and which are assessed by a portfolio or other reviews, and include senior faculty and an artist from the field.

World Languages and Cultures Academic Philosophy

With the advent of the age of telecommunications and the 21st century, it is becoming more and more evident that the future we face will be much more global and international in nature than any previous period in history. The events of each day suggest that our globe is becoming increasingly small and substantially more interdependent. Worldwide emergencies and regional conflicts illustrate that the differentiation between what is domestic and what is foreign is very artificial; and that many seemingly domestic concerns, be they problematic or not, no longer stop at national boundaries. The proliferation of world trade agreements such as the North American Free Trade Agreement (NAFTA) and the General Agreement on Tariffs and Trade (GATT), and the rise in economic importance of areas such as the Pacific Rim, South America, and the Caribbean increasingly make global interdependence more of a reality.

As part of its mission to prepare students for global interdependence and to develop their literacy in global matters and cultural diversity, CSUMB offers a bachelor of arts degree in world languages and cultures (WLC). The student graduating with a WLC major will reach a high level of proficiency and usage in the language emphasized, as well as focus on the cultural elements such as the arts, literature, history, social interaction, and philosophy, of the major culture(s) reflected by the language which they choose to emphasize.



In positioning CSUMB as the “21st campus for the 21st century” CSUMB’s approach to language education and instruction is proficiency and outcomes-based, innovative, and technologically driven; and CSUMB must rely on the new technologies such as telecommunication networks to promote the distance delivery of language instruction and educational service to a student clientele that is both traditional and nontraditional. The languages planned under CSUMB’s program are aimed primarily at the Pacific Rim (Spanish, Japanese, Chinese). In the future, we will seek to include local heritage languages such as Italian, Korean, Portuguese, Pilipino (or Tagalog), and Vietnamese. CSUMB will also seek to expand the program to include English as a Second Language (ESL) as a major emphasis.

World Languages and Cultures Major

The world languages and cultures major comprises three levels of requirements:

- Universitywide graduation requirements
- Breadth major learning outcomes
- Area of concentration

Like all CSUMB students, world language and culture majors must satisfy two sets of outcomes-based graduation requirements: university learning requirements (ULRs), and major learning outcomes (MLOs), for their particular major. The major learning outcomes are a set of specialized skills and knowledge associated with the major. There are a total of 10 major learning outcomes (3 requirements, 7 learning outcomes) for majors of world languages and cultures.

In addition to completing the general university learning requirements (ULRs), world languages and cultures majors will be obliged to fulfill the requirements and major learning outcomes discussed below. These may be satisfied through a variety of pathways: in-class learning experiences, lab experiences, 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.

Universitywide Graduation Requirements for all WLC Majors

Major ProSeminar

All WLC majors are required to enroll in a Major ProSeminar involving the language and cultures of their major. In the Major ProSeminar, students are introduced to a range of career opportunities associated with the WLC major, and with the guidance of faculty, develop a learning plan 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 the student’s preliminary major advisor until the student identifies a faculty member who is more in tune with his/her particular capstone interests.

Service Learning

All WLC majors are required to be involved in at least one semester of service learning involving the language which they are emphasizing.

Senior Capstone

All WLC majors are required to complete a senior capstone project involving the world language and culture of their major. The senior capstone project is the student’s opportunity to demonstrate deep knowledge and advanced linguistic skills. Student capstone projects vary from extended research thesis to interpretive and creative performances, or the creation of language and culture oriented CD-ROMs. In all cases, capstone projects must demonstrate complex and integrated knowledge, and penetrating understanding of the topic of choice.

Major Learning Outcomes

- WLC MLOs 1-4 Language Proficiency: All WLC majors at CSUMB will demonstrate American Council on the Teaching of Foreign Languages (ACTFL), advanced-high proficiency level in the four major skills (speaking, listening, reading, and writing), of the world language they choose to emphasize. (Due to the discrepancy between category-one languages such as Spanish, Italian, and Portuguese, and category-four languages such as Japanese, Chinese, and Korean, the language proficiency for majors of category-four languages will be adjusted to the Advanced level.)
- WLC MLO 5 Cultural Knowledge: All WLC majors will demonstrate a reasonable understanding of two areas from the philosophical perspectives (ideas, beliefs, attitudes, and values), the behavioral practices (patterns of social interactions), and the products, both tangible and intangible, (for example, art, literature, music, cuisine, and vestiments) of the society or major culture(s) reflected by the language which they have chosen to study.



- WLC MLO 6 Cross Cultural Competency: In addition to the linguistic and cultural group the WLC major chooses to emphasize, all WLC majors must also demonstrate a general knowledge of a socio-cultural group other than the one emphasized by their major. Students must demonstrate a basic understanding of one area from the philosophical perspectives (ideas, beliefs, attitudes, and values), the behavioral practices (patterns of social interactions), and the cultural products, both tangible and intangible, (for example, art, literature, music, cuisine, and vestiments) of the second culture.
- WLC MLO 7 Cultural Praxis: All WLC majors must demonstrate that they can actively participate in the culture of the chosen language at an intermediate level.
- WLC MLO 8 Technology: All WLC majors must demonstrate an ability to use the Internet to support interactive linkages and distance learning activities between the CSUMB community and individuals and/or organizations in the country (countries) of the language they have chosen as a major.

Area of Concentration

Using MLOs 1-5 as a point of departure, students will design an area of concentration in world languages and cultures. The area of concentration 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, especially if they seek to enter Graduate School. This area of concentration is also designed to help students prepare for and support their particular senior capstone projects.

A special feature of the program is that it is outcomes-based in both language and culture. In its service learning component, students have the opportunity to work with public and private agencies on projects that integrate language skills with community needs. There are also study-abroad opportunities.

Careers

Careers for which a WLC major helps prepare graduates include:

- Education: teaching, school administration, exchange programs, language testing, translation, and interpretation
- Government: foreign service, security, international affairs, military, state and local government, and World Trade Center
- Business: international marketing, sales, accounting, finance, trade, import, and export
- Development: Peace Corps, international research, and international issues groups

World languages and cultures 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 requirements for the bachelor of arts degree in world languages and cultures through coursework at CSUMB. 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. In accordance with the outcomes-based pedagogy embraced by CSUMB and all of its institutes, WLC majors with prior expertise and demonstrable expertise in any of the MLOs (e.g., personal, professional, or social experience) may petition for an independent assessment of this previously attained knowledge. Criteria for independent assessment are defined by each MLO.

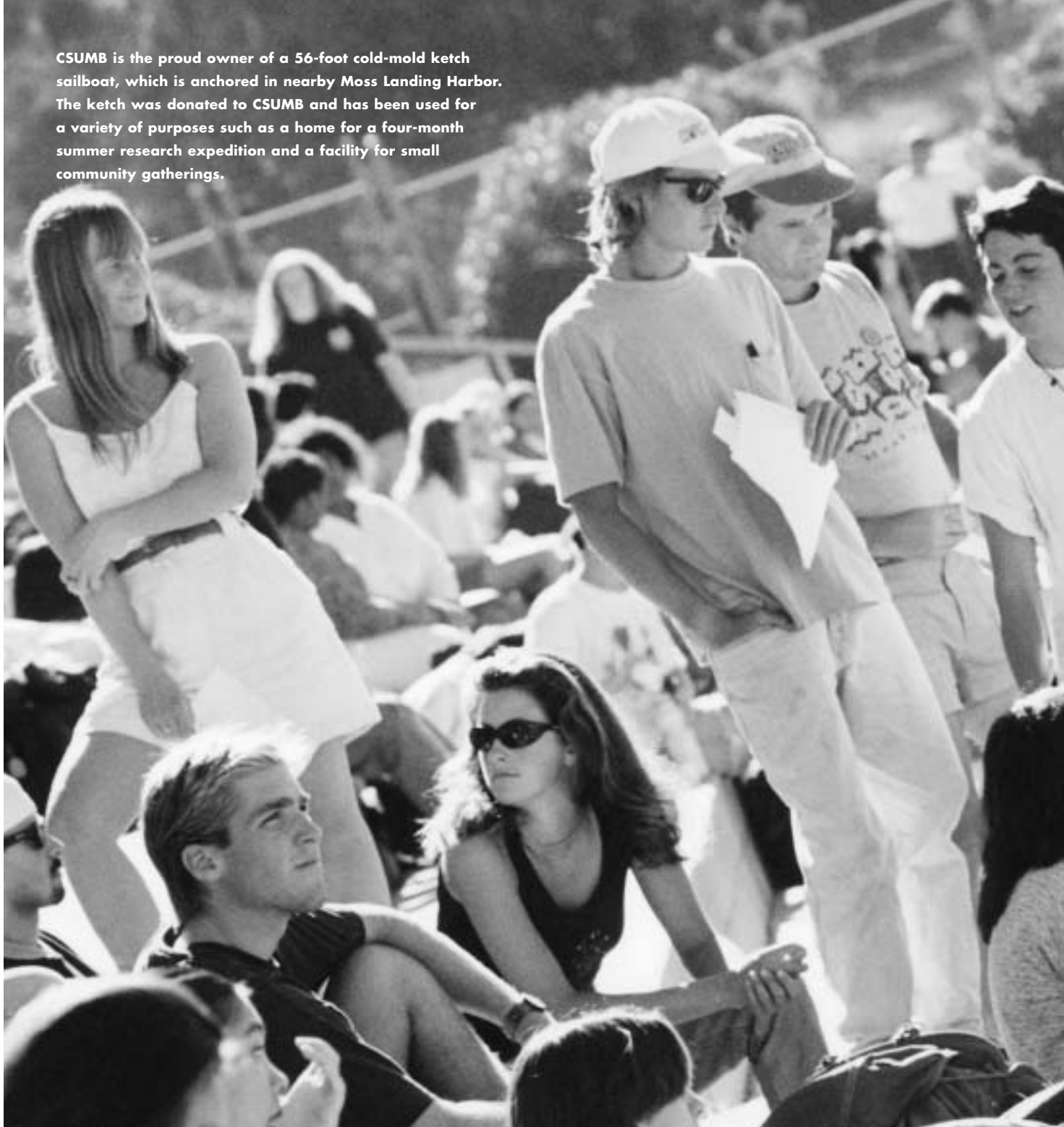
For more information about the world languages and cultures academic program, contact:

- CSUMB
Institute for World Languages and Cultures
100 Campus Center
Seaside, CA 93955-8001
- 831-582-3863
- Email: susan_moon@monterey.edu
- <http://wlc.monterey.edu/>



CSUMB is the proud owner of a 56-foot cold-mold ketch sailboat, which is anchored in nearby Moss Landing Harbor. The ketch was donated to CSUMB and has been used for a variety of purposes such as a home for a four-month summer research expedition and a facility for small community gatherings.

Social and Behavioral Sciences Center



Institutes

- Institute for Archaeology 831-582-3760
http://www.csumb.edu/academic/centers/sbsc/institute_arch/
- Institute for Community Networking 831-582-3625
<http://indian.monterey.edu/icn/>
- Institute of GIS and
and Spatial Analysis 831-582-4166
http://www.csumb.edu/academic/centers/sbsc/institute_geo.html
- Institute for Mexico and
U.S./Mexican Studies 831-582-3513
- Institute for Pacific Rim Studies 831-582-3753
<http://www.csumb.edu/academic/institutes/prs/>
- Institute for Social History 831-582-3882

Academic Program

- Social and behavioral sciences,
bachelor of arts degree 831-582-3890

Information

- California State University, Monterey Bay
Social and Behavioral Sciences Center
100 Campus Center, Building 17
Seaside, CA 93955-8001
- 831-582-3890
- Email: info@zapata.monterey.edu
- <http://www.monterey.edu/academic/centers/sbsc>



Academic Philosophy

The Social and Behavioral Sciences Center (SBSC) offers a bachelor of arts degree in social and behavioral sciences. This degree program is based on the educational philosophy and principle that there is a common body of theories, methods, and data management systems underlying the social and behavioral sciences. The social and behavioral sciences share the common interest in the scientific study of humankind's behavior in all of its manifestations.

The subject matter of the social and behavioral sciences is the entire range of human behavior and the social institutions that mold it. In traditional institutions, social science is divided into disciplines, or specialized areas of study. Generally included in this area of study are psychology, sociology, anthropology, archaeology, political science, economics, history, and sometimes social work, criminal justice and geography.

Students must become competent in this core of theory and method, while at the same time they have ample opportunity to become versed in the perspectives and content knowledge of one or more of the subdisciplines traditionally contained within the major. Students are encouraged to integrate selected learning experiences from SBSC course offerings and those of other majors to obtain sufficient breadth of knowledge to gain greater insights into the practical applications of social science knowledge and skills.

An important part of the philosophy also asserts that the academic program should be guided by consideration of theories and information that have implications for understanding contemporary society in its global manifestations, and in its local and national dimensions. The theories must also offer possible alternatives and solutions to dilemmas facing individuals and their communities in an effort to provide guidance for social intervention and advocacy.

SBSC faculty are guided by a commitment to fostering contemporary society in its global manifestations, and in its local and national dimensions. The curriculum encourages all students to explore innovative and alternative solutions to human problems, and helps prepare students for effective and ethical social intervention and advocacy.

Students graduating from the program are prepared for direct placement in human service agencies, government, education, research, and graduate school in the traditional subdisciplines of the science. The degree is useful for students who are seeking K-12 teaching certificates as coursework leads to certification in social sciences.

Structure of the Academic Program

CSUMB's social and behavioral sciences degree program represents the unique blending of theoretically-oriented, applied, and critical approaches and methodologies widely pursued in the social and behavioral sciences. Students must demonstrate competency in the "core" theory and methods of the social and behavioral sciences.

With mastery of the core, students are free to design an individual learning plan (ILP) to meet their 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 the K-12 teacher certificate and design this goal into the ILP.

A degree is earned on the basis of assessed competencies in the major as evaluated by SBSC assessment procedures, from transferred credits, and through successful completion of learning experiences offered by the SBSC and other CSUMB academic centers.

The SBSC's academic program is unique in that it stresses:

- Individualized learning plan (ILP)
- Senior Capstone learning experiences
- Concurrent directed reading laboratories
- Interdisciplinary and team-based instructional strategy
- Outcomes-based competency assessment
- Professional assessment laboratories
- Project-based learning laboratories

Individualized Learning Plan (ILP)

The individual learning plan (ILP) begins with a petition to major in the social and behavioral sciences. Students must do the following:

- File an individual learning plan
- Select a faculty mentor/advocate

Each student is assigned an academic advisor who guides them in the creation of an individual learning plan (ILP). The ILP states the learning outcomes that the student hopes to achieve, specifying the pathway by which they will achieve competency in those learning outcomes.

The ILP defines students' major learning outcomes and explains how these major learning outcomes will be achieved by pathways (i.e., coursework, field experiences, service learning, or prior experiences) in the workplace or in life. In particular, the ILP describes what the student has done and will do to become competent in the major learning outcomes required for the social and behavioral sciences degree.

The ILP features learning pathways and learning experiences that help students assess—with guidance from faculty and staff—their own progress toward graduating and meeting their professional and career goals. The ILP is essentially a contract for graduation and will be the basis for an ongoing dialog among the student and SBSC faculty as the student progresses through the major.

Until a faculty mentor/advocate has been selected or assigned and an ILP filed with the SBSC, students are not viewed as being "majors", but are viewed as "candidates." ILPs are developed in SBSC 308 Assessment Labs. Unlike traditional majors that might require only a body of units (with a passing grade) to graduate, social and behavioral sciences majors submit intellectual products that are assessed against the learning outcomes required by the ILP. These products are collected within a multimedia portfolio that is



assessed against the students' ILP requirements. The state of California does require that students complete 124 credits, but with an SBSC individual learning plan, there is more than one pathway for how those credits are achieved.

Learning Pathways

An individual learning plan will specify the university learning requirements (ULRs) that must be achieved for graduation. ULRs are requirements established for graduation by the CSU system and by CSUMB. The ILP will also state the major learning outcomes (MLOs). MLOs are the requirements of the SBSC. Achievement of these outcomes may be from:

- **Prior learning:** Provides faculty assessment of competencies achieved through personal experience or career.
- **Traditional coursework:** Offers credits achieved in higher education, assessed by SBSC faculty against the individual learning plan.
- **Advanced self-learning academic option:** Allows students to define and pursue a self-paced, flexible, faculty-supervised independent program of study. Learners work with faculty to combine computer mediated instruction, independent study, and internships to achieve the stated competencies.
- **CSUMB learning experiences:** Allows students to pursue the required competencies by enrolling in the course listed in the university catalog.

The ILP that a student develops is generally influenced by their enrollment status. 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 SBSC 100 ProSeminar and/or the SBSC 200 Interdisciplinary Social and Behavioral Sciences course.

Transfer 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 an upper-division student and must enroll in the SBSC core courses: SBSC 300, SBSC 308, and at least one of the project-based learning seminars. Students should consult the faculty in either the 300 and/or 308 course to discuss which of the project-based seminars is best for them.

Multimedia Simulations and On-Line Electronic Communication

All SBSC courses incorporate advanced electronic technologies into the curriculum. A multimedia interactive learning simulator that teaches students how to conduct field research in a "virtual" computer environment is one prominent example. Another is "streamed" audio and video lectures delivered to the students' home by way of the telephone using the World Wide Web multimedia technology. The SBSC has developed its own interactive multimedia course material, multiple-user databases, computer conferencing, and computer assisted tutorials. All faculty and students use email as part of the academic environment.

Senior Capstone Learning Experiences

When a student has successfully completed the social and behavioral sciences core (typically during their junior year) they begin the senior capstone. The capstone experience is different for each student in that it is determined by an approved individual learning plan. Capstones may include internships for those who wish to work in counseling, social work, criminal justice, government agencies, non-profit organizations, or the private sector. The individualized learning experiences may include traditional coursework (both at CSUMB or other institutions).

All students are required to enroll in the senior capstone seminar series that emphasizes the application of a subspecialization in a specific social science discipline. These may include political science, economics, history, anthropology, archaeology, geography, sociology, or psychology.

Concurrent Directed Reading Laboratories

Accompanying the senior capstone learning experience, the directed reading laboratories are designed to give students an exposure to both classic and contemporary theoretical frameworks from a given discipline. Students can also use their senior year to specialize in the application of electronic technologies and multimedia to data analysis in the social and behavioral sciences, the analysis of socioeconomic policy, the study and analysis of global issues, and social advocacy and intervention.

An Interdisciplinary and Team-Based Instructional Strategy

The core learning experience is designed around approximately 20 credits of core study that are focused on the integrated theory and method of the social and behavioral sciences. The SBSC core is team taught with many of the lecture sets available by videotape. Readings and lectures focus on the central concepts or unifying themes shared by the social and behavioral sciences (i.e., culture, personality, ethnography, development, globalization, their methods, and theories). The core experience assists student in the design of their own ILPs.



Discipline and Area Study Concentrations

Many students arrive at CSUMB with the desire to pursue a degree in a social and behavioral sciences subdiscipline, such as psychology, anthropology, or perhaps social work, to prepare themselves for graduate school. Students may specialize in a subdiscipline areas by designing an individual learning plan that addresses that need. SBSC's disciplinary and area study concentration courses (plus the ability to include coursework from other institutions) provides CSUMB students with a flexible curriculum that prepares them for lifelong learning, success in graduate school, or direct placement in the work force.

Major Learning Outcomes

All students must meet the CSUMB's university learning requirements (ULRs) as stated in the official university documents. ULRs for lower-division students are slightly different than those required for upper-division (transfer) students. However, major learning outcomes are the same for all SBSC majors, regardless of enrollment status.

Area I: Social and Behavioral Sciences Theory

The competency area of social and behavioral sciences theory promotes an understanding of classic and contemporary theories of society defined by the faculty of the SBSC as the "core" of its overlapping disciplines. The emphasis is on integration and application, thus students must be able to apply integrative theoretical frameworks to explain social phenomena.

Faculty assessing this competency are especially concerned that students have a grasp on how the various concerns of the social and behavioral sciences (e.g., individual and group behaviors, socioeconomic issues, cultural, and political dynamics issues related to the analysis of gender, ethnic groups, and communities) are influenced by geographical and historical processes. They must demonstrate this knowledge in their learning experiences and projects.

Area II: Research Methodology: Information Management, Retrieval, and Analysis

The competency area of research methodology, data analysis, and management addresses the need to apply standard quantitative and qualitative data collection and analysis methods to social and behavioral sciences issues. This requires that students learn to use modern electronic technologies to collect, manage, and retrieve social, cultural, economic, historical, geographical, political, and psychological data. For example, ILPs typically state that the student will achieve competence with a common statistical analysis system (such as SPSS), an ability to manage geospatial data with a geographical information system, competence in survey design and analysis; content analysis of multimedia communication, and economic data analysis.

Students must demonstrate (through deliverables defined by their ILP) a competency in quantitative and qualitative methodology. These competencies are achieved through any of the four learning pathways, including social and behavioral sciences courses or those offered by other majors as assessed for equivalency. It is highly recommended that all students complete the Technology and Information (TECH) university learning requirement before attempting these courses.

Area III: Specialized Competencies (Disciplinary and Area Studies)

The main objective of Area III is to provide students with an opportunity to make a smooth transition in terms of preparation for graduate studies or professional training in traditional universities (that may not have an interdisciplinary instructional focus). This area is evaluated based on passing grades in all required courses and the assessment of a senior portfolio that contains evidence of a student's mastery of Area III.

Learning in-depth skills within the social sciences or in areas of professional activity can be gained in the 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 specialization also provides students with a foundation in traditional disciplines including anthropology, archaeology, cultural geography, social history, political science, economics, psychology, and sociology. This specialization, which may begin in the project-based learning laboratories, is formalized in the yearlong senior capstone learning experience.

Area Studies Courses

The area studies courses focus on interdisciplinary and comparative social scientific approaches, using a topical, case-study, and issues orientation to the study of cultures and cultural behaviors and dynamics. In particular, these courses expose social and behavioral sciences 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 in their senior year.



Competency

To graduate with a degree in social and behavioral sciences, students must complete the following:

- Petition to have their learning plans reviewed and competencies assessed in relationship to the plans
- Submit an assessment portfolio

Professional Assessment Laboratories

The professional assessment laboratories run parallel to courses such as core and senior capstone learning experiences. They focus on how to prepare portfolios, how to complete and update an individualized learning plan, 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 fellowship information. Students also learn strategies for using electronic technologies to access information and to present research findings in distinct electronic formats. They are also given a forum for considering and discussing their career objectives, and the professional skills needed to be successful. The laboratories also become an informed peer forum for defining students' ongoing educational and career objectives.

The faculty use the assessment portfolio to track and record the student's history of competency achievement at CSUMB. This is submitted at least one month prior to graduation. Such a portfolio may also demonstrate the achievement of CSUMB university learning requirements.

The portfolio may take the form of hard copy and multimedia or electronic (HTML or CD-ROM) documents that will become the student's permanent record of achievement within the SBSC.

Competency Assessment

Final assessment of student competency for graduation is conducted under the direction of the SBSC's assessment professional.

Portfolios are evaluated by the SBSC's assessment specialist as well as by student-designated committee members. Committee members consist of faculty and professionals who have agreed to supervise capstone projects.

The portfolio evaluation process involves the detailed assessment of the students' best work throughout their academic career. The students' portfolios are required to clearly demonstrate competency in the three major learning outcomes as demonstrated by prior deliverables and their capstone project. Students with unacceptable graduation portfolios will be required to resubmit their portfolios with the necessary changes and/or additions as indicated by their committees. In this respect, similar to graduate programs, the social and behavioral science degree is conferred through demonstrated competency, not earned through the completion of credits.

SBSC Institutes

The six institutes housed within the SBSC provide collaborative, interdisciplinary, and educational opportunities for students. These institutes work with local, state, federal, and global organizations to provide project-based service learning opportunities for students, an important component of achieving CSUMB's unique educational mission. Institutes exist as fund raisers as well; directors actively seek

external funding to assist in ing the CSUMB Vision.

These institutes are:

- 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

Institute for Archaeology

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 lab- and field-oriented, the Institute's approach and primary mandate is to explore and engage the development of on-line instructional courseware, archaeology and museum collections database applications, and virtual models developed in concert with an ongoing program of archaeological research and material culture studies.

Virtual archaeology is an area of archaeological study and practice that intersects with the realms of electronic information technology, multimedia, and Geographic Information Systems (GIS) in an effort to bring these powerful new technologies to the forefront of scientific interpretation, reconstruction, and the computer-based modeling of past worlds. Because of the innovative and practical dimensions and applications to be had from such an approach, the Institute for Archaeology is committed to the exploration and development of an innovative interdisciplinary curriculum and program of project-based learning and instructional technologies development.

The nascent nature of both CSUMB and the Institute, not to mention the embryonic development of virtual archaeology itself, are reflected in the current curriculum which presents the beginnings of an approach that combines virtual archaeology and area studies. To this end, introductory and area studies have been launched and CSUMB's approach is largely applied in scope and application. The multidisciplinary faculty of SBSC, and other campus and off-campus associates and course offerings, serve to round out the curriculum. Students seeking to build upon their respective learning plans may do so by way of courses and learning experiences in social science research methods, museum anthropology, social history, VRML-based multimedia and software development, geographic information systems, and telecommunications.

The Institute for Archaeology has the mandate of provisioning 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 that include:

- Alta California mission research
- Ancient technologies and cultures
- Modern material cultures
- Virtual museum
- Museum education

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

Institute for Community Networking

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."

Using a Silicon Graphics Indy and Netscape server software, ICN has developed an on-line, project-based learning laboratory for CSUMB students and community members who are interested in the social, behavioral, and policy aspects 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, on-line 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.

ICN is dedicated to the study of "virtual communities," "virtual identities," and the emerging global community of the Internet. The social psychology of on-line 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, publish, and present their findings at regional and national community networking conferences

Some of the specific projects and research supported by CSUMB's Institute for Community Networking include:

- Native American Public Telecommunications prototype Web site
- The DLA Financial Journal, a multi-ethnic 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.

For more information call 831-582-3625, email george_baldwin@monterey.edu, or visit the ICN Web site at: <http://indian.monterey.edu> (or <http://www.icn.org>).

Institute of GIS and Spatial Analysis

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 the development and application of GIS continue to grow, 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 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. 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 discipline and for people who are professional GIS managers and technicians.

The study of Geographic Information Systems (GIS) requires a core of basic knowledge, in-depth understanding of the state-of-the-art technology, proficiency of computer skills, and demonstrated ability of conducting complex spatial analysis. This Institute offers nationally certified GIS training courses both at introductory and advanced level. There are service learning opportunities as well which give students experiences in real-world GIS applications. CSUMB has developed cooperative arrangements with the Census Bureau and serves as an electronic repository and collection 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>).

By its very nature, GIS programs must be interdisciplinary. GIS-related teaching, research, and community services facilitate integration of pedagogical effort at 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
- Retail site selection and market analysis using GIS



- Wildfire mapping and simulation
- Digital spatial database for the Monterey Bay National Marine Sanctuary

Institute for Mexico and U.S./Mexican Studies

The Institute for Mexico and U.S./Mexican Studies 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.

The Institute is taking initial steps to establish learning opportunities using project-based learning and internships in Mexico for SBSC and other CSUMB students. All of this Institute's teaching initiatives in Mexico feature experiential learning projects and internships. Both have an instructional component emphasizing service learning and hands-on learning of Mexican culture and society. They also feature working in collaboration with students from Mexican universities.

Some of the activities sponsored by the Institute for Mexico and U.S./Mexican Studies include:

- Applied research summer program in Mexico
- Crisis and development in Mexican society, an international Internet learning experience
- Ethnographic research in a multimedia, electronic environment

Institute for Pacific Rim Studies

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 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, the Institute of Pacific Rim Studies 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

Together with other institutes, the Institute for Pacific Rim Studies sponsors the annual Social Justice Colloquium Series. The inaugural colloquium in 1997, which focused on the issues of social justice for Vietnam and the United States, was jointly sponsored by the Institute for Pacific Rim Studies and the Institute for Social History. As an ongoing effort, the Institute for Pacific Rim Studies collaborates with other institutes, students and staff to plan and organize the 1998 social justice colloquium which focuses on Fort Ord, CSUMB, and the diversity in the Monterey Bay region.

<http://www.csumb.edu/academic/institutes/prs/>

Institute for Social History

CSUMB's Institute for Social History seeks to foster historical research that explores the social histories of third-world peoples in terms of relations among themselves and with the United States. This Institute encourages historical research into the social, economic, and political impacts of those relations on people living in the United States. The potential is to create a new subfield in social history that would be at once interdisciplinary, methodologically innovative, theoretically heterogeneous, and cross-cultural.

The Institute for Social History provides support for innovative teaching and research in comparative social history at CSUMB, with particular emphasis on:

- Meeting the needs of the working class and historically undereducated and low-income populations
- Helping to fulfill CSUMB's commitment to a multilingual, multicultural, intellectual community in partnership with existing public and private institutions in the Monterey Bay area
- Using integrated and experimental technologies for the enrichment of learning
- Collaborating across disciplines and centers through team teaching and linked courses to promote a holistic approach to the study of comparative history

For more information about CSUMB's Social and Behavioral Sciences Center's academic program, contact:

- California State University, Monterey Bay
Social and Behavioral Sciences Center
100 Campus Center, Building 17
Seaside, CA 93955-8001
- 831-582-3890
- Fax: 831-582-3566
- Email: info@zapata.monterey.edu
- <http://www.monterey.edu/academic/centers/sbsc>





In 1997-1998 alone, 770 CSUMB students provided 23,100 hours of service to 125 community agencies as part of their service learning commitment. The monetary benefit to the community, if the students had been paid minimum wage, is \$127,050.



Institutes

- Institute for Community Collaborative Studies
<http://iccs.monterey.edu>
- Institute for Global Learning
- Institute for Liberal Studies
- Institute for Management and International
 Entrepreneurship (Business)
- Institute for Professional Development
- Institute for Field-Based Teacher Preparation

Academic Programs

<http://www.csumb.edu/academic/centers>

- Collaborative human services,
 bachelor of arts degree 831-582-3565
- Global studies, bachelor of
 arts degree 831-582-3728
- Liberal studies, bachelor of
 arts degree 831-582-3981
- Education, master of arts degree 831-582-4094
- Management and international
 entrepreneurship (business),
 bachelor of science degree 831-582-4232
- Teaching credential, multiple subject
 (bilingual) cross-cultural, language,
 and academic development
 (CLAD/BCLAD) certificate 831-582-3639

Information

- California State University, Monterey Bay
 Collaborative Education and
 Professional Studies Center
 100 Campus Center
 Seaside, CA 93955-8001
- 831-582-3981
- <http://www.csumb.edu/academic/centers/#ceps>



The Collaborative Education and Professional Studies Center provides access to an academic community of learners, and excellence in programs that are learning-centered, interdisciplinary, collaborative, and diversity-oriented. In keeping with CSUMB's Vision, faculty and students learn, discover, examine, preserve, and transmit knowledge, wisdom, and values to one another in an academic environment of mutual respect.

The Center's programs engage students in interdisciplinary learning experiences for active learning in classrooms on and off campus, in the community, and in business contexts to equip students with knowledge, skills, and values that are indispensable to professional competence and quality of personal life.

The academic programs integrate service learning and provide students with the tools necessary for becoming contributing members in our ever-changing, technological, pluralistic society. Students help to construct theory from experience as well as apply theory to practical situations.

The Collaborative Education and Professional Studies Center is committed to internal and external collaboration. The process of designing, developing, and implementing programs involves CSUMB faculty and professionals from K-12 schools, community organizations and agencies, and businesses throughout our tri-county service area. These schools and organizations are collaborative partners in planning, developing, and delivering the Center's programs. CSUMB's collaborative bridges bring knowledge and experience to offer high-quality, state-of-the-art programs that meet the educational needs of the region, the state, and the world.

The Collaborative Education and Professional Studies Center houses five institutes:

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

The following academic degree programs are offered through the respective institutes:

- Collaborative human services, bachelor of arts degree
- Global studies, bachelor of arts degree
- Liberal studies, bachelor of arts degree
- Education, master of arts degree
- Management and international entrepreneurship (business), bachelor of science degree
- Teaching credential, multiple subject (bilingual) cross-cultural, language, and academic development (CLAD/BCIAD) certificate

Institute for Community Collaborative Studies

Program Philosophy and Goals

The Institute for Community Collaborative Studies (ICCS) offers a bachelor of arts degree program in collaborative human services. This major is designed to prepare entry-level professionals for the human service organization of the 21st century. Regardless of the field, each new professional must be able to contribute to the efficiency of the agency in a turbulent era in human service delivery.

In the future, the human service agencies and their employees will be measured by innovation and adaptation to changes in the external environment. Graduates of this program will be equipped with the fundamental skills to meet these challenges by mastering the theory and practice of interorganizational cooperation, be proficient in the use of electronic technologies, possess sound critical thinking and analytical skills, be steeped in the values and ethics foundation of human service practice, and be adept at serving populations of clients whose ethnic, racial, and cultural backgrounds are different from his/her own.

The collaborative human services program also provides students with ample preparation for entry into graduate-level professional education. Graduates of the collaborative human services major will be well-prepared to compete in the applicant pool for graduate programs in social work or social welfare, community health, public safety, and recreation management. This stems from the major's commitment to the philosophical foundations discussed in the following subsections.

An Integrative, Multidisciplinary Approach

The major has two "anchor" disciplines at its core: social work and management. Both anchor disciplines are based throughout the core of the major. Social work training provides the case management skills which have become fundamental in all human services endeavors and provides a firm grounding in the values and ethics of the helping professions.

Since the objective of the major is not to produce a free standing, or "super" professional, management skills will be critical for their professional advancement. The students develop interactive systems management skills as part of their preparation to serve a human services brokering role with clients of public and nonprofit agencies under the guidance of a certificated professional.

The Community is the Classroom

Field education enjoys a long-standing role in the training of human service professionals. Institute faculty work jointly with service providers in CSUMB's tri-county area to ensure a wide variety of placement opportunities for students. The learning objectives for the field placements differ from traditional service learning in their focus on the development of specific professional competencies related to the human services.

Each practicum is tailored to correspond with coursework, the acquisition of the major, and university learning requirements. Human services professionals in the field also participate in evaluating the students' portfolios submitted in fulfillment of the graduation requirement. Public sector agencies have indicated they will provide a job market for the students upon graduation.



Strong Foundation in Human Service Ethics and Values

Students graduating from this program must have, and the curriculum must provide, a firm understanding of the values of the human service professions and the related ethical implications. Among these values are the regard for individual worth and dignity, confidentiality of client communications, the right of clients to self-determination, fairness, responsibility to community, and nonmaleficence.

Preparation for the major includes educational experiences within a broad range of academic disciplines, including a strong foundation in the social and behavioral sciences. Students must have direct knowledge of social, psychological, and biological determinants of human behavior and of diverse cultures, social conditions, and social problems. Students anticipating majoring in collaborative human services use the opportunity of their lower-division learning experiences to gain the foundations which are prerequisite to the major.

Prerequisites to the collaborative human services major are typically taken during the freshman and sophomore years and are included in the university learning requirements:

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

Similar to all CSUMB students, the collaborative human services students must complete two types of graduation requirements: 1) university learning requirements (ULRs) and 2) major learning outcomes (MLOs). Refer to the university learning requirements subsection of this catalog for details on the ULRs.

Major Learning Outcomes (MLOs)

The major learning outcomes of the collaborative human services program are conceived to help students develop the knowledge and skills required to work in integrated human services delivery systems through intensive study, field practicums, and competence-based assessment. They were developed in conjunction with professionals from a broad range of human service agencies in the region and approved by the Institute's Advisory Board. The major's competencies build upon those acquired to meet the university learning requirements and include:

- Collaboration: Demonstrate ability to collaborate with others in decision making, learning, completing tasks, and applying knowledge of group process and group interaction.
- Knowledge of human services practice: Demonstrate knowledge of fundamental practice and skills of each of the major human service fields and those issues common to all areas of human services delivery.
- Ethical foundations of human services: Demonstrate the 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.

- Professional communication: Demonstrate critical listening skills and oral communication of complex ideas to others using correct English. Produce a high-quality written text, using correct grammar, punctuation, and word usage, comparable to that which could be submitted to a California court of law.
- Statistics and research methods: Demonstrate knowledge of fundamental statistics and their application to human services practice and research.
- 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.
- Systems management: Understand and begin to develop the skills necessary to manage complex systems of human service delivery. This includes managerial skills training in the use of process reengineering, mapping, and other systems management tools.
- Leadership: Understand and begin to master the ability to motivate others by promoting a shared vision in others and the skills necessary to set clear direction for others and move them toward completion of a project.
- Finance: Ability to understand the budgeting process and how to work creatively with the financial management of public agencies and nonprofit organizations.
- Data management: Ability to organize and facilitate the development of community data networks and Web sites.
- Mediation/conflict resolution: Demonstrate an understanding of the dynamic of human negotiation among conflicting interest groups and how to achieve mutual agreement.



Core Curriculum

The core curriculum is designed to provide more structured learning opportunities for students to master the major learning outcomes. Students are invited to propose alternative methods for acquiring these competencies.

The core curriculum for the major involves two tiers of learning. The first tier is composed of 300-level courses which include an orientation to the foundations of human services delivery. In this learning phase, students study the basic tenants of each of the human services fields ranging from social work and community health, to public safety and parks and recreation. These courses explore their respective philosophical assumptions and value systems which frame their orientation to the clients they serve.

Additionally, students are exposed to the external environmental (e.g., political, demographic, and economic) factors which have an impact on their approaches to delivering services. Finally, students are introduced in this first upper-division year to the principles of collaborative human service delivery. As part of this first year in the major, the students commence their field practicum experience with local human services agencies involved in collaborative models of service delivery. The recommended core curriculum is consistent with the minimum standards required by the California State Merit System and the Council on Social Work Education.

For a description of courses, refer to collaborative human services (CHS)-designated courses in the *Course Descriptions* section of this catalog.

Assessment

The students in the program are assessed for their progress toward the achievement of the previously listed competencies in the following ways:

- Through the course instructors who evaluate the student's classroom performance according to the competencies for the major
- Through structured field-based evaluation as part of their field work
- Through an assessment panel prior to graduation composed of instructors and practitioners in the field who evaluate the student's portfolio of work completed in her/his senior year based upon the standard competencies for the major

On an interim basis, a number of the competencies are assessed primarily in the context of the core courses.

Field Placements

Education in the field is an integral part of the collaborative human services major. Students earn part of their required 400 hours in the field by taking the "FP" component of the core courses. Each "FP" credit requires an average of four hours in the field each week of the semester. Learning contracts are written specifying learning objectives for each placement. The contract also specifies the respective responsibilities of the student, agency, and university associated with the placement.

Institute for Global Learning

Academic Philosophy

The global studies program is broadly interdisciplinary and learner-centered, rather than teacher-centered and confined to a single academic discipline. In fact, the program integrates the study of earth systems with the study of social systems, thereby transgressing the traditional disciplinary boundaries between the "social" and "natural" sciences. The program also offers opportunities for applied learning, field studies, and work-study experiences that link academic learning to concrete and daily practices.

The global studies program 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. There is hardly any aspect of contemporary human existence that is not, in some way, affected by the increasing global interdependency of humanity. The program seeks to equip graduates with a comprehensive awareness of the multidimensional nature of this 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 curricular design of the global studies bachelor of arts degree 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, or the knowledge they need to comprehend, analyze, and evaluate globalization (increasing global interdependency) of contemporary human and natural systems. The global studies curriculum is also designed to provide students with competency in the knowledge and skills needed to pursue successful careers and perform effective roles in transnational relations and global affairs.

Global studies provides a specific emphasis on the peoples, relations, issues, and problems of the Pacific Rim region. This does not mean that the global studies program fails to focus on other regions of the world. 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. Limited resources, CSUMB's geographic location, and the nature of current and future employment opportunities justify the program's emphasis on the Pacific Rim for the next five years. As the amount of resources available to the global studies program increases, the program will provide additional emphases besides the Pacific Rim region.



An important distinguishing aspect of the global studies program is the emphasis that it places on the study, work, volunteer service, and internship in one or more countries or cultures. This applied nature encourages students who major in global studies to engage in independent study projects, faculty-led learning experiences, work-study arrangements, volunteer service opportunities, and internships in another country or cultural communities in California.

Global studies relies upon a variety of teaching and learning strategies that involve, empower, and challenge underrepresented students. For example, by involving students in learning experiences such as the Model United Nations, the program gives them an opportunity to learn research skills, the ability 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. Through service learning and internship experiences, as well as field and overseas studies, students in the program also gain first-hand experience in international and global affairs.

The global studies program retains an emphasis on content but goes further in also emphasizing process. It does this by taking a learner-centered approach that is based on the facilitation of student learning and the achievement of clearly defined learning outcomes that can be demonstrated through various forms of assessment.

The faculty engaged in developing and providing the global studies program are committed to ensuring that students learn in an intellectually open and challenging, highly creative, and emotionally meaningful learning environment. Such learning is also premised on the belief that effective learning for global citizenship requires a wide variety of methods of learning and evaluation. Various modes of learning, apart from classroom instruction, are used to engage students in the definition and achievement of their own learning and career goals. Cumulative portfolios and narrative evaluations instead of letter grades and numerical ratings are used to provide students with feedback and to assess their achievement of their own and the program's learning goals.

To achieve competency in the specific knowledge, skills and affective orientations required by the global studies to receive a bachelor of arts in this field of studies, students can choose between several modes of achieving competency as well as various modes of demonstrating through assessment that they have achieved the required competencies.

The modes of achieving competency provide a wide range of learning experiences from classroom-based learning to self-directed, independent study projects, and field studies. A variety of assessment modes are used to assess the competency of students in the different areas of knowledge, skills, and affective orientation required for completion of the degree program. The modes of achieving and assessing competency available to students for each of the specific learning outcomes in the global studies major will vary according to the nature of the requirement.

Major Learning Outcomes (MLOs)

Students start the major at a junior level when all or most of the university learning requirements or equivalent general education requirements have been completed. Since the global studies program, like other degree programs at CSUMB, is founded upon an outcomes-based approach to higher education, the program has been designed to give majors in global studies the opportunity to achieve competency in 13 areas of knowledge, skills, and affective orientations called major learning outcomes (MLOs). These major learning outcomes are:

- Planning for global learning and careers
- Archeology and ecology of globalization
- Global issues and the Third World
- Worldviews
- Global media and communications
- Gender and violence in global life
- Intercultural communication
- Service learning in global affairs
- Global political economy
- Global organizations
- Earth systems, social systems, and global life
- Global politics
- Synthesis and evaluation of global studies learning

There are many facets of the global mosaic, and the program is designed so that students can learn about the facets that interest them most. The 13 major learning outcomes provide the building blocks of knowledge and skills that students acquire in the global studies program.

Graduation Requirements and Learning Pathways

Students' learning of the core concepts as well as the knowledge, skills, and affective orientations they will need to pursue successful careers in global affairs is facilitated in the global studies program through a combination of learning outcomes, learning experiences, and modes of assessment. The Major ProSeminar and senior capstone, however, are classroom-based experiences.

This combination of instruction, learning, and assessment support the student's total learning process. They define goals and tasks which help students to achieve and demonstrate competency in the areas of knowledge, skills, and affective orientations they will need for successful careers in global affairs.



Classroom-Based Learning Experiences

While students may choose from a variety of learning experiences to satisfy the major learning outcomes of the global studies program as well as their personal learning goals, a series of classroom-based learning experiences have been developed by the faculty to assist students to achieve competency in the various major learning outcomes. The core curriculum for the global studies major is listed below.

Core Curriculum

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 Globe 310 Archeology and Ecology of Globalization
- MLO 3 Globe 320 Global Issues and the Third World
- MLO 4 Globe 330 World Views
- MLO 5 Globe 340 Global Media and Communications
- MLO 6 Globe 350 Gender and Violence in Global Life
- MLO 7 Globe 360 Intercultural Communications
- MLO 8 Globe 365 Global Studies Service Learning
- MLO 9 Globe 370 Global Political Economy
- MLO 10 Globe 380 Global Organizations and the Model United Nations
- MLO 11 Any ESSP course approved by faculty
- MLO 12 Globe 390 Global Politics
- MLO 13 Globe 400 Senior Capstone Experience

Special Features and Opportunities of the Program

The program is designed for students to achieve most of the required competencies for the major in global studies in learning experiences outside the conventional classroom. This will enable students who wish to combine work-study experiences, overseas study, field research, and community participation with classroom learning to obtain the bachelor of arts in global studies. The program 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. In this respect, the program is an innovative model for other programs that follow, both within the CSU system and at other institutions of higher education.

Additional Requirements

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 global studies program has begun to facilitate student participation in the authorized California State University Overseas International Programs.

Minor in Global Studies

Students may elect a minor in global studies by satisfying the three major learning outcomes addressed by the following three learning experiences/courses offered in the global studies program. In addition, they may choose a fourth major learning outcome and a corresponding learning experience that fits their particular interests and learning goals.

Students who chose to minor in global studies may elect any other learning experience in global studies that fits their particular interests and learning goals.

Employment Opportunities for Global Studies Graduates

The global studies degree program is designed to give graduates the cognitive, behavioral, and affective competencies that are needed for successful careers in international governmental organizations, international nonprofit service agencies, international educational institutions, transnational corporations, as well as other types of organizations, agencies, and institutions involved in global affairs. Graduates of the global studies program should have no difficulty qualifying for entry-level managerial and administrative positions in the majority of these types of organizations, agencies, and activities. Moreover, the program provides an excellent preparation for graduate studies in fields such as international law, international education, international relations, economics international management, political science, public administration, geography, regional planning, public health, policy studies, environmental studies, sociology, and women's studies.



Institute for Liberal Studies

The Institute for Liberal Studies directs an academic program that offers students an outcomes-based, interdisciplinary major integrating the arts, humanities, and natural, social, and technological sciences. The major emphasizes breadth across a variety of disciplines with a concentration in at least one academic discipline. The Institute offers a bachelor of arts in liberal studies, but students must select an area of focus.

The liberal studies focus is designed for those students who intend to become teachers in elementary schools. It is the state-approved waiver program (or subject-matter prerequisite) for the fifth-year in the Multiple Subject Credential Program. Approximately 85 percent of CSUMB's students have teaching aspirations. The liberal arts focus is designed for students seeking a generalist education and who plan to enter non-teaching professions such as social work, law, business, and graduate school in any discipline. Congruent with CSUMB's Vision, academic goals, and mission, and graduation requirements of CSUMB, the liberal studies/liberal arts major offers a foundation for professional careers by providing choices in academic and professional studies that prepare students for lifelong learning, professional work, graduate study, and entry into teacher education credential studies.

The number and variety of career opportunities for graduates from the CSUMB global studies program is increasing at an accelerating rate as the quantity and spectrum of international and transnational employers increases at an accelerating rate every year. The following is a list of the different categories of the literally thousands of employers who seek applicants with the kinds of knowledge, skills, and attitudes acquired by students who major in global studies 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 tional 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

In terms of occupational areas, the global studies program prepares students for careers in the following areas:

- International government and diplomacy
- International law and arbitration
- International education
- International journalism
- International health services
- International relief services
- International information and communications services
- International urban and regional planning
- International cultural affairs
- International tourism and hospitality services
- Professional translators and interpreters
- International human resources development and management
- International environmental protection

In these areas, additional educational preparation at the graduate level is often necessary. The global studies programs prepares students for admission into graduate education programs in these fields.

For more information on th global studies program, contact:

- CSUMB
Institute for Global Learning
100 Campus Center
Seaside, CA 93955-8001
- 831-582-3728
- Email: robina_bhatti@monterey.edu



Major Learning Outcomes

The major learning outcomes for the liberal studies program are:

- **LS MLO 1 Cross-Cultural Competence:** Ability to demonstrate competence in cross-cultural analysis that involves a working knowledge of one's own ethnic heritage and the ability to make constructive comparisons with that of at least one other ethnic group and includes application to community-based service projects.
- **LS MLO 2 Communications:** Ability to demonstrate competency in reading, writing, and speaking that includes critical thinking, the application of scholarly conventions, and the effective use of modern communications technology.
- **LS MLO 3 Second Language Communication:** Ability to demonstrate competency in reading, writing, and speaking a language other than English by successfully completing coursework through the third level of instruction (201) or by demonstrating the equivalent proficiency through assessment. American Sign Language, Italian, Japanese, Korean, and Spanish are currently offered. Other languages may be available through cross registration at nearby institutions. For students interested in earning a BCLAD credential, they should consider enrolling in learning experiences beyond the fourth level.
- **LS MLO 4 Multicultural Literatures:** Ability to demonstrate competence in the cross-cultural analysis of literature with an emphasis on the social and historical context in which literary works are created.
- **LS MLO 5 Communications Technology:** Ability to demonstrate competence in information processing and multimedia technologies that include the awareness of political and ethical issues as they may apply to the student's own areas of interest.
- **LS MLO 6 Social Sciences:** Ability to analyze social and economic problems currently confronted nationally and globally by situating those problems in cultural, historical, and political contexts, and also by applying knowledge of the physical and psychological dimensions of human growth and change.

- **LS MLO 7 Quantitative Literacy:** Ability to discuss basic mathematical principles and their application to real-world problems. Satisfaction of the ELM requirement is necessary to enroll in 100 level or higher.
- **LS MLO 8 Natural Sciences:** Ability to analyze complex scientific problems by applying and synthesizing concepts from the physical, earth, and life sciences.
- **LS MLO 9 Visual and Performing Arts:** Ability to communicate through creative expression in the visual and performing arts and to analyze artistic works from both cultural and historical perspectives.
- **LS MLO 10 Wellness and Recreation:** Ability to promote health and well-being in one's own life and in the lives of others by understanding the interrelationship of the physical, spiritual, and/or intellectual dimensions of experience.
- **LS MLO 11 Collaboration and Synthesis:** Complete a group project as a means of demonstrating the ability to collaborate effectively in groups and an individual project that synthesizes the interdisciplinary experience by examining a complex issue using at least three frames of reference (for example: artistic, sociological, and environmental).
- **LS MLO 12 Area Concentration:** Ability to complete a concentration demonstrating depth in an area of study, which may follow the guidelines of a specific program or be self-designed as an interdisciplinary cluster of learning experiences.
- **LS MLO 13 Field-Based Service Learning:** Contribute to the development of productive partnerships between community-based and school-based institutions and underserved groups. Provide appropriate documentation of the experience that also suggest implications for the student's own areas of interest.

For more information on the liberal studies/liberal arts academic program, contact:

- **CSUMB**
Institute for Liberal Studies
100 Campus Center
Seaside, CA 93955-8001
- 831-582-3981
- Email: priscilla_angulo@monterey.edu



Education Master of Arts Degree Program

The master of arts degree program in education is designed to help credentialed educators become effective teachers of, and teacher leaders for, the culturally and linguistically diverse students in the schools of this region. Coursework is framed within a cultural and linguistic pluralism paradigm. The program also develops the technological sophistication of its students, including their skill in applying technology to educational environments, as well as their ability to critique uses of technology.

Three core courses are required: ProSeminar in Multicultural/Bilingual Education, a research course, and the Capstone Seminar. Students develop a theoretical and research foundation for successful teaching in pluralistic contexts. Students complete an action research project, which is begun in the research course and completed in the Capstone Seminar. In addition, students develop competence in a second language through fourth-semester level. Coursework in a second language is provided as needed, as is assistance in determining the level of language competence. Students who enter the program with that competence will not need additional second language work.

Students also select a specialty area, which will consist of about five courses. Specialty area coursework combines theory with practical classroom curriculum and instruction, and will include hands-on work, and analyses of teachers' own classroom instruction. The two specialty areas currently available include:

- Social, bilingual/multicultural foundations specialty: In this specialty, credentialed teachers can complete the CIAD or BCIAD certificate. The specialty is completed through outcomes for five of the following courses: Culture, Cognition and Development; Literacy for Linguistic Diversity; Biliteracy, Pluralism, Politics and School Practices; Multicultural Curriculum Design; Technology as a Tool for Creativity; and Intellectual Traditions of the Chicano Community.
- Language, literacy and the arts: This specialty connects literacy, culture, language, and the arts as natural and creative outlets for children's learning. The specialty is completed through outcomes for five of the following courses: Literacy for Linguistic Diversity, Biliteracy, Emergent Literacy, Process Writing in the Classroom, Creative Dramatics, Advanced Children's Literature, and Technology as a Tool for Creativity.

Institute for Management and International Entrepreneurship

To provide innovative business education, CSUMB's Institute for Management and International Entrepreneurship offers a bachelor of science degree in management and international entrepreneurship (MIE). Consistent with the vision statement of CSUMB, the mission for the MIE program is:

- To provide opportunities that prepare learners to assume international management and entrepreneurship leadership
- To initiate entrepreneurial activities that lead to economic development and continuous improvement in organizational performance

Management and International Entrepreneurship Degree Requirements

Like all CSUMB learners, MIE majors must meet two types of graduation requirements:

- University learning requirements (see university learning requirements subsection)
- Major learning outcomes, including Major ProSeminar, Core I and Core II, senior capstone, upper-division service learning course, and program learning experiences

The MIE curriculum framework is designed to guide learners toward efficient attainment of these competencies while allowing learners the flexibility to customize MIE emphasis and to explore areas outside of MIE as learners complete university learning requirements (ULRs).



Major Learning Outcomes

The major learning outcomes in management and international entrepreneurship help learners develop the knowledge, skills, and understanding essential to fulfill their personal, social, and professional goals. Learners may fulfill these requirements and demonstrate their competencies by participation in structured (in-class) learning experiences at CSUMB in management and international entrepreneurship as well as in other CSUMB centers, project learning experiences, internships, global learning experiences, cooperative work experiences, and prior learning (such as personal, professional, and organizational experiences) and coursework at other institutions.

Learners completing a degree in MIE will be expected to demonstrate nine specific competencies identified below through either a built-in or custom-made assessment process. The nine MIE major learning outcomes are:

- Demonstrate understanding of, and value for, the role of entrepreneurship
- Demonstrate managerial skills (i.e., set goals, develop plans, create incentives, and allocate resource) to achieve action and results
- Show leadership, innovation, and willingness to change in pursuit of innovation and continuous improvement
- Demonstrate teamwork skills to transform capabilities into shared commitments and resources, creating collaborative processes, and desired outcomes
- Demonstrate effective communication with others inside and outside the learner's primary culture
- Demonstrate application of business tools and analytical skills to solve problems
- Apply information systems and technology tools for increasing both the efficiency and effectiveness of business processes, products, and services
- Acquire ethical and legal perspectives to promote just, fair, and caring transactions between people and agencies
- Demonstrate global and cross-cultural perspectives to improve interpersonal effectiveness for building global competitive advantages

The competencies are outcomes gained by learners within the CSUMB MIE transformation process. The MIE program defines managerial and entrepreneurial competence as a set of behavioral skills that, when performed well, contribute to superior enterprise performance.

Learners may fulfill these competencies by participation in structured (in-class) learning experiences at CSUMB in MIE and across the curriculum, elective learning experiences, internships, global learning experiences, cooperative work experiences, and prior learning (such as personal, professional, and organizational experiences).

Credits Required for the MIE Degree

The bachelor of science degree in management and international entrepreneurship (MIE) requires 132 credits of which 56 credits must be taken in the MIE major. As part of the 132 credits required for an MIE degree, learners must complete the university learning requirements (ULRs), the MIE prerequisite course requirements, the MIE major learning requirements, and they must demonstrate competency in the MIE major learning outcomes (MLOs).

MIE Prerequisite Courses (successful completion with grade "C" or better)

- Business Statistics (or any statistics course)
- Financial Accounting (or any basic accounting course)
- Macro Economicsd
- Micro Economics

These prerequisites are included in the 132 total credits required for a bachelor of science degree, but are not included as part of the 56 upper-division credits to be taken in the MIE major.

For a description of courses, refer to management and international entrepreneurship (MIE) designated courses in the Course Descriptions section of this catalog.

MIE Program Pathway to Graduation

Required foundation courses (successful completion with grade "C" or better) include:

- Major Proseminar, 8 credits
- Core I, 8 credits
- Core II, 8 credits
- Service Learning: upper-division service learning (preferably within the MIE major), 4 credits
- Electives (MIE 300-400 level courses), minimum 32 credits
- Senior Capstone, 4 credits

Special features and opportunities of the MIE program include:

- Distance learning
- Field trips including overseas trips
- Internships
- Practicum
- Scholarships
- Visiting lecturer series

Career and graduate study areas for MIE graduates include:

- Management for profit and nonprofit organizations
- Entrepreneurship
- International business
- Graduate studies in business, foreign services, education, and communication



For more specific information about the MIE major or academic program, contact:

- CSUMB
Institute for Management and
International Entrepreneurship (IMIE)
100 Campus Center, Building 82A, Room 101
Seaside, CA 93955-8001
- 831-582-4232
- Email: imie@monterey.edu

Institute for Professional Development

The Institute for Professional Development provides short- and long-term professional development opportunities for K-12 teachers and administrators. The professional development will be designed to add to, strengthen, and/or enhance participants' knowledge and skills in the areas of teaching and learning, school curriculum, current and emerging technologies, and their integration and use in schools and classrooms, and leadership.

The Institute for Professional Development collaborates with other campus institutes, external entities such as kindergarten through 12th grade schools, other universities, community organizations, agencies, and businesses in designing and planning collaborative professional development programs.

Institute for Field-Based Teacher Preparation

The Institute for Field-Based Teacher Preparation is committed to the development of teacher preparation programs that reflect a high degree of integration between theory and practice through a conscious effort of collaborative program development among public schools, the community, and CSUMB.

CSUMB offers a multiple-subject credential with a (bilingual) cross-cultural, language, and academic development emphasis (CLAD/BCLAD) program to award the credential. The program focuses on the preparation of teachers to work with a linguistically and culturally diverse student population. It is the mission of the program to develop teachers who are committed to developing learning environments that promote success for all students.

Multiple Subject CLAD/BCLAD Credential Requirements

The requirements to obtain a multiple subject teaching credential in (bilingual) cross-cultural, language, and academic development (CLAD/BCLAD) include:

- U.S. government course that includes coverage of the U.S. Constitution
- Competency in linguistics
- Competency in culture and cultural diversity
- Six semester credits of a foreign language (all six credits in the same language)
- Two letters of recommendation for being observed teaching culturally diverse children or working with culturally diverse children
- Two official sets of transcripts from all universities or colleges attended
- Successful completion of the CBEST
- Successful completion of the MSAT or receipt of a waiver letter from the designated university where a liberal studies degree program was completed

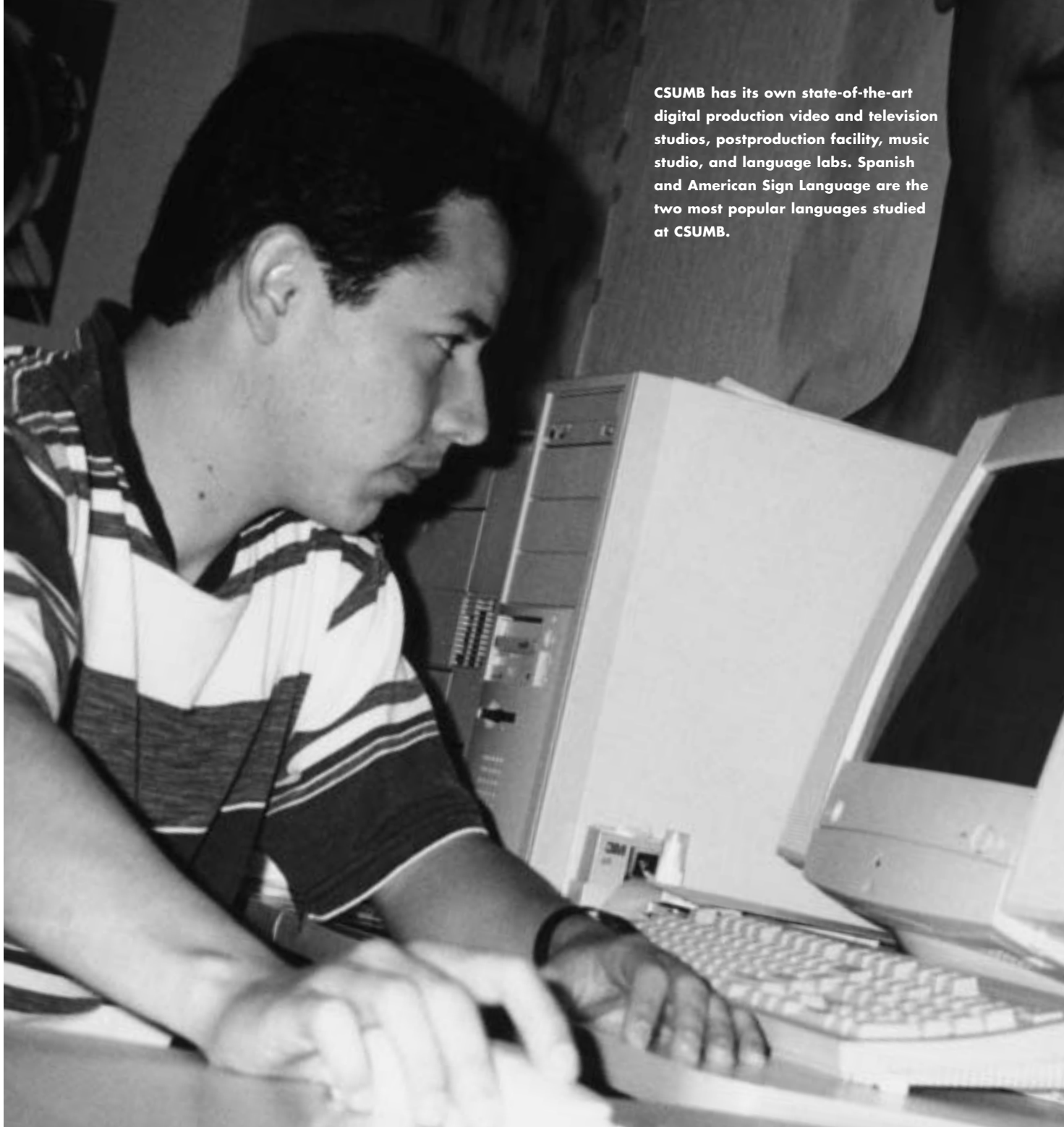
For a description of courses refer to liberal studies (LS)- and education (ED)-designated courses in the *Course Descriptions* section of this catalog.

For more specific information about the CLAD and BCLAD programs of the Institute for Field-Based Teacher Education, contact:

- CSUMB
Collaborative Education and
Professional Studies Center
Teacher Education Office
100 Campus Center
Seaside, CA 93955-8001
- 831-582-3639



Science, Technology, and Information Resources Center



CSUMB has its own state-of-the-art digital production video and television studios, postproduction facility, music studio, and language labs. Spanish and American Sign Language are the two most popular languages studied at CSUMB.



CSUMB students

forge LIFELONG friendships

Institutes

- Institute for Communications Science and Technology 831-582-3621
<http://icst.monterey.edu/>
 Email: icst@monterey.edu
- Institute for Earth Systems Science and Policy 831-582-4120
<http://essp.monterey.edu/>
- Watershed Institute. 831-582-3685
<http://www.csumb.edu/academic/centers/inst-watershed/>
- Institute for Indigenous Science, Language, and Culture 831-582-3516
- Institute for Mathematical Sciences and Applications. 831-582-4118
 Email: cyrus_pardis@monterey.edu
<http://math.monterey.edu/>
- Institute for Teledramatic Arts and Technology 831-582-3750

Academic Programs

- Telecommunications, multimedia, and applied computing, bachelor of science degree 831-582-3621
 Email: icst@monterey.edu
- Earth systems science and policy, bachelor of science degree 831-582-4120
 Email: earth_systems_science@monterey.edu
- Marine science, master of science degree (with Moss Landing Marine Laboratories). . 831-582-4120
- Teledramatic arts and technology, bachelor of arts degree 831-582-3750
 Email: tar@monterey.edu

Support Functions

- Media Production Lab 831-582-4080
 Email: mlc@monterey.edu
- Instructional Media Services. 831-582-3755
<http://services.monterey.edu/nms/>
- Spatial Information, Visualization and Analysis (SIVA) Resources Center 831-582-3072
- Library Learning Complex 831-582-3733
<http://library.monterey.edu/>

Information

- California State University, Monterey Bay
 Science, Technology, and Information Resources Center
 100 Campus Center
 Seaside, CA 93955-8001
- 831-582-3524
- Email: stir@monterey.edu
- <http://www.csumb.edu/academic/centers/#stir>



Science, Technology, and Information Resources Center

CSUMB's Science, Technology, and Information Resources Center's mission is to empower CSUMB's learning community by providing:

- Broad-based, integrated approach to the study of science, technology, and applied mathematics
- Access to a wide variety of information resources
- Technological infrastructure to support the continuing development of CSUMB's culture of innovation
- Framework for making informed and ethical choices in the information age

The Science, Technology, and Information Resources (STIR) Center is organized around five institutes, from which four academic programs and support functions are administered.

STIR Center's Institutes

The STIR Center's academic components include institutes in which study is organized thematically and topically with an emphasis on finding workable solutions to important local, regional, national, and global problems. In their studies, students will gain the knowledge and practical skills necessary to adapt and succeed while making useful contributions in a rapidly changing world. The academic institutes are:

- Institute for Communications Science and Technology
- Institute for Earth Systems Science and Policy
- Watershed Institute
- Institute for Indigenous Science, Language, and Culture
- Institute for Mathematical Sciences and Applications
- Institute for Teledramatic Arts and Technology

Academic Programs in the STIR Center

There are four broad-based academic programs in the STIR Center:

- Telecommunications, multimedia, and applied computing, bachelor of science degree
- Earth systems science and policy, bachelor of science degree
- Marine science, master of science degree (with Moss Landing Marine Laboratories)
- Teledramatic arts and technology, bachelor of art degree

The telecommunications, multimedia, and applied computing major is administered within the Institute for Communications Science and Technology. The earth systems science and policy major is administered within the Institute for Earth Systems Science and Policy. The teledramatic arts and technology (TAT) program is administered within the Institute for Teledramatic Arts and Technology.

Support Functions of the STIR Center

The STIR Center also 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 for education. These campuswide units are:

- Communications and computing resources
- Instructional media services
- Spatial information, visualization, and analysis resources
- Library and electronic resources
- Curriculum and technology integration

Media Learning Complex

CSUMB's Media Learning Complex (MLC) in Building 18 is a full-service, multimedia, telecommunications, and applied computing education and production facility. It provides the specialized tools, facilities, and services needed by individuals, businesses, and organizations to effectively communicate in an electronic age.

For more details about CSUMB's Media Learning Complex, call 831-582-4080.

Instructional Media Services

Instructional Media Services (IMS) is a campuswide resource for graphics and digital media production. It provides CSUMB students, faculty, and staff with a full range of media production and copying services, equipment, and technical assistance to meet their communication needs. It provides the specialized tools, facilities, and services needed by individuals, businesses, and organizations to effectively communicate in an electronic age.

Students, faculty, staff, and media professionals involved in the creation of artistic and commercial multimedia materials, including film and video studios, producers, production and postproduction houses, CD-ROM publishers, advertising agencies, and entertainment software developers, may use CSUMB's state-of-the-art media



production and telecommunications resources. Local businesses, community associations, corporate trainers, and educators may utilize the meeting and presentation resources for their workshops, training, distributed learning, and teleconferencing needs.

CSUMB students involved in service learning projects working under the supervision of instructors at the Media Learning Complex are available to assist small businesses, start-up groups, and community and educational organizations on specific projects including construction of a World Wide Web home page, set-up of local area networks, and creation of multimedia presentations.

For more details on the specific services provided by CSUMB's Instructional Media Services, call 831-582-3755.

Spatial Information, Visualization, and Analysis Resources Center

CSUMB's Spatial Information, Visualization, and Analysis (SIVA) Resources Center provides a wide range of state-of-the-art computer resources designed to address campuswide needs for the handling, visualization, and analysis of 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 is a place for academic program learning activities including classes in Geographic Information Systems (GIS), remote sensing (from aerial photography to satellite imagers), mapping with the Global Positioning System (GPS), spatial modeling and analysis, scientific data visualization, and students' capstone and service learning projects.

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

Currently, the SIVA Resources Center has the following specific resources (housed in Buildings 46 and 47):

- Silicon Graphics (SGI) and PowerMac Visualization Lab containing 12 SGI Indys, served by an SGI Challenge L and an SGI Onyx, and 8 PowerMacs
- Pentium GIS lab containing 12 Pentium Pros
- Four projects rooms containing Trimble GPS base-station and mobile field units, supporting computers, and workstations for full-time and part-time grant-funded projects staff
- An ever growing set of geographic information systems files for the Monterey Bay area and the state of California
- Software resources that support the handling of remotely sensed data, image processing, the 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.

Library and Electronic Resources

CSUMB's Library Learning Complex is a sophisticated information research and technology resource facility that features an emphasis on electronic resources. For details of the Library's services, call 831-582-3733.

Curriculum and Technology Integration

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 to incorporate technology into their teaching, learning, and assessment, as well as their research and entrepreneurial activities. This extends beyond providing skills training to the improvement of the way we teach and learn with technology. This cross-campus collaborative works across disciplines to explore innovative ways of using technology in teaching and learning, and to use a coordinated effort to acquire equipment (including software) to facilitate these activities.

Distance and On-Line Learning (DOLL)

CSUMB is dedicated to integrating new technologies to deliver the highest quality and diversity in educational experiences. CSUMB offers through its distance and on-line learning (DOLL) programs an ever-growing curriculum of excellent distance education programs. Now, students need not travel to or attend a particular university to take advantage of its special course offerings.

Students may register at CSUMB to take offered DOLL courses from other participating universities to meet their learning requirements and for educational enrichment. Students participate in classes via two-way simultaneous-broadcast in specialized classrooms designed for distance learning which allows students and instructors to see and hear one another.



Faculty Development

Part of CSUMB's mission is to explore innovative techniques of teaching, learning, and assessment via information technology. This campuswide group personally shares its experiences and expertise with others through seminars and workshops. The group also provides information and challenges assumptions through on-line forums. While focusing on faculty, the staff recognizes and encourages groups of faculty, staff, and students to collaboratively "seize the day" and take advantage of CSUMB's technological environment. As a member of the New Media Centers consortium of universities and corporations around the world, many activities take advantage of off-site as well as on-campus expertise.

New Media Center

CSUMB is a member of New Media Centers (NMC), a nonprofit organization empowering educators to change the way people learn. The 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, the New Media Centers creates a collaborative network of institutions and corporations serving as a catalyst to integrate new media into education and to develop new models for innovation.

Institute for Communications Science and Technology

Telecommunications, Multimedia, and Applied Sciences Major

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. The telecommunications, multimedia, and applied computing (TMAC) bachelor of science degree program is designed to provide students with the knowledge and skills to participate in the ethical development and use of new technologies.

The TMAC major combines the creative and technical aspects of modern computer technology to create, manage, deliver, and present information in a variety of different forms. It encompasses the study of computers and how they are designed to process information, the design and development of software for a variety of purposes, the transmission of information between machines and from machines to people, the mathematical tools needed to organize and interpret that information, the use of media tools and design principles to develop aesthetic products that inform and provoke thought, and the new media and its representation of information.

Although this bachelor of science degree program emphasizes a range of technical concepts and skills, substantial emphasis is placed on the application of these technologies, on the ability to work collaboratively in the solution of problems, and how to communicate those solutions effectively. Consonant with the vision statement of CSUMB, all students in this program will be required to use their acquired knowledge and skills in community service work, and will engage in entrepreneurial activities related to their major.

Industry Relationships

This program takes its cues not only from traditional academic programs, but also from relationships with industry. CSUMB's location (less than one hour from Silicon Valley, the greatest concentration of hardware and software producers in the world, one and a half hours from the San Francisco area with its great concentration of creative artists and content developers) helps immensely in this regard.

The Institute has established direct working relationships with a number of trend-setting companies such as Silicon Graphics, SUN, Sony, Apple, Netscape, and Hewlett Packard. These companies provide the latest in hardware and software and advise CSUMB annually in the directions the Institute needs to pursue as it evolves its dynamic program. They also provide rich internship and employment opportunities for our students.

Telecommunications, Multimedia, and Applied Computing Curriculum

Program of Study

The program of study for the TMAC major is structured as follows:

- University learning requirements (ULRs): Students are required to demonstrate a set of required outcomes common for all majors. The ULRs are generally completed as part of lower-division studies.
- Major Learning Outcomes (MLOs): Students are required to demonstrate a set of four major learning outcomes.
- The Major ProSeminar: This required learning experience is designed to introduce students to the major and is generally taken when the student has completed the ULRs and enters the major. It is at this level that students design their individual learning plans, and in so doing choose learning experiences relevant to those plans, in consultation with their advisor.



- Individualized learning plan (ILP): Students will follow a plan of learning experiences developed in the ProSeminar. These experiences comprise course modules, collaborative projects, fieldwork, seminars, and independent work, and are designed to prepare students for the capstone project experiences. This major has a set of core outcomes (required of all majors), two specializations (each student will select either the design or technology specialization), and advanced outcomes (required of all majors).
- The capstone: The capstone involves a yearlong sequence of learning experiences that results in the creation of a professional quality information product or system. Students enroll in the required capstone learning experience during the last two semesters of their program to assure completion of the advanced outcomes (required of all majors).

Major Learning Outcomes (MLOs)

The major learning outcomes (MLOs) are in 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), and the advanced outcomes (required of all graduates, primarily as part of the capstone courses). The core and capstone outcomes for both specializations are identical, thus providing an overview of both design and technology. Students who wish to integrate both technology and design in their specialization must submit a written ILP, incorporating MLOs from both specializations, to a faculty advisor for approval. The four groups of MLOs are outlined in this section.

CST Core Outcomes

The CST core outcomes required for all students in the TMAC major are listed below. For more information visit the Web site at <http://icst.monterey.edu/>.

- C1. Knowledge of computers
- C2. Design
- C3. Programming
- C4. Telecommunications
- C5. Mathematics
- C6. Service learning

CST Design Outcomes

The five CST design outcomes are required for all students in the design specialization of the TMAC major. There are a number of courses, taken individually and in combination, which will provide the opportunities for students to develop the skills and concepts to fulfill these major learning outcomes. In the design specialization, there is not a one-to-one correspondence between learning experiences and outcomes. Thus, the paths students will take to fulfill their outcomes will differ, depending on the students' ILP, their career goals, and the focus of their specific program. Students will demonstrate competency in the outcomes via their portfolio items, including the capstone project. The five design outcomes are:

- D1. Planning and management of design projects
- D2. Interactive media
- D3. Communication through a variety of electronic delivery systems
- D4. Instructional technology principles
- D5. Aesthetics and design principles

CST Technology Outcomes

The CST technology specialization outcomes are required for those students completing the technology specialization in the TMAC major. There are eight technology specialization outcomes, two of which currently overlap with the core. There are a number of courses which provide opportunities for students to develop the skills and concepts to fulfill these major learning outcomes. In the technology specialization, there is not a one-to-one correspondence between learning experiences and outcomes. Thus, the paths students will take to fulfill their outcomes will differ, depending on the students' ILP, their career goals, and the focus of their specific program. Students will demonstrate competency in the outcomes via their portfolio items, including the capstone project. The technology outcomes are:

- T1. Programming
- T2. Software design issues
- T3. Operating systems
- T4. Principles of telecommunications
- T5. Mathematics
- T6. Interface outcome
- T6a. Graphics and imaging
- T6b. Sensing and control
- T7. Computing outcome
- T7a. Internet programming
- T7b. Database
- T7c. Embedded programming
- T7d. Compilers and languages
- T8. Networking outcome
- T8a. Advanced networking
- T8b. Communications standards and industry
- T8c. Networking management
- T8d. Network protocols for multimedia



CST Advanced Outcomes

The CST Advanced Outcomes are required for all students completing the TMAC major. Most students will complete these requirements while preparing for, and working on, their capstone project, as part of their capstone learning experience (CST 400).

The student's graduation is based on the demonstration of competence in the outcomes for core, technology or design specialization, and advanced outcomes. Documentation of the ILP is the last step in the progress towards graduation and represents the successful completion of the individualized work plan.

- A1. Capstone project
- A2. Professional writing
- A3. Professional oral presentation skills
- A4. Project management
- A5. Social and ethical dimensions
- A6. Collaboration

Degree Outcomes

Advancement through the degree program is measured by completion of outcomes rather than the traditional transcript analysis. These outcomes involve demonstrated proficiencies that can be obtained by completing recommended course modules, but that often can also be achieved by other means, including:

- Completion of a formal learning experience that addresses those outcomes
- Prior experience captured in an outcomes portfolio for faculty evaluation according to set standards.
- Self-directed learning/independent study in cases where group learning experiences are not available.

Upon entrance to the degree program, all students enroll in the Major ProSeminar. In this ProSeminar, students explore career paths and future goals, and examine the core outcomes of the program. They also develop an entry-level portfolio and an ILP.

With the help of a faculty advisor, students self-evaluate and determine the outcome competencies they already have achieved, and those yet to be acquired in the pursuit of their chosen paths. In the course of acquiring those competencies, students assemble a major portfolio which demonstrates those competencies, and which is evaluated as part of the capstone experience.

Assessment

Assessment can take place in a variety of ways. Students are responsible for creating and maintaining a multimedia portfolio of their work that includes the following kinds of assessment items:

- Project outcome reports or other appropriate documentation
- Exams, both in-class and outside
- Evidence of prior learning experiences
- Presentations, both single and collaborative

Some assessment requires participation in in-class learning experiences. For example, the capstone sequence learning experiences and the Major ProSeminar are required for all majors.

Graduation Requirements

Graduation is based on the assessment of the outcomes listed for core, technology or design specialization, and advanced outcomes. Documentation of the ILP is the last step in the progress towards graduation and represents the successful completion of the individualized work plan. Degrees are conferred upon successful completion of the student's learning plan and of university learning requirements.

For more information about CSUMB's technology, multimedia, and applied computing academic program, contact:

- CSUMB
Institute for Communications Science and Technology
100 Campus Center
Seaside, CA 93955-8001
- 831-582-3621
- Email: icst@monterey.edu
- <http://www.icst.monterey.edu>

Institute for Earth Systems Science and Policy

Academic Philosophy

The earth systems science and policy (ESSP) program 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.

The three overarching goals that unite the earth systems science and policy program are:

- Develop students with a comprehensive understanding of the science necessary to analyze environmental problems, and with an ability to evaluate the economic and policy factors that guide environmental decision making.
- Enable students to use a systems approach to create effective and sustainable solutions to environmental problems that have biological, physical, and social dimensions.
- Educate students who will be qualified to continue on in ethical and rewarding career pathways, and who, as private citizens, will become community leaders in critical thinking about complex environmental issues.



Hands-On Learning

ESSP emphasizes applied, field-oriented learning. Students have access to an unparalleled array of environmental resources, technologies, and world-class 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 drive of CSUMB.

Applied Technology

A 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. These technological tools enable students to learn and apply computer simulations, sensor technology, image processing, data visualization, information systems, and ecological analysis and modeling methods.

Partnerships and Collaborations

Moss Landing Marine Laboratories (MLML), the Monterey Bay Aquarium Research Institute, UC Santa Cruz, UC Berkeley, Stanford University, Hopkins Marine Station, the Naval Postgraduate School, NASA/Ames Research Center, the Monterey Institute of International Studies, the Monterey Institute for Research in Astronomy, and many other world-class centers for environmental research and technology are located nearby. Active collaborations are established with most of these institutions.

With the approval of an advisor, ESSP students also have the opportunity to enroll in selected economics and policy courses at the Monterey Institute of International Studies 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.

ESSP Curriculum

Before graduating with a bachelor of science degree in the ESSP program, all students must meet high standards for competency in core areas of science, technology, economics, and policy. In their junior and senior year, each student expands on these core strengths through an individualized learning plan, a sequence of classes, and other learning experiences designed in consultation with faculty.

Some of the general areas of concentration within the ESSP program are marine science, ecology, watershed systems, economics, policy, and advanced technology. Due to the popularity of the marine science concentration, ESSP is working to expand its marine science course offerings. The innovative nature of the ESSP program also makes it possible to construct an integrated course of study within the ESSP program. To graduate with a bachelor of science degree in earth systems science and policy, each student must demonstrate satisfactory mastery of all university learning requirements including Major ProSeminar, service learning, and the senior capstone:

ESSP Major ProSeminar

The Major ProSeminar is a required course that guides all ESSP majors through the process of clarifying their life goals and developing (or refining) their learning plan. Particular emphasis is placed on the selection of an academic advisor and the courses for an upper-division concentration.

Service Learning

An upper-division service learning course enables ESSP students to integrate community needs, civic values, and academic skills through direct involvement, analysis, and reflection.

Capstone Project

The ESSP curriculum culminates in the 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.

ESSP Major Learning Outcomes (MLOs)

Students must also satisfy each of the 10 ESSP major learning outcomes.



For

Core Outcomes

ESSP core outcomes clearly articulate the disciplinary content expectations for all ESSP students. Each ESSP course will enable students to satisfy a core outcome partially or fully.

- ESSP MLO 1 Quantitative Foundations: Students must be able to apply the fundamental mathematical and statistical constructs used to communicate quantitative information within the context of earth systems science and policy.

Each of the following courses (see course syllabi for specific course learning outcomes):

- Calculus I (ESSP 155)
- Calculus II (ESSP 156)
- Statistics (ESSP 250)
- ESSP MLO 2 Earth Systems Science and Policy Foundations: Students must be able 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.

Each of the following courses (see course syllabi for specific course learning outcomes):

- Chemistry I (ESSP 110)
- Chemistry II (ESSP 111)
- Chemistry Lab (ESSP 112)
- Physics I (ESSP 220)
- Biology (ESSP 240)
- Geology/Hydrology (ESSP 260)
- Atmosphere/Ocean Systems (ESSP 270)
- Economics Policy and Management (ESSP 280)
- ESSP MLO 3 Applied Science: Students must be able to apply advanced scientific concepts and methods to solve complex earth systems problems within an integrative life and/or physical science framework.

One upper-division ESSP designated “science” (S) course (see course syllabi for specific course learning outcomes):

- Biochemical Systems (ESSP 310)
- Organic Chemistry (ESSP 311)
- Ecological Systems (ESSP 340)
- California Ecosystems (ESSP 342)
- Physical Ecology (ESSP 343)

- Marine Science (ESSP 345)
- Geomorphic Systems (ESSP 360)
- Metals in the Environment (ESSP 410)
- Global Biogeochemical Cycles (ESSP 441)
- Watershed Systems Restoration (ESSP 461)
- Soil Systems (ESSP 462)
- Selected courses at Moss Landing Marine Laboratories
- ESSP MLO 4 Applied Economics and Policy: Students must be able 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.
 - Critically evaluate alternative policies in terms of the economic, political, ethical, historical, and or/cultural factors that influence environmental decision making.

One upper-division ESSP designated “economics or policy” (EP) course (see course syllabi for specific course learning outcomes):

- Environmental and Resource Economics (ESSP 380)
- Marine and Coastal Policy (ESSP 382)
- Environmental Ethics and Environmental Policy (ESSP 383)
- Environmental Justice and Environmental Policy (ESSP 384)
- Ecological Economics (ESSP 480)
- Selected courses at Monterey Institute of International Studies
- ESSP MLO 5 Data Acquisition, Analysis, and Display: Students must demonstrate proficiency with an integrated set of ESSP data acquisition, analysis, and display tools, and must be able to use these tools as part of a holistic approach to environmental decision making.

One of the following upper-division “tools” (T) course (see course syllabi for specific course learning outcomes):

- Electronic Projects for Environmental Measurement (ESSP 330)
- Introduction to Scientific Visualization and Analysis (ESSP 331)
- Applied Geographic Information Systems (GIS), Global Positioning Systems (GPS), and Remote Sensing (ESSP 332)
- UNIX and X Windows (ESSP 334)
- Quantitative Field Methods (ESSP 350)
- Signal Processing and Applications to Earth Systems (ESSP 423)
- Applications of Marine Science Technologies (ESSP433)
- Advanced Remote Sensing (ESSP 435)
- Advanced GIS and GPS (ESSP 436)
- Ecological Modeling (ESSP 440)
- Selected courses at Moss Landing Marine Laboratories



- ESSP MLO 6 Systems Analysis and Interdisciplinary Interactions: Students must be able to:
 - Perform rigorous qualitative or quantitative analyses on simple systems models
 - Demonstrate how analysis of the interactions among the biological, physical, and socio-economic dimensions of specific environmental issues can lead to more ethical and effective solutions, and explain the potential benefits and limitations of such models for visualizing and analyzing issues and processes
 - Evaluate the potential effectiveness and ethical implications of alternative solutions to a problem
- Intro to Systems and Systems Modeling (ESSP320), and one of the following case studies courses:
 - Ecosystem Services (ESSP 301A)
 - Sustainable Systems (ESSP 301B)
 - Environmental Remediation (ESSP 301C)
 - California Transect (ESSP 301D)
 - Aquaculture Systems (ESSP 301E)
- ESSP MLO 7 Area Of Concentration: Students must demonstrate depth in a chosen area of earth systems science and policy 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.

In consultation with a faculty advisor each student selects at least three upper-division ESSP courses that provide appropriate education and experience in a chosen earth systems science and policy concentration. (Courses used to fulfill MLO 7 must be taken in addition to those courses used to fulfill MLOs 4 through 6).

Integrated Outcomes

ESSP has developed three integrated competencies. These three competencies are developmental; they enable students to build upon key skill sets that are embedded throughout the ESSP curriculum. Two steps for each competency are defined and delivered through courses at the lower- and upper-division levels. The three integrated outcomes for the earth systems science and policy major are:

1. Scientific inquiry
2. Effective communication
3. Systems approach to applied problem solving

For each ESSP course, the instructor develops a syllabus outlining the course learning outcomes for each of the three competencies, the means by which they will be taught, and the methods to be used in assessing student achievement. Each ESSP course incorporates the three competencies at either the lower- or upper-division level.

- ESSP MLO 8 Scientific Inquiry: Students must be able to design, conduct, and interpret scientific investigations, and understand the ethical norms that guide scientific processes and methods.

Lower-Division Competency: Students must be able to identify the research question, variables, controls, and hypotheses of written experimental methods, follow those methods to perform an experiment, and interpret the results to distinguish between alternate hypotheses.

Upper-Division Competency: Students must be able to critically evaluate hypotheses, methods, results, and conclusions from varied published scientific sources. Students must also be able to use existing knowledge and observation to develop valid research questions, formulate alternate hypotheses, and design appropriate methods for distinguishing between these hypotheses.

- ESSP MLO 9 Effective Communication: Students must be able to present clearly—in written and oral formats—analyses of complex earth systems science and policy issues.

Lower-Division Competency: Students must be able to communicate and organize technical and nontechnical information and communicate that information clearly in writing and in oral presentations.

Upper-Division Competency: Students must be able to integrate oral and written expression within the frameworks of earth systems science and policy, effectively organizing and presenting complex ideas and analyses of ESSP issues.

- ESSP MLO 10 Systems Approach to Applied Problem Solving: Students must use a systems approach (which is a formal set of perspectives, concepts, and analytical techniques) to select or design appropriate strategies for solving environmental problems.

Lower-Division Competency: Students must be able to define, identify, and describe universal system attributes in different contexts and in different disciplines. In addition, students must be able to describe complex issues or processes in terms of conceptual systems models.

Upper-Division Competency: Students must be able to apply modeling and/or analysis (qualitative and/or quantitative) to earth systems issues or problems.



Beyond the ESSP Bachelor's Degree

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 (approximately 80 percent of CSUMB's present ESSP students), the ESSP bachelor of science degree represents a springboard into graduate or professional school. For example, CSUMB offers a master of science degree in marine science in collaboration with the Moss Landing Marine Laboratories. MLML offers undergraduate and graduate courses, and research programs in all disciplines of marine science. MLML undergraduate courses are open to upper-division ESSP students.

To meet the needs of these potential graduate school students, the ESSP program focuses on the fundamentals of rigorous, interdisciplinary science, technology, economics, and policy, and gives students direct experience with scientific projects and scientific presentation. Other students in the ESSP program plan to enter internships, volunteer service, or professional careers immediately upon graduation from CSUMB.

Students with degrees in earth systems science and policy will find ample employment opportunities in the private and public sectors. The need for such expertise in governmental agencies will increase, industry is actively seeking trained people to meet regulatory standards, and private consulting firms continue to expand.

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 major learning outcomes.

Marine Science Master of Science Degree Program

CSUMB is one of seven consortium California State Universities (Fresno, Hayward, Monterey Bay, Sacramento, San Francisco, San Jose, and Stanislaus) that operate Moss Landing Marine Laboratories (MLML). The master of science degree program in marine science is administered through MLML and a consortium campus. The master of science in marine science provides students an opportunity to acquire a 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. Due to the 1989 Loma Prieta earthquake, MLML has temporarily relocated 10 miles inland to Salinas. However, a shore lab facility and marine operations are maintained in Moss Landing.

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, Moss Landing Marine Laboratories, P.O. Box 450, Moss Landing, CA 95039, at 408-755-8650.

An admitted graduate student will be accepted into conditionally classified graduate status.

The student will become classified and advance to candidacy after completing the following MLML requirements:

- Obtain MLML and CSUMB advisors by the third semester. Each new student will be assigned an advisor who may or may not be the final thesis advisor.
- Make up any coursework deficiencies as identified by the student's advisor. ESSP 490B (MLML 104) Quantitative Marine Science, and three of the following five courses are prerequisites for classified graduate standing:
 - ESSP 490A (MLML 103) Marine Ecology
 - ESSP 490K (MLML 141) Geological Oceanography
 - ESSP 490L (MLML 142) Physical Oceanography
 - ESSP 490M (MLML 143) Chemical Oceanography
 - ESSP 490N (MLML 144) Biological Oceanography



These courses should be completed by the end of the third semester, and may be waived by the graduate committee upon certification that equivalent courses have been satisfactorily completed. ESSP 490B (MLML 104) Quantitative Marine Science cannot be counted towards the 30-credit degree requirement. Students who do not receive a grade of "B" or better in the listed courses, or who wish to substitute equivalent courses taken elsewhere regardless of the grade(s) received, must petition to have the courses accepted or take an examination given by the faculty at MLML.

A student becomes eligible for the master's degree in marine science after the following requirements have been satisfied:

- Advancement to candidacy
- Satisfaction of MLML's requirements for the degree
- Completion of the following curriculum requirements:
 - A minimum total of 15 required credits of graduate-level courses including
 - 2 credits of ESSP 590U (MLML 285) Graduate Seminar in Marine Biology; ESSP 590V (MLML 286) Graduate Seminar in Marine Geology; or ESSP 590W (MLML 287) Graduate Seminar in Oceanography; and 4 credits of ESSP 590Y (MLML 299) Master's Thesis
- 30 credits of upper-division and graduate-level courses as approved by the thesis committee; these can include courses taken at MLML and CSUMB as determined in consultation with the graduate advisory committee
- Submission of a thesis approved by the thesis advisory committee. The thesis must conform to the rules set forth by the CSUMB graduate office
- Presentation of an oral thesis defense, to include an open seminar thesis presentation, and a defense before the thesis advisory committee

For more information on CSUMB's earth systems science and policy and marine science academic programs, contact:

- CSUMB
Institute for Earth Systems Science and Policy
100 Campus Center
Seaside, CA 93955-8001
- 831-582-4110
- Email: essp_comments@monterey.edu
- <http://essp.monterey.edu>

Institute for Indigenous Science, Language, and Culture

CSUMB's Institute for Indigenous Science, Language, and Culture's mission is to learn about and conserve traditional scientific, linguistic, and cultural knowledge of indigenous peoples worldwide. The purpose of this Institute is to provide an integrated approach to the study and practical application of traditional knowledge systems utilizing the latest educational philosophies, technologies, and international networking applications.

The Institute takes a holistic approach to indigenous scientific knowledge, languages, and cultures, and includes not only their study, but also their restoration, preservation, and contemporary application. All indigenous cultures reflect a close relationship between the endangerment of the environment and the loss of indigenous languages and cultures.

As a special focus, the Institute facilitates and promotes electronic communications (including on-line dialogues, seminars, and courses) among scholars, teachers, students, communities, and associations in California, the United States, and the world concerned with the preservation of indigenous sciences, languages, cultures, and the human rights of indigenous peoples. Institute members will make direct and regular contact with indigenous peoples and cultures to ground their courses in experiential learning about indigenous cultures, languages, and peoples.



Institute for Mathematical Sciences and Applications

The principal goal of the Institute for Mathematical Sciences and Applications (IMSA) is to help students become critical thinkers and problem solvers. Because of the increasing importance of quantitative skills in different professions, it is essential that students acquire an understanding of how mathematics and statistics are used in various disciplines. To this end, the Institute is developing courses and research programs that are interdisciplinary in nature. Examples of topics include mathematical biology and ecology, applied statistics, nonlinear differential equations, and mathematical methods in science and industry.

Within the STIR Center, the emphasis on the applications of mathematics and statistics supports the needs of both the Institute for Earth Systems Science and Policy (ESSP), and the Institute for Communications Science and Technology (ICST). Both the ESSP and TMAC programs are multidisciplinary and require significant quantitative skills and background. By designing courses in collaboration with colleagues from these two programs, the IMSA can contribute towards their learning outcomes in a significant way. Courses which emphasize applications also have the additional advantage of capturing students' attention and imagination.

The IMSA also provides important courses for programs across campus such as liberal studies, management and international entrepreneurship, and social and behavioral sciences. The faculty of the Institute are currently developing a concentration in mathematics to be integrated with other majors. A future goal is to develop a similar program with statistics being the major component.
<http://math.monterey.edu>

Liberal Studies Mathematics Concentration and Supplementary Authorization

The liberal studies mathematics concentration and supplementary authorization are designed using 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.

Teledramatic Arts and Technology (TAT) Bachelor of Arts Degree Program

TAT Academic Philosophy

CSUMB's Institute for Teledramatic Arts and Technology (TAT) was formed as a direct response to the digital revolution and its impact across the field in all areas of professional entertainment in the 21st century. Given the state-of-the-art production and postproduction techniques available, the creative generic links between theater, film, video, audio, and cyberspace have already fused into a single fiberoptic channel of new possibilities. The Institute for TAT explores and creates new works with the students in this growing field.

The Institute for TAT lies in the nexus between Hollywood and the Silicon Valley. By combining academic instruction with experiential learning, TAT students are exposed to the practical realities of writing, directing, acting, designing, and producing across a field fusing theater, film, radio, television, CD-ROM production, and distribution. Creative partnerships with Silicon Graphics, Inc., Sony, Apple, and other Silicon Valley powerhouses enhance the Institute's entrepreneurial links with Hollywood, and multiply the possibilities for experimental films, radio and television programming, computer animation, and special effects.

The Institute for TAT is converting a campus movie theater into a "theater of the future," capable of exhibiting film, video, or live theater, while serving as a broadcasting facility. In addition to this, an all-digital, state-of-the-art postproduction center lays the foundation for film and video production, while planning continues on converting some of the larger motor pool areas into sound stages and television broadcasting facilities, as CSUMB develops its own movie back lot.

Above all, the Institute for Teledramatic Arts and Technology strives to serve the mission of the entire university as a place where a vision of a more creative, self-reliant, diverse, and ethical humanity might thrive with global sophistication, creative genius, and entrepreneurial spirit.

TAT Curriculum

CSUMB's teledramatic arts and technology curriculum has three key learning components:

- University learning requirements (ULRs)
- Major learning outcomes (MLOs)
- Specific learning outcomes and assessment

First-year students are encouraged to take a pathway for becoming a teledramatic arts and technology graduate by completing the prescribed university learning requirements (ULRs) and TAT major learning outcomes (MLOs). In addition to these ULRs and MLOs, there are specific learning outcomes expected from most courses which are assessed within the context of the class. The Institute for Teledramatic Arts and Technology also utilizes outcomes- and project-based education to foster mastery of the ULRs and MLOs.



Transfer students have a pathway to graduation by completing core TAT courses and ULRs identified in a learning plan developed in the Major ProSeminar.

The TAT curriculum and courses are designed around the phases of production which are necessary for presenting a live dramatic event, producing a television broadcast, videotaping a program, shooting a film, sending a cyberspace production, or creating a CD-ROM product. The phases are:

- Research and development
- Preproduction
- Production
- Postproduction
- Distribution

Learning outcomes will be project-based and emphasize experiential learning with professionals in the fields of theater, film, television, video production, cyberspace, and CD-ROM production.

Students will be asked to select a track or emphasis at the beginning of their junior year from one of the following areas:

- Writing
- Directing
- Producing
- Designing
- Performing

In keeping with the interdisciplinary goals of CSUMB, senior capstone experiences are designed to integrate courses in other majors and institutes. Students are encouraged to find projects that allow them to work in the sciences, technology, behavioral sciences, and other public and performing arts areas. 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 CSUMB's university learning requirements (ULRs) and program-specific major learning outcomes (MLOs).

A variety of methods will be used to assess work-in progress and 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 and/or special committee or panel
- Course-based assessment
- Committee review of completed projects and/or portfolio work in field of study
- Verification and evaluation of past record of achievements
- Portfolio presentation and committee review
- Graduate internships in teledramatic projects produced at CSUMB by the Institute for TAT

After selecting an emphasis, the student designs a senior capstone experience which is assessed by using professional standards. Portfolio reviews are assessed by faculty, other students, and professionals in the student's selected field of focus.

TAT Major Learning Outcomes

The major learning outcomes (MLOs) for the teledramatic arts and technology program are:

- TAT MLO 1 Research and Development: The phase in which basic skills, an understanding of the history and meaning of the various aesthetic practices and media, and a beginning awareness of the nature and language of aesthetics and philosophical inquiry takes place.
- TAT MLO 2 Preproduction: The phase in which concepts are fully developed, scripting and planning are completed, necessary skills are acquired, and community groundwork is laid. Budgeting, finances, and funding are considered.
- TAT MLO 3 Production: Producing or performing in a production, rewriting the script, filming the narrative, or designing the production are elements of this major learning outcome. Complex interactions, planning, organizational skills, and production techniques are combined to create an artistic product or to produce a performance.
- TAT MLO 4 Postproduction: The phase in which refinement and editing take place. Evaluating, analyzing, and meeting with the community or producing agency to determine the effectiveness of the project/production or performance is also conducted. Preparation begins for more comprehensive distribution of the product, publication, production, or performance.
- TAT MLO 5 Distribution: Reaching a larger, broader audience by publishing, broadcasting, distributing the creative product, screening the project, and/or documenting the performance is completed. Critical analysis of the production from creative, technological, and financial standings are performed.



CSUMB's first collaborative human services majors who have applied to graduate school have a 100-percent acceptance rate. Of CSUMB's 1997 graduating class, 47 percent plan to attend graduate school full-time in 1998.



Graduate Studies



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Graduate Programs

- Education, 831-582-4094
master of arts degree
<http://www.csumb.edu/academic/graduate/education/>
- Interdisciplinary studies, 831-582-3592
master of arts degree
- Marine science, 831-582-4120
master of science degree
(with Moss Landing Marine Laboratories)
http://essp.monterey.edu/program/grad_studies.html

Application

Electronic version of the CSU graduate application on the World Wide Web at <http://www.calstate.edu>

Information

- California State University, Monterey Bay
Office of Academic Development
100 Campus Center
Seaside, CA 93955-8001
- 831-582-3592
- <http://www.csumb.edu/academic/centers/#graduate>



Academic Programs: Graduate Studies

California State University, Monterey Bay offers three master's degree programs: a master of arts degree in education, a master of arts degree in interdisciplinary studies, and a master of science degree in marine science (with Moss Landing Marine Laboratories). The education program is administered within CSUMB's Collaborative Education and Professional Studies Center. The interdisciplinary studies program is administered within universitywide programs. The marine science program is administered within CSUMB's Science, Technology, and Information Resources Center.

Graduate Admission Procedures and Policies

All 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 World Wide Web at <http://www.calstate.edu>.

Who Must Apply for Admission

Applicants who have never attended CSUMB must complete the CSU Graduate Application and be formally admitted by the CSUMB Office of Admissions and Records. A graduate of CSUMB, whether returning after an absence or continuing immediately after receiving a bachelor's or master's degree, must also apply for admission. The exception is the teaching credential postbaccalaureate student who wants to continue enrollment immediately following completion of the credential program. 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. Check with the appropriate program office for deadline dates.

Conditions of Admission

All graduate applicants must file a complete application and pay the nonrefundable application fee. Admission will be considered in one of the four following categories:

- **Postbaccalaureate Unclassified:** By meeting the minimum admission 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 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. All conditionally classified graduate students in the interdisciplinary studies master's degree program are required to take a Graduate ProSeminar to guide them in preparing their individual learning plans.
- **Graduate Fully Classified:** The applicant meets the above mentioned conditions outlined under conditionally classified status and fulfills all professional, personal, and scholastic standards, including qualifying exams, prescribed by the degree program.

Other Requirements

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).

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 831-582-3592.



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 in advance by petition.

Graduate transfer work may be applied toward a master's degree program (with the exception of the interdisciplinary studies 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 degree. Credits earned through extension divisions in other institutions may not be used on master's degree programs.

Advancement to Candidacy for the Master's Degree

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 attainment of the scholarship criteria noted above, the student and his/her advisor should submit prior to the student's last semester the Request for Advancement to Candidacy form containing the graduate degree program. This form lists all remaining courses and other requirements which the student must fulfill to receive the degree.

Official Changes in Graduate Degree Programs

To make official changes (course substitutions) on the student's graduate degree individual learning plan, 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 enters recommendations regarding proposed action on the request. A completed course may not be dropped from approved programs.

Course Credit Time Limit

Section 40510(b)(2), California Code of Regulations, Title 5, Education, requires that courses completed in master's degree programs be no older than seven years at the time of the awarding of the degrees. This means that no more than seven years may elapse between the time the candidate completes the first course in his/her program and the date the candidate actually completes (not registers for) the last item on the program and completes requirements for the degree. With outdated courses 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; OR
- Repeat the outdated course without credit.
- Revalidate the outdated coursework 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.

Call 831-582-3592 for more information on graduate admission requirements.



International Programs



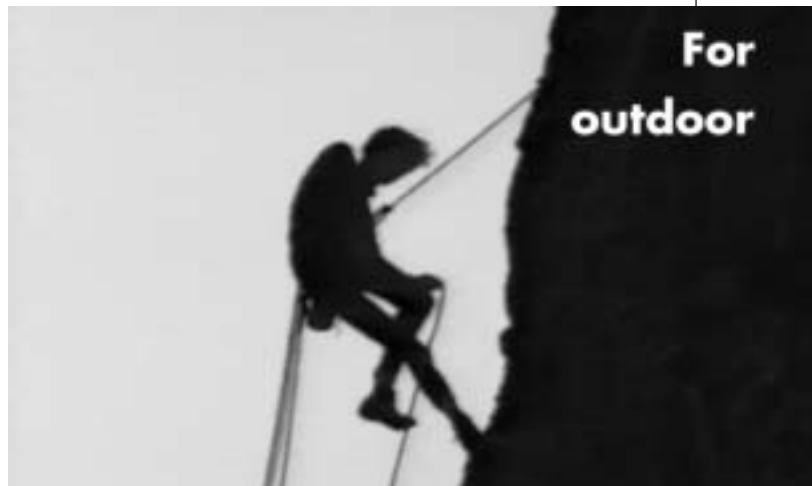
CSUMB students travel the planet “virtually” via their research on the Internet, and academically in many of CSUMB’s courses focused on international studies. For the first time in 1998, several CSUMB students will travel the world literally by spending their junior year studying abroad as part of the CSU International Programs.



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Information

- California State University
International Programs
400 Golden Shore, Suite 122
Long Beach, CA 90802-4275
- <http://www.calstate.edu/csuienet/>



The California State University International Programs

Developing intercultural communication skills and international understanding among its students is a vital mission of the California State University (CSU). Since their 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 17 countries, the International Programs also offer a wide selection of study locales and learning environments.

Tuition and Administrative Costs

International Programs pay 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.

Admission Qualifications

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 transfer students are eligible to apply directly from their community college if they can meet this requirement. Students must also possess a current cumulative grade point average of 2.75 or 3.0, depending on the program for which they apply. Some programs also have language study and/or other coursework prerequisites.

For More Information

- California State University International Programs
400 Golden Shore, Suite 122
Long Beach, CA 90802-4275
- <http://www.calstate.edu/csuienet/>

Study Locales

Australia

- The University of Western Sydney

Brazil

- Universidade de São Paulo

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

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'Économie et des Sciences d'Aix-Marseille (Aix-en-Provence)
- Mission interuniversitaire de coordination des échanges franco-américains, Universités de Paris III, V, I, VIII, X, XI, XII, and XIII



Germany

- The institutions of higher education in the German Federal State of Baden-Württemberg, including:
 - Ruprecht-Karls-Universität (Heidelberg)
 - Universität Hohenheim
 - Fachhochschule Nürtingen
 - Fachhochschule Reutlingen
 - Berufsakademie Stuttgart
 - Universität Stuttgart
 - Eberhard-Karls-Universität (Tübingen)

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

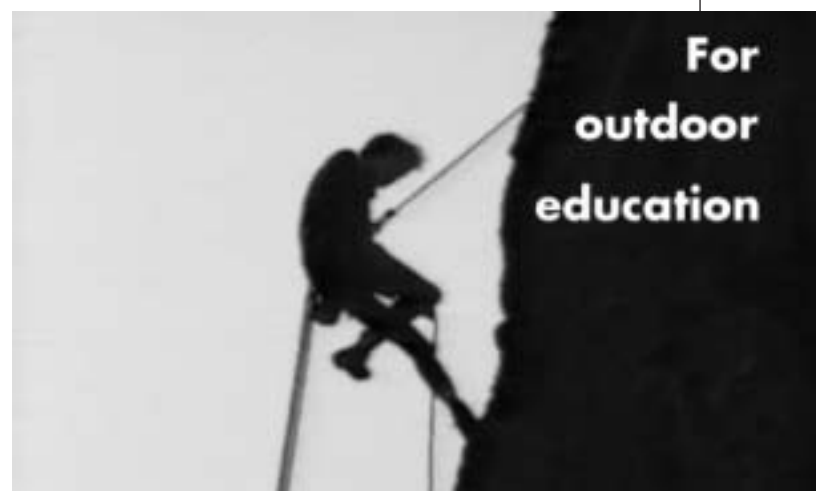
- National Chengchi University (Taipei)

United Kingdom

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

Zimbabwe

- University of Zimbabwe (Harare)



CSUMB has hosted its own radio show with live music and student disc jockeys. The show, Monterey Bay Live, was heard throughout Monterey and Santa Cruz Counties, and was originated and produced by students from CSUMB's Institute for Teledramatic Arts and Technology.

Administrators and Faculty




CSUMB students



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**For expanded biographical information
visit the Web sites at:**

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



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education**

Administrators

Arias, Armando A. Jr.

Dean, Social and Behavioral Sciences Center
Postdoctoral Study ■ Harvard University ■ Institute for Educational Management ■ 1992
Ph.D. ■ Social Psychology and Sociology ■ UC San Diego ■ 1981
M.A. ■ Sociology ■ UC San Diego ■ 1978
B.A. ■ Communication and Sociology ■ UC San Diego ■ 1976

Felder, B. Dell

Provost and Vice President for Academic Affairs
Ph.D. ■ Secondary Education ■ University of Texas, Austin ■ 1963
M.S. ■ Curriculum and Instruction ■ University of Texas, Austin ■ 1959
B.S. ■ Social Science ■ University of Texas, Austin ■ 1957

Geiselman, LucyAnn

Vice President for University Advancement
Ph.D. ■ Education ■ University of Chicago ■ 1965
M.A. ■ Theology ■ Texas Christian University ■ 1961
B.A. ■ Religion ■ Texas Christian University ■ 1956

Hendrickson, Richard E. (Hank)

Vice President for Administration
M.A. ■ Management ■ Central Michigan University ■ 1979
B.S. ■ Business Administration ■ St. Mary's College ■ 1972

Lawson, Barbara

Vice President for Finance
M.B.A. ■ Business Administration ■ UC Berkeley ■ 1980
B.A. (high honors) ■ English ■ UC Santa Barbara ■ 1971

Lloyd, Dorothy M.

Dean, Collaborative Education and Professional Studies Center
Ed.D. ■ Curriculum and Instruction ■ UC Los Angeles ■ 1973
M.S. ■ Education Administration and Educational Psychology ■ USC ■ 1966
B.A. ■ Elementary Education ■ CSU Los Angeles ■ 1959

Makau, Josina M.

Dean, Arts, Human Communication, and Creative Technologies Center
Ph.D. ■ Rhetoric ■ UC Berkeley ■ 1980
M.A. ■ Rhetoric ■ UC Berkeley ■ 1977
M.A. ■ Philosophy ■ UC Los Angeles ■ 1975
B.A. ■ Philosophy ■ CSU Northridge ■ 1973

Moroh, Marsha

Dean, Science, Technology, and Information Resources Center
Ph.D. ■ Computer Science ■ Polytechnic Institute of New York ■ 1979
M.S. ■ Operations Research ■ New York University ■ 1971
B.S. ■ Mathematics ■ Dickinson College ■ 1967

Rivas, Vicent (Bert)

Vice President for Student Affairs
Ph.D. ■ Educational Administration ■ University of Pittsburgh ■ 1972
M.S.W. ■ Social Work ■ San Diego State University ■ 1968
B.A. ■ Psychology ■ San Diego State University ■ 1965

Smith, Peter P.

President
Ed.D. ■ Administration Planning and Social Policy ■ Harvard University ■ 1984
M.A. ■ Teaching ■ Harvard University ■ 1970
B.A. (magna cum laude) ■ American History ■ Princeton University ■ 1968

Faculty

Abad-Cardinali, Marilyn

M.A. ■ Theater Arts and Related Technologies ■ San Jose State University ■ 1974
B.A. ■ History ■ San Jose State University ■ 1971

Adler, Frances Payne

M.F.A. ■ Creative Writing and Poetry ■ Arizona State University ■ 1989
M.A. ■ English ■ San Diego State University ■ 1989
B.A. ■ Journalism ■ San Diego State University ■ 1980

Alexander, Susan

Ph.D. ■ Ecology and Evolutionary Biology ■ Stanford University ■ 1994
M.S. ■ Biological Sciences ■ Stanford University ■ 1990
B.A. ■ Biology and Mathematics ■ Vanderbilt University ■ 1988

Anderson, Sharon J.

Ph.D. ■ Soil Physical Chemistry ■ UC Riverside ■ 1989
M.S. ■ Soil Science ■ UC Riverside ■ 1986
B.A. ■ Geology (Chemistry) ■ Carleton College ■ 1983

Baca, Judith Francisca

M.A. ■ Art ■ CSU Northridge ■ 1979
B.A. ■ Art ■ CSU Northridge ■ 1969

Bains, Richard

M.A. ■ Education ■ San Francisco State University ■ 1977
B.M. ■ World Ethnomusicology ■ San Francisco Conservatory ■ 1974

Baldwin, George D.

Ph.D. ■ Sociology ■ Oklahoma State University ■ 1985
M.A. ■ Indian Manpower Economics ■ Oklahoma State University ■ 1978
B.A. ■ Psychology ■ Northeastern Oklahoma State University ■ 1975

Benmayor, Rina

Ph.D. ■ Romance Languages and Literature ■ UC Berkeley ■ 1974
M.A. ■ Spanish Literature ■ UC Berkeley ■ 1968
B.A. ■ Political Science and Spanish ■ UC Berkeley ■ 1965

Bhatti, Robina

Ph.D. ■ Political Science ■ University of Hawaii ■ 1988
M.A. ■ International Relations ■ University of Karachi, Pakistan ■ 1976
B.A. ■ Division 1 ■ St. Joseph's College for Women, Pakistan ■ 1974

Blackwell, Conni A.

Ed.D. ■ Curriculum and Instruction ■ United States International University ■ 1991
M.Ed. ■ Human Development ■ University of Maryland ■ 1971
B.S. ■ Fine Arts ■ University of Maryland ■ 1966

bonace, bobbi

Ph.D. ■ Sport Administration and Higher Education ■ University of Kansas ■ 1995
M.A. ■ Ergonomics and Physical Education ■ UC Santa Barbara ■ 1969
B.S. ■ Physical Education and Recreation Health ■ Ohio University ■ 1963

Cannon, Jo Ann

Dr.P.H. (with distinction) ■ Health Education and Behavioral Science ■
UC Los Angeles ■ 1970
M.P.H. ■ Community Health Education ■ UC Los Angeles ■ 1968
M.A. ■ Speech ■ Baylor University ■ 1963
B.A. ■ Education and Speech ■ Baylor University ■ 1961

Carlos, Manuel Luis

Ph.D. ■ Anthropology ■ UC Santa Barbara ■ 1971
M.A. ■ Latin American Studies ■ Stanford University ■ 1964
B.A. ■ Anthropology ■ CSU Los Angeles ■ 1962

Dennison, Mary Ito

M.S. ■ Education (Special Education) ■ Winona State University ■ 1998
M.L.S. ■ Library Science ■ University of Michigan ■ 1983
B.A. ■ History ■ UC Los Angeles ■ 1982

Fernandez, Daniel Martin

Ph.D. ■ Electrical Engineering ■ Stanford University ■ 1993
M.S. ■ Electrical Engineering ■ Stanford University ■ 1988
B.S. ■ Electrical Engineering ■ Purdue University ■ 1987

Floyd, Nubra Elaine

Ph.D. ■ Psychology ■ UC San Francisco ■ 1983
Ed.M. ■ Human Development and Learning Environments ■ Harvard University ■ 1975
M.F.A. ■ Film Production ■ Brandeis University ■ 1971
B.A. ■ English Literature and Theater Arts ■ Hiram College ■ 1968



Garcia, Diana

M.F.A. ■ Creative Writing ■ San Diego State University ■ 1993
 B.A. ■ English ■ San Diego State University ■ 1989

Gissendanner, Paulette

M.M. ■ Vocal Performance and Vocal Pedagogy ■
 Indiana University, School of Music ■ 1982
 B.A. ■ Elementary Education and Applied Music ■ SUNY Geneseo ■ 1979

Gonzales, Raymond J.

Ph.D. ■ Latin American Studies ■ University of Southern California ■ 1971
 M.A. ■ Latin American Literature ■ University of the Americas ■ Mexico D.F. ■ 1964
 B. A. ■ Spanish and English ■ San Francisco State University ■ 1963
 Certificate ■ Hispanic Studies ■ University of Barcelona ■ 1962

Grewe, Lynne

Ph.D. ■ Electrical Engineering ■ Purdue University ■ 1994
 M.S. ■ Electrical Engineering ■ Purdue University ■ 1988
 B.S. ■ Electrical Engineering ■ Purdue University ■ 1987

Gupta, Babita

Ph.D. ■ Business Administration ■ University of Georgia ■ 1995
 M.S. ■ Industrial Management Engineering ■ University of Iowa ■ 1989
 B.E. (honors) ■ Electrical and Electronics Engineering ■
 Birla Institute of Technology and Science ■ Pilani, India ■ 1985

Hackbert, Peter

Ph.D. ■ General Administration ■ University of Oklahoma ■ 1976
 M.A. ■ Communication ■ University of Cincinnati ■ 1970
 B.A. ■ Speech-Communication ■ The University of Cincinnati ■ 1969

Hale, Samuel (Sandy) Jr.

Ph.D. ■ Business and Economics ■ Economics University of Vienna (Austria) ■ 1996
 M.B.A. ■ Business ■ Harvard Business School ■ 1965
 B.A. (with great distinction) ■ Political Science ■ Stanford University ■ 1963

Harris, Richard

Ph.D. ■ Political Science ■ UC Los Angeles ■ 1967
 M.P.A. ■ Public Administration ■ UC Los Angeles ■ 1963
 B.A. ■ Political Science ■ UC Los Angeles ■ 1961

Hasegawa, Chris T.

Ph.D. ■ Curriculum and Instruction ■ University of Oregon ■ 1989
 M.A. ■ Education ■ UC Davis ■ 1982
 B.S. ■ Biochemistry ■ UC Davis ■ 1980

Head, William D.

Ph.D. ■ Aquaculture and Oceanography ■ Oregon State University ■ 1983
 M.A. ■ Marine Science ■ San Francisco State University and
 Moss Landing Marine Laboratories ■ 1975
 B.A. ■ Marine Ecology ■ UC Santa Barbara ■ 1969

Hogan, Eddy

M.L.S. ■ Library Science ■ University of Texas, Austin ■ 1978
 B.A. ■ English ■ University of Houston ■ 1976

Ittelson, John

Ph.D. ■ Educational Psychology and Instructional Design ■ Northwestern University ■ 1978
 M.A. ■ Instructional Television ■ Northwestern University ■ 1976
 B.S. ■ Radio, Television, and Film ■ Northwestern University ■ 1971

Judson, Kim

Dr.P.H. ■ Public Health Policy and Administration ■ UC Berkeley ■ 1995
 M.P.A. ■ Government ■ Harvard University ■ 1990
 B.A. ■ Communications and Environmental Studies ■ UC Santa Barbara ■ 1981

Kalmar, Tomás M.

Ed.D. ■ Teaching, Curriculum, and Learning Environments ■
 Harvard Graduate School of Education ■ 1995
 M.A. ■ History ■ Harvard Graduate School of Arts and Sciences ■ 1967
 B.A. ■ Mathematics and History ■ UC Berkeley ■ 1964

Kibak, Henrik

Ph.D. ■ Biology ■ UC Santa Cruz ■ 1993
 B.S. ■ Agronomy ■ UC Davis ■ 1977

Kim, John Choon K.

Ph.D. ■ Political Science (Public Policy) ■ University of Southern California ■ 1978
 M.A. ■ American Government ■ University of Southern California ■ 1971
 B.A. ■ International Relations ■ Kyung Hee University, Seoul, Korea ■ 1963

Kvitek, Rikk

Ph.D. ■ Zoology ■ University of Washington ■ 1990
 M.S. ■ Moss Landing Marine Laboratories ■ 1986
 B.S. ■ Zoology ■ University of Michigan ■ 1971

Lacy, Suzanne

M.F.A. ■ Social Design ■ California Institute of the Arts ■ 1972
 B.A. ■ Zoological Sciences ■ UC Santa Barbara ■ 1968

Lao, Yong

Ph.D. ■ Geography ■ Ohio State University ■ 1993
 M.A. ■ Geography ■ Ohio State University ■ 1990
 B.A. ■ Geography ■ Ohio State University ■ 1988

Laughlin, Margaret

Ed.D. ■ International and Multicultural Education ■ University of San Francisco ■ 1996
 M.A. ■ International and Multicultural Education ■ University of San Francisco ■ 1992
 B.A. ■ Spanish ■ UC Santa Barbara ■ 1977

Laughton, John C.

D.M.A. ■ Music ■ University of Iowa ■ 1980
 M.M. ■ Music ■ Catholic University of America ■ 1972
 B.M. ■ Music ■ University of Iowa ■ 1968

Ledesma, Alberto

Ph.D. ■ Ethnic Studies ■ UC Berkeley ■ 1995
 M.A. ■ Ethnic Studies ■ UC Berkeley ■ 1991
 B.A. ■ English ■ UC Berkeley ■ 1988

Levinson, Steven

M.A. ■ Radio and Television ■ San Francisco State University ■ 1995
 Certificates ■ Television Production and Technology ■ Laney Community College ■ 1985
 B.A. ■ Fine Arts/Sculpture ■ San Francisco State University ■ 1981

Lomax, Laraine V.

Ph.D. ■ Economics ■ University of Maryland, College Park ■ 1990
 M.A. ■ Economics ■ University of Maryland, College Park ■ 1983
 B.A. (magna cum laude) ■ Economics ■ University of Georgia ■ 1978

Long, Bobbi

M.F.A. ■ Graphic Design ■ Kunstgewerbeschule, Basel, Switzerland ■ 1979
 B.F.A. ■ Graphic Design ■ University of Washington ■ 1976
 Diplôme Supérieur ■ Université de Montpellier, France ■ 1972

Martin, Herbert Jr.

Ph.D. ■ Elementary Social Studies ■ University of Wisconsin ■ 1985
 B.A. ■ Spanish ■ Fisk University ■ 1970

Marty, Debian

Ph.D. ■ Communication ■ Ohio State University ■ 1996
 M.A. ■ Women's Studies ■ Ohio State University ■ 1991
 B.A. ■ Women's Studies ■ San Francisco State University ■ 1987

May, James H.

D.L.S. ■ Library and Information Science ■ Columbia University ■ 1978
 M.B.A. ■ International Business and Organizational Behavior ■ Harvard University ■ 1964
 B.S. ■ Civil Engineering ■ Stanford University ■ 1958

McEady, Betty

Ed.D. ■ Curriculum and Instruction ■ Reading and Language Arts ■
 University of San Francisco ■ 1982
 M.S. ■ Secondary Education and Reading ■ San Francisco State University ■ 1976
 B.S. ■ English and Social Studies ■ Tuskegee Institute ■ 1966



Mendoza, Ruben G.

Ph.D. ■ Anthropology ■ University of Arizona, Tucson ■ 1992
 M.A. ■ Anthropology ■ University of Arizona, Tucson ■ 1980
 B.A. ■ Anthropology ■ CSU Bakersfield ■ 1978

Mesa-Bains, Amalia

Ph.D. ■ Clinical Psychology ■ Wright Institute, Berkeley ■ 1983
 M.A. ■ Clinical Psychology ■ Wright Institute, Berkeley ■ 1980
 B.A. ■ Painting ■ San Jose State University ■ 1966

Moore, Steven W.

Ph.D. ■ Bioengineering ■ UC Berkeley and San Francisco ■ 1992
 M.S. ■ Bioengineering ■ UC Berkeley and San Francisco ■ 1988
 B.S. ■ Zoology ■ UC Davis ■ 1983

Nishita, J. Ken

Ph.D. ■ Biopsychology ■ SUNY Buffalo ■ 1983
 M.A. ■ Biopsychology ■ SUNY Buffalo ■ 1980
 M.A. ■ Research Psychology ■ San Francisco State University ■ 1977
 B.A. ■ Psychology and Mathematics ■ UC Los Angeles ■ 1973

O'Leary, Cecilia

Ph.D. ■ U.S. History ■ UC Berkeley ■ 1995
 M.A. ■ U.S. History ■ UC Berkeley ■ 1991
 B.A. ■ U.S. History ■ UC Berkeley ■ 1989

O'Shea, Mark

Ed.D. ■ Science Education ■ Teachers College, Columbia University ■ 1978
 M.A.T. ■ Biology ■ University of Chicago ■ 1972
 B.A. ■ Biology ■ University of Virginia ■ 1968

Pardis, Cyrus Jason

Ph.D. ■ Mathematics ■ UC Berkeley ■ 1982
 B.A. ■ Mathematics ■ UC Berkeley ■ 1972

Pierce, Lars

Ph.D. ■ Forest Ecology ■ University of Montana ■ 1993
 M.S. ■ Wildland Resource Science ■ UC Berkeley ■ 1985
 B.S. ■ Geography and Environmental Studies ■ UC Santa Barbara ■ 1982

Pollack, Seth S.

Ph.D. ■ International Comparative Education ■ Stanford University ■ 1997
 M.A. ■ Organizational Sociology ■ Stanford University ■ 1997
 B.A. ■ International Relations ■ University of Colorado ■ 1982

Rahman, Mezbahur

Ph.D. ■ Applied Statistics ■ UC Riverside ■ 1995
 M.S. ■ Probability and Statistics ■ Michigan State University ■ 1989
 M.Sc. ■ Statistics ■ Dhaka University, Bangladesh ■ 1986
 B.Sc. ■ Statistics ■ Dhaka University, Bangladesh ■ 1984

Reis, Raul

Ph.D. ■ Communication and Society ■ University of Oregon ■ 1998
 M.S. ■ Journalism and Mass Communication ■ Kansas State University ■ 1994
 B.A. ■ Mass Communication (Journalism) ■ Universidade Federal do Pará ■ 1987

Rice, Kathleen L.

Ph.D. ■ College Student Personnel Administration ■
 University of Maryland, College Park ■ 1996
 M.S. ■ Higher Education and Student Affairs ■ Indiana University ■ 1985
 B.A. ■ Elementary Education ■ Illinois Wesleyan University ■ 1983

Saito-Abbott, Yoshiko

Ph.D. ■ Foreign Language Education ■ Instructional Design and Technology ■
 Ohio State University ■ 1989
 M.A. ■ Foreign Language Education ■ Ohio State ■ 1985
 B.A. ■ Teachers of English to Speakers of Other Languages (TESOL) ■
 Ohio Dominican College ■ 1983

Shapiro, Daniel

Ph.D. ■ Ecology and Evolutionary Biology ■ Cornell University ■ 1996
 B.S. ■ Biology ■ UC Los Angeles ■ 1988

Shenk, Gerald E.

Ph.D. ■ U.S. and Latin American History ■ UC San Diego ■ 1992
 M.A. ■ U.S. and Latin American History ■ San Francisco State University ■ 1990
 B.A. ■ History ■ Eastern Mennonite College ■ 1969

Silveria, Janie B.

M.L.S. ■ Library Science ■ UC Berkeley ■ 1975
 B.A. (magna cum laude) ■ English ■ Rice University ■ 1972

Simcox, Schelle

M.I.L.S. ■ Information and Library Studies ■ University of Michigan ■ 1996
 B.A. ■ English ■ George Mason University, VA ■ 1987

Simmons, Brian P.

Ph.D. ■ Social Welfare ■ UC Berkeley ■ 1996
 M.S.W. ■ Social Welfare ■ UC Berkeley ■ 1981
 B.A. ■ Social Welfare ■ UC Berkeley ■ 1976
 A.A. ■ Political Science ■ Bakersfield College ■ 1973

Sleeter, Christine E.

Ph.D. ■ Curriculum and Instruction ■ University of Wisconsin-Madison ■ 1981
 M.A. ■ Curriculum and Instruction ■ Seattle University ■ 1977
 B.A. ■ Secondary Education ■ Central Washington State University ■ 1972
 B.A. ■ Political Science ■ Willamette University ■ 1970

Stamm, John F.

Ph.D. ■ Applied Geology ■ Kent State University ■ 1991
 M.S. ■ Geology ■ Penn State University ■ 1981
 B.A. ■ Geology ■ SUNY Oneonta ■ 1977

Takacs, David

Ph.D. ■ Science and Technology Studies ■ Cornell University ■ 1994
 M.A. ■ History and Philosophy of Sciences ■ Cornell University ■ 1991
 B.S. ■ Biology ■ Cornell University ■ 1982



Thao, Paoze

Ph.D. ■ Historical Foundations of Education ■ Loyola University of Chicago ■ 1994
 M.A. ■ Applied Linguistics ■ Northeastern Illinois University ■ 1986
 B.Ed. ■ English as a Second Language ■ Chulalongkorn University, Thailand ■ 1976

Tirado, Miguel D.

Ph.D. ■ Political Science ■ Claremont Graduate School ■ 1970
 M.A. ■ International Studies ■ Johns Hopkins University ■ 1967
 M.A. ■ Hispanic Studies ■ Middlebury Graduate School ■ 1965
 B.A. ■ Languages ■ International Relations ■ USC ■ 1964

Tran, Angie Ngoc

Ph.D. ■ Political Economy and Public Policy ■ USC ■ 1996
 M.A. ■ Developmental Economics ■ USC ■ 1991
 B.S. ■ Management Information Systems ■ CSU Long Beach ■ 1986

Urioste, Donaldo W.

Ph.D. ■ Latin American Literature ■ University of New Mexico ■ 1985
 M.A. ■ Hispanic Literature ■ University of Colorado, Boulder ■ 1974
 B.A. ■ Spanish ■ University of Colorado, Boulder ■ 1970

Valdez, Luis

Honorary Doctorate of Arts ■ San Jose State University, University of Santa Clara,
 Columbia College-Chicago, and California Institute of the Arts
 B.A. ■ English ■ San Jose State University ■ 1964

van Spyk, Robert P.

Ph.D. ■ Geography ■ University of Oregon ■ 1975
 M.A. ■ Geography ■ University of Toronto ■ 1969
 B.A. (honors) ■ Geography ■ University of Toronto ■ 1967

Wang, Qun

Ph.D. ■ American Literature ■ University of Oregon ■ 1990
 M.A. ■ English ■ East China Normal University, Shanghai ■ 1982
 B.A. ■ English ■ East China Normal University, Shanghai ■ 1978

Watkins, Steven G.

M.L.S. ■ Library Science ■ UC Berkeley ■ 1979
 B.S. ■ Biology ■ Stanford University ■ 1974

White, Judith Anne

Ph.D. ■ Organizational Behavior ■ Case Western Reserve University ■ 1992
 M.A. ■ Social Science in Education ■ Stanford University ■ 1987
 M.S. ■ Rehabilitation Counseling ■ San Francisco State University ■ 1976
 B.A. ■ Cultural Anthropology ■ San Francisco State University ■ 1973

Worcester, Suzanne

Ph.D. ■ Integrative Biology ■ UC Berkeley ■ 1994
 B.S. (with honors) ■ Biology ■ University of Utah ■ 1987

Wyche, Susan

Ph.D. ■ Rhetoric and Composition ■ University of Washington ■ 1988
 M.A. ■ American Literature ■ University of Washington ■ 1983
 B.A. ■ English ■ Pomona College ■ 1980

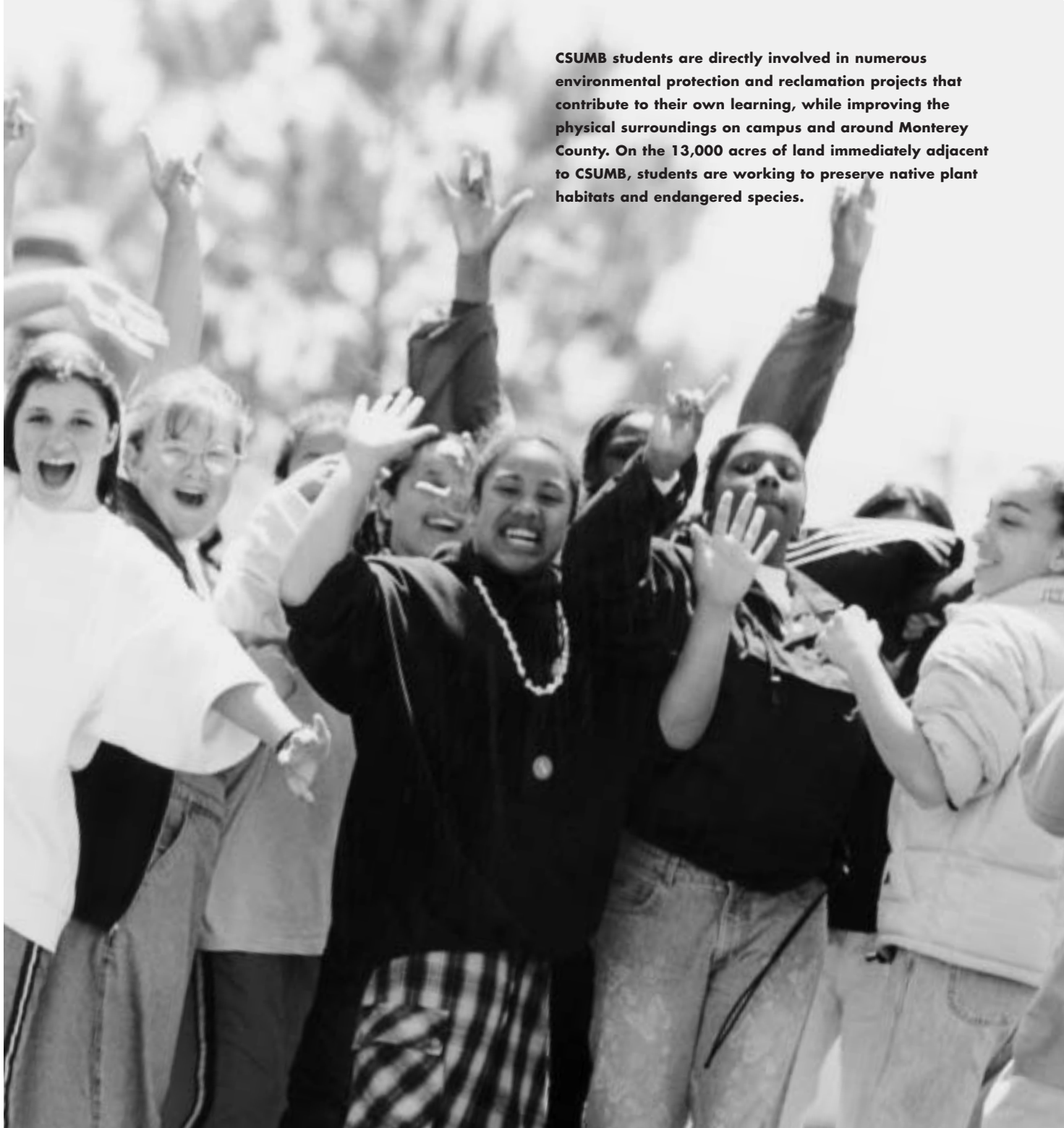
Zielina, María C.

Ph.D. ■ Hispanic Literature and Language ■ UC Santa Barbara ■ 1991
 M.A. ■ Spanish Language and Literature ■ UC Santa Barbara ■ 1987
 B.A. (magna cum laude) ■ Spanish ■ California Lutheran University ■ 1985



CSUMB students are directly involved in numerous environmental protection and reclamation projects that contribute to their own learning, while improving the physical surroundings on campus and around Monterey County. On the 13,000 acres of land immediately adjacent to CSUMB, students are working to preserve native plant habitats and endangered species.

Student Services



CSUMB students

forge LIFELONG friendships

Student Services

- Student Information Center 831-582-3518

Information concerning the academic programs of CSUMB may be obtained from the Student Information Center, 100 Campus Center, Seaside, CA 93955, and may include:

- Current degree programs and other educational and training programs
- Instructional, laboratory, and other physical plant facilities that relate to the academic programs
- Faculty and other instructional personnel
- Data regarding student retention and graduation at CSUMB and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest
- Names of associations, agencies, or governmental bodies which accredit, approve, or license the institution and its programs, and the procedures under which any current or prospective student may obtain or review upon request a copy of the documents describing the institution's accreditation, approval, or licensing
- Educational Talent Search 831-582-3662
- Student Disability Resources 831-582-3672

Information regarding special facilities and services available to students with disabilities may be obtained from CSUMB's Office of Student Disability Resources, 100 Campus Center, Seaside, CA 93955.

- Public Safety Office 831-582-3360

Information concerning CSUMB's policies, procedures, and facilities for students and others to report criminal actions or other emergencies occurring on campus and the annual campus security report may be obtained from the Public Safety Office, 100 Campus Center, Seaside, CA 93955.

- University Ombuds Office 831-582-3617

Information concerning the prevention of drug and alcohol abuse, and grievance procedures for students who feel aggrieved in their relationships with CSUMB, its policies, practices, and procedures, or its faculty and staff, may be obtained from the University Ombuds Office, 100 Campus Center, Seaside, CA 93955-8001.

- Selective Service 831-582-3518

Information concerning male applicants' obligations to register in accordance with the Federal Military Selective Service Act may be obtained from the Financial Aid Office, 100 Campus Center, Seaside, CA 93955.

- Campus Health Center 831-582-3965
- Personal Growth and Counseling Center. 831-582-3969
- Child-Care Resources 831-582-3817
- Parking Permits and Regulations 831-582-3573



Student Information Center

CSUMB's Student Information Center staff are here to help students cut their way through the red-tape jungle. Need the right form for the Admission and Records or the Financial Aid Offices? They have it! Need to turn in paperwork for any of those offices? Turn it in here! There is "one-stop shopping" at the Student Information Center.

Look at their posting board for on- and off-campus events. With prior approval, they'll post student's information on our board. Would a student's family or friends like a tour of the University? Call the Student Information Center and they'll set it up. If students and their families can't make it during the weekdays, the Student Information Center will show them around campus on Saturdays. Call Monday through Friday, 8:00 A.M. to 5:00 P.M. at 831-582-3518, or drop by Building 21 (on First Street) and visit the Student Information Center.

Some of the services offered are:

- General information about CSUMB
- Drop box for official documents for Admissions and Records, Financial Aid, and Student Outreach and Recruitment Offices
- Adding and/or dropping courses
- All personal information changes (e.g., name, address, and major)
- Help with completing the following applications: admissions, financial aid, and loan
- Status on admissions and financial aid applications
- Pre-admissions counseling for prospective students
- Tours of the campus
- Academic year calendars
- Campus maps
- <http://www.csumb.edu/student/info-ctr/>

Student Outreach and Recruitment

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

SOAR provides recruitment services primarily in the tri-county high schools and community colleges. In addition, it provides pre-admission counseling for prospective students planning to attend CSUMB. These services are available by calling 831-582-3518 to make an appointment.

Educational Talent Search

The Educational Talent Search (ETS) program at CSUMB 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 and complete their education. 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.

Please contact the Educational Talent Search director at 831-582-3662 for more information.

Campus Health Center

The Campus Health Center (CHC) is available to enrolled students, faculty, and staff, and is dedicated to students' health and well-being. Enrolled students are entitled to the basic medical services described below; many services are provided at no charge. Faculty, staff, and dependents of students, faculty, and staff may use the CHC on a fee-for-service basis.

Student Services at the Campus Health Center

- Clinic Visits No Charge
Includes acute/subacute illness or injury.
- Sexually Transmitted Disease Care. No Charge/Minimum
Includes sexually transmitted disease diagnosis and treatment, and confidential HIV testing. Low-cost lab test included.
- Women's Health No Charge/Minimum
Includes annual gynecological exam, and pregnancy testing/counseling. PAP smear charged as lab test.



Immunizations and Laboratory Services (fees vary)

- Measles, Mumps, Rubella (MMR)
State law requires that all CSUMB students have current immunization for MMR upon enrollment. If students do not have proof of immunization, they may obtain an inoculation at the Campus Health Center.
- Purified Protein Derivative (PPD), Mantoux for Tuberculosis,
- Tetanus, Influenza
- Hepatitis B Series (series of three)
- Laboratory Tests (CBC, urinalysis, screening cultures, urine pregnancy tests, and diagnostic smears)
- All Other Lab Tests

Location

- Campus Health Center, Building 99
On Engineer Lane at First Street, adjacent
to the Veterans Administration Clinic

Hours of Operation

- Monday to Friday 8:00 A.M. to 5:00 P.M.
- Appointments: 831-582-3965
(Scheduling appointments is recommended.)

For medical care when the campus health center is closed, students may go to the Doctors on Duty clinics provided that they present their CSUMB ID card:

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

Telephone Numbers

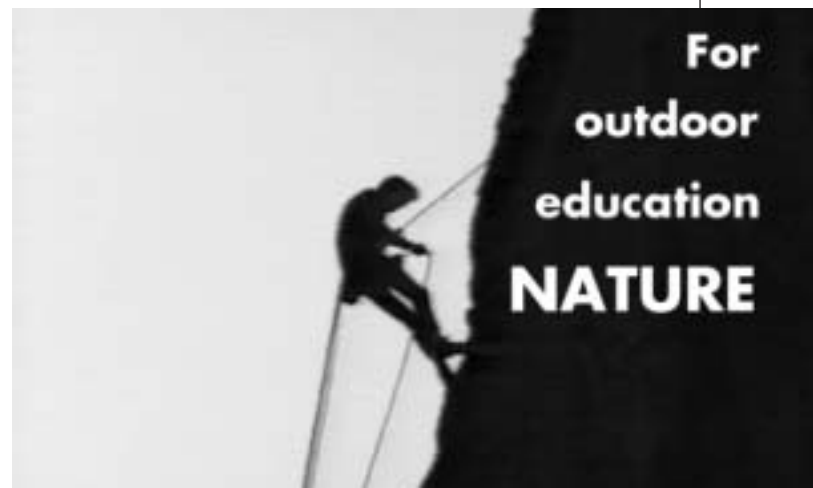
- General Information 831-582-3965
- Medical and Counseling Appointments . . 831-582-3965
- Personal Growth and Counseling Staff . . . 831-582-3969
- After Hours and Weekend
Crisis Intervention 831-625-4623
(Community Hospital of the Monterey Peninsula Crisis Team)

Student Health Insurance

All students living on campus and all international students must have medical coverage. Please note that the Campus Health Center 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 Campus Health Center.

If students have medical insurance prior to registration, please complete an insurance waiver form and return it to the Residential Life Office, 100 Campus Center, Building 84E, Seaside, CA 93955-8001.

If students do NOT have medical insurance and they live on campus, they will be required to purchase medical insurance through CSUMB. For health insurance information, contact Somerton Student Insurance, P. O. Box 310, Rancho Cordova, CA 95741-0310, 1-800-853-5899, or email somerton@worldnet.att.net, or pick up insurance pamphlets at the Student Information Center.



Personal Growth and Counseling Center

The Personal Growth and Counseling Center is dedicated to CSUMB students' positive mental health and well-being. The clinical staff are experts in improving one's mental health and coping with student concerns. The Personal Growth and Counseling Center provides a number of basic mental health services including individual and couples counseling, group work, clinical evaluation, ongoing support groups, and a peer counseling program. The Center also reaches out to the campus community by providing a variety of psycho-educational workshops and training programs.

- Sessions: CSUMB offers short-term counseling and crisis/drop-in services to CSUMB students. Services are free of charge to students and the Center takes seriously their responsibility to respond to all students who request their 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 students feel that they cannot work with a particular counselor, it is possible to arrange to see a different counselor, and CSUMB is committed to a good fit between student and counselor.
- Groups: CSUMB staff have found that groups provide a positive learning environment for many of the students. Both general and specialized groups where students learn specific skills in a supportive setting will be offered based on student demand and need. Groups will be scheduled at times convenient to group members.
- Training: CSUMB provides specific psycho-educational training/workshops to students and staff to promote healthy growth and development of a campus environment.
- Peer Counseling: Peer counselors trained and supervised by the Personal Growth and Counseling Center offer support, advocacy, and referrals to students and their families in a nonjudgmental and safe environment after hours near the students' residences.

Confidentiality

Information that students communicate to a counselor is confidential. The fact that students are seeing a counselor does not appear on any academic records. Students' right to confidentiality is protected by law. 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 counselor will always inform the student that he/she has to break confidentiality and why.

Services for Faculty and Staff

Counseling is available to faculty and staff (1-3 visits) at no charge. Should additional services be required, referrals will be made to community resources.

Location and Hours

Building 99, Engineer Lane

■ Monday, Tuesday, and

Thursday 8:00 A.M. to 5:00 P.M.

■ Friday 8:00 A.M. to 3:00 P.M.

Phone 831-582-3969 for an appointment or to speak directly with Center staff. After hours, on weekends and on holidays, please contact:

■ Emergencies Dial 9-1-1
(for life threatening emergencies or transportation)

■ Community Hospital of the
Monterey Peninsula 831-625-4623
Crisis Team, 24-Hour Crisis Line

Other counseling related services available:

■ Family Resource Center 831-394-4622

□ Monday to Friday 9:00 A.M. to 5:00 P.M.

■ Peer Counseling 831-582-4850
2801 Saratoga Court

■ Lifesavers For Youth 831-582-3969
For rape/sexual assault counseling:

■ Monterey Rape Crisis Center 831-375-4357
□ 24 hours/365 days



Student Disability Resources

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. Students should contact these offices early to ensure full consideration of their requests and needs.

Access and Accommodation to Campus Facilities . . 831-582-3335

Policies and Intra-area access (e.g., sidewalks, grades, ramps, bathrooms, and counter heights).

ADA/504 Coordinator/ Equal Opportunity Officer 831-582-3539

Questions and concerns about compliance issues. Accommodations for employees. Co-sponsor of disability awareness training and presentations.

Housing 831-582-3589 or 831-582-3587

Student Disability Resources

Coordinator 831-582-3672
(voice/TTY)

Assists students, faculty, and staff in creating, selecting and obtaining effective and reasonable accommodations. Provides consultation and course collaboration on disability issues.

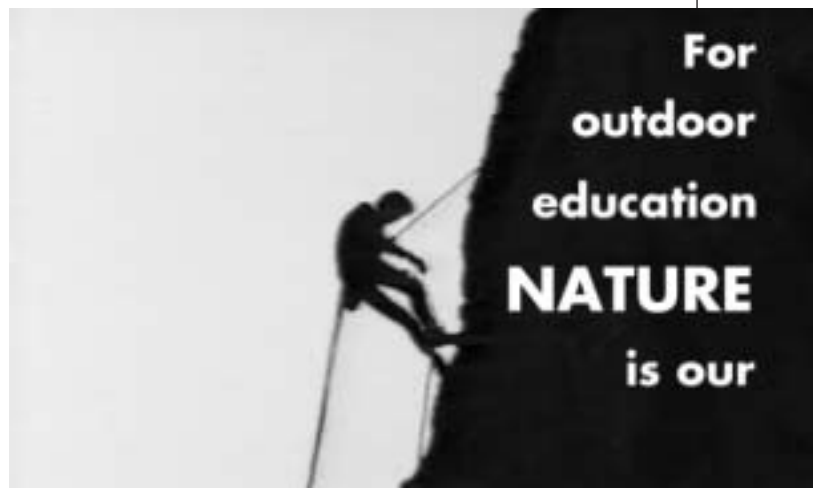
Email: student_disability_resources@monterey.edu

Visit the Web site at <http://www.csumb.edu/student/sdr>

Wellness, Recreation, and Sport Institute . 831-582-3589

. or 831-582-3715

Association for Students with Disabilities 831-582-3845



Child-Care Resources

CSUMB provides one child-care 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.

Priority for placement is based on financial need. Services at the CSUMB Child Development Center are provided by Children's Services International (CSI). Questions about services there may be directed to CSI at 831-883-3620. Applications for the center are available from CSUMB Child Care Resources in Building 23.

Child-care services are also available to CSUMB students through an agreement with the Presidio of Monterey (U.S. Army). The Presidio of Monterey offers two types of child care: preschool child care and school-age child care.

Preschool child care for children of CSUMB students ages 6 weeks to 5 years old, is available on a limited basis at the Monterey Road Child Development Center. CSUMB students are eligible for child care provided by the Presidio of Monterey in either the Monterey Road Center or their Family Care Centers.

Family Care Centers are home-care providers cleared, approved, and licensed by the U.S. Army's Child Development Center. They also provide a more home-type atmosphere for children who are not comfortable in the larger environment of the Child Development Center.

Children aged kindergarten to 18 years old of CSUMB students, staff, and faculty are eligible for immediate placement in the Presidio of Monterey's Youth Services programs. Fees are based on a sliding scale depending on family income. The Porter Youth Center telephone number is 831-242-7822.

All students needing financial assistance for child care are encouraged to apply for child care subsidies through CSI. These subsidies can be used at any licensed child care facility/program on the peninsula. Applications can be taken over the phone for this "Alternative Funding" program by calling 831-424-6939, extension 10. Application for the program does not guarantee funding. Funding is offered as it becomes available to those with the greatest financial need.

Fee schedules and maps to all child-care locations are available in the Student Affairs Office, located next to the Financial Aid Office in Building 23. For more information or help, please call 831-582-3817. Students can also access child-care information via the CSUMB home page.

Child-Care Resources Information

- CSUMB Child-Care Resources 831-582-3817
- CSUMB Child Development Center 831-883-3628
- Information on CSI application status 831-883-3620
- Alternative Funding Program (CSI) 831-424-6939
..... extension 10

University Bookstore

The University Bookstore, located in Building 14 between the Dining Commons and the Library Learning Complex, is the place to purchase textbooks, reading material, school supplies, and emblematic clothing. In addition to textbooks for classes, the Bookstore has a wide variety of trade and reference books. Plus, all of the latest software versions are available at low prices, and any software not regularly stocked can be special ordered.

Textbooks can be returned for a full refund within the first two weeks of each semester, with a receipt. Students can sell their books back at the end of the semester, or during finals week, and 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 sweat shirts, T-shirts, caps, mugs, golf balls, key chains, and other merchandise in a wide range of prices, colors, sizes, and styles.

For other 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.

The University Bookstore manager is committed to service and quality. An advisory committee has been established comprising students, faculty, and staff to assist Bookstore staff in addressing any questions, concerns, or comments regarding the Bookstore and how it meets CSUMB's needs. The advisory committee is open to all interested students. To find out more about the University Bookstore Advisory Committee, contact the Bookstore at 831-883-1062.

Whether students are browsing or buying, or looking for software or giftware, T-shirts or golf tees, the University Bookstore offers a variety of items.

Hours are Monday to Friday, 8:30 A.M. to 5:00 P.M.



Transportation and Parking Services (TAPS)

California State University, Monterey Bay 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 vehicles. 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, etc.). A schedule of parking penalties (fines) was adopted in conjunction with the regulations. All penalties are based on comparable CSU and local municipal penalty schedules. Students may obtain a copy of the regulations from the University Police Department, Transportation and Parking Services (TAPS) Office in Building 82E.

Parking Permits

Parking is allowed only in designated, posted parking lots. With the abundance of parking lots, there is no shortage of available spaces, even during peak hours. Students may park in any nondesignated spaces. Reserved spaces for visitors, state vehicles, service vehicles, and disabled persons are not available for general student parking. Parking permits valid for the 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 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 University Police Department, TAPS Office.

Separate permits are issued for motorcycles, one per vehicle. Motorcycle permits cost \$13.50 per semester. 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 semester parking permit is \$36.00. Students can purchase their permit at a reduced price in blocks that 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 semester parking permits are available at the University Police Department, TAPS Office, in Building 82E. Proof of current motor vehicle registration is not required except for a student requesting supplementary or both regular and motorcycle permits.

All questions concerning parking regulations and permits should be directed to the TAPS Office at 831-582-3573.

CSUMB Campus Shuttle

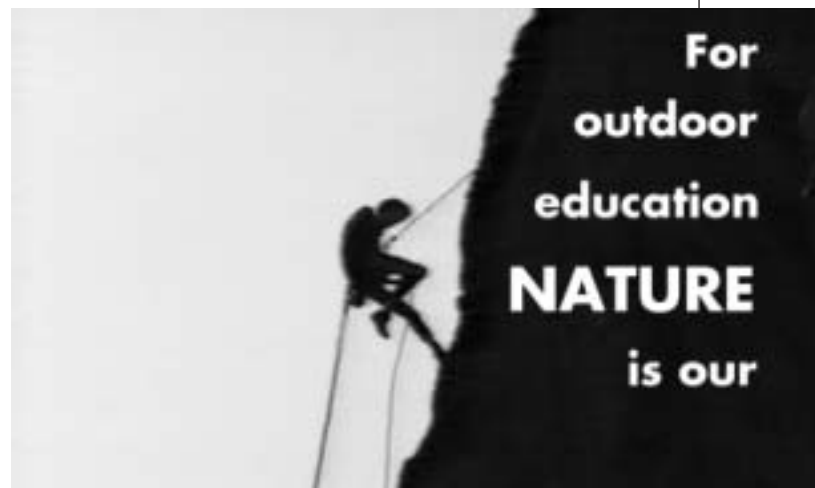
The shuttle service is open to all members of the campus community. The routes include all housing areas and major main campus locations. The shuttle system runs over 100 hours per week. During peak class and work hours, shuttles will run every 30 minutes to provide convenient service to all areas of campus.

A current student ID card is all a student needs to ride the shuttle. Nonstudents must pay to ride the shuttle. Staff and faculty who pay for a parking permit will receive a shuttle pass which entitles them to ride at no additional charge. The daily shuttle rate is \$0.50. Contact the TAPS Office for other payment options.

To ride the shuttle, wait at any of the distinctively marked shuttle stops on campus. Bicycles are not allowed on the shuttle. With the recent completion of bike lanes on Inter-Garrison Road and the desire to provide more frequent service, the shuttle service will no longer provide bike racks or space within the shuttle to safely store bicycles. Students can obtain a shuttle schedule at the University Police Department, TAPS Office, in Building 82E.

Wheelchair Accessibility

Transportation and Parking Services provides a point-to-point shuttle service for students, faculty, and staff unable to ride the shuttle bus due to a physical disability. A special shuttle that offers wheelchair accessibility is provided during the regularly scheduled hours for this service. Contact the TAPS Office for more information at 831-582-3573.



University Police Department

The University Police Department at California State University, Monterey Bay is a fully certified, state law enforcement agency providing a complete range of services within 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, CSUMB's University Police Department is responsible for 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.

Criminal complaints and other investigations will be handled by police personnel from inception 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.

The University Police Department is located in Building 82E and F on Third Street near Fourth Avenue. If the station is closed, an emergency phone is available by the front door.

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 further the departmental goal of maintaining a safe campus environment. CSOs staff the police station on weekday evenings and on weekends to provide expanded service to the campus community. Additional duties include building security, clerical support, and assistance with special events.

A major component of the CSO Program is the Night Walk Service. The Night Walk Service provides students, staff, and faculty members with an escort Monday through Friday evenings between dusk and midnight during the semester periods to accompany people between any on-campus locations. The CSOs can be reached by calling 831-582-3573.

Community-Oriented Policing and Problem Solving (COPPS)

Community policing is the philosophy of involving police officers in a specific section of the community, with ownership on a long-range basis. The key element is geographic ownership. The officer works to organize the resources of the community, the police department, and other agencies to reduce crime and meet the appropriate needs of the community.

Community policing is a philosophy of caring, working with people, and helping people. This often means helping people informally when the formal systems do not seem to work.

Community policing is the dominant style of operations of the University Police Department at CSUMB. For more information on the COPPS program, please contact the University Police Department at 831-582-4303 or stop by Building 82E and F and get a copy of the COPPS program brochure.

Emergency Preparedness

The campus emergency plan has been formulated in accordance with state guidelines and is available to guide emergency personnel should a disaster or major emergency occur. Regular testing of the plan began in the early summer of 1997.

ID Cards

Student identification or ID 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, Dining Commons debit card, on-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 of ID card processing. ID cards are available in early June for the summer semesters, and by mid-August for the fall semesters.

Students are issued one ID card during their academic career at CSUMB. All lost ID cards will cost \$10.00 to replace.

Student Accounts Counseling

CSUMB's Business and Finance Office offers counseling to students in the areas of budgeting and personal finances. Budgeting workshops and individual appointments can be made by contacting the student accounts counselor at 831-582-3392.



Electronic Community

CSUMB is often referred to as an electronic community because many of its social and educational interactions happen with computer technology on line via the Internet and electronic mail. FirstClass is the student electronic mail and collaboration system. Students use the FirstClass system to communicate with professors, fellow students, administrators, and staff. Most of the student organizations have a folder on FirstClass where they post notices about upcoming events, meetings, field trips, and other activities.

CSUMB's FirstClass system also has a direct connection to the Internet which enables students to correspond with the world, such as finding out about concerts in the area, sending email to off-campus contacts, visiting World Wide Web sites, and doing on-line research with global databases. FirstClass also has an on-line chat function which allows students to informally discuss ideas with other students and faculty members on line, in real time. FirstClass has an area referred to as conference space which enables special interest groups to easily "meet" and exchange ideas. It is through FirstClass that students frequently submit their class assignments.

In several CSUMB classes students can develop home pages for publishing on the World Wide Web for themselves, community groups, student organizations, and academic areas such as 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.

Check out CSUMB's Web site at <http://www.csumb.edu/>

Media Learning Complex

The Media Learning Complex (MLC) at California State University, Monterey Bay is a full-service, multimedia, telecommunications and applied computing education and production facility. It provides the specialized tools, facilities, and services needed by individuals, businesses and organizations to effectively communicate in an electronic age.

Students, faculty, staff, and media professionals involved in the creation of artistic and commercial multimedia materials, including film and video studios, producers, production and postproduction companies, CD-ROM publishers, advertising agencies and entertainment software developers, may use the MLC's state-of-the-art media production and telecommunications resources. Local businesses, community associations, corporate trainers and educators may utilize the MLC's meeting and presentation resources to meet their workshops, training, distributed learning, and teleconferencing needs.

MLC Facilities

CSUMB's Media Learning Complex 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.

- Meeting Room/Classrooms (Suite 170 and 171): Rooms with conference tables for 8 to 16 people for classes as well as consulting with associates, clients, and students.
- Distance Learning Theater (Suite 118): This high-tech facility permits the delivery of education and teleconferencing any where in the world. It accommodates 74 people, features a 12-foot rear projection screen, and provides the instructor with complete desktop control over lighting, video systems, sound, and telecommunications.
- Multimedia Classroom (Suite 106): Has 16 workstations loaded with basic office multimedia software and equipped with speakers and audiovisual input cards for image, sound, graphics, and video work.
- Multimedia Production Lab (Suite 110): Provides 16 Power Macintosh workstations with 20-inch monitors and loaded with advanced video and imaging software.
- Industry Demonstration Center/Classrooms (Suite 150 and 151): For use as classrooms and corporate affiliates to demonstrate new software and hardware products, and to meet with students for job assignments and positions.
- Video Conferencing/Distributed Learning Classroom (Suite 124): Video conferencing facility that provides opportunities for group discussions and remote learning and conferences.
- Project Design/Classroom Lab (Suite 160): A room for project design and planning, with workstations and wall-length white boards.
- Silicon Graphics Studio (Suite 104): Silicon Graphics work stations for the sophisticated user working in video, graphics, film, advertising, educational production, and multimedia.
- Telecommunications Lab/Classroom (Suite 156): Fully equipped, PC-based classroom for training on PC systems.
- Telecommunications Experimental Lab (Suite 164): Contains work benches, Power Macintoshes, and Pentium PCs, plus bridges and routers for hands-on training.



Service Learning Projects

CSUMB students working under the supervision of instructors at the Media Learning Complex have opportunities to assist small businesses, start-up groups, and community and educational organizations on specific projects including construction of a World Wide Web home pages, set-up of local area networks, and creation of multimedia presentations.

Location

CSUMB's Media Learning Complex is located on the main quad of the campus in Building 18.

Hours of Operation

- Monday to Thursday 8:00 A.M. to 10:00 P.M.
- Friday 8:00 A.M. to 8:00 P.M.
- Saturday 9:00 A.M. to 4:00 P.M.
- Sunday 1:00 P.M. to 10:00 P.M.

The hours are subject to change when classes are not in session. To find out more about scheduling the use of the MLC facilities, contact the special events coordinator at 831-582-3564.

MLC Mailing Address

- California State University, Monterey Bay
Media Learning Complex
100 Campus Center, Building 18
Seaside, CA 93955-8001

New Media Centers

CSUMB is a member of New Media Centers (NMC), a nonprofit organization empowering educators to change the way people learn. The 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, the New Media Centers creates a collaborative network of institutions and corporations serving as a catalyst to integrate new media into education and to develop new models for innovation.

Instructional Media Services

Instructional Media Services (IMS) is a campuswide resource for graphics and digital media production. It provides CSUMB students, faculty, and staff with a full range of media production and copying services, and equipment and technical assistance to meet their presentation needs.

Instructional Media Services provides the following products and services:

- High resolution scanning of flat reflective art, 35-mm slides and negatives
 - Color output of computer files to slides, overheads, and paper prints
 - Large format flip charts and other presentational aids
 - Signs and banners
 - Posters and art prints
 - Lamination and mounting of posters, prints, and signs
 - Digital photography
 - Color separations and proofs
 - OCR (optical character recognition) of printed media into digital form for archiving or electronic publishing
 - Faxing and electronic transferring of files
 - File conversion from one format to another
 - File transfers from one medium to another
 - Duplication and custom labeling of videos and audio cassettes
 - Technical support, set-up, and basic instruction in using media equipment and tools such as scanners, digital cameras, and printers
 - CD-ROM mastering, duplicating, and custom labeling
 - Consulting, sourcing, and ordering of media products and services from outside vendor sources
 - Video- and audiotape duplication
- IMS self-service areas provide:
- Light tables, paper cutters, and paste-up areas
 - Copy machines
 - Multimedia-ready computers for digitizing audio and video
 - Printers (laser 600 dpi black and white, and color ink jet 300 dpi)
 - Scanners
- IMS equipment that may be checked out:
- Digital cameras
 - Graphic arts slates
 - Software manuals
 - Training CDs and videos
 - Laser pointers and other presentational aids
 - Portable laser projectors
 - Hi8 video cameras
 - Tape recorders
 - VCRs



Other IMS assistance available (performed by upper-division students with faculty advisement):

- Desktop publishing of printed materials, brochures, newsletters, advertising, and computer presentations
- Graphic art design of electronic and printed materials, logos, brochures, flyers, posters, banners, package designs, and animation
- Hardware and software training and tutoring
- Multimedia authoring
- Image enhancement and photo restoration
- Internet research and World Wide Web page design
- <http://services.monterey.edu/nms/>

Library Learning Complex

The mission of CSUMB's Library Learning Complex is to provide access for students, faculty, and staff to a unique and innovative mix of services, technologies, and collections, with an emphasis on electronic resources.

Building and Equipment

CSUMB's Library Learning Complex is located on Third Street, next to the University Bookstore, in Building 12, with the entrance on the quad. The Library includes 90 study seats and 4 group study rooms. The CSUMB Library includes an electronic classroom (Room 125) with 20 Macintosh computers which may be used by individuals when classes are not scheduled; a skills center/open access lab (Room 152) with 12 Macintosh computers available all day after additional security systems have been activated; and 15 Macintosh computers located near the Reference Desk where librarians can provide assistance with periodical database searches, library catalogs, and Internet research.

Collections

CSUMB's Library Learning Complex offers over 3,000 electronic full-text journals and news sources available on line. Visit the Library's World Wide Web home page at: <http://www.csumb.edu/academic/library>

CSUMB's Library houses over 25,000 books and 300 journals and magazines. Books are organized by subject using the Library of Congress classification system. Journals and magazines are organized alphabetically by title. Voyager, the CSUMB Library's on-line catalog is now operational.

CSUMB undergraduates may borrow books for three weeks. CSUMB 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.

Off-site use and borrowing privileges are available at Monterey Peninsula College, Hartnell College, and other local libraries; please consult a librarian before visiting.

Library Services

- Reference (in person, via telephone, and via email from the Library's World Wide Web home page)
- Interlibrary loan and electronic document delivery
- Circulation and course reserve
- Self-service photocopying

Hours of Operation

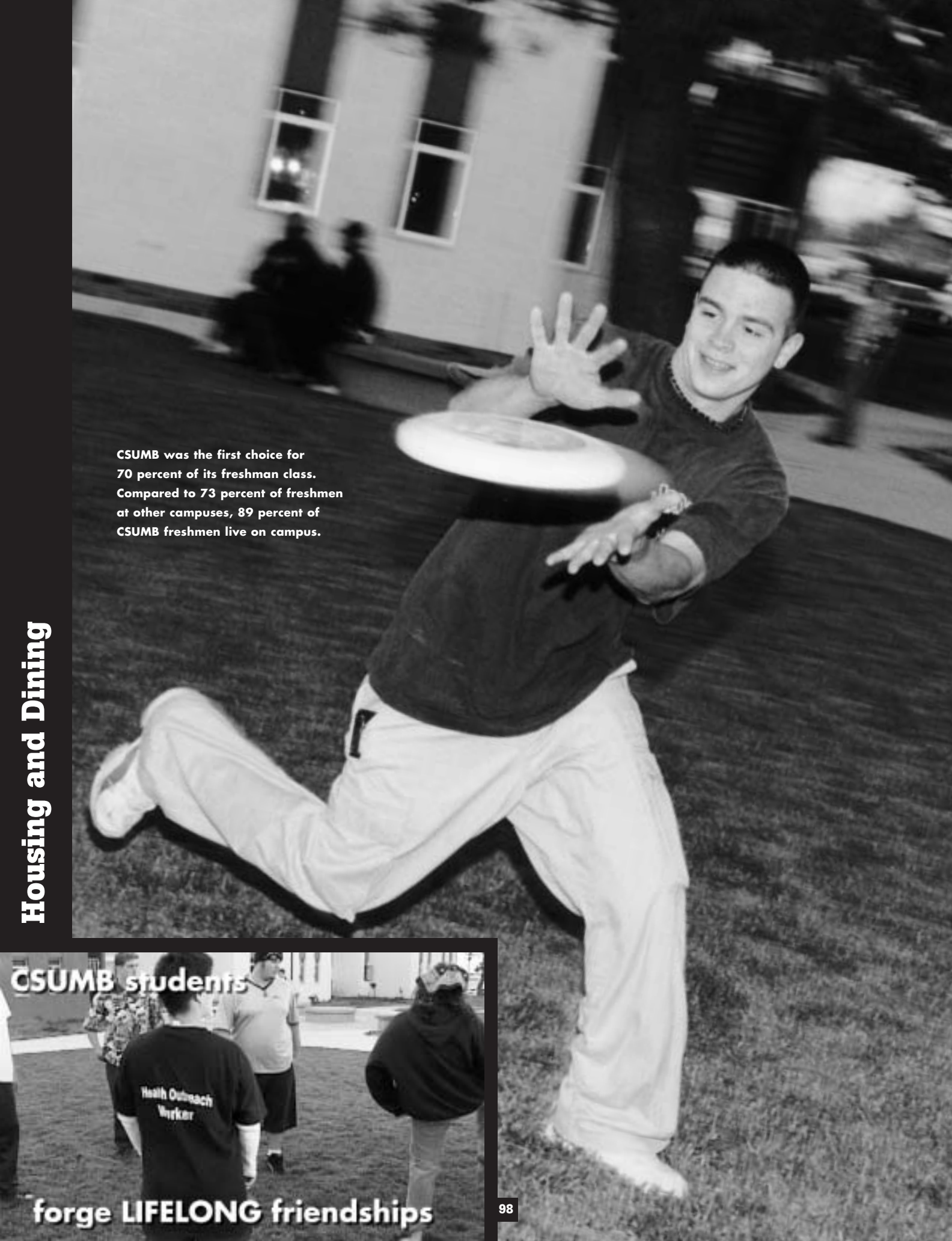
Building, Circulation, and Course Reserve Hours

- Monday to Thursday 8:00 A.M. to 10:00 P.M.
- Friday 8:00 A.M. to 5:00 P.M.
- Saturday 1:00 P.M. to 5:00 P.M.
- Sunday 1:00 P.M. to 8:00 P.M.
- Phone 831-582-3733

Reference Hours

- Monday to Thursday 9:00 A.M. to 8:00 P.M.
- Friday 9:00 A.M. to 5:00 P.M.
- Saturday and Sunday 1:00 P.M. to 5:00 P.M.





CSUMB was the first choice for 70 percent of its freshman class. Compared to 73 percent of freshmen at other campuses, 89 percent of CSUMB freshmen live on campus.

Housing and Dining



CSUMB students

forge LIFELONG friendships

Mission Statement

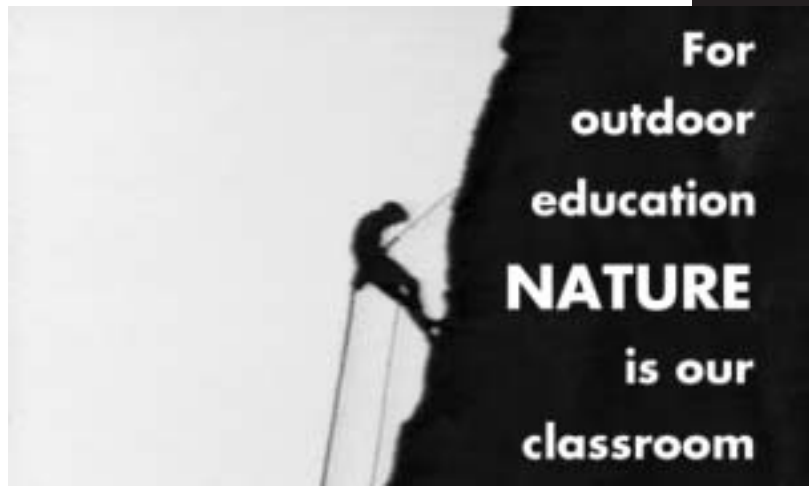
CSUMB's Housing and Residential Life is committed to providing a clean, safe, and comfortable living environment for CSUMB students conducive to developing academic success, responsible community membership, and personal growth.

For current housing rate information and availability, contact the Residential Life Office at 831-582-3378, Building 84E.

Dining Commons

Open Daily, Building 16

- Weekdays 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 1:30 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 11:30 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.
- The Dining Commons is available to everyone, not only students.
- Phone: 831-582-3838
- Fax: 831-582-3839
- <http://www.csumb.edu/general/housing/>



CSUMB Residential Life

On-campus housing is a vital part of the educational experience at California State University, Monterey Bay. Part of the excitement of being at a university is getting to know your neighbors and roommates, as well as gaining valuable experience in independent living. CSUMB's available housing units are designed to meet the needs of our students by providing a relaxed and safe atmosphere suitable for studying and socializing.

CSUMB will provide students with opportunities to meet people of varied lifestyles and cultures in a living-learning environment. In this environment students will be able 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, resident advisors, and faculty/staff fellows will help students enhance and develop skills essential to residential and university life. The Residential Life team will provide 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 community. Consideration for others is a priority. Whether students live in one of the apartments or one of the residence halls, they will get to know their roommates very well, but a special effort may be needed to meet their neighbors.

CSUMB provides university housing for the majority of our students, faculty, and staff in the beautiful and historic Monterey Peninsula area. CSUMB offers its students two types of on-campus housing, with several options. All of these options are very economical, providing spacious accommodations. On-campus housing includes residence halls within walking distance of most campus facilities, and student apartments in residential areas convenient to the main campus area.

For current housing rate information and availability, call 831-582-3378.

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 Learning Complex, and the University Bookstore. All traditional-aged freshmen and sophomores are

required to live in the residence halls unless they have a local family residence. There are preselected units also available for juniors, seniors, and graduate students. First-floor units are configured for wheelchair accessibility.

The standard residence hall assignment consists of two students sharing a spacious room with a self-contained bathroom. The rooms are appointed with standard furnishings in a contemporary style. Each room is equipped with individual hookups for Internet access, cable television, and telephone service. In Residence Hall 201, students live in suites comprising four furnished double bedrooms. Each suite has a common living room and bathroom. A limited number of single rooms in 201 are available, at a higher rate. Additionally, each floor of Residence Hall 201 has a kitchenette and laundry facilities. Residence Hall 201 also has a community room with a computer lab, study lounge, and television lounge.

Residence Halls 203, 204, and 205 are renovated buildings that were first occupied in Fall 1996. Each of these buildings can house up to 86 students. Each room is double occupancy with its own private bathroom with shower. Each hall has a community laundry room and kitchen.

All students in residence halls are required to purchase a declining balance meal card to use at the Dining Commons (see below).

For more information, contact the Residential Life Office at 831-582-3378.

Residential Life staff will also coordinate a variety of recreational, educational, cultural, and social events throughout the academic year. Through your residence hall experience, you will make lifetime friendships and learn valuable life skills.

Apartments

Frederick Park Apartments is a residential community located in east campus. This community primarily serves married students and students with families. It is also offered to other upper-division students based on availability. These 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, shuttle or bicycle.

Each apartment contains approximately 1,300 square feet of living space and is equipped with basic kitchen appliances, hook-ups for individual washer/dryer units, one full bath, a one-car garage, and either a small, fenced backyard or an enclosed, walk-out balcony. Upstairs units are carpeted and ground-level units are not. A limited number of furnished units is available. Selected apartment units are configured for wheelchair accessibility.

Students will find playgrounds for children and athletic fields throughout the community. There are hiking, jogging, and biking paths all throughout the neighborhoods. Child-care facilities are available on campus and in the local area.

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 at 831-582-4841 or 831-582-5847



West Campus Studios

Planning is underway to renovate a residence hall into studio apartments for Fall 1999. The studios are single-room residences primarily for upper-division students. The apartments are walking distance to classes and campus activities. Phone, cable TV, and computer connectivity will be available.

Mail

Residence hall student mail comes through the main campus mail center and is distributed in the mailboxes Monday through Friday. The correct address for the residence halls is: Student Name, Residence Hall 201 (corresponding hall number), Room 305 (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 U.S. Post Office. Mail will be delivered directly to their mailbox 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 their license agreement to familiarize themselves with these policies. If students have questions, or desire a copy of the policies, they may contact Tulia Cobian-Garcia at 831-582-3378, or drop by the Residential Life Office in Building 84E.

Dining Commons

The Dining Commons is conveniently located in the center of campus and offers a variety of meals. 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 snack.

Open Daily, Building 16

- Weekdays 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 1:30 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 11:30 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.
- The Dining Commons is available to everyone, not only students.
- Phone: 831-582-3838
- Fax: 831-582-3839

Menu Variety

At the Dining Commons there is a selection of meal choices. Students can choose items from the main grill, or the Food Court. The main grill is available during meal times and provides healthy and nutritious meals. There are a variety of side dishes, a large salad bar, fruits, and vegetables.

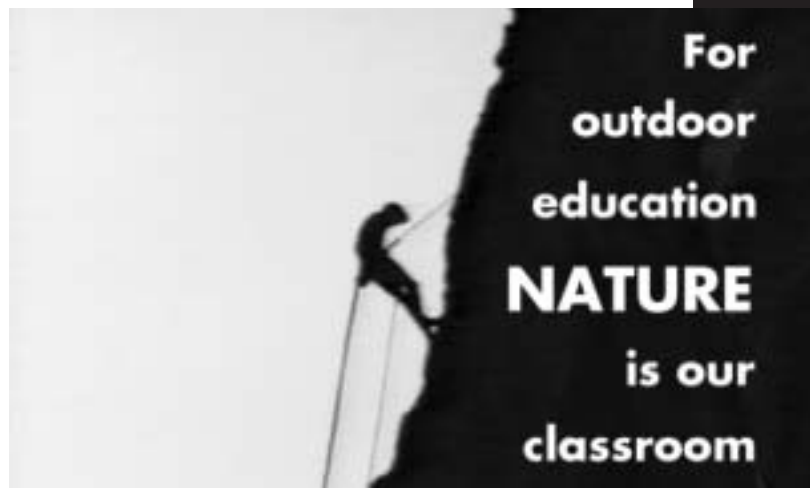
At the Food Court, students have their choice of a variety of venues. The Deli offers a variety of fresh, made-to-order sandwiches. At the Noodle Shop students can order Asian or Italian specialties. Tierra Del Sol offers burritos, tacos, and salads with all the extras. One of the favorites is the personal pan pizza offered at the Pizza Hut Express.

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. Special event and catering services are also available by contacting the Dining Commons manager at 831-582-3838 or fax requests to 831-582-3839.

University Center (or Pomeroy)

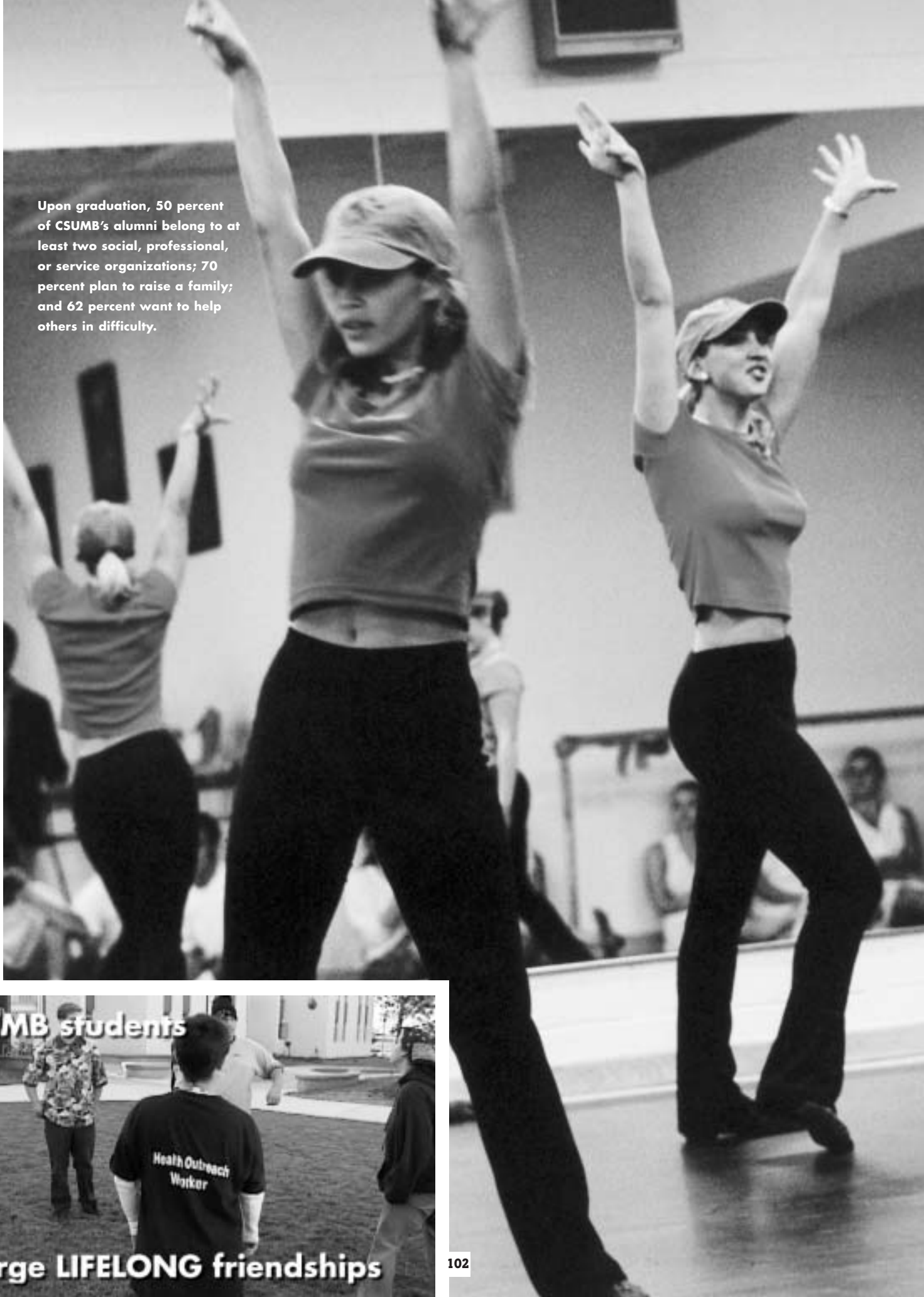
The University (or Pomeroy; it has yet to be officially named) Center, Building 29, on Sixth Avenue will be ready for initial use this Fall 1998. The Center will offer 28,976 square feet of space to provide expanded student, faculty, and staff services. When completely renovated by January 1999, some of the Center's features will include:

- Restaurant
- Casual dining services
- Bookstore
- "Living room", a lounge area for meeting with faculty, talking with friends, and doing light studying
- Patio with outdoor lounge areas
- Multipurpose room, a space able to accommodate 800 chairs and be used for conferences, speaker events, dances, and performances
- Retail spaces dedicated to various stores
- Three meeting rooms, which can be combined into one large meeting room
- Entry court featuring indoor/outdoor landscaping



Upon graduation, 50 percent of CSUMB's alumni belong to at least two social, professional, or service organizations; 70 percent plan to raise a family; and 62 percent want to help others in difficulty.

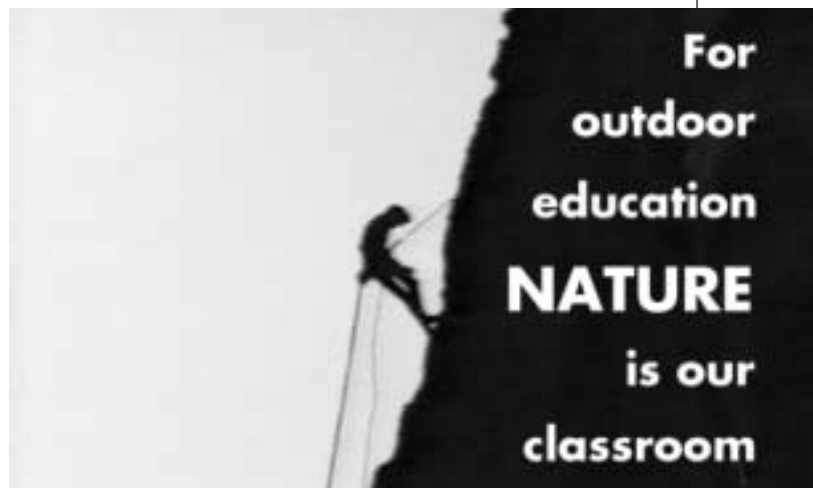
Student Activities



forge **LIFELONG** friendships

Student Activities

- Office of Student Activities and Career Development 831-582-3845
Building 44, Sixth Avenue
100 Campus Center
Seaside, CA 93955
- Fax: 831-582-3093
- <http://www.csumb.edu/student/activities/>
- Career Services
<http://www.csumb.edu/student/activities/index2.html>
- Student Organizations 831-582-3329
<http://clubs.monterey.edu/>
- Wellness Activity Center 831-582-4833
Building 90, Corner of Second Avenue and Third Street
 - Hours of Operation
Monday through Friday 6:00 A.M. to 11:00 P.M.
Saturday 9:00 A.M. to 6:00 P.M.
Sunday 9:00 A.M. to 5:00 P.M.
- Intercollegiate Athletic Program 831-582-4257
 - Team Schedules 831-582-4833
- Intramural Sport Leagues 831-582-3785
- Recreational and Competitive Sport Clubs 831-582-3015
- Boating Education Program 831-582-4833
- Outdoor Education Program
Building 93, Third Avenue
<http://outdoor.monterey.edu/>
 - Rentals 831-582-4844
 - Programs 831-582-4846
- Barker Movie Theater
U.S. Army PX, on Gigling Road,
off of North-South Road
- Black Box Cabaret 831-582-3597
Building 81
- Meeting House 831-582-3564
Building 98
- University Events Calender Page 208



Office of Student Activities and Career Development

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 gain skills in 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.

Career development incorporates on- and off-campus employment and internship listing resources; coordination of student assistant, internship, and volunteer employment guidelines; undergraduate and graduate school; peace corps; and study abroad information. Student activities includes coordination of all recognized student groups, leadership education and activities promoting social, physical, and intellectual growth.

Student Organizations

Joining or creating a new student group provides students with an opportunity to expand on their existing interests, experiment with new activities, and enhance their academic experience at CSUMB. Students' participation in campus life beyond the classroom allows for practical applications of learning while gaining valuable work-force and organizational skills to enrich their CSUMB experience. 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 38 recognized student organizations. If students don't see a group which fits their needs, they are encouraged to stop by the office or call 831-582-3329. CSUMB is happy to help students get a new group started.

Some of CSUMB's student organizations include:

- All in the "Family"
- African Students United
- American Sign Language (ASL) Club
- Baseball Club
- Business Organization for Student Success
- Club Yoga

- Dance Team
- Electric Eels
- Fencing Club
- First Nation Student Alliance
- Golf Club
- Inter-Club Council
- International Martial Arts Sciences
- Japan Club
- Jewish Cultural Club
- Lacrosse Club
- MEChA
- Multicultural Club
- Newman Community
- Otter Christian Fellowship
- Otter Realm Newspaper
- Photography Club
- Planet Otter
- Running Club
- Sailing Club
- Society of Global Ambassadors
- Students Hungry 4 Change
- Student Voice (Associated Students)
- Teledramatic Arts and Technology Club
- Track Club

Leadership Development

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 positions, and Residence Hall Association leaders. To assist students in these roles and the roles they play beyond CSUMB such as parent, co-worker, and community builder, 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.

Through students' participation in extracurricular activities, they also gain career-related experience which significantly enhances their professional résumé.

Events and Programs

With the assistance of the SACD office, student organizations and Student Voice offer many activities. Some of these events include bands in 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, the SACD office offers students 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 incorporates a broad spectrum of student employment-related opportunities and services. At CSUMB, a wide variety of career growth opportunities and information is available to all students such as:

- On-campus job and internship opportunities
- Off-campus job and internship positions
- International study abroad information
- Career exploration and guidance resources
- Peace Corps information
- General graduate school information
- Standardized test packets for graduate school such as the GRE, GMAT, and LSAT
- Job and employment opportunities fairs
- Workshops and career advising

Address

California State University, Monterey Bay
Student Activities and Career Development
Building 44, Sixth Avenue
100 Campus Center
Seaside, CA 93955
Phone: 831-582-3845
Fax: 831-582-3093
<http://www.csumb.edu/student/activities/>

Wellness, Recreation, and Sport Institute (WRSI)

WRSI Academic Learning Experiences

The WRSI provides class offerings designed to allow students to learn new health habits and skills, fitness activities, and sports. *Foundations of Wellness* is the core theory class which encompasses the knowledge base necessary for a healthy lifestyle. In addition, WRSI's academic program offers a variety of learning labs such as martial arts, tennis, dance and 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.

Courses offered through WRSI qualify students to meet the VIBRANCY university learning requirement. A full listing of these academic courses is provided in the Course Description section of this catalog.

WRSI Programs and Services

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, the Outdoor Training Retreat (OTR), 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 wall events, hiking, swimming, and exploring wilderness areas and ecosystems.

The WRSI also offers a wide range of other wellness, recreation, and sport opportunities for students, as described below, to incorporate fitness into their lifelong learning plans.

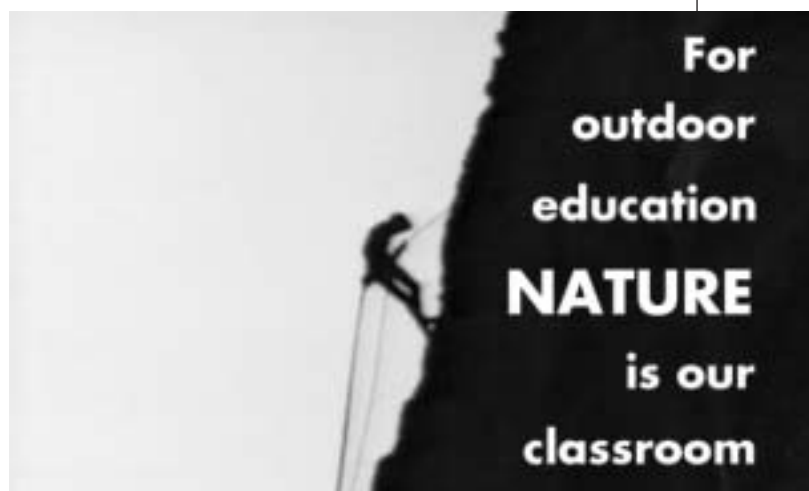
Wellness Activity Center (Gym)

The Wellness Activity Center (WAC) is a central point of activity and recreation, supporting 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, sports games, and special events.

There are also three glass back-wall racquetball courts, a 2,500 square-foot fitness room with new cardiovascular and weight training equipment and locker/shower/sauna facilities. Vending machines are also on site to provide snacks and beverages.

The WAC currently maintains the following equipment for check-out 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
- Competition Discs
- Weight belts and bar pads
- Towels



Student access to the facility is covered in the campus-based fees, so memberships or user fees are not required. Students 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.

Current Wellness Activity Center hours are:

Monday through Friday 6:00 A.M. to 11:00 P.M.

Saturday 9:00 A.M. to 6:00 P.M.

Sunday 9:00 A.M. to 5:00 P.M.

These hours are subject to change; please call 831-582-4833 with questions.

Students may also stay active with additional 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.

Drop-In Recreation Class Schedule:

Step Aerobics

Tuesdays and Thursdays 5:30 P.M. to 6:30 P.M.

Cardio-Dance Aerobics

Mondays and Wednesdays 7:30 A.M. to 8:30 P.M.

CSUMB student assistants staffing the front desk at the WAC are able to provide information and answer questions. The phone number at the WAC is 831-582-4833. Stop by the WAC and discover wellness through recreation and fitness.

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 at 831-582-4833 or the Recreation Programs Office at 831-582-3785.

Recreational and Competitive Sport Clubs

Competitive sport clubs provide the opportunity to compete extramurally without the constraints of eligibility requirements associated with WRSI's affiliation with the National Association of Intercollegiate Athletics (NAIA). 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
- Board Riders Club
- Climbing Club
- Otter Rugby Club

For details regarding these recreation and sport clubs, contact WRSI at 831-582-3015.

Intercollegiate Athletic Program

The CSUMB Intercollegiate Athletic Program is affiliated with the National Association of Intercollegiate Athletics (NAIA) and is a member of the California-Pacific (CalPac) Conference. The CalPac 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.

CSUMB sponsors the following varsity athletic sport teams:

- Women's volleyball
- Women's basketball
- Men's basketball
- Men's soccer
- Men's rugby
- Women's cross-country running
- Men's cross-country running

For current team schedule information, please call the WAC at 831-582-4833. For more information on the Intercollegiate Athletic Program, contact the head of athletics at 831-582-4257.

Boating Education Program

The CSUMB Boating Education Program has four key elements:

- 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 boating safety education and sailing programs for at-risk youth, battered women and their children, and marine safety. CSUMB plans to expand these initial service learning efforts, guided by staff and performed by sailing students of CSUMB.



- Professional Education and Research: CSUMB provides boating programs for boating professionals, educators, and marine researchers. The programs provide training for field work in marine-oriented earth sciences and ocean studies.

CSUMB's Boating Education Program functions through collaborative utilization of resources and provision of services. Through multiple partnering with existing groups in the area, courses are delivered to CSUMB students, staff, faculty, partnered groups, and the larger community.

Outdoor Education Program

CSUMB's Outdoor Education Program is an on-campus program with most of its activities happening off campus. This program offers equipment rentals, for-credit classes, notfor-credit classes, and organized outings from its on-campus outlet center in Building 93, located near the corner of Third Avenue and Third Street, down the hill from the WAC. For more information, call 831-582-4846.

Equipment Rentals

The Outdoor Education Program provides outdoor equipment rentals and information, offered in partnership with the Presidio of Monterey and are available to the entire CSUMB community.

Rentals are available Monday, Thursday, and Friday, 4:00 P.M. to 6:00 P.M. The following rental equipment is available:

- Surfboards
- Boogie boards
- Sailboards
- Scuba gear
- Wetsuits
- Bicycles
- In-line skates
- Backpacks
- Camping gear
- Climbing shoes
- Fishing equipment

The Presidio of Monterey also offers discounts on other entertainment venues and theater tickets. Students can also receive discounts to the Sanctuary Rock Gym. To secure these discount offers and rent equipment, present your CSUMB ID to the POM Outdoor Office at Stilwell Community center, 4260 Gigling Road, Seaside, CA.

For-Credit Classes

For-credit classes are available in sailing, rock climbing, backpacking, scuba, surfing and sea kayaking. These classes meet once a week for two to three hours each session. There are classroom and field components to each course. Some courses culminate with an overnight "final" expedition. Supplemental fees apply.

To register for credit classes the process is the same as for any other class.

Not-For-Credit Classes and Outings

Notfor-credit classes, rental gear, and organized outings are also offered through CSUMB's Outdoor Education Program. The following activities are offered:

- Skiing
- River rafting
- Hang gliding
- Biking
- Sailboarding

- Canoeing
- Ocean charter fishing
- Orienteering
- Scuba diving
- Snorkeling

To rent or register for outings, bring your student ID to the Outdoor Education Program's office on campus in Building 93.

Barker Movie Theatre

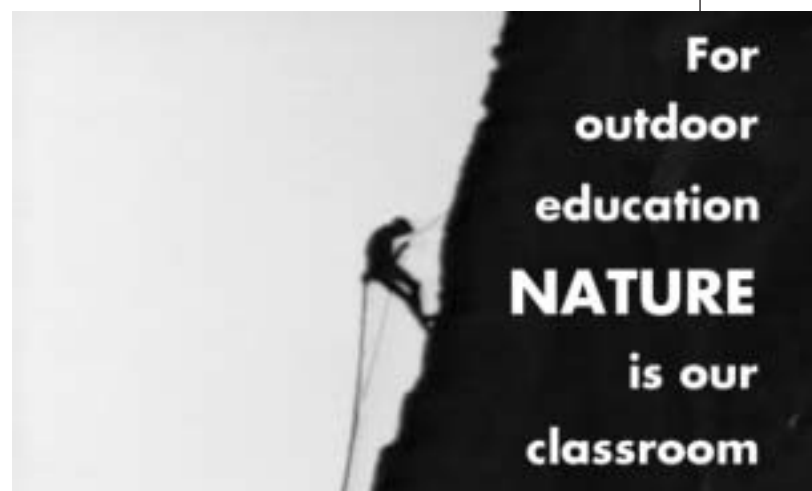
As part of an agreement with the Presidio of Monterey, CSUMB community members are able to view first-run movies at the Presidio of Monterey's Barker Theater. Movies are shown every Friday, Saturday, and Sunday and the value-priced admission is \$3.00 for adults and \$1.50 for children, with a current CSUMB identification card. Current movie schedules are posted weekly to general News on FirstClass Email. The Barker Theater is located next to the U.S. Army PX, on Gigling Road, off of North-South Road.

Black Box Cabaret (BBC)

The Black Box Cabaret, located on North-South Road behind Building 80, features a full-service coffee house offering hot and cold beverages, sandwiches, salads, and an assortment of pastries. In addition, the Black Box Cabaret offers live performances including music, poetry readings, comedy acts, plays, and the popular open microphone night in a setting that replicates a coffee house of the 1950s. The Black Box Cabaret is open daily, with the precise hours changing each semester. For more information about the Black Box Cabaret, please call 831-582-3597.

Meeting House

The Meeting House, a former Fort Ord chapel and historical site, is available for members of the campus community to use for meetings or social functions. The facility is located at the corner of First Street and Fourth Avenue, and comfortably accommodates up to 100 people. It is ideal for large meetings. Faculty, staff, or student groups may reserve use of this space by calling the special events coordinator at 831-582-3564.



CSUMB named its first Fellows in 1998 to honor achievements in several areas. Among the first recipients are Brenda Laurel, founder of Purple Moon, an interactive computer games company; Myles Williams, folk singer and community activist; and Ted J. Balestreri, hospitality industry businessman and philanthropist.

Doyle
SURFBOARDS

Doyle
SURFBOARDS

Doyle
SURFBOARDS

HOWLINE

ONELL

ONELL

Admissions and Records

CSUMB students

Health Outreach
Worker

forge **LIFELONG** friendships

Applications

Electronic versions of the CSU undergraduate and graduate applications are accessible on the World Wide Web at:

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

Location and Hours of Operation

- Building 21
- Monday through Friday
- 8:00 A.M. to 5:00 P.M.

Application Filing Periods

<u>Semester</u>	<u>Initial Filing Period</u>
Fall	November
Spring	August

Eligibility Index Table

See page 113.

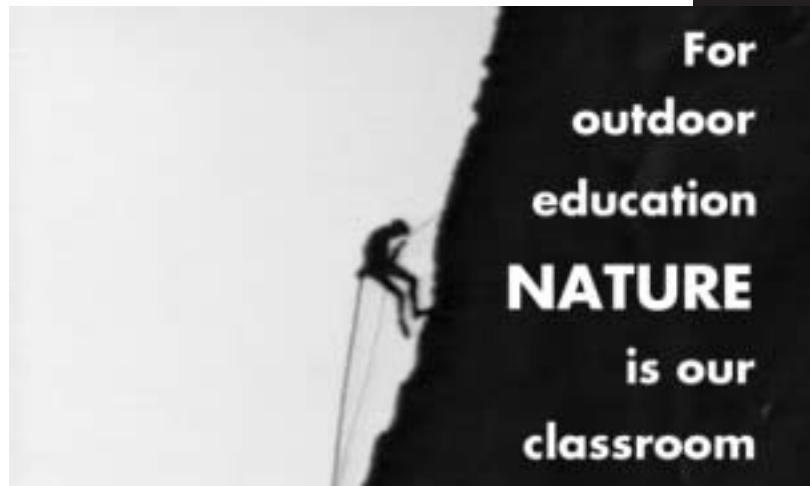
SAT 1 and ACT

Registration forms and dates for the SAT I and ACT are available from school or college counselors or from the university testing office, or you may contact:

The College Board (SAT I) Registration Unit, Box 592 Princeton, NJ 08541 609-771-7588	American College Testing (ACT) Program Registration Unit, P.O. Box 168 Iowa City, IA 52240 319-337-1270
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Information

- California State University, Monterey Bay
Student Information Center
100 Campus Center, Building 21
Seaside, CA 93955-8001
- Phone: 831-582-3518
- Fax: 831-582-3087
- TTY: 831-582-3373
- Email: student_info_center@monterey.edu
- <http://www.monterey.edu/general/admissions/home.html>



CSUMB's Student Information Center can assist students with any questions on admissions and records, financial aid, and pre-admissions 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. Contact the Student Information Center at 831-582-3518, via email at student_info_center@monterey.edu, or visit them in Building 21.

CSUMB's Office of Admissions and Records is responsible for processing admission applications, determining admission eligibility, evaluating transfer credit, administering the Entry-Level Mathematics (ELM) and English Placement Test (EPT) examinations, coordinating New Student Orientation Programs, registering students, posting grades, processing graduation applications, and producing official transcripts.

Registration and Orientation

Registration and orientation at CSUMB are student-centered experiences that include academic advising, enrolling in classes, and paying fees. It is CSUMB's goal to make your registration experience as smooth as possible. Registration involves the steps listed below.

Academic Advising

- Review this catalog and the course schedules which contain important information regarding CSUMB's outcomes-based curriculum, university learning requirements, major learning outcomes, assessment, and other key components of academic life at CSUMB.
- Review the descriptions of the learning experiences and courses that are listed in this catalog and each semester's course schedule (available at the University Bookstore).
- Meet with your academic advisor to discuss your learning goals.
- Visit the Student Academic Advising Office if you have not declared a major or if you need to obtain information regarding the university learning requirements.
- Complete a Registration Form (available in the course schedules) listing your selection of courses.

Enrolling in Classes

You will receive a registration notification letter which will indicate your eligibility to register, your residency status, any registration holds, and the time that you are scheduled to register. Take your Registration Form, at your assigned time, to the Office of Admissions and Records where you will be officially enrolled in your selection of available courses.

Paying Fees

Registration is not complete until fees have been paid at the University Cashier's Office. Students receiving financial aid may receive fee deferment if aid is pending.

Registering Late

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 Office of Admissions and Records.

Change of Program (Add/Drop)

Students are permitted to add or drop without penalty through the second week of the semester. The instructor's signature is required to add a class. Students with serious and compelling reasons, wishing to add or drop after the second week may do so, with instructor's approval. A "W" will appear on the transcript for all courses dropped after the second week.

Complete Withdrawal

Students wishing to withdraw from CSUMB may do so within the first two weeks of the semester by completing CSUMB's withdrawal form which is available at the Office of Admissions and Records and 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 (available at the Cashier's Office).

Application for Graduation

Prior to registration for your final term of enrollment, you will need to file an application to graduate. These applications are available in the Office of Admissions and Records. Completing this application will require a meeting with your academic advisor to finalize your individualized learning plan. Following your submission of all the necessary materials, you will receive a summary of the requirements which need to be fulfilled prior to the awarding of your degree. Contact the Office of Admissions and Records for specific application information and filing deadlines.



Admission Policies, Procedures, and Requirements

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 CSUMB 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 World Wide Web at <http://www.calstate.edu>.

Application Filing Periods

Semester	Initial Filing Period
----------	-----------------------

Fall	November
Spring	August

Students are advised to apply during the initial filing period.

Applications may be received after that period.

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 full-time 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.

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 completed 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.

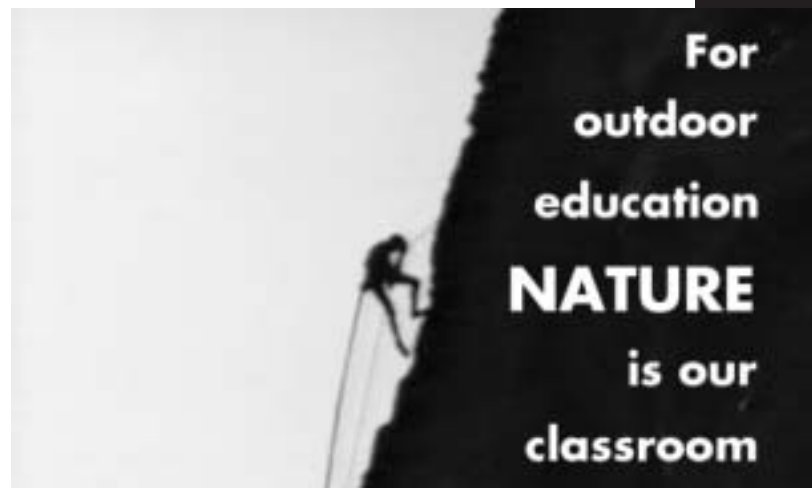
Since applicants for postbaccalaureate programs may be limited to the choice of a single campus on each application, redirection to alternate campuses or later changes of campus choice will be minimal. To be assured initial consideration by more than one campus, it will be necessary to submit separate applications (including fees) to each. Applications may be obtained from the graduate studies office of any California State University campus in addition to the sources noted for undergraduate applications. Applications are also available at CSUMB's Student Information Center, 831-582-3518.

Impacted Programs' Requirements

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. There are no impacted programs at CSUMB. 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, and 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 Admission Criteria

Each campus with impacted programs uses supplementary admission 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 December if applying for fall admission.

The supplementary admission 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.

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.

Admission Notifications

Application Acknowledgment

You may expect to receive an acknowledgment from your first choice campus within two to four weeks of filing the application. A notice that space has been reserved for you 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 admission requirements. Such a notice is not transferable to another term or to another campus.

Acceptance Notices

The Office of Admissions and Records normally sends acceptance notices to applicants beginning in December for admission to the fall semester and beginning in September for admission to the spring semester. Letters from departments or faculty do not constitute admission to CSUMB.

Applicants are not admitted as students in CSUMB's regular session until they have received an official acceptance notice from the Office of Admissions and Records.

Undergraduate Admission Requirements

Freshman Requirements

You will qualify for regular admission as a first-time freshman if you:

- Are a high school graduate,
- Have a qualifiable eligibility index (see the subsection on Eligibility Index), and
- Have completed with grades of C or better each of the courses in the comprehensive pattern of college preparatory subject requirements (see the Subject Requirements subsection).

Eligibility Index

The eligibility index is the combination of your high school grade-point average (GPA) and your score on either the American College Test (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 credit 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 10 times the ACT composite score. If you are a California high school graduate (or 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 CSUMB 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.



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

GPA	ACT Score	SAT I Score	GPA	ACT Score	SAT I Score	GPA	ACT Score	SAT I Score	GPA	ACT Score	SAT I Score
2.99	10	510	2.74	15	710	2.49	20	910	2.24	25	1110
2.98	10	520	2.73	15	720	2.48	20	920	2.23	25	1120
2.97	10	530	2.72	15	730	2.47	20	930	2.22	25	1130
2.96	11	540	2.71	16	740	2.46	21	940	2.21	26	1140
2.95	11	540	2.70	16	740	2.45	21	940	2.20	26	1140
2.94	11	550	2.69	16	750	2.44	21	950	2.19	26	1150
2.93	11	560	2.68	16	760	2.43	21	960	2.18	26	1160
2.92	12	570	2.67	16	770	2.42	21	970	2.17	26	1170
2.91	12	580	2.66	17	780	2.41	22	980	2.16	27	1180
2.90	12	580	2.65	17	780	2.40	22	980	2.15	27	1180
2.89	12	590	2.64	17	790	2.39	22	990	2.14	27	1190
2.88	12	600	2.63	17	800	2.38	22	1000	2.13	27	1200
2.87	12	610	2.62	17	810	2.37	22	1010	2.12	27	1210
2.86	13	620	2.61	18	820	2.36	23	1020	2.11	28	1220
2.85	13	620	2.60	18	820	2.35	23	1020	2.10	28	1220
2.84	13	630	2.59	18	830	2.34	23	1030	2.09	28	1230
2.83	13	640	2.58	18	840	2.33	23	1040	2.08	28	1240
2.82	13	650	2.57	18	850	2.32	23	1050	2.07	28	1250
2.81	14	660	2.56	19	860	2.31	24	1060	2.06	29	1260
2.80	14	660	2.55	19	860	2.30	24	1060	2.05	29	1260
2.79	14	670	2.54	19	870	2.29	24	1070	2.04	29	1270
2.78	14	680	2.53	19	880	2.28	24	1080	2.03	29	1280
2.77	14	690	2.52	19	890	2.27	24	1090	2.02	29	1290
2.76	15	700	2.51	20	900	2.26	25	1100	2.01	30	1300
2.75	15	700	2.50	20	910	2.25	25	1100	2.00	30	1300

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. CSUMB 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.

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 credits. A "credit" is one year of study in high school. Within the 15 credits completed, up to one credit (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 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, and 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

Alternate Admission Criteria—UC-Prepared Applicants

Beginning with the 1995-1996 academic year and continuing through 1998-1999, the CSU will conduct an admission experiment that will permit campuses to admit applicants who have completed either the CSU or all of the UC college preparatory (a-f) requirements.



Foreign Language Subject Requirement

The foreign language subject requirement may be satisfied by 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. Consult with your school counselor or any CSU campus admissions or relations with schools office for further information.

Subject Requirement Substitution for Students with Disabilities

Applicants with disabilities are encouraged to complete college preparatory course requirements if at all possible. 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 an individual basis after review and recommendation by the applicant's academic adviser or guidance counselor in consultation with the director of a CSU disabled student services program.

Although the distribution may be slightly different from the course pattern required of other students, students qualifying for substitutions will still be held for 15 credits of college preparatory study. Students should be aware that course substitutions may limit later enrollment in certain majors, particularly those involving mathematics. For further information and substitution forms, please call the Office of Student Disability Resources at 831-582-3672.

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 grade of C or better. One college course of at least three semester or four quarter credits 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.

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.

General Education Development (GED) Test

Students who are not traditional graduates of high school and can demonstrate high school equivalency through the successful completion of the GED test must submit official test scores to the Office of Admissions and Records with high school transcripts and SAT or ACT scores.

Undergraduate 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 credits 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 subsection)
- 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) credits and have made up any missing subject requirements (see Making Up Missing College Preparatory Subjects subsection). Nonresidents must have a 2.4 grade point average or better.

Applicants who graduated from high school in 1988 or later:

- Have completed all subject requirements in effect when graduating from high school (can use both high school and college coursework), OR
- Have completed at least 30 semester credits 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 (GE) requirements. The 30 credits must include all of the general education requirements in communication in the English language and critical thinking (at least 9 semester credits) and the requirements in mathematics/quantitative reasoning (usually 3 semester credits), OR
- Have completed 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:

- Contact the Office of Admissions and Records for alternative admissions requirements.

Note: Transferable courses are those designated for baccalaureate credit by the college or university offering the courses

Test Requirements

Freshman and transfer applicants who have fewer than 56 semester or 84 quarter credits of transferable college courses must submit scores, unless exempt (see Eligibility Index) from either the Scholastic Aptitude Test (SAT I) of the College Board or the American College Testing (ACT) Program. 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. Test scores are also used for advising and placement purposes. Registration forms and dates for the SAT I and ACT are available from school or college counselors or from the university testing office, or you may write or call

The College Board (SAT I)
Registration Unit, Box 592
Princeton, NJ 08541
609-771-7588

American College Testing
(ACT) Program
Registration Unit, P.O. Box 168
Iowa City, IA 52240
319-337-1270

TOEFL Requirement

All undergraduate applicants, regardless of citizenship, who have not attended schools at the secondary level or above for at least three years full time 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. Some campuses require a score higher than 500. CSUMB requires a score of 525 for undergraduates and 550 for graduates

Systemwide Tests Required of Most New Undergraduate Students

The CSU requires new students to be tested in English and mathematics as soon as possible after they are admitted. These are not admission tests, but a way to determine whether you are prepared for college work and, if not, to counsel you how to strengthen your preparation. You might be exempt from one or both of the tests if you have scored well on other specified tests or completed appropriate courses.

The California State University systemwide placement testing program in basic reading, writing, and mathematics skills consists of the English Placement Test (EPT) and the Entry-Level Mathematics (ELM) examination. Both tests are printed and scored for the CSU by Educational Testing Services (ETS). Please read carefully the information given below to see if you may be required to take one or both of these tests. These requirements must be fulfilled prior to enrollment.

Purpose of the EPT

The EPT is designed to assess the level of reading and writing skills of entering lower-division students so that they can be placed in appropriate courses.

Ways to Fulfill the EPT

The CSU EPT requirement must be fulfilled by all entering undergraduates with the exception of those who present proof of one of the following:

- A score of 3, 4, or 5 on either the Language and Composition or the Literature and Composition examination of the College Board Advanced Placement Program
- A satisfactory score on the CSU English Equivalency Examination
- A score of 470 or above on the verbal section of either the College Board SAT or SAT I Reasoning Test taken April 1995 and after
- A score of 600 or above on the College Board Achievement Test in English Composition with essay or the College Board SAT II Writing Test taken March 1995 and before
- A score of 660 or above on the College Board SAT II Writing Test taken April 1995 and after
- A score of 22 or above on the ACT English Usage Test taken prior to 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 C or better

Purpose of the ELM

The ELM examination is designed to assess the skill levels of entering CSU students in the areas of elementary and intermediate algebra and plane geometry.

Ways to Fulfill the ELM

All entering undergraduates must take the ELM examination before enrolling in a course that satisfies the college-level mathematics requirement of the General Education-Breadth program. 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 (Calculus AB or BC)



- A score of 560 or above on the mathematics section of either the college Board SAT or SAT I: Reasoning Test
- A score of 560 or above on Level I, IC, II or IIC (C = Calculus) of either the College Board Mathematics Achievement Test or SAT II Mathematics Test
- A score of 24 or above on the ACT Mathematics Test taken prior to October 1989
- A score of 25 or above on the ACT Mathematics 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 Quantitative Reasoning, provided such a course was completed with a grade C or better

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 he/she meets all of the following conditions:

- Possesses a high school diploma (or has established equivalence through either the Tests of General Educational Development or the California High School Proficiency Examination)
- Has not been enrolled in college as a full-time student for more than one term during the past five years
- If there has been any college attendance in the last five years, has earned a C average or better

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 and will include an assessment of basic skills in the English language and mathematical computation.

Second Baccalaureate Degree or Undergraduate Major Requirements

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.

Postbaccalaureate students seeking an additional undergraduate degree 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.
- Completion of 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 or additional graduate major.

- Filing of an undergraduate degree application and payment of graduation 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 a second baccalaureate degree or additional graduate major.

The transcript will indicate that the coursework for the additional major has been completed. Students pursuing a second baccalaureate degree for 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.



Graduate and Postbaccalaureate Admission 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) credits 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; OR
- **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; OR
- **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; OR
- **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.

Required Immunizations and Health Screening

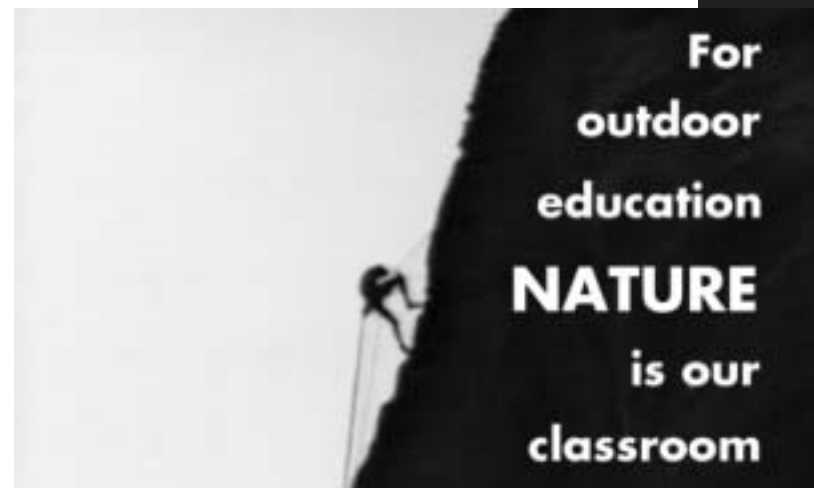
All new and readmitted students born after January 1, 1957, must comply with the California State University requirement to present proof of measles and rubella immunizations. This is not an admissions requirement, but shall be required of students by the beginning of their second term of enrollment at CSUMB. Students who have not complied with this CSU mandate will receive a hold on their second-term registration materials. The hold restricts students from enrolling in classes until the requirement is fulfilled.

Due to previous measles epidemics on college campuses nationwide, all students are encouraged to consider receiving a second immunization for measles prior to enrollment.

In addition to demonstrating immunity to measles and rubella at the Campus Health Center, some students may be further required to present documentation to other campus officials. Students subject to this additional screening include:

- Students enrolled in dietetics, medical technology, nursing, physical therapy, and any practicum, student teaching, or fieldwork involving preschool or school-age children, or fieldwork taking place in a hospital or health-care setting
- Students who reside in campus residence halls/living areas
- Students who obtained their primary and secondary schooling outside the United States

Immunization documentation should be mailed or brought to the CSUMB Campus Health Center, Building 99, 100 Campus Center Seaside, California 93955-8001. For those students unable to obtain acceptable proof of measles and rubella immunizations, the Campus Health Center will provide these immunizations at no cost.



International (Foreign) Student Admission Requirements

The CSU must assess the academic preparation of foreign students. For this purpose, "foreign students" includes those who hold U.S. visas as students, exchange visitors, or in other nonimmigrant classifications.

CSUMB uses separate requirements and application filing dates in the admission of foreign students. Verification of your English proficiency (see TOEFL Requirements subsection), financial resources, and academic performance are all important considerations. Academic records from foreign institutions, if not in English, must be accompanied by certified English translations.

Priority in admission is given to residents of California. There is little likelihood of nonresident applicants, including international students, being admitted either to impacted majors or to those with limited openings.

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 your CSUMB enrollment before we are permitted to issue 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.

General Information about Admission and Evaluation of Academic Records

Use of Social Security Number

Students are required to provide CSUMB with their correct social security numbers (individual 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. CSUMB 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 CSUMB 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. Students who do not have a social security number at the time of enrollment will be required to obtain a social security number and submit it to CSUMB within 60 days. Failure to furnish a correct social security number may result in the imposition of a penalty by the Internal Revenue Service.

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 credits (nine quarter credits) 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 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.

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 credits 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.



Transcripts

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 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.

Transferable Collegiate Credit from Other Colleges and Universities

California community colleges will certify to the California State University 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.

Military Training Credit

Credit granted for military training is based on recommendations of *A Guide to the Evaluation of Educational Experiences in the Armed Services*, Commission on Accreditation of Service Experiences, American Council on Education, Washington, D.C. The Commission evaluates only formal service school courses at the collegiate level.

Students who desire credit must submit an 8.5-inch x 11-inch facsimile of the separation papers (usually DD214). Facsimiles of course-completion certificates may also be filed with information from the student giving beginning and ending dates of the courses, numbers of weeks, and location of the installation where taken.

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



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 grade-point average of C (2.0 on a scale where 4.0 = A) in all work completed at CSUMB
- Be in good academic standing

Concurrent Enrollment

The Concurrent Enrollment Program allows eligible students to attend, simultaneously, more than one 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 grade-point average of C (2.0 on a scale where 4.0 = A) in all work completed at CSUMB
- 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 California State University 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 last after regular students have registered for classes. Further information 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 tuition purposes. Responses to the application for admission 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 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 California 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. A copy of the statutes and regulations is available for review at the CSUMB Office of Admissions and Records.

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/her permanent home. Steps must be taken at least one year prior to the residence determination date to show an effort to make California the permanent home with concurrent relinquishment of the prior legal residence. 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 forms on total income, owning residential property, continuously occupying or renting an apartment on a lease basis where one's permanent belongings are kept, 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 within the state for educational purposes does not gain the status of resident regardless of the length of the student's stay in California. In general, unmarried minors (persons under 18 years of age) derive legal residence from the parent with whom the minors maintain or last maintained their place of abode. The residence of an unmarried minor who has a parent living cannot be changed by the minor's own act, by the appointment of a legal guardian, or by the relinquishment of a parent's right of control. Married persons may establish their residence independent of their spouses.

An alien may establish his/her residence, unless precluded by the Immigration and Naturalization Act from establishing domicile in the United States. Unmarried minor aliens derive their residence from the parent with whom the minors maintain or last maintained their place of abode.

Nonresident students seeking reclassification are required by law to complete a supplemental questionnaire concerning financial independence.

The general rule is that a student must have been a California resident for at least one year immediately preceding the residence determination date 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. At CSU, 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 non-resident tuition, including:

- 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.
- Minors who have been present in California with the intent of acquiring residence for more than a year before the residence determination date, and entirely self-supporting for that period of time.
- Persons below the age of 19 who have lived with and been under the continuous direct care and control of an adult, not a parent, for the two years immediately preceding the residence determination date. Such an adult must have been a California resident for the most recent year.
- Dependent children and spouses 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.
- 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. Effective January 1, 1994, this exception continues until the military personnel has resided in the state the minimum time necessary to become a resident.
- Certain credentialed, full-time employees of California school districts.
- Certain exchange students.
- 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 residence is maintained at an institution.
- Graduates of any school located in California that is operated by the U.S. 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.
- Full-time California State University 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.
- Certain exchange students.
- 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.

Any student, following a final campus decision on his/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 on campus of the classification. The Office of General Counsel may make a decision on the issue, or it may send the matter back to CSUMB 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 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.

Office of Admissions and Records Policies and Procedures

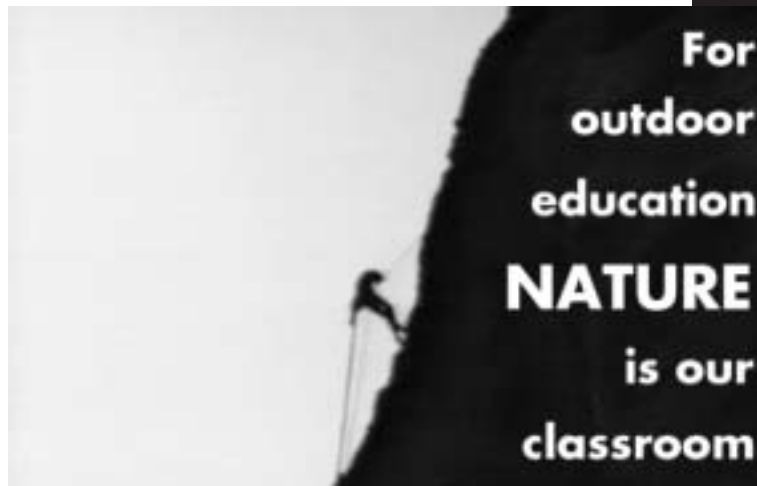
Requirements for admission to CSUMB are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations. If you are not sure of these requirements you should consult a high school or community college counselor or CSUMB's Student Information Center at 831-582-3518.

Some of the policies and procedures governing CSUMB's 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, refer to the Policies and Procedures section of this catalog.

The information presented within this section is based on programs and/or 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.



Tuition and Fees



CSUMB received over \$7 million in grant and contract awards in 1996 and 1997. The largest individual grant allows undergraduate students to work with elite satellite and Geographic Information Systems technology to create a computer-based tool that will enable local communities to understand what effects various land management strategies will have on water quality and quantity.

forge LIFELONG friendships

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

Tuition and Fee Payment Deadlines

Fall 1998 Semester

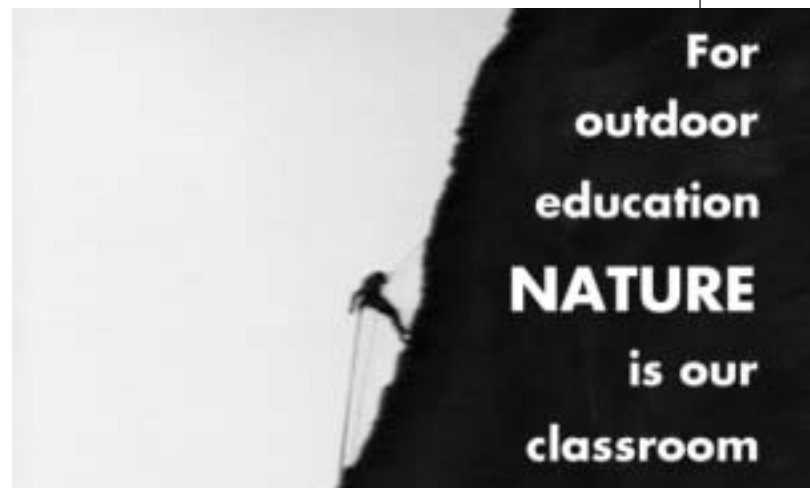
- August 19: Last day to register without a \$25.00 late registration fee. Last day to apply for financial aid and have fees deferred.
- August 28: Last day to pay Fall 1998 registration fees without a \$20.00 administrative late payment fee.
- September 8: Last day to apply for a refund of basic registration fees.
- October 9: Second Installment Payment Plan (IPP) payment deadline.
- November 1: Last day of fee deferment for financial aid students.

Spring 1999 Semester

- January 25: Last day to register without a \$25.00 late registration fee. Last day to apply for financial aid and have fees deferred
- January 29: Last day to pay Spring 1999 registration fees without a \$20.00 administrative late payment fee
- February 10: 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

Information

- CSUMB Student Information Center
100 Campus Center, Building 21
Seaside, CA 93955-8001
- 831-582-3518



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 28, 1998). 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 19) 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 the Fall 1998 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

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, technology, university services (such as transcripts and photo identification cards), and student organizations, activities, programs, and facilities. A student majority fee advisory committee 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* section.

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
- 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 the Wellness, Recreation, and Sport Institute which are held off site or have a significant off-site component have an additional course fee. Contact the Wellness, Recreation, and Sport Institute for more information at 831-582-4833.



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 Campus Health Center at 831-582-3965.

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 deferrals 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, regardless of the number of credits, to cover costs associated with the installment payment plan including, but not limited to, interest income lost to the state of California.

If you select this option, the completed and signed contract, along with the following payments, must be submitted by August 28, 1998:

Undergraduate IPP—First Payment

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 IPP—First Payment

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	\$ 456.00

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. The deferred state university fee balance will be due by October 9, 1998, 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 payment is not received by 5:00 p.m. on October 9, 1998. And, since notices for the deferred state university fee balance will not be sent to students, it is the students' responsibility to make payment by October 9, 1998.

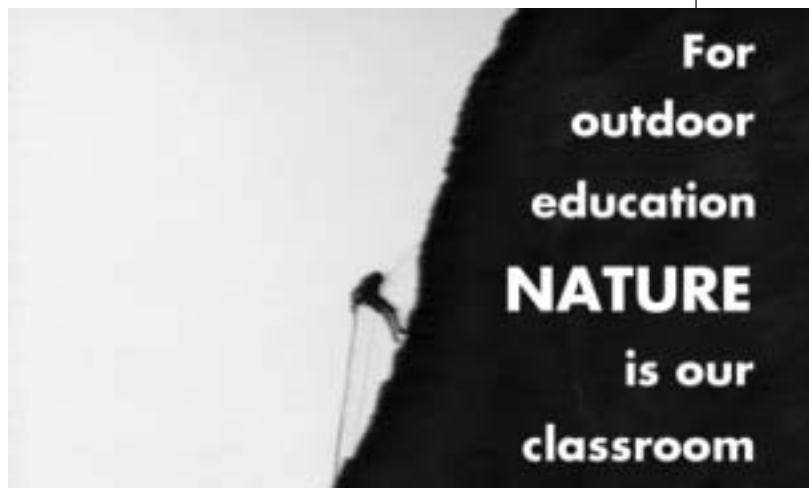
Fee Collection

Students are expected to pay all fees by the established deadlines. Payments may be made by cash, check, money order, or credit card (VISA, MasterCard, American Express, or Discover) at the Cashier's Office, Business and Finance, Building 84C, 100 Campus Center, Seaside, CA 93955-8001. Cashier's Office hours of operation are 9:00 a.m. to 4:00 p.m., Monday through Friday. A drop box also is available at the front of Building 86C for deposits at any time. Payments made by check will be accepted by mail (please do not mail cash or money orders); your cancelled check will be your 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, 1998, whichever is earlier. If the financial aid is insufficient to cover the fees that are due, the student is responsible for payment of the balance of the fees 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 his/her financial aid. The authorization forms are available at the Cashier's Office and the Parking Office.

Late Registration Fee

Students who register after the registration period for new students (August 19) 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 Admission and Records Office by the refund deadline. Registration fees are refunded in full (less a \$5.00 processing charge) to students who withdraw or reduce credits by Tuesday, September 8, 1998. 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 Admission and Records Office. All refund requests are reviewed for eligibility by the Business and Finance Office. 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:

Nonresident Tuition Refund Schedule	Amount of Refund
■ Before or during the first week of the semester (August 24-28)	100% of fee
■ August 31-September 4	90% of fee
■ September 7-September 11	70% of fee
■ September 14-September 18	50% of fee
■ September 21-September 25	30% of fee
■ September 28-October 2	20% of fee
■ After October 2	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 and the Business and Finance Offices.

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 owe all or part of an unpaid obligation, they should contact the campus 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 the 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 an Authorization for Deductions from Financial Aid Award form is signed by the student. 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 their check is dishonored from the bank 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 the bank sends checks through a second time for clearing.

Individuals paying registration fees by personal check are hereby given notice that if their check is dishonored from the bank for any reason, their registration is subject to cancellation. Once canceled, you 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 1998 Semester

- August 19: Last day to register without a \$25.00 late registration fee. Last day to apply for financial aid and have fees deferred.
- August 28: Last day to pay Fall 1998 registration fees without a \$20.00 administrative late payment fee.
- September 8: Last day to apply for a refund of basic registration fees.
- October 9: Second Installment Payment Plan (IPP) payment deadline.
- November 1: Last day of fee deferment for financial aid students.

Spring 1999 Semester

- January 25: Last day to register without a \$25.00 late registration fee. Last day to apply for financial aid and have fees deferred.
- January 29: Last day to pay Spring 1999 registration fees without a \$20.00 administrative late payment fee.
- February 10: 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.



Financial Aid



CSUMB's campus is located on 1,365 acres on California's gorgeous central coast. CSUMB is surrounded by almost 28,000 acres of natural coastal terrain, with miles of hiking trails to explore, and the largest marine sanctuary in the nation at its doorstep.

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Information

- California State University, Monterey Bay
Financial Aid Office
100 Campus Center, Building 23
Seaside, CA 93955-8001
- 831-582-3518
- <http://www.csumb.edu/student/info-ctr/>

Location and Hours of Operation

- Building 23
- Monday to Friday, 8:00 A.M. to 5:00 P.M.,
including the lunch hour

Priority financial aid application deadline date is: March 2, 1999

The completed forms cannot be mailed before: January 1, 1999

To obtain a Free Application for Federal Student Aid or FAFSA, contact:

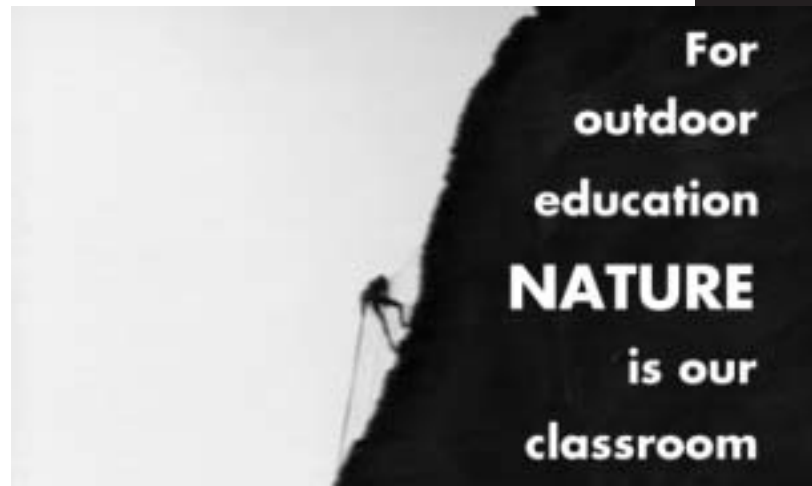
- 831-582-3518
- <http://www.fafsa.ed.gov/>

Costs of Education

The costs of attending CSUMB for 1998-1999 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	\$ 648	\$ 648	\$ 648
■ Room/Board	\$ 2,484	\$ 5,510	\$ 7,254
■ Misc./Personal	\$ 2,412	\$ 2,240	\$ 2,862
■ Total	\$ 7,438	\$ 10,292	\$ 12,658

*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 must add \$246 per credit for tuition charges.



Financial Aid

This section contains information on the following topics:

- Student financial assistance programs, including state grants, available to students who enroll at CSUMB
- Methods by which such assistance is distributed among recipients who enroll at CSUMB
- Means, including forms, by which application for student financial assistance is made and requirements for accurately preparing such applications
- Rights and responsibilities of students receiving financial assistance
- Standards the student must maintain to be considered to be making satisfactory progress for the purpose of establishing and maintaining eligibility for financial assistance
- Information concerning the cost of attending CSUMB, including fees and tuition (where applicable), estimated costs of books and supplies, estimates of typical student room and board costs and typical commuting costs, and any additional costs of the program in which the student is enrolled or expresses a specific interest
- Information concerning the refund policy of CSUMB for the return of unearned tuition and fees or other refundable portions of costs
- Information concerning CSUMB's policies regarding any refund due to the federal Title IV student assistance programs as required by the regulations

Financial Aid Application for the 1999-2000 Academic Year

Complete the *Free Application for Federal Student Aid* or FAFSA. These applications are available before January, but cannot be mailed before January 1, 1999. Students should mail their applications by March 2 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. Do not mail FAFSA by certified or registered mail as it will delay its processing. If a student applied for financial aid last year, he/she will receive a Renewal FAFSA from the U.S. Department of Education. The Renewal Application allows students to answer fewer questions. Students should complete the FAFSA if they have not received their renewal application by January.

Call CSUMB's Financial Aid Office at 831-582-3518 to request that an application be mailed, or to obtain help in completing the form.

Apply 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 1998-1999 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, 1999. 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, 1999; 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 other documents before their financial aid eligibility will be determined. This could include copies of 1998 federal income tax returns, or an income certification if they did not file a return. 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 1998-1999 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	\$ 648	\$ 648	\$ 648
■ Room/Board	\$ 2,484	\$ 5,510	\$ 7,254
■ Misc./Personal	\$ 2,412	\$ 2,240	\$ 2,862
■ Total	\$ 7,438	\$ 10,292	\$ 12,658

*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 must add \$246 per credit for tuition charges.

Computer Requirement

CSUMB requires all students to have a modern personal computer in the same way that textbooks are required to complete coursework. If this is a student's first year of attendance at CSUMB, his/her budget may also include the cost to provide for a computer. The computer allowance provided 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 Intersessions

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, his/her budget will reflect the cost of the average 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 such as medical expenses not covered by insurance, or child-care costs, and feel that they need an adjustment in their award to reflect these expenses, they should contact the Financial Aid Office.

Expected Family Contribution

The student/parent contribution is based on an analysis of the family's resources. The formula used to calculate the family's contribution is 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 effect their family's 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 application 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 a student's application has been reviewed, he/she will receive a letter from the Financial Aid Office listing the kinds of financial aid for which he/she will qualify. Students should read this award letter carefully and call CSUMB's Financial Aid Office if they have any 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. A student's award letter lists the programs for which he/she qualifies. 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 application 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 their first undergraduate degree. Award amounts range from \$400 to \$2,700, and are prorated for students enrolled less than full-time.

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. 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 California State Grant. 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 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. Scholarship recipients must meet each of the following requirements:

- Student must be a graduate of a California high school.
- Student must meet regular CSU admission 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 in a CSU campus in the Fall 1999 term on a full-time basis.

Applications are available in CSUMB's Financial Aid Office in August.

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 California State University 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 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 Office at 831-582-4070 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 Student Activities Office at 831-582-4070.

Student Loans

Loan programs are federal aid which must be repaid.

CSUMB participates in the Federal Family Education Loan Program (FFELP). These loans are made available from the federal government and are processed through participating banks and



financial institutions. There are three federal loans in the program: the subsidized Stafford, the unsubsidized Stafford, and the Parent Loan for Undergraduate Students (PLUS). The Financial Aid Office determines which of the loans are available to students.

Federal Stafford Loan

The Federal Stafford Loan is 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 remain in a deferred status.

Subsidized Loan

The subsidized Stafford loan is available only to students with financial need. During the time students are in school (enrolled half-time or more), the federal government will pay the interest on their subsidized loan. Their payment of interest and principle begins six months after they are no longer enrolled at least half-time.

The unsubsidized Stafford loan has the same terms and interest rate as the subsidized Stafford loan but the federal government does not pay the interest while students are in school, so interest will be charged to students from the date they receive the loan. Payments may be deferred, but the interest accrued while students are in school will be added to the amount borrowed which can result in higher payments once students begin repayment.

There is an origination fee of three percent and an insurance fee of one percent applied to all 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.

The federal government has set the following annual limits for subsidized and unsubsidized Stafford loans:

- Freshman \$2,625
- Sophomore \$3,500
- Junior, Senior, and Teaching Credential . . . \$5,500
- Master's Student \$8,500

These are the legal loan limits; however, 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.

There are also aggregate limits to the Stafford loan program. The maximum students can borrow while in college is \$23,000 for undergraduate, second bachelor's degree, and teaching credential programs. Loan amounts cannot exceed \$65,000 for master's degree programs. This limit includes amounts borrowed for undergraduate and graduate study combined.

Unsubsidized Loan

In addition to the loan amounts above, students who qualify as independent 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 credits of enrollment.

The annual loan limits for the additional unsubsidized Stafford loan are:

- Freshman \$4,000
- Sophomore \$4,000
- Junior and Senior \$5,000
- Second Bachelor's Degree
and Teaching Credential \$5,000
- Master's Student \$10,000

The aggregate limits for the additional unsubsidized Stafford loan are \$23,000 for undergraduate, second bachelor's degree, and teaching credential programs, and \$73,000 for master's degree programs (includes amounts borrowed for undergraduate study).

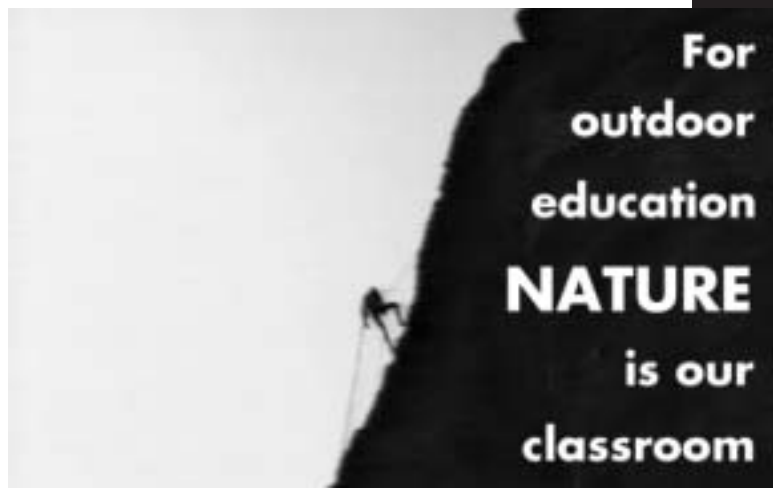
Dependent students are not eligible for additional unsubsidized loans, but parents of dependent students may borrow the PLUS (see below).

If a student's award includes a loan and he/she wishes to accept it, he/she must file either a Loan Request Form, which is enclosed with his/her 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. If students have never attended a loan counseling session at CSUMB, they will be required to attend. A schedule of available dates is included with their Loan Request Form. Their loan check will not be released if they fail 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.

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. If a student is a freshman in his/her first term of college enrollment, his/her first loan check cannot be released until the 30th day of the semester.

All checks are mailed from the student's lender to CSUMB. Once the 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 mailing it to him/her, CSUMB will send the student a letter. Students must respond before the date designated in that letter, or their check WILL BE RETURNED TO THE LENDER.



Federal 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 are available upon request, from the Financial Aid Office.

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.

Presidential Access Loan

The Presidential Access Loan assists students who have insufficient financial aid to obtain a computer which is required for students' academic programs at CSUMB. The loan provides funds to purchase a computer and must be repaid; however, for each full-time semester of attendance at CSUMB, one-eighth of the loan amount will be canceled. If the student leaves CSUMB prior to completing eight full-time 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 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 full-time.

Students often ask: What are the academic requirements to receive financial aid?

Federal and state regulations require that students make good progress toward their degree objective to receive financial aid. Their entire academic history must be considered, including periods they were attending school, but 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

As stated above, students must inform the Financial Aid Office of the number of credits they will take each semester. Their aid will be awarded based on the credits they indicate.

- Full-time = 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

Master's Degree Candidates

The credit standards outlined above apply to undergraduate-level courses. If students enroll in graduate-level courses, 500 and 600 series, the credits are weighted at 1.5 times the value of the undergraduate work.

Once a student's financial aid has been released, he/she 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 the two classifications listed below.

Financial Aid Probation

If students' total credit shortage is 1 to 12 credits undergraduate credits or 1 to 8 graduate credits, they 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 satisfactory academic standing has been resolved.

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 or the equivalent of 12 full-time equivalent semesters, whichever comes first
- Second bachelor's degree = 50 credits or 6 full-time equivalent semesters, whichever comes first
- Teaching credential = 50 credits or 6 full-time equivalent semesters, whichever comes first
- Master's degree = 50 credits or 6 full-time equivalent semesters, whichever comes first

Students who exceed these limits will be disqualified from receiving further aid.

Academic Standing

Grade-point average requirements are monitored by the Office of Admissions and Records. Information on grade-point average requirements is provided in the CSUMB 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 for their credit shortage. After students have made up enough credits to be considered 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 have 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.

Withdrawal from Courses

Another student question is: What happens if I withdraw from courses?

In addition to the satisfactory academic progress policy, 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 calculations provided by state, accrediting agency, and federal pro rata 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 regulation. The order of distribution is federal loans, federal grants, and other federal, state, or institutional aid.

Additional information is available upon request.

Financial Aid Revision

Students ask: Can my aid be revised?

Yes. Revisions will be made for all of the following:

- If students receive additional resources such as scholarships, Cal Grant, or stipends.
- If students reduce their credit enrollment.
- If students withdraw from all of their courses. They may be subject to repayment of some or all of their aid, depending on the amount received and the number of weeks they attended.

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.

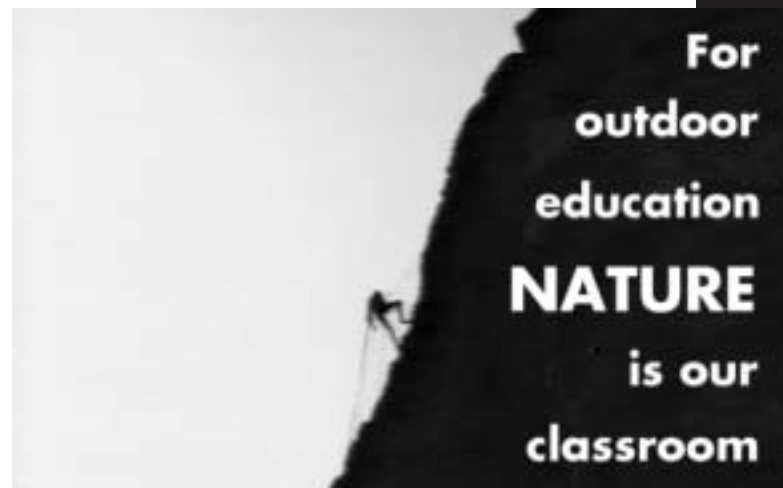
Financial Aid Renewal

Students usually want to know: Will I get financial aid again next year?

Only if students do all of the following:

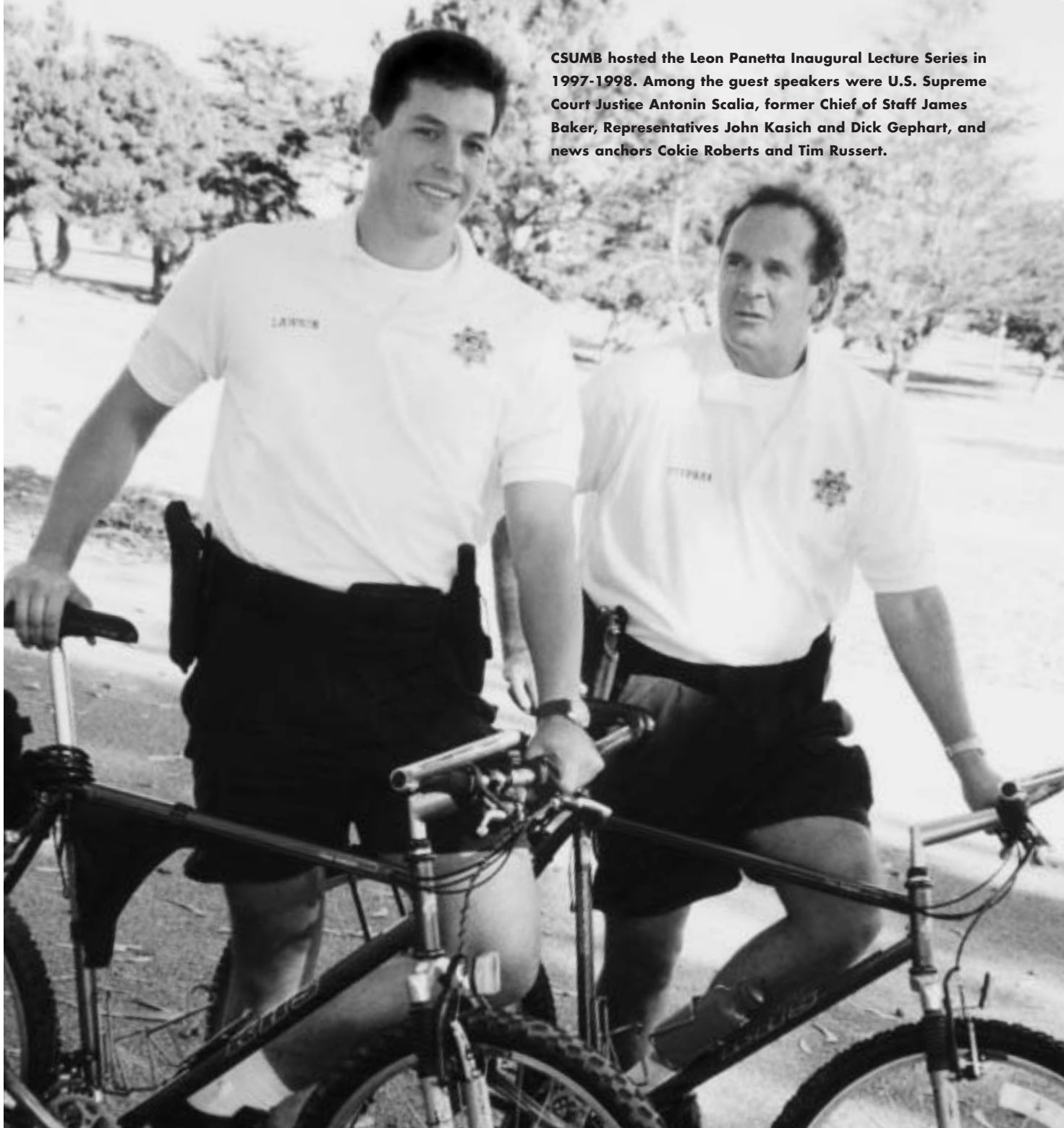
- Reapply, using the 1999-2000 FAFSA, available January 1999.
- Continue to demonstrate financial need, based on a student's 1998 financial circumstances.
- Make academic progress toward their degree at CSUMB.
- Enroll at least half-time each semester at CSUMB.

If students have more questions, they should contact CSUMB's Financial Aid Office located in Building 23. The office is open Monday to Friday, 8:00 a.m. to 5:00 p.m., including the lunch hour.



Policies and Regulations

CSUMB hosted the Leon Panetta Inaugural Lecture Series in 1997-1998. Among the guest speakers were U.S. Supreme Court Justice Antonin Scalia, former Chief of Staff James Baker, Representatives John Kasich and Dick Gephardt, and news anchors Cokie Roberts and Tim Russert.

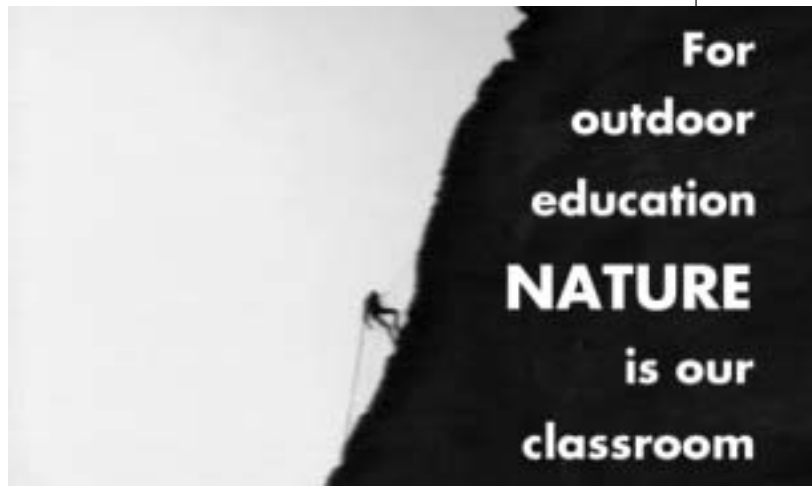


forge LIFELONG friendships

Students enrolling in CSUMB assume an obligation to conduct themselves in a manner compatible with the educational vision of CSUMB. 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.

For assistance or additional information, contact:

- University Police Department 831-582-3360
- Campus Health Center 831-582-3965
- Personal Growth and Counseling Center 831-582-3965
- Monterey Rape Crisis Center,
24-hour Crisis Line 831-375-4357
- Any Housing Staff Member
on Emergency Pager. 831-645-8301
- Ombuds Office 831-582-3617



Interim Student Grievance Procedures

Discrimination and Harassment

California State University, Monterey Bay offers students a way to constructively articulate and assert grievances with CSUMB in the event that the student believes that there has been a violation of Title VII of the Civil Rights Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or Title IX of the Education Amendments of 1972 (sexual discrimination).

Any student who believes that he/she has a grievance based on discrimination is encouraged to discuss the matter with the director of student relations or director of equal employment opportunity.

If the discussions do not resolve the matter, the formal grievance process may be instituted. For detailed information about the grievance process, please call the director of student relations.

Nondiscrimination Policy

Age

CSU Monterey Bay and its auxiliary organizations shall not discriminate on the basis of age (40 years and above) in terms of employment or the educational programs or activities which it conducts in accordance with the Age Discrimination in Employment Act of 1967, as amended, with Executive Order 11141, the California Fair Employment and Housing Act, and with California State University Executive Order 340.

Disability

CSUMB and its auxiliary organizations shall not discriminate on the basis of disability in terms of employment or the educational programs or activities which it conducts in accordance with Sections 503 and 504 of the Rehabilitation Act of 1973, as amended, with the Americans with Disabilities Act of 1990 (ADA), the California Fair Employment and Housing Act, and with California State University Executive Order 340.

Discrimination based on disability can also include both overt or subtle treatment based on a disabling condition which may include one or more of the following: failure to accommodate a disabled student or employee; disparaging comments about people with disabilities as a group; the use of humor or demeaning comments about those with disabilities; calling on students with disabilities less frequently or being more critical of their comments; giving employees with disabilities more difficult assignments and being more critical of their work; or 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 disabling condition rather than individual interest or ability.

Race, Color, National Origin, or Religion

CSUMB and its auxiliary organizations shall not discriminate on the basis of race, color, national origin or religion in terms of employment or the educational programs or activities which it conducts in accordance with Titles VI and VII of the Civil Rights Act of 1964, as amended, the California Fair Employment and Housing Act, and with California State University Executive Order 340. In addition, CSUMB is committed to maintaining a working and learning environment which is free from racial or religious harassment.

Racial or religious discrimination can also include both overt or subtle treatment based on race, color, national origin, or religion, which may include one or more of the following: disparaging comments about members of a religious group; the use of racist humor or demeaning racist comments; calling on ethnic minority students less frequently or being more critical of their comments; giving ethnic minority employees more difficult assignments and being more critical of their work; or 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 race, color, national origin, or religion, rather than individual interest or ability.

Gender (including Sexual Harassment and Sexual Assault)

CSUMB and its auxiliary organizations shall not discriminate on the basis of gender or marital status in terms of employment or the educational programs or activities which they conduct in accordance with Title VII of the Civil Rights Act of 1964, as amended, with Title IX of the Educational Amendments of 1972, as amended, the California Fair Employment and Housing Act, and the California State University Executive Orders 340 and 345. Current case law provides guidance in the standards used in all informal and formal complaint investigations (e.g. the "reasonable woman" standard and "peer harassment" within an educational setting).



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 his or her authority and power 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. Sexual harassment may include one or more of the following (but is not limited to the following examples):

- 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
- Demanding sexual favors accompanied by implied or overt threats concerning one's job, grades, or letters of recommendation
- Disparaging comments about women as a group
- Use of sexist humor or demeaning sexual allusions
- Calling on female students less frequently or being more critical of their comments
- Giving female employees 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 sex 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 her/his will and includes rape, acquaintance rape, date rape, acquaintance gang rape, and sexual battery. Included in this definition are all forms of 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).

Sexual Assault Referrals

For assistance or additional information, call:

- University Police Department 831-582-3360
- Campus Health Center 831-582-3965
- Any Housing Staff Member
on Emergency Pager 831-645-8301
- Monterey Rape Crisis Center
24-hour Crisis Line 831-375-4357
- Personal Growth and
Counseling Center 831-582-3969
- Student Affairs Office. 831-582-3615
- Student Relations Office 831-582-3617
- Equal Employment
Opportunity Office 831-582-3539

Sexual Harassment Referrals

For assistance or more information regarding sexual harassment, call:

- Equal Employment
Opportunity Office 831-582-3539
- Personal Growth and
Counseling Center 831-582-3969
- Employee Assistance Program,
Human Resources 831-582-3334
- Student Relations Office 831-582-3617

Sexual Orientation

CSUMB and its auxiliary organizations shall not discriminate on the basis of sexual orientation in terms of employment or the educational programs or activities which they conduct in accordance with California Government Code 1102.1 and with California State University Executive Order 340.

Vietnam Era Veteran's Status/Veteran's Status

CSUMB and its auxiliary organizations shall not discriminate on the basis of Vietnam Era Veteran's Status or veteran's status in terms of employment or the educational programs or activities which they conduct in accordance with the Vietnam Era Veteran's Readjustment Assistance Act of 1974 and with California State University Executive Order 340. Coverage under federal law for veterans of the Vietnam Era ended on December 31, 1994.



Student Conduct Interim Policy

Introduction

Students enrolling in CSUMB assume an obligation to conduct themselves in a manner compatible with the educational vision of CSUMB. 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.

Among the types of information included in CSUMB's 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 which 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 to investigate and adjudicate violations and complaints. The office designated for this purpose is: The Family Educational Rights and Privacy Act Office (FERPA), U.S. Department of Education, 330 C Street, Room 4511, Washington, D.C. 20202.

CSUMB is authorized under the Act 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 CSUMB at any time unless CSUMB has received prior written objection from the student specifying information which the student requests not to be released. Written objections should be sent to the CSUMB's Office of Admissions and Records.

CSUMB is authorized to provide access to student records to 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 the 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).

Student Discipline

California Code of Regulations

Following procedures consonant with due process established pursuant to Section 41304, 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 a 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 nonaccidental 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.



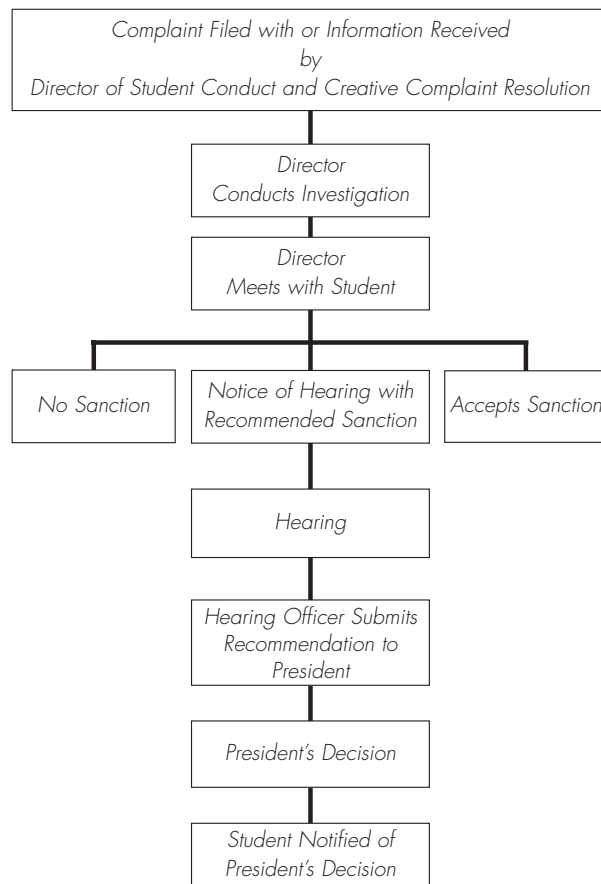
- (h) On campus property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction 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 and Colleges trustees, academic, nonacademic 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 Colleges, 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.

Enforcement Process

The CSUMB student conduct officer represents the university community's interests during the enforcement process. The student conduct officer 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 student conduct officer and other members of the university community may also work with students to resolve the issues in question before a hearing becomes necessary. See the Enforcement Process Flow Chart for more information.

For more information about student conduct policies and procedures, please contact the Ombuds Office at 831-582-3617.



Note: If the matter involves sexual assault or physical abuse, the director notifies the alleged victims of the results of the enforcement process.



Grades and Grade Appeals

It is the interim policy of California State University, Monterey Bay 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 his/her instructor, or center dean. If the discussions do not resolve the matter, the formal grievance process may be instituted. For detailed information about the grievance process, call the campus Academic Affairs Office at 831-582-3538.

Serving Students with Disabilities

As a model, pluralistic academic community, CSUMB supports the full integration of diverse segments of the campus community into campus life. If you are a student with a temporary or permanent disability, you will find faculty and staff throughout the campus who can assist you in your efforts to be reasonably accommodated. CSUMB is committed to serving disabled students by creating an environment that does not handicap any individual with a disability.

The Office of Student Disability Resources supports students in their efforts to be reasonably accommodated. The Office of Student Disability Resources is located in Building 202, Room 104. The student disability resources coordinator can be reached at 831-582-3672.

Use of Alcohol and Illicit Drugs

CSUMB students are encouraged and supported in any effort to maintain good health and well-being. The use and abuse of alcohol and illicit drugs impairs both, and puts students' 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. Such laws are strictly enforced by the University Police Department. Violators are subject to criminal prosecution. University students and employees are also subject to disciplinary action.

The consumption, sale, or furnishing of alcoholic beverages on campus is severely restricted. The abuse of alcohol and illicit drugs is proscribed by federal, state, local, and university regulation. All state laws regulating alcoholic beverages will be enforced, including the use of alcohol by minors. Students under the age of 21 may not possess or consume alcohol. The use of alcoholic beverages in university residences is subject to state law, university regulations, and housing regulations.

For information regarding these regulations, contact the campus Ombuds Office at 831-582-3617 or a housing staff member. Please refer to the Student Conduct Code and Interim Policies booklet for a full text of the policies, or the housing regulations.

Substance abuse prevention and assistance programs are available for employees and students. Employees should contact the Human Resources Office at 831-582-3507, and students should contact the Personal Growth and Counseling Center at 831-582-3969 for information about specific programs.

No-Smoking Policy

Smoking is prohibited in state-owned buildings and leased space including atriums, balconies, and 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. For Frederick Park residents, a no-smoking preference is afforded nonsmokers who reside with smokers.

Spiritual Needs

Students and community religious leaders are working 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 Office at 831-582-3485.



Privacy Rights of Student's Education Record

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) and 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 CSUMB must supply 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 Admissions and Records Office, Building 21.

Among the types of information included in CSUMB's 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 which 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 to investigate and adjudicate violations and complaints. The office designated for this purpose is: The Family Educational Rights and Privacy Act (FERPA) Office, U.S. Department of Education, 330 "C" Street, Room 4511, Washington, D.C. 20202.

CSUMB 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. This information is subject to release by CSUMB at any time unless CSUMB has received prior written objection from the student specifying information which the student requests not to be released. Written objections should be sent to the Office of Admissions and Records.

CSUMB is authorized to provide access to student records to 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 the accreditation or program evaluation, in response to a court order or subpoena, in connection with financial aid, or 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 graduates of the campus or graduates of all campuses in the California State University.



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 duties required of a driver of a motor vehicle. The riding or parking of bicycles inside any university building is prohibited. This restriction does not apply to the Schoonover Park and Frederick Park housing areas. Bicycle riding is prohibited inside the campus quad area and on any landscaped or lawn areas.

Skateboards, Rollerskates, and Rollerblades

Rollerblading, skating, and skateboarding are prohibited on university grounds. The Schoonover Park and Frederick Park housing areas are exempted.

Wildlife

University property and the surrounding area are home to an abundance of wildlife, including mountain lion, deer, fox, skunk, opossum, raccoon, squirrels, birds, and reptiles. Do not approach or feed the wildlife. Wild animals are unpredictable and can be dangerous. Hunting or intentionally harming wildlife is illegal and can result in criminal prosecution.

Housing Policies

There are specific housing policies in effect for all on-campus residents of CSUMB. These policies are aimed at safety, legal compliance, and effective community living. A complete listing of these policies can be found in the student's license agreement (housing contract). For an additional copy, please call 831-582-3722 or drop by the Housing and Residential Life Office in Building 84E.

Interim Policy for Library Services to the General Public

For purposes of this policy, "the general public" refers to all persons who are not members of any of the following affiliated groups at CSUMB or other CSU campuses: currently enrolled students; current faculty and staff; retired or emeriti faculty and staff; members of CSU alumni associations; or current students, faculty, and staff at local institutions which have cooperative borrowing agreements with the CSUMB Library Learning Complex.

The general public may consult or photocopy from library books, periodicals, microforms, and reference 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 Learning Complex is currently exploring options for a fee-based borrowing program for the general public.

Use of the interlibrary loan and document delivery services is limited to CSUMB students, faculty, and staff only. The general public may print or download items from the Internet and from commercial databases licensed by the Library Learning Complex (except Lexis-Nexis) using computers in the library reference area only. However, priority access to these computers will be given to CSUMB students, faculty, and staff.

Access to commercial databases licensed by the CSUMB Library via off-campus computers with Internet access is limited to CSUMB students, faculty, and staff only. Use of CSUMB computer labs (including Library 125 and Library 152) is limited to CSUMB students, faculty, and staff only.

The CSUMB World Wide Web home page is available on the Internet, but CSUMB does not provide or sell to the general public accounts for dial-up access to CSUMB network or library resources. The general public may access the CSUMB World Wide Web home page by using computers in the Library reference area or by using off-campus computers with Internet access.



Changes in Rules and Policies

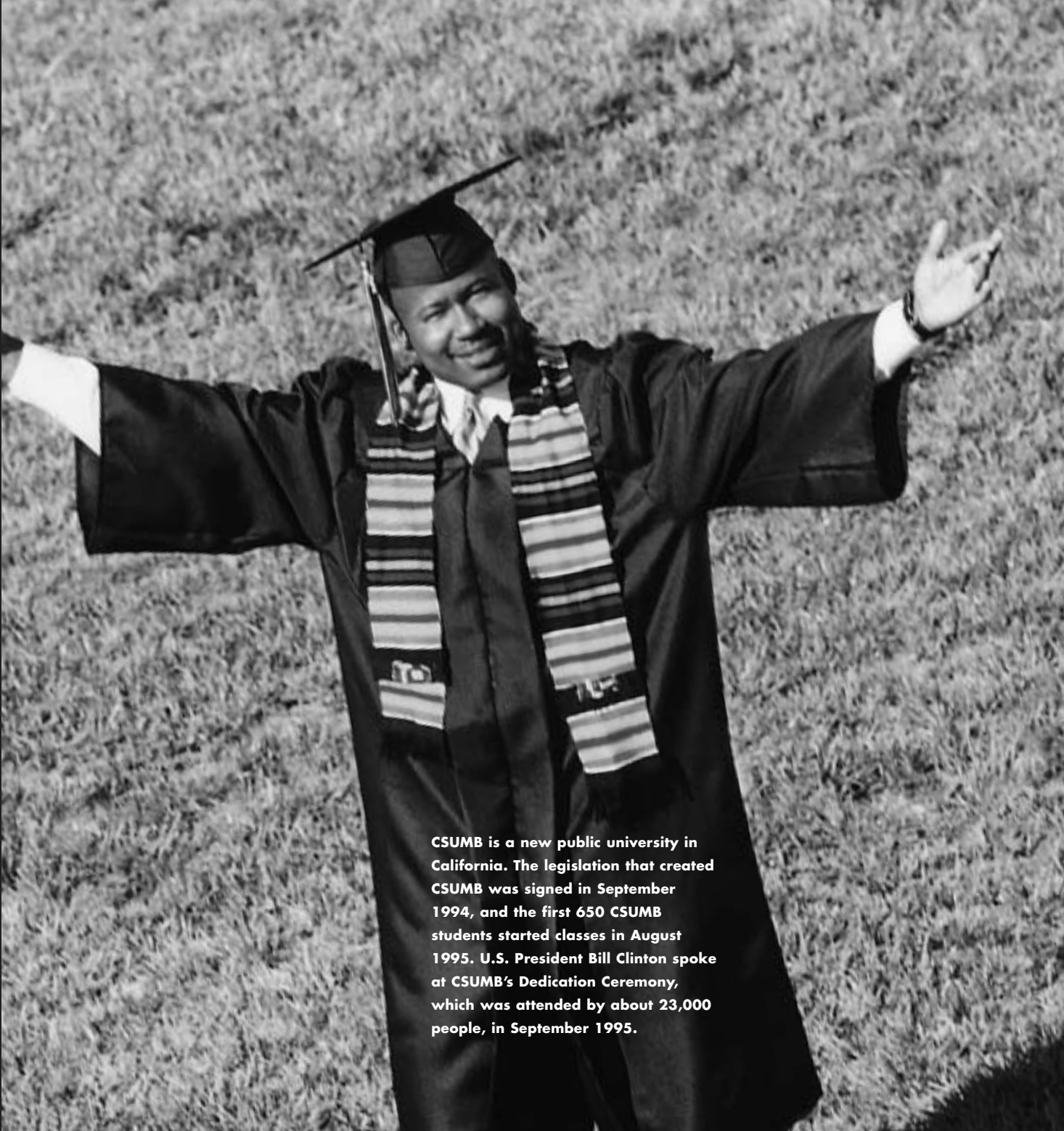
Although every effort has been made to assure the accuracy of the information in this catalog, students and others who use this catalog should note that laws, rules, and policies change periodically and that these changes may alter the information contained in this publication. Changes may come in the form of statutes enacted by the Legislature, rules and policies adopted by the Board of Trustees of the California State University, by the CSU chancellor or designee of the California State University, or by the president or designee of the institution.

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. 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 the campus. The trustees, chancellor, and 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 a student and the institution or the California State University. The relationship of a student to the institution is one governed by statute, rules, and policy adopted by the Legislature, the trustees, chancellor, president, and their duly authorized designees.



The California State University System



CSUMB is a new public university in California. The legislation that created CSUMB was signed in September 1994, and the first 650 CSUMB students started classes in August 1995. U.S. President Bill Clinton spoke at CSUMB's Dedication Ceremony, which was attended by about 23,000 people, in September 1995.



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 23rd campus in Ventura County, to be called CSU Channel Islands, is expected to begin operations in the late 1990s.

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.

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 on 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 of the campuses require for graduation a basic program of "General Education-Breadth 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 more than 343,000 students, who are taught by more than 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.

■ <http://www.calstate.edu/>



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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. Terms expire in the year in parentheses. Names are listed in order of appointment to the Board.

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Mailing Addresses

Correspondence with trustees should be sent to:

- The California State University
c/o Trustees Secretariat
400 Golden Shore, Suite 134
Long Beach, CA 90802-4275

Office of the Chancellor

- Office of the Chancellor
The California State University
400 Golden Shore
Long Beach, CA 90802-4275
562-985-2800

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- Mr. Richard P. West
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- Dr. Douglas X. Patiño
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- Ms. Christine Helwick
General Counsel



Campuses of the California State University

- California State University, Bakersfield
9001 Stockdale Highway, Bakersfield, CA 93311-1099
Dr. Tomas A. Arciniega, President
805-664-2011
- California State University, Channel Islands
1878 South Lewis Road, Camarillo, CA 93012
Mr. J. Handel Evans, President
805-383-8400
- California State University, Chico
400 West First Street, Chico, CA 95929-0150
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- California State University, Dominguez Hills
1000 East Victoria Street, Carson, CA 90747-0005
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310-243-3300
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5241 North Maple Avenue, Fresno, CA 93740
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800 North State College Boulevard,
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714-278-2011
- California State University, Hayward
25800 Carlos Bee Boulevard, Hayward, CA 94542
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- San Jose State University
One Washington Square, San Jose, CA 95192-0001
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805-756-1111
- California State University, San Marcos
333 South Twin Oaks Valley Road,
San Marcos, CA 92096-0001
Dr. Alexander Gonzales, President
760-750-4000
- Sonoma State University
1801 East Cotati Avenue, Rohnert Park, CA 94928-3609
Dr. Ruben Armiñana, President
707-664-2880
- California State University, Stanislaus
801 West Monte Vista Avenue, Turlock, CA 95382
Dr. Marvalene Hughes, President
209-667-3122



Course Descriptions



In 1994, CSUMB had buildings offering approximately 2 million square feet of facility space. By the time full build-out is achieved, the campus will offer approximately 6 million square feet of building space.

Course Description Abbreviations

■ ACCY	Accounting	■ ID	Interdisciplinary studies
■ ANTH	Anthropology	■ INST	Integrated studies
■ ASAP	Academic skills achievement program	■ ITAL	Italian
■ ASL	American Sign Language	■ JAPN	Japanese
■ ASMT	Assessment	■ JOUR	Journalism
■ BEH	Behavior	■ KOR	Korean
■ BUS	Business	■ LS	Liberal studies
■ CHIN	Chinese	■ MATH	Mathematics
■ CHS	Collaborative human services	■ MGMT	Management
■ COMS	Communication studies	■ MIE	Management and international entrepreneurship
■ CSC	Computer science	■ MIS	Management information systems
■ CST	Communications science and technology	■ MLML	Moss Landing Marine Laboratories
■ DOLL	Distance and on-line learning	■ MPA	Music and performing arts
■ ED	Education	■ NURS	Nursing
■ EDCO	Education counseling	■ OBE	Organizational behavior
■ EDLD	Education ???	■ PHIL	Philosophy
■ EDS	Education special	■ POLS	Political science
■ EDTE	Education teaching	■ PROS	ProSeminar
■ EEE	Electrical engineering	■ PSY	Psychology
■ ENGL	English	■ RUSS	Russian
■ ENGR	Engineering	■ SBSC	Social and Behavioral Sciences Center
■ ESSP	Earth systems science and policy	■ SL	Service learning
■ FIN	Finance	■ SOCI	Sociology
■ FREN	French	■ SOSOC	Social science
■ GEOL	Geology	■ SPAN	Spanish
■ GLOBE	Global studies	■ SPED	Special education
■ HCOM	Human communication	■ STAT	Statistics
■ HCSV	Health care services	■ TAT	Teledramatic arts and technology
■ HIST	History	■ VPA	Visual and public art
■ HPFR	Health professionals	■ WLC	World languages and cultures
■ HS	Health services	■ WRSI	Wellness, Recreation, and Sport Institute

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 ■ 1-6 credits

Provides supplemental instruction for lower-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 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.

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.

ASMT 401 ■ Assessment of the ENGC0M ULR ■ 1 credit

Independent assessment of the English Communication (ENGC0M) university learning requirement. Contact ENGC0M ULR committee member(s) for additional information.

ASMT 402 ■ Assessment of the LANG ULR ■ 1 credit

Independent assessment of the Language (LANG) university learning requirement. Contact LANG ULR committee member(s) for additional information.

ASMT 403 ■ Assessment of the CULTURE ULR ■ 1 credit

Independent assessment of the Culture (CULTURE) university learning requirement. Contact CULTURE ULR committee member(s) for additional information.

ASMT 404 ■ Assessment of the HIST ULR ■ 1 credit

Independent assessment of the History (HIST) university learning requirement. Contact HIST ULR committee member(s) for additional information.

ASMT 405 ■ Assessment of the ARTSC0M ULR ■ 1 credit

Independent assessment of the Arts Communication (ARTSC0M) university learning requirement. Contact ARTSC0M ULR committee member(s) for additional information.

ASMT 407 ■ Assessment of the TECH ULR ■ 1 credit

Independent assessment of the Technology and Information (TECH) university learning requirement. Contact TECH ULR committee member(s) for additional information.

ASMT 408 ■ Assessment of the INFO ULR ■ 1 credit

Independent assessment of the Information (INFO) university learning requirement. Contact INFO ULR committee member(s) for additional information.

ASMT 409 ■ Assessment of the MEDIA ULR ■ 1 credit

Independent assessment of the Media (MEDIA) university learning requirement. Contact MEDIA ULR committee member(s) for additional information.

ASMT 410 ■ Assessment of the ETHICS ULR ■ 1 credit

Independent assessment of the Ethics (ETHICS) university learning requirement. Contact ETHICS ULR committee member(s) for additional information.

ASMT 411 ■ Assessment of the EQUITY ULR ■ 1 credit

Independent assessment of the Equity (EQUITY) university learning requirement. Contact EQUITY ULR committee member(s) for additional information.

ASMT 412 ■ Assessment of the SCI ULR ■ 1 credit

Independent assessment of the SCIENCE (SCI) university learning requirement. Contact SCI ULR committee member(s) for additional information.

ASMT 413 ■ Assessment of the MATHCOM ULR ■ 1 credit

Independent assessment of the Mathematics Communication (MATHCOM) university learning requirement. Contact MATHCOM ULR committee member(s) for additional information.

ASMT 414 ■ Assessment of the VIBRANCY ULR ■ 1 credit

Independent assessment of the Vibrancy (VIBRANCY) university learning requirement. Contact VIBRANT ULR committee member(s) for additional information.

ASMT 415 ■ Assessment of the LIT ULR ■ 1 credit

Independent assessment of the Literature (LIT) university learning requirement. Contact LIT ULR committee member(s) for additional information.

ASMT 421 ■ Assessment of the ARTSC0M ULR ■ 1 credit

Independent assessment of the Creative and Artistic Expression (ARTSC0M) university learning requirement. Contact ARTSC0M ULR committee member(s) for additional information.

ASMT 422 ■ Assessment of the CULTURE ULR ■ 1 credit

Independent assessment of the Culture and Equity (CULTURE) university learning requirement. Contact CULTURE ULR committee member(s) for additional information.

ASMT 423 ■ Assessment of the DEMPART ULR ■ 1 credit

Independent assessment of the Democratic Participation (DEMPART) university learning requirement. Contact DEMPART ULR committee member(s) for additional information.

ASMT 424 ■ Assessment of the ENGC0M ULR ■ 1 credit

Independent assessment of the English Communication (ENGC0M) university learning requirement. Contact ENGC0M ULR committee member(s) for additional information.

ASMT 425 ■ Assessment of the ETHICS ULR ■ 1 credit

Independent assessment of the Ethics (ETHICS) university learning requirement. Contact ETHICS ULR committee member(s) for additional information.

ASMT 426 ■ Assessment of the LANG ULR ■ 1 credit

Independent assessment of the Language (LANG) university learning requirement. Contact LANG ULR committee member(s) for additional information.



ASMT 427 ■ Assessment of the LIT ULR ■ 1 credit

Independent assessment of the Literature/Popular Culture (LIT) university learning requirement. Contact LIT ULR committee member(s) for additional information.

ASMT 428 ■ Assessment of the MATHCOM ULR ■ 1 credit

Independent assessment of the Mathematics Communication (MATHCOM) university learning requirement. Contact MATHCOM ULR committee member(s) for additional information.

ASMT 429 ■ Assessment of the SCI ULR ■ 1 credit

Independent assessment of the Science (SCI) university learning requirement. Contact SCI ULR committee member(s) for additional information.

ASMT 430 ■ Assessment of the TECH ULR ■ 1 credit

Independent assessment of the Technology and Information (TECH) university learning requirement. Contact TECH ULR committee member(s) for additional information.

ASMT 431 ■ Assessment of the HIST ULR ■ 1 credit

Independent assessment of the U.S. Histories (HIST) university learning requirement. Contact appropriate HIST ULR committee member(s) for additional information.

ASMT 432 ■ Assessment of the VIBRANCY ULR ■ 1 credit

Independent assessment of the Vibrancy (VIBRANCY) university learning requirement. Contact appropriate VIBRANCY ULR committee member(s) for additional information.

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 ■ 4 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: 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: CHIN 202 or equivalent.

CHIN 397 ■ Independent Study ■ 4 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

Course description not available; contact program office.

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 300 ■ Major ProSeminar ■ 4 credits

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. Formerly ICCS 300.

CHS 301 ■ Case Management Practices ■ 4 credits

Provides students an introduction to the practical skills which human services practitioners use in assessing, planning, and addressing the needs of their clients. Formerly ICCS 301. Corequisite(s): CHS 301PSL or CHS 499.

**CHS 301 FSL ■ Case Management Practices Field Practicum
1 credit**

Individualizes student placement for in-depth field study as related to case management practices. Credit/no credit only. Formerly ICCS 301. Prerequisite(s): instructor consent. Corequisite(s): CHS 301.



CHS 302 ■ Fundamentals of Collaboration ■ 4 credits

Covers the human service fields from a perspective of values and ethics underlying the helping professions and the role of collaborative services in addressing issues of populations at risk. Presents the theory and methodology of forming, building, and maintaining coalitions and partnerships. Integrates field trips, guest lecturers, and case examples from the fields of social work, community health, probation and corrections, and recreation services. Formerly ICCS 302 Introduction to Human Services Practice.

**CHS 303 ■ Computer Applications to Human Services Delivery
1 credit**

Trains in the application of computers to human service delivery. Introduces various state-of-the-art human services software applications. Formerly ICCS 303.
Prerequisite(s): CST 101 or equivalent.

**CHS 304 ■ Lecture/Discussion Series on Human Services
Collaboration ■ 1 credit**

Lectures and group discussions cover specific topics of interest to individuals working to improve collaboration in their communities. Includes guest speakers from various human services and educational fields. Formerly ICCS 304.

CHS 306 ■ Civic Culture and Community Empowerment ■ 4 credits

Covers the foundations of government and citizenship; the nature of community with its organization, culture, and diversity; and ways for preparing and entering community work. Discusses empowerment and social change models. Students practice community assessment, asset and planning mapping, group problem solving, and action planning. Develops skills for leadership in group facilitation and human systems design. Formerly ICCS 306.
Corequisite(s): CHS 306SL or CHS 499.

**CHS 306 FSL ■ Civic Culture and Community Empowerment Service
Learning ■ 1 credit**

Individualizes student placement for in-depth field study as related to civic culture and community empowerment. Credit/no credit only. Formerly ICCS 306SL Empowering Communities.
Corequisite(s): CHS 306.

CHS 308 ■ Research Methods ■ 4 credits

Provides knowledge of the fundamentals of research methods and their application in human service agency settings. Formerly ICCS 308.
Prerequisite(s): STAT 200 or equivalent.

CHS 309 ■ Mediation and Conflict Resolution ■ 2 credits

Equips students with basic skills in negotiation, mediation, and other methods of conflict resolution appropriate for use with individuals, groups, organizations, and communities. Formerly ICCS 309.

CHS 310 ■ Leadership in the Human Services ■ 4 credits

Studies the theories of adaptive leadership and how such skills can facilitate the integration of human services delivery systems and the empowerment of local communities to influence such programs. Formerly ICCS 310.
Corequisite(s): CHS 310PSL or CHS 499.

**CHS 310 FSL ■ Leadership in the Human Services Field Practicum
1 credit**

Individualizes student placement for in-depth field study as related to leadership in the human services. Credit/no credit only. Formerly ICCS 310FP.
Prerequisite(s): instructor consent. Corequisite(s): CHS 310.

CHS 311 ■ Introduction to Public Safety Administration ■ 4 credits

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. Formerly ICCS 311.
Corequisite(s): CHS 311FP or CHS 499.

**CHS 311 FSL ■ Introduction to Public Safety Administration Field
Practicum ■ 1 credit**

Individualizes student placement for in-depth field study as related to introduction to public safety administration. Credit/no credit only. Formerly ICCS 311FP.
Prerequisite(s): instructor consent. Corequisite(s): CHS 311.

**CHS 312 ■ Introduction to Parks and Recreation Management
4 credits**

Introduces the fundamentals of parks and recreation as a field. Includes adaptive systems management, the role of natural heritage in land management, and the principles of Geographical Information Systems (GIS). Formerly ICCS 312.

CHS 313 ■ Introduction to Community Health ■ 4 credits

Introduces the principles and practices of community health such as epidemiology, prevention, health education, and promotion. Formerly ICCS 313.
Prerequisite(s): STAT 200 or equivalent; can be taken concurrently. Corequisite(s): CHS 313FSL or CHS 499.

**CHS 313 FSL ■ Introduction to Community Health Field Practicum
1 credit**

Individualizes student placement for in-depth field study as related to the introduction to community health. Credit/no credit only. Formerly ICCS 313FP/SL.
Prerequisite(s): instructor consent. Corequisite(s): CHS 313.

**CHS 395 ■ Special Topics in Collaborative Human Services
1-3 credits**

Studies a particular topic in collaborative human services. May be repeated for credit when topics vary. Formerly ICCS 395.
Prerequisite(s): instructor consent.

CHS 397 ■ Independent Study ■ 1-4 credits

Offers students independent learning opportunities in a chosen subspecialty. Includes field work to meet the required number of hours. Formerly ICCS 397.
Prerequisite(s): instructor consent.

CHS 400 ■ Senior Capstone Seminar ■ 2-4 credits

Provides the planning and preparation for a project or thesis which serves as the capstone educational experience. Formerly ICCS 400.

CHS 401 ■ Law and Social Welfare ■ 2 credits

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. Formerly ICCS 401.

CHS 407 ■ Services and Supports for Adults and Seniors ■ 4 credits

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. Formerly ICCS 407.
Corequisite(s): CHS 407PSL or CHS 499.

**CHS 407 FSL ■ Services and Supports for Adults and Seniors Field
Practicum ■ 1 credit**

Individualizes student placement for in-depth field study related to services and supports for adults and seniors. Credit/no credit only. Formerly ICCS 407FP.
Prerequisite(s): instructor consent. Corequisite(s): CHS 407.

**CHS 408 ■ Services and Supports for Children and Youth
4 credits**

Explores the relationships among children, youth, and families, particularly those at risk, and the institutional services and supports intended to improve their well-being. Involves simulations, interviews, and hands-on experiences in discussion labs. Includes a practicum with a community-based, nonprofit organization or public agency. Formerly ICCS 408.
Corequisite(s): CHS 408FP or CHS 499.

**CHS 408 FSL ■ Services and Supports for Children and Youth Field
Practicum ■ 1 credit**

Individualizes student placement for in-depth field study related to services and supports for children and youth. Credit/no credit only. Formerly ICCS 408FP.
Prerequisite(s): instructor consent. Corequisite(s): CHS 408.



CHS 409 ■ Public Policy Analysis ■ 4 credits

Explores formulating public policies at the federal and state government levels and evaluating their success in achieving desired outcomes. Investigates the implementation of public policies at the federal, state, and local levels. Formerly ICCS 409.
Prerequisite(s): CHS 308 or equivalent.

CHS 410 ■ Systems Management ■ 4 credits

Introduces general systems concepts and management as applied to human services, education, business processes, and information technology. Topics include definition and evolution of systems approaches to management, systems-oriented methods and skills, application of strategic planning, process engineering, and computer-assisted tools for process improvement. Formerly ICCS 410.

CHS 411 ■ Evaluation Design ■ 2-3 credits

Focuses on conducting and recording program evaluations of human service delivery systems. Teaches specific techniques in developing a formal evaluation strategy for a nonprofit organization or public agency. Formerly ICCS 411.
Prerequisite(s): CHS 308 or equivalent.

CHS 412 ■ Community-Based Data Networks ■ 2-3 credits

Orients students to the collection and dissemination of data regarding a community's needs and its available resources. Prepares students to serve as technology tutors to facilitate community access to shared data networks. Formerly ICCS 412.
Prerequisite(s): CHS 308 or equivalent.

CHS 415 ■ Community Economic Development ■ 1 credit

Analyzes the tools used in the community economic development field, including real estate development and finance, business development, and other forms of community economic development. Formerly ICCS 415.

CHS 416 ■ Advanced Practice in Social Work ■ 4 credits

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. Formerly ICCS 416.
Prerequisite(s): CHS 301 and senior standing, or instructor consent.

**CHS 417 ■ Advanced Practice in Public Safety Administration
4 credits**

Develops generalizable skills for a variety of public safety and criminal justice settings. Formerly ICCS 417.
Prerequisite(s): CHS 311 and senior standing, or instructor consent.

**CHS 418 ■ Advanced Practice in Recreation Management
4 credits**

Develops generalizable skills for a variety of recreation settings. Formerly ICCS 418.
Prerequisite(s): CHS 312 and senior standing, or instructor consent.

CHS 419 ■ Advanced Practice In Community Health ■ 4 credits

Develops generalizable skills for a variety of health delivery, health policy, and planning settings. Formerly ICCS 419.
Prerequisite(s): CHS 313 and senior standing, or instructor consent.

CHS 420 ■ Fundamentals of Corrections ■ 4 credits

Studies and analyzes contemporary correctional theory and practice. Compares American corrections practices using historical, cross-cultural, philosophical, and nontraditional views. Covers controversial issues in contemporary corrections, including prisoner rights, victimization, the death penalty, unions, and administration and staffing of correctional programs. Formerly ICCS 420.
Prerequisite(s): CHS 311.

CHS 497 ■ Independent Study ■ 1-4 credits

Offers students independent learning opportunities in a chosen subspecialty. Includes field work to meet the required number of hours. Formerly ICCS 497.
Prerequisite(s): instructor consent.

CHS 499 ■ Senior Fieldwork ■ 3 credits

Provides students the opportunity to complete the 400 hours in the field required to graduate. Students choose placements which complement the elective courses in their concentration and/or within the population they wish to work. May be repeated. Credit/no credit only. Formerly ICCS 499.
Prerequisite(s): instructor consent.

CHS 595 ■ Special Topics ■ 1-6 credits

Studies a particular topic in collaborative human services. May be repeated for credit when topics vary. Formerly ICCS 595.
Prerequisite(s): instructor consent.

CHS 597 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits. Formerly ICCS 597.
Prerequisite(s): instructor consent.

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 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. Crosslisted with SBSC 227.

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. Crosslisted with ESSP 231.
Prerequisite(s): CST 101 or instructor consent.

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 351.

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 328.

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 stand-alone 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 327 ■ Introduction to Geographic Information Systems
4 credits**

Course description not available; contact program office.

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. Crosslisted with TAT 328 and VPA 328. Listed as Multimedia Design Principles prior to Spring 1997. Prerequisite(s): CST 201 or instructor consent.

**CST 331 ■ Introduction to Scientific Visualization and Analysis
4 credits**

Introduces the background and skills to visualize and understand scientific data. Exposes students to data, data structures, and the theory and practice of scientific visualization. Prerequisite(s): MATH 150 and MATH 151, basic C programming or instructor consent, and familiarity with UNIX as a user.

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 333 ■ Topics in Object-Oriented Programming ■ 4 credits

Topics include complex data structures and algorithms, 4GL languages such as Java and Oberon, and Internet and intranet applications. For people with C++ or other object-oriented programming language experience. Crosslisted with ESSP 333. Prerequisite(s): 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. Crosslisted with ESSP 334. Prerequisite(s): C/C++, CST 231 or equivalent, or instructor consent.

CST 335 ■ 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 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. Crosslisted with ESSP 338. 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 342 ■ Technology in the Classroom for Teachers and Educators
4 credits**

Surveys telecommunications and electronic media in the classroom and its design and development of instruction over electronic channels such as two-way video conferencing, asynchronous conferencing, and other media. Prerequisite(s): CST 303, CST 341, or instructor consent.



CST 343 ■ Multimedia Instruction Design ■ 4 credits

Covers the production of interactive presentations used for training and entertainment. Provides instruction in multimedia authoring tools and the support, software, and tools used to create multimedia program assets.
Prerequisite(s): CST 341.

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, JavaScript, Acrobat, Shockwave, audio, and video. Listed as CST 202 prior to Fall 1998.
Prerequisite(s): CST 102 or equivalent, CST 201 or equivalent, CST 308, CST 328, or instructor consent.

CST 361 SL ■ 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 362 SL ■ Technology and Communities ■ 2 credits

Presents skills to assist nonprofit organizations and community agencies by creating databases and Web pages, establishing telecommunications 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 363 ■ Database Management: Methods and Applications
4 credits**

Surveys business data management concepts 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. Applies database software to solve real-world problems. Crosslisted with MIE 363.
Prerequisite(s): MIE 302 or instructor consent.

**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, collaborative work with professional news staff and educational instructional developers. Listed as CST 384 prior to Fall 1996.
Prerequisite(s): instructor consent.

CST 372 ■ Video and teleconferencing Design ■ 4 credits

Focuses on the production and design skills for creating video sequences in Web-based multimedia and video conferencing programs. Includes preproduction planning, field production, postproduction, and implementation of video in desktop and multimedia settings.
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 397 SL ■ 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 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 423 ■ Signal Processing and Applications ■ 4 credits

Course description not available; contact program office.

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 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 453 ■ Financing, Start-up, and Growth of Technical Ventures
4 credits**

Crosslisted with MIE 453. See MIE 453 description.

CST 472 ■ Video and Teleconferencing Practicum ■ 4 credits

Students manage and produce multimedia presentations and video conferencing solutions to communications problems.

CST 595 ■ Special Topics ■ 1-6 credits

Focuses on an advanced topic within the Institute of Communications Science and Technology. May be repeated for credit when topics vary.
Prerequisite(s): instructor consent.

CST 596 ■ Field Studies

Advanced field study opportunities. Topics of study, as well as number of credits, arranged between student and faculty member. 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.



Distance and On-Line Learning (DOLL)

Campus Sites Telephone Numbers

- Chico (CHI) 916-898-6105
- Dominguez Hills (DH) 310-516-2288
- Sacramento (SAC) 916-278-6834
- San Jose State (SJ) 408-924-2636

California State University, Chico (CHI)

ANTH 103 ■ Cultural Anthropology ■ 3 credits ■ (CHI)

The nature of culture. The similarities and differences in human cultures, with a focus on social and economic organization, religion, politics, and law. Use of case studies to illustrate the range and functioning of human culture. Required for bachelor of arts degree in social science.

HCSV 261 ■ Adolescent Health ■ 3 credits ■ (CHI)

Addresses major health issues affecting the adolescent, including, but not limited to, health promotion and disease prevention, nutrition, substance use and abuse, and sexuality. Fulfills the state health education requirement for a full teaching credential.

HIST 254 ■ History of California ■ 3 credits ■ (CHI)

Social, economic, cultural, and political development from Spanish explorations to the present. Required for bachelor of arts degree in social science.

INST 152 ■ Quantitative Methods of Conflict Resolution 3 credits ■ (CHI)

This course is the same as MATH 152 which may be substituted. See course description for Math 152.

MATH 152 ■ Quantitative Methods of Conflict Resolution 3 credits ■ (CHI)

An introduction to quantitative methods used to wage, analyze, and prevent war, including game theory, linear programming, probability, fuzzy set theory, and computer simulations. This course cannot be used for credit toward a mathematics major or minor, a mathematics emphasis under the liberal studies major, or any credential. This is an approved general education course. This course is the same as INST 152 which may be substituted. Prerequisite(s): Completion of the General Education Breadth Area B3 requirement, Mathematical Concepts.

MGMT 149 ■ The Management of Organizations 3 credits ■ (CHI)

A survey of managerial and organization processes, including decision making, motivation, leadership, quality, work teams, and organization design. Emphasizes both theory and practice. Includes ethical, environmental, and international considerations. Required for business administration minor and career and life planning minor.

PHIL 139 ■ Roots of War: A Philosophical Survey 3 credits ■ (CHI)

A critical examination of diverse philosophical views regarding the causes of war and the prospects for peace. This is an approved general education course.

PHIL 237 ■ Contemporary Political Thought ■ 3 credits ■ (CHI)

This course is the same as POLS 237 which may be substituted. See course description for POLS 237.

POLS 141 ■ International Relations 3 ■ credits ■ (CHI)

Concepts in international politics, with emphasis on the analysis of contemporary global issues. Recommended for secondary teachers. This is an approved general education course. Required for political science minor, and bachelor of arts degrees in political science and social science.

POLS 237 ■ Contemporary Political Thought ■ 3 credits ■ (CHI)

An extended discussion of the nature of anarchy, corporatism, oligarchy, classical liberalism, radical liberalism, democratic socialism, communism, and fascism, with a continued focus on these political cultures and their ideological expressions in contemporary politics. This course is the same as PHIL 237 which may be substituted. Required for political science minor, and bachelor of arts degrees in political science, and social science.

POLS 251B ■ Civil Rights and Civil Liberties ■ 3 credits ■ (CHI)

Analysis of judicial cases and related materials illustrating historical and current interpretations of constitutional problems such as racial discrimination, criminal procedures, and freedom of speech and religion. Required for paralegal certificate, political science minor, and bachelor of arts degrees in political science and social science.

POLS 254 ■ Legal Research ■ 3 credits (CHI)

Learn techniques of legal research and writing. Write briefs, memoranda, and other legal documents based on library research with cases, treatises, law reviews, statutes, regulations, etc. Required for paralegal certificate, political science minor, and bachelor of arts degree in political science.

PSY 202 ■ Survey of Child and Adolescent Psychology 3 credits ■ (CHI)

Physical, mental, social, and emotional factors of human growth and development from infancy through adolescence. Supervised experience working with children is strongly encouraged. Required for family relations minor, psychology minor, and bachelor of arts degree in liberal studies.

PSY 235 ■ Psychology of Personality ■ 3 credits ■ (CHI)

Introduction to the nature and development of personality, with emphasis on the normal adult, including theories of personality, techniques of assessment, and a survey of current research. Required for GAIN certificate, family relations minor, psychology minor, and career and life planning minor.

SOCI 105 ■ Social Theory: Nineteenth Century ■ 3 credits ■ (CHI)

An examination of the theories of the major European sociologists of the 19th century. Major emphasis will be given to the thinkers such as Marx, Durkheim, and Weber who have provided the theoretical basis for contemporary sociology. Required for sociology minor and bachelor of arts degree in sociology.

SOCI 110 ■ Population ■ 3 credits ■ (CHI)

A study of the basic components of population: fertility, mortality, and migration. Analysis of population trends and policies, with special attention to contemporary problems of population growth and control. Required for sociology minor, bachelor of arts degrees in sociology and social science.

SOCI 170 ■ Sociology of Religion ■ 3 credits ■ (CHI)

Analysis of religion in human society; on relationship between religion and social forces in society; social sources and forces in morality and ethics. Required for sociology minor, bachelor of arts degrees in sociology and social science.

SOCI 245 ■ Sociology of Occupations and Professions 3 credits ■ (CHI)

An analysis of work and social relationships within the occupational context. Emphasis will be placed on the study of contemporary society with respect to the establishment of work and work groups, occupational stresses, and the process of professionalism. Required for GAIN certificate, career and life planning minor, sociology minor, and bachelor of arts degree in sociology.

SOSC 260 ■ Career and Life Planning Capstone Seminar 3 credits ■ (CHI)

This seminar is required of students minoring in career and life planning and is to be taken as the culminating course in the minor. It integrates and applies self-exploration, life planning, work, and communication skills to a career and life emphasis. The seminar has discussion, demonstration, and experiential components. Students should take this course in their senior year. Required for GAIN certificate and career and life planning minor. Prerequisite(s): faculty consent.

SOSC 295 ■ Capstone Seminar: Social Science ■ 3 credits ■ (CHI)

Analysis of the basic philosophical foundations of the social sciences, focusing on the nature



of man, the nature of society, social science as a science, and the role of the social scientist. Various paradigms which deal with these issues will be studied. Required for all social science majors. This is a writing proficiency (W/P) course; a grade of C- or better certifies writing proficiency for majors. Required for a bachelor of arts degree in social science. Prerequisite(s): successful completion of WEST; 12 credits in social sciences.

SPED 143 ■ Overview of Special Education ■ 3 credits ■ (CHI)

A survey course recommended for students interested in exceptional children. Content will address the characteristics, identification, classification, and educational needs of learning handicapped, severely handicapped, communication handicapped, physically handicapped, and gifted persons. Covers social, biological, historical, economic, political, legal, and institutional contexts in which special education occurs. Formerly EDUC 143.

SPED 343 ■ Mainstreaming ■ 3 credits ■ (CHI)

Overview of history, trends, and legal mandates concerning mainstreaming. Alternative forms of mainstreaming and use of specialized curriculum and strategies for the exceptional child in the regular classroom. Review of research and evaluation of mainstreaming. Formerly EDUC 343B.

Prerequisite(s): Basic teaching credential or faculty permission.

SPED 346V ■ Transition, Vocational, and Career Education 2 credits ■ (CHI)

Emphasizes the vocational needs of the special student from preschool through adult. Includes assessment, curriculum, regulations, IEP and ITP content, and multi-agency involvement. Required for resource specialist certificate and/or Level II Education Specialist program.

Prerequisite(s): Admission to Special Education Preparation Program or faculty consent.

SPED 348B ■ The RST: Advanced Assessment ■ 1 credit ■ (CHI)

Develop knowledge and skills related to the administration, interpretation, and application of data obtained from assessing the educational needs and performance of individuals with exceptional needs. You may take this course more than once for a maximum of 6.0 credits. Formerly EDUC 348B. Required for resource specialist teacher certificate.

Prerequisite(s): concurrent enrollment in SPED 349B and completion of LH (mild/moderate) or SH (moderate/severe) credential, or faculty consent.

SPED 348J ■ Consultation and Staff Development 3 credits ■ (CHI)

Knowledge and skills required of specialist in consultant and staff developer roles.

Communication, assessment, case management, referral, resource, and interpersonal skills related to these roles. Formal process of consultation and problem solving for behavioral and academic interventions. Required for resource specialist teacher Certificate and/or Level II Education Specialist credential.

Prerequisite(s): Education Specialist Level II Special Education Program or final semester of special education internships, or faculty consent.

SPED 349B ■ The RST: Advanced Assessment—Practicum 1 credit ■ (CHI)

Fieldwork is to be assigned in SPED 349B. Student develops advanced skills in the administration, interpretation, and application of educational assessing skills. Credit/no credit grading only. Students may take this course more than once for a maximum of 6.0 credits. Formerly EDUC 349B. Required for resource specialist teacher certificate.

Prerequisite(s): completion of LH (mild/moderate) or SH (moderate/severe) Credential, or faculty consent. Corequisite(s): concurrent enrollment in SPED 348B.

California State University, Dominguez Hills (DH)

BEH 522 ■ Negotiation Tactics ■ 4 credits ■ (DH)

Tactics used in negotiations among individuals, institutions, and societies. Planning and conducting personal, corporate, labor, hostage and diplomatic negotiations, cross-cultural, ethical, and historical dimensions.

FIN 502 ■ Advanced Topics in International Business 3 credits ■ (DH)

Exploration of issues related to all functional areas within a global business environment. Emphasizes the additional opportunities, risks, uncertainties, and difficulties of conducting business across national boundaries. Case analysis, oral/written presentation, and computer usage required.

Prerequisite(s): business finance.

MGT 500 ■ Human Behavior in Organizations ■ 3 credits ■ (DH)

An experiential course designed to teach management skills such as conflict resolution, motivation, leadership, and communication, as well as the functioning of groups. Case analysis and oral/written presentations required.

Prerequisite(s): principles of management course.

California State University, Sacramento (SAC)

ANTH 1 ■ Introduction to Physical Anthropology

3 credits ■ (SAC)

The place of humans in nature; the geologic environments; the nature of life, human evolution, reproduction, and genetics; humans as primates; the human fossil record; and the classification and distribution of races.

STAT 1 ■ Introduction to Statistics ■ 3 credits ■ (SAC)

Descriptive statistics, basic concepts of probability, and sampling with the aim of introducing fundamental notions and techniques of statistical inference.

Prerequisite(s): MATH 9 or three years of high school mathematics which includes two years of algebra and one year of geometry, completion of ELM requirement, and the intermediate algebra diagnostic test.

CSC 1 ■ Introduction to Computer Science ■ 3 credits ■ (SAC)

Fundamental concepts of computers, computation, and programming; history and principles of computing; problem solving; input; output; data representation, storage, and file organization; computer hardware, networking and data communication; social, economic, and ethical implications; and computer security and privacy. Students will solve problems using the BASIC programming language.

Prerequisite(s): intermediate algebra.

HIST 111 ■ Ancient Greece ■ 3 credits ■ (SAC)

Political, social, and cultural development of Greece from the Mycenaeans to the post-Alexandrian world with emphasis on Fifth-Century Athens and a reading of Thucydides.

SOC 156 ■ Delinquency ■ 3 credits ■ (SAC)

Social determinants of juvenile delinquency, including family, urban conditions, social-psychological, and sociological factors. Topics include the juvenile justice system, law enforcement, the courts, and community treatment programs.

PHIL 103 ■ Business and Computer Ethics ■ 3 credits ■ (SAC)

Analytical treatment of controversial moral issues which emerge in the business world (e.g., affirmative action, corporate responsibility, industry and environmental damage, social effects of advertising, the computer threat to personal privacy, and ownership of computer programs). Discussion will focus on basic moral principles and concepts relevant to these issues.

HS 50 ■ Healthy Lifestyles ■ 3 credits ■ (SAC)

Examines concepts of health and wellness. Concepts are applied to the areas of mental wellness, nutrition, fitness, human sexuality, and drug use. Format provides for a sharing of views of the integrated concepts of health that emphasizes the physical, mental, emotional, social, spiritual, and environmental factors that influence an individual's health status.

ACCY 1 ■ Accounting Fundamentals ■ 3 credits ■ (SAC)

Accounting as the basis of an information system with emphasis on concepts and assumptions underlying data accumulation for financial reports. Includes the concepts of income determination and financial position, and the accounting for various types of ownership equities.

ACCY 164 ■ Government and Nonprofit Accounting 3 credits ■ (SAC)

Fundamentals of accounting and financial reporting for governmental units and institutions, accounting for various types of funds, and accounting aspects of budgetary control.

MIS 221 ■ Management Information Systems ■ 3 credits ■ (SAC)

The analysis, design and implementation of computer-based information systems. The course includes transaction processing systems, management information systems, decision support systems, and use of the Internet for managerial purposes. Student teams will be required to develop an information systems project. Note: Not open to students with credit in ACCY 163 or MIS 116A or 121.



OBE 130 ■ Business Communications ■ 3 credits ■ (SAC)

Provides basic concepts for understanding and practicing communication in the changing world of business. Examines the use of language and conversations in business settings and their role in coordinating actions, resolving breakdowns in work performance, and providing customer satisfaction. Topics include practicing professional styles of business writing and formats, preparing formal reports, developing competence in business conversation skills. International, technical, and linguistic developments are integrated into the course.

**OBE 150 ■ The Management of Contemporary Organizations
3 credits ■ (SAC)**

An overview of managerial and organizational theory and practice, including a discussion of the contingencies that influence an organization's effectiveness and efficiency. Focus is on the decision-making and problem-solving processes that affect managerial performance in planning, implementing, and controlling the work of contemporary organizations.

**COMS 100A ■ Survey of Communication Studies
3 credits ■ (SAC)**

A survey of various theories of communication. Attention will be given to such topics as verbal and nonverbal coding, information processing, interpersonal and small group communication, political and organizational communication, the structure and effects of mediated communication, rhetorical criticism, and research in communication. Note: Majors and minors must complete with a grade of "C-" or better.

COMS 100B ■ Critical Analysis of Messages ■ 3 credits ■ (SAC)

An examination of classical and contemporary models for analyzing messages. Discussion of techniques applicable to a variety of basic message types. Practice in written analysis. Note: Majors and minors must complete with a grade of "C-" or better. Prerequisite(s): COMS 100A and completion of lower-division basic subjects general education courses (English, critical thinking, and oral communication); COMS 100A may be taken concurrently.

COMS 158 ■ Advanced Public Relations ■ 3 credits ■ (SAC)

A theoretical understanding of the nature of public informational and persuasive messages. Course will help students develop skill in the creation of such messages for public relations, advertising, public information and related fields. Crosslisted as JOUR 158, and only one of these courses may be counted for credit. Prerequisite(s): COMS 118, 123, or JOUR 123.

JOUR 158 ■ Advanced Public Relations ■ 3 credits ■ (SAC)

A theoretical understanding of the nature of public informational and persuasive messages. Course will help students develop skill in the creation of such messages for public relations, advertising, public information, and related fields. Crosslisted as COMS 158, and only one of these courses may be counted for credit. Prerequisite(s): COMS 118, 123, or JOUR 123.

CSC 8 ■ Exploring the Internet ■ 2 credits ■ (SAC)

A user's view of local, state, national and international computer networks. Software tools to access and retrieve information from around the world. Lecture one hour, technical activity and laboratory, two hours.

ENGR 17 ■ Introductory Circuit Analysis ■ 3 credits ■ (SAC)

Writing of mesh and node equations. DC and transient circuit analysis by linear differential equation techniques. Application of laws and theorems of Kirchoff, Ohm, Thevenin, Norton and maximum power transfer. Sinusoidal analysis using phasors, average power. Prerequisite(s): PHYS 11C, MATH 45; either the math or physics may be taken concurrently, but not both.

EEE 117 ■ Network Analysis ■ 3 credits ■ (SAC)

Review of sinusoidal steady state, phasors, complex power, three-phase power, mutual inductance, series and parallel resonance. Introduction to application of Laplace transforms in network analysis, transfer functions, Bode plots, Fourier series, and twoport circuits. Prerequisite(s): ENGR 17. Corequisite(s): CPE 64 and EEE 117L.

**EDS 120A ■ Management of Learning and Teaching
2 credits ■ (SAC)**

This course will provide students with specific strategies for creating positive, supportive, and respectful environments for pupils with typical, mild/moderate, and moderate/severe learning and behavioral needs. This comprehensive and research-based course will offer practical methods for creating positive classroom and school climates, organizing and managing the learning environment, improving instruction, preventing classroom discipline problems, and developing individualized plans for students experiencing persistent and/or serious behavioral problems. Preventative strategies as well as least restrictive management techniques in inclusive and supported environments will be stressed. Corequisite(s): EDS 120B.

RUSS 1A ■ Elementary Russian ■ 5 credits ■ (SAC)

A beginning course in the Russian language with primary emphasis on the development of communication skills. Russian life and culture are introduced through readings and video/filmstrips.

RUSS 2A ■ Intermediate Russian ■ 4 credits ■ (SAC)

A continuation of RUSS 1 with further emphasis on the development of communication skills. Meets the Foreign Language Graduation Proficiency Requirement. Prerequisite(s): RUSS 1B or instructor consent.

FREN 107 ■ Business French ■ 3 credits ■ (SAC)

Course is designed to create awareness of linguistic and cross-cultural differences affecting effective communication between American and Francophone speakers in the world of business, and to provide added confidence in transactions and negotiations. Explores how to do business in France, how different business structures work and interact, and how to participate in everyday business activities. Course is particularly helpful to international business students to enhance understanding of Francophone and European markets and to develop business-oriented French language skills. Course prepares students to obtain two different Business French Certificates offered by the Chamber of Commerce, Industries of Paris, and the French Ministry of Education. Course taught in French. Prerequisite(s): Second-year college level proficiency or equivalent, or instructor consent.

HS 136 ■ School Health Education ■ 2 credits ■ (SAC)

Provides teacher candidates, social workers, and nurses an understanding of the educational methods, processes, and content of the scope of health education as provided in the Framework for Health Instruction of the California State Department of Education. Offers an understanding of current problems related to personal, family, and community health. General theories and organization for teaching health education will be discussed. Meets the requirement for teacher candidates under the Ryan Act. Note: not open to lower-division students. Prerequisite(s): CPR training; may be taken concurrently.

**NURS 210A ■ Research Methods and Techniques in Nursing I
3 credits ■ (SAC)**

In-depth discussion of quantitative versus qualitative research designs. Explores researchable problem identification, development of a theoretical basis for a research study, and critiquing completed research. Prerequisite(s): STAT 1 or equivalent.

**NURS 212 ■ Concept and Theory Development in Nursing
3 credits ■ (SAC)**

Analysis of current theoretical models in nursing, process of theory construction, and evaluation of conceptual models and theories.

**NURS 214C ■ Educational Program Development in Nursing II
3 credits ■ (SAC)**

Introduction to curriculum development and instructional design concepts in preparation for the role of educator in an academic institution or health-care setting. Continues emphasis on instructional design, related to curriculum development and implementation, and to program evaluation. Prerequisite(s): NURS 214B. Corequisite(s): NURS 294C.

**COMS 100C ■ Introduction to Scientific Methods in Communication
Research ■ 3 credits ■ (SAC)**

An analysis of the quantitative methods of research commonly applied during communication research. The course will introduce concepts fundamental to the scientific study of communication. Concepts include operational definition, sampling, measurement, experimental design, and quantitative data analysis. Note: majors must complete with a grade of "C-" or better. Prerequisite: COMS 100A; may be taken concurrently.

CSC 8S ■ Self-Paced Exploring the Internet ■ 2 credits ■ (SAC)

This course covers the same material as CSC 8, Exploring the Internet. Course lectures are, however, provided by electronic means, in addition to meetings for orientation, laboratory demonstrations, and tests. The course provides a user's view of local, state, national, and international computer networks. Software tools to access and retrieve information from around the world include World Wide Web software tools, and much more. Included also are basic elements of communication protocols, trends and future of the information superhighway, and an overview of how the CSUS computer network fits in the larger picture. Graded credit/no credit.



GEOL 8 ■ Earth Science ■ 3 credits ■ (SAC)

The Earth and its neighbors in space. Scientific method and discovery in the study of stars, planets, weather, rivers, glaciers, oceans, rocks, volcanoes, earthquakes, landslides, mountains, drifting continents, and the Earth in time. Note: Students contemplating a geology major or minor or any further courses in geology should enroll in GEOL 10, not in GEOL 8. No credit for those who have taken GEOL 10 or equivalent.

PSYC 49 ■ Scientific Thinking in Psychology ■ 3 credits ■ (SAC)

Scientific thinking is the process of thinking logically, critically, and creatively about real, as opposed to imaginary, problems. Students will develop an understanding of the scientific thinking process from a psychological perspective and will develop skill in scientific thinking. Topics will include the psychology of thought, logical operations and fallacies, convergent and divergent thinking, the relationship between language and thought, valid and invalid arguments, logic and probability, decision making, and hypothesis testing in the science of psychology.

ENGL 1A ■ College Composition ■ 3 credits ■ (SAC)

An intensive course in the writing of the expository essay. The course includes instruction in selected grammatical and punctuation problems, pre-writing and rewriting processes, and the overall organization of the essay, with special attention to paragraph development with effective use of supporting evidence. Note: ENGL 1A can only be challenged by taking and passing the English Equivalency Exam.

Prerequisite(s): EPT score of 151 or above, or completion of ENGL 1.

San Jose State University (SJ)

BUS 161 ■ Organizational Change and Design ■ 3 credits ■ (SJ)

Managing organizationwide structural and cultural changes leading to designs that enhance organizational effectiveness. Change issues of managing growth, resistance, intervention phases, crisis management, and intergroup conflict/power are combined with design issues of balancing innovation and predictability, decentralization, and centralization.

BUS 166 ■ Business and Society ■ 3 credits ■ (SJ)

Analysis of the American business system in terms of socioeconomic and political constraints imposed upon business organizations by external, physical, legal, political, social, and economic environments. Special reference to ethical issues in business, corporate social responsibility, profit maximization, and countervailing powers in a pluralistic society.

EDCO 215 ■ Introduction to Counseling and Guidance 3 credits ■ (SJ)

Introduction to the theories, concepts, and competencies of counseling and guidance. Overview of the related professional roles and settings.

EDCO 227 ■ Dynamics of Community-School Relations 3 credits ■ (SJ)

Psychological dynamics and social relationships influencing community and school. A major focus on increased understanding of multi-ethnic and historical traditions in relation to pupil personnel services.

EDCO 244G ■ Seminar in Cultural Perspectives in Counseling 3 credits ■ (SJ)

Advanced study of concepts and procedures of counseling and consulting with an emphasis on understanding human behavior dynamics in the context of specific ethnic and cultural experiences.

EDCO 280 ■ Practicum in Multicultural Counseling 3 credits ■ (SJ)

Focus on individual and group counseling skills with emphasis on unique aspects of varying cultures. Prerequisite(s): core curriculum.

EDLD 221 ■ Research Seminar in Education ■ 3 credits ■ (SJ)

The role of research in education and society; procedures in selection and evaluation of research projects, and techniques or research data analysis.

EDSE 109 ■ Educating Severely Emotionally Disturbed Students 3 credits ■ (SJ)

Instructional procedures and curricula employed with seriously emotionally disturbed and autistic students.

Prerequisite(s): EDSE 101, EDSE 102, EDSE 108, and EDSE 179. Corequisite(s): EDSE 105 or instructor consent.

EDSE 179 ■ Managing Behavior and Emotional Problems of Exceptional Individuals ■ 3 credits ■ (SJ)

Introduction to the application of various management approaches to individual and group instruction of exceptional individuals.

Prerequisite(s): upper-division standing or instructor consent.

EDSE 192 ■ Mainstreaming the Exceptional Pupil ■ 3 credits ■ (SJ)

Exploration of laws, service delivery systems, instructional methods, and assessment processes to support inclusion of students with disabilities in regular education environments. Prerequisite(s): upper-division standing or instructor consent.

EDTE 190 ■ Health Education for the Classroom Teacher 3 credits ■ (SJ)

Current problems of individual, family and community health. Theories, organization, methods, and materials for teaching health education.

ENVS 121 ■ Population and Environmental Change 3 credits ■ (SJ)

Impact of population changes and technological innovations on communities, countries, and their environments. Comparisons of developed and developing societies from perspectives of environment, demography, land use, and food supply.

Prerequisite(s): Completion of core general education courses, satisfaction of writing skills test, and upper-division standing.

HPFR 100W ■ Writing Workshop ■ 3 credits ■ (SJ)

Development of skills in scientific and technical writing. How to write a critical review of published writing, a proposal for a journal article, an oral presentation, and a scholarly paper. Prerequisite(s): Completion of core general education courses, satisfaction of writing skills test, and upper-division standing.

NURS 104 ■ Health Assessment ■ 3 credits ■ (SJ)

Using a systems theory approach, acquisition of knowledge and skills to complete health histories and physical assessments on a variety of culturally and ethnically diverse patients across the lifespan.

Prerequisite(s): advanced placement standing.

NURS 127A ■ Nursing Theory V ■ 1 credit ■ (SJ)

Concepts for nursing in psychiatric-mental health settings with clients from culturally diverse backgrounds. Systems approach integrates psychiatric/mental health nursing care for individuals, families and communities with complex health problems.

Prerequisite(s): Completion of Semester 6.

NURS 127B ■ Nursing Theory V ■ 3 credits ■ (SJ)

Concepts for nursing in community health in various settings with clients from culturally diverse backgrounds. Systems approach integrates community health nursing care for individuals, families and communities with complex health problems.

Prerequisite(s): Completion of Semester 6 or Bridge courses.

NURS 128 ■ Nursing Theory VI ■ 2 credits ■ (SJ)

Research methodology and terminology relating to the nursing process. Developing knowledgeable consumers of health-related research.

Prerequisite(s): Completion of Semester 7

NURS 138 ■ Nursing Process VI ■ 2 credits ■ (SJ)

Applies the nursing process using the systems approach to nursing management in a culturally diverse and cost-contained environment. Encompasses models and theories of management and leadership focusing on the role of the professional nurse.

Prerequisite(s): Completion of Semester 7. Corequisite(s): NURS 128.

POLS 150 ■ War and Peace ■ 3 credits ■ (SJ)

Fundamental human questions about causes of war, definitions of peace and approaches toward achieving peace from perspectives of historical and contemporary thinkers, including philosophers, political leaders, military strategists, and diplomats.

Prerequisite(s): Completion of core general education courses, satisfaction of the writing skills test, and upper-division standing.



ED 595 ■ Special Topics ■ 1-8 credits

Studies a particular topic in education. May be repeated for credit when topics vary. Prerequisite(s): instructor consent.

ED 597 ■ Independent Study ■ 1-6 credits

Student and faculty member select advanced topic of study and number of credits. Prerequisite(s): instructor consent.

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. 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. Corequisite(s): ED 601.

ED 603 ■ Stage II Student Teaching ■ 8 credits

Continuation of ED 601.

Prerequisite(s): admission to CLAD/BCLAD credential program. 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. Corequisite(s): ED 603.

ED 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.

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 ■ Language and Literacy Development across the Curriculum ■ 4 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.

Prerequisite(s): admission to CLAD/BCLAD credential program.

ED 614 ■ Interdisciplinary Content Instruction ■ 6 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.

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 two hours of classroom experience weekly.

Prerequisite(s): admission to CLAD/BCLAD credential program.

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.

ED 622 ■ Ethnographic Research for Multicultural Teaching 4 credits

Students develop ethnographic skills to learn about students in their own community to create culturally relevant pedagogy. Includes designing a research project for the duration of the graduate program and working in a culturally different community setting.

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.

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.

ED 640 ■ Pluralism, Politics, and School Practices ■ 4 credits

Examines the politics surrounding educational policies and instructional practices for addressing cultural, linguistic, and gender diversity. Investigates local schools and communities as political institutions, and develops strategies for negotiating and advocating change.

ED 697 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study of number of credits.

Prerequisite(s): instructor consent.

ESSP 110 ■ Chemistry I: Earth Systems Applications ■ 4 credits

Introduces the view of the Earth as a complex, evolving system using the periodic table, nature of matter, stoichiometry, chemical bonding, chemical reactions (acid-base, oxidation-reduction, combustion, precipitation/dissolution), atomic and molecular structure, and thermodynamics.

Prerequisite(s): high school algebra, biology, and chemistry; successful completion of or concurrent enrollment in precalculus. Corequisite(s): ESSP 110 D.

ESSP 110 D ■ Chemistry I: Earth Systems Applications ■ 2 credits

Discussion course for ESSP 110. Corequisite(s): ESSP 110.

ESSP 111 ■ Chemistry II: Earth Systems Applications ■ 4 credits

Develops an understanding of the Earth as a complex, evolving system by examining energy and transformations, kinetics, chemical equilibrium, acids and bases, electrochemistry, organic compounds, and metal complexation.

Prerequisite(s): ESSP 110 or equivalent.

ESSP 112 ■ Applied Chemistry Laboratory ■ 1 credit

Laboratory course provides hands-on applications of chemical principals to topics and problems in earth systems science. Develops an understanding of thermodynamics, qualitative and quantitative analysis, kinetics, electrochemistry, and spectroscopy. Lab meets six hours per week plus one hour of lecture per week.

Prerequisite(s): ESSP 110 or equivalent. Corequisite(s): ESSP 112 L or equivalent.

ESSP 112 L ■ Applied Chemistry Laboratory ■ 3 credits

Lab course for ESSP 112. Corequisite(s): ESSP 112

ESSP 155 ■ Calculus I: Earth Systems Applications ■ 3 credits

Presents basic concepts of modeling to describe a system, translate appropriate aspects of the system into equations, and to interpret the results of the original problem. Covers rates of growth, measurement and scale, equilibrium, stability and perturbations, structure, interactions, and stochasticity. Includes discrete-time and continuous dynamical systems, derivatives, and integrals. Crosslisted with MATH 155.

Prerequisite(s): MATH 130 or equivalent, or a satisfactory score on the Mathematics Advisory Test. Corequisite(s): ESSP 155L.



ESSP 155 L ■ Calculus I: Earth Systems Applications ■ 1 credit

Lab course for ESSP 155. Corequisite(s): ESSP 155

ESSP 156 ■ Calculus II: Earth Systems Applications ■ 3 credits

Covers differential equations, integrals and their applications, calculus in two dimensions, and introduces stochastic models. Crosslisted with MATH 156.

Prerequisite(s): ESSP 155 or equivalent, or instructor consent. Corequisite(s): ESSP 156L.

ESSP 156 L ■ Calculus II: Earth Systems Applications ■ 1 credit

Lab course for ESSP 156. Corequisite(s): ESSP 156.

ESSP 195 ■ Special Topics in Earth Systems Science and Policy: Introduction to 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 195 ■ Special Topics in Earth Systems Science and Policy: Water and Humanity ■ 1-9 credits

Focuses on water and humanity. Analyzes and evaluates the biological, social, cultural, economic, political, and ethical issues related to water access, use, pollution, and conservation. Examines water-related issues in the Monterey Bay region, the southwestern United States, Mexico, and abroad. Combines classroom activities with field research to prevent further degradation of watersheds and oceans. For nonscience majors.

Prerequisite(s): instructor consent.

ESSP 195 ■ Special Topics in Earth Systems Science and Policy 1-6 credits

Studies a particular topic in earth systems science and policy. May be repeated for credit when topics vary.

Prerequisite(s): varies with different topics; instructor consent.

ESSP 197 ■ Independent Study ■ 1-6 credits

Course description not available; contact program office.

ESSP 200 SL ■ Introduction to Service in Multicultural Communities 4 credits

Gives students the skills, knowledge, and competencies for a lifetime of informed, active, and responsible community participation. Engages students in an ongoing process of service, reflection, and theoretical and experiential learning. Students serve in community health organizations that work to prevent communicable diseases. Crosslisted with SL 200SL.

ESSP 201 ■ Current Issues in Science ■ 4 credits

Promotes critical thinking and informed decision making on environmental and health-related issues. Students discuss local and global interests while developing an understanding of the role of science and technology in society. Emphasizes a scientific approach to problem solving in laboratory and field investigations. For nonscience majors.

Prerequisite(s): none; CST 101, high school biology, and chemistry are recommended. Corequisite(s): ESSP 201L.

ESSP 201 L ■ Current Issues in Science ■ 1 credit

Lab course for ESSP 201. Corequisite(s): ESSP 201

ESSP 202 ■ ESSP Perspectives: 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. Listed as ESSP 100 before Fall 1997.

Prerequisite(s): none; CST 101, high school biology, and chemistry are recommended.

ESSP 204 ■ Introduction to Life and Physical Sciences ■ 4 credits

Emphasizes life sciences and chemistry using hands-on activities, experimentation, and computers to learn about cells, biological evolution, molecular interdependence of organisms, energy and organization in living systems, structure and properties of matter, and chemical reactions. For nonscience majors. Crosslisted with LS 204.

Prerequisite(s): MATH 100 or MATH 130; CST 101 or equivalent.

ESSP 220 ■ Physics I with Calculus: Earth Systems Applications 4 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. Formally ESSP 120.

Prerequisite(s): ESSP 155, 156, 110, or equivalent, or instructor consent. Corequisite(s): ESSP 220L.

ESSP 220 L ■ Physics I with Calculus: Earth Systems Applications 1 credit

Lab course for ESSP 220. Corequisite(s): ESSP 220

ESSP 221 ■ Physics II with Calculus: Earth Systems Applications 5 credits

Covers theme-based physics topics on electricity, magnetism, and optics including energy flow, stability, interactions among systems, issues of scale, and patterns of change.

Emphasizes computer-based applications, active and experiential learning, and laboratory exercises. Required for ESSP instrumentation track. Formerly ESSP 121.

Prerequisite(s): ESSP 220 or equivalent, or instructor consent.

ESSP 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. Crosslisted with CST 231.

Prerequisite(s): CST 101 or instructor consent.

ESSP 240 ■ Biology: Earth Systems Applications ■ 3 credits

Identifies the components of the biosphere and studies its interaction with other earth system spheres. Examines the processes that determine biological diversity, evolutionary, and ecological relationships of organisms, and the cellular and molecular biology of life. May include one or more weekend field trips.

Prerequisite(s): ESSP 110 or equivalent. Corequisite(s): ESSP 240L.

ESSP 240 L ■ Biology: Earth Systems Applications ■ 1 credit

Lab course for ESSP 240. Corequisite(s): ESSP 240.

ESSP 250 ■ Applied Statistics for Science and Technology 4 credits

Emphasizes the use of tables, graphs, and elementary descriptive statistical applications. Introduces the use of statistical software packages. Spotlights probability distributions and applications for inferential statistical analyses. Crosslisted with STAT 250.

Prerequisite(s): ESSP 155 or equivalent, or instructor consent.

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 or equivalent. Corequisite(s): ESSP 260L.

ESSP 260 L ■ Geology and Hydrology: Earth Systems Applications 1 credit

Lab course for ESSP 260. Prerequisite(s): ESSP 110 or equivalent.

Corequisite(s): ESSP 260.

ESSP 270 ■ Atmosphere and Ocean Systems: Earth Systems Applications ■ 3 credits

Uses physics, chemistry, and mathematics to explore atmospheric and oceanic processes. Covers circulation patterns, weather systems, clouds and precipitation, local meteorology, currents, tides, global and regional climate change, and air pollution.

Prerequisite(s): ESSP 155, 156, 220 or equivalent. Corequisite(s): ESSP 270L.



ESSP 270 L ■ Atmosphere and Ocean Systems: Earth Systems Applications ■ 1 credit

Lab course for ESSP 270. Prerequisite(s): ESSP 155, 156, 220 or equivalent. Corequisite(s): ESSP 270.

ESSP 280 ■ Economics, Policy, and Management: Earth Systems Applications ■ 4 credits

Analyzes how the social, economic, and political actions have altered the Earth's natural and physical spheres. Students apply economic theory and analysis to evaluate environmental problems. Prerequisite(s): ESSP 155 or equivalent, or instructor consent.

ESSP 280 SL ■ Economics, Policy, and Management: Earth Systems Applications ■ 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 155 or equivalent, or instructor consent. Corequisite(s): ESSP 280.

ESSP 282 ■ Monterey Bay: A Case Study in Environmental Policy 4 credits

Introduces the physical, biological, and geological science of the Monterey Bay area. Discusses the human impacts on the region and the state and federal policies established to protect the Monterey Bay region. For nonscience majors.

ESSP 282 SL ■ Monterey Bay: A Case Study in Environmental Policy Service Learning ■ 2 credits

Familiarizes students with policy issues impacting the Monterey Bay National Marine Sanctuary through fieldwork with local government and private environmental agencies. Prerequisite(s): concurrent or previous enrollment in ESSP 282 and instructor consent.

ESSP 295 ■ Special Topics in Earth Systems Science and Policy: History, Geology, Ecology of Monterey Bay ■ 3 credits

Students work with scientists and educators at the Monterey Bay Aquarium to gain an understanding of the geologic formation of Monterey Bay, its surroundings, the habitats in and around the Bay, the plants and animals in those habitats, and the cultural history. May involve one or more weekend field trips. Prerequisite(s): instructor consent.

ESSP 295 ■ Special Topics in ESSP: The Marine Environment 4 credits

Covers reading, writing, and critical thinking on marine environmental topics. Prerequisite(s): PROS 100.

ESSP 295 ■ Special Topics in Earth Systems Science and Policy: Science and Issues of Social Importance ■ 4 credits

Examines students' own beliefs through reading, writing, and critically thinking about scientific investigations into the evolution of life, human intelligence, and the environment. Covers science's role in social importance issues; questions science's objectivity when applied to evolution, human intelligence, and conservation; and investigates science's strengths and weaknesses as a way of gaining knowledge. Prerequisite(s): PROS 100.

ESSP 295 ■ Special Topics in Earth Systems Science and Policy 2-4 credits

Studies a particular topic in earth systems science and policy. May be repeated for credit when topics vary. Prerequisite(s): varies with different topics; instructor consent.

ESSP 295 SL ■ Special Topics: History, Geology, and Ecology of Monterey Bay ■ 1-4 credits

Students participate in the Monterey Bay Aquarium's docent program to learn about the geologic formation of Monterey Bay, its surroundings, the habitats in and around the Bay, and the plants and animals in those habitats. Involves one or more weekend field trips. Prerequisite(s): instructor consent.

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 ■ ESSP Major ProSeminar ■ 4 credits

Orients students to ESSP faculty, philosophy, course offerings, graduation requirements, and postgraduate opportunities for employment or further study. Students create and present plans for their upper-level education and capstone project. Students write comprehensive learning plans, analytical essays, and thought pieces. Prerequisite(s): junior-standing ESSP major and instructor consent.

ESSP 301 A ■ 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. Formerly ESSP 301. Prerequisite(s): ESSP 155, 240, 260, 270, 280, or equivalent; ESSP 250 recommended or instructor consent.

ESSP 301 B ■ 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. Formerly ESSP 302. Prerequisite(s): ESSP 110, 111, 112, 240, 280, or equivalent.

ESSP 301 C ■ Environmental Remediation Case Studies ■ 4 credits

Evaluates scientific, economic, regulatory, and societal aspects for remediating contaminated sites. Uses a systems approach to evaluate the environmental and economic effectiveness of remediation solutions and considers their ethical implications. Formerly ESSP 309. Prerequisite(s): ESSP 112, 240, 260, and 280 or equivalent; concurrent or previous enrollment in ESSP 320.

ESSP 301 D ■ California Transect ■ 4 credits

Two-week 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 ESSP 290. Prerequisite(s): ESSP 240, 260, 280 or equivalent, and 301-DO (formerly 290-OR) and instructor consent.

ESSP 301 DO ■ California Transect Orientation ■ 1 credit

Mandatory orientation for ESSP 301D. Must be taken the spring semester immediately preceding the summer intercession. Formerly ESSP 290 OR.

ESSP 301 E ■ Aquaculture Systems ■ 4 credits

Case study examination of the scientific, economic, marketing, and regulatory aspects of freshwater and marine aquaculture. Develops business plans for selected aquaculture enterprises. Formerly ESSP 304. Prerequisite(s): ESSP 110, 111, 112, 155, 240, 280, or equivalent.

ESSP 304 ■ Observation and Measurement in Physical and Earth Sciences ■ 3 credits

Students design and conduct environmental science experiments integrating the structure and properties of matter, chemical reactions, interactions of energy and matter, conservation of energy, energy in the earth system, motions and forces, geochemical cycles, energy and organization in living systems, and the origin and evolution of the earth system. Covers the history, nature, and the relationships between science, technology, and society. For non-science majors. Crosslisted with LS 304. Prerequisite(s): CST 100, MATH 101 or 130, ESSP 101, 204 or college biology and chemistry. Corequisite(s): ESSP 304L.

ESSP 304 L ■ Observation and Measurement in Physical and Earth Sciences ■ 1 credit

Lab course for ESSP 304. Corequisite(s): ESSP 304.



ESSP 305 ■ Inquiry-Based Science ■ 3 credits

Focuses on the methodology of science appropriate to an elementary school education. Familiarizes future teachers with observing, questioning, testing and interpreting by using the neighborhood as a laboratory. Engages problem-solving activities which require the acquisition of knowledge, design of experiments children will understand, and use current technology to develop bicultural/bilingual instructional materials. Crosslisted with LS 305. Prerequisite(s): CST 101 or equivalent, ESSP 101 or ESSP 204 or college science course. Corequisite(s): ESSP 305L.

ESSP 305L ■ Inquiry-Based Science ■ 1 credit

Lab course for ESSP 305. Corequisite(s): ESSP 305.

ESSP 307LSL ■ Science in Our Environment ■ 1 credit

Lab course for ESSP 307SL. Corequisite(s): ESSP 307SL.

ESSP 307SL ■ Science in Our Environment ■ 4 credits

Studies the chemical, physical, and biological properties of the local environment emphasizing soil, water, and pollution issues. Involves presenting issues to elementary school students and facilitating family science night for elementary students and parents. For liberal studies majors. Formerly ESSP 205SL. Crosslisted with LS 307SL. Prerequisite(s): MATH 100 or MATH 130 or equivalent; ESSP 226 or equivalent or instructor consent. Corequisite(s): ESSP 307LSL.

ESSP 310 ■ Biochemical Systems ■ 5 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. Prerequisite(s): ESSP 110, 111, 112, 240 or equivalent.

ESSP 311 ■ Organic Chemistry ■ 4 credits

Lecture and lab covers nomenclature, structure, bonding, reactivity, and analysis of organic compounds, with applications to biology, biogeochemistry, and environmental science. Emphasizes separation, identification, and quantification of organic compounds. Prerequisite(s): ESSP 110, 111, 112, or equivalent.

**ESSP 320 ■ Introduction to Systems and Systems Modeling
3 credits**

Introduces general systems theory and modeling as techniques for describing and analyzing complex systems. Emphasizes concepts and methods that facilitate analysis of multidisciplinary issues or problems. Uses Stella software to explore the structure and dynamic behavior of systems. Prerequisite(s): ESSP 155 or equivalent.

**ESSP 330 ■ Electronic Projects for Environmental Measurement
4 credits**

Designs and builds simple electronic instruments to measure environmental variables and transfer data to computers. Covers measurement fundamentals, physics of common sensors, analog and digital circuit basics, and LabView programming. Prerequisite(s): ESSP 121, ESSP 221 or equivalent. Corequisite(s): ESSP 330L.

**ESSP 330L ■ Electronic Projects for Environmental Measurement
1 credit**

Lab course for ESSP 330. Corequisite(s): ESSP 330.

ESSP 331 ■ Computer Graphics ■ 4 credits

Laboratory course that covers the science and art of designing and developing computer graphic scenes and systems using tools and fundamentals of computer graphics to create computer graphics programs. Crosslisted with CST 331. Listed as CST 351 prior to Fall 1996. Prerequisite(s): CST 231 or equivalent, or instructor consent.

ESSP 332 ■ Applied Geographic Information Systems (GIS), Global Positioning System (GPS), and Remote Sensing ■ 3 credits

Earth systems science and policy approach to the theory and application of spatial data acquisition, analysis, and display. Uses 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. Prerequisite(s): CST 101 or equivalent. Corequisite(s): ESSP 332D.

ESSP 332D ■ Applied Geographic Information Systems (GIS), Global Positioning Systems (GPS), and Remote Sensing ■ 2 credits

Discussion for ESSP 332. Corequisite(s): ESSP 332.

ESSP 333 ■ Topics in Object-Oriented Programming ■ 4 credits

Topics include complex data structures and algorithms, 4GL languages such as Java and Oberon, and Internet and intranet applications. For people with C++ or other object-oriented programming language experience. Crosslisted with CST 333. Prerequisite(s): CST 231 or equivalent, or instructor consent.

ESSP 334 ■ UNIX and X Windows ■ 4 credits

Introduces the UNIX operating system, X Windows environment, and its interface layers. Crosslisted with CST 334. Prerequisite(s): CST 231 or equivalent, or instructor consent.

ESSP 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. Crosslisted with CST 338. Prerequisite(s): ESSP 231 or instructor consent.

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, ESSP 240, or equivalent. Corequisite(s): ESSP 340D.

ESSP 340D ■ Ecological Systems ■ 1 credit

Discussion for ESSP 340. Corequisite(s): ESSP 340.

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. Prerequisite(s): ESSP 240, ESSP 340, or equivalent.

ESSP 343 ■ Physical Ecology ■ 4 credits

Applies math problem solving in field and lab exercises to explore physical (optical, mechanical, electromagnetic, thermal) interactions between organisms and their environment. Two mandatory weekend field trips. Prerequisite(s): ESSP 111, 156, 220, 240, or equivalent.

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. Prerequisite(s): CST 101, ESSP 111, ESSP 240 or equivalent. Corequisite(s): ESSP 345D.

ESSP 345D ■ Marine Science ■ 2 credits

Discussion for ESSP 345. Corequisite(s): ESSP 345.

ESSP 350 ■ Quantitative Field Methods ■ 6 credits

Project-oriented course covers advanced techniques in statistics, experimental design, and field methodology to characterize the distribution and abundance of organisms, and the hydrologic and biogeochemical patterns in aquatic and terrestrial ecosystems. May include one or more weekend field trips. Prerequisite(s): ESSP 240, 250, 260 or equivalent.

ESSP 360 ■ Geomorphic Systems ■ 4 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. Prerequisite(s): ESSP 260, ESSP 155 or equivalent, or instructor consent.



ESSP 380 ■ Environmental and Resource Economics ■ 4 credits

Examines how the models of environmental and resource economics differ from those of micro and macro economics and ecological economics. Applies economic theory to develop environmental economic analysis, including cost/benefit and environmental impact analysis. Prerequisite(s): ESSP 155, 156, 280 or equivalent, or instructor consent.

ESSP 382 ■ Marine and Coastal Policy ■ 4 credits

Examines the role of scientific input in marine and coastal public policy decision making and resource management. Prerequisite(s): ESSP 282 or instructor consent.

ESSP 382 SL ■ Marine and Coastal Policy Service Learning 2 credits

Involves students in environmental law and policy, economics, societal and cultural values, ethics, and politics through fieldwork with local government and private environmental agencies. Formally ESSP 317SL prior to Fall 1996. Corequisite(s): ESSP 382.

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. ESSP students will have first priority for enrollment. Prerequisite(s): instructor consent.

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. Prerequisite(s): instructor consent.

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 non-human worlds of California. Focuses on past and present human societies and their relationships with the land. Analyses how history can aid in understanding present-day policy issues. Prerequisite(s): instructor consent.

ESSP 395 ■ Special Topics: Science and Feminism ■ 4 credits

Explores and discusses the effects of excluding women from the practice of science. Uses readings and discussions to question the existence of a feminist science and method, the difference between women and men in science, sexist science as sound science, and the feminist critique of science versus other critical approaches i.e. race, class, and/or cultural biases of this human activity. Prerequisite(s): HCOM 211 or instructor consent.

ESSP 395 ■ Special Topics in Earth Systems Science and Policy 2-4 credits

Studies a particular topic in earth systems science and policy. May be repeated for credit when topics vary. Prerequisite(s): varies with different topics.

ESSP 395 SL ■ 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. Prerequisite(s): instructor consent.

ESSP 395 SL ■ Special Topics: Bay to Classroom Service Learning 2 credits

Places students in K-12 classrooms to assist local teachers as part of the Monterey Bay National Marine Sanctuary public education program. Involves making presentations on the sanctuary, environmental protection, and Monterey Bay. For upper-division ESSP majors and for non-ESSP majors who have taken ESSP 282. Prerequisite(s): instructor consent.

ESSP 395 SL ■ Special Topics: Monterey Bay Natural History: Developing Interpretive Programs for the Community ■ 4 credits

Focuses on techniques for teaching the natural history of Monterey Bay habitats to different age groups in the community. Projects develop interpretive programs for community groups such as local schools, state parks, and the National Marine Sanctuary. For ESSP majors who are pursuing careers in interpretation or liberal studies majors interested in informal education. Prerequisite(s): ESSP 240 or instructor consent; ESSP 101 recommended.

ESSP 397 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits. Prerequisite(s): instructor consent.

ESSP 397 SL ■ 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 ■ 4 credits

Students work with the instructor, other students, and their faculty mentors to assemble final portfolios and capstone projects demonstrating the proficiency to fulfill the ESSP major learning outcomes. Students develop written and multimedia capstone project presentations, and present the results to the community.

ESSP 401 ■ Honor's Capstone Seminar I ■ 2 credits

Required for ESSP students pursuing the honor's senior capstone independent research track. Helps students design and produce successful ESSP honor's capstone projects that articulate personal, ESSP, and CSUMB goals and objectives. Successful completion results in approval of an ESSP honor's capstone project proposal and contract for independent research. Prerequisite(s): second-semester junior standing and faculty capstone advisor approval.

ESSP 402 ■ Honor's Capstone Seminar II ■ 2 credits

Assists students to implement and execute their independent capstone research projects. Required for all ESSP students pursuing the honor's senior capstone track. Approved honor's capstone students should enroll as first-semester seniors. Prerequisite(s): faculty capstone advisor approval.

ESSP 410 ■ Metals in the Environment ■ 4 credits

Looks at the role of metals in the environment as essential micronutrients and as toxins. Covers the transport and chemistry of metals in soils, biological and aquatic systems, economic impacts, and remediation. Prerequisite(s): ESSP 121, ESSP 250, or equivalent, or instructor consent.

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. Prerequisite(s): Two semesters of calculus and one course in statistics, or instructor consent.

ESSP 433 ■ Applications of Marine Science Technologies ■ 4 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, 345, or equivalent.



ESSP 435 ■ Advanced Remote Sensing ■ 4 credits

Instructs on the use of remote sensing and image processing techniques in monitoring the earth system and the impacts of human activities on this system. Provides hands-on experience utilizing remote sensing techniques including field-based measurements, aerial photography, color theory, image processing, and sensors to characterize the Earth's surface over space and time.

Prerequisite(s): ESSP 332 or instructor consent.

ESSP 436 ■ Advanced Geographic Information Systems (GIS) and Global Positioning System (GPS) Mapping ■ 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, post-processing, and navigation. Emphasizes real-world application of student projects. Crosslisted with SBSC 436.

Prerequisite(s): ESSP 332 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 ■ 4 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. Prerequisite(s): ESSP 332, or instructor consent. Corequisite(s): ESSP 441L.

ESSP 441 L ■ Global Biogeochemical Cycles ■ 1 credit

Lab for ESSP 441. Corequisite(s): ESSP 441

ESSP 460 ■ Soil Systems ■ 4 credits

Studies soil as biogeochemical life-support systems. Covers the origin, nature, classification, and mapping of soils, and the biogeochemical genesis, physical, and chemical properties, erosion, and cycling of nutrients and water in soils. Includes five full-day field trips held on weekdays. Formerly ESSP 462.

Prerequisite(s): ESSP 111, ESSP 360, or equivalent, or instructor consent.

ESSP 461 ■ Watershed Systems Restoration ■ 4 credits

Explores the rehabilitation and management of damaged ecosystems focusing on rivers, estuaries, and wetlands. Covers the systems approach, ecological 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.

Prerequisite(s): ESSP 111, ESSP 360 or equivalent, or instructor consent.

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 and Policy 2-6 credits

Studies a particular topic in earth systems science and policy. May be repeated for credit when topics vary.

Prerequisite(s): varies with different topics.

ESSP 497 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

ESSP 497 SL ■ 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 ■ Honor's Capstone Independent Study ■ 2-6 credits

Independent research for an honor's senior capstone. Available only to students formerly approved for an honor's senior capstone.

Prerequisite(s): faculty capstone advisor approval.

ESSP 595 ■ Special Topics in Earth Systems Science and Policy 1-6 credits

Studies a particular topic in earth systems science and policy. May be repeated for credit when topics vary.

Prerequisite(s): varies with different topics; instructor consent.

ESSP 597 ■ Independent Study ■ 6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

GLOBE 195 ■ Water and Humanity ■ 9 credits

Focuses on water and humanity. Analyzes and evaluates the biological, social, cultural, economic, political, and ethical issues related to water access, use, pollution, and conservation. Examines water-related issues in the Monterey Bay region, the southwestern United States, Mexico, and abroad. Combines classroom activities with field research to prevent further degradation of watersheds and oceans focusing on water conservation and equitable access to clean water. Crosslisted with ESSP 195.

GLOBE 196 ■ Field Studies ■ 1-6 credits

Individualizes student placement for field study as related to global studies.

Prerequisite(s): instructor consent and global studies faculty approval.

GLOBE 197 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

GLOBE 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.

GLOBE 310 ■ Archaeology and Ecology 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 geological contexts.

GLOBE 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.

GLOBE 325 SL ■ The Politics of Everyday Life ■ 4 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.

Covers values and behaviors learned from family, school, government, television, media, and popular culture. Course completion meets the Title V requirements of U.S. history, U.S. Constitution, and California government. Involves a service learning project.



GLOBE 330 ■ Worldviews ■ 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 GLOBE 301.

GLOBE 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.

GLOBE 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 GLOBE 355.

GLOBE 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.

GLOBE 365 SL ■ Service Learning in Global Affairs ■ 4 credits

Students provide community service to learn about the nature and effects 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.

GLOBE 370 ■ Global Political Economy ■ 4 credits

Examines the origins of the global economy. Analyzes and evaluates the interrelationship among global, political, and economic conditions. Studies the global economy through 1) its 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 the major structures, processes, and effects of the evolving global economy. Formerly GLOBE 370 The World Economy.

GLOBE 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 GLOBE 381.

GLOBE 385 ■ Practicum/Assessment ■ 2-4 credits

Practicum for assessment of prior learning and all independent assessments in the global studies major. Prerequisite(s): instructor consent.

GLOBE 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 nonwestern 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.

GLOBE 395 ■ Special Topics in Global Studies ■ 1-6 credits

Studies a particular topic in global studies. May be repeated for credit when topics vary. Prerequisite(s): instructor consent.

GLOBE 396 ■ Field Studies ■ 1-6 credits

Individualizes student placement for field study as related to global studies. Prerequisite(s): instructor consent and global studies faculty approval.

GLOBE 397 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits. Prerequisite(s): instructor consent.

GLOBE 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.

GLOBE 595 ■ Special Topics ■ 1-6 credits

Studies a particular topic in global studies. May be repeated for credit when topics vary. Prerequisite(s): instructor consent.

GLOBE 596 ■ Field Studies ■ 1-6 credits

Individualizes student placement for field study as related to global studies. Prerequisites: instructor consent global studies faculty approval.

GLOBE 597 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits. 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

Helps students identify, understand, and effectively and responsibly address ethical challenges faced in private, social, and professional life. Addresses ethical issues in interpersonal contexts, such as communication between friends, family members, peers, and colleagues; and the ethical challenges.

HCOM 206 ■ Interpersonal Communication and Conflict ■ 4 credits

Explores everyday reasoning and ethics. Students identify genuine ethical controversies in every day college life, examine and analyze underlying issues, seek out appropriate information, and manage ethical conflicts within one's self and others. Students learn how to communicate with others in managing conflict.

HCOM 211 ■ Reading, Writing, and Critical Thinking ■ 4 credits

Develops the students' empathic and critical listening, speaking, reading, and writing abilities. Prerequisite(s): PROS 100.

HCOM 211 SL ■ Reading, Writing, and Critical Thinking Service Learning ■ 4 credits

Develops students' empathic and critical listening, speaking, reading, and writing abilities. Students work with community agencies and organizations to develop brochures, public relations documents, and other written materials needed for development and community outreach. Prerequisite(s): PROS 100.



HCOM 212 ■ Reasoning and Communication ■ 4 credits

Provides an overview of diverse approaches to practical reasoning and training in listening, reading, writing, and practicing responsible and effective advocacy. Students prepare arguments for diverse, critical, and well-informed audiences. Emphasizes abilities to anticipate and consider alternative perspectives represented by such audiences. 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: Verse, Voice, and Video 4 credits

Presents poetry as an artistic and cultural representation and literary and cultural analysis of poetry. Shows videotape of poets Sekou Sundiata, Naomi Shabib Nye, Coleman Barks, Sandra McPherson, Linda McCarriston, Robert Hass, Claribel Alegria, Carolyn Forché, Gary Snyder, Daisy Zamora, Jimmy Santiago Baca, Robert Bly, Marilyn Chin, Adrienne Rich, and others.

HCOM 228 ■ Literary and Visual Witness Narratives: Poetry, Prose, Pictures, and Empowerment ■ 4 credits

Examines poetry, fiction, photography, and video by writers and artists by witnessing their particular lives. Explores how writers and artists of diverse cultures document their artistic and cultural experience, how they unlearn colonization, reclaim their voices, and rewrite and re- envision their worlds. Includes literary and cultural analysis of written and visual narratives.

HCOM 231 ■ The Chicana/o Fiction Workshop ■ 4 credits

Introduces the craft of writing Chicana/o stories. Studies and practices models of Chicana/o fiction within a collaborative workshop environment. Students produce bilingual works and discuss problems and issues present in Chicana/o creative production. Prerequisite(s): instructor consent.

HCOM 240 ■ American Cultural Heritage ■ 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 246 ■ Mexican Melodies, Rhythms, and Harmonies 4 credits

Introduces typical oral traditions of Mexican music. Appeals to Spanish learners, Spanish speakers, and musicians interested in how music communicates cultural values. No prior knowledge of Spanish or musical literacy is required.

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 ■ Politics and Participation: Struggles for Justice 4 credits

Explores movements for justice and their impact on changes in the Constitution and the nation's political life by examining U.S. history, the dispossessed, the poor, and the exploited that have struggled to gain the rights of "the people."

HCOM 261 ■ Contemporary Chicano Literature: A Survey 4 credits

Crosslisted with SPAN 261. See SPAN 261 course description.

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

Help students acquire and develop knowledge, skills, and understanding needed to develop an individual 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 human communications major.

HCOM 301 ■ Ways of Knowing ■ 4 credits

Surveys the changing relationships among knowledge, truth, and reality in different cultural contexts and historical eras. Explores controversies over the merits of different ways of knowing such as analytic, creative, spiritual, emotional, and intersubjective. Applies these approaches to a substantive theme of the student's choosing. Prerequisite(s): instructor consent. Corequisite(s): HCOM 300.

HCOM 304 ■ Relational Ethics ■ 4 credits

Studies communication ethics focusing on interpersonal, small group, and sociocultural communication dynamics and decision-making skills.

HCOM 306 ■ Cultures and Civilizations of Spanish-Speaking Latin America ■ 4 credits

Crosslisted with SPAN 306. See SPAN 306 course description.

HCOM 307 ■ The Social Impact of the Mass Media ■ 4 credits

Explores the relationship between the mass media and contemporary social problems. Uses the consumers' perspectives to probe media violence. Raises awareness of the impact of media messages, develops effective media literacy tools, and analyzes the cultural products people consume.

HCOM 307 SL ■ The Social Impact of the Mass Media—Service Learning ■ 4 credits

Explores the relationship between the mass media and contemporary social problems. Uses the consumers' perspectives to probe media violence. Raises awareness of the impact of media messages, develops effective media literacy tools, and analyzes the cultural products people consume. Involves students in media literacy programs in local schools and community organizations.

HCOM 308 ■ Ways of Seeing: Seminar on Philosophy and Ethical Thinking in Public Art ■ 4 credits

Crosslisted with VPA 308. See VPA 308 course description.

HCOM 309 ■ Rhetoric of Identity: Exploring Whiteness ■ 4 credits

Introduces rhetorical theory and criticism as applied to the rhetorical creation and maintenance of whiteness as an identity. Explores institutional and everyday language practices in their historical context and their impact on the changing identities of white people and people of color. Evaluates these effects on race relations.

HCOM 310 ■ Free Speech and Responsibility ■ 4 credits

Surveys the history of free speech in the 1st and 14th amendments. Examines contemporary controversies, such as obscenity, hate speech, and Internet regulations for the ethical balance among individual liberty, social responsibility, and state power. Course completion fulfills Title V requirement in Constitutional History for junior transfer students. Formerly HCOM 308.

HCOM 311 ■ Argumentation and Presentations ■ 4 credits

Covers principles of logic where students learn to use syllogisms and enthymemes to construct and analyze statements.



HCOM 312 ■ Cooperative Argumentation: Theory and Practice
4 credits

Advanced study in cooperative argumentation as an ethical and effective means of dispute resolution. Applies cooperative evaluation, deliberation, and negotiation skills to different topics or themes.

HCOM 312 A ■ Cooperative Argumentation: Sexuality and the Law
4 credits

Covers topics in cooperative argumentation. Applies theory and method to historical and contemporary issues in sexuality and the law within the United States.

HCOM 312 B ■ Cooperative Argumentation: Women and the Law
4 credits

Covers topics in cooperative argumentation. Applies theory and method to examine the development of legal approaches to women's rights and discourses of equality in the United States.

HCOM 313 ■ Media Ethics ■ 4 credits

Analyzes the ethical challenges involved in the process of media production. Includes identifying, discussing, understanding, and responding to differing ethical issues. Discusses media globalization, access to resources, and means of production, as well as distribution and control of media messages.

HCOM 314 ■ Oral History and Community Memory ■ 4 credits

Students design and conduct oral history projects in surrounding communities, including CSUMB and Fort Ord. Projects address social issues of significance to the student and to local community members. Interviews may become part of the CSUMB Oral History and Community Memory Archive. Crosslisted with SBSC 314.

HCOM 314 SL ■ Oral History and Community Memory—Service Learning ■ 4 credits

Project-based course where students work in the field with local community organizations or agencies. Students design and conduct oral history projects. Interviews may become part of the CSUMB Oral History and Community Memory Archive. Crosslisted with SBSC 314SL.

HCOM 316 ■ Cross-Cultural History of Mathematics ■ 4 credits

Covers the cross-cultural and historical roots of mathematics as a social practice. Focuses on questions of ethnomathematics, sociolinguistics, and conscientization. Mathematical topics depend on participants' interests, abilities, and prior learning experiences. Prerequisite(s): instructor consent.

HCOM 320 ■ Linguistic Diversity and Language Barriers ■ 4 credits

Examines the social, cultural, and political forces that create and maintain language barriers. Includes strategies which individuals and groups can use to help lower these language barriers. Uses learning plans to develop projects and portfolios. Prerequisite(s): instructor consent.

HCOM 320 SL ■ Linguistic Diversity and Language Barriers—Service Learning ■ 4 credits

Examines the social, cultural, and political forces that create and maintain language barriers. Includes strategies which individuals and groups can use to help lower these language barriers. Uses learning plans to develop projects and portfolios. Students implement strategies for lowering language barriers in local communities and those they serve. Prerequisite(s): instructor consent.

HCOM 321 ■ Social History of English ■ 4 credits

Surveys the history of spoken and written English from its origins as an obscure West German dialect 2,000 years ago to its present international status. Emphasizes the social and political aspects of standardization, pidginism, bilingualism, imperialism, and post-colonialism.

HCOM 323 ■ Los idiomas y las matematicas ■ 2 credits

Conducted in Spanish and English, explores how mathematical literacy is akin to literacy in a second language. Grading policy to be decided by participants. Prerequisite(s): Spanish/English bilingual students with prior instructor consent.

HCOM 324 ■ African American Narratives: Vernacularizing the Blues ■ 4 credits

Examines the development of African American literature from the colonial period to the present by exploring 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.

HCOM 325 ■ 20th-Century Narratives of American Immigration
4 credits

Explores immigration to the United States from different cultural perspectives. Integrates a historiographic approach as the primary method for reading and critically interpreting immigrant narratives. Uses historical events such as the Great Depression, World War I and II, and the Civil Rights Movement for analyzing texts.

HCOM 326 ■ Travel Narratives: The Self and the "Other"
4 credits

Examines the historical, literary, and cultural dimensions of narratives of discovery, conquest, exploration, colonization, scientific travel, and tourism. Investigates the travel narratives that relate the experience of a journey to a home audience. Reveals the account of the "other" and what that says about the culture and "self" of the traveler.

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.

HCOM 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 Centro/Sudamericana in the United States.

HCOM 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 HCOM 315. Crosslisted with SPAN 329. Prerequisite(s): ability to speak, read, and/or write in Spanish with relative ease.

HCOM 330 ■ Introduction to Creative Writing ■ 4 credits

Focuses on ethnicity, gender, and witness writing. Uses poetry and fiction writing to retrieve the voice gone underground. Examines witness writing as a tool for a lived experience denied by the culture at large. Examines the writing process, what roadblocks create silence, and how to remove them. Includes cross-cultural readings in poetry, fiction, and nonfiction. Formerly HCOM 330 Writer as Witness: Ethnicity, Gender, and Creative Writing.

HCOM 331 ■ Creative Writing Workshop ■ 4 credits

Advances the development of a writer's craft. Formerly HCOM 331 Advanced Creative Writing: Duende/An Advanced Poetry Writing Workshop. Prerequisite(s): HCOM 330 or instructor consent.

HCOM 331 A ■ Poetry Writing Workshop ■ 4 credits

Explores traditional and contemporary forms of poetry including haiku, blues, free verse, sonnet, syllabics, and surreal poetry. Analyzes the creative process and dares students to write poems that go beyond borders. Covers publishing poems. Prerequisite(s): HCOM 330 or instructor consent.

HCOM 331 B ■ Women's Writing Workshop ■ 4 credits

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. Writers learn how to bear witness, so that what has been (and still is) will not be erased. For women and men honing their craft and process of writing poetry, fiction, and life stories. Prerequisite(s): HCOM 330 or instructor consent.



HCOM 331 C ■ Visual Art and Writing Workshop ■ 4 credits

Focuses on how creative writing intersects with social change. Students combine writing with visual arts. Art students who wish to incorporate text into their art and who have some creative writing experience are encouraged to enroll. Crosslisted with VPA 331C. Prerequisite(s): HCOM 330, previous writing experience, or instructor consent.

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. Develops critical and analytical reading abilities of literature to compare and contrast worldviews and philosophical perspectives reflected in literature.

HCOM 336 ■ Poetry and Gender: Voices of Our Time ■ 4 credits

Literature course in contemporary multicultural poetry focusing on gender issues. Explores "A new kind of man / a new kind of woman" (from Searching/Not Searching by Muriel Rukeyser) which names a central theme of 20th-century American literature and life: the reimagining of women's and men's lives. Examines poets' perceptions of gender shifts.

HCOM 337 ■ Women's Literature ■ 4 credits

Examines women's writing and evaluates the stereotypes of diverse U.S. cultures using literature. Explores how women writers are rewriting the myths and scripts of their/our lives, and how writing is a way of taking action. Focuses women's shift from repression to resistance, silence to voice, and socially constructed divisiveness toward community. Formerly HCOM 332.

HCOM 342 ■ Introduction to Women's Studies ■ 4 credits

Introduces the basic concepts and perspectives in women's studies. Analyzes and applies concepts such as gender, oppression, sexism, interlocking oppressions, resistance, and collective action. Develops tools to understand the experiences of diverse groups of women to create liberating ways of thinking and living in the world.

HCOM 345 ■ Chicano Life and History ■ 4 credits

Introduces the various historical and sociological elements that have defined, and are defining, Mexican American culture. Provides students with analytical tools to interpret the variety and particularity of Chicano experiences. Exposes students to the array of experiences that have constituted Chicano identity over the years.

HCOM 352 ■ History According to the Movies ■ 4 credits

Explores how film shapes and reflects U.S. history.

HCOM 353 ■ California at the Crossroads ■ 4 credits

Examines a historical perspective to contemporary issues facing California from immigration and racism to the future of public culture and the environment. Explores the cross-cultural history of California and participates in hands-on research into California's past.

**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.

**HCOM 355 SL ■ 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.

**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 written sources with new media technologies such as CD-ROM, the Internet, and multimedia presentations. Requires basic computer experience.

HCOM 362 ■ Southeast Asian History and Culture ■ 4 credits

Human communication majors may enroll in LS 395. See LS 395 course description. Crosslisted with LS 362. See LS 362 course description.

HCOM 365 ■ The Chicano Novel ■ 4 credits

Crosslisted with SPAN 365. See SPAN 365 course description.

**HCOM 380 ■ Major ProSeminar: Business Writing and Critical
Thinking ■ 2 credits**

Focuses on enhancing the skills of business writing and critical thinking for effective written and oral communication. Crosslisted with MIE 380. Prerequisite(s): second-semester sophomore or junior standing in the MIE major. Corequisite(s): MIE 300 and MIE 300L.

HCOM 385 ■ Reporting ■ 4 credits

Introduces students to the basics of journalistic reporting. Students working on Otter Realm are encouraged to enroll.

HCOM 386 ■ News Writing ■ 4 credits

Prepares students to write news articles for the mass media. Covers the basic concepts of journalistic interviewing, information gathering, critical understanding of news sources, ethical decision making, as well as the process of writing news, editorial, and feature articles for print and electronic media. Students working on the Otter Realm are encouraged to enroll.

HCOM 387 ■ Media Production Lab ■ 4 credits

Prepares students to design, layout, and publish journalistic products. Covers the basic concepts of visual communication and journalistic production, including magazine, newspaper, and desktop publishing techniques and software. Students working on the Otter Realm are encouraged to enroll.

HCOM 388 ■ Investigative Reporting ■ 4 credits

Prepares students to conduct in-depth and investigative reporting. Covers advanced journalistic interviewing techniques, information gathering, and critical understanding of news sources. Focuses on the journalistic exploration of current social, economic, political, and environmental issues.

**HCOM 394 ■ Advanced Readings Seminar: Womanist Theory
2 credits**

Explores womanist theory using readings in womanist and black feminist thought on issues of identity, empowerment, community, and alliances.

HCOM 395 ■ Special Topics ■ 2-4 credits

Studies a particular topic in human communication. May be repeated for credit when topics vary. Prerequisite(s): instructor consent.

HCOM 395 ■ Special Topics ■ 1-4 credits

For description see VPA 395. For students interested in the oral history of the Fort Ord Conversion Project. Prerequisite(s): instructor consent.

HCOM 395 ■ Special Topics ■ 2-4 credits

Studies a particular topic in human communication. May be repeated for credit when topics vary. 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 397 SL ■ Independent Study—Service Learning ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

HCOM 425 ■ La Literatura Mexicana ■ 4 credits

Crosslisted with SPAN 425. See SPAN 425 course description.

HCOM 426 ■ La Narrativa Hispanoamericana Contemporanea ■ 4 credits

Crosslisted with SPAN 426. See SPAN 426 course description.

HCOM 427 ■ Latin American Women Writers ■ 4 credits

Taught in Spanish. HCOM students must see major advisor regarding credit towards major.
Crosslisted with SPAN 427. See SPAN 427 course description.

HCOM 428 ■ La Literatura Afro-Latina ■ 4 credits

Crosslisted with SPAN 428. See SPAN 428 course description.

HCOM 431 ■ Advanced Creative Writing ■ 4 credits

Advanced creative writing course in which students apply their craft to community issues.
Prerequisite(s): HCOM 330 and HCOM 331, or instructor consent.

HCOM 431 A ■ Social Action Writing ■ 4 credits

Advanced creative writing class in which students apply their craft to social action writing around a particular public issue. Students conduct research and interviews in the community to produce poetry, fiction, or creative nonfiction, and visual representations of their writings. Uses end-of-semester project to educate the community.
Prerequisite(s): HCOM 330 and HCOM 331, or instructor consent.

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.

HCOM 455 ■ Paradigms of the Chicano Community ■ 4 credits

A graduate-level course designed for students in the critical multicultural education 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.

HCOM 475 ■ Senior Capstone ■ 4 credits

Students produce a senior project related to an issue within the human communications 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 and instructor consent.

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 program. Explores the emerging intellectual paradigms in the Chicano community and traces their antecedents and relationships. Provides an intensive foundation in Chicano studies theory and emergent issues.

HCOM 595 ■ Special Topics ■ 1-6 credits

Studies a particular topic in human communication. May be repeated for credit when topics vary.
Prerequisite(s): graduate level; instructor consent.

HCOM 595 ■ Special Topics: Fort Ord Conversion Project ■ 1-4 credits

For description see VPA 595. 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): instructor consent.

ID 500 ■ Graduate ProSeminar ■ 2 credits

Required graduate-level ProSeminar for students entering the interdisciplinary studies graduate program.
Prerequisite(s): graduate admission to interdisciplinary studies.

ID 501 ■ Graduate Capstone Seminar ■ 1 credit

Assists graduate students to complete their graduate capstone project. Introduces guidelines for structuring the project and offers guidance in preparation with graduate faculty advisors. Required prior to graduation.
Prerequisite(s): enrollment in interdisciplinary studies graduate program.

ID 595 ■ Special Topics ■ 1-6 credits

Contact department for further information.
Prerequisite(s): instructor consent.

ID 597 ■ Independent Study ■ 1-6 credits

Contact department for further information.
Prerequisite(s): instructor consent.

INST 197 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

INST 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.
Prerequisite(s): instructor consent.

INST 395 ■ Special Topics ■ 1-6 credits

Studies a particular topic. May be repeated for credit when topics vary.
Prerequisite(s): instructor consent.

INST 397 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

INST 400 ■ Senior Capstone ■ 2 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. Required for final semester.
Prerequisite(s): senior standing in the integrated studies program and instructor consent.

INST 597 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
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. Prerequisites: 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.

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.

JAPN 203 ■ Intermediate Japanese Reading I ■ 2 credits

Expands JAPN 201.

Corequisite(s): JAPN 201.

JAPN 204 ■ Intermediate Japanese Reading II ■ 2 credits

Expands JAPN 203.

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 301 SL ■ 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.

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 role playing 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

See course description for JAPN 205. For world languages and cultures majors emphasizing Japanese language and culture.

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 postholocaust 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 ■ 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.
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 ■ 4 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.

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 204 ■ Introduction to Life and Physical Sciences ■ 4 credits

Emphasizes life sciences and chemistry using hands-on activities, experimentation, and computers to learn about cells, biological evolution, molecular interdependence of organisms, energy and organization in living systems, structure and properties of matter, and chemical reactions. For nonscience majors. Crosslisted with ESSP 204.
Prerequisite(s): MATH 100 or MATH 130; CST 101.

LS 293 ■ Introduction to Schools ■ 4 credits

Discusses the historical background of schooling in American society and relevant issues in education in a multicultural and multilingual pluralistic society. Familiarizes students with research, curricula, and methodology commonly implemented in the schools. Requires four hours of fieldwork per week. For students interested in entering the teaching profession.
Prerequisite(s): LS 295.

LS 295 ■ Special Topics ■ 1-6 credits

Description unavailable. Contact program office.

LS 296 ■ Field Studies ■ 1-6 credits

Student and faculty member select topic of field study and number of credits.
Prerequisite(s): instructor consent.

LS 300 ■ Major ProSeminar ■ 4 credits

Facilitates students to synthesize and apply their broad knowledge base, skills, concepts, and values across disciplines. Students develop documents and an academic portfolio that reflect the liberal arts major and present their capstone project in their senior year.



LS 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, recorder, or piano. Crosslisted with MPA 301.

LS 304 ■ Observation and Measurement in Physical and Earth Sciences ■ 3 credits

Students design and conduct environmental science experiments integrating the structure and properties of matter, chemical reactions, interactions of energy and matter, conservation of energy, energy in the earth system, motions and forces, geochemical cycles, energy and organization in living systems, and the origin and evolution of the earth system. Covers the history, nature, and the relationships between science, technology, and society. For non-science majors. Crosslisted with ESSP 304.

Prerequisite(s): CST 100, MATH 101 or 130, ESSP 101 or 204 or college biology and chemistry. Corequisite(s): LS 304L.

LS 304 L ■ Observation and Measurement in Physical and Earth Sciences ■ Inquiry-Based Science ■ 1 credit

Lab course for LS 304. Corequisite(s): LS 304.

LS 305 ■ Inquiry-Based Science ■ 3 credits

Course focuses on aspects of the methodology of science appropriate to an elementary school. Future teachers will become familiar with observation, questioning, testing, and interpretation using the neighborhoods as a laboratory. They will engage in problem-solving activities which will require the acquisition of knowledge, design experiments children will understand, and use current technology to develop bicultural/bilingual instructional materials. Fall semester will have some additional marine studies topics. Spring semester will have some additional terrestrial ecosystems topics. Crosslisted with ESSP 305.

Prerequisite(s): CST 101 or equivalent, ESSP 101 or 204 or college science course. Corequisite(s): LS 305L.

LS 305 L ■ Inquiry-Based Science ■ 1 credit

Lab course for LS 305. Corequisite(s): LS 305.

LS 307 LSL ■ Science in Our Environment Lab ■ 1 credit

Lab course for LS 307SL. Corequisite(s): LS 307SL.

LS 307 SL ■ Science in our Environment ■ 4 credits

Studies the chemical, physical, and biological properties of the local environment emphasizing soil, water, and pollution issues. Involves presenting issues to elementary school students and facilitating family science night for elementary students and parents. Formerly LS 320. Crosslisted with ESSP 307SL. Corequisite(s): LS 307LSL.

LS 310 ■ Hispanic Children's Literature ■ 4 credits

Crosslisted with SPAN 310. See SPAN 310 course description.

LS 323 ■ World Mythology 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 332 SL ■ Teledramatic Arts and Technology for Teachers ■ 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. Crosslisted with TAT 332SL.

LS 333 A ■ Expressive Arts ■ 4 credits

Lecture and lab explores the expressive nature of human beings. Examines mask, myth, and ritual through history as it relates to our lives. Crosslisted with MPA 333A and VPA 333A.

LS 351 ■ Life Span Development: Transition and Change ■ 4 credits

Considers the unfolding drama of the human life cycle from the perspective of the organism in question. Encourages students to re-experience and to pre-experience key events of life span maturation such as birth, group play, the teenage dance, the challenges of adulthood, and death. Employs journal writing, role playing, and personal encounters using readings, videos, and films. Formerly LS 151.

LS 356 ■ Infancy and Early Childhood ■ 4 credits

Introduces the various biological, social, and cultural factors known to contribute to human growth and development during the initial phases of life. Draws readings from developmental psychology that emphasize psychodynamics and behavioral and cognitive approaches to research on child development.

LS 360 ■ Child Development ■ 4 credits

Examines the factors that influence the process of becoming by recognizing the impact of context and culture on all aspects of child development. Addresses the current conditions of children in the United States and abroad. Recommended for juniors and seniors interested in entering the CLAD/BCLAD credential program.

LS 360 SL ■ Child Development ■ 4 credits

Examines the factors that influence the process of becoming by recognizing the impact of context and culture on all aspects of child development. Addresses the current conditions of children in the United States and abroad. Recommended for juniors and seniors entering the CLAD/BCLAD credential program.

LS 361 ■ Middle-Late Childhood ■ 4 credits

Focuses on the childhood years between five and twelve. Explores the ways children learn to negotiate the competing demands of the home and schooling cultures using a sociological framework and the methods of field-based research. Team taught emphasizing the needs of prospective teachers and child services professionals. Formerly LS 361 Middle Childhood: A Sociological Inquiry.

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. Crosslisted with HCOM 362.

LS 365 ■ Adolescence: Context, Culture, and Development ■ 4 credits

Focuses on race, class, language, and gender to examine adolescent culture in the United States. Recommended as a preprofessional liberal studies course for juniors and seniors interested in entering the CLAD/BCLAD credential program.

LS 365 SL ■ Adolescence: Context, Culture, and Development ■ 4 credits

Examines adolescent culture in the United States in terms of race, class, language, and gender. Recommended for juniors and seniors entering the CLAD/BCLAD credential program. Requires completion of a community service project.

LS 369 ■ The World of Children's Literature ■ 4 credits

Traces the historical development of children's literature by exploring some of the many genres that have developed. Provides a framework for planning a pluralistic and multicultural literature curriculum.

LS 370 ■ Adulthood and Aging ■ 4 credits

Focuses on development during early, middle, and late adulthood by analyzing the interplay between biological, psychological, social, and cultural processes. Discusses role-related experiences (spouse, parent, worker), support systems, health care, and personal adjustment at all stages of adulthood and aging using theoretical perspectives and research findings.

LS 371 ■ Attaining Adulthood ■ 4 credits

Focuses on the consolidation of personal identity and the pursuit of meaningful intimacy as the key developmental issues of young adulthood. Draws readings from the fields of clinical, counseling, and depth psychology. Uses contemporary feature films as a central part of the learning integration.



LS 375 ■ Motor Development ■ 4 credits

Presents an overview of the elementary physical education curriculum by focusing on movement exploration, educational gymnastics and rhythm, perceptual motor activities, games and sports, and the integration of physical education with subjects taught in the multiple subject classroom. Examines activities for sexual and cultural biases emphasizing sensitivity to students who may be physically challenged. For prospective elementary school teachers. Formerly LS 275. Crosslisted with WRSI 375.

LS 377 ■ Midlife and Beyond ■ 4 credits

Explores human development during middle and late adulthood from a multicultural perspective. Attempts to identify the key issues that emerge at this final stage of life. Includes personal narratives, social fiction, social research, and world mythology. Uses film and theater classics to expand cultural perspectives and highlight the universality of the issues.

LS 391 ■ Culture and Cultural Diversity ■ 4 credits

Introduces the concepts of culture focusing on social science skills. Gathers and analyzes social data in cultural anthropology.

LS 391 SL ■ Culture and Cultural Diversity ■ 4 credits

Introduces the concepts of culture focusing on social science skills. Gathers and analyzes social data in cultural anthropology. Requires completion of a community service project.

LS 392 ■ Nature of Language and Language Acquisition ■ 4 credits

Introduces the elements of language including universals and differences. Includes theory and research in first- and second-language development. Required for entry to the CLAD/BCLAD credential program.

LS 392 SL ■ Nature of Language and Language Acquisition—Service Learning ■ 1 credit

Assigns students to fieldwork with linguistically diverse communities. For students with prior knowledge of the basic elements of language, universal language, differences among languages, and theory of research in first- and second-language development. 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 393 SL ■ 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 that diverse population. Requires completion of community service project.

LS 394 ■ Multicultural Children's Literature ■ 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 story-telling techniques.

LS 394 SL ■ Multicultural Children's Literature ■ 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 story-telling techniques. Requires completion of a community service project.

LS 395 ■ Special Topics ■ 1-6 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 395 ■ Special Topics: Cultural Diversity in Higher Education 1-6 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 395 ■ Special Topics: CSU Cornerstone Project ■ 1-6 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 395 ■ Special Topics: Linguistics/Beginning Reading 1-6 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 ■ 1-6 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 ■ 1-6 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. Prerequisite(s): instructor consent.

LS 400 ■ Senior Capstone ■ 2 credits

Completes the development of documentation for an academic portfolio that reflects the liberal studies major. Prerequisite(s): completion of Major ProSeminar.

LS 595 ■ 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 595 ■ Special Topics: CA Tesol Association ■ 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 596 ■ Field Studies ■ 1-6 credits

Graduate students and faculty member select advanced topic of field study and number of credits. Prerequisite(s): instructor consent.

LS 597 ■ Independent Study ■ 1-6 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 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 did not pass the Entry-Level Mathematics (ELM) examination. Credit/no credit only. Formerly 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 130 ■ Precalculus ■ 4 credits

Introduces precalculus using a novel approach on such topics as functions; exponential, logarithmic, trigonometric, and linear functions; data analysis; and mathematical modeling. Crosslisted with ESSP 130.

Prerequisite(s): intermediate algebra or instructor consent.

MATH 150 ■ Calculus I ■ 4 credits

Offers differential calculus emphasizing its application in other disciplines. Includes continuity, differentiation, inverse functions, and exponential and logarithmic 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 other disciplines. Includes the antiderivative 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, or instructor consent.

MATH 155 ■ Calculus I: Earth Systems Applications ■ 3 credits

Presents basic concepts of modeling to describe a system, translate appropriate aspects of the system into equations, and to interpret the results of the original problem. For students intending to major in earth systems science and policy. Crosslisted with ESSP 155.

Corequisite(s): MATH 155L.

Prerequisite(s): precalculus or equivalent, or a satisfactory score on the Mathematics Advisory Test, and satisfaction of ELM requirement.

MATH 155 L ■ Calculus I: Earth Systems ■ 1 credit

Lab course for Math 155. Corequisite(s): MATH 155

MATH 156 ■ Calculus II : Earth Systems Applications ■ 3 credits

Students learn basic concepts of modeling used by professional scientists to communicate with one another and with nonscientists: how to describe a system, how to translate appropriate aspects of the system into equations, and how to interpret the results in terms of the original problem. For students intending to major in earth systems science and policy. Crosslisted with ESSP 156. Corequisite(s): MATH 156 L

Prerequisite(s): Math 155 or equivalent, or instructor consent and satisfaction of ELM requirement.

MATH 156 L ■ Calculus II : Earth Systems Applications ■ 1 credit

Lab course for Math 156. Corequisite(s): MATH 156

MATH 160 ■ 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 170 ■ Discrete Mathematics ■ 4 credits

Includes sets and sequences, elementary logic, relations, induction and recursion, 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): 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 302 ■ Mathematical Literacy ■ 4 credits

Focuses on mathematical ways of thinking and processes involved in mathematical problem solving in a way consistent with the NCTM Standards and CA Math Frameworks. Guides students to experience mathematics as mathematicians do.

Prerequisite(s): instructor consent.

MATH 361 SL ■ 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): Math 100, STAT 200 or higher, 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 201 ■ Macro Economics ■ 3 credits

Introduces analysis and theory of national income, money and banking, public finance, taxation, and international trade concentrating on the capitalist system and the U.S. economy. Prerequisite(s): basic algebra recommended.

MIE 202 ■ Micro Economics ■ 3 credits

Covers the theory of prices and markets, industrial organization, public policy, income distribution, and problems of labor and business.

Prerequisite(s): MIE 201 or instructor consent.

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. Formerly ACCT 402.

**MIE 204 A ■ Elementary Business Statistics: Descriptive Statistics
1 credit**

Introduces the elementary statistical procedures used in business applications and by researchers in the sciences and behavioral, health, and social science professions. Emphasizes the use of tables, graphs and elementary descriptive statistical applications. Introduces students to using computers in statistical analyses. Required for management and international entrepreneurship majors. Crosslisted with STAT 204A.

Prerequisite(s): passage of the ELM test; intermediate college algebra; or instructor consent. Corequisite(s): MIE 204B and MIE 204C.

**MIE 204 B ■ Elementary Business Statistics: Probability Distributions
and Inference ■ 2 credits**

Extends the student's depth of knowledge in elementary descriptive statistical analyses and introduces the student to concepts of probability theory, probability distributions and the statistical inference process. Presentations explaining the theory and concepts of elementary statistical procedures are accompanied by intensive instruction in the applications of computer statistical software. Required for management and international entrepreneurship majors. Crosslisted with STAT 204B.

Prerequisite(s): MIE 204A. Corequisite(s): MIE 204C.

**MIE 204 C ■ Elementary Business Statistics: Hypothesis Testing
1 credit**

Extends the student's breadth and depth in parametric and nonparametric hypothesis testing methods. Emphasizes hypothesis testing theory and strategy for one- and two-sample designs as well as introductory presentations in analysis of variance. Presentation of common experimental models are accompanied by intensive instruction in the applications of computer statistical software. Required for management and international entrepreneurship majors. Crosslisted with STAT 204C.

Prerequisite(s): MIE 204B.

MIE 300 ■ Major ProSeminar ■ 4 credits

Introduces the concepts in the field of management and international entrepreneurship. Students assess their level of competency and develop a learning plan for their learning experiences at CSUMB and their continuing professional development. Formerly ICE 300, MIE 300/300A.

Prerequisite(s): MIE 201, 202, 203, 204 A-C; second-semester sophomore or junior-standing, management and international entrepreneurship major; and instructor consent. Corequisite(s): MIE 380 and MIE 300L in the same section.



MIE 300 L ■ Major ProSeminar Lab ■ 2 credits

Laboratory course that introduces students to computing and quantitative tools used in various business practices. Students apply computing tools such as word processing, Power-Point presentations, spreadsheets, and the Internet.

Prerequisite(s): second-semester sophomore or junior-standing, management and international entrepreneurship major and CST 101. Corequisite(s): MIE 300 and MIE 380.

MIE 301 ■ Core I ■ 8 credits

Explores the principles of team learning, communication, ethics, law, leadership, organizational behavior and management, financial analysis, marketing, and economics applied to entrepreneurship and organization in the global marketplace. Focuses on integrating theory and practice to develop problem-solving competencies in real-world contexts. Required for management and international entrepreneurship majors. Formerly ICE 310.

Prerequisite(s): MIE 201, 202, 203, 204 A-C, 300, 380, and 300L, or instructor consent.

MIE 302 ■ Core II ■ 8 credits

Introduces quantitative tools for decision-making building on the quantitative tools provided in Major ProSeminar and Core I. Emphasizes learning concepts and skills used in business for problem-solving and decision-making by using principles of financial analysis, production and operations management, and management information systems. Students learn and apply these concepts to real-world business problems. Formerly ICE 311, MIE 311.

Prerequisite(s): MIE 201, 202, 203, 204 A-C, 300, 380, and 300 L, or instructor consent.

**MIE 303 SL ■ Participation in Community Economic Development
4 credits**

Project-based learning lab that focuses on applications from Core I and Core II. Includes developing and implementing marketing or client service strategies, designing new program initiatives, and reinventing management and entrepreneurial processes for community service or economic development organizations. Formerly ICE 496-SL, MIE 303SL/303LSL.

Prerequisite(s): MIE 302 and instructor consent.

MIE 320 ■ Managerial Marketing ■ 4 credits

Provides a theoretical and practical understanding of the role of marketing in society. Demonstrates how to develop an optimum "marketing mix" and focuses on managerial decision making regarding markets, products, services, promotion, distribution, logistics, and pricing to satisfy customer needs and institutional goods. Students apply these tools to prepare a marketing plan. Formerly MKT 401.

Prerequisite(s): MIE 302 and instructor consent.

MIE 321 ■ Electronic Commerce ■ 4 credits

Explores the shifts in standard business practices caused by the emergence of a global electronic marketplace and identifies those businesses and marketing models that are applying this new environment. Hands-on course focuses on the marketing issues surrounding commercialization of computer-mediated environments (CMEs) like the World Wide Web and other emerging electronic media. Formerly known as MIE 321 Successful Business-to-Business Product Management.

Prerequisite(s): MIE 302 and instructor consent.

**MIE 322 ■ Product Management and Marketing for Startups
4 credits**

Explores starting and operating a new business or venture. Covers the effective personal, management, and marketing skills. Focuses on identifying the wants and needs of customers and the tools and techniques to be successful such as trade shows, on-line marketing, going global, advertising, sales, public relations, publicity, customer relations, and financing. Formerly MKT 402.

Prerequisite(s): MIE 302 and instructor consent.

**MIE 330 ■ Managing Human Resources in the Global Environment
4 credits**

Examines human resource management challenges confronting decision makers in a rapidly changing global environment. Includes motivation, conflict resolution, decision making, 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 301 and instructor consent.

MIE 331 ■ Management of Innovation and Change ■ 4 credits

Explores organizational change and innovation at the individual, team, and organization levels. Looks at models of innovative individuals and organizations and the process of fostering innovation and change including understanding resistance to change. Includes theories of creativity and innovation, leadership, motivation, empowerment, teamwork, creative problem solving and decision making, and development of organizational culture and change. Formerly MNGT 402.

Prerequisite(s): MIE 301 and instructor consent.

**MIE 332 ■ Leadership in the Global Business Environment
4 credits**

Focuses on: 1) theories and models of leadership effectiveness and the business and cultural contexts influencing leadership styles by examining leader-follower interaction, 2) effective use of power, politics and influence, and what motivates followers; 3) process of mobilization and sustaining organizational vision, mission, core values, and ethical practices; and 4) development of organizational culture and change through effective communication. Formerly LEAD 401.

Prerequisite(s): MIE 302; instructor consent.

MIE 340 ■ Teamwork and Communication ■ 4 credits

Examines models of team development, group dynamics, and communication within a multi-cultural and cross-cultural organizational environment. Includes theories of group dynamics and development, communication, conflict resolution, problem solving and decision making, barriers to effective communication, and cultural perspectives to teamwork and communication.

Prerequisite(s): MIE 301 and instructor consent.

MIE 350 ■ Quantitative Business Analysis ■ 4 credits

Examines and applies techniques to improve decision making using traditional and alternative business analysis methods. Students apply methods and models for data analysis using technology and statistical tools for strategic decision making.

Prerequisite(s): MIE 302 and instructor consent.

MIE 351 ■ Business Law ■ 4 credits

Examines how aspects of domestic and international commercial law must be taken into account in enterprise planning and management. Includes selecting an organization and examining its legal creation; corporate shareholders', board directors' and officers' powers, responsibilities, and potential liabilities; accounting requirements; contracts, joint ventures, and other agreements; mergers and acquisitions; issuance of securities; and taxation. Covers international accounting standards, international tax planning and management, and legal aspects of international financial and capital markets. Formerly FIN 404.

Prerequisite(s): MIE 302 and instructor consent.

MIE 353 ■ Production and Operations Management in a Global Context ■ 4 credits

Examines the challenges of startups and enterprises in areas of production processing and operations management in 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. Focuses on productivity, quality measurements, quality control, techniques for priority planning, and aggregate inventory management. Formerly POM 401.

Prerequisite(s): MIE 302 and instructor consent.

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 problems of trade finance, evaluation of direct foreign investment, international project finance, reduction of political and other risks of international investment or lending, foreign exchange management, working capital management, and international tax planning. Examines the roles of major international financial markets and institutions. Emphasizes real-life problems faced by small or mid-sized enterprises.

Prerequisite(s): MIE 302 and instructor consent.

MIE 361 ■ Management Information Systems ■ 4 credits

Examines the strategic use of information systems and their relationship to managerial and entrepreneurial competence and competition. Provides students 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.

Focuses on the fundamentals of information systems; how they affect management styles, procedures and decision making; and how they can lead to more efficient and effective organizational performance. Formerly MIS 401.

Prerequisite(s): MIE 302 and instructor consent.



**MIE 363 ■ Database Management: Methods and Applications
4 credits**

Examines database design and implementation using microcomputer database tools. Discusses data management concepts and terminology in practice in the business world 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 apply database software to create and administer databases to solve real-world problems. Crosslisted with CST 363.

Prerequisite(s): MIE 302 and instructor consent.

MIE 371 SL ■ Ethics and Social Responsibility ■ 4 credits

Explores the philosophical and psychological foundations of ethical reasoning, including cross-cultural and transnational implications. Includes corporate social responsibility; role and impact of technology, economics, law, politics, government, and culture on individual and organizational ethical behavior; environmental issues; and employee-employer relations. Develops a set of ethical norms and ways to act consistently, demonstrate positive regard for multiple perspectives, and gain awareness of personal beliefs and behaviors and their impact on others. Students engage in 30 hours of service learning in a community agency or business. Formerly Business Ethics and Social Responsibility.

Prerequisite(s): MIE 301 and instructor consent.

MIE 380 ■ Major ProSeminar: Business Writing and Critical Thinking ■ 2 credits

Focuses on enhancing the skills of business writing and critical thinking for effective written and oral communication. Crosslisted with HCOM 380.

Prerequisite(s): second-semester sophomore or junior-standing management and international entrepreneurship major, and instructor consent. Corequisite(s): MIE 300 and MIE 300L.

MIE 410 ■ 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. Formerly ENT 402.

Prerequisite(s): MIE 302 and instructor consent.

MIE 412 SL ■ Practical Applications in Entrepreneurship ■ 4 credits

Uses examples of growing enterprises or new venture opportunities to examine how entrepreneurial concepts are applied. Examines group processes and mobilizing and sustaining organizational vision, mission, core values, and ethical practices. Explores models and approaches to individual and corporate social responsibility. Investigates profit-making and not-for-profit organizations. Students apply these concepts to help a local, not-for-profit organization launch or sustain a new initiative serving a community need. Formerly MIE 312, ENT 490.

Prerequisite(s): MIE 302 and instructor consent if not a management and international entrepreneurship major.

MIE 425 ■ Global Marketing ■ 4 credits

Examines the global marketing imperative, environment, strategies, and the development of global readiness. Engages students in a specific country's market analysis to develop marketing strategies for a product or service.

Prerequisite(s): MIE 302 and instructor consent.

**MIE 429 ■ Strategic Planning and Management in Global Context
4 credits**

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), strategy formulation, and implementation. Formerly MIE 429 International Comparative Management.

Prerequisite(s): MIE 302 and instructor consent.

MIE 431 ■ Organizational Behavior ■ 4 credits

Explores individual and organizational behavior by examining the structures, processes, and roles individuals play in those processes. Includes communication, personality, group dynamics and process, organization change and development, conflict and conflict resolution, multiculturalism in organizations, ethics, leadership, decision making, and motivation. Applies communication skills, decision making and problem solving, facilitation of team development, support and recognition of others, and sensitivity to others including cross-cultural differences. Formerly MNGT 401 and MIE 431 Strategic Management and Organizational Behavior.

Prerequisite(s): MIE 301 and instructor consent

MIE 433 SL ■ Management of Nonprofit Organizations ■ 4 credits

Covers the principles and practices of managing a not-for-profit organization. Includes strategic planning, human resource management and motivation, organizational behavior, ethics and social responsibility, team development, and interests and influences of multiple stakeholders. Examines practices of community organizations in education, health care, social services, and the arts. Students engage in service learning in a designated community organization.

Prerequisite(s): MIE 301 or instructor consent.

MIE 434 ■ Entrepreneurship for Non-Majors ■ 4 credits

Examines management fundamentals using practical cases. For non-business majors.

Formerly MIE 434 Management for Non-Majors.

Prerequisite(s): instructor consent.

MIE 451 ■ Venture Formation and Finance ■ 4 credits

Examines the stages of new venture conception, formation, and growth. Includes entrepreneurial economics, opportunity recognition and evaluation, new venture strategies and formation, marketing, techniques of problem solving and decision making, accounting and financial management, and development of organizational culture. Examines experiences of real-life ventures. Students meet with entrepreneurs, small business lawyers and accountants, investors, and prepare and defend business plans. Formerly ENT 403.

Prerequisite(s): MIE 302 and instructor consent.

**MIE 453 ■ Financing, Start-up and Growth of Technical Ventures
4 credits**

Students identify, examine, and pursue technology-based new venture opportunities. Examines the stages of new venture conception, formation, and growth. Includes entrepreneurial economics, opportunity recognition and evaluation, new venture strategies and formation, marketing, techniques of problem solving and decision making, accounting and financial management, entrepreneurial finance, and development of organizational culture. Crosslisted with CST 453.

Prerequisite(s): MIE 301 and MIE 302 or instructor consent

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. Presents the theory, methodology, and implementation of computer-based decision support models. Integrates quantitative tools and concepts, and computing using computer-based decision models. Emphasizes the use of DSS software for the development of models for managerial decision making to apply to real-world systems.

Prerequisite(s): MIE 302 and instructor consent.

MIE 462 ■ Technology Management ■ 4 credits

Focuses on the technological innovation and entrepreneurial processes within business organizations. Emphasizes understanding the technology and the organizational framework that fosters this innovation, and on the assessment of this process to better manage it.

Prerequisite(s): MIE 302 and instructor consent.

MIE 470 ■ Seminar in Global Ethics ■ 4 credits

Explores the global implications of ethics and corporate social responsibility emphasizing cross-cultural perspectives on ethical and moral development and behavior in transnational organizations. Focuses on the impact of international resolutions on an organizations' involvement with issues of human rights and environmental responsibilities. Covers public policy and government regulations, nongovernmental organizations' engagement with business ethics, and development of global ethical norms for individuals and organizations. Formerly MIE 470.

Prerequisite(s): MIE 302 and instructor consent.

MIE 490 ■ Portfolio Assessment and Review ■ 2 credits

Appraises and provides guidance to students in the development of learning plans through individual coaching, mentoring, and faculty holding roundtable discussions. Formerly MIE 490/490A.

Prerequisite(s): MIE 302 and instructor consent.

MIE 493 ■ Doing Business Overseas ■ 4 credits

Focuses on international trade and economics; strategies for doing business in global markets; the role and impact of multi-national corporations (MNC) on global markets; cultural influences and impacts on global management practices; and direct and indirect challenges and strategies to global marketing including exporting, importing, licensing, franchising, joint venture, wholly-owned subsidiaries, strategic alliances, and international negotiations.

Prerequisite(s): MIE 302 and instructor consent.



MIE 494 ■ International Business Tour ■ 4 credits

A guided tour which includes at least three countries in the following regions: Pacific Basin, Latin America, Canada, Europe, or the Middle East. Consists of one or more orientation sessions prior to travel and includes a visit to foreign port facilities, customs officials, U.S. council or offices, banking officials, cultural sites, educational institutions, and various industrial sites. After travel, students develop a deliverable for the portfolio which synthesizes their learning. Prerequisite(s): MIE 302 and instructor consent.

MIE 497 ■ Practicum in Managerial and International Entrepreneurship ■ 4 credits

Provides students an opportunity to apply the entrepreneurial concepts, principles, and practices to a real-world organization. Formerly ENT 495, ENT 497, and MIE 495. Prerequisite(s): senior standing; MIE 302 and elective and instructor consent.

MIE 498 ■ Internship in Entrepreneurship ■ 4 credits

Students execute a faculty-approved internship proposal under the direction of a faculty member. Formerly ENT 498. Prerequisite(s): MIE 302 and instructor consent.

MIE 499 ■ Entrepreneurship Capstone ■ 4 credits

Students apply classwork, service learning, internships, other field-based learning, work and life experience, and future life and career directions and integrate this into a portfolio required for graduation. Students submit a final capstone project. Advises and guides students on marketing themselves, networking, developing a resume, using references, and covering aspects of career development. Formerly ENT 499, MIE 499/499L. Prerequisite(s): senior standing; MIE 490 and instructor consent.

MIE 597 ■ Independent Study ■ 4 credits

Graduate students execute a faculty- and graduate-advisor approved study proposal under the direction of a faculty member. Prerequisite(s): bachelor's degree.

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 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

Instructs on skin and scuba diving, and survey techniques. Pool training culminates in 10 ocean dives. Course completion satisfies NAUI and Moss Landing Marine Laboratories (MLML) certification. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly ESSP 490C. Prerequisite(s): upper-division science major status, thorough physical examination, ability to pass swimming test, and instructor consent.

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 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 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 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 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 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 ESSP 490G. Prerequisite(s): college zoology and instructor consent.

MLML 525 ■ Marine Invertebrate Zoology II (MLML Catalog: MLML 125) ■ 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 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 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 ESSP 49Q. 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 ESSP 49OK. 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 ESSP 49OL. 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 shipboard sampling techniques. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. Formerly ESSP 49OM. 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 ESSP 49ON. 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 ESSP 49OO. Listed as ESSP 392 prior to Fall 1996. Prerequisite(s): college mathematics, statistics, and instructor consent.

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 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.

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.

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 ESSP 590C. Prerequisite(s): MLML 405, 503 and 512.

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 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 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 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 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 ■ Paleocyanography (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 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 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 multi-user 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 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 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 ESSP 590R.
Prerequisite(s): MLML diver certification, MLML 503, 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 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 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 ESSP 590U.
Prerequisite(s): 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 ESSP 590V.
Prerequisite(s): 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 ESSP 590V.
Prerequisite(s): 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 ESSP 590X.
Prerequisite(s): 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 ESSP 590Y.

MPA 101 ■ Music Fundamentals ■ 4 credits

Lecture and lab course that introduces music terminology, fundamental concepts in music theory, and basic keyboard skills.

MPA 102 ■ Musicianship Lab I ■ 1 credit

Laboratory course which focuses on pitch and rhythm training.
Prerequisite(s): MPA 196. Corequisite(s): MPA 101.



MPA 196 ■ Field Studies ■ 1-6 credits

Course description not available; contact program office.

MPA 197 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

MPA 200 ■ 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, museum visits, and field trips.

MPA 201 ■ Survey of Jazz ■ 4 credits

Surveys jazz from early ragtime to the present, using slides, tapes, records, live performances, and interviews to explore the musical, social, and economic history of jazz and its interaction with classical and rock music.

**MPA 204 ■ Historical Survey of Arts, Culture, and Values:
1400-Present ■ 4 credits**

Confronts themes and relationships among politics, literature, philosophy, art, architecture, and music from the early Renaissance to the present. Emphasizes the 19th and 20th centuries and the effects of colonialism and issues of cultural justice, and how they continue to impact present-day arts and culture.

MPA 206 ■ Gospel Choir ■ 1 credit

Studies the performance, practice, and historical evolution of contemporary Gospel music in America via the performance medium.

MPA 225 ■ Ballet Folklorico ■ 2 credits

A performance course on the dances of Mexico and other Latin American countries. Provides at least two dance performances during the year. Crosslisted with WRSI 225.

MPA 295 ■ Survey of Opera Literature ■ 4 credits

Surveys opera from 1600s to the present emphasizing the ways opera's formal structures express dramatic content. Discusses specific operas using class screenings of films, video, laser disk, and critical readings.

MPA 300 ■ Major ProSeminar ■ 4 credits

Helps students acquire and develop knowledge, skills, and understanding needed to fulfill major learning outcomes. Acquaints students with the theories, values, and models relevant to the music and performing arts program.

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, recorder, or piano. Crosslisted with LS 301.
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 305 ■ Latin Music ■ 4 credits

Provides an overview of Latin American music with an in-depth study of the influence of Mexico, Cuba, South America, Puerto Rico, and the Caribbean on music in the United States. Formerly MPA 205.

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 333 A ■ 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. Crosslisted with LS 333A and VPA 333A.

MPA 334 A ■ Music Appreciation ■ 4 credits

Surveys various musical traditions that contribute to developing an overall understanding of music. Requires regular listening and reading assignments, a term project, and attendance at various music concerts.

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 ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

MPA 399 SL ■ 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 403 ■ 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.

MPA 404 ■ 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.

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 406 ■ Jazz 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.

Prerequisite(s): instructor consent.

MPA 410 ■ Instrumental Music ■ 1 credit

Studies the fundamentals in the playing of a musical instrument such as guitar, piano, saxophone, or clarinet. Note: music minors may be required to provide an audition or tape of a performance.

Prerequisite(s): ability to read music or knowledge of fundamentals of music, music minor, and instructor consent.

MPA 420 ■ 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.

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 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 ■ 1-4 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.

**PROS 100 ■ ProSeminar 1: Foundations for Lifelong Learning
4 credits**

Provides the foundation for academic life at CSUMB and lifelong learning. Students develop a learning plan by identifying the knowledge, skills, and abilities required to meet their personal, social, academic, and professional goals. Assists students to develop real-world skills and abilities for meaningful and successful participation in the 21st century. Establishes learning communities for ongoing advising and support processes for students.

PROS 100 ■ ProSeminar 1: Social Science Focus ■ 4 credits

Provides the foundation for academic life at CSUMB and lifelong learning. Students develop a learning plan by identifying the knowledge, skills, and abilities required to meet their personal, social, academic, and professional goals. Assists students to develop real-world skills and abilities for meaningful and successful participation in the 21st century. Establishes learning communities for ongoing advising and support processes for students.

PROS 100 ■ ProSeminar 1: Science/Technology Focus ■ 6 credits

Provides the foundation for academic life at CSUMB and lifelong learning. Students develop a learning plan by identifying the knowledge, skills, and abilities required to meet their personal, social, academic, and professional goals. Assists students to develop real-world skills and abilities for meaningful and successful participation in the 21st century. Establishes learning communities for ongoing advising and support processes for students.

PROS 100 ■ ProSeminar 1: Technology Focus ■ 6 credits

Provides the foundation for academic life at CSUMB and lifelong learning. Students develop a learning plan by identifying the knowledge, skills, and abilities required to meet their personal, social, academic, and professional goals. Assists students to develop real-world skills and abilities for meaningful and successful participation in the 21st century. Establishes learning communities for ongoing advising and support processes for students.

SBSC 195 ■ Special Topics ■ 1-6 credits

Student and faculty member select lower-division topics of study and number of credits.
Prerequisite(s): instructor consent.

SBSC 196 ■ Field Studies ■ 1-6 credits

Student and faculty member select topic of field study and number of credits.
Prerequisite(s): instructor consent.

SBSC 197 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

**SBSC 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 science, and allied fields of inquiry. Formerly SBSC 100A and SBSC 100B.

SBSC 201 ■ Social Statistics ■ 4 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.
Prerequisite(s): some computer skills recommended.

SBSC 210 A ■ Archaeological Technologies ■ 2 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 on-line database management tools. Required for all students concentrating in archaeology and museum studies.

**SBSC 210 B ■ Technical Writing: Lab and Fieldnote Preparation
2 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.

**SBSC 210 C ■ Technical Imaging: Artifact and Historic Photo
Restoration ■ 2 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 the 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.

**SBSC 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 Survey Research Methods.

**SBSC 222 SL ■ Visual Anthropology and Photography for the
Social Sciences ■ 2 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.
Prerequisite(s): A basic 35-mm camera with a manual F-stop ring and speed indicator.

SBSC 224 SL ■ 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 on-site field excavations and analysis of Hispanic colonial artifacts at the Old Mission of San Juan Bautista.

**SBSC 226 ■ History of the Monterey Bay: 10,000 B.C. 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 Web page on the natural and cultural history of Monterey Bay. Provides field tours for exploring archaeological and historical sites.

**SBSC 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. Crosslisted with CST 227.



SBSC 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.

**SBSC 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.

SBSC 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.

SBSC 258 SL ■ 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 multi-ethnic politics and the competition for scarce resources. Formerly SBSC 233SL.

SBSC 259 SL ■ 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 Asian 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 service learning class projects. Examines theories on power relations between different cultures and gender. Provides case studies on global industries such as agribusiness, textile and garment, electronics, and automobile.

SBSC 262 B ■ 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.

SBSC 262 C ■ 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. Prerequisite(s): instructor consent.

SBSC 263 A ■ 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 SBSC 310A.

SBSC 263 B ■ 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 SBSC 213.

**SBSC 264 ASL ■ 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.

SBSC 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.

SBSC 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 SBSC 251. Prerequisite(s): intermediate-level knowledge of computers.

SBSC 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 SBSC 255.

SBSC 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.

**SBSC 280 ■ 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 Geographic Information System (GIS) software to explore the information related to world population and natural resources. Formerly SBSC 276 and SBSC 376.

SBSC 281 ■ Comparative Social History and Political Economy: United States and Vietnam Since 1880 ■ 4 credits

Provides a comparative analysis of society, political economy, and culture in an historical perspective for the United States and Vietnam since 1880. Compares the cultures of Vietnam and the United States and explores the ways in which these cultures shaped the course of the Vietnam War and subsequent relations between the two countries. Students meet and 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.

**SBSC 282 ■ Cultural Anthropology: Subfields in the Discipline
4 credits**

Considers trends in sub-fields 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.



SBSC 283 A ■ 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 SBSC 207 and SBSC 307.

SBSC 283 B ■ 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 SBSC 225 and SBSC 325.

SBSC 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.

SBSC 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 SBSC 263.

SBSC 288 A ■ 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 Queretaro, Mexico.

SBSC 288 B ■ 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.

SBSC 288 C ■ 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.

SBSC 288 D ■ 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.

SBSC 289 ■ 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.

SBSC 300 A ■ Major ProSeminar: Theory and Method in the Social and Behavioral Sciences I ■ 4 credits

May be taken by videotape or by attending lecture. Required for SBSC majors. Formerly SBSC 304. Corequisite(s): section of courses in the 360 series; junior/senior transfer students should enroll in SBSC 308A.

SBSC 300 B ■ Major ProSeminar: Theory and Method in the Social and Behavioral Sciences II ■ 4 credits

May be taken by videotape or by attending lecture. Required for SBSC majors. Formerly SBSC 304. Corequisite(s): section of courses in the 360 series; junior/senior transfer students should enroll in SBSC 308B.

SBSC 301 ■ Social Statistics ■ 4 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. Prerequisite(s): some computer skills recommended.

SBSC 308 A ■ SBSC Professional Assessment Lab I ■ 2 credits

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. Corequisite(s): SBSC majors must enroll in at least one section of courses in the 360 series.

SBSC 308 B ■ SBSC Professional Assessment Lab II ■ 2 credits

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. Corequisite(s): SBS majors must enroll in at least one section of courses in the 360 series.

SBSC 310 A ■ Archaeological Technologies ■ 2 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 on-line database management tools. Required for all students concentrating in archaeology and museum studies.

SBSC 310 B ■ Technical Writing: Lab and Fieldbook Preparation 2 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.

SBSC 310 C ■ Technical Imaging: Artifact and Historic Photo Restoration ■ 2 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 the 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.

SBSC 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 Social and Economic History of Colonialism in the Americas. Prerequisite(s): instructor consent.



SBSC 314 ■ Oral History and Community Memory ■ 4 credits

Students design and conduct oral history projects in surrounding communities, including CSUMB/Fort Ord. Projects address social issues of significance to the student and to local community members. Interviews may become part of the CSUMB Oral History and Community Memory Archive. Crosslisted with HCOM 314.

SBSC 314 SL ■ Oral History and Community Memory ■ 4 credits

Project-based course working in the field with local community organizations or agencies. Students design and conduct oral history projects. Interviews may become part of the CSUMB Oral History and Community Memory Archive. Crosslisted with HCOM 314SL.

SBSC 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 Web pages, photographic images, graphics, video, and audio software applications, and Web-based portfolios. Examines the use of electronic communication and electronic publishing on the World Wide Web in the communication, data management, and archival documentation of social and behavioral sciences data.

SBSC 322 SL ■ Visual Anthropology and Photography for the Social Sciences ■ 2 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. Explores the use of the 35-mm camera in field and lab-based photographic applications. Employs field and lab demonstrations to study, interpret, and investigate human social behavior and its consequences. Prerequisite(s): a basic 35-mm camera with a manual F-stop ring and speed indicator.

SBSC 324 SL ■ 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 on-site field excavations and analysis of Hispanic colonial artifacts at the Old Mission of San Juan Bautista.

SBSC 326 ■ History of the Monterey Bay: 10,000 B.C. 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 Web page on the natural and cultural history of Monterey Bay. Provides field tours for exploring archaeological and historical sites.

SBSC 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.

SBSC 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.

SBSC 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. Students identify and analyze the social foundations of governmental authority and the strategies which groups and individuals have devised in response to state authority. Prerequisite(s): completed or concurrent enrollment in any lower-division history course; STAT 200 or higher; SBSC 217/317, SBSC 311 and instructor consent.

SBSC 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 SBSC 347.

SBSC 354

Course description not available; contact program office.

SBSC 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 post-processual approaches and applications. Required for SBSC majors concentrating in archaeology and museum studies. Prerequisite(s): lower-division coursework in archaeology and/or museum anthropology.

SBSC 356 ■ 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.

SBSC 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. Prerequisite(s): 12 units of lower-division social science or instructor consent.

SBSC 358 SL ■ 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 multi-ethnic politics and the competition for scarce resources. Formerly SBSC 333SL.

SBSC 359 SL ■ 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 Asian 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 service learning class projects. Examines theories on power relations among different cultures and gender. Provides case studies on global industries such as agribusiness, textile and garment, electronics, and automobile. Formerly SBSC 335.

SBSC 360 ■ Advanced Methods in Social History ■ 2 credits

Hands-on practicum that advances qualitative and quantitative methods for research and analysis in 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. Prerequisites: 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.

SBSC 361 ■ Advanced Methods in Political Economy ■ 4 credits

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.



SBSC 362 A ■ 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 SBSC 457A.

SBSC 362 B ■ 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.

SBSC 362 C ■ 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.
Prerequisite(s): instructor consent.

SBSC 363 A ■ 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 SBSC 310A.

SBSC 363 B ■ 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 SBSC 213 and SBSC 313.

SBSC 364 ASL ■ 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.

SBSC 364 BSL ■ Virtual Museum Design ■ 2 credits

Project-based course provides a hands-on approach to museum project development and design in a community setting. Promotes the 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 SBSC 323SL.

SBSC 365 ■ 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.

SBSC 365 L ■ Research Methods and Data Analysis ■ 1 credit

Students learn to use SPSS and Excel to analyze and present data.
Corequisite(s): SBSC 365.

SBSC 366 A ■ Social Program Evaluation and Design ■ 4 credits

Helps students evaluate a social service program in their community. Both SBSC 366A and SBSC 366ASL are taught concurrently; however, students enrolled in SBSC 366ASL are expected to work with a community partner to develop an evaluation study of the chosen social program's effectiveness. This course works well when combined with the SBSC 366CSL course Grant Writing for Community Development.

SBSC 366 CSL ■ Grant Writing for Community Development 4 credits

Covers the 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 the sources of funding for individual, organizational, and community needs. Focuses on the use of new communication technologies for tracking social policy and the funding that those policies generate. Students write a mock grant proposal for submission to a mock peer review. For service learning credit, students must write proposal for, or with, a specific community organization.

SBSC 367 SL ■ Applied Field Methods in Historical Archaeology 4 credits

Field-based course entails an on-site 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.
Prerequisite(s): introductory course in archaeology or the social sciences, or instructor consent.

SBSC 368 A ■ Social Psychology of Self-Identity and On-Line 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 on-line communities. Formerly SBSC 310A.
Prerequisite(s): introductory computer literacy.

SBSC 368 B ■ 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 on-line communities of the Internet in human communication or computer programming. Formerly SBSC 310B.

SBSC 368 BSL ■ 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 on-line communities of the Internet in human communication or computer programming. Formerly SBSC 310B.

SBSC 368 C ■ Physiology and Behavior: Multidisciplinary Approach ■ 4 credits

Focuses on topics in social and behavioral sciences including the sociology of computer-mediated communication and virtual communities, technical imaging and multimedia applications in the social sciences, social history on the World Wide Web, political economy and public policy, geographic information systems, and community ethnography. May be repeated for credit when topics vary.

SBSC 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.

SBSC 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. Crosslisted with SPAN 370.



SBSC 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 SBSC 251 and SBSC 351. Prerequisite(s): intermediate-level knowledge of computers.

SBSC 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 SBSC 355.

SBSC 373 ■ Virtual Archaeology and GIS ■ 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. Required of SBSC students concentrating in archaeology and/or museum studies.

SBSC 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. Prerequisite(s): 12 hours of undergraduate social science, one research methods course, one statistics course.

SBSC 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 SBSC 276 and SBSC 376.

SBSC 381 ■ Comparative Social History and Political Economy: United States and Vietnam Since 1880 ■ 4 credits

Provides a comparative analysis of society, political-economy, and culture, in an historical perspective for the United States and Vietnam since 1880. Compares the cultures of Vietnam and the United States and explores the ways in which these cultures shaped the course of the Vietnam War and subsequent relations between the two countries. Students meet and 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.

SBSC 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.

SBSC 383 A ■ 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 SBSC 207 and SBSC 307.

SBSC 383 B ■ 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 SBSC 307.

SBSC 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. Analyses how history can aid in understanding present-day policy issues. Prerequisite(s): instructor consent.

SBSC 386 ■ Introduction to Human Variation and the Concept of Race ■ 4 credits

Laboratory course that introduces the study of human biological and cultural variations centering on the evolutionary development of modern humans. Examines the concept of race and racial classification. Studies skeletal anatomy to identify the distinctions between Hominid subspecies that culminated in *Homo sapiens*' evolutionary development. Examines and explores the underlying evolutionary and cultural theories that explain the evolution of modern humans using anatomy, biology, and culture as traced back over 60 million years.

SBSC 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 SBSC 363.

SBSC 388 A ■ 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 Queretaro, Mexico.

SBSC 388 B ■ 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.

SBSC 388 C ■ 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.

SBSC 388 D ■ 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.

SBSC 389 ■ Indigenous Peoples of Native America ■ 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.

SBSC 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. Prerequisite(s): instructor consent.



SBSC 395 ■ Special Topics ■ 1-6 credits

Student and faculty member select upper-division topics of study and number of credits.
Prerequisite(s): instructor consent.

SBSC 396 ■ Field Studies ■ 1-6 credits

Student and faculty member select advanced topic of field study and number of credits.
Prerequisite(s): instructor consent.

SBSC 397 ■ Independent Study ■ 2-4 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

SBSC 397 SL ■ Independent Study ■ 2-4 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

SBSC 400 A ■ 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.
Prerequisite(s): SBSC 300A/B ; 308A/B; a 350 and/or 360 course; or equivalent.

SBSC 400 ASL ■ Senior Capstone 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.
Prerequisite(s): preapproved individual learning plan and/or capstone proposal, SBSC 300A/B; 308A/B, a 350 course and/or 360 course, or equivalent.

SBSC 400 B ■ 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.
Prerequisite(s): SBSC 300A/B, 308A/B, a 350 and/or 360 course, or equivalent.

SBSC 400 BSL ■ 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.
Prerequisite(s): preapproved individual learning plan and/or capstone proposal, SBSC 300A/B, 308A/B, a 350 course and/or 360 course, or equivalent.

SBSC 401 A ■ 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.

SBSC 401 B ■ Senior Capstone Directed Reading ■ 2 credits

Emphasizes the theory, method, and scope of the social and behavioral sciences field. Involves implementing a year-long project to familiarize students with the discipline and appropriate contemporary and historical depth in central literature.

SBSC 402 ■ Assessment Lab for Graduating Seniors ■ 1 credit

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 first semester of the senior capstone. Prerequisite(s): SBSC 300A/B, SBSC 308A/B, a 350 and/or 360 course, or equivalent based on assessment; pre-approved individual learning plan and senior capstone proposal on record. Corequisite(s): SBSC majors enroll in their academic supervisor's 402 series.

SBSC 403 ■ Capstone Directed Research ■ 6 credits

Consists of field-based research for students to collect data for their senior capstone project. Provides a venue for extensive research within the advanced academic placement learning pathway.
Prerequisite(s): individual learning plan and capstone proposal approval, and instructor consent.

SBSC 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. Crosslisted with ESSP 436.
Prerequisite(s): SBSC 227 and SBSC 327 or ESSP 332 and ESSP 338.

SBSC 495 ■ Special Topics in Social Sciences ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

SBSC 595 ■ Special Topics in the Social Sciences ■ 1-6 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.
Prerequisite(s): instructor consent.

SBSC 597 ■ Independent Study ■ 2-4 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

SL 95 ■ Staff Development through Service to the Community 2 credits

This course provides a framework for CSUMB staff to spend time in community service placements. An ongoing workshop provides participants the opportunity to reflect on the learning resulting from their service involvement.

SL 200 SL ■ Introduction to Service in Multicultural Communities 4 credits

Provides students the opportunity to be actively involved in the community for a minimum of 30 hours during the semester. Students gain hands-on experience, knowledge, and skills about community organizations. Students learn how to enter and exit communities sensitively, and to participate in a multicultural community service setting.

SL 200 SL ■ Introduction to Service in Multicultural Communities: Community Immunity ■ 4 credits

Provides students the opportunity to be actively involved in the community for a minimum of thirty hours during the semester. Students gain hands-on experience, knowledge, and skills about community organizations. Students learn how to enter and exit communities sensitively, and to participate in a multicultural community service setting. Crosslisted with ESSP 200SL.

SL 395 SL ■ 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.
Prerequisite(s): participation in the Precollegiate Academic Development (PAD) Program or PAD coordinator consent.

SL 397 ■ 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.
Prerequisite(s): SL 200, instructor consent, and participation in USA program.

SL 497 SL ■ Independent Study ■ 1-4 credits

Student and faculty member select topic of study and number of credits.
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 ■ 4 credits

Studies a particular topic in Hispanic language and/or culture. Prerequisite(s): instructor consent.

SPAN 196 ■ Field Studies ■ 1-6 credits

Course description not available, contact program office.

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 200 SL ■ 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. Crosslisted with HCOM 261.

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 301 SL ■ 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. Crosslisted with HCOM 306. 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 rancharías 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. Crosslisted with LS 310. 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

Crosslisted with HCOM 328. See HCOM 328 course description.

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 SPAN 315. Crosslisted with HCOM 329. 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. Crosslisted with HCOM 365.

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. Crosslisted with SBSC 370. Prerequisite(s): upper-division status recommended.

SPAN 395 ■ Special Topics ■ 4 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 397 SL ■ 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. Crosslisted with HCOM 425. 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. Crosslisted with HCOM 426. 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. Crosslisted with HCOM 427. 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, Nicolas Guillen, Nancy Morejón, Ana Lydia Vega, Luis Rafael Sanchez, 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. Crosslisted with HCOM 428.

SPAN 497 ■ Independent Study ■ 4 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 ■ 4 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.

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. Formerly STAT 200. Prerequisite(s): intermediate algebra and satisfaction of ELM requirement.

STAT 201 A ■ Elementary Statistics: Descriptive Statistics ■ 1 credit

Introduces the elementary statistical procedures used by researchers in the sciences and behavioral, health, social science professions. Emphasizes the use of tables, graphs, and elementary descriptive statistical applications. Students learn the basic skills for using computers in statistical analyses. Prerequisite(s): passage of the ELM test and intermediate college algebra.

STAT 201 B ■ Elementary Statistics: Probability Distributions and Inference ■ 2 credits

Extends the depth of knowledge in elementary descriptive statistical analyses. Introduces the concepts of probability theory, probability distributions, and the statistical inference process. Instructs on the applications of computer statistical software using presentations that explain the theory and concepts of elementary statistical procedures. Prerequisite(s): passage of the ELM test, intermediate college algebra, and STAT 201A or an elementary statistics course recommended.



STAT 201 C ■ Elementary Statistics: Hypothesis Testing ■ 1 credit

Extends the breadth and depth in parametric and nonparametric hypothesis testing methods. Emphasizes hypothesis testing theory and strategy for one- and two-sample designs; and introductory presentations in analysis of variance. Instructs in the applications of computer statistical software using presentations of common experimental models. Prerequisite(s): passage of the EUM test, intermediate college algebra, and STAT 201B or an elementary statistics course.

STAT 204 A ■ Elementary Business Statistics: Descriptive Statistics 1 credit

Introduces the elementary statistical procedures used in business applications and by researchers in the sciences and behavioral, health, and social science professions. Emphasizes the use of tables, graphs and elementary descriptive statistical applications. Students learn the basic skills for using computers in statistical analyses. Crosslisted with MIE 204A. Prerequisite(s): passage of the EUM test and intermediate college algebra.

STAT 204 B ■ Elementary Business Statistics: Probability Distributions and Inference ■ 2 credits

Extends the depth of knowledge in elementary descriptive statistical analyses. Introduces the concepts of probability theory, probability distributions, and the statistical inference process. Instructs on the applications of computer statistical software using presentations that explain the theory and concepts of elementary statistical procedures. Crosslisted with MIE 204B. Prerequisite(s): passage of the EUM test, and intermediate college algebra; STAT 201A or an elementary statistics course recommended.

STAT 204 C ■ Elementary Business Statistics: Hypothesis Testing 1 credit

Extends the breadth and depth in parametric and nonparametric hypothesis testing methods. Emphasizes hypothesis testing theory and strategy for one- and two-sample designs; and introductory presentations in analysis of variance. Instructs in the applications of computer statistical software using presentations of common experimental models. Crosslisted with MIE 204C. Prerequisite(s): satisfaction of EUM requirement, intermediate college algebra, and STAT 201B or an elementary statistics course.

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 students to the basic skills for using computers in statistical analyses. This is the first course in statistics for CST and ESSP majors. Crosslisted with ESSP 250. 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

Course description not available; contact program office.

STAT 310 SL ■ 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 300, 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 ■ 2 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 ■ 2 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 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 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 ■ 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 328 ■ Digital Art and Design ■ 4 credits

Crosslisted with CST 328 and VPA 328. See CST 328 course description.

TAT 332 SL ■ Teledramatic Arts and Technology for Teachers 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. Crosslisted with LS 332 SL.

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 A ■ Applied Teledramatics I: Theater to Video to CD-ROM
4 credits**

Develops teledramatic programming based on the work of Luis Valdez and El Teatro Campesino in celebration of their 30th anniversary. Students tape, edit, and digitize theatrical productions to place in CD-ROM format and participate in the production, postproduction, and distribution of the project.

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 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 MCXpress ■ 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 201 or instructor consent.

TAT 395 ■ Film Production: Theory and Practice ■ 4 credits

Students learn the theory and practice of 16-mm 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) 16-mm color negative, and principles and techniques of film editing.
Prerequisite(s): instructor consent.

TAT 397 ■ Independent Study ■ 2-6 credits

Students research, develop, and write a project proposal.
Prerequisite(s): instructor consent.

TAT 397 SL ■ 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 399 SL ■ Teledramatic Arts and Technology in the Community
1-6 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 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

Course description not available; contact program office.

TAT 595 ■ Special Topics ■ 1-6 credits

Course description not available; contact program office.

TAT 595 ■ Special Topics ■ 1-6 credits

Course description not available; contact program office.

TAT 595 ■ Special Topics: Intermediate Teledramatics ■ 4-6 credits

Course description not available; contact program office.

TAT 595 ■ Special Topics: Film Production ■ 1-6 credits

Course description not available; contact program office.

TAT 595 ■ Special Topics: Graduate ■ 1-6 credits

Course description not available; contact program office.

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.

TAT 598 ■ Graduate Independent Study ■ 1-6 credits

Course description not available; contact program office.

VPA 195 ■ Special Topics ■ 1-6 credits

Course description not available; contact program office.



VPA 197 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
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.

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 project development including analysis of sites, conceptualization, Photoshop, scanning of archival materials, and distance learning with the SPARC mural workshop in Los Angeles.

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. Crosslisted with HCOM 308.

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 Education for Teachers ■ 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.

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 328 ■ Digital Art and Design ■ 4 credits

Crosslisted with CST 328 and TAT 328. See CST 328 course description.
Prerequisite(s): VPA 331C.

VPA 331 C ■ Visual Art and Writing Workshop ■ 4 credits

Crosslisted with HCOM 331C. See HCOM 331 C course description.

VPA 333 A ■ Expressive Arts ■ 4 credits

Lecture and lab course that explores the expressive nature of the human being. Examines masks, myth, and ritual through history as they relate to a person's lives. Crosslisted with MPA 333A and LS 333A.

VPA 354 ■ Whose America? Controversies in U.S. History ■ 4 credits

Crosslisted with HCOM 354. See HCOM 354 course description.

VPA 395 ■ Special Topics: Fort Ord Conversion Project ■ 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 396 ■ Field Studies ■ 4 credits

Provides students opportunities for independent work in the field with professional artists and includes visiting artist projects.
Prerequisite(s): instructor 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 long-term project advisement and off-site 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.
Prerequisite(s): units in Fundamentals of three-dimension or equivalent, and instructor consent.

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. Formerly VPA 405 Special Project Senior Capstone.
Prerequisite(s): senior standing.

VPA 495 ■ Special Topics ■ 1-4 credits

Contact the academic program office for instructor signature and registration code/schedule number.
Prerequisite(s): instructor consent.

VPA 497 ■ Independent Study/Assessment Portfolio Review ■ 1-6 credits

Contact the academic program office for further information.
Prerequisite(s): instructor consent.



VPA 497 SL ■ Independent Study/Service Learning ■ 1-6 credits

Contact the academic program office for further information.
Prerequisite(s): VPA 595 and instructor consent.

**VPA 595 ■ Special Topics: Fort Ord Conversion Project
1-6 credits**

Contact the academic program office for further information.
Prerequisite(s): instructor consent.

VPA 595 ■ Special Topics ■ 1-6 credits

Contact the academic program office for further information.
Prerequisite(s): 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): graduate-level standing and 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 long-term project advisement and off-site project involvement. Note: students may enroll by faculty arrangement for critique or consultation on specific projects.
Prerequisite(s): 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.

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.
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 121 ■ Introduction to Dance and Creative Movement
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 132 ■ Intermediate T'ai Chi Chuan ■ 1 credit

Continues work on the Yang Style, Short Form T'ai Chi Chuan. 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 137 ■ Intermediate Martial Arts for Mental and Physical
Wellness ■ 1 credit**

Students continue work on flexibility, aerobic fitness, and stress reduction through martial arts skill practice, meditation, and positive visualization.

**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 A ■ 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 141 B ■ 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 141 D ■ 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 141 E ■ 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 141 F ■ Sports Skills: Softball ■ 1 credit

Introduces women and men to softball. Students develop throwing, catching, fielding, hitting, and base-running skills while learning rules, scoring, and team strategies for offensive and defensive fast-pitch and slow-pitch softball. Covers the history of softball.



WRSI 141 G ■ 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 141 J ■ 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 141 K ■ Sport Skills: Running ■ 1 credit

Introduces women and men to efficient running technique, basic nutrition for runners, and various training methods.

WRSI 141 L ■ 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 141 M ■ Sport Skills: In-Line Skating/Roller Hockey 1 credit

Covers in-line skating and roller hockey from beginning to advanced. Students develop skills in in-line skating and begin to develop a conceptual understanding of hockey strategy, tactics, and techniques.

WRSI 151 ■ 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 152 ■ 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 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 well-being.

WRSI 161 SL ■ 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 well-being among families. Highlights the diversity and ethnicity of family structure, stress management, physical fitness, and nutrition.

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 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. Crosslisted with MPA 225.

WRSI 226 SL ■ 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 A ■ 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 227 B ■ 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 227 C ■ Jazz Dance II ■ 1 credit

Continues the study of jazz dance techniques at an advanced level. Prerequisite(s): WRSI 227A or equivalent or 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 A ■ 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 241 B ■ 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 241 D ■ 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 241 E ■ 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 241 F ■ 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.

WRSI 241 H ■ 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 241 J ■ 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 241 K ■ 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 242 A ■ 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 242 B ■ Techniques of Officiating Spring Sport ■ 2 credits

See WRSI 242A. Focuses on the techniques, rules, and mechanics of officiating baseball, lacrosse, rugby, softball, swimming, and track and field.

WRSI 252 ■ 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 254 ■ 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 255 ■ 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 256 SL ■ 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 center board boats in Moss Landing.

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 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 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. Formerly WRSI 275. Crosslisted with LS 375.

WRSI 376 ■ Movement: Individuals with Disability ■ 4 credits

Includes programming in physical education for neurologically and physically impaired individuals in the psychomotor, affective, and incognitive domains. Formerly 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.

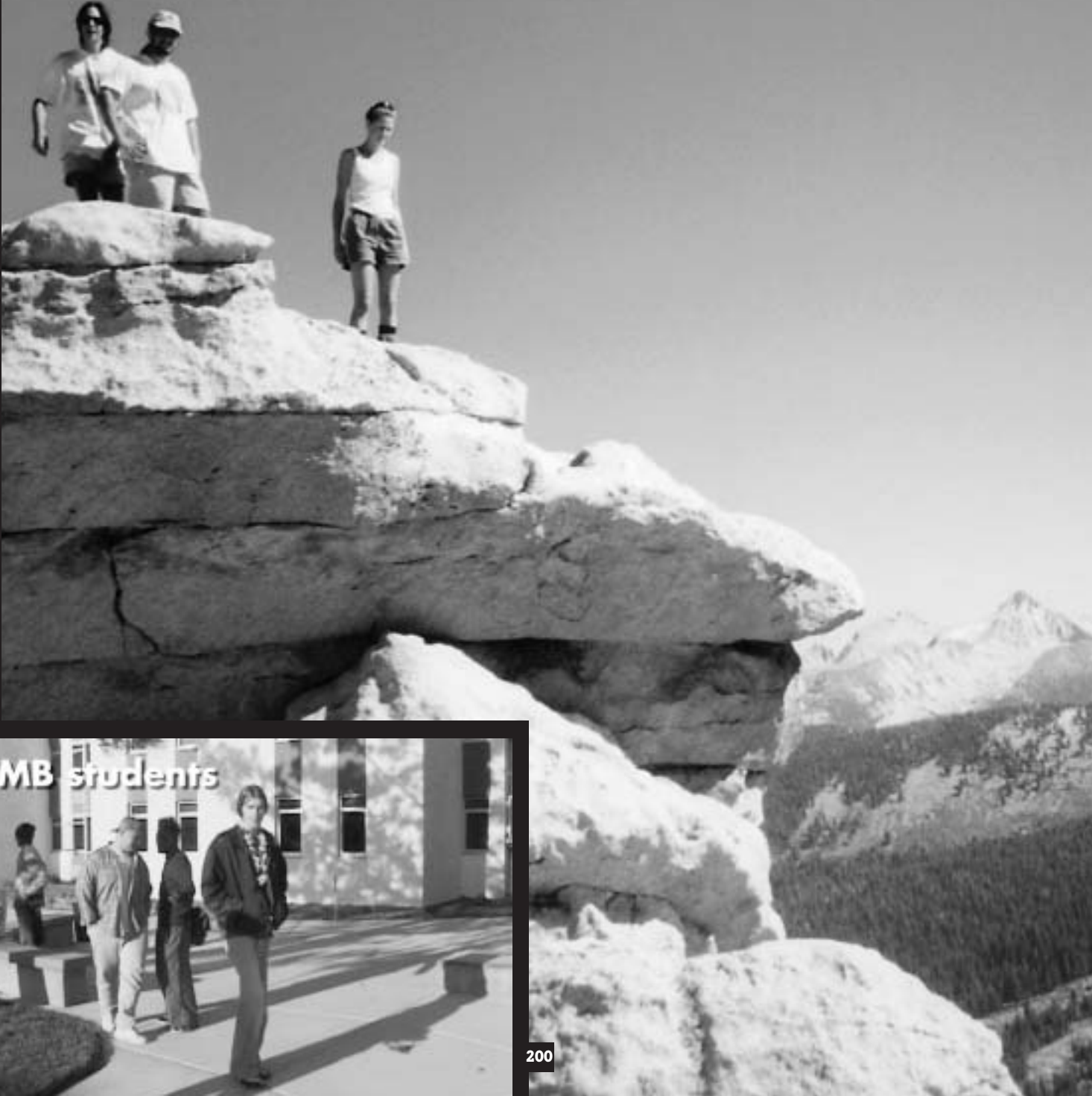
WRSI 597 ■ Independent Study ■ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.



CSUMB could have been named UFO: University of Fort Ord. The campus is the first post-cold war conversion of a military base (the former Fort Ord) to an educational use. CSUMB is committed to preserving the impressive history of the area, while creating its own innovative traditions for the campus.

Glossary of CSUMB Terms



Academic Advisor

Most likely a member of the faculty, this person works with students to develop individual learning plans, helps select learning experiences, courses, and classes, and is the person students can go to when questions arise about academic life. This person is usually the student's ProSeminar (ProSem) or Major ProSem faculty instructor.

ALC—Apartment Living Coordinator

Professional staff member who provides leadership and oversight for activities, other staff, and programs in Frederick Park.

Assessment

A manner of determining what you know; the act or process of determining if a student has developed the knowledge, skills, and abilities prescribed by a learning requirement. You graduate once you complete, or pass, or assess out of a bunch of learning requirements (see ULRs and MLOs).

Course—Based Assessment

Assessment which is conducted by an instructor within the context of a course, special project, or some other formally sponsored learning experience.

Independent Assessment

Assessment which is conducted by a special committee or panel outside of the context of a formally sponsored learning experience.

Assessment Portfolio

Maintained by certain CSUMB centers, this is a permanent record of student performance in an "assessment portfolio" which is the equivalent of a "transcript" listing grades at other institutions of higher learning. It is both a qualitative and quantitative record of the student's achievement toward attaining the required competencies. At CSUMB, this portfolio is digitized on a secured file server and accessible via the campus network. It is the property of both the student and the University; however, changes to the portfolio (deletions or insertions) can occur only with the approval of the student's advisor.

BBC—Black Box Cabaret

Located on Third Street next to Building 80, the Black Box Cabaret is a coffee house, and a classroom for teledramatic arts and technology (TAT). With its cool interiors and continuous student-generated entertainment, it is certainly the place to hang and do the latté thing.

Capstone

This is a project, or a paper, or a presentation, or an event, or an exhibit, or...it's pretty much whatever you and your advisor together decide will be the final "thing" you have to complete, usually in your senior year, before you can graduate from CSUMB. Whatever you decide to do, it must be something that demonstrates in an integrated way all the stuff you've learned at CSUMB, your ULRs, your MLOs, every thing...not too scary, huh?

CIR—Continuity Infrastructure Research

A division in the president's office where the staff is focused on the development of the accreditation process, institute research, and process of continuous renewal, which means they make sure we don't get stalled, that we continuously renew, create, invent, define, improve, evolve, and refresh (or something).

Competency

A student learning goal specified by the faculty at CSUMB or by a student that is specific to a particular learning experience or module. It is not a grade; it is an ability that a student has achieved. You need to demonstrate a "competency," or prove you know something, to "assess out" of one of your "university learning requirements" or ULRs. Ahhhh!

Core Competency

A competency that is specified by the faculty of CSUMB that is required by all students to graduate. It is not a grade, it is an ability that all students must achieve as part of their graduation requirements.

Equivalency

The faculty of CSUMB recognize the need that some students have to "translate" their learning experiences at CSUMB into a format more acceptable to some employers or educational institutions. Such translations will be provided at the student's request.

FirstClass

The electronic mail or email system set up specifically for students, faculty, and staff to use to communicate.

HCOM—Human Communication

A bachelor's degree program or major at CSUMB. HCOM is pronounced "H" "com...", rhymes with Tom.

ICCS—Institute for Community Collaborative Studies

This is one of CSUMB's 22 (with the number changing daily) institutes, with this one "housed" within the Collaborative Education and Professional Studies Center. ICCS promotes integrated human service delivery systems. The Institute studies and applies strategies to help communities break out of existing boundaries to deliver human services more collaboratively. This institute works in partnership with members of the CSUMB community as well as groups and individuals throughout the surrounding communities. They are located in the Campus Health Center in Building 99.

Intern Net

A World Wide Web-based database that makes students' resumes available to businesses which subscribe to this service. To find out more, call the Student Activities and Career Development Center.



Learning Experiences

Mainly used as another name for classes and courses, but it is also just an experience in which you learn. Could be a faculty-taught class, a service learning project, a self-directed independent study, an activity in which you are involved... the possibilities are limited only by your creativity—and your advisor.

Learning Outcomes or Goals

The prescribed knowledge, skills, and abilities which students must develop and demonstrate to earn a degree, certificate, and/or credential at CSUMB. There are seven learning goals at CSUMB.

Major ProSeminar

Also known as Major ProSem. All juniors take this course (or learning experience) which focuses on issues directly related to a student's major.

MLC—Media Learning Complex

Building 18 on the CSUMB campus where computer labs and some other really cool technology equipment is located. You'll be spending a lot of time here no matter what your major is.

MLML—Moss Landing Marine Laboratories

Located in Moss Landing, students enrolled in CSUMB's academic programs of earth systems science and policy, and marine science (which is a master's level program) will take some of their classes at the MLML, about 20 minutes away from the CSUMB campus.

MLOs—Major Learning Outcomes

What you are required to know to obtain an academic degree (a bachelor of science or art, a B.S. or B.A., degree) in your major. There are also certificate and credential requirements.

Modules

Modules are forms of learning experiences that are specialized and narrow in terms of information content. Learning experience modules are necessary for providing "technical" abilities to CSUMB students to give them the capability of functioning in a more generalized or multidisciplinary learning experience. A module can be conceptualized as a "class" or "course" at a traditional institution that is specific to a particular discipline. An example of this might be a course in word processing, computer programming, statistics, or chemistry.

Outcomes-Based Education

The type of education program being developed at CSUMB in which students progress toward eligibility for graduation, and majors are determined by mastery of prescribed learning outcomes rather than by successful completion of courses and credits.

Pathway

The configuration of learning experiences which charts a particular student's learning route from program entry to program exit. There are many different ways to learn. As such, there are different ways to attain the required competencies in CSUMB's five academic centers. These ways are referred to as pathways.

POM—Presidio of Monterey

The POM is the location at which one will find all of the U.S. Army's local assets. The Defense Language Institute (DLI) and the Foreign Language Center (FLC) are located at the POM in the city of Monterey. The POM Annex, which includes a PX, gas station, and fire station, is adjacent to the CSUMB campus on North-South Road. (And, no, the gas station and PX cannot be used by civilians. But the Burger King across from gas station is open to the public.)

Portfolio

See assessment portfolio.

ProSeminar

Also called ProSem. You're going to have to experience it to grock it completely, but suffice it to say that it is the class, excuse me, learning experience where you will develop a "student learning plan" and real-world skills and abilities needed to participate successfully in the 21st century. No pressure.

Pumpkin Patch and Pumpkin Seeds

No, not a vegetable garden. Drive along First Street and you'll see four pumpkin-colored, bright orange with green trim, buildings (Buildings 15, 17, 21, and 23). These buildings are lovingly known as the Pumpkin Patch. The buildings being renovated and waiting to "sprout up" around First Street are currently known as the Pumpkin Seeds. Once they are completed, they'll grow into full-fledged Pumpkin Patch buildings. The Great Pumpkin lives!

Proficiency or Mastery

The level of knowledge, skills, or competencies a student has developed relative to a prescribed learning outcome.

RA—Resident Advisors

Fellow students who live in your residence hall or court and serve as a resource for information and services of Residential Life and CSUMB as a whole. They'll help with roommate problems, plan activities, and inform you of changes you need to know. They also make sure community standards (RULES!!) are followed by all.

RF—Resident Fellows

Faculty or staff members who live in the residence halls to lead in developing a community and sense of home for students. They connect students with the university and help students to effectively understand and navigate the university "system." They also enjoy late-night talks, fun group gatherings, and a few quiet hours in the middle of the night for sleep.



RLC—Residential Life Coordinator

Professional staff member who oversees programs and activities in the residence hall community. The RLC works closely with the resident fellows and the resident advisors to create community and assist students.

SBSC

The Social and Behavioral Sciences Center, one of CSUMB's academic centers.

SLI—Service Learning

Located in the Service Learning Institute (yes, you guessed it—the Service Learning Institute is also known as the SLI), service learning is a participatory approach to learning which supports students' academic studies and helps to develop the skills, citizenship, and values of individual students. At CSUMB, the university learning requirement of service learning is called CP, or community participation. Uh huh. In real life, a service learning experience is similar to a community service job or internship in an area related to the student's academic studies. To qualify as a service learning experience, the student must work with people from different cultures and backgrounds, and is not paid. For example, a student studying sign language might volunteer to work with a school for deaf children. Service Learning is more thoroughly defined in other areas of this catalog.

Steinbeck Room

The room to the east side of the Dining Commons. The west room of the Dining Commons is currently called the Monterey Bay Room, but both of these names could change. Meetings and lunch-dos are often held there.

SIC—Student Information Center

The Student Information Center is CSUMB's "one-stop shop" to meet a variety of student service needs such as admissions and records information, maps, tours, financial aid forms, and change of address. These SIC folks (sorry, couldn't resist the pun) help students answer all kinds of questions (and, yes, they might even give you an answer to "the meaning of life, the universe and everything?" Well, life and everything at CSUMB, that is.).

Student Learning Goal

This refers to the knowledge, skills, and abilities CSUMB students need to acquire and develop to graduate. These goals will direct the development and delivery of an education designed to meet the students' specific learning needs.

Student Learning Plan

This document is one that you build which identifies the knowledge, skills, and abilities required to meet your personal, social, and professional goals. It also will help define how you intend to satisfy your required competencies—both the ULRs and the MLOs. It is a document that evolves as you hone in on what you want to learn. It is written by you with the support of a faculty advisor and becomes part of your electronic portfolio.

Senior Resident Advisors

Students who work with residential life/apartment living coordinators and deal with the health, wellness, and multicultural services among residents.

Student Voice

Finally an easy one to explain. The Student Voice is the student government. There is more information on the Student Voice, including their entire constitution, in the student handbook.

TAT—Teledramatic Arts and Technology

A CSUMB bachelor of arts degree program or major. It is commonly referred to as TAT, which rhymes with "hat."

ULRs—University Learning Requirements

What you'll need to prove you know or are able to do before you can graduate from CSUMB. Currently there are 15 ULRs, but that number does change. An example of a ULR is ENG COM, where you will prove you can communicate effectively in English.

Vibrant—or Vibrancy

One of the ULRs (see above). To assess out of the VIBRANT ULR, each student must demonstrate an understanding of the interrelationship among intellectual, psychological, spiritual, aesthetic, and physical health as it applies to the student's own life. You know, the who that you are, self development, knowledge of you, your values, your spiritual self, your physical self, and your intellectual self. OMMMMMM.

Visitor Parking

Parking for VISITORS only. (Yes, you will get a ticket.)

WAC—Wellness Activity Center

A three-letter acronym for GYM.





CSUMB Students by Ethnicity

African American	4.3%
American Indian	2.6%
Asian American/Filipino/Pacific Islander	6.8%
Caucasian.	44.5%
Hispanic/Mexican American.	25.0%
Other.	3.9%
No Response	12.9%





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1998-1999 University Events Calendar

1998 Event/Activity

- August 15-23 Welcome Week Activities
- August 20-23 Otter Days (new student orientation)
- August 26 Student Assistant Recruiting Fair
- Sept. 2 Interclub Council Orientation
- Sept. 4 Women's Volleyball HOME Opener
- Sept. 8 Men's Soccer HOME Opener
- Sept. 9 All Club Orientation
- Sept. 11 Dance for Cause: Domestic Violence Awareness
- Sept. 11-12 Volleyball Tournament
- Sept. 18-20 Monterey Jazz Festival
- Sept. 26 Student Leadership Retreat and Reception with the CSUMB President
- Sept. 30 Graduate School and Professional School Day
- Sept.-Dec. Music and Performing Arts' Classical Piano/Chamber Music Series
- Sept.-Dec. Music and Performing Arts' Jazz Lecture/Demonstration Series
- Oct.-Dec. Visual and Public Art's Visiting Artist Lecture Series
- Oct. 2 Men's and Women's Cross Country HOME Opener
- Oct. 9 Dance for Cause: Alcohol and Drug Awareness
- Oct. 19 President's Otter Golf Tournament
- Nov. 2 Visual and Public Art's Dia de los Muertos
- Nov. 6 Dance for Cause: Family Awareness
- Nov. 13 Women's Basketball HOME Opener
- Nov. 15 Turkey Trot
- Nov. 19 From Beach to Bottom: Outdoor Educational Lecture
- Nov. 21 Success Skills Leadership Retreat
- Nov. 24 Men's Basketball HOME Opener
- Dec. 4 Dance for Cause: HIV/AIDS Awareness
- Dec. 12 Spector Dance Showing
- Dec. Holiday Party

1999 Event/Activity

- Jan. Men's Rugby HOME Opener
- Jan. CSUMB President's State of Our University Address
- Jan. 25-26 Spring 1999 Orientation and Club Showcase for New Students
- Jan.-May Music and Performing Arts' Classical Piano/Chamber Music Series
- Jan.-May Music and Performing Arts' Jazz Lecture/Demonstration Series
- Jan.-May Visual and Public Arts' Visiting Artist Lecture Series
- Feb. African American Heritage Month
- Feb. 3 Student Assistant Recruiting Fair
- Feb. 6 National Girls and Women in Sport Day
- Feb. 12 Dance for Cause: Wellness Awareness
- March 3 Communications Science and Technology's Industry Student Day and Professional Opportunities Job Fair
- March 5 Dance for Cause: Multicultural Awareness
- March 8 International Women's Day
- April Earth Day
- April San Juan Bautista Mission Open House
- April 3 Student Activities Leadership Development Retreat
- April 9 Dance for Cause: Sexual Assault
- April 28 Club Recognition Reception
- May 15-21 Monterey County Bike Week
- May 5 Cinco de Mayo Celebration □ Student Leaders Recognition Reception
- May Dance for Cause: Environmental Awareness
- May 15-22 Commencement Week Activities
- May 15-22 Senior Capstone Festival
- May 22 Third Annual Commencement Ceremony

These event dates are subject to change. For more information, call 831-582-3531.

