

DIRECTORIES AND RESOURCES

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USING THE CSUMB CATALOG

You can use any of the following common methods to find the information you need in this CSUMB Catalog:

- ~ Look for the section you want in the brief **Table of Contents** on the inside front cover, then go to that section and scan the contents.
- ~ Look for the section you want in the brief Table of Contents on the inside front cover, then go to the **Section Contents** listing on the first page of that section to find the item you want and its specific page number.
- ~ Check the **Index** at the back of the catalog to find the page number for a specific term of reference in the alphabetical listing.
- ~ If you know the name of the department or program that you need information about, look it up in the **A-Z Directory** located in this first section of the catalog. Then turn to the catalog page referenced there.
- ~ Visit the **CSUMB.EDU/catalog** website to use the tools provided there.

If you don't find what you need, then please visit the CSUMB.EDU website to search there, simply contact CSUMB at one of the general numbers as described below, or use the A-Z directories in this section to find contact information for a specific department or program.

We constantly strive to improve both the information in the catalog and the tools provided to help you navigate successfully to what you need. If you have a suggestion for our dynamic online version of the catalog or our 2005-2007 print edition, please email catalog@csumb.edu to share it with us.

OBTAINING INFORMATION ABOUT CSUMB

WHO DO I CONTACT TO GET INFORMATION ABOUT CSUMB?

GENERAL INQUIRIES

- ~ Campus Operator
- ~ Phone 831-582-3000

If you are neither a member of the current CSUMB campus community nor a future student (or someone helping a future student), then you should call the Campus Operator. The Campus Operator does not provide CSUMB information or services, but will connect you with the most appropriate campus office based on the nature of your inquiry. If you know the name of the office that you need to connect with, you can look up contact information in our A-Z Directory of CSUMB Departments and Programs in this catalog section.

FUTURE STUDENTS

- ~ Student Outreach and Recruitment
- ~ Location Building 47
- ~ Weekday Hours 9:00 a.m. to 5:00 p.m.
- ~ Information 831-582-5100, Option 1
- ~ Fax 831-582-3783
- ~ Email info@csumb.edu
- ~ Website CSUMB.EDU/info

Student Outreach and Recruitment (SOAR) provides CSUMB information to **interested students** and the family members, counselors, teachers, and others who guide them as they select a university. If you are a prospective student or someone helping one, SOAR will either provide requested information or connect you with the most appropriate campus office.

CURRENT CSUMB CAMPUS COMMUNITY

- ~ Campus Service Center
- ~ Location Building 47
- ~ Weekday Hours 8:00 a.m. to 6:00 p.m.
- ~ Information 831-582-5100, Option 3
- ~ TDD 831-582-5112
- ~ Fax 831-582-5110
- ~ Email onestop@csumb.edu
- ~ Website CSUMB.EDU/onestop

The Campus Service Center has been established as the One Stop Shop to serve **current CSUMB campus community** members—students, staff, and faculty. The One Stop provides forms, information, and front counter support for Admissions and Records, Financial Aid, Cashiers, and University Human Resources. Campus community members can pay fees, add classes, pick up parking permits and Otter Cards (ID cards), and complete a variety of other transactions at the One Stop. If you are a current member of the CSUMB campus community, the Campus Service Center will either provide you with requested information or connect you with the most appropriate campus office.

WHAT INSTITUTIONAL AND FINANCIAL ASSISTANCE INFORMATION IS AVAILABLE?

Future students and the family members, counselors, teachers, and others who support them may obtain the following information by contacting Student Outreach and Recruitment. Current members of the CSUMB Community may obtain this information by contacting the Campus Service Center.

The following information concerning student financial assistance:

- ~ Student financial assistance programs, including state grants, available to students who enroll at CSUMB
- ~ The procedures and forms by which application for student financial assistance is made
- ~ The student eligibility requirements for financial assistance and the criteria used in determining how financial assistance is distributed among eligible applicants who enroll at CSUMB
- ~ The rights and responsibilities of students receiving financial assistance including aid provided under federal Title IV student assistance programs
- ~ Information concerning the cost of attending CSUMB including fees and tuition; the estimated costs of books and supplies; estimates of typical student room and board costs and typical commuting costs; and, if requested, additional costs for specific programs
- ~ Information concerning the refund policies of CSUMB for the return of unearned tuition and fees or other refundable portions of institutional charges
- ~ Information concerning policies regarding the return of federal Title IV student assistance funds as required by regulation
- ~ Information regarding special facilities and services available to students with disabilities
- ~ Information concerning CSUMB policies, procedures, and facilities for students and others to report criminal actions or other emergencies occurring on campus
- ~ Information concerning CSUMB's annual campus security report
- ~ Information concerning the prevention of drug and alcohol abuse and rehabilitation programs
- ~ Information regarding student retention and graduation rates at CSUMB and, if available, the number and percentage of students completing the program in which you are enrolled or have expressed interest
- ~ Information concerning athletic opportunities available to male and female students and the financial resources and personnel that CSUMB dedicates to its men's and women's teams
- ~ Information concerning grievance procedures for students who feel aggrieved in their relationships with the university; its policies, practices, and procedures; or its faculty and staff

INFORMATION ON THE CSUMB WEBSITE

You will find a great deal of information about CSUMB on the CSUMB.EDU website. You should be sure to note the distinction between official CSUMB and unofficial CSUMB pages as explained on the CSUMB.EDU/search webpage and under *Making Contact at CSUMB: Websites* in this catalog section.

MAKING CONTACT AT CSUMB

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

MAILING ADDRESS

All mail should be addressed to an individual or office followed by the general campus address listed here. When known, the building number for the individual or office should be inserted where indicated. If no building number has been indicated, the CSUMB mailroom will route the mail according to the office or individual name.

~ 100 Campus Center, Building #
Seaside, CA 93955-8001

EMAIL ADDRESSES

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

When addressing email from off campus, more accuracy is required; a complete email address must be entered. Toward this end, it is helpful to know that most CSUMB email addresses for individuals are created by linking the first and last name with an underscore followed by @csumb.edu (e.g. othello_otter@csumb.edu). Office email addresses are more difficult to determine. Some follow the same approach as for individuals. Others use acronyms followed by @csumb.edu. Specific email addresses are listed in the A-Z Directory of CSUMB Departments and Programs in this catalog section

BUILDING NUMBERS

CSUMB buildings are typically identified by number. A few buildings have become more commonly recognized by name, but they also have assigned numbers. Campus maps, including the one in the back of this Directories and Resources section of the CSUMB Catalog, clearly reference these building numbers.

TELEPHONE NUMBERS

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

TTY/TDD LOCATIONS AND NUMBERS

CSUMB is committed to serving those with learning, psychological, mobility, vision, and hearing disabilities, and chronic medical conditions by creating an accessible environment and responding to individual needs. That commitment includes offering accessible TTY/TDD (teletypewriter/telecommunications device for the deaf) phones in several campus locations as follows:

Location	Number
Building 01 Office of the President	831-582-4657
Building 12 ASAP	831-582-3951
Building 12 Library	831-582-4655
Building 16 Dining Commons	Pay Phone
Building 23 University Human Resources	831-582-3369
Building 29 University Center	Pay Phone
Building 41 Telecommunications	831-582-3013
Building 43 Network and Computing	831-582-4683
Building 47 Admissions and Records	831-582-3373
Building 47 Campus Service Center	831-582-5112
Building 47 Student Disability Resources	831-582-4024
Building 47 Student Outreach and Recruitment	831-582-3372
Building 80 Campus Health Center	831-582-4654
Building 82 University Police Department	831-582-4576
Building 84C Cashiers Office	831-582-4682
Building 84E Residential Life	831-582-4656

WEBSITES

As the university's Web domain, CSUMB.EDU comprises hundreds of thousands of pages of information. The university centrally manages only a small portion of this overall Web presence as *official university information*. Generally, the official pages are closely linked to the CSUMB.EDU homepage, and can be detected by a common look and feel with the homepage and the first-tier pages linked directly from the homepage. The university makes every effort to ensure that these official pages contain accurate and current information. Any concerns should be directed to webfeedback@csumb.edu

Individual programs and departments also offer their official information on microsites within the CSUMB.EDU domain. Official microsites have URLs that start with a virtual domain name for the entity followed by [csumb.edu](http://it.csumb.edu) (e.g. <http://it.csumb.edu>). The individual programs and departments take responsibility for ensuring that these official microsite pages contain accurate and current information, and any concerns should be directed to them.

Extensive *unofficial* pages maintained by students, staff, and faculty may also be found in the CSUMB.EDU domain. Most of these reside on the *Home Drive* that provides every member of the campus community with allocated server space. URLs for these unofficial pages generally start with *home* as the virtual domain (e.g. <http://home.csumb.edu/o/otterelvis/world/myhomepage>). CSUMB provides server space for these unofficial pages as part of its educational service. The university communicates acceptable use policies, but does not monitor actual use of the server space by faculty, staff, and students. Nor does it make any attempt to ensure that information on unofficial pages is accurate or current. Any concerns should be directed to the page publisher.

Two additional Web domains contain CSUMB-related information. CSUMB.ORG is owned and maintained by the Foundation of California State University, Monterey Bay, a nonprofit affiliate of the university. CSUMBalumni.org is owned and maintained by the CSUMB Alumni Association. Any concerns with these domains should be addressed to their webmasters via the contact mechanisms provided on the sites.

Further details may be found in the description of CSUMB's Information Technology segment of the Support for Students and Learning section of this catalog, as well as on the CSUMB.EDU website itself.

DIRECTORIES

A-Z DIRECTORY OF LEADERSHIP AND FACULTY

PRESIDENT'S CABINET

- ~ Peter P. Smith
President
Ed.D., Administration Planning and Social Policy, Harvard University
M.A., Teaching, Harvard University
B.A. (magna cum laude), American History, Princeton University
Employed since 1/1/95
- ~ Diane Cordero de Noriega
Provost and Vice President for Academic Affairs
Ph.D., Confluent Education (bilingual, cross-cultural emphasis), UC Santa Barbara
M.A., Spanish, UC Davis
B.A., Spanish, French, UC Santa Barbara
Employed since 8/30/99
- ~ Dan Johnson
Vice President for Administration and Finance
M.B.A., University of Phoenix
B.A., Business Management, St. Mary's College (California)
Employed since 1/7/02
- ~ Karen Mendonca
Vice President for Student Affairs
Ph.D., Education (policy and management research specialization), UC Berkeley
M.A., Educational Psychology/Counseling, University of San Francisco
M.A., Education, CSU Chico
B.A., Liberal Studies, CSU Chico
Employed since 7/1/01
- ~ Scott Warrington
Vice President for University Advancement
M.A., English, Writing Option, Pennsylvania State University
B.A., Art, Graphics/Painting, Pennsylvania State University
Employed since 5/15/00

DEANS

- ~ Barbara Clarke Mossberg
Dean, College of Arts, Humanities, and Social Sciences
Ph.D., English, Indiana University
M.A., English, Indiana University
B.A., History/English, UC Los Angeles
Employed since 7/29/02
- ~ Dorothy M. Lloyd
Dean, College of Professional Studies
Ed.D., Curriculum and Instruction, UC Los Angeles
M.S., Education Administration and Educational Psychology, University of Southern California
B.A., Elementary Education, CSU Los Angeles
Employed since 9/15/94
- ~ Marsha Moroh
Dean, College of Science, Media Arts and Technology
Ph.D., Computer Science, Polytechnic Institute of New York
M.S., Operations Research, New York University
B.S., Mathematics, Dickinson College
Employed since 1/1/95

FACULTY

For additional information regarding areas of teaching expertise, please see the *Academic Programs* section of the catalog. For expanded biographical information, please visit the CSUMB.EDU/academic/admin and CSUMB.EDU/academic/faculty websites.

- ~ Tom Abbott
M.A., International Management (Japan), University of Texas at Dallas
Part Time Lecturer, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 1/27/1997

- ~ Jacquelline Adams
M.A., Education, University of Redlands
Part Time Lecturer, Teacher Education
College of Professional Studies
Employed since 8/17/1998
- ~ Frances Payne Adler
M.F.A., Creative Writing/Poetry, Arizona State University
Associate Professor, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 8/28/1996
- ~ Terence Ahern
Ph.D., Curriculum and Instruction / Instructional Systems Design, Pennsylvania State University
Associate Professor, Communications, Science, and Technology
College of Science, Media Arts and Technology
Employed since 8/20/2001
- ~ Kathryn Altine
Ph.D., Geography, University of Iowa, Iowa City
Part Time Lecturer, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 1/21/2003
- ~ Dorothy Andersen
B.E., Education, San José State University
Part Time Lecturer, Teacher Education
College of Professional Studies
Employed since 1/22/2002
- ~ Sharon Anderson
Ph.D., Soil Science, UC Riverside
Director and Associate Professor, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 8/18/1997
- ~ Adrian Andrade
M.A., Education, CSU Monterey Bay
Part Time Lecturer, Communications, Science, and Technology
College of Science, Media Arts and Technology
Part Time Lecturer, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 1/18/2000
- ~ Autumn Aquinaldo
B.S., Telecommunications, Multimedia, and Applied Computing, CSU Monterey Bay
Part Time Lecturer, Communications, Science, and Technology
College of Science, Media Arts and Technology
Employed since 8/20/2001
- ~ Armando Arias
Ph.D., Sociology, emphasis in Psychology, UC San Diego
Professor, Social and Behavioral Sciences
College of Arts, Humanities, and Social Sciences
Employed since 8/19/2002
- ~ Siobhan Arnold
M.F.A., Photography, Sculpture, and Installation, UC Santa Barbara
Part Time Lecturer, First Year Seminar
Universitywide Programs
Part Time Lecturer, Visual and Public Art
College of Arts, Humanities, and Social Sciences
Employed since 8/20/2001
- ~ Richard Bains
M.A., Music, San Francisco State University
Director and Professor, Music and Performing Arts
College of Arts, Humanities, and Social Sciences
Employed since 8/24/1995
- ~ Pam Baker
M.L.S., Library and Information Study, University of Wisconsin-Madison
Senior Assistant Librarian, Library
Employed since 9/8/1997
- ~ George Baldwin
Ph.D., Sociology, Oklahoma State
Director and Professor, Social and Behavioral Sciences
College of Arts, Humanities, and Social Sciences
Employed since 2/1/1995

- ~ Carla Benejam
M.A., Marine Biology, San José State University
Part Time Lecturer, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 9/16/2002
- ~ Rina Benmayor
Ph.D., Romance Language & Literature—Spanish, UC Berkeley
Professor, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 8/24/1995
- ~ John Bernardi
B.A., Social Studies, San Francisco State University
Part Time Lecturer, Teacher Education
College of Professional Studies
Employed since 8/17/1999
- ~ Sarah Bernson
B.S., English/Art, St. Mary's College
Part Time Coach, Athletics, Sports Recreation & Health
Employed since 8/20/2001
- ~ Robina Bhatti
Ph.D., Political Science, University of Hawaii
Director and Professor, Global Studies
College of Arts, Humanities, and Social Sciences
Employed since 8/24/1995
- ~ Michael Bielski
Part Time Coach, Athletics, Sports Recreation & Health
Employed since 8/19/2002
- ~ Kani Blackwell
Ph.D., Curriculum & Instruction, U.S. International University
Associate Professor, Teacher Education
College of Professional Studies
Employed since 1/27/1997
- ~ Thomas Blood
M.A., Telecommunications, Multimedia, and Applied Computing,
CSU Monterey Bay
Part Time Lecturer, Communications, Science, and Technology
College of Science, Media Arts and Technology
Employed since 8/19/2002
- ~ bobbi bonacé
Ph.D., Athletic and Sport Administration / Higher Education
Administration, University of Kansas
Director and Multiyear Lecturer, Health and Wellness
College of Professional Studies
Employed since 8/1/1996
- ~ Debra Borda
M.A., Educational Reform, San Francisco State University
Full Time Lecturer, CalStateTEACH
College of Professional Studies
Employed since 8/19/2002
- ~ Lavinia Bornor
M.A., Education, Holy Names College
Full Time Lecturer, CalStateTEACH
College of Professional Studies
Employed since 9/12/2002
- ~ Ross Brown
Technical Director, CSUMB World Theater,
Part Time Lecturer, Teledramatic Arts and Technology
College of Science, Media Arts and Technology
Employed since 8/20/2001
- ~ Veronica Brown
M.S.W., San Francisco State University
Part Time Lecturer, Service Learning
Universitywide Programs
Employed since 9/25/2000
- ~ Eric Bull
M.A., Education, San José State University
Part Time Lecturer, Teacher Education
College of Professional Studies
Employed since 8/17/1999
- ~ David Burbidge
Ph.D., Economics, Georgia State University
Part Time Lecturer, Business Administration
College of Professional Studies
Employed since 1/22/2002
- ~ Debra Busman
M.F.A., Literature and Composition, Mills College
Full Time Lecturer, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 1/19/1999
- ~ Linda Bynoe
Ph.D., International Multicultural Education,
University of San Francisco
Part Time Lecturer, Liberal Studies
Part Time Lecturer, Master of Arts in Education
College of Professional Studies
Employed since 8/17/1998
- ~ Kevin Cahill
M.F.A., Design, Cranbrook Academy of Art
Part Time Lecturer, Communications, Science, and Technology
College of Science, Media Arts and Technology
Employed since 1/19/1999
- ~ Arturo Cairel Jr.
M.S., Kinesiology, CSU Hayward
Full Time Coach, Athletics, Sports Recreation & Health
Employed since 7/31/2002
- ~ Kia Caldwell
Ph.D., Social Anthropology, University of Texas at Austin
Assistant Professor, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 8/20/2001
- ~ Joann Cannon
Ph.D., Health Education/Behavioral Science, UC Los Angeles
Multiyear Lecturer, Health and Wellness
College of Professional Studies
Employed since 1/27/1997
- ~ Corey Capers
M.A., UC Santa Cruz
Part Time Lecturer, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 8/20/2001
- ~ Manuel Carlos
Ph.D., Anthropology, UC Santa Barbara
Professor, Social and Behavioral Sciences
College of Arts, Humanities, and Social Sciences
Employed since 1/1/1995
- ~ Chris Carpenter
Part Time Lecturer, Teledramatic Arts and Technology
College of Science, Media Arts and Technology
Employed since 8/17/1999
- ~ Beverly Carter
Ph.D., Administration and Policy Analysis, Stanford University
Associate Professor, Teacher Education
College of Professional Studies
Employed since 8/21/2000
- ~ Ovidio Casado-Fuente
Th.D., History/Hispanic Studies, Gregorian University (Rome)
Part Time Lecturer, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 8/24/1995
- ~ Denise Castro
M.A., Health, Physical Education, and Recreation,
Saint Mary's College (California)
Part Time Lecturer, Health and Wellness
College of Professional Studies
Employed since 8/28/1996
- ~ Tom Church
M.A., Guidance and Counseling, University of Memphis
Part Time Lecturer, Liberal Studies
College of Professional Studies
Part Time Lecturer, Social and Behavioral Sciences
College of Arts, Humanities, and Social Sciences
Employed since 8/19/2002

- ~ Jane Cohen
B.A., Collaborative Health and Human Services,
CSU Monterey Bay
Part Time Lecturer, Community Collaborative Studies
College of Professional Studies
Employed since 1/21/2003
- ~ Jennifer Colby
M.A., Theology, Religion, and the Arts,
Graduate Theological Union
Part Time Lecturer, First Year Seminar
Part Time Lecturer, Service Learning
Universitywide Programs
Part Time Lecturer, Liberal Studies
College of Professional Studies
Employed since 8/21/2000
- ~ Leanne Complin
B.S., Telecommunications, Multimedia, and Applied Computing,
CSU Monterey Bay
Part Time Lecturer, Communications, Science, and Technology
College of Science, Media Arts and Technology
Employed since 8/20/2001
- ~ Eve L. Connell
M.A., Teaching English as a Second Language,
Monterey Institute of International Studies
Part Time Lecturer, Business Administration
College of Professional Studies
Part Time Lecturer, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 1/19/1999
- ~ Paul Contos
Part Time Lecturer, Music and Performing Arts
College of Arts, Humanities, and Social Sciences
Employed since 8/18/1997
- ~ Judy Cortes
Ph.D., Administrative Services/Hispanic, UC Los Angeles
Part Time Lecturer, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 1/22/1996
- ~ Heidi Covington
B.S., Kinesiology, Westmont College
Part Time Coach, Athletics, Sports Recreation & Health
Employed since 8/1/2001
- ~ Carol LaVopa Creasey
Ph.D., Earth Sciences, UC Santa Cruz
Director and Part Time Lecturer, Integrated Studies
Universitywide Programs
Employed since 8/17/1999
- ~ Angelic Cricchio
M.A., Interdisciplinary Studies, CSU Monterey Bay
Part Time Lecturer, First Year Seminar
Universitywide Programs
Part Time Lecturer, Global Studies
Part Time Lecturer, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 8/20/2001
- ~ Bob Curry
Ph.D., Geology and Geophysics, UC Berkeley
Part Time Lecturer, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 8/24/1995
- ~ Renée Curry
Ph.D., English, University of Maryland
Director and Professor, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 8/21/2000
- ~ Tei Dacus
M.A., Education Administration, University of Oklahoma
Part Time Lecturer, Teacher Education
College of Professional Studies
Employed since 10/6/1998
- ~ Mike Dalton
Ph.D., Economics, University of Minnesota
Assistant Professor, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 1/20/1998
- ~ Ilse Daly
M.A., Foreign Language Education/German,
Western Washington University
Part Time Lecturer, Teacher Education
College of Professional Studies
Employed since 8/19/2002
- ~ Karen Davis
M.F.A., Media Arts, San Francisco State University
Full Time Lecturer, Teledramatic Arts and Technology
College of Science, Media Arts and Technology
Employed since 1/20/1998
- ~ Rochelle Davis
B.S., Organizational Behavior, University of San Francisco
Part Time Lecturer, Health and Wellness
College of Professional Studies
Employed since 8/21/2000
- ~ Justine Dean
B.S., Telecommunications, Multimedia, and Applied Computing,
CSU Monterey Bay
Part Time Lecturer, Business Administration
College of Professional Studies
Part Time Lecturer, Communications, Science, and Technology
College of Science, Media Arts and Technology
Employed since 8/20/2001
- ~ Frank Degnan
M.A., Kinesiology (Pedagogy), San José State University
Full Time Coach, Athletics, Sports Recreation & Health
Employed since 1/23/2001
- ~ Ann DeJesus-Riley
M.A., History, San Francisco State University
Part Time Lecturer, Social and Behavioral Sciences
College of Arts, Humanities, and Social Sciences
Employed since 1/23/2001
- ~ Louis Denti
Ph.D., Leadership, U. S. International University
Professor, Teacher Education
College of Professional Studies
Employed since 8/21/2000
- ~ Christine Derr
M.S., Counselor Education, University of Wisconsin
Part Time Lecturer, Health and Wellness
College of Professional Studies
Employed since 8/17/1998
- ~ Jon Detka
B.S., Earth Systems Science & Policy, CSU Monterey Bay
Part Time Lecturer, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 1/22/2002
- ~ Kathleen Dorsey
M.S., Biology, University of Arizona
Part Time Lecturer, Communications, Science, and Technology
College of Science, Media Arts and Technology
Employed since 8/24/1995
- ~ Raymond Drummond
B.A., Political Science, Claremont Men's College
Assistant Professor, Music and Performing Arts
College of Arts, Humanities, and Social Sciences
Employed since 8/19/2002
- ~ Virginia Duarte-Armas
M.A., Urban Education, CSU Los Angeles
Part Time Lecturer, CalStateTEACH
College of Professional Studies
Employed since 8/19/2002
- ~ Lynee White Dixon
M.A., Social Work, University of Chicago
Part Time Counselor, Personal Growth and Counseling Center
Employed since 1/18/2000

- ~ Rodney Edgmon
Ed.D., Curriculum and Instruction, Brigham Young University
Part Time Lecturer, CalStateTEACH
College of Professional Studies
Employed since 8/19/2002
- ~ Thelma Edmundson
M.A., Educational Administration, San Diego State University
Part Time Lecturer, CalStateTEACH
College of Professional Studies
Employed since 8/19/2002
- ~ Shannon Edwards
M.F.A., Theater Arts, UC Los Angeles
Full Time Lecturer, Teledramatic Arts and Technology
College of Science, Media Arts and Technology
Employed since 1/22/1996
- ~ Jerry Endres
M.S.W., Community Organization / Social Welfare,
State University of New York
Part Time Lecturer, Community Collaborative Studies
College of Professional Studies
Employed since 1/27/1997
- ~ Emilio Esquibel
M.A., Spanish, Indiana University
Part Time Lecturer, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 1/22/1996
- ~ Ilene Feinman
Ph.D., History of Consciousness, UC Santa Cruz
Assistant Professor, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 8/28/1996
- ~ Jim Ferguson
M.F.A., Music Performance and Literature, Mills College
Part Time Lecturer, Music and Performing Arts
College of Arts, Humanities, and Social Sciences
Employed since 1/18/2000
- ~ Daniel Fernandez
Ph.D., Electrical Engineering, Stanford University
Associate Professor, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 8/28/1996
- ~ Victoria Fischer
M.S., Physics, Rajasthan University (India)
Part Time Lecturer, Mathematical Sciences and Applications
College of Science, Media Arts and Technology
Employed since 1/18/2000
- ~ Charles Fishel
J.D., International Business, University of Kansas
Part Time Lecturer, Business Administration
College of Professional Studies
Employed since 8/17/1998
- ~ Clyde Folk
Part Time Coach, Athletics, Sports Recreation & Health
Employed since 8/19/2002
- ~ Jay Foss
Part Time Lecturer, M.B.A., Finance, Harvard University
Business Administration
College of Professional Studies
Employed since 8/18/1997
- ~ Paul Fotsch
Ph.D., Communication, UC San Diego
Part Time Lecturer, First Year Seminar
Universitywide Programs
Part Time Lecturer, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 8/20/2001
- ~ Ernesto Franco
Ph.D., Soil Science, UC Riverside
Part Time Lecturer, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 8/18/1997
- ~ Jeffrey Froshman
M.B.A., Taxation, Golden Gate University
Part Time Lecturer, Business Administration
College of Professional Studies
Employed since 1/22/1996
- ~ Tom Fulton
Ed. D, Educational Administration, New Mexico State University
Part Time Lecturer, Teacher Education
College of Professional Studies
Employed since 8/17/1998
- ~ Shelley Gallup
Ph.D., Engineering Management, Old Dominion University
Part Time Lecturer, Communications, Science, and Technology
College of Science, Media Arts and Technology
Employed since 1/21/2003
- ~ Diana Garcia
M.F.A., Creative Writing, San Diego State University
Associate Professor, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 8/17/1998
- ~ David Gegeo
Ph.D., Political Science, University of Hawaii at Manoa
Part Time Lecturer, Liberal Studies
College of Professional Studies
Employed since 1/22/1996
- ~ Kelley Ghione
B.A., Human Communication, CSU Monterey Bay
Part Time Coach, Athletics, Sports Recreation & Health
Employed since 8/19/2002
- ~ Paulette Gissendanner
M.A., Vocal Pedagogy/Vocal Performance & Opera Theatre,
Indiana University
Associate Professor, Music and Performing Arts
College of Arts, Humanities, and Social Sciences
Employed since 8/18/1997
- ~ Dwight Goehring
Ph.D., Quantitative Psychology, University of Southern California
Part Time Lecturer, Business Administration
College of Professional Studies
Employed since 1/19/1999
- ~ Jorge Goicochea
M.A., Interdisciplinary Studies, and M.C.R.P. in Planning,
University of Oregon
Part Time Lecturer, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 1/21/2003
- ~ Rafael Gomez
Ph.D., Hispanic Studies, Indiana University
Associate Professor, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 1/19/1999
- ~ Keith Goshorn
Ph.D., Liberal Arts, Interdisciplinary Critical Theory,
Emory University
Part Time Lecturer, Global Studies
Part Time Lecturer, Social and Behavioral Sciences
College of Arts, Humanities, and Social Sciences
Employed since 1/22/2002
- ~ Rick Graziani
M.A., Integrated Studies, Systems Theory, CSU Monterey Bay
Part Time Lecturer, Communications, Science, and Technology
College of Science, Media Arts and Technology
Employed since 8/19/2002
- ~ Noah Greenberg
M.S.W., Surfing, San José State University
Part Time Lecturer, Health and Wellness
College of Professional Studies
Employed since 1/20/1998
- ~ Jerry Gregg
Ed.D., Education, University of Southern California
Full Time Coach, Athletics, Sports Recreation & Health
Employed since 8/1/2001

- ~ Sharlene Gregg
M.A., Communication Studies, San José State University
Part Time Lecturer, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 8/21/2000
- ~ Loren Grossi
M.A., Administration and Curriculum, UC Berkeley
Part Time Lecturer, Teacher Education
College of Professional Studies
Employed since 8/17/1999
- ~ Babita Gupta
Ph.D., Management Sciences and Information Technology,
University of Georgia
Associate Professor, Business Administration
College of Professional Studies
Employed since 8/28/1996
- ~ Juan J. Gutierrez
Ph.D., Anthropology, UC Santa Barbara
Assistant Professor, Social and Behavioral Sciences
College of Arts, Humanities, and Social Sciences
Employed since 1/27/1997
- ~ Samuel "Sandy" Hale Jr.
Ph.D., Economics, Economics University of Vienna
Professor, Business Administration
College of Professional Studies
Employed since 1/27/1997
- ~ Leonard Han
M.F.A., Painting and Drawing, University of Pennsylvania
Part Time Lecturer, Health and Wellness
College of Professional Studies
Employed since 8/17/1998
- ~ Anthony Handy
M.A., Educational Administration, CSU Los Angeles
Full Time Lecturer, CalStateTEACH
College of Professional Studies
Employed since 8/19/2002
- ~ Kathlene Hanson
M.S., Library and Information Science,
University of Illinois (Urbana)
Senior Assistant Librarian, Library
Employed since 8/9/1999
- ~ Richard Harris
Ph.D., Political Science, UC Los Angeles
Professor, Global Studies
College of Arts, Humanities, and Social Sciences
Employed since 8/24/1995
- ~ Joshua Harrower
Ph.D., Education, UC Santa Barbara
Assistant Professor, Teacher Education
College of Professional Studies
Employed since 8/19/2002
- ~ Chris Hasegawa
Ph.D., Curriculum & Instruction, University of Oregon
Professor, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 8/24/1995
- ~ William Head
Ph.D., Aquaculture, University of Oregon
Professor, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 1/1/1995
- ~ Eddy Hogan
M.L.S., Library & Information, University of Texas
Librarian, Library
Employed since 8/7/1995
- ~ Rachel Hollis
M.L.S., Library Science, San José State University
Assistant Librarian, Library
Employed since 11/14/2002
- ~ Hongde Hu
Ph.D., Mathematics, McGill University (Canada)
Assistant Professor, Mathematical Sciences and Applications
College of Science, Media Arts and Technology
Employed since 8/17/1999
- ~ Adrian Hull
Ph.D., Political Science, University of Colorado
Full Time Lecturer, Social and Behavioral Sciences
College of Arts, Humanities, and Social Sciences
Employed since 8/20/2001
- ~ Enid Irwin
M.L.I.S., Library and Information Science,
San José State University
Assistant Librarian, Library
Employed since 8/22/2001
- ~ John Itelson
Ph.D., Educational Psychology, Northwestern University
Professor, Communications, Science, and Technology
College of Science, Media Arts and Technology
Employed since 8/24/1995
- ~ Janet Johns
B.A., Liberal Studies/Spanish, San José State University
Part Time Lecturer, Music and Performing Arts
College of Arts, Humanities, and Social Sciences
Employed since 1/19/1999
- ~ Stephanie Johnson
M.A., Interdisciplinary Arts, San Francisco State University
Multiyear Lecturer, Visual and Public Art
College of Arts, Humanities, and Social Sciences
Employed since 8/24/1995
- ~ Diana Jones
Ph.D., Education, Honolulu University
Full Time Lecturer, CalStateTEACH
College of Professional Studies
Employed since 8/19/2002
- ~ William Jones
Ph.D., Education, Hamilton University (Wyoming)
Part Time Lecturer, Master of Arts in Education
Part Time Lecturer, Teacher Education
College of Professional Studies
Employed since 1/23/2001
- ~ Kim Judson
Ph.D., Public Health Policy and Administration, UC Berkeley
Director and Assistant Professor, Community Collaborative Studies
College of Professional Studies
Employed since 1/20/1998
- ~ Marcia Juergens
M.A., Merchandising / Psychology, Drake University
Part Time Coach, Athletics, Sports Recreation & Health
Employed since 8/1/2001
- ~ Arturo Jurado
Ph.D., Spanish, University of Illinois—Urbana
Part Time Lecturer, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 8/28/1996
- ~ Frank Ludovino Jr.
M.A., Educational Administration, San José State University
Part Time Lecturer, First Year Seminar
Universitywide Programs
Part Time Lecturer, Business Administration
College of Professional Studies
Employed since 1/23/2001
- ~ Mei Kamenik
M.A., Administration and Support, CSU Hayward
Part Time Lecturer, CalStateTEACH
College of Professional Studies
Employed since 8/19/2002
- ~ Rachele Kanigel
M.S., Journalism, Columbia University
Assistant Professor, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 8/19/2002

- ~ Marcia Karwas
Ph.D., Kinesiology, Sociology and History,
Washington State University
Part Time Lecturer, Health and Wellness
College of Professional Studies
Employed since 1/27/1997
- ~ Jorge Kattan-Zablah
Ph.D., Spanish, UC Santa Barbara
Part Time Lecturer, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 8/20/2001
- ~ Chris Khan
B.A., Telecommunications, Multimedia, and Applied Computing,
CSU Monterey Bay
Part Time Lecturer, Communications, Science, and Technology
College of Science, Media Arts and Technology
Employed since 8/20/2001
- ~ Henrik Kibak
Ph.D., Biology, UC Santa Cruz
Assistant Professor, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 8/28/1996
- ~ John Kim
Ph.D., Political Science, University of Southern California
Professor, Business Administration
College of Professional Studies
Employed since 8/28/1996
- ~ Mikyong Kim
Part Time Lecturer, Health and Wellness
College of Professional Studies
Employed since 8/20/2001
- ~ Hiromasa Konishi
M.F.A., Radio-Television-Film, University of Texas at Austin
Assistant Professor, Teledramatic Arts and Technology
College of Science, Media Arts and Technology
Employed since 8/19/2002
- ~ Patrick Kosta
Part Time Coach, Athletics, Sports Recreation & Health
Employed since 8/19/2002
- ~ Suzanne Kroeze
B.S., Computer Science, Cal Poly San Luis Obispo
Full Time Lecturer, Business Administration
College of Professional Studies
Employed since 8/20/2001
- ~ Rikk Kvitek
Ph.D., Zoology, University of Washington
Associate Professor, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 8/28/1996
- ~ Jennifer Lagier
Ph.D., Computing Technology in Education,
Nova Southeastern University
Part Time Lecturer, Communications, Science, and Technology
College of Science, Media Arts and Technology
Part Time Lecturer, Community Collaborative Studies
College of Professional Studies
Employed since 1/20/1998
- ~ Valerie Landau
M.A., Education, San Francisco State University
Assistant Professor, Communications, Science, and Technology
College of Science, Media Arts and Technology
Employed since 8/19/2002
- ~ Deborah Lango
Ed.D., International and Multicultural Education,
University of San Francisco
Assistant Professor, Liberal Studies
College of Professional Studies
Employed since 8/20/2001
- ~ Yong Lao
Ph.D., Geography, Ohio State University
Associate Professor, Social and Behavioral Sciences
College of Arts, Humanities, and Social Sciences
Employed since 8/28/1996
- ~ Karen Lapin
M.A., Guidance and Counseling, New York University
Full Time Lecturer, CalStateTEACH
College of Professional Studies
Employed since 9/12/2002
- ~ Joe Larkin
Ph.D., Urban Education, University of Wisconsin, Milwaukee
Part Time Lecturer, Liberal Studies
College of Professional Studies
Part Time Lecturer, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 8/19/2002
- ~ Margaret (Peggy) Laughlin
Ph.D., International, University of San Francisco
Assistant Professor, Teacher Education
College of Professional Studies
Employed since 1/27/1998
- ~ Ian Lee
Ph.D., Economics/Business, Carleton University (Canada)
Assistant Professor, Business Administration
College of Professional Studies
Employed since 8/21/2001
- ~ Pablo Leighton
M.F.A., Filmmaking, Massachusetts College of Art
Part Time Lecturer, Teledramatic Arts and Technology
College of Science, Media Arts and Technology
Employed since 8/19/2002
- ~ Steven Levinson
M.A., Radio and Television, San Francisco State University
Full Time Lecturer, Teledramatic Arts and Technology
College of Science, Media Arts and Technology
Employed since 8/28/1996
- ~ Joanne Lieberman
Ph.D., Mathematics Education, Stanford University
Assistant Professor, Mathematical Sciences and Applications
College of Science, Media Arts and Technology
Employed since 8/17/1999
- ~ Richard Lind
M.A., Education, Chapman University
Part Time Lecturer, Mathematical Sciences and Applications
College of Science, Media Arts and Technology
Employed since 8/17/1999
- ~ Donald Lindstrom
Ed. D, Educational Administration, U.S. International University
Part Time Lecturer, CalStateTEACH
College of Professional Studies
Employed since 9/12/2002
- ~ Frauke Loewensen
M.B.A., Spanish, French, and German, Monterey Institute of
International Studies
Part Time Lecturer, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 8/17/1998
- ~ Bobbi Long
M.F.A., Graphic Design, Kunstgewerbeschule (Switzerland)
Associate Professor, Communications, Science, and Technology
College of Science, Media Arts and Technology
Employed since 8/20/2001
- ~ Sharon Loucks
Ed.D., Educational Administration, University of the Pacific
Part Time Lecturer, CalStateTEACH
College of Professional Studies
Employed since 8/21/2000

- ~ Frank Ludovina Jr.
M.A., Educational Administration, San José State University
Part Time Lecturer, First Year Seminar
Universitywide Programs
Part Time Lecturer, Business Administration
College of Professional Studies
Employed since 1/23/2001
- ~ Linda Luna
M.A., Computer Education, U.S. International University
Part Time Lecturer, Mathematical Sciences and Applications
College of Science, Media Arts and Technology
Employed since 1/18/2000
- ~ Amber Magner
M.Ed., Sports Management, University of New Orleans
Part Time Coach, Athletics, Sports Recreation & Health
Employed since 8/15/2001
- ~ Josina Makau
Ph.D., Rhetoric, UC Berkeley
Professor, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 1/1/1995
- ~ Caitlin Manning
M.A., Cinema Production, San Francisco State University
Assistant Professor, Teledramatic Arts and Technology
College of Science, Media Arts and Technology
Employed since 1/20/1998
- ~ Yi Mao
M.S., Physical Education, Washington State University
Part Time Coach, Athletics, Sports Recreation & Health
Part Time Lecturer, Health and Wellness
College of Professional Studies
Employed since 8/18/1997
- ~ Annette March
M.A., English Literature, San José State University
Part Time Lecturer, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 1/27/1997
- ~ Jack Marchi
Ph.D., Curriculum and Instruction, UC Berkeley
Part Time Lecturer, Teacher Education
College of Professional Studies
Employed since 8/19/2002
- ~ Eric Martin
Part Time Coach, Athletics, Sports Recreation & Health
Employed since 8/19/2002
- ~ Herbert Martin
Ph.D., Elementary Social Studies, University of Wisconsin
Associate Professor, Liberal Studies
College of Professional Studies
Employed since 8/28/1996
- ~ Judith Martin
Ph.D., Education, UC Los Angeles
Part Time Lecturer, CalStateTEACH
College of Professional Studies
Employed since 8/19/2002
- ~ Marco Martinez-Galarce
M.F.A., Film Directing, Columbia University School of the Arts
Part Time Lecturer, Teledramatic Arts and Technology
College of Science, Media Arts and Technology
Employed since 1/22/2002
- ~ Debian Marty
Ph.D., Communication, Ohio State University
Associate Professor, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 8/28/1996
- ~ Randy Maule
Ph.D., Education, University of Florida
Professor, Communications, Science, and Technology
College of Science, Media Arts and Technology
Employed since 8/17/1999
- ~ Don Mautner
M.S., Meteorology, Naval Postgraduate School
Part Time Lecturer, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 8/19/2002
- ~ Jim May
D.L.S., Information Science, Columbia University
Professor, Communications, Science, and Technology
College of Science, Media Arts and Technology
Employed since 9/1/1994
- ~ Thomas May
M.S., Chemical Engineering, University of Colorado
Part Time Lecturer, Mathematical Sciences and Applications
College of Science, Media Arts and Technology
Employed since 8/20/2001
- ~ Gayle McCallum
M.A., English Literature, San Francisco State University
Part Time Lecturer, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 1/19/1999
- ~ Bill McClintock
M.A., Education, San José State University
Part Time Coach, Athletics, Sports Recreation & Health
Employed since 8/1/1999
- ~ Betty McEady
Ph.D., Education, University of San Francisco
Director and Professor, Liberal Studies
College of Professional Studies
Employed since 8/24/1995
- ~ Erika Weis McGrath
Ph.D., Economics and Business, UC Santa Barbara
Part Time Lecturer, Business Administration
College of Professional Studies
Employed since 8/18/1997
- ~ Elizabeth Meador
Ph.D., Multicultural and Bilingual Foundations of Education,
University of Colorado
Assistant Professor, Master of Arts in Education
College of Professional Studies
Employed since 8/19/2002
- ~ Adrienne Meckel
Ph.D., Curriculum Development and Teacher Education,
Stanford University
Part Time Lecturer, Teacher Education
College of Professional Studies
Employed since 1/22/1996
- ~ Marli Melton
M.A., Economics, Yale University
Part Time Lecturer, Community Collaborative Studies
College of Professional Studies
Employed since 1/21/2003
- ~ Ruben Mendoza
Ph.D., Anthropology, University of Arizona
Professor, Social and Behavioral Sciences
College of Arts, Humanities, and Social Sciences
Employed since 6/1/1995
- ~ Marilyn Mercer
M.L.S., Library and Information Science, San José State University
Part Time Assistant Librarian, Library
Employed since 3/18/2002
- ~ Amalia Mesa-Bains
Ph.D., Clinical Psychology, Wright Institute
Director and Professor, Visual and Public Art
College of Arts, Humanities, and Social Sciences
Employed since 1/22/1996
- ~ Delberta Meyers
M.A., Educational Administration, Santa Clara University
Full Time Lecturer, Teacher Education
College of Professional Studies
Employed since 3/24/1997

- ~ Marilyn Meyers
M.A., Education, San José State University
Part Time Lecturer, Teacher Education
College of Professional Studies
Employed since 8/17/1998
- ~ Laura Miller
Ed.D., Educational Leadership, University of Laverne
Part Time Lecturer, CalStateTEACH
College of Professional Studies
Employed since 8/19/2002
- ~ Murray Millson
Ph.D., Business Administration—Marketing Management,
Syracuse University
Part Time Lecturer, Business Administration
College of Professional Studies
Employed since 8/19/2002
- ~ Jean M. Mitchell
Ph.D., Teacher Education, Stanford University
Assistant Professor, Teacher Education
College of Professional Studies
Employed since 8/17/1998
- ~ Tania Mitchell
M.S., Higher Education and Student Affairs, Indiana University
Full Time Lecturer, Service Learning
Universitywide Programs
Employed since 7/1/2002
- ~ Steve Moore
Ph.D., Bioengineering, UC Berkeley/University of San Francisco
Associate Professor, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 8/24/1995
- ~ Edward Moos
M.A., Curriculum and Instruction, Chapman College
Part Time Lecturer, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 8/20/2001
- ~ Susan Morley
M.A., Social Science, San José State University
Part Time Lecturer, Social and Behavioral Sciences
College of Arts, Humanities, and Social Sciences
Employed since 8/19/2002
- ~ Susan Morse
M.A., Experiential Education and Literature,
Mankato State University
Part Time Lecturer, First Year Seminar
Universitywide Programs
Part Time Lecturer, Business Administration
College of Professional Studies
Employed since 8/17/1999
- ~ Joan Mortensen
M.A., Psychology, CSU Fresno
Part Time Lecturer, Social and Behavioral Sciences
College of Arts, Humanities, and Social Sciences
Employed since 8/19/2002
- ~ Mo Moscovitz
Part Time Lecturer, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 8/21/2000
- ~ Pamela Motoike
Ph.D., Clinical Psychology, UC Los Angeles
Full Time Lecturer, Service Learning
Universitywide Programs
Employed since 8/21/2000
- ~ Colleen Mullery
Ph.D., Systems Science and Management,
Portland State University (Oregon)
Director and Professor, Business Administration
College of Professional Studies
Employed since 8/21/2000
- ~ Liese Murphree Schultz
Ph.D., UC Davis
Full Time Lecturer, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Full Time Lecturer, Academic Skills Achievement Program
Universitywide Programs
Employed since 8/17/1999
- ~ Irene Nares-Guzicki
Ed.D., Learning and Instruction, University of San Francisco
Associate Professor, Teacher Education
College of Professional Studies
Employed since 8/20/2001
- ~ Claudia Nash
Ph.D., Education, University of Colorado
Assistant Professor, Teacher Education
College of Professional Studies
Employed since 8/17/1999
- ~ Gilbert Neri
M.F.A., Art Studio, UC Santa Barbara
Assistant Professor, Visual and Public Art
College of Arts, Humanities, and Social Sciences
Employed since 8/20/2001
- ~ Dave Nickles
Ph.D., Science Education, Pennsylvania State University
Full Time Lecturer, Mathematical Sciences and Applications
College of Science, Media Arts and Technology
Employed since 8/21/2000
- ~ Ken Nishita
Ph.D., Biopsychology, State University of New York—Buffalo
Professor, Mathematical Sciences and Applications
College of Science, Media Arts and Technology
Employed since 1/1/1995
- ~ Cecilia O'Leary
Ph.D., U.S. History, UC Berkeley
Associate Professor, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 8/28/1996
- ~ Lorraine O'Shea
M.A., Administration, Supervision, and Curriculum Development,
University of Colorado (Denver)
Full Time Lecturer, Mathematical Sciences and Applications
College of Science, Media Arts and Technology
Employed since 8/17/1999
- ~ Mark O'Shea
Ph.D., Teacher Education, Columbia University
Professor, Teacher Education
College of Professional Studies
Employed since 1/5/1998
- ~ Marc Oehlman
B.A., Human Communication, CSU Monterey Bay
Full Time Lecturer, Communication Science and Technology
College of Science, Media Arts and Technology
Employed since 1/19/1999
- ~ Duncan Ogilvie
M.S., Mathematics, San José State University
Part Time Lecturer, Mathematical Sciences and Applications
College of Science, Media Arts and Technology
Employed since 8/17/1999
- ~ Juan Oliveres
Ph.D., UC Berkeley
Part Time Lecturer, Social and Behavioral Sciences
College of Arts, Humanities, and Social Sciences
Employed since 1/22/1996
- ~ Samuel Pacheco
M.A., History, CSU Hayward
Part Time Lecturer, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 1/21/2003

- ~ Molly Parks
M.S., National University
Full Time Lecturer, CalStateTEACH
College of Professional Studies
Employed since 8/19/2002
- ~ William Paulson
M.S., Parks and Recreation, San Francisco State University
Part Time Coach, Athletics, Sports, Recreation & Health
Employed since 8/1/2000
- ~ Renée Perry
Ph.D., Ecology and Evolutionary Biology, Cornell University
Assistant Professor, First Year Seminar
Universitywide Programs
Employed since 8/18/1997
- ~ Kathryn Petruccelli
M.A., Teaching English to Speakers of other Languages,
Monterey Institute of International Studies
Part Time Lecturer, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 1/22/2002
- ~ Geri Phillely
M.S., Instructional Technology, Bloomsburg University
Part Time Lecturer, Communication Science and Technology
College of Science, Media Arts and Technology
Employed since 8/24/1995
- ~ Donald Pierce
Ph.D., Mathematics, University of Colorado
Director and Professor, Mathematical Sciences and Applications
College of Science, Media Arts and Technology
Employed since 8/17/1999
- ~ Lars Pierce
Ph.D., Forest Ecology, University of Montana—Missoula
Associate Professor, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 1/27/1997
- ~ Jordan Plotsky
B.A., Teledramatic Arts and Technology, CSU Monterey Bay
Part Time Lecturer, Teledramatic Arts and Technology
College of Science, Media Arts and Technology
Employed since 9/11/2002
- ~ Johanna Poethig
M.F.A., Fine Arts, Mills College
Multiyear Lecturer, Visual and Public Art
College of Arts, Humanities, and Social Sciences
Employed since 8/24/1995
- ~ Kathryn Poethig
Ph.D., Religion and Society, Graduate Theological Union
Assistant Professor, Global Studies
College of Arts, Humanities, and Social Sciences
Employed since 8/17/1998
- ~ Seth Pollack
Ph.D., International & Comparative Education, Stanford University
Assistant Professor, Service Learning
Universitywide Programs
Employed since 8/1/1997
- ~ Gary Quinonez
M.F.A., Sculpture, San José State University
Part Time Lecturer, Visual and Public Art
College of Arts, Humanities, and Social Sciences
Employed since 8/17/1998
- ~ Rebecca Ramos
M.F.A., Drawing, University of Colorado (Boulder)
Part Time Lecturer, Visual and Public Art
College of Arts, Humanities, and Social Sciences
Employed since 8/21/2000
- ~ Victor Ramos
B.A., Mathematics, UC Santa Cruz
Part Time Lecturer, Mathematical Sciences and Applications
College of Science, Media Arts and Technology
Employed since 8/17/1999
- ~ Maggie Rathouz
Ph.D., Biology, UC San Diego
Multiyear Lecturer, Mathematical Sciences and Applications
College of Science, Media Arts and Technology
Employed since 1/27/1997
- ~ Lara Ravitch-Bristow
M.A., MATFL / TESOL, Monterey Institute of International Studies
Part Time Lecturer, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 1/21/2003
- ~ Alvin Reetz
M.A., Education and Curriculum, Cal Poly San Luis Obispo
Part Time Lecturer, Teacher Education
College of Professional Studies
Employed since 8/17/1998
- ~ Trudy Reeves
J.D., Law, Florida State University
Part Time Lecturer, Business Administration
College of Professional Studies
Employed since 8/19/2002
- ~ David Reichard
Ph.D., U.S. History, Temple University
Assistant Professor, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 1/19/1999
- ~ Ramiro "Rey" Reyes
M.A., Behavioral Sciences, CSU Sacramento
Full Time Lecturer, CalStateTEACH
College of Professional Studies
Employed since 8/17/1999
- ~ Tammy Reyes
M.S., Instructional Leadership and Curriculum, National University
Full Time Lecturer, CalStateTEACH
College of Professional Studies
Employed since 8/19/2002
- ~ Michelle Riel
M.F.A., Theatre, UC San Diego
Director and Assistant Professor, Teledramatic Arts and Technology
College of Science, Media Arts and Technology
Employed since 8/20/2001
- ~ Erin Roberts
Part Time Coach, Athletics, Sports, Recreation & Health
Employed since 8/1/2001
- ~ Linda Rogers
Ph.D., Developmental Psychology, Purdue University
Professor, Liberal Studies
College of Professional Studies
Employed since 8/20/2001
- ~ Theresa Rouse
M.A., Education, Indiana Wesleyan University
Part Time Lecturer, Teacher Education
College of Professional Studies
Employed since 8/19/2002
- ~ Debra Roussopoulos
M.L.S., Library and Information Science, San José State University
Part Time Assistant Librarian, Library
Employed since 3/18/2002
- ~ Vino Roy
M.Ph., English Literature, Madras Christian College
Part Time Lecturer, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 1/21/2003
- ~ Robert Russell
Ph.D., Metallurgical Engineering, Purdue University
Part Time Lecturer, Business Administration
College of Professional Studies
Employed since 8/18/1997
- ~ Anothony Russo
M.S., Physical Education, Cal Poly San Luis Obispo
Part Time Lecturer, Teacher Education
College of Professional Studies
Employed since 8/19/2002

- ~ Liese Murphree Schultz
Ph.D., UC Davis
Full Time Lecturer, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Full Time Lecturer, Academic Skills Achievement Program
Universitywide Programs
Employed since 8/17/1999
- ~ Carolyn Sabin
M.A., Information, CSU Chico
Full Time Lecturer, Communication Science and Technology
College of Science, Media Arts and Technology
Employed since 8/28/1996
- ~ Yoshiko Saito-Abbott
Ph.D., Foreign Language Education/Instruction, Ohio State University
Professor, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 8/28/1996
- ~ Juan Sanchez
M.A., Teaching English as a Second Language, UC Los Angeles
Part Time Lecturer, Service Learning
Universitywide Programs
Employed since 1/18/2000
- ~ Tomás Sandoval
Ph.D., UC Berkeley
Assistant Professor, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 8/19/2002
- ~ Clark Savage
M.S., Taxation, Golden Gate University
Part Time Lecturer, Business Administration
College of Professional Studies
Employed since 1/18/2000
- ~ Barbara Sayad
M.A., Community Health Education, San José State University
Part Time Lecturer, Health and Wellness
College of Professional Studies
Employed since 8/28/1996
- ~ John Schaffert
M.S., Chemistry/Biochemistry, San Francisco State University
Part Time Lecturer, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 1/21/2003
- ~ Kayoko Scherer
M.A., Teaching Japanese as a Second Language,
San Francisco State University
Part Time Lecturer, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 8/17/1999
- ~ Karen Schmidt
Ph.D., Communications, Arizona State University
Part Time Lecturer, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 1/21/2003
- ~ Ingrid Schulz
M.F.A., Cinema, San Francisco State University
Part Time Lecturer, Teledramatic Arts and Technology
College of Science, Media Arts and Technology
Employed since 8/20/2001
- ~ Paul Seagal
M.S., Scientific Instrumentation, UC Santa Barbara
Part Time Lecturer, Communication Science and Technology
College of Science, Media Arts and Technology
Employed since 8/21/2000
- ~ Andrea Seitz
M.A., Psychology, San José State University
Part Time Lecturer, CalStateTEACH
College of Professional Studies
Employed since 1/18/2000
- ~ Julie Shackford-Bradley
Ph.D., S/SE Asian Studies, emphasizing Women,
Gender, & Sexuality, UC Berkeley
Full Time Lecturer, Global Studies
College of Arts, Humanities, and Social Sciences
Employed since 8/21/2000
- ~ Daniel Shapiro
Ph.D., Ecology & Evolutionary Biology, Cornell University
Assistant Professor, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 8/18/1997
- ~ Gary Shara
J.D., Business Law, University of Santa Clara School of Law
Part Time Lecturer, Business Administration
College of Professional Studies
Employed since 1/19/1999
- ~ Gerald Shenk
Ph.D., History and Political Science, UC San Diego
Associate Professor, Social and Behavioral Sciences
College of Arts, Humanities, and Social Sciences
Employed since 8/28/1996
- ~ Will Shephard
Ph.D., Theatre, Florida State University
Professor, Teledramatic Arts and Technology
College of Science, Media Arts and Technology
Employed since 8/20/2001
- ~ Janie Silveria
M.L.S., Library Science, UC Berkeley
Associate Librarian, Library
Employed since 7/1/1995
- ~ Brian Simmons
Ph.D., Social Welfare, UC Berkeley
Associate Professor, Community Collaborative Studies
College of Professional Studies
Employed since 8/28/1996
- ~ Robert Slaby
Ed.D., Administration (Personnel), Curriculum Development,
and Instruction, University of Southern California
Part Time Lecturer, CalStateTEACH
College of Professional Studies
Employed since 8/19/2002
- ~ Christine Sleeter
Ph.D., Curriculum and Instruction (Educational Policy/
Behavioral Disability), University of Wisconsin—Madison
Director and Professor, Master of Arts in Education
College of Professional Studies
Employed since 2/21/1995
- ~ Denise Smith
Ed.D., Education Administration and Foundations,
University of the Pacific
Part Time Lecturer, CalStateTEACH
Part Time Lecturer, Liberal Studies
College of Professional Studies
Employed since 8/19/2002
- ~ Doug Smith
Ph.D., Geology, UC Santa Barbara
Assistant Professor, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 8/21/2000
- ~ Sol Smith
B.A., English/Creative Writing, San Diego State University
Part Time Lecturer, Human Communication
College of Arts, Humanities, and Social Sciences
Part Time Lecturer, First Year Seminar
Universitywide Programs
Employed since 8/19/2002
- ~ Sharmila Sohl-Kraft
M.A., Curriculum and Instruction, Chapman University
Full Time Lecturer, CalStateTEACH
College of Professional Studies
Employed since 8/19/2002

- ~ Lila Staples
B.A., Art History, UC Irvine
Part Time Lecturer, First Year Seminar
Universitywide Programs
Part Time Lecturer, Visual and Public Art
Part Time Lecturer, Music and Performing Arts
Part Time Lecturer, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 1/18/2000
- ~ Laurie Stapleton
M.F.A., Writing—Creative Nonfiction: Memoir,
Goddard College
Part Time Lecturer, First Year Seminar
Universitywide Programs
Part Time Lecturer, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 8/20/2001
- ~ George Station
B.S., Physics, U. S. Naval Academy
Part Time Lecturer, First Year Seminar
Universitywide Programs
Part Time Lecturer, Communication Science and Technology
College of Science, Media Arts and Technology
Employed since 8/17/1999
- ~ Carolyn Stem
M.A., Special Education, CSU Northridge
Part Time Lecturer, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 8/28/1996
- ~ Robert Strayer
Ph.D., European and African History,
University of Wisconsin—Madison
Part Time Lecturer, Global Studies
College of Arts, Humanities, and Social Sciences
Employed since 8/19/2002
- ~ Jon Strolle
Ph.D., Spanish/French, University of Wisconsin—Madison
Part Time Lecturer, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 1/21/2003
- ~ Martha Strolle
M.A., Romance Language/Literature, UC Berkeley
Full Time Lecturer, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 1/22/1996
- ~ Ernest Stromberg
Ph.D., English, University of Oregon
Assistant Professor, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 8/19/2002
- ~ Rosalie Strong
Ph.D., Educational Psychology and Technology,
University of Southern California
Part Time Lecturer, First Year Seminar
Universitywide Programs
Part Time Lecturer, Communication Science and Technology
College of Science, Media Arts and Technology
Employed since 8/24/1995
- ~ Don Sullivan
BS, Computer Math, San José State University
Part Time Lecturer, Communication Science and Technology
College of Science, Media Arts and Technology
Employed since 1/22/1996
- ~ John Swanson
M.A., San José State University
Part Time Lecturer, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 8/20/2001
- ~ Phillip Tabera
M.A., Mexican American Studies, San José State University
Part Time Lecturer, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 8/17/1999
- ~ David Takacs
Ph.D., Science and Technology Studies
(Ecology, Evolution, and Conservation), Cornell University
Associate Professor, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 8/28/1996
- ~ Eric Tao
Ph.D., Electrical Engineering, UC Irvine
Director and Associate Professor, Communication Science
and Technology
College of Science, Media Arts and Technology
Employed since 8/17/1998
- ~ Paoze Thao
Ph.D., Historical Foundations of Education,
Loyola University (Chicago)
Associate Professor, Liberal Studies
College of Professional Studies
Employed since 8/24/1995
- ~ Miguel Tirado
Ph.D., Political Science, Claremont Graduate School
Professor, Community Collaborative Studies
College of Professional Studies
Employed since 7/1/1995
- ~ Beatrice Toro
M.A., Bilingual Education, Temple University
Part Time Lecturer, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 1/19/1999
- ~ Sophie Touze
M.F.A., Sculpture/Installation, San José State University
Part Time Lecturer, Visual and Public Art
College of Arts, Humanities, and Social Sciences
Employed since 8/17/1998
- ~ Angie Tran
Ph.D., Political Economy, University of Southern California
Associate Professor, Social and Behavioral Sciences
College of Arts, Humanities, and Social Sciences
Employed since 8/28/1996
- ~ Phuong Tran
M.A., Math Education, Fresno Pacific University
Part Time Lecturer, Mathematical Sciences and Applications
College of Science, Media Arts and Technology
Employed since 1/21/2003
- ~ Maria Tringali
Ph.D., Philosophy, University of Catania (Italy)
Part Time Lecturer, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 8/28/1996
- ~ Michael Trujillo
M.A., Counseling / Psychology, Santa Clara University
Part Time Lecturer, Teacher Education
College of Professional Studies
Employed since 8/19/2002
- ~ Marty Tweed
M.S.W, Social Work, CSU Sacramento
Part Time Lecturer, Community Collaborative Studies
College of Professional Studies
Employed since 8/21/2000
- ~ Thomas Uretsky
M.P.A., Public Administration, Golden Gate University
Part Time Lecturer, Community Collaborative Studies
College of Professional Studies
Employed since 1/21/2003

- ~ Donaldo Urioste
Ph.D., Spanish American literature, University of New Mexico
Director and Professor, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 8/24/1995
- ~ Lisa Uttal
M.S., Marine Science,
San José State University / Moss Landing Marine Labs
Part Time Lecturer, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 4/2/2002
- ~ Robert Van Spyk
Ph.D., Computer Information, University of Oregon
Professor, Communication Science and Technology
College of Science, Media Arts and Technology
Employed since 1/1/1995
- ~ Rita Vidal de Moreno
M.A., San José State University
Part Time Lecturer, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 8/20/2001
- ~ Charlie Wallace
B.A., Communications,
State University of New York—Oswego
Part Time Lecturer, Social and Behavioral Sciences
College of Arts, Humanities, and Social Sciences
Employed since 8/18/1997
- ~ Ken Wanderman
M.S., Computer Science, University of Oregon
Full Time Lecturer, Communication Science and Technology
College of Science, Media Arts and Technology
Employed since 8/24/1995
- ~ Qun Wang
Ph.D., American Literature, University of Oregon
Professor, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 8/24/1995
- ~ Marilyn Wang-Chakwin
M.S., Instructional Science and ESL (Chinese),
Brigham Young University
Part Time Lecturer, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 8/24/1995
- ~ Steve Watkins
M.L.S., Library Science, UC Berkeley
Librarian, Library
Employed since 8/7/1995
- ~ Lisa Watson
M.A., Educational Administration, CSU Sacramento
Part Time Lecturer, Human Communication
College of Arts, Humanities, and Social Sciences
Employed since 1/23/2001
- ~ Pat Watson
M.A., Humanities, CSU Dominguez Hills
Full Time Lecturer, Communication Science and Technology
College of Science, Media Arts and Technology
Employed since 1/19/1999
- ~ Eliot Weber
M.A., Mathematics, UC Santa Cruz
Part Time Lecturer, Mathematical Sciences and Applications
College of Science, Media Arts and Technology
Employed since 10/17/2000
- ~ Myriam Weber
M.S., International Agriculture Development, UC Davis
Part Time Lecturer, First Year Seminar
Universitywide Programs
Part Time Lecturer, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 1/18/2000
- ~ Robert Weisskirch
Ph.D., Human Development, UC Davis
Assistant Professor, Liberal Studies
College of Professional Studies
Employed since 8/20/2001
- ~ Patricia Whang
Ph.D., Educational Psychology, UC Berkeley
Associate Professor, Teacher Education
College of Professional Studies
Employed since 8/21/2000
- ~ Terri Wheeler
M.A., Education, CSU Sacramento
Part Time Lecturer, Liberal Studies
College of Professional Studies
Employed since 8/18/1997
- ~ Walter White
M.F.A., Dance, University of Utah
Part Time Lecturer, Music and Performing Arts
College of Arts, Humanities, and Social Sciences
Employed since 8/21/2000
- ~ Lynne White Dixon
M.A., Social Work, University of Chicago
Part Time Counselor, Counseling Center
Employed since 1/18/2000
- ~ Nathan Wilson
M.A., Elementary Education, San José State University
Part Time Lecturer, CalStateTEACH
College of Professional Studies
Employed since 8/19/2002
- ~ Phoebe Wilson
B.S., Accounting, CSU Sacramento
Part Time Lecturer, Business Administration
College of Professional Studies
Employed since 8/19/2002
- ~ William Wilschko
M.B.A., Operations and Management of Technology,
Harvard Business School
Part Time Lecturer, Business Administration
College of Professional Studies
Employed since 8/19/2002
- ~ Swarup Wood
Ph.D., Biology, UC Santa Cruz
Assistant Professor, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 1/27/1997
- ~ Suzanne Worcester
Ph.D., Integrative Biology, UC Berkeley
Associate Professor, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 8/28/1996
- ~ Haw-Jan Wu
Ph.D., Business Logistics and Marketing,
Pennsylvania State University
Associate Professor, Business Administration
College of Professional Studies
Employed since 8/19/2002
- ~ Mike Yee
M.A., Computer Science, Naval Postgraduate School
Part Time Lecturer, Communication Science and Technology
College of Science, Media Arts and Technology
Employed since 1/19/1999
- ~ Natalie Zayas
B.A., Earth Systems Science & Policy, CSU Monterey Bay
Part Time Lecturer, Earth Systems Science & Policy
College of Science, Media Arts and Technology
Employed since 1/22/2002
- ~ Maria Zielina
Ph.D., Hispanic Literature, UC Santa Barbara
Associate Professor, World Languages and Cultures
College of Arts, Humanities, and Social Sciences
Employed since 8/28/1996

A-Z ACRONYM GUIDE

- ~ A&R Admissions and Records
- ~ AA Academic Affairs
- ~ AAC Academic Affairs Council
- ~ AES Academic Enhancement Services
- ~ AF Administration and Finance
- ~ AHSS College of Arts, Humanities, and Social Sciences
- ~ AIR Academic Information Resources
- ~ ALC Apartment Living Coordinator
- ~ APB Academic Planning and Budget
- ~ APLS Academic Programs and Learning Support
- ~ ASAP Academic Skills Achievement Program
- ~ ASEC Academic Senate Executive Committee
- ~ ASRH Athletics, Sports Recreation & Health
- ~ ATMS Academic Technology & Media Services
- ~ B.A. Bachelor of Arts
- ~ BBC Black Box Cabaret
- ~ BCLAD Bilingual Cross-cultural Language and Academic Development
- ~ B.S. Bachelor of Science
- ~ BSS Business and Support Services
- ~ CAMP College Assistance Migrant Program
- ~ CDC Child Development Center
- ~ CEHI CSUMB Employee Housing, Inc.
- ~ CES Conference and Event Services
- ~ CFA California Faculty Association
- ~ CHC Campus Health Center
- ~ CHHS Collaborative Health and Human Services
- ~ CIO Chief Information Officer
- ~ COPPS Community-Oriented Policing and Problem Solving
- ~ CP&D Campus Planning and Development
- ~ CSEA California State Employees Association
- ~ CSO Community Service Officer Program
- ~ CSU California State University
- ~ CSUMB California State University, Monterey Bay
- ~ CTIP CSUMB Teacher Internship Program
- ~ D&C Design and Construction
- ~ DC Dining Commons
- ~ DLEE Distributed Learning and Extended Education
- ~ ECH East Campus Housing
- ~ EEO Equal Employment Opportunity
- ~ ELA English Learner Authorization
- ~ ELM Entry-Level Mathematics
- ~ EOP Educational Opportunity Program
- ~ EPH&S Environmental Protection, Health & Safety
- ~ EPT English Placement Test
- ~ ESSP Earth Systems Science & Policy
- ~ ETS Educational Talent Search
- ~ FOAA Fort Ord Alumni Association
- ~ FOAM Fort Ord Asset Management
- ~ FS&O Facilities Services and Operations
- ~ FYS First Year Seminar
- ~ GE General Education
- ~ GIS Geographic Information Systems
- ~ GPP Government, Politics, and Policymaking
- ~ GPS Global Positioning System
- ~ GS Global Studies
- ~ G&C Grants & Contracts
- ~ HCOM Human Communication
- ~ HSP Health and Social Policy
- ~ HWI Health and Wellness Institute
- ~ IAR Institutional Assessment and Research
- ~ ICCS Institute for Community Collaborative Studies
- ~ ICN Institute for Community Networking
- ~ ICST Institute for Communications Science and Technology
- ~ IDEA Lab Interactive Design & Educational Applications Lab
- ~ IDMAPP Interdisciplinary M.A. in Public Policy
- ~ IDS Interdisciplinary Studies
- ~ ILP Individualized Learning Plan
- ~ IPD Institute for Professional Development
- ~ IMIE Institute for Management and International Entrepreneurship
- ~ IMSA Institute for Mathematical Sciences and Applications
- ~ IMUSMS Institute for Mexico and U.S./Mexican Studies
- ~ ISLC Institute for Indigenous Science, Language, and Culture
- ~ ISNS Information Systems and Network Services
- ~ ISSM Integrated Studies Special Major
- ~ IST Integrated Studies Tracks
- ~ IT IT@CSUMB.EDU
- ~ IWLC Institute for World Languages and Cultures
- ~ LS Liberal Studies
- ~ M&P Marketing & Publications
- ~ M.A. Master of Arts
- ~ MAE Master of Arts in Education
- ~ MLC Media Learning Complex
- ~ MLML Moss Landing Marine Laboratories
- ~ MLO Major Learning Outcome
- ~ MPA Music and Performing Arts
- ~ MPS Media Production Studio
- ~ M.S. Master of Science
- ~ MSMIT Master of Science in Management and Information Technology
- ~ MSMS Master of Science in Marine Science
- ~ MSSS Migrant Student Support Services
- ~ NPIO News and Public Information Office
- ~ OARS Outreach and Recruitment Services
- ~ OBE Outcomes-Based Education
- ~ OHCM Oral History and Community Memory
- ~ OIP Office of International Programs
- ~ ORL Office of Residential Life
- ~ PGCC Personal Growth and Counseling Center
- ~ POM Presidio of Monterey
- ~ PRS Pacific Rim Studies
- ~ RA Resident Advisor
- ~ RF Resident Fellow
- ~ RIT Research and Instructional Technologies for the Social and Behavioral Sciences
- ~ RLC Residential Life Coordinator
- ~ S@S Study @ Sea
- ~ SA Student Affairs
- ~ SAC Science/Academic Center
- ~ SACD Student Activities and Career Development
- ~ SBS Social and Behavioral Sciences
- ~ SDR Student Disability Resources
- ~ SIVA Spatial Information, Visualization, and Analysis
- ~ SLI Service Learning Institute
- ~ SMART College of Science, Media Arts and Technology
- ~ SOAR Student Outreach and Recruitment
- ~ SPED Special Education Program
- ~ SV Student Voice
- ~ TAPS Transportation and Parking Services
- ~ TAT Teledramatic Arts and Technology
- ~ TLA Teaching, Learning, and Assessment
- ~ TMAC Telecommunications, Multimedia, and Applied Computing
- ~ TSS Technology Support Services
- ~ UA University Advancement
- ~ UC University Center
- ~ UHR University Human Resources
- ~ ULR University Learning Requirement
- ~ UPD University Police Department
- ~ VPA Visual and Public Art
- ~ WLC World Languages and Cultures

A-Z DIRECTORY OF DEPARTMENTS, PROGRAMS, AND SERVICES

This information closely replicates the information available on our CSUMB.EDU/az website as listed on April 10, 2003 with catalog page references added. For up-to-date information, you should check the dynamic online information. You will also find other A-Z directories on the CSUMB.EDU/az site, and can submit corrections and inquiries via an online form.

USAGE GUIDE

- ~ We have listed everything alphabetically by official name. Where the official name begins with a common term (e.g. college, institute, campus, university) we have moved that term to the end, alphabetically listing the name by the first uniquely meaningful word.
- ~ For email, if using FirstClass enter spaces in place of indicated underscores. If emailing from another program, then add @CSUMB to the end of the text indicated unless we have noted @somethingelse.
- ~ For phone and fax, dial area code 831 and prefix 582 as necessary unless we have noted another prefix.
- ~ We have only indicated on-campus locations as building numbers. For off-campus locations or building names, call or email.
- ~ For Web, enter the exact text indicated into your browser without adding www, which will likely make the URL not work. Your browser should automatically add the necessary http:// prefix. Note that, for the sake of keeping the URLs listed here relatively short, they may take you to a higher level page from which you can navigate to the desired department, program, or service, when the online A-Z Directory will take you to a more targeted page.

Official Name	Nickname	Email	Phone	Fax	Bldg	Website	Page
Academic Affairs Division	AA		3680	3558	1		182
Academic Affairs Council	AAC		3680	3558	1		
Academic Development			3680	3558	1		
Academic Enhancement Services	AES	steve_brown	3937	4329	47	advising.csumb.edu	135
Academic Information Resources	AIR	air	3105		82B	air.csumb.edu	
Academic Personnel		academic_personnel	3385	3040	23	uhr.csumb.edu	
Academic Planning and Budget	APB	carla_pew	4428	3558	1		
Academic Programs and Learning Support	APLS	teresa_ronsse	4217	3558	1		
Academic Scheduling	Scheduling	academic_scheduling	3744	4616	82B	csumb.edu/academic/scheduling	
Academic Senate		hedy_wainscoat	4403		82C	csumb.edu/academic/senate	
Academic Senate Executive Committee	ASEC	hedy_wainscoat	4403		82C		
Academic Skills Achievement Program	ASAP	asap	4104	3390	21	asap.csumb.edu	136
Academic Technology & Media Services	ATMS	atms	3755	3656	18	atms.csumb.edu	136
Accounting		accounting	4022	3399	84C	af.csumb.edu/accounting	
Administration and Finance Division	AF		3052	3339	84B	af.csumb.edu	182
Admissions and Records	A&R	admissions	5100	3087	47	csumb.edu/student/services	153
Advanced Studies in Education ~ Institute for		minerva_estassi	4094		3	csumb.edu/academic/graduate	191
Advancement Services		marge_sanico	3368	4117	86A		
Adventure Connections	Outdoor Rec		4271		93	outdoor.csumb.edu	151
Alumni Association ~ CSUMB	Alumni	alumni	4723	4117	86A	csumbalumni.org	
Anthropology Concentration		juan_gutierrez	3520		17	sbsi.csumb.edu	77
Archaeology Concentration		archaeology_institute	3890		17	archaeology.csumb.edu	77
Archaeology ~ Institute for		archaeology_institute	3890		17	archaeology.csumb.edu	187
Articulation		judith_swartz	3357		47	csumb.edu/academic/articulation	164
Arts Education Concentration		amalia_mesa-bains	3005		71-73	csumb.edu/academic/descriptions	87
Arts, Humanities, and Social Sciences ~ College of	AHSS	ahss	4189	4132	6	csumb.edu/academic/colleges	183
Athletics, Sports Recreation & Health	ASRH	wactivity	3015	4023	84F	sports.csumb.edu	150

DIRECTORIES AND RESOURCES ~ A-Z DIRECTORY

Official Name	Nickname	Email	Phone	Fax	Bldg	Website	Page
Basketball ~ Men's		bill_mcclintock	4504	4463	90	sports.csUMB.edu	150
Basketball ~ Women's		amber_magner	4505	4463	90	sports.csUMB.edu	150
Black Box Cabaret	BBC	black_box_cabaret	3597	4748	81	csUMB.org/bbc	147
Boating Education Program	Boating	cynthia_dvincent	4271		93	www.montereyboating.org	151
Bookstore ~ University	Bookstore	bookstore	883-1062	883-1128	29	csumonterey.bkstore.com	142
Budget Office		pamela_lynch	4021		84B	af.csUMB.edu/budget	
Business Minor		business	4232		82A	business.csUMB.edu	100
Business Administration, B.S.	Business	business	4232	4251	82A	business.csUMB.edu	57
Business and Support Services	BSS	r_taylor	3394	4300	84B	af.csUMB.edu/business_support	140
Cabinet ~ The CSUMB President's	Cabinet		3532		1		4
California Faculty Association~CSUMB Chapter	CFA	cfa	3028		45	cfa.csUMB.edu	
CalStateTEACH		calstate teach	4624	4620	84E	www.calstate teach.net	124
Campus Planning and Development	CP&D		5061	4436	84A	cpd.csUMB.edu	
Campus Service Center	One Stop	onestop	5100	5110	47	csUMB.edu/onestop	139
Career Development	SACD	career_development	3616	3093	44	sacd.csUMB.edu	138
Cashier's Office		cashiers_office	3719	3741	84C	af.csUMB.edu/accounting	139
Chicana/o-Latina/o Studies Concentration		tomas_sandoval	5174	3780	2	hcom.csUMB.edu	69
Chief Information Officer ~ Office of the	CIO	gil_gonzales	4700	4701	18	it.csUMB.edu/cio	134
Child Development Concentration		liberal_studies	4376		15	ls.csUMB.edu	74
Child Development Center	CDC	child_care	4550	4551	91	csUMB.edu/student/child	139
Collaborative Health and Human Services, B.A.	CHHS	iccs	3565		86D	iccs.csUMB.edu	59
College Assistance Migrant Program	CAMP	camp	3304	4329	47	advising.csUMB.edu	135
Communications Science and Technology ~ Institute for	ICST	icst	3621	4484	18	icst.csUMB.edu	194
Community Collaborative Studies ~ Institute for	ICCS	iccs	3565	3899	86D	iccs.csUMB.edu	191
Community Health Concentration		iccs	3565		86D	iccs.csUMB.edu	191
Community Networking ~ Institute for	ICN	george_baldwin	3890	3566	17	icn.csUMB.edu	187
Community Participation UJR	CP	iccs	3565		86D	iccs.csUMB.edu	46
Community Service Officer Program	CSO	police_department	3360	3384	82F	police.csUMB.edu	144
Community-Oriented Policing and Problem Solving	COPPS	police_department	3360	3384	82F	police.csUMB.edu	144
Comparative American Studies Concentration		human_communication	3889		2	hcom.csUMB.edu	69
Conference and Event Services	CES	conference&events	4111	3343	29		143
Contracts	Contracts				84B	af.csUMB.edu/business_support	
Creative and Artistic Expression UJR	ARTSCOM					csUMB.edu/academic/ulr	48
Creative Writing and Social Action Concentration		human_communication	3889		2	hcom.csUMB.edu	69
Cross Country ~ Men's		yi_mao	3309	4023	84F	sports.csUMB.edu	150
Cross Country ~ Women's		yi_mao	3309	4023	84F	sports.csUMB.edu	150
CSUMB Employee Housing, Inc.	CEHI	schoopark@allresco.com	883-3480			csUMB.org/cehi	
Culture and Equity UJR	CULTURE					csUMB.edu/academic/ulr	48

Official Name	Nickname	Email	Phone	Fax	Bldg	Website	Page
Democratic Participation UJR	DEMPART					csumb.edu/academic/ulr	49
Design and Construction Development	D&C	robin_katsuki	5061	3545	84A	cpd.csumb.edu	
Dining Commons	DC	pamela_peck	3908	4117	86-A		
Dining Services ~ University		dining_commons	5016	3839	16		146
Distributed Learning and Extended Education	DLEE	dining_services	3838		14,16,29	csumb.org/dining	146
		extendeded	4500	4502	18	ExtendedEd.csumb.edu	177
Early Outreach Programs	EOPS		4600	3657	86B	earlyoutreach.csumb.edu	140
Earth Systems Science & Policy Minor		essp_comments	4120	4122	46	essp.csumb.edu	101
Earth Systems Science & Policy Institute	ESSP	essp_comments	4120	4122	46	essp.csumb.edu	194
Earth Systems Science & Policy, B.S.	ESSP	essp_comments	4120	4122	46	essp.csumb.edu	62
East Campus Housing	ECH		4802				145
Education ~ M.A. in	MAE	minerva_estassi	3641	3585	3	csumb.edu/academic/graduate	115
Education: Multiple Subject Credential		teachmb	3639	3585	3	teach.csumb.edu	125
Education: Single Subject Credential		beverly_carfer	5024	3585	3	teach.csumb.edu	126
Educational Opportunity Program	EOP	eop	3841	4329	47	advising.csumb.edu	135
Educational Talent Search	ETS	sam_pacheco	3662	3663	86B	earlyoutreach.csumb.edu	140
English Communication UJR	ENGC0M					csumb.edu/academic/ulr	49
Entrepreneurship/Intrpreneurship Concentration		business	4232		82A	business.csumb.edu	57
Environmental Health Policy Minor		iccs	3565		86D	iccs.csumb.edu	102
Environmental Protection, Health & Safety	EPH&S	diane_ehlers	3730	4300	84B	af.csumb.edu/business_support	
ESSP Internship Program		essp_intern	5147	4122	47	essp.csumb.edu/internships	62
Ethics UJR	ETHICS	human_communication	3889		2	csumb.edu/academic/ulr	50
Excel	Excel	advising	3112	4329	47	advising.csumb.edu/excel	135
Facilities Services and Operations	FS&O		3700	3729	37	help.csumb.edu/facilities	
Faculty Mentor Program	FMP	fmp	4788	3152	58	facultymentor.csumb.edu	136
Field-Based Teacher Education ~ Institute for	ED	teachmb	3639	3585	3	teach.csumb.edu	192
Financial Aid	Da Bank	financial_aid	5100	3782	47	csumb.edu/general/financial	169
First Year Seminar	PROS	firstyear	3806	3873	21	firstyear.csumb.edu	91
Fort Ord Alumni Association	FOAA	foaa	4520			foaa.csumb.edu	189
Fort Ord Asset Management	FOAM	foam	883-3150				
Foundation of California State University, Monterey Bay	Foundation		5042		84B	csumb.org	3
Geographic Information Systems Concentration	GIS	yong_jao	3890		17	sbsi.csumb.edu	77
GIS and Spatial Analysis ~ Institute of		yong_jao	4166	3566	17	sbsi.csumb.edu	188
Global Learning ~ Institute for		robina_bhatti	3556	3737	82D	global.csumb.edu	184
Global Studies, B.A.	GS	robina_bhatti	3728		82D	global.csumb.edu	65
Golf ~ Men's		bill_paulson	4258		84F	sports.csumb.edu	150
Golf ~ Women's		marcia_ivergens	4258		84F	sports.csumb.edu	150
Grants & Contracts	G&C	grants_&_contracts	4105	3305	86C	grants.csumb.edu	

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Health and Wellness Minor		bobbi_bonace	4259	3737	82D		103
Health and Wellness Institute	HVI	bobbi_bonace	4259	3737	82D		192
Health Center ~ Campus	CHC		3965	3976	80	health.csumb.edu	139
High School Equivalency Program	HEP		3773	3658	86B		141
Hispanic Cultures and History Minor		wlc	3863	3885	48-49	wlc.csumb.edu	104
History, Oral History, and New Media Concentration		human_communication	3889		2	hcom.csumb.edu	69
Human Communication Minor		human_communication	3889	3780	2	hcom.csumb.edu	104
Human Communication ~ Institute for	HCOM	human_communication	3889	3780	2	hcom.csumb.edu	184
Human Communication, B.A.	HCOM	human_communication	3889	3780	2	hcom.csumb.edu	69
Human Development Minor			4376		15	ls.csumb.edu/advising	105
Human Movement: Adapted Physical Activity Minor		bobbi_bonace	4259		82D		106
Human Resources ~ University	HR	human_resources	3389	3572	23	uhr.csumb.edu	
Information Systems and Network Services	ISNS		HELP	3374	43	it.csumb.edu	134
Information Technology/e-Commerce Concentration		business	4232		82A	business.csumb.edu	57
Institutional Assessment and Research	IAR	iar	3878	3811	6	iar.csumb.edu	
Integrated Studies Special Major, B.A.	ISSM	carol_creasey	3127	4354	58	csumb.edu/academic/descriptions	72
Interactive Design & Educational Applications Lab	IDEA Lab	john_titleson	3790		18	it.csumb.edu/departments	134
Intercollegiate Athletics		asfh	3015	4023	84F	csumb.edu/sports	150
International Health Policy Minor		iccs	3565		86D	iccs.csumb.edu	106
International Programs ~ Office of	OIP	sya_buryn	4529	4329	47		94
Intramural Sports		amber_magner	3015	4023	93/84F		151
Inward Bound Ventures		joann_cannon	3671		86C		
IT@CSUMB.EDU	IT		HELP	3374	43	it.csumb.edu	132
Japanese Culture and History Minor		wlc	3863	3885	48-49	iwlc.csumb.edu	107
Japanese Language and Culture Minor		wlc	3863	3885	48-49	iwlc.csumb.edu	108
Journalism and Media Studies Concentration		human_communication	3889		2	hcom.csumb.edu	69
Judicial Affairs		judicial_affairs	3617	4760	80		173
KAZU 90.3 FM	KAZU	mail@kazu.org	375-7275			kazu.org	
Language UIR	LANG					csumb.edu/academic/ulr	50
Large Scale Painting and Murals Concentration		amalia_mesabains	3005		71-73	vpa.csumb.edu	86
Large Scale Sculpture and Installation Concentration		amalia_mesabains	3005		71-73	vpa.csumb.edu	86
Liberal Studies Advising Center		liberal_studies	4376	3356	15	ls.csumb.edu	75
Liberal Studies Distributed Degree Completion	LSDC	ls_online	4500	3356	15	online.csumb.edu	76
Liberal Studies ~ Institute for	LS	liberal_studies	4376	3356	15	ls.csumb.edu	193
Liberal Studies, B.A.	LS	liberal_studies	4376	3356	15	ls.csumb.edu	74
Library ~ CSUMB	Library	library_reference	3733	3875	12W	library.csumb.edu	131
Literary and Film Studies Concentration		human_communication	3889		2	hcom.csumb.edu	69
Literature and Popular Culture UIR	LIT	human_communication	3889		2	csumb.edu/academic/ulr	51

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Lower Division Advising	Advising	Advising	3937	4329	47	advising.csubm.edu	135
Management and Information Technology ~ M.S. in Management and International Business Concentration	MSMIT	msmit	3621	4484	18	msmit.csubm.edu	119
Management and International Entrepreneurship ~ Institute for Management and International Entrepreneurship	IMIE	business	4232	4251	82A	business.csubm.edu	57
Marine and Coastal Ecology Concentration	MSMS	essp_comments	4120	4122	46	essp.csubm.edu	193
Marine Science ~ M.S. in Marketing & Publications	M&P	essp_comments	4120	4122	46	essp.csubm.edu	62
Mathematical Sciences and Applications, Institute for Mathematics Minor	IMSA	marketing	4768	4117	86A	essp.csubm.edu	122
Mathematics Communication UIR	MATHCOM	imsa	4118	4201	82C	math.csubm.edu	194
Media Learning Complex	MLC	math	4118	4201	82C	math.csubm.edu	109
Media Production Studio	MPS				18	csubm.edu/academic/ulr	51
Mexico and U.S./Mexican Studies ~ Institute for Migrant Student Support Services	IMUSMS	mps	4705	3566	17	mps.csubm.edu	134
Mild/Moderate Education Specialist Credential	MSSS	manuel_carlos	3890	3566	17	mps.csubm.edu	136
Ministry Council ~ The Campus Ministry Council~Campus	MUML	migrant_support	3304	4329	47	sbsi.csubm.edu	188
Music Minor	MPA	jacqueline_means	4612	4568	3	advising.csubm.edu	135
Music and Performing Arts	MPAI	melissa_harper	4671	4086	30	teach.csubm.edu	128
Music and Performing Arts Institute	Engineering	melissa_harper	4671	4086	30	pgcc.csubm.edu	141
Networking Services Engineering	Media Engineering	melissa_harper	4671	4086	30	pgcc.csubm.edu	141
Networking Services Media and Broadcast Engineering	NPIO	frontdesk@miml.calstate.edu	771-4400			www.miml.calstate.edu	122
News and Public Information Office	Police	4085	4085	4086	30	music.csubm.edu	110
NightWalk Service	Ombuds	richard_bains	4085	4086	30	music.csubm.edu	96
Ombuds ~ University	OHCM	richard_bains	4085	4086	30	music.csubm.edu	186
Oral History and Community Memory Institute and Archive	Other Bay	josh_callahan	4382	3007	41	it.csubm.edu/departments	134
Organizational Relations and Program Development	Other Bucks	mathew_galvin	3315	3007	41	it.csubm.edu/help	134
Other Bay Café	Other Express	news	3653	4117	86A	news.csubm.edu	143
Other Bucks	Other Realm	police	3573	82E	82E	police.csubm.edu	143
Other Express	Other Sports Center	ombuds	3361	4760	80	csubm.edu/ombuds	143
Other Realm	OtherCard Services	human_communication	3889		2	hcom.csubm.edu	184
Other Sports Center	Outdoor Activities Center	3321	3321	80			
OtherCard Services	Outdoor Education/Recreation Minor	dining_services	5020	3839	29	csubm.edu/general/dining	147
Outdoor Activities Center	Outreach and Recruitment Services	onestop	5100	5110	47	ottercard.csubm.edu	140
Outdoor Education/Recreation Minor		dining_services	3838		14		146
Outreach and Recruitment Services		Campus Paper	4347	4349			71
		The Gym	3031		90	sports.csubm.edu	151
			5100		47	ottercard.csubm.edu	140
			3015	4023	93		150
			4259		82D		111
			3738	3783	86B	csubm.edu/info	169
			3890	3566	17	sbsi.csubm.edu	188

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Panelta Institute for Public Policy ~ Leon and Sylvia		info@paneltainstitute.org	4200	4082	86E	www.paneltainstitute.org	117
Personal Growth and Counseling Center	PGCC	counseling_center	3969	4384	80	pgcc.csumb.edu	141
Planned Giving		steve_weldon	3070	4117	86A	csumb.edu/give	
Police Department ~ University	UPD	police_department	3360	3384	82F	police.csumb.edu	143
Political Economy Concentration		human_communication	3889		2	hcom.csumb.edu	77
Practical and Professional Ethics Concentration		human_communication	3889		2	hcom.csumb.edu	69
Pre-Law Concentration		human_communication	3889		2	hcom.csumb.edu	69
President ~ Office of the		3532			1		182
President's Council		3908			86A		
Presidio of Monterey Outdoor Recreation	POM	242-6155					151
Professional Development ~ Institute for		3517			3		193
Professional Studies ~ College of		gayle_ropor	3724	4568	3	www.csumb.edu/academic/colleges	190
Property	Property		4300		84B	af.csumb.edu/business_support	
Provost ~ Office of the		yesenia_parra	3680		1		182
Psychology Minor		lilly_martinez	3890	3566	17	sbsi.csumb.edu	111
Public Policy, Interdisciplinary M.A.	IDMAPP	mpp	4650	3899	86D	iccs.csumb.edu	117
Purchasing	Purchasing		4252		84B	af.csumb.edu/business_support	
Recreational and Competitive Sport Clubs		amber_magner	3015	4023	84F		151
Replicative Media Concentration		3005			71		87
Research and Instructional Technologies for SBS ~ Institute for	RIT	juan_gutierrez	3520		17	sbsi.csumb.edu	189
Residential Life ~ Office of	ORL	student_housing	3378	3523	12	housing.csumb.edu	145
Sailing ~ Coed	Sailing	asrh	3015			sports.csumb.edu	150
Science UIR	SCI	swarup_wood	3926		46	csumb.edu/academic/ulr	52
Science Education Concentration		essp_comments	4120	4122	46	essp.csumb.edu	62
Science, Media Arts and Technology ~ College of	SMART	smart	3524	3311	18	smart.csumb.edu	193
Science/Academic Center	SAC		3015	4023	53	csumb.edu/sciencecenter	35
Service Learning Institute	SLI	service_learning_institute	3644	3568	8	service.csumb.edu	98
Single Subject in English Waiver		human_communication	3889		2	hcom.csumb.edu	69
Single Subject in History and Social Sciences Waiver		human_communication	3889		2	hcom.csumb.edu	69
Soccer ~ Men's		4536			90	sports.csumb.edu	150
Soccer ~ Women's		4685			84F	sports.csumb.edu	150
Social and Behavioral Sciences Institute	SBSI	lilly_martinez	3890	3566	17	sbsi.csumb.edu	186
Social and Behavioral Sciences, B.A.	SBS	lilly_martinez	3890	3566	17	sbsi.csumb.edu	77
Social History Concentration		lilly_martinez	3890	3566	17	sbsi.csumb.edu	77
Social History ~ Institute for		gerald_shenk	3890	3566	17	sbsi.csumb.edu	189
Social Work Concentration		lilly_martinez	3890	3566	17	sbsi.csumb.edu	59
Sociology Concentration		lilly_martinez	3890	3566	17	sbsi.csumb.edu	77
Spanish Language and Hispanic Cultures Minor		wlc	3863	3885	48-49	wlc.csumb.edu	112

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Spatial Information, Visualization, and Analysis Resources Center	SIVA	rikk_kvitek	4120	4122	46		134
Special Education Program	SPED	jacqueline_means	4612	4568	3	teach.csumb.edu	128
Sport Management Minor: Coaching Track		bobbi_bonace	4259		82D		113
Sport Management Minor: Management Track		bobbi_bonace	4259		82D		113
Student Activities and Career Development	SACD	student_activity	3845	3093	44	sacd.csumb.edu	138, 148
Student Affairs Division	SA	priscilla_angulo	3812	3355	47		182
Student Center		student_center	4630	4631	14		149
Student Disability Resources	SDR	student_disability_resources	3672	4024	47	csumb.edu/student/sdr	142
Student Outreach and Recruitment	SOAR	soar	3738		47	csumb.edu/info	140
Student Voice	SV	student_voice	4725	4336	14	voice.csumb.edu	149
Study @ Sea	S@S	atsea	3621	4484	18	atsea.csumb.edu	100
Summer Bridge		steve_brown	4451		47	advising.csumb.edu	135
Teaching, Learning, and Assessment ~ Center for Technology and Information UIR	TIA	stacey_malone	4539	4545	10	csumb.edu/academic/colleges	137
Technology Help Desk	TECH					csumb.edu/academic/uir	57, 194
Technology Support Services	Tech Support		HELP	3374	43	it.csumb.edu	132
Telecommunications, Multimedia, and Applied Computing, B.S.	TSS		HELP	3374	43	it.csumb.edu/help	134
Teledramatic Arts and Technology ~ Institute for	TWAC	icst	3621	4484	18	icst.csumb.edu	81
Teledramatic Arts and Technology, B.A.	TAT	tat	3750	3884	27	tat.csumb.edu	195
Transportation and Parking Services	TAT	tat	3750		27	tat.csumb.edu	84
U.S. Histories UIR	TAPS	police_department	3573		82E	police.csumb.edu	144
University Advancement Division	HIST	human_communication	3889		2	csumb.edu/academic/uir	53
University Center	UA		3368	4117	86A		182
University Relations and Governmental Affairs	UC	conference&events	4111	3343	29		143
Universitywide Programs		nicole_mendoza	3352	4117	86A		135
Upward Bound		teresa_ronsse	4404		1		141
		cesarfilcoal_velazquez	3769		86B-C		
Vibrancy UIR	VIBRANCY	bobbi_bonace	4259		82D	csumb.edu/academic/uir	53
Visual and Public Art ~ Institute for	VPA	vpa	3005	3310	71-73	vpa.csumb.edu	189
Visual and Public Art, B.A.	VPA	vpa	3005	3310	71-73	vpa.csumb.edu	86
Volleyball ~ Women's		jerry_gregg	4509		84F	sports.csumb.edu	150
Watershed Institute	Watershed	laura_lienk	3689		42	watershed.csumb.edu	64
Watershed Systems Concentration			4120	4122	46	essp.csumb.edu	62
Women's Studies Concentration		human_communication	3889		2	hcom.csumb.edu	69
Workstation Support Group		HELP			43	it.csumb.edu	134
World Languages and Cultures, B.A.	WLC	wlc	3863	3885	48-49	iwlc.csumb.edu	89
World Languages and Cultures, Institute for	IWLC	wlc	3863	3885	48-49	iwlc.csumb.edu	190
World Theater			4580	4582	28	worldtheater.csumb.edu	97
Writing Program		lucenia_lyons	3607		58	writing.csumb.edu	137

ACADEMIC CALENDAR

NOTE: All dates are subject to change. For current dates, please refer to the CSUMB.EDU/calendar website.

SUMMER 2003 SESSION

May 5	Summer 2003 session registration begins
May 19	Summer 2003 parking permits go on sale
May 31	Residence hall move-in day
June 2	Summer 2003 courses begin ~ Summer 2003 parking permits required
June 27	End of first four-week (June) session
June 30	Second four-week (July) session begins
July 25	Last day of Summer 2003 courses
August 15	Grades due ~ End of Summer 2003 session

FALL 2003 SEMESTER

March 1	Fall Planner Web advising opens
April 15	Fall 2003 priority registration begins for continuing students
April 17	Fall 2003 registration begins for continuing students
May 1	First day to apply for May graduation ~ First day to apply for August graduation
May 2-3	Fall 2003 new student orientation, advising, and registration event
May 15	Fall 2003 registration begins for new students
June 15	Last day to have full advantage of the Installment Payment Plan (IPP) for Fall 2003 semester
June 28	Fall 2003 new student orientation, advising, and registration event
July 11-12	Fall 2003 new student orientation, advising, and registration event
August 1	Spring 2004 semester application initial filing period ~ Fall 2003 Extended Ed course registration begins
August 13-15	New faculty orientation
August 18	2003-2004 academic year begins ~ Fall 2003 parking permits go on sale
August 20	ELM and EPT registration deadline for August tests
August 24	Dining Commons opens for dinner ~ Residence hall move-in day
August 25-26	Fall 2003 Otter Welcome Days/Orientation
August 26	Last day to officially cancel registration or drop all courses and receive a full refund of mandatory fees ~ Last day to register without a \$25 late registration fee ~ Last day to apply for financial aid and have fees deferred for Fall 2003 semester
August 27	Fall 2003 courses begin ~ Fall 2003 Open University course registration begins
September 1	Labor Day holiday ~ Campus closed
September 2	Fall 2003 parking permits required
September 23	Last day to add/drop courses without petition and a "W" (withdraw) grade for Fall 2003 semester
September 24	First day to drop courses for serious and compelling reasons ("W" grade assigned)
September 24	Enrollment census date
September 30	Last day to apply without a late fee and petition for May and August graduation
October 1	Last day to apply with a late fee and petition for December graduation
October 6-10	Fall break ~ Faculty planning days
October 10	Spring 2004 Planner Web advising opens
November 1	Last day of the fall fee deferment for financial aid students ~ Last day to have fees paid without a Business & Finance hold placed on account
November 3	Last day to officially withdraw or cancel all courses and receive a prorata refund of mandatory fees ~ Registration begins for Extended Ed Winter 2004 and Spring 2004 courses
November 10	Spring 2004 priority registration begins for continuing students
November 12	Spring 2004 registration begins for continuing students
November 15	Last day to have full advantage of the Installment Payment Plan (IPP) for Spring 2004 semester
November 17	Last day to drop courses for serious and compelling reasons ("W" grade assigned)
November 27-28	Thanksgiving holiday ~ Campus closed
November 21	Spring 2004 registration begins for new students
December 5	Spring 2004 new student orientation, advising, and registration
December 16	Last day of Fall 2003 courses
December 17-23	Assessment period
December 24	Residence halls close
December 25-31	Holidays ~ Campus closed

WINTER 2004 SESSION

January 1	New Year's Day holiday ~ Campus closed
January 2	Grades due ~ End of Fall 2003 semester
January 5	Winter 2004 courses begin
January 19	Martin Luther King Day holiday ~ Campus closed
January 23	Last day of Winter 2004 courses
February 6	Winter 2004 grades due

SPRING 2004 SEMESTER

January 19	Spring 2004 parking permits go on sale
January 20-23	Faculty planning days ~ Preinstructional activities
January 21	Residence hall move-in day ~ Dining Commons opens for dinner
January 23	Spring 2004 new student orientation, advising, and registration ~ Last day to officially cancel registration or drop all courses and receive a full refund of mandatory fees ~ Last day to register without a \$25 late registration fee ~ Last day to apply for financial aid and have fees deferred for Spring 2004 semester
January 26	Spring 2004 courses begin ~ Spring 2004 Open University course registration begins
February 2	Spring 2004 parking permits required
February 9	Last day to add/drop courses without petition and a "W" (withdraw) grade for spring
February 10	First day to drop courses for serious and compelling reasons ("W" grade assigned)
February 20	Enrollment census date
March 1	Last day to apply with a late fee and petition for May graduation ~ Last day to apply with a late fee and petition for August graduation
March 15	Fall 2004 Planner Web advising opens
March 22-26	Spring break
March 31	César Chávez Day observed ~ Campus closed
April 1	Last day to apply for December graduation without a late fee and petition ~ Last day of the spring fee deferment for financial aid students ~ Last day to have fees paid without a Business & Finance hold placed on account
April 2	Last day to officially withdraw or cancel all courses and receive a prorata refund of mandatory fees
April 15	Fall 2004 priority registration begins for continuing students
April 19	Fall 2004 registration begins for continuing students
April 26	Last day to drop courses for serious and compelling reasons ("W" grade assigned)
May 14	Last day of Spring 2004 courses
May 17-23	Assessment period
May 20-21	Capstone Festival
May 22	Commencement ~ Residence halls close
May 31	Memorial Day holiday ~ Campus closed
June 4	Grades due ~ End of Spring 2004 semester ~ End of 2003-2004 academic year

SUMMER 2004 SESSION

May 3	Summer 2004 session registration begins
May 23	Residence hall move-in day
May 24	Summer 2004 parking permits go on sale
June 7	Summer 2004 courses begin ~ Summer 2004 parking permits required
July 2	End of first four-week (June) session
July 5	Second four-week session (July) begins
July 30	Last day of Summer 2004 courses
August 13	Grades due ~ End of Summer 2004 session

ACADEMIC CALENDAR

NOTE: All dates are subject to change. For current dates, please refer to the CSUMB.EDU/calendar website.

FALL 2004 SEMESTER

March 15	Fall 2004 Planner Web advising opens
April 15	Fall 2004 priority registration begins for continuing students
April 19	Fall 2004 registration begins for continuing students
April 30	Fall 2004 new student orientation, advising, and registration event
May 1	Fall 2004 new student orientation, advising, and registration event
May 3	First day to apply for May graduation ~ First day to apply for August graduation
May 15	Fall 2004 registration begins for new students
June 15	Last day to have full advantage of the Installment Payment Plan (IPP) for Fall 2004 semester
June 26	Fall 2004 new student orientation, advising, and registration event
July 9-10	Fall 2004 new student orientation, advising, and registration event
August 1	Spring 2005 semester application initial filing period
August 2	Fall 2004 Extended Ed course registration begins
August 10-13	New faculty orientation
August 16	2004-2005 academic year begins ~ Fall 2004 parking permits go on sale
August 20	EUM and EPT registration deadline for August tests
August 22	Dining Commons opens for dinner ~ Residence hall move-in day
August 23-24	Fall Otter Welcome Days/Orientation
August 24	Last day to officially cancel registration or drop all courses and receive a full refund of mandatory fees ~ Last day to register without a \$25 late registration fee ~ Last day to apply for financial aid and have fees deferred for Fall 2004 semester
August 25	Fall 2004 courses begin ~ Fall 2004 Open University course registration begins
September 6	Labor Day holiday ~ Campus closed
September 7	Fall semester parking permits required
September 10	Last day to add/drop courses without petition and a "W" (withdraw) grade for Fall 2004
September 13	First day to drop courses for serious and compelling reasons ("W" grade assigned)
September 22	Enrollment census date
September 30	Last day to apply without a late fee and petition for May and August graduation
October 1	Last day to apply with a late fee and petition for December graduation
October 4-8	Fall break ~ Faculty planning days
October 11	Spring 2005 Planner Web advising opens
November 1	Last day of the fall fee deferral for financial aid students ~ Last day to have fees paid without a Business & Finance hold placed on account
November 3	Last day to officially withdraw or cancel all courses and receive a prorata refund of mandatory fees ~ Registration begins for Winter 2005 and Spring 2005 Extended Ed courses
November 12	Spring 2005 priority registration begins for continuing students
November 12	Spring 2005 registration begins for continuing students
November 15	Last day to drop courses for serious and compelling reasons ("W" grade assigned) ~ Last day to have full advantage of the Installment Payment Plan (IPP) for Spring 2005 semester
November 25-26	Thanksgiving holiday ~ Campus closed
November 19	Spring 2005 registration begins for new students
December 10	Spring 2005 new student orientation, advising, and registration
December 14	Last day of Fall 2005 courses
December 15-21	Assessment period
December 22	Residence halls close
December 24-31	Holidays ~ Campus closed

WINTER 2005 SESSION

January 1	New Year's Day holiday ~ Campus closed
January 3	Grades due ~ End of Fall 2004 semester ~ Winter courses begin
January 17	Martin Luther King Day holiday ~ Campus closed
January 21	Last day of Winter 2005 courses
February 4	Winter 2005 grades due

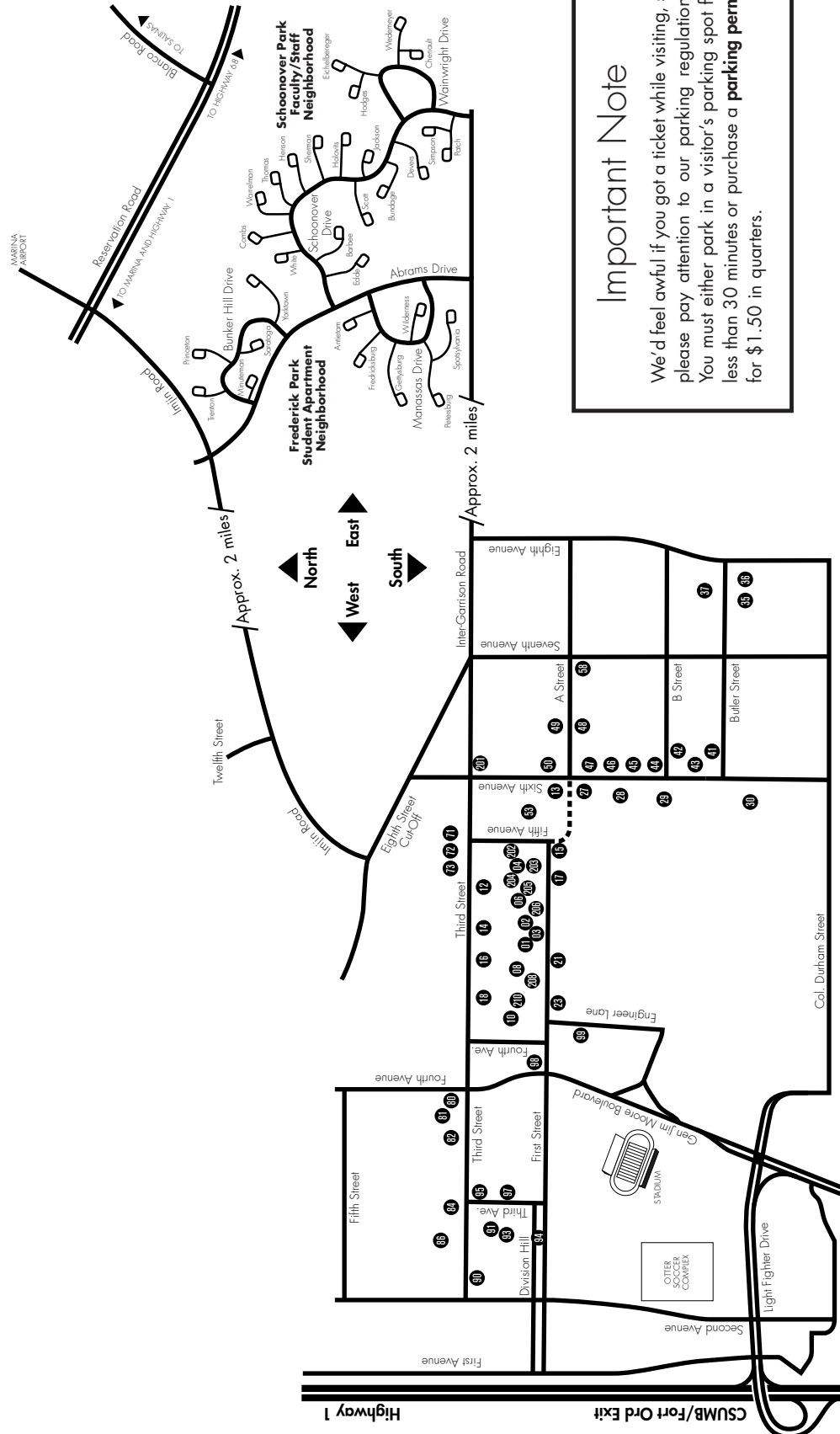
SPRING 2005 SEMESTER

January 17	Spring semester parking permits go on sale
January 18-21	Faculty planning days ~ Pre-instructional activities
January 19	Residence hall move-in day ~ Dining Commons opens for dinner
January 21	Fall 2006 New student orientation, advising, and registration ~ Last day to officially cancel registration or drop all courses and receive a full refund of mandatory fees ~ Last day to register without a \$25 late registration fee ~ Last day to apply for financial aid and have fees deferred for Spring 2005 semester
January 24	Spring 2005 semester courses begin ~ Spring 2005 Open University course registration begins
January 31	Spring 2005 parking permits required
February 7	Last day to add/drop courses without petition and a "W" (withdraw) grade
February 8	First day to drop courses for serious and compelling reasons ("W" grade assigned)
February 18	Enrollment census date
March 1	Last day to apply with a late fee and petition for May graduation ~ Last day to apply with a late fee and petition for August graduation
March 15	Fall 2005 Planner Web advising opens
March 21-25	Spring break
March 31	César Chávez Day observed ~ Campus closed
April 1	Last day to apply for December graduation without a late fee and petition ~ Last day of the spring fee deferment for financial aid students ~ Last day to have fees paid without a Business & Finance hold placed on account ~ Last day to officially withdraw or cancel all courses and receive a prorata refund of mandatory fees
April 15	Fall 2005 priority registration begins for continuing students
April 18	Fall 2005 registration begins for continuing students
April 25	Last day to drop courses for serious and compelling reasons ("W" grade assigned)
May 13	Last day of Spring 2005 courses
May 16-22	Assessment period
May 19-20	Capstone Festival
May 21	Commencement ~ Residence halls close
May 30	Memorial Day holiday ~ Campus closed
June 3	Grades due ~ End of Spring 2005 semester ~ End of 2004-2005 academic year

SUMMER 2005 SESSION

May 2	Summer 2005 session registration begins
May 22	Residence hall move-in day
May 23	Summer 2005 parking permits go on sale
June 6	Summer 2005 courses begin ~ Summer 2005 parking permits required
July 1	End of first four-week (June) session
July 5	Second four-week session (July) begins
July 29	Last day of Summer 2005 courses
August 12	Grades due ~ End of Summer 2005 session

CAMPUS MAP AND DETAILED LEGEND



- ~ Building 1—Administrative Offices
 - ~ Office of the President,
 - ~ Office of the Provost
 - ~ Academic Affairs division
- ~ Building 2—Human Communication
 - ~ Human Communication B.A.
- ~ Building 3—College of Professional Studies
- ~ Building 4—Social and Behavioral Sciences
 - ~ Social and Behavioral Sciences B.A.
- ~ Building 6— College of Arts, Humanities, and Social Sciences
- ~ Building 8—Service Learning
- ~ Building 10—Center for Teaching, Learning, and Assessment
- ~ Building 12, East Wing—Residential Life
- ~ Building 12, West Wing—CSUMB Library
- ~ Building 13—Science Labs and Offices
- ~ Building 14—Student Center
- ~ Building 15—Instructional Center East
 - ~ Liberal Studies B.A.
 - ~ Liberal Studies Advising Center.
- ~ Building 17—Instructional Center West
- ~ Building 16—Dining Commons
- ~ Building 18—Media Learning Complex
- ~ Building 21—Academic Programs and Learning Support
 - ~ First Year Experience
 - ~ Academic Skills Achievement Program
- ~ Building 23—University Human Resources
 - ~ Includes employment offices, professional development, administrative services, payroll, and EEO
- ~ Building 27—Teledramatic Arts and Technology
 - ~ State-of-the-art fiberoptic and microwave linked production facilities including linear and nonlinear video editing suites and a television studio
 - ~ Teledramatic Arts and Technology B.A.
- ~ Building 28—World Theater
 - ~ 457-seat theater featuring state-of-the-art multimedia projection technologies and a full stage for live performances
- ~ Building 29—University Center
- ~ Building 30—Music Hall
 - ~ Audio editing facilities, individual practice rooms, and a small performance auditorium
 - ~ Music and Performing Arts nondegree program
- ~ Building 41—Telecommunications Services
- ~ Building 42—Watershed Institute
- ~ Building 43—Information Technology Services
- ~ Building 44—Student Activities and Career Development
- ~ Building 45—Sixth Avenue Classrooms
- ~ Building 46—SIVA Center
 - ~ State-of-the-art computer resources for geographic information systems (GIS), remote sensing (from aerial photography to satellite imagery), the Global Positioning System (GPS), spatial modeling and analysis, and scientific data visualization
- ~ Building 47—Student Services Building
 - ~ Academic Enhancement Services (First Floor)
 - ~ Campus Service Center (First Floor)
 - ~ Student Disability Resources (First Floor)
 - ~ Student Affairs division (Second Floor)
 - ~ Student Outreach and Recruitment (Second Floor)
 - ~ Admissions and Records (Third Floor)
 - ~ Financial Aid (Third Floor)
- ~ Buildings 48-49—World Languages and Cultures
 - ~ Language Labs
 - ~ World Languages and Cultures B.A.
- ~ Building 50—Science Wet Labs
- ~ Building 53—Science/Academic Center
 - ~ State-of-the-art chemistry, biology, geology, and physics labs; classrooms; learning courtyard; lecture hall; seminar room
 - ~ College of Science, Media Arts and Technology
 - ~ Earth Systems Science & Policy B.S.
 - ~ Marine Science M.S.
 - ~ Mathematics and Statistics nondegree program (B.S. degree in development)
- ~ Building 58—Academic Programs and Learning Support
 - ~ Faculty Mentor Program
 - ~ Integrated Studies B.A.
 - ~ Writing Program
- ~ Buildings 71-73—Visual and Public Art Buildings
 - ~ Visual and Public Art B.A.
- ~ Building 80—Campus Health Center ~ Personal Growth and Counseling Center
- ~ Building 81—Black Box Cabaret
- ~ Building 82—Offices and Classrooms
 - ~ Business Administration B.S. (82A)
 - ~ Academic Information and Scheduling (82B)
 - ~ Global Studies B.A. (82C)
 - ~ Health and Wellness nondegree program (82D)
 - ~ University Police Department and Transportation and Parking Services (82E)
- ~ Building 84—Offices and Classrooms
 - ~ Administration and Finance division (84A-E)
 - ~ Athletics, Sports Recreation and Health; dance studio (84F)
- ~ Building 86—Offices and Classrooms
 - ~ University Advancement (86A)
 - ~ Early Outreach Programs (86B)
 - ~ Grants & Contracts (86C)
 - ~ Collaborative Health and Human Services B.A. (86D)
 - ~ Public Policy M.A. (86D)
 - ~ The Leon & Sylvia Panetta Institute for Public Policy (86E)
- ~ Building 90—Otter Sports Center
- ~ Building 91—Child Development Center (daycare facility)
- ~ Building 93—Outdoor Activities Center
- ~ Building 98—Meeting House
 - ~ Space for large group meetings
- ~ Buildings 201-206, 208, 210, 211—Residence Halls

DIRECTIONS TO CSUMB

DIRECTIONS BY CAR

FROM SOUTHBOUND 101 (SAN JOSÉ/GILROY)

- ~ Follow Highway 101 south toward Salinas.
- ~ Merge onto Highway 156 west toward the Monterey Peninsula.
- ~ Highway 156 merges into Highway 1 south.
- ~ Take the CSU Monterey Bay/Fort Ord/Ord Military Community Main Entrance exit. You will circle over the highway onto Light Fighter Drive.
- ~ At the third traffic signal, turn left onto Gen Jim Moore Blvd.
- ~ Follow the signs and banners to your desired campus location.

FROM NORTHBOUND 101 (SAN LUIS OBISPO/SALINAS VALLEY)

- ~ Follow Highway 101 north to Salinas.
- ~ Take the Monterey Peninsula exit (Sanborn Road). At the stop sign, turn right to go back under the highway.
- ~ Sanborn Road will bend to the right and become Blanco Road.
- ~ Remain on Blanco Road until it bends to the left and ends at a traffic light.
- ~ At the light, turn right to merge onto Reservation Road.
- ~ Turn left at the second traffic signal onto Imjin Road.
- ~ Turn left again at the next traffic signal onto Abrams Drive.
- ~ Wind through the CSUMB Housing area, then, when the road ends, turn right onto Inter-Garrison Road.
- ~ Follow the signs and banners to your desired campus location.

FROM NORTHBOUND HIGHWAY 1 (MONTEREY PENINSULA/SEASIDE)

- ~ Follow Highway 1 north.
- ~ Take the CSU Monterey Bay/Fort Ord/Ord Military Community Main Entrance exit. You will circle over the highway onto Light Fighter Drive.
- ~ At the third traffic signal, turn left onto Gen Jim Moore Blvd.
- ~ Follow the signs and banners to your desired campus location.

FROM SOUTHBOUND HIGHWAY 1 (SANTA CRUZ/MOSS LANDING/MARINA)

- ~ Follow Highway 1 south.
- ~ Take the CSU Monterey Bay/Fort Ord/Ord Military Community Main Entrance exit. You will circle over the highway onto Light Fighter Drive.
- ~ At the third traffic signal, turn left onto Gen Jim Moore Blvd.
- ~ Follow the signs and banners to your desired campus location.

FROM MONTEREY PENINSULA AIRPORT

- ~ When you exit the airport's main entrance, turn right onto Highway 68 west.
- ~ Merge onto Highway 1 north.
- ~ Take the CSU Monterey Bay/Fort Ord/Ord Military Community Main Entrance exit. You will circle over the highway onto Light Fighter Drive.
- ~ At the third traffic signal, turn left onto Gen Jim Moore Blvd.
- ~ Follow the signs and banners to your desired campus location.

DIRECTIONS BY BUS AND TRAIN

FROM DOWNTOWN MONTEREY

- ~ Take MST Route 9, 10, or 20 from the Monterey Transit Plaza to the Edgewater Transit Exchange.
- ~ Connect to MST Route 16 or 17 (same map) to the CSUMB Central Campus (Timepoint C).

FROM SALINAS (AMTRAK AND GREYHOUND CONNECTIONS)

- ~ Take MST Route 20 to the Marina Transit Exchange (Timepoint C).
- ~ Connect to MST Route 16 or 17 (same map) to the CSUMB Central Campus (Timepoint C).

FROM WATSONVILLE

- ~ Take MST Route 27 to the Marina Transit Exchange (Timepoint A).
- ~ Connect to MST Route 16 or 17 (same map) to the CSUMB Central Campus (Timepoint C).



INTRODUCTION TO CSUMB

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ABOUT CSUMB

Ideally situated between the Salinas Valley and Monterey Bay, CSUMB brings together promising students and accomplished faculty in the heart of California's premiere location. Located on 1,365 picturesque acres of the former Fort Ord Army base, CSUMB was founded in 1994 as the 21st campus in the CSU system and first opened its doors to students in fall 1995. Guided by the CSUMB Vision Statement, penned as the university's founding document in September 1994, the university provides each student with a unique fusion of powerful learning experiences:

- ~ CSUMB places **primary emphasis on student learning**.
- ~ Faculty members communicate **targeted learning outcomes** in advance, and are held accountable for teaching to help students reach them.
- ~ Instruction centers on **applied, active, project-based study**.
- ~ Every degree program helps students build **interdisciplinary knowledge, skills, and attitudes** that empower them to succeed personally and professionally.
- ~ Students develop **Individual Learning Plans** that culminate in a Capstone project displaying cumulative learning.
- ~ CSUMB's **service learning** requirement engages students with community organizations to create powerful learning.
- ~ **Productive partnerships** with other organizations and academic institutions expand learning opportunities through internships, off-campus study, and more.
- ~ Academic and recreation programs create **outdoor connections** that capitalize on the region's amazing natural beauty, rich history, and recreational opportunities.
- ~ Quality facilities and **sophisticated technologies** support effective learning, interaction, and operations.
- ~ Offering affordable residence halls and apartments for the 60 percent of students living on campus, CSUMB **residential life** envelops all students in learning beyond the classroom.
- ~ **CSUMB honors every individual through commitment to rich diversity**, and promotes **multicultural and global perspectives** through its curriculum and campus life.
- ~ CSUMB provides small college attention and service at **affordable public university prices**.

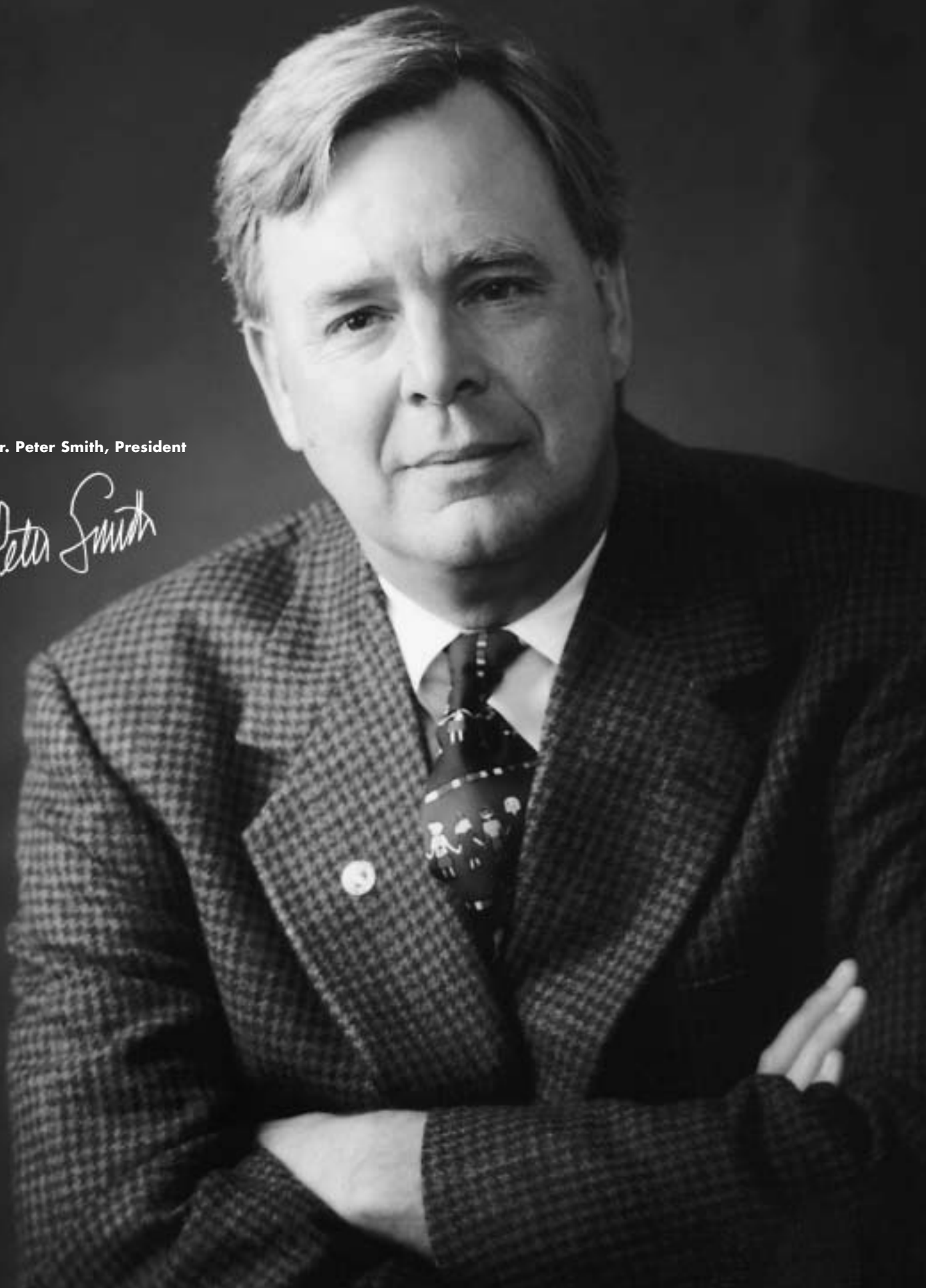
In fall 2002, CSUMB enrollment totaled 3,551 students who were taught by 142 fulltime and 204 part-time faculty members. CSUMB awarded 1,442 degrees between fall 1996 and spring 2002. All of these numbers will grow significantly in the coming years as the university continues to build out campus facilities and infrastructure to accommodate increased enrollment.

CSUMB operates under the direction of a president appointed by the CSU Board of Trustees as the chief executive officer of the campus. The president develops campus policy through broadly based consultative procedures that include students, faculty, staff, and administrators in decision making. The CSUMB Academic Senate and its Academic Senate Executive Committee, made up of elected representatives of the faculty, recommend academic policy to the president through a shared-governance process.

The university divides its operations into four divisions, each under the direction of a vice president who serves on the President's Cabinet. The four CSUMB divisions are:

- ~ Academic Affairs
- ~ Administration and Finance
- ~ Student Affairs
- ~ University Advancement

Dr. Peter Smith, President

A handwritten signature in white ink that reads "Peter Smith". The signature is written in a cursive, flowing style.

LEADERSHIP MESSAGES

FROM THE PRESIDENT

Fusion—the merging of diverse, distinct, or disparate elements into a unified whole; an atomic union resulting in the release of enormous power.

At CSU Monterey Bay, we pride ourselves in merging diverse people, distinct experiences, and disparate elements in powerful ways that will make your college experience truly remarkable. Consider these examples of how you will experience fusion at CSUMB:

- ~ As a California State University campus, we charge **public university prices**, among the lowest in the nation, yet offer **private college features** such as average class sizes of 23, extensive interaction with real professors (not graduate assistants!), and a quality residential-campus experience.
- ~ Our campus sits atop 1,365 acres that create a land bridge between Monterey Bay **coastal cities** and Salinas Valley **inland communities**. Though we do enjoy the picturesque views of both the bay and the valley that our location affords, more importantly we appreciate the opportunity to powerfully connect the values and perspectives of two of the most beautiful and historical areas of California.
- ~ Our location also creates a unique blend of microclimates that keep life interesting. The coastal side of campus might be shrouded in **fog** while the valley side basks in **sun**. Pack both sweaters and shorts!
- ~ Our university features brightly painted and fully refurbished former U.S. Army buildings, and our first completely new building—the \$24.5 million Science/Academic Center—will open for the Fall 2003 semester. These **modern campus facilities** are clustered around nicely landscaped areas in the heart of a campus surrounded by **old abandoned remnants** of Fort Ord days gone by.
- ~ We take pride in the **military tradition** of our land. Fort Ord provided basic training for thousands of troops who were empowered for success in the Army. Our new **educational purpose** is not that different. CSUMB provides comprehensive training that empowers you for success in your career and life in general.
- ~ We bring together **diverse individuals** in an assets-based **multicultural environment** that honors all.
- ~ We fuse **community service** and traditional **classroom education** through service learning courses that place you with a community agency or school then allow you to draw from that experience to achieve potent learning.
- ~ We combine a commitment to developing the people and economy of our **region and state** with the clear understanding that, in this 21st century world, success close to home requires **global** perspective.
- ~ We offer a unique combination of **high tech** and **high touch**, aggressively implementing new technologies to keep you and the campus on the proven edge of the **virtual world** while maintaining a highly personal environment that ensures meaningful **real world** interaction.
- ~ Our 12 **interdisciplinary majors** and 29 embedded concentrations combine hundreds of traditional fields of learning to develop skill sets that empower CSUMB graduates to conquer the broad challenges of our modern workplace.
- ~ Our academic programs emphasize **hands-on** experiences through fieldwork and internships, while also requiring **heads-in** thinking and learning.
- ~ We offer the regional foundation and **commuter** opportunities typical of the 23 CSU campuses along with **residential** accommodations that allow students from anywhere to make our campus home. In fact, as the most residential of all CSUs, over 60 percent of our students do live on campus.

~ Our student community has grown to be a balanced mix of local **Tri-County** residents and residents of the **rest of California** with a healthy smattering of others from throughout the United States and world. This results in a mix of perspectives and experiences that create robust classroom discussion and residence hall interaction.

~ Likewise our campus has drawn a mix of **first-generation** college students as well as those who have a long **college tradition** in their families. This results in powerful expansion of learning opportunity and understanding for all.

~ Many of our students fit into the **traditional college student** category of 18-22 year-olds. Many others, ranging in age from their 20s to their 70s, fall into the **nontraditional student** category. This interesting mix again creates exchange with remarkable results.

All of these combinations and more will create a unique fusion of powerful learning experiences during your college years at CSUMB that will give you what you need to succeed the rest of your life. We hope that you will take advantage of all that our campus has to offer!



Dr. Diane Cordero de Noriega
Provost and Vice President for Academic Affairs

FROM THE PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

CSUMB offers a unique experience for students whether you are a first-time freshman, community college transfer student, reentry student, or working adult. We are preparing lifelong learners for a changing world—a diverse world, a technological world, an interdependent world. We know that individuals will change careers as many as five times during their lifetime! At CSUMB we are committed to preparing individuals who can think critically and flexibly, who can apply their learning in a variety of settings. As a CSUMB graduate you will be able to demonstrate what you can do, not just show how many courses you have completed.

At CSUMB we are proud of our core values. We are a university community that celebrates diversity. We thread technology throughout the curriculum. We provide our students opportunities to serve the community. We value multiple languages and cultures in our global community. We approach the curriculum in interdisciplinary patterns so students can understand the relationships among the disciplines.

CSUMB is a young and growing institution designed for the 21st century. We are proud of our high quality academic programs. We are proud of our outstanding faculty and staff who truly work together to make sure students are successful. Our graduates are already being recognized in the community for their unique qualities and competence. CSUMB does indeed offer something special to students. Let us welcome you into the Monterey Bay experience!

FROM THE VICE PRESIDENT FOR STUDENT AFFAIRS

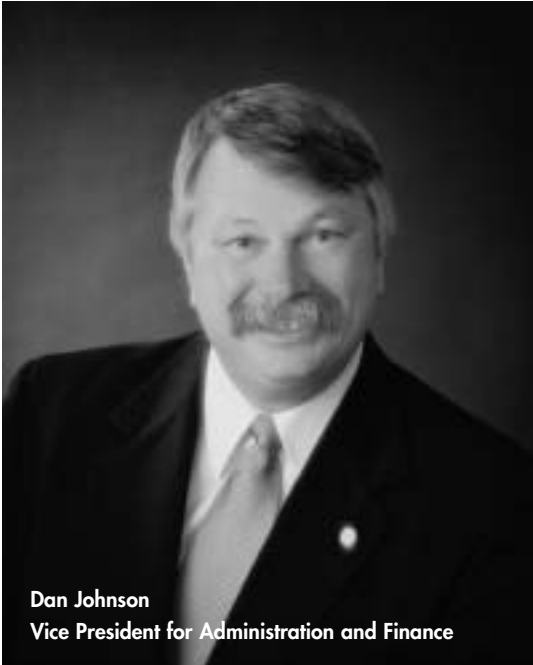
On behalf of all of us in the Division of Student Affairs, it is my pleasure to welcome you to California State University, Monterey Bay and to congratulate you on your decision to attend our university. You have arrived at a particularly exciting time in the university's history—a time of enrollment growth, new construction, and an unprecedented commitment to the enhancement of student life. While CSUMB is a relatively small campus, the educational opportunities available to students are almost unlimited. A visiting university president from another state recently commented that "CSUMB is a place for students who want to make a difference." This statement effectively captures the essence of CSU Monterey Bay, with its interdisciplinary curricular orientation, its solid foundational underpinning in service learning, and its commitment to educating students in preparation for their effective participation in our global society.

As a student at CSUMB, you will have the opportunity to learn, participate, and develop your talents, skills, and abilities in order to achieve your personal and professional goals. A multitalented faculty, staff, administration, and student body look forward to the opportunity to assist you as you travel along your educational path. Support services and specially designed programs are in place to assist you in developing the skills and abilities so necessary to ensure academic, personal, and professional success.

We hope that you will find a home away from home here at the campus by the beautiful Monterey Bay, and we look forward to the privilege of working with you as you learn, grow, and prepare yourself for your life's work after graduation.



Dr. Karen Mendonca
Vice President for Student Affairs



Dan Johnson
Vice President for Administration and Finance

FROM THE VICE PRESIDENT FOR ADMINISTRATION AND FINANCE

Welcome. Your choice of CSUMB starts you on a path of growth and discovery. We at Administration and Finance are prepared to assist in your journey by providing value-added support and services. Throughout your CSUMB journey, we will provide physical and business services that enhance your whole university experience. Although the main thrust of your experience here will be academic, the easier we can make your day-to-day living requirements, the better your overall experience will become.

Some of our dedicated staff—such as campus planning, accounting, and utility services—will be providing support from behind the scenes. And some of our people—such as those in public safety, cashiering, and food service—will be on the front line working directly with you. In both cases, they are dedicated to the vision and the mission of CSUMB; and to making your time with us as positive an experience as possible.

Your success is our success. Our commitment to contributing one hundred percent to a supportive and nurturing environment along with Academic Affairs, Student Affairs, and University Advancement is priority one. By actively listening and by keeping our finger on the pulse of your activity, we will make continuing small changes in the services we provide to keep them current with your needs.

Of course, not all of our services can be delivered in a transparent manner. Your experience here at CSUMB will include the demolition and remodeling of existing buildings along with new construction. Although these activities are sometimes disruptive, they are necessary to the growth of the campus and the services it can provide. As a public institution, we are constantly balancing our responsibilities to our current students with our commitment to future students. We are committed to maximizing the benefits of this work to you while minimizing the disruption.

Again, I am very pleased to welcome you to CSUMB.

FROM THE VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT

Welcome to the CSUMB family! Your experience here is not designed to be tied to a certain number of courses studied or semesters spent on campus. Instead, this is the beginning of what we hope will be a lifelong relationship between you and your university.

Long after your coursework is complete and your certificate or degree has been earned at CSUMB, your entire educational experience will remain with you. During your years at the university, you will forge everlasting relationships with fellow students and with faculty and staff members. Your experience at the university will transcend the classroom, and the knowledge you receive will likely instill a thirst for lifelong learning, volunteerism, and peer interaction that will continue to enrich you and immerse you in all the richness of the world and its amazing pallet of cultures, colors, and dimensions.

As a member of a relatively young university designed for the 21st century, you are in a unique position to nurture and establish not only your own traditions at CSUMB, but also those that may endure as the very cornerstones of this great university for generations to come. In this capacity as a student, future alum, and family member, never underestimate your ability to bring about positive change here and to make a difference. We hope you will remain engaged with your university for a lifetime and return often in order to achieve your personal goals.

The hands-on application of knowledge gained at CSUMB will create a unique bond between you and your fellow alumni. Friendships and acquaintances you establish today will likely remain with you for decades because you are now a part of a unique tapestry that is the CSUMB lifelong experience. We think this is the beginning of a terrific relationship, and we are glad you are here!



Scott Warrington
Vice President for University Advancement

THE CSUMB EXPERIENCE

UNDERSTANDING CSUMB

THE CSUMB VISION

Officially adopted on September 27, 1994, the CSUMB Vision Statement created the philosophical foundation for the university. Ever since, it has guided all decisions regarding programs, policies, practices, personnel, campus environment, funding, and more. What moves CSUMB closer to its Vision is considered valuable. Anything that undermines the Vision is viewed as unacceptable. To truly understand CSUMB, we encourage you to read the Vision. If you share its core values and academic goals, then CSUMB should prove to be a perfect place for you to learn, work, and live.

ACADEMIC GOALS AND CORE VALUES

Seven broad academic goals and seven core academic values have been identified based on the Vision. These provide a common focus for CSUMB's General Education offerings, undergraduate majors, graduate degree programs, teaching certification programs, and informal enrichment opportunities.

ACADEMIC GOALS

- ~ 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

CORE VALUES

- ~ Applied, active, and project-based learning activities
- ~ Interdisciplinarity
- ~ Multicultural and global perspectives
- ~ Technological sophistication
- ~ Service learning
- ~ Ethical reflection and practice
- ~ Collaboration

CSUMB STRATEGIC PLAN AND MISSION

The CSUMB Strategic Plan operationalizes the *CSUMB Vision Statement*, defining outcomes to be targeted so that the university can further actualize that Vision while going about the daily business of educating students for life in the 21st century. The outcomes are organized under four themes:

- ~ A pluralistic academic community
- ~ Student learning
- ~ Support for learning
- ~ An engaged campus
- ~ The Strategic Plan also defines CSUMB's Mission Statement:

To build a multicultural learning community founded on academic excellence from which all partners in the educational process emerge prepared to contribute productively, responsibly, and ethically to California and the global community.

UNIQUE TERMINOLOGY

CSUMB's unique Vision has given rise to specialized terminology. Becoming familiar with the following terms will help students, staff members, faculty members, and visitors alike.

ASSESSMENT

The formal process of gathering information about student learning and achievement of outcomes. Assessment may be embedded in a course, or achieved through independent study or evaluation of prior learning.

CAPSTONE

Public presentation of a culminating project or portfolio of work that demonstrates a student's cumulative learning.

COLLABORATION

Working together to achieve a desired outcome. At CSUMB, professors take great pride in collaborating with students to reach learning outcomes rather than just telling students what they need to know. They also create opportunities for students to collaborate with each other to achieve learning outcomes. Collaboration does not stop there. Across campus, students, staff members, faculty members, and administrators collaborate to determine desired outcomes, then collaborate to achieve them, knowing that working together produces far better results than working alone.

COURSE

Entered through formal enrollment, a learning experience accompanied by ongoing assessment.

DIVERSITY

Wide variation among individuals in terms of race, ethnicity, color, socioeconomic status, national origin, culture, religion, ability/disability, gender, sexual orientation, and other identification variables.

FIRST YEAR SEMINAR & PROSEMINAR

Three required courses that combine to develop the values, knowledge, skills, and abilities that form a foundation for lifelong learning. Each of these courses creates a community of learners. First Year Seminar orients students to CSUMB as they draft their Individual Learning Plans (ILPs). Major ProSeminar, a junior-level course offered by each undergraduate degree program, orients students to the requirements of the major as they refine their ILPs. ProSeminar 400 (Senior Capstone) helps students prepare their Senior Capstones and complete their ILPs in preparation for graduation.

INDIVIDUALIZED LEARNING PLAN (ILP)

A detailed outline of the knowledge, skills, and abilities required for a student to reach self-identified personal, social, and professional goals. The ILP, initially drafted during the First Year Seminar and later refined during the Major ProSeminar, guides a personalized CSUMB education for each student. Also referred to by some programs as an Individual Learning Plan.

INSTITUTE

A formally recognized academic unit, overseen by a director, that offers a major or minor program of study as well as related educational programming and services for the campus and regional communities, e.g. lectures, performances, and workshops. (Note: A CSUMB institute is essentially the equivalent of an academic department at other universities.)

LEARNER-CENTERED

Focus on the student rather than the professor. A commitment by professors to engage students in the learning experience, and a commitment by students to become involved in their own learning. This typically means that professors design more hands-on and dynamic experiences that consider varying student learning styles, and provide opportunities for students to take more responsibility for their own learning by interacting more extensively with each other and with the instructor. This process looks and feels very different than traditional lecture-style instruction where professors dispense knowledge and leave students with the burden of connecting to it.

LEARNING EXPERIENCE

Any knowledge and ability expanding set of events in and out of class, e.g. traditional coursework, online coursework, practical training, work experience, and life experience. All such events may earn CSUMB credit either through concurrent enrollment in a course that delivers the learning experience or through subsequent enrollment in a course offering formal assessment of a prior learning experience.

LEARNING OUTCOMES

The tangible results—what students know, understand, appreciate, and can do—following a learning experience.



CALIFORNIA STATE UNIVERSITY
Monterey Bay

VISION STATEMENT

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 undereducated 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 multilingual, multicultural, gender-equitable learning. The university will be a collaborative, intellectual community distinguished by partnerships with existing institutions both public and private, 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 curriculum 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, and needs relevant to communities in the immediate Tri-County region (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; languages, cultures, 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 wellbeing of our communities, and the quality of life and development of its students, faculty, and service areas.

The education program at CSUMB will:

- Integrate the sciences, 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;
- Emphasize those topics most central to the local area's economy and ecology, and California's long-term needs;
- Offer a multicultural, gender-equitable, intergenerational, 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 system, 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 outcomes.

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 work force, 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: responding to historical and changing conditions, experimenting with strategies which increase access, improve quality, and lower 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 service with responsible and creative leadership for the global 21st century.

—September 27, 1994

WWW.CSUMB.CSUCEDUCATION.EDU

GRADUATION LEARNING OUTCOMES (GLOS)

A set of learning outcomes required for all undergraduate degrees. When students demonstrate all of these through assessment and fulfill all other requirements such as the University Learning Requirements, the Major Learning Outcomes, and minimum credits earned, they become eligible to graduate with a bachelor's degree.

MAJOR LEARNING OUTCOMES (MLOs)

The learning outcomes required by an academic major. When students demonstrate all of these through assessment and fulfill all other requirements such as the University Learning Requirements and minimum credits earned, they become eligible to graduate with a degree in the major.

MULTICULTURAL

Displaying influences from many cultures rather than reflecting a single dominant culture. Used in relation to ideas, beliefs, attitudes, values, behaviors, communications, social interactions, environment, art, literature, music, cuisine, clothing, and other tangible and intangible manifestations of culture. At CSUMB, there is a deep Vision-based commitment to building and sustaining a social and educational environment that reflects the multiple cultural influences of the diverse members of the CSUMB and Tri-County communities. Rather than welcoming diverse individuals then asking them to conform to a dominant campus culture, CSUMB welcomes diverse individuals to bring all of their "belongings" to further enrich a multicultural campus.

OUTCOMES-BASED EDUCATION

An educational model where the desired end results are identified first, then the means to achieve those results are identified and developed. This means that faculty members publicly articulate learning outcomes and assessment criteria in advance of instruction. They also focus curriculum and instruction on the agreed-upon student learning outcomes. Student progress and completion of courses and programs of study are determined by proficiency in the articulated outcomes.

Grounding curriculum and instruction on an outcomes-based education model has the power to:

- ~ Focus resources and instruction on common and cohesive student learning goals.
- ~ Institutionalize core academic values across the academic program.
- ~ Foster continuous attention on student learning.
- ~ Enhance institutional accountability.

Outside of the educational world, outcomes-based is the norm. Example: you first decide that you want to get to the store, then you determine whether you should walk, drive, or take the bus. Few just jump on the bus then later decide to have the ride result in getting off at the store. Overall, individuals make few decisions in life without some desired outcome in mind. While the action-first approach can result in great discovery and surprises, it hardly seems efficient for people who want to move forward in life. Unfortunately, education has often focused on specific actions that produce varied results, rather than specific results that can be reached through various actions. Most notably, students are usually required to take specific courses as part of their program of study, but no one ensures that various sections of those courses taught by different professors result in students learning the same things. Passing the courses becomes the objective. CSUMB identifies the desired learning outcomes first, then adopts courses that will produce those outcomes. The university also provides mechanisms for getting appropriate credit if students have already achieved designated outcomes through prior learning experiences rather than requiring that they take specific courses.

SERVICE LEARNING

Individuals learning about themselves and the world around them through service in the community. CSUMB has both lower-division and major-based service learning requirements that allow students to choose among a variety of placements in community agencies and schools. The surrounding coursework focuses on personal reflection and growth.

UNIVERSITY LEARNING REQUIREMENTS (ULRs)

The 13 sets of learning outcomes adopted by CSUMB as its General Education (GE) program. CSUMB undergraduate students must demonstrate these outcomes through assessment in order to earn a baccalaureate degree.

ACRONYMS

Typical of any university, CSUMB also sports a proliferation of acronyms. In fact, many programs, buildings, and other entities are more readily recognized by their acronyms than their full names. The handy A-Z Acronym Guide in the Directories & Resources section at the front of this catalog will help to decode these.

REQUIREMENTS FOR A BACHELOR OF ARTS OR A BACHELOR OF SCIENCE DEGREE

"In order to graduate a student must fulfill the state requirement of completing a minimum of 120 semester credits, or the number of credits specified by the individual degree program, all degree program requirements, and all CSUMB graduation requirements...."

To earn a B.A. or B.S. degree at CSUMB, you must complete a minimum of 120 semester credits or the number of credits specified by your individual degree program. You must also satisfy all General Education (GE) requirements, all CSUMB graduation requirements, and all requirements of one or more chosen majors and any optional concentrations or minors. The next section of this catalog describes the GE requirements and the requirements for each major, concentration, and minor.

UNDERGRADUATE MAJORS AND CONCENTRATIONS

The names of CSUMB's majors don't look much like the names of majors at other universities, and this creates some initial confusion about what students can learn here. The different names result from the fact that CSUMB offers interdisciplinary academic programs. In other words, they combine several traditional fields of study into one major. This choice was made because the dynamic 21st-century world demands citizens and workers with broad and adaptable skills.

Rather than looking at the short list of 12 undergraduate majors with their unusual names to determine whether to attend CSUMB or which major to choose, students may be better served by looking for the career fields that interest them in the Career/Major Alignment Guide on pages 55-56 to see which CSUMB majors incorporate those fields. Students should also look at the concentrations offered by various majors as listed below. These look a lot more like traditional fields because they provide a narrower focus within a broad interdisciplinary major.

The 12 CSUMB majors and included concentrations are:

- ~ Business Administration, B.S.
 - ~ Concentration in Entrepreneurship/Intrapreneurship
 - ~ Concentration in Information Technology/e-Commerce
 - ~ Concentration in Management and International Business
- ~ Collaborative Health and Human Services, B.A.
 - ~ Concentration in Community Health
 - ~ Concentration in Social Work
- ~ Earth Systems Science & Policy, B.S.
 - ~ Concentration in Marine and Coastal Ecology
 - ~ Concentration in Science Education
 - ~ Concentration in Watershed Systems
- ~ Global Studies, B.A.
- ~ Human Communication, B.A.
 - ~ Concentration in Chicana/o-Latina/o Studies
 - ~ Concentration in Comparative American Studies
 - ~ Concentration in Creative Writing and Social Action
 - ~ Concentration in History, Oral History, and New Media
 - ~ Concentration in Journalism and Media Studies
 - ~ Concentration in Literary and Film Studies
 - ~ Concentration in Practical and Professional Ethics
 - ~ Concentration in Pre-Law
 - ~ Concentration in Women's Studies
 - ~ Single Subject in English Waiver
 - ~ Single Subject in History and Social Sciences Waiver
- ~ Integrated Studies Special Major, B.A.
- ~ Liberal Studies, B.A.
 - ~ Concentration in Child Development
- ~ Social and Behavioral Sciences, B.A.
 - ~ Concentration in Anthropology

- ~ Concentration in Archaeology
- ~ Concentration in Geographic Information Systems
- ~ Concentration in Political Economy
- ~ Concentration in Sociology
- ~ Concentration in Social History
- ~ Telecommunications, Multimedia, and Applied Computing, B.S.
- ~ Teledramatic Arts and Technology, B.A.
- ~ Visual and Public Art, B.A.
 - ~ Concentration in Arts Education
 - ~ Concentration in Large Scale Painting and Murals
 - ~ Concentration in Large Scale Sculpture and Installation
 - ~ Concentration in Replicative Media
- ~ World Languages and Cultures, B.A.

MAJOR LEARNING OUTCOMES

To focus on outcomes, each of the CSUMB majors requires students to display achievement of a set of Major Learning Outcomes (MLOs) established by the program's faculty. The Academic Programs section of this catalog lists full details on each major including these outcomes.

OTHER DEGREE REQUIREMENTS

To authorize the award of the degree, the California Educational Code Title V requirements for California State University requires that students complete a specified minimum number of units in upper-division courses for General Education, in the major, and at the campus awarding the degree. CSU also requires the achievement of a minimum grade point average in specified areas, as well as completion of the Graduation Writing Assessment Requirement (GWAR). Complete details on these requirements may be found in the Admissions and Records chapter of this catalog.

UNDERGRADUATE MINORS

CSUMB offers several undergraduate minors that allow students to augment their majors through targeted study in another area. The current CSUMB minors are:

- ~ Business
- ~ Earth Systems Science & Policy
- ~ Environmental Health Policy
- ~ Health and Wellness
- ~ Human Communication
- ~ Human Development
- ~ Human Movement: Adapted Physical Activity
- ~ International Health Policy
- ~ Japanese History and Culture
- ~ Japanese Language and Culture
- ~ Mathematics
- ~ Music
- ~ Outdoor Education/Recreation
- ~ Psychology
- ~ Spanish History and Culture
- ~ Spanish Language and Hispanic Cultures
- ~ Sport Management (Administration Track and Coaching Track)

MINOR LEARNING OUTCOMES

Like the majors, to focus on outcomes, each of the CSUMB minors requires students to display achievement of a set of Learning Outcomes (LOs) established by the faculty. The Academic Programs section of this catalog lists complete details on each minor including these outcomes.

GRADUATE DEGREE PROGRAMS

CSUMB offers four master's degree programs. The Academic Programs section of this catalog provides specific information regarding admission and curriculum requirements for these programs:

- ~ Education, M.A.
- ~ Management and Information Technology, M.S.
- ~ Public Policy, M.A.
- ~ Marine Science, M.S.

TEACHING CREDENTIAL PROGRAMS

CSUMB offers academic programs leading to the Multiple Subject Teaching Credential with ELA/BCLAD, the Single Subject Teaching Credential with ELA/BCLAD, and the Education Specialist Mild/Moderate Needs Level I and Level II Credentials. The Academic Programs section of this catalog provides specific information regarding admission and curriculum requirements for these programs:

- ~ CalStateTEACH
- ~ Multiple Subject Credential Program (Traditional and Internship)
- ~ Single Subject Credential Program (Traditional and Internship)
- ~ Special Education Program

ACCREDITATION

MAKING CONTACT

- ~ Western Association of Schools and Colleges (WASC)
- ~ Address. 985 Atlantic Avenue, Suite 100
Alameda, Ca 94501
- ~ Information 510-748-9001
- ~ Website. www.wascweb.org

STATUS

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 or reaffirmation of 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 on schedule.

CSUMB began the accreditation process in 1994 when it was granted Eligibility status. In 1998, CSUMB was recognized as a Candidate for Accreditation by the Accrediting Commission for Senior Colleges and Universities of WASC. This status is a preliminary affiliation with the Commission and is an indication that the institution is progressing toward Accreditation. Candidacy is not Accreditation and does not ensure eventual Accreditation.

The final review visits for initial Accreditation took place in fall 2002 and spring 2003, and the WASC commission review and decision will be made in June 2003.

DEGREE APPROVAL

CSUMB currently offers. Each of CSUMB's 12 undergraduate and 4 graduate degree programs have 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.

A BRIEF HISTORICAL AND ENVIRONMENTAL SUMMARY OF THE FORMER FORT ORD

THE ARMY YEARS

- 1917 Land was purchased just north of the city of Monterey for use as an artillery-training field for the army. The area was variously known as Gigling Reservations, U.S. Field Artillery Area—Presidio of Monterey, and Gigling Field Artillery Range.
- 1933 The artillery field became Camp Ord. Primarily, horse cavalry units trained on the camp until the military began to mechanize and train mobile combat units
- 1941 Camp Ord became Fort Ord. For the next thirty years, the fort became the primary facility for basic training for the Army. At 28,000 acres—approximately 44 square miles—the fort was larger than the county of San Francisco.
- 1976 Fort Ord ceased activity as the nation's primary basic training site. Approximately 1.5 million men and women—including such luminaries as Clark Gable, Clint Eastwood, and Elvis Presley—had received their basic training at Fort Ord. At its peak, more than 35,000 people lived and worked on the base.
- 1988 Base Realignment and Closure (BRAC) legislation was passed by Congress.
- 1990 Fort Ord was declared a Superfund site, requiring cleanup of all contaminated areas.
- 1991 The decision to close Fort Ord was made. Of the hundreds of bases targeted for closure across the country, Fort Ord was one of four selected by the Federal Government to be a model for conversion to peacetime use.
- 1994 Fort Ord officially closed. The fort was the largest U.S. military base to be closed at the time.

THE ENVIRONMENT SURROUNDING CSU MONTEREY BAY

In 1994, approximately 1,365 acres and 4.4 million square-foot of facilities and accompanying infrastructure including 106 buildings and 1,253 housing units were sold to the State of California for one dollar and subsequently given to the California State University (CSU) system. Though one of the largest university campuses in California, CSUMB occupies only 5 percent of the former Fort, which totals approximately 28,000 acres—roughly the size of San Francisco County.

In addition to university development, the now closed Army base will be developed by Monterey County, the City of Marina, and the City of Seaside to provide housing, jobs, and retail and recreational opportunities. Fort Ord lands also provide a unique resource for recreation and environmental studies. For example, approximately 15,000 acres will be conveyed to the U.S. Bureau of Land Management and can be used for hiking, horseback riding, and mountainbiking. When the cleanup is concluded, more of the former Army land will be turned over to the U.S. Bureau of Land Management and the largest park in Monterey County will be just a few miles from the campus.

All properties that have been conveyed and used by CSUMB, Monterey County, Marina, and Seaside have been thoroughly inspected for health and environmental hazards by federal, state, and regional regulatory agencies, and are certified as safe for occupancy. These reviews and tests were performed prior to, and as a condition of transferring the land and facilities for public use. Review and cleanup of other portions of the former Fort Ord have continued under the scrutiny of federal, state, and regional authorities. Only when these parcels pass stringent health and safety standards will they be certified for conveyance for public use and occupancy.

The agencies involved in Fort Ord environmental cleanup and monitoring host public meetings periodically for anyone to learn more and to discuss and gain access to information and data surrounding the cleanup issues. These meetings are announced in the Environmental Cleanup Folder on FirstClass as well as in the local media.

Further information can be obtained from the fortordcleanup.com website. CSUMB maintains information provided by the Army about the cleanup in the reference section of the CSUMB Library.

The mandated cleanup of the former Fort Ord sites off-campus continues and all members of the campus community should be aware of the following issues.

LANDFILL

During its years of operation, Fort Ord operated a landfill like those operated by most cities and counties. The landfill is not located on CSUMB property, but is adjacent to the university housing area. The landfill provided garbage disposal for Fort Ord's housing, offices, and support facilities, such as machine shops and motor pools. The quantities and kinds of chemicals disposed of at the Fort Ord landfill during its operation were typical of other municipal landfills of that time, as people during that era legally discarded old paint cans, cleaning solvents, and other chemicals (that we now know to be hazardous) as if they were normal household garbage. Like many municipal landfills from this era, Fort Ord's landfill was later found to be leaking hazardous chemicals into the groundwater beneath the landfill. The Army stopped accepting waste into the landfill in 1987.

The Army, acting under the supervision of three federal and state regulatory agencies, implemented a program to clean up the contaminated water and stop further contamination. This program included placing a cover over the landfill that keeps all surface water (such as rainfall) from reaching the materials in the landfill. A treatment facility was constructed in October 1995 to treat the contaminated groundwater. (None of the contaminated water is used at CSUMB or any other municipality. See below.)

As of 2002, the landfill has been entirely capped to prevent further groundwater contamination. When capping the landfill the Army placed soil removed from cleanup programs at other parts of the base into the landfill. In particular, sand from beaches that were used for small arms training were put in the landfill. This sand contains spent bullets and small particles of lead. All this material was put under the landfill cover, to be sure it could not cause future contamination.

Most landfills generate gases. This results from the action of anaerobic bacteria on the organic matter present in the waste. Landfill gas is chiefly composed of methane and carbon dioxide, but tests are also conducted for other chemicals that can be harmful to human health. Beginning in 2000, the Army measured gases in the air from the landfill at the Frederick Park II housing, the nearest housing to the landfill. Based on tests commissioned by the Army in 2002, using very conservative assumptions, and using only the highest and not the average readings, the consultants calculated a slightly elevated health risk if someone were exposed constantly, 24 hours per day, for a period of six years. Further studies are ongoing. Results of the Army's studies will be posted on the Army's fortordcleanup.com website as well as in the Environmental Cleanup Folder on FirstClass at CSUMB.

DRINKING WATER

CSUMB receives its water from the Marina Coast Water District. The district pumps its water from wells separated from and unaffected by contamination on the former base. In California, the California Department of Health Services regulates all drinking water supplies. The Marina Coast Water District drinking water supply meets all standards required by state and federal regulations for drinking water, and the district monitors the water regularly to ensure it continues to meet these standards. Results are available online (www.mcwd.org/html/water_quality.html).

The Agency for Toxic Substance and Disease Registry (ATSDR), part of the U.S. Department of Health and Human Services, conducted an independent health assessment at the former Fort Ord at the request of local citizens. ATSDR also concluded that the water is safe. While most on campus agree that the water from the tap does not taste good, it is safe for drinking, washing, watering, and all other uses. For up-to-date information, please visit the fortordcleanup.com website.

UNEXPLODED ORDNANCE AND EXPLOSIVES

During the years that Fort Ord served as a training and staging area for the U.S. Army, cavalry, field artillery, and infantry units used portions of Fort Ord for maneuvers, target ranges, and other training. Soldiers fired millions of rounds of small arms ammunition in addition to grenades, mortars, small rockets, and artillery. These items are generally referred to as ordnance and explosives. A small percentage of this *ordnance and explosives* didn't detonate when it was fired and could still explode if disturbed by someone digging it up or even walking over it.

For many years, the multiple-range area (MRA), an 8,000-acre area located at the southwest corner of the former Fort Ord, more than a mile south of CSUMB, was used as the main *impact area* in which soldiers practiced firing of many kinds of ordnance and explosives. At the same time, there are many areas of the former base where there was no history of ordnance and explosives use. Before the land that now comprises CSUMB was transferred to the state, the Army carefully investigated and concluded it was free of unexploded ordnance and explosives.

Since 1994, the Army has spent millions of dollars investigating those places at the former Fort Ord where unexploded ordnance and explosives could still be, and cleaning them up. The affected areas have been systematically cleaned up, and have been transferred to community organizations or local governments for use as parks, or for economic development, once certified as safe by federal and state regulatory agencies.

There are still areas the Army needs to and plans to clean up. The areas with the highest priority for cleanup are former firing ranges. The Army and the regulatory agencies believe that the unexploded ordnance must be quickly removed to prevent an accident involving people who trespass. The Army has cleaned up a number of these areas already; when dangerous materials are found, they are removed or controlled detonations are planned. These explosions do not pose a threat to surrounding areas, although the explosions can occasionally be heard outdoors at CSUMB.

Once the remaining ranges are cleaned up, some of the areas may be developed, but most of the land will become the largest park in Monterey County—a natural area managed by the U.S. Bureau of Land Management. For up-to-date information, please visit the fortordcleanup.com website.

PRESCRIBED BURNS

The Army uses prescribed burns—carefully controlled fires that burn brush to the ground—to sustain native plant and wildlife habitat and remove vegetation so that ordnance and explosives can be removed safely.

In 1997, the Army and the other entities using the land signed a Habitat Management Plan (HMP) with the U.S. Fish & Wildlife Service to protect rare and endangered species and their habitats at the former Fort Ord and to allow the development of other areas. Under the terms of the Habitat Management Plan, the Army is to use prescribed burns as the primary method of brush clearance in designated habitat reserves containing central maritime chaparral. This plant community and the animal species that dwell in it have evolved with fire as a critical part of its natural life cycle. The ecosystem is dependent on fire to recycle the nutrients, expose the mineral soil and stimulate germination of the seeds in the soil that have accumulated since the last fire.

The former artillery training ranges where the most dangerous unexploded ordnance and explosives are located are covered with dense central maritime chaparral vegetation. Because these explosives can be triggered if accidentally bumped or disturbed, the Army cannot clean up these lands until the vegetation is cleared.

The Army suspended prescribed burns from 1998 through 2002 in order to conduct additional studies of alternatives to prescribed burns, and the potential health effects associated with the prescribed burns, after being sued by local activists. The Army, in consultation with the environmental regulatory agencies (U.S. Environmental Protection Agency, California Environmental Protection Agency—Department of Toxic Substances Control, and California Air Resources Board,) concluded that a prescribed burn at Fort Ord is basically no different than any other prescribed burn in the area and is, in fact, the preferred way to clear the vegetation. In addition, the agencies concluded that the quantity of pollutants put into the air by incidental detonation of explosives during a fire is well below health protective regulatory screening levels.

However, regardless of its source, smoke can cause problems for people who have respiratory difficulties, such as asthma. For this reason, the Army has established a voluntary relocation program so that people who are sensitive to smoke can be out of the area during the three days that

smoke may be in the air. Further information about the voluntary relocation program will be available through the local media several days before the prescribed burn is scheduled to begin.

The Army plans to conduct a prescribed burn in 2003 between July 1 and December 31. The burn is conducted during these months to get ideal weather conditions to minimize smoke and protect wildlife habitat. One or two additional burns will take place each subsequent year, during the same months.

CONCLUSION

In order to keep current students, prospective students, parents, staff, faculty, and administrators informed about the cleanup efforts, CSUMB works closely with the Army to ensure that the information about the cleanup is accurate. Up-to-date information related to the cleanup of the former Fort Ord, as well as the federal, state, and regional agencies responsible for the cleanup effort is available on the fortordcleanup.com website.



ACADEMIC PROGRAMS

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GENERAL EDUCATION

HOW DOES CSUMB ADDRESS GENERAL EDUCATION REQUIREMENTS?

Title 5 of the California Code of Regulations details the essential substance to be provided in the General Education (GE) program at all California State University campuses. A focus on required outcomes rather than required courses has led CSUMB to develop 13 University Learning Requirements (ULRs) to provide this substance and satisfy the Title 5 requirements. By completing the ULRs you will not only meet CSUMB's GE requirements, but the GE requirements at any of the 23 campuses in the California State University system.

WHY DOES CSUMB HANDLE GENERAL EDUCATION DIFFERENTLY?

It means better learning opportunities for you. Taking advantage of being new, as we designed our curriculum back in the 1990s guided by best practices in higher education, we chose to address broader areas that we knew would be crucial to success in and contribution to the 21st-century world and workplace. At the same time, we grounded our entire curriculum, including general education requirements, in an outcomes-based education model that emphasizes targeted student learning outcomes rather than the traditional course-based model. (For a more complete discussion of the outcomes-based education model, please turn to The CSUMB Experience chapter.)

WILL BROADER REQUIREMENTS MEAN THAT I HAVE TO TAKE MORE COURSES TO FINISH THE ULRs AT CSUMB THAN I WOULD TO SATISFY GEs ELSEWHERE?

The additional breadth generally does not imply additional coursework, as two or more ULRs are often met within a single course, and coursework in your major will often also satisfy ULRs.

WHAT ARE THE 13 UNIVERSITY LEARNING REQUIREMENTS, THEIR LEARNING OUTCOMES, AND THE COURSES I CAN TAKE TO FULFILL THEM?

COMMUNITY PARTICIPATION (CP)

The purpose of the community participation ULR is to foster the development of self-reflective, culturally aware, and responsive community participants through reciprocal service and learning.

LEARNING OUTCOMES

- ~ Students question and analyze their own beliefs, values and assumptions while developing knowledge of the beliefs and values of others.
- ~ Students comprehend their own social and cultural group identities and those of others, and the relative privilege or marginalization of each.
- ~ Students analyze the demographics and political, sociocultural, and historical dynamics of a specific community.
- ~ Students examine and analyze a community issue in the context of systemic inequities.
- ~ Students enter, participate in, and exit a community in ways that do not reinforce systemic injustice.
- ~ Students contribute to a community through competent, responsive service.
- ~ Students demonstrate skills in reciprocal community participation and collaboration.

APPROVED COURSES

The following courses have been approved to fulfill the Community Participation ULR during the Fall 2003 semester. To ensure continued alignment between the Learning Outcomes for this ULR and the Learning Outcomes for approved courses, CSUMB reserves the right to add and delete courses from the approved list each semester. Students must consult the current semester list as posted on the CSUMB.EDU/advising website and printed in the CSUMB Course Schedule for that semester before registering for a course with the expectation that it will fulfill this ULR. The following list will only be honored for the Fall 2003 semester. For more information about these courses, please consult the Course Descriptions section of this catalog.

- ~ ASMT 433 ~ Assessment of the COMMUNITY PARTICIPATION ULR ~ 1 credit
- ~ HWI 361S ~ Foundations of Wellness Through Community Participation Service Learning ~ 6 credits
- ~ SL 200S ~ Introduction to Service in Multicultural Communities ~ 4 credits
- ~ SL 201S ~ Introduction to Service in Multicultural Communities (Prearranged Service Learning) ~ 4 credits

CREATIVE AND ARTISTIC EXPRESSION (ARTSCOM)

LEARNING OUTCOMES

- ~ Students create/produce art through written, visual, digital, and/or performance expression.
- ~ Students use their knowledge of diversity to identify and use audience interests and needs to make decisions about forms of communication.

APPROVED COURSES

The following courses have been approved to fulfill the Creative and Artistic Expression ULR during the Fall 2003 semester. To ensure continued alignment between the Learning Outcomes for this ULR and the Learning Outcomes for approved courses, CSUMB reserves the right to add and delete courses from the approved list each semester. Students must consult the current semester list as posted on the CSUMB.EDU/advising website and printed in the CSUMB Course Schedule for that semester before registering for a course with the expectation that it will fulfill this ULR. The following list will only be honored for the Fall 2003 semester. For more information about these courses, please consult the Course Descriptions section of this catalog.

- ~ ASMT 421 ~ Assessment of the ARTSCOM ULR ~ 1 credit
- ~ CST 201 ~ Media Tools ~ 2 credits / CST 201L ~ Technology Tools Lab ~ 2 credits
- ~ CST 328 ~ Digital Art and Design ~ 4 credits
- ~ HCOM 227 ~ Multicultural Poetry ~ 4 credits
- ~ HCOM 230 ~ Environmental Creative Writing Workshop ~ 4 credits
- ~ HCOM 231 ~ The Chicana/o Creative Writing Workshop ~ 4 credits
- ~ MPA 233 ~ Expressive Arts ~ 4 credits
- ~ MPA 306 ~ Music and Computers ~ 4 credits
- ~ MPA 307 ~ Fundamentals of Digital Audio ~ 4 credits
- ~ MPA 310 ~ Gospel Choir ~ 2 credits
- ~ MPA 320 ~ Chorale ~ 2 credits
- ~ MPA 330 ~ Voice Training I ~ 2 credits
- ~ MPA 340 ~ Music Production and Artistic Development ~ 2 credits
- ~ MPA 350 ~ Performing Band ~ 1 credit
- ~ MPA 390 ~ Musical Theater Production ~ 4 credits
- ~ TAT 330 ~ Introduction to Storytelling ~ 4 credits
- ~ TAT 332S ~ Theatre for Teaching Service Learning ~ 4 credits
- ~ TAT 337 ~ Introduction to Video/TV Production ~ 2 credits
- ~ TAT 340 ~ Script Writing ~ 4 credits
- ~ TAT 341 ~ Directing for the Camera ~ 2 credits
- ~ TAT 355 ~ The Actor's Process ~ 4 credits
- ~ TAT 390 ~ Introduction to Theatre Performance ~ 4 credits
- ~ TAT 391 ~ Introduction to Technical Theatre ~ 4 credits
- ~ TAT 392 ~ Advanced Theatre Production—Acting ~ 4 credits
- ~ TAT 395 ~ Special Topics ~ 1-6 credits
- ~ VPA 301 ~ Two-Dimensional Fundamentals of Painting and Drawing ~ 4 credits
- ~ VPA 303 ~ Three-Dimensional Fundamentals of Sculpture/Installation ~ 4 credits
- ~ VPA 304 ~ Advanced Painting and Mural ~ 6 credits
- ~ VPA 306S ~ Large Scale Digital Mural Workshop Service Learning ~ 4 credits
- ~ VPA 315 ~ Life Drawing ~ 4 credits
- ~ VPA 401 ~ Installation Art and Performance ~ 4 credits

CULTURE AND EQUITY (CULTURE)

LEARNING OUTCOMES

- ~ **Students must define and describe the concept of culture** using insights from scholarly literatures of culture, and compare their own culture with other cultures using their conceptual understanding.
- ~ **Students must define and describe the concept of cultural identity(s)** using insights from scholarly literatures and compare their own cultural identity(s), within the context of their own culture(s), with the cultural identities of others.
- ~ **Students must analyze and describe the concepts of power relations, equity, and social justice**, and find examples of each concept in the U.S. society and other societies.
- ~ **Students must analyze historical and contemporary cross-cultural scenarios of discrimination, inequity, and social injustice** in the United States and other societies.
- ~ **Students must define and describe various personal and institutional strategies/processes that could create equity and social justice** in the United States and other societies.

APPROVED COURSES

The following courses have been approved to fulfill the Culture and Equity ULR during the Fall 2003 semester. To ensure continued alignment between the Learning Outcomes for this ULR and the Learning Outcomes for approved courses, CSUMB reserves the right to add and delete courses from the approved list each semester. Students must consult the current semester list as posted on the CSUMB.EDU/advising website and printed in the CSUMB Course Schedule for that semester before registering for a course with the expectation that it will fulfill this ULR. The following list will only be honored for the Fall 2003 semester. For more information about these courses, please consult the Course Descriptions section of this catalog.

- ~ ASMT 422 ~ Assessment of the CULTURE ULR ~ 1 credit
- ~ BUS 303S ~ Participation in Community Economic Development Service Learning ~ 4 credits

- ~ CHHS 360 ~ International and Multicultural Women's Health and Social Issues ~ 4 credits
- ~ CST 361S ~ Technology Tutors Service Learning ~ 4 credits
- ~ ESSP 309 ~ Science and Policy of Global Change ~ 4 credits
- ~ ESSP 349S ~ Interpreting Monterey Bay Natural History for the Community Service Learning ~ 4 credits
- ~ ESSP 384S ~ Environmental Justice and Environmental Policy Service Learning ~ 5 credits
- ~ ESSP 395S ~ Environment as Integrating Context for Service and Learning: A Place-Based Educational and Community Experience ~ 5 credits
- ~ GS 195 ~ Water and Humanity ~ 4 credits
- ~ GS 310 ~ Genealogy of Globalization ~ 4 credits
- ~ GS 320 ~ Global Issues and the Third World ~ 4 credits
- ~ HCOM 221 ~ Global Narratives ~ 4 credits
- ~ HCOM 225 ~ Literature, Film, and Culture ~ 4 credits
- ~ HCOM 227 ~ Multicultural Poetry ~ 4 credits
- ~ HCOM 240 ~ American Cultural Heritages ~ 4 credits
- ~ HCOM 242 ~ Introduction to Multicultural Women's Studies ~ 4 credits
- ~ HCOM 253 ~ Out of Many: Histories of the United States ~ 4 credits
- ~ HCOM 307S ~ The Social Impact of the Mass Media—Service Learning ~ 6 credits
- ~ HCOM 322 ~ Asian American Literature ~ 4 credits
- ~ HCOM 324 ~ African American Narratives ~ 4 credits
- ~ HCOM 327 ~ Survey of American Literature ~ 4 credits
- ~ HCOM 335 ~ American Ethnic Literature and Cultures ~ 4 credits
- ~ HCOM 342 ~ Feminist Theories and Methods ~ 4 credits
- ~ HCOM 344 ~ Chicana/Latina Feminisms ~ 4 credits
- ~ HCOM 395 ~ Special Topics ~ 1-6 credits
- ~ HCOM 397 ~ Independent Study ~ 1-6 credits
- ~ HCOM 426 ~ Travel Narratives ~ 4 credits
- ~ JAPN 205 ~ Introduction to Japanese Culture and Civilization ~ 4 credits
- ~ JAPN 305 ~ Introduction to Japanese Culture and Civilization ~ 4 credits
- ~ JAPN 306 ~ The Japanese Mind ~ 4 credits
- ~ JAPN 307 ~ The Japanese American Experience ~ 4 credits
- ~ JAPN 310 ~ Japanese Cinema ~ 4 Credits
- ~ LS 323 ~ World Mythological Literature ~ 4 credits
- ~ LS 324 ~ World Mythology: The Return of the Great Goddess ~ 4 credits
- ~ LS 362 ~ Southeast Asian History and Culture ~ 4 credits
- ~ LS 391 ~ Culture and Cultural Diversity ~ 4 credits
- ~ LS 391S ~ Culture and Cultural Diversity Service Learning ~ 4 credits
- ~ LS 394 ~ Multicultural Children's Literature ~ 4 credits
- ~ LS 394S ~ Multicultural Children's Literature Service Learning ~ 4 credits
- ~ MPA 335 ~ Reflections on American Music ~ 4 credits
- ~ SBS 230 ~ Crime and Violence ~ 4 credits/SBS 330 ~ Crime and Violence ~ 4 credits
- ~ SBS 281 ~ Vietnam and the United States: Political Economy and Social History since 1880 ~ 4 units
- ~ SBS 300 ~ Major ProSeminar: Theory & Method in the Social and Behavioral Sciences ~ 4 credits
- ~ SBS 381 ~ Vietnam and the United States: Political Economy and Social History since 1880 ~ 4 units
- ~ SPAN 261 ~ Contemporary Chicano Literature: A Survey ~ 4 credits
- ~ SPAN 310 ~ Hispanic Children's Literature ~ 4 credits
- ~ SPAN 365 ~ The Chicano Novel ~ 4 credits
- ~ SPAN 370 ~ The Chicano Community ~ 4 credits
- ~ SPAN 426 ~ La Narrativa Hispanoamericana Contemporánea ~ 4 credits
- ~ SPAN 427 ~ Latin American Women Writers ~ 4 credits
- ~ SPAN 428 ~ La Literatura Afro-Latina ~ 4 credits
- ~ TAT 231 ~ Movie Mania! ~ 4 credits
- ~ TAT 333 ~ World Film History I: The Early Years ~ 4 credits
- ~ TAT 334 ~ Introduction to Teledramatic Arts and Technology ~ 4 credits

- ~ TAT 336 ~ World Film History II: Contemporary Era ~ 4 credits
- ~ TAT 350 ~ World Theatre History ~ 4 credits
- ~ VPA 307 ~ Diverse Histories in Contemporary Art ~ 4 credits

DEMOCRATIC PARTICIPATION (DEMPART)

LEARNING OUTCOMES

- ~ Students describe general principles and major provisions of the constitutions of the United States and California.
- ~ Students comprehend the historical contexts and political philosophies at work at the time of the framing of the U.S. and California constitutions.
- ~ Students understand how both the national and California Constitutions have changed, and the relations of power, interests, and concerns that those changes reflect.
- ~ Students compare U.S. and California political institutions and practices with other forms of governance.
- ~ Students understand and are able to use tools of political action for political projects at the local, state, or national level.
- ~ Students reflect on the values and assumptions that inform their political participation.

APPROVED COURSES

The following courses have been approved to fulfill the Democratic Participation ULR during the Fall 2003 semester. To ensure continued alignment between the Learning Outcomes for this ULR and the Learning Outcomes for approved courses, CSUMB reserves the right to add and delete courses from the approved list each semester. Students must consult the current semester list as posted on the CSUMB.EDU/advising website and printed in the CSUMB Course Schedule for that semester before registering for a course with the expectation that it will fulfill this ULR. The following list will only be honored for the Fall 2003 semester. For more information about these courses, please consult the Course Descriptions section of this catalog.

- ~ ASMT 423 ~ Assessment of the DEMPART ULR ~ 1 credit
- ~ CHHS 330 ~ Collaborative Community Leadership ~ 4 credits
- ~ ESSP 385 ~ Social and Environmental History of California ~ 4 credits
- ~ ESSP 386 ~ Science, the Environment, and the Political Process ~ 4 credits
- ~ ESSP 387 ~ Water Resources Assessment, Law and Policy ~ 4 credits
- ~ GS 200 ~ The Politics of Everyday Life ~ 4-6 credits
- ~ GS 335 ~ Comparative Governments and Politics ~ 4 credits
- ~ HCOM 260 ~ Politics and Participation: Struggles for Justice ~ 4 credits
- ~ SBS 212 ~ Social and Political Histories of the United States ~ 4 credits
- ~ SBS 284S ~ Cultural Contexts of Bilingual Education: An Overview of Values, Contents, and Experiences on Education in Mexico and the United States Service Learning ~ 4 credits
- ~ SBS 350 ~ Domination and Resistance: 20th Century Histories of the United States ~ 4 credits
- ~ SBS 384S ~ Cultural Contexts of Bilingual Education: An Overview of Values, Contents and Experiences on Education in Mexico and the United States Service Learning ~ 4 credits
- ~ SBS 385 ~ Social and Environmental History of California ~ 4 credits
- ~ SBS 473 ~ Congress & the Presidency: Panetta's Perspective on 30 Years in Washington ~ 2 credits

ENGLISH COMMUNICATION (ENGCOM)

The English Communication ULR integrates oral, visual, and written communication with critical thinking skills. The outcomes currently cover two developmental levels: Level A (first year lower-division) and Level B (second year lower-division).

LEARNING OUTCOMES

- ~ Students use empathic and critical reading, listening, viewing, and speaking skills to **comprehend and interpret** information and ideas, to distinguish among diverse genres of communication, to identify a point of view and its explicit support, and

to locate significant points of agreement and disagreement among multiple perspectives.

- ~ Students use empathic and critical thinking skills to **analyze** why different perspectives exist on a given topic and to **evaluate** their merits.
- ~ Students use empathic and critical thinking skills to make ethical and effective decisions.
- ~ Students **present** oral and written communication ethically, effectively, and competently.

APPROVED COURSES

The following courses have been approved to fulfill the English Communication ULR during the Fall 2003 semester. To ensure continued alignment between the Learning Outcomes for this ULR and the Learning Outcomes for approved courses, CSUMB reserves the right to add and delete courses from the approved list each semester. Students must consult the current semester list as posted on the CSUMB.EDU/advising website and printed in the CSUMB Course Schedule for that semester before registering for a course with the expectation that it will fulfill this ULR. The following list will only be honored for the Fall 2003 semester. For more information about these courses, please consult the Course Descriptions section of this catalog.

ENGCOM A

- ~ BUS 211 ~ Reading, Writing and Critical Thinking for Business I ~ 4 credits
- ~ ESSP 286 ~ Harvesting Our Food: Fisheries and Agriculture ~ 4 credits
- ~ HCOM 211 ~ Reading, Writing, and Critical Thinking ~ 4 credits
- ~ SBS 200 ~ Introduction to Social and Behavioral Sciences ~ 4 credits

ENGCOM B

- ~ BUS 212 ~ Business Communication ~ 4 credits
- ~ ESSP 383 ~ Environmental Ethics and Environmental Policy ~ 4 credits
- ~ ESSP 384S ~ Environmental Justice and Environmental Policy Service Learning ~ 5 credits
- ~ HCOM 212 ~ Reasoning and Communication ~ 4 credits
- ~ HCOM 213 ~ Introduction to Communication Ethics ~ 4 credits
- ~ HCOM 214 ~ Interpersonal Communication and Conflict ~ 4 credits

ETHICS

LEARNING OUTCOMES

- ~ Students identify and analyze real world ethical problems or dilemmas, and identify those affected by the dilemma.
- ~ Students describe and analyze complexity and importance of choices that are available to the decision makers concerned with a dilemma.
- ~ Students articulate and acknowledge their own deeply held beliefs and assumptions as part of a conscious value system.
- ~ Students describe and analyze their own and others' perceptions and ethical frameworks for decision making.
- ~ Students consider and use diverse choices, beliefs, and ethical frameworks when making decisions to respond to ethical dilemmas or problems.

APPROVED COURSES

The following courses have been approved to fulfill the Ethics ULR during the Fall 2003 semester. To ensure continued alignment between the Learning Outcomes for this ULR and the Learning Outcomes for approved courses, CSUMB reserves the right to add and delete courses from the approved list each semester. Students must consult the current semester list as posted on the CSUMB.EDU/advising website and printed in the CSUMB Course Schedule for that semester before registering for a course with the expectation that it will fulfill this ULR. The following list will only be honored for the Fall 2003 semester. For more information about these courses, please consult the Course Descriptions section of this catalog.

- ~ ASMT 425 ~ Assessment of the ETHICS ULR ~ 1 credit
- ~ CHHS 350 ~ Personal and Professional Ethics ~ 4 credits
- ~ CST 373 ~ Ethics in Communication and Technology ~ 4 credits
- ~ ESSP 286 ~ Harvesting Our Food: Fisheries and Agriculture ~ 4 credits
- ~ ESSP 383 ~ Environmental Ethics and Environmental Policy ~ 4 credits

- ~ GS 195 ~ Water and Humanity ~ 4 credits
- ~ GS 330 ~ World Views ~ 4 credits
- ~ HCOM 213 ~ Introduction to Communication Ethics ~ 4 credits
- ~ HCOM 214 ~ Interpersonal Communication and Conflict ~ 4 credits
- ~ HCOM 260 ~ Politics and Participation: Struggles for Justice ~ 4 credits
- ~ HWI 345 ~ Sports Ethics ~ 4 credits
- ~ JAPN 306 ~ The Japanese Mind ~ 4 credits
- ~ SBS 281 ~ Vietnam and the United States: Political Economy and Social History since 1880 ~ 4 units
- ~ SBS 284S ~ Cultural Contexts of Bilingual Education: An Overview of Values, Contents, and Experiences on Education in Mexico and the United States Service Learning ~ 4 credits
- ~ SBS 384S ~ Cultural Contexts of Bilingual Education: An Overview of Values, Contents and Experiences on Education in Mexico and the United States Service Learning ~ 4 credits
- ~ SBS 351 ~ Introduction to Global Economics: Ethical and Scientific Decision Making Processes ~ 4 credits
- ~ SBS 381 ~ Vietnam and the United States: Political Economy and Social History since 1880 ~ 4 units
- ~ TAT 300 ~ Teledramatic Major ProSeminar/Ethics ~ 4 credits
- ~ VPA 220 ~ Museum Studies ~ 4 credits
- ~ VPA 306S ~ Large Scale Digital Mural Workshop Service Learning ~ 4 credits
- ~ VPA 308 ~ Ways of Seeing: Seminar on Philosophy and Ethical Thinking in Public Art ~ 4 credits
- ~ VPA 320S ~ Museum Foundation Studies Service Learning I ~ 4 credits

LANGUAGE (LANG)

LEARNING OUTCOMES

- ~ Students communicate in a designated language other than English with native speakers. [Language competency equal to the fourth semester of college (for students entering CSUMB with less than 56 units) or equal to the third semester of college (for students entering CSUMB with 56 or more units) must be demonstrated, whether through prior course work at the college level or while at CSUMB through assessment.]
- ~ Students describe and appreciate cultural customs, practices, products, and perspectives.
- ~ Students compare their own culture with another culture with respect to customs, practices, products, and perspectives.

APPROVED COURSES

The following courses have been approved to fulfill the Language ULR during the Fall 2003 semester. To ensure continued alignment between the Learning Outcomes for this ULR and the Learning Outcomes for approved courses, CSUMB reserves the right to add and delete courses from the approved list each semester. Students must consult the current semester list as posted on the CSUMB.EDU/advising website and printed in the CSUMB Course Schedule for that semester before registering for a course with the expectation that it will fulfill this ULR. The following list will only be honored for the Fall 2003 semester. For more information about these courses, please consult the Course Descriptions section of this catalog.

Students who enter CSUMB as freshmen or sophomores can be certified in this ULR by successfully completing a non-English language course through the fourth level (202) including the following CSUMB Courses and assessment sections:

- ~ ASL 202 ~ Intermediate American Sign Language II ~ 4 credits
- ~ ITAL 202 ~ Intermediate Italian II ~ 4 credits
- ~ JAPN 202 ~ Intermediate Japanese II ~ 4 credits
- ~ SPAN 202 ~ Intermediate Spanish II ~ 4 credits
- ~ SPAN 212 ~ Spanish for Spanish Speakers I ~ 4 credits
- ~ Alternate assessment sections of the following: ARAB 202, ASL 202, CANT 202, FRSI 202, FREN 202, GERM 202, HEBR 202, ITAL 202, JAPN 202, KOR 202, MAND 201 POL 202, PORT 202, RUS 202, SPAN 202, TAG 202, THAI 202, TURK 202, VIET 202

Students who enter CSUMB with 56 or more transferable semester units can be certified in this ULR by successfully completing a non-English lan-

guage course through the third level (201) including the following CSUMB Courses and assessment sections:

- ~ ASL 201 ~ Intermediate American Sign Language I ~ 4 credits
- ~ ITAL 201 ~ Intermediate Italian I ~ 4 credits
- ~ JAPN 201 ~ Intermediate Japanese I ~ 4 credits
- ~ SPAN 201 ~ Intermediate Spanish I ~ 4 credits
- ~ SPAN 212 ~ Spanish for Spanish Speakers I ~ 4 credits
- ~ Alternate assessment sections of the following: ARAB 201, ASL 201, CANT 201, FRSI 201, FREN 201, GERM 201, HEBR 201, ITAL 201, JAPN 201, KOR 201, MAND 201, POL 201, PORT 201, RUS 201, SPAN 201, TAG 201, THAI 201, TURK 201, VIET 201

Additionally, students who successfully complete (with a C or better), any upper-division learning experience at CSUMB taught exclusively in the target language will be certified for the ULR. Courses included are:

- ~ SPAN 301 ~ Spanish Composition and Oral Practice ~ 4 credits
- ~ SPAN 302 ~ History and Phonetic Structure of the Spanish Language ~ 4 credits
- ~ SPAN 303 ~ Advanced Spanish Grammar ~ 4 credits
- ~ SPAN 304 ~ Introduction to Hispanic Literatures ~ 4 credits
- ~ SPAN 306 ~ Cultures and Civilizations of Spanish-Speaking Latin America ~ 4 credits
- ~ SPAN 310 ~ Hispanic Children's Literature ~ 4 credits
- ~ SPAN 321 ~ Masterpieces in Hispanic Literature ~ 4 units
- ~ SPAN 425 ~ La Literatura Mexicana ~ 4 credits
- ~ SPAN 426 ~ La Narrativa Hispanoamericana Contemporánea ~ 4 credits
- ~ SPAN 427 ~ Latin American Women Writers ~ 4 credits
- ~ SPAN 428 ~ La Literatura Afro-Latina ~ 4 credits
- ~ JAPN 301 ~ Advanced Japanese I ~ 4 credits
- ~ JAPN 302 ~ Advanced Japanese II ~ 4 credits
- ~ JAPN 303 ~ Business Japanese ~ 4 credits
- ~ JAPN 304 ~ Technical Japanese ~ 4 credits
- ~ JAPN 380 ~ Japan: Land and People On-Line ~ 4 Credits
- ~ JAPN 401 ~ Advanced Japanese III ~ 4 credits
- ~ JAPN 402 ~ Advanced Japanese IV ~ 4 credits

LITERATURE AND POPULAR CULTURE (LIT)

LEARNING OUTCOMES

- ~ Students interpret and analyze significance of time, place, class, and culture in which works of literature and/or popular culture were created.
- ~ Students describe and analyze the capacity of race, ethnicity, class, gender, sexuality, disability, age, generation, and nationality to inspire, inform, and influence writers, artists, and audiences.
- ~ Students describe connections between works of literature and popular culture, their authors/artists/creators, and the society from which they emerge, and analyze those interactions from multiple perspectives.
- ~ Students discuss how the identities of diverse individuals and communities are developed and portrayed, and how critical representations of self and others occur in works of literature and popular culture.

APPROVED COURSES

The following courses have been approved to fulfill the Literature and Popular Culture ULR during the Fall 2003 semester. To ensure continued alignment between the Learning Outcomes for this ULR and the Learning Outcomes for approved courses, CSUMB reserves the right to add and delete courses from the approved list each semester. Students must consult the current semester list as posted on the CSUMB.EDU/advising website and printed in the CSUMB Course Schedule for that semester before registering for a course with the expectation that it will fulfill this ULR. The following list will only be honored for the Fall 2003 semester. For more information about these courses, please consult the Course Descriptions section of this catalog.

- ~ ASMT 427 ~ Assessment of the LIT ULR ~ 1 credit
- ~ CST 271 ~ Digital Culture ~ 4 credits
- ~ GS 360 ~ Intercultural Communications ~ 4 credits
- ~ HCOM 221 ~ Global Narratives ~ 4 credits
- ~ HCOM 225 ~ Literature, Film, and Culture ~ 4 credits
- ~ HCOM 227 ~ Multicultural Poetry ~ 4 credits

- ~ HCOM 230 ~ Environmental Creative Writing Workshop ~ 4 credits
- ~ HCOM 322 ~ Asian American Literature ~ 4 credits
- ~ HCOM 324 ~ African American Narratives ~ 4 credits
- ~ HCOM 335 ~ American Ethnic Literature and Cultures ~ 4 credits
- ~ JAPN 308 ~ Japanese Pop Culture, Anime, and Multimedia ~ 4 credits
- ~ JAPN 310 ~ Japanese Cinema ~ 4 Credits
- ~ LS 323 ~ World Mythological Literature ~ 4 credits
- ~ LS 324 ~ World Mythology: The Return of the Great Goddess ~ 4 credits
- ~ MPA 301 ~ Music for Children ~ 4 credits
- ~ MPA 335 ~ Reflections on American Music ~ 4 credits
- ~ MPA 360 ~ Survey of World Music: Online ~ 4 credits
- ~ SPAN 261 ~ Contemporary Chicano Literature: A Survey ~ 4 credits
- ~ SPAN 310 ~ Hispanic Children's Literature ~ 4 credits
- ~ SPAN 365 ~ The Chicano Novel ~ 4 credits
- ~ SPAN 425 ~ La Literatura Mexicana ~ 4 credits
- ~ SPAN 426 ~ La Narrativa Hispanoamericana Contemporánea ~ 4 credits
- ~ SPAN 427 ~ Latin American Women Writers ~ 4 credits
- ~ SPAN 428 ~ La Literatura Afro-Latina ~ 4 credits
- ~ TAT 231 ~ Movie Mania! ~ 4 credits
- ~ TAT 330 ~ Introduction to Storytelling ~ 4 credits
- ~ TAT 333 ~ World Film History I: The Early Years ~ 4 credits
- ~ TAT 334 ~ Introduction to Teledramatic Arts ~ 4 credits
- ~ TAT 336 ~ World Film History II: Contemporary Era ~ 4 credits
- ~ TAT 350 ~ World Theatre History ~ 4 credits
- ~ TAT 336 ~ World Film History II: Contemporary Era ~ 4 credits
- ~ VPA 307 ~ Diverse Histories in Contemporary Art ~ 4 credits
- ~ VPA 308 ~ Ways of Seeing: Seminar on Philosophy and Ethical Thinking in Public Art ~ 4 credits
- ~ VPA 312 ~ Visual Arts for Teaching ~ 4 credits
- ~ VPA 313 ~ Regional Art History ~ 4 credits

MATHEMATICS COMMUNICATION (MATHCOM)

The five student learning outcomes for Mathematics Communication are described in *Quantitative Reasoning for College Graduates: A Complement to the Standards by the Committee on the Undergraduate Program in Mathematics*, representing the Mathematical Association of America and the American Mathematical Society.

LEARNING OUTCOMES

- ~ Students use arithmetical, algebraic, geometric, and statistical methods to solve problems.
- ~ Students estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results.
- ~ Students interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them.
- ~ Students represent mathematical information symbolically, visually, numerically, and verbally.
- ~ Students recognize and describe the limits of mathematical and statistical methods.

APPROVED COURSES

The Entry Level Mathematics (ELM) test is not the same as the Mathematics Communication ULR. ALL students must have completed the ELM requirement or demonstrate proficiency with the content of Intermediate Algebra prior to enrolling in a course that satisfies the MATHCOM ULR.

The following courses have been approved to fulfill the Mathematics Communication ULR during the Fall 2003 semester. To ensure continued alignment between the Learning Outcomes for this ULR and the Learning Outcomes for approved courses, CSUMB reserves the right to add and delete courses from the approved list each semester. Students must consult the current semester list as posted on the CSUMB.EDU/advising website and printed in the CSUMB Course Schedule for that semester before registering for a course with the expectation that it will fulfill this ULR. The following list will only be honored for the Fall 2003 semester. For more information about these courses, please consult the Course Descriptions section of this catalog.

- ~ ASMT 428 ~ Assessment of the MATHCOM ULR ~ 1 credit

- ~ MATH 100 ~ Quantitative Literacy ~ 4 credits
- ~ MATH 130 ~ Precalculus ~ 4 credits
- ~ MATH 150 ~ Calculus I ~ 3 credits
- ~ MATH 151 ~ Calculus II ~ 3 credits
- ~ MATH 170 ~ Discrete Mathematics ~ 4 credits
- ~ STAT 200 ~ Introduction to Statistics ~ 4 credits

SCIENCE (SCI)

The Science ULR provides students with the scientific literacy they will need to make effective and ethical decisions in their personal, professional, and community service lives as global citizens in the 21st century. It consists of two parts. The first focuses on how science is done, and the second provides important integrative science content.

LEARNING OUTCOMES

PART 1: SCIENCE AS A WAY OF KNOWING (SCIENCE METHODS)

- ~ Students describe the essential attributes of the scientific way of knowing, and compare and contrast the scientific and popular meanings of hypotheses and theories.
- ~ Students use the scientific method of inquiry and standard scientific techniques to answer questions about physical, biological, and social processes.
- ~ Students explain how peer review contributes to the reliability of scientific knowledge.

PART 2: INTEGRATIVE SCIENCE CONTENT

- ~ Students explain at least five physical science concepts or principles and at least five life science concepts or principles.
- ~ Students identify and integrate physical and life science facets of two contemporary controversial issues—one local (e.g. Salinas Valley) and one global.
- ~ Students locate and use scientific information about one of those issues (previous bullet) from five sources—including at least two peer-reviewed journals—and identify the bias and qualifications of each source.

APPROVED COURSES

The following courses have been approved to fulfill the Science ULR during the Fall 2003 semester. To ensure continued alignment between the Learning Outcomes for this ULR and the Learning Outcomes for approved courses, CSUMB reserves the right to add and delete courses from the approved list each semester. Students must consult the current semester list as posted on the CSUMB.EDU/advising website and printed in the CSUMB Course Schedule for that semester before registering for a course with the expectation that it will fulfill this ULR. The following list will only be honored for the Fall 2003 semester. For more information about these courses, please consult the Course Descriptions section of this catalog.

PART 1: SCIENCE AS A WAY OF KNOWING (SCIENCE METHODS)

- ~ ASMT 429 ~ Assessment of the SCI ULR ~ 1 credit
- ~ ESSP 201 ~ The Nature of Science ~ 3 credits / ESSP 201L ~ The Nature of Science Laboratory ~ 1 credit
- ~ ESSP 304 ~ Earth Science for Teachers ~ 3 credits / ESSP 304L ~ Earth Science for Teachers Lab ~ 1 credit
- ~ ESSP 305 ~ Inquiry-Based Life Science for Teachers ~ 3 credits / ESSP 305L ~ Inquiry-Based Life Science for Teachers Lab ~ 1 credit
- ~ ESSP 347 ~ Working with Marine Mammals ~ 3 - 4 credits
- ~ SBS 351 ~ Introduction to Global Economics: Ethical and Scientific Decision Making Processes ~ 4 credits
- ~ SBS 366 ~ Research Methods and Data Analysis ~ 4 credits

PART 2: INTEGRATIVE SCIENCE CONTENT

- ~ ASMT 429 ~ Assessment of the SCI ULR ~ 1 credit
- ~ ESSP 122 ~ Integrated Physical Science ~ 4 credits
- ~ ESSP 202 ~ Human Interactions with the Environment ~ 4 credits
- ~ ESSP 204 ~ Introduction to Life Sciences ~ 4 credits
- ~ ESSP 282 ~ Monterey Bay: A Case Study in Environmental Science and Policy ~ 4 credits
- ~ SBS 100 ~

- ~ SBS 256 ~ Introduction to Geography: People, Places, and Environment (Online) ~ 4 credits
- ~ SBS 356 ~ Introduction to Geography: People, Places, and Environment (Online) ~ 4 credits

TECHNOLOGY INFORMATION (TECH)

LEARNING OUTCOMES

Students use accepted word processing techniques to produce a well designed and esthetically pleasing formal document.

- ~ Students use standard spreadsheet features to produce a representation and analysis of numerical data.
- ~ Students identify and refine a topic and formulate a research question related to that topic.
- ~ Students describe and categorize the basic types of information resources available for a single topic.
- ~ Students locate, retrieve, and evaluate information relevant to the research question.
- ~ Students formulate a variety of search strategies that will locate information relevant to the research question, retrieve information using the strategies, and evaluate it using a standard set of criteria.
- ~ Students organize and communicate research findings and conclusions to answer a research question.
- ~ Students create an electronic document that discusses a single subject or conveys a message.
- ~ Students create an original digital image.
- ~ Students analyze and respond to an ethical issue related to computers and use of information using a variety of sources.

APPROVED COURSES

The following courses have been approved to fulfill the Technology Information ULR during the Fall 2003 semester. To ensure continued alignment between the Learning Outcomes for this ULR and the Learning Outcomes for approved courses, CSUMB reserves the right to add and delete courses from the approved list each semester. Students must consult the current semester list as posted on the CSUMB.EDU/advising website and printed in the CSUMB Course Schedule for that semester before registering for a course with the expectation that it will fulfill this ULR. The following list will only be honored for the Fall 2003 semester. For more information about these courses, please consult the Course Descriptions section of this catalog.

- ~ BUS 200 ~ Introduction to Business Computing ~ 4 credits
- ~ CST 101 ~ Technology Tools ~ 2 credits
- ~ CST 102 ~ The Internet ~ 4 credits
- ~ CST 430 ~ Assessment of the TECH ULR ~ 4 credits
- ~ ESSP 300L ~ Reading, Writing, and Critical Thinking in ESSP Lab ~ 1 credit
- ~ Only the ESSP 300L section fulfills the ULR, not ESSP 300
- ~ FYS 100 ~ First Year Seminar ~ 4-6 credits
- ~ Only the Science/Technology FYS 100 section and Technology FYS 100 section fulfill the ULR. Other FYS 100 classes are offered and they do not fulfill the ULR.
- ~ HCOM 300L ~ Major ProSeminar Lab ~ 2 credits
- ~ Only the HCOM 300L section fulfills the ULR, not HCOM 300
- ~ SBS 318 ~ Computing Skills for the Social Sciences ~ 4 credits

U.S. HISTORIES (HIST)

LEARNING OUTCOMES

Students provide a comparative description and analysis of the diverse peoples and histories of the United States over a significant time period (at least one hundred years) including the peoples of California

- ~ Students use critical thinking skills to read, understand, and interpret historical scholarship.
- ~ Students employ basic methodological approaches that enable them to become their own historian
- ~ Students interpret and integrate historical knowledge, historical analysis, and historical application in well written essays and, if appropriate, in another form such as a multimedia presentation or website.

APPROVED COURSES

The following courses have been approved to fulfill the U.S. Histories ULR during the Fall 2003 semester. To ensure continued alignment between the Learning Outcomes for this ULR and the Learning Outcomes for approved courses, CSUMB reserves the right to add and delete courses from the approved list each semester. Students must consult the current semester list as posted on the CSUMB.EDU/advising website and printed in the CSUMB Course Schedule for that semester before registering for a course with the expectation that it will fulfill this ULR. The following list will only be honored for the Fall 2003 semester. For more information about these courses, please consult the Course Descriptions section of this catalog.

Approved ULR courses recommended for lower-division students:

- ~ ASMT 431 ~ Assessment of the HIST ULR ~ 1 credit
- ~ GS 200 ~ The Politics of Everyday Life ~ 4-6 credits
- ~ HCOM 240 ~ American Cultural Heritages ~ 4 credits
- ~ HCOM 245 ~ Introduction to Chicana/o Studies ~ 4 credits
- ~ HCOM 253 ~ Out of Many: Histories of the United States ~ 4 credits
- ~ SBS 212 ~ Social and Political Histories of the United States ~ 4 credits
- ~ SBS 281 ~ Vietnam and the United States: Political Economy and Social History since 1880 ~ 4 units

Approved ULR courses recommended for upper-division transfer students:

- ~ ASMT 431 ~ Assessment of the HIST ULR ~ 1 credit
- ~ ESSP 385 ~ Social and Environmental History of California ~ 4 credits
- ~ HCOM 354 ~ Whose America? Contested Memories in Public History ~ 4 credits
- ~ HCOM 356 ~ Multicultural History in the New Media Classroom ~ 4 credits
- ~ SBS 381 ~ Vietnam and the United States: Political Economy and Social History since 1880 ~ 4 units
- ~ SBS 350 ~ Domination and Resistance: 20th Century Histories of the United States ~ 4 credits
- ~ SBS 385 ~ Social and Environmental History of California ~ 4 credits
- ~ SPAN 308 ~ History and Culture of Aztlan: The Southwestern United States ~ 4 credits

VIBRANCY (VIBRANCY)

The Vibrancy ULR requires students to demonstrate knowledge of the concepts of health and wellness, describe their dimensions; and plan, implement, and report on a specific wellness plan or project as it relates to their own lives.

LEARNING OUTCOMES

THEORY

- ~ Students describe and define health and wellness theory, concepts, and content with emphasis on regular physical activity, proper nutrition, eating habits, and stress reduction/management, and their connections.
- ~ Students analyze real and potential benefits of regular exercise, proper nutrition, eating habits, and stress management, and the consequences of not having these habits.
- ~ Students set health and wellness goals, and develop action steps to achieve them in the areas of physical activity, nutritious eating, and effective stress management.
- ~ Students describe a commitment and intent to implement a personal wellness plan and describe choices that support that plan.

ACTIVITY

- ~ Students participate in a human movement activity, and acknowledge the importance and benefits for personal health and wellness.

APPROVED COURSES

The following courses have been approved to fulfill the Vibrancy ULR during the Fall 2003 semester. To ensure continued alignment between the Learning Outcomes for this ULR and the Learning Outcomes for approved courses, CSUMB reserves the right to add and delete courses from the approved list each semester. Students must consult the current semester list as posted on the CSUMB.EDU/advising website and printed in the CSUMB Course Schedule for that semester before registering

for a course with the expectation that it will fulfill this ULR. The following list will only be honored for the Fall 2003 semester. For more information about these courses, please consult the Course Descriptions section of this catalog.

THEORY

- ~ ASMT 432 ~ Assessment of the VIBRANCY ULR ~ 1 credit
- ~ HWI 161 ~ Foundations of Wellness ~ 3 credits
- ~ HWI 162 ~ Foundations of Wellness: Nutrition ~ 3 credits
- ~ HWI 201 ~ Foundations of Wellness: Psychobiology of Eating Disorders ~ 3 credits
- ~ HWI 260 ~ Foundations of Wellness/Exercise and Fitness ~ 3 credits
- ~ HWI 262 ~ Foundations of Wellness: Women's Health Issues ~ 3 credits
- ~ HWI 263 ~ Foundations of Wellness: Human Sexuality ~ 3 credits
- ~ HWI 264 ~ Foundations of Wellness: Marriage and Family ~ 3 credits
- ~ HWI 266 ~ Foundations of Wellness: Drugs in Modern Society ~ 3 credits
- ~ HWI 361 S ~ Foundations of Wellness Through Community Participation Service Learning ~ 6 credits

ACTIVITY

- ~ SBS 231 ~ Crime and Violence Defense Lab ~ 1-2 credits
- ~ SBS 331 ~ Crime and Violence Defense Lab ~ 1-2 credits
- ~ HWI 240L ~ Advanced/Competitive Athletics Lab ~ 2 credits
- ~ HWI 260L ~ Foundations of Wellness/Exercise and Fitness Lab ~ 1 credit
- ~ HWI 261 ~ Ability to Manage Stress ~ 2 credits
- ~ HWI 461 ~ Effectively Managing Stress ~ 3 credits
- ~ MPA 225 ~ Ballet Folklorico ~ 2 credits
- ~ MPA 227 ~ Jazz Dance I ~ 1 credit
- ~ MPA 228 ~ Jazz Dance II ~ 1 credit
- ~ TAT 355 ~ The Actor's Process ~ 4 credits

HOW CAN I SATISFY THE ULRs?

To satisfy the ULRs, you may:

- ~ Pass approved courses that provide built-in assessment. The Fall 2003 approved courses have been listed above. To ensure continued alignment between the Learning Outcomes for each ULR and the Learning Outcomes for approved courses, CSUMB reserves the right to add and delete courses from the approved lists each semester. Students must consult the current semester list as posted on the CSUMB.EDU/advising website and printed in the CSUMB Course Schedule for that semester before registering for a course with the expectation that it will fulfill a ULR. The listings in this catalog will only be honored for the Fall 2003 semester.
- ~ Transfer articulated courses from other institutions. To determine articulation for courses at your current institution, please consult the CSUMB.EDU/advising website.
- ~ Enroll in the appropriate alternate assessment courses as noted on the approved course lists in order to demonstrate and get credit for your prior learning.

WHAT HAPPENS IF I COMPLETE A COURSE THAT IS ON AN APPROVED LIST, THEN IT GETS REMOVED LATER?

As long as you successfully complete a course and its built-in assessment modules during the semester for which the course is listed on an official list as an approved ULR course, you will receive credit for satisfying the related ULR in whole or in part as noted on the list. If a course is removed from the list in subsequent semesters, it will have no effect on you.

DO THE ULRs VARY DEPENDING ON WHETHER I ENTER SCHOOL AS A FRESHMAN OR TRANSFER STUDENT?

Yes, there are distinct differences.

STUDENTS ENTERING CSUMB AS FRESHMEN

If you enter CSUMB as a freshman, you must satisfy all 13 ULRs, with no less than nine semester credits of the work to be at the upper-division level after you achieve upper-division status.

TRANSFER STUDENTS WITH FULLY CERTIFIED GE REQUIREMENTS

If you transfer from another California institution with your General Education requirements fully certified, you must still satisfy the Graduation Learning Outcomes listed in Chart 1. (For a detailed description of the General Education breadth areas, please consult Chart 3.)

TRANSFER STUDENTS WITHOUT FULLY CERTIFIED GE REQUIREMENTS

If you enter CSUMB without fully certified GE requirements, you will be considered to have satisfied each of the ten ULRs listed on the left in Chart 2 only if you have passed courses (with a grade of C or better) that satisfy the corresponding General Education areas listed to the right. You will need to complete the remaining ULRs and the Graduation Learning Outcomes listed in Chart 1 after transferring to CSUMB. (For a detailed description of the General Education breadth areas, please consult Chart 3.)

CHART ONE: GRADUATION LEARNING OUTCOMES

- ~ Students satisfy the Culture and Equity, and Technology Information ULRs at CSUMB.
- ~ Students fully satisfy the Language ULR by demonstrating competency in a language other than English equal to the fourth semester of college if entering CSUMB with less than 56 units, or equal to the third semester of college if entering CSUMB with 56 or more units. If students have already achieved this through courses taken and passed at the college level, then they have satisfied this requirement. Otherwise, they can satisfy it through courses and assessment at CSUMB.
- ~ Students satisfy the Community Participation ULR through a service learning course in their chosen majors.
- ~ In the process of doing all of the above, students complete at least nine semester credits at the upper-division level after achieving upper-division status.

CHART TWO: CORRESPONDENCE OF ULRs WITH GEs

- ~ Community Participation D3
- ~ Creative and Artistic Expression C1
- ~ Democratic Participation D, or F2 and F3
- ~ English Communication A1 and A2 (two courses)
- ~ Ethics A3
- ~ Literature and Popular Culture C2
- ~ Mathematics B4
- ~ Science
 - ~ Content B1 and B2
 - ~ Methods B1 or B2, and B3
- ~ U.S. Histories D or F1
- ~ Vibrancy Area E (two courses)

CHART 3: GENERAL EDUCATION BREADTH REQUIREMENT DESCRIPTIONS

- ~ Area A: Communications and Critical Thinking
 - ~ A1: Oral Communication
 - ~ A2: Written Communication
 - ~ A3: Critical Thinking
- ~ Area B: Physical Universe and Its Life Forms
 - ~ B1: Physical Universe
 - ~ B2: Life Forms
 - ~ B3: Laboratory Activity
 - ~ B4: Mathematical Concepts, Quantitative Reasoning & Applications
- ~ Area C: Arts, Literature, Philosophy & Foreign Language
 - ~ C1: Arts (Art, Dance, Theater, Music, Photography)
 - ~ C2: Humanities (Literature, Philosophy, Foreign Language)
- ~ Area D: Social, Political & Economic Institutions
 - ~ D1: Social Institutions
 - ~ D2: Political Institutions
 - ~ D3: Economic Institutions

- ~ D4: Contemporary Setting
- ~ D5: Historical Setting
- ~ D6: Western & Non-Western Cultures
- ~ Area E: Lifelong Understanding and Self Development
 - ~ E1: Integrated Organism
- ~ Area F: U.S. Constitution, California State, and Local Government
 - ~ F1: U.S. History
 - ~ F2: U.S. Constitution
 - ~ F3: State and Local Government

UNDERGRADUATE PROGRAMS

CAREER PREPARATION QUICKFIND GUIDE

Because CSUMB places strong emphasis on preparing well-rounded students who thrive when faced with the constantly changing demands of the 21st-century workplace, we offer interdisciplinary programs that connect several traditional fields of study together in meaningful ways. As a result—though we offer only 12 undergraduate majors, 4 graduate degrees, and a handful of credentials—our unique academic programs provide clear pathways to nearly 200 careers.

Because you likely have a career or two in mind, we have provided this Quickfind Guide to help you locate a CSUMB program that can help you reach each. To use the guide, simply locate a field of interest on the left, then look to the right to see the abbreviation for the related CSUMB academic program. Then find the abbreviation in the key to see the full name of the program, the type of degree offered, and the page number where its description starts in this catalog.

Don't see your preferred career listed? Our Integrated Studies Special Major (see page 72) may be able to accommodate your specific needs, while all of our interdisciplinary majors provide broad preparation that will make you adaptable in the marketplace.

Don't know what you want to do with your life? CSUMB Career Development (see page 138) will work with you to identify your interests and strengths to find an ideal career.

KEY

Abbr.	Name	Catalog Page
BUS	Business Administration, B.S.	57
CHHS	Collaborative Health and Human Services, B.A.	59
ESSP	Earth Systems Science & Policy, B.S.	62
GS	Global Studies, B.A.	65
HCOM	Human Communication, B.A.	69
HWI	Health and Wellness	92
ISSM	Integrated Studies Special Major, B.A.	72
LS	Liberal Studies, B.A.	74
MAE	Education, M.A.	115
MATH	Mathematics and Statistics	95
MPP	Public Policy, M.A.	117
MSMIT	Management and Information Technology, M.S.	119
MSMS	Marine Science, M.S.	122
MULT	Multiple Subject Credential with ELA/BCLAD	125
SBS	Social and Behavioral Sciences, B.A.	77
SINGLE	Single Subject Credential with ELA /BCLAD	126
SPED	Special Education Program	128
TMAC	Telecommunications, Multimedia, and Applied Computing, B.S.	81
TAT	Teledramatic Arts and Technology, B.A.	84
TEACH	CalStateTEACH	124
VPA	Visual and Public Art, B.A.	86
WLC	World Languages and Cultures, B.A.	89

CAREER PATHWAYS PROVIDED BY CSUMB ACADEMIC PROGRAMS

Career Interest	CSUMB Program(s)
Acting	TAT
Adapted Physical Education	HWI
Adult Education	LS, MAE
Advertising	HCOM
Advocacy	HCOM, SBS
Anthropology	SBS
Archaeology	SBS
Archives	SBS
Art	VPA
Arts	MPA
Arts Administration	VPA
Arts Education	VPA
Arts Management	VPA
Arts Policy	VPA
Audio	MPA
Biological Oceanography	MSMS

Budget Analysis	BUS, MPP
Business	BUS, MATH, MSMT
Chemical Oceanography	MSMS
Cinematography	TAT
City Management	MPP
Coaching	HWI
Communications	HCOM
Community Arts	VPA
Community Development	SBS, BUS, MPP
Community Health	HWI
Community Relations	HCOM
Community Services	CHHS
Composing	MPA
Computer Programming	TMAC
Computing	TMAC
Corporate Health and Wellness	HWI
Corporate Leadership	MSMIT
Counseling	CHHS, HCOM, SBS, MAE
Criminology	SBS
Cultural Affairs	GS
Cultural Exchange	GS
Cultural Policy	VPA
Cultural Research	WLC
Cultural Resources	SBS
Curatorial Management	VPA
Dance	MPA
Development	GS
Diplomacy	GS
Directing	TAT, MPA
Earth Systems Science	ESSP
Ecology	ESSP
e-Commerce	BUS, TMAC
Economics	ESSP, SBS
Editing	TAT
Education	MAE
Educational Resource Specialist	SPED
Educational Technology	MAE
Elementary Education	LS, TEACH, MULT
English Education	HCOM
Entrepreneurship	BUS, MSMT
Environmental Policy	MPP
Environmental Protection	GS
Environmental Science	ESSP
Ethnography	HCOM
Ethnomusicology	MPA
Finance	BUS
Fine Art	VPA
Foreign Service	WLC, MPP
Gallery Management	VPA
Geographic Information Systems	ESSP, SBS
Geography	SBS
Geological Oceanography	MSMS
Geology	ESSP
Government	GS, BUS, WLC, MPP
Hardware	TMAC
Health Education	CHHS, HWI
Health Services	CHHS, SBS, MPP
High School Education	SINGLE
High-Tech Business	MATH, TMAC
History	HCOM, SBS
Human Resources	CHHS, GS, BUS
Human Services	MPP
Hydrology	ESSP
Ichthyology	MSMS
Information Technology	BUS, MSMT
Instructional Design	TMAC
International Affairs	WLC
International Business	BUS, WLC
International Health	GS
International Law	GS
International Marketing	WLC

Interpretation	GS, WLC	Systems Analysis	MSMIT
Job Training	LS	Teaching	LS, TEACH, SPED, MULT, SINGLE, MAE
Journalism	HCOM	Telecommunications	TMAC
Land Use	ESSP	Television	TAT
Language Education	WLC	Tourism	GS
Law	ESSP, HCOM, SBS	Trade	GS, BUS
Law Enforcement	CHHS	Training	MAE
Legislative Analysis	MPP	Translation	GS, WLC
Library Administration	HCOM	Travel	WLC
Literature	HCOM	Urban Planning	GS
Management	BUS, MPP, MSMIT	Videography	TAT
Marine Botany	MSMS	Visual Art	VPA
Marine Ecology	MSMS	Watershed Systems	ESSP
Marine Geochemistry	MSMS	Web Design	TMAC
Marine Science	ESSP	Web-Based Training	TMAC
Marine Technology	ESSP	Webcasting	TAT
Marketing	BUS, MSMIT	World Trade	WLC
Mathematics Education	MATH	Writing	HCOM
Media	GS, HCOM	Youth Services	CHHS
Media Production	TMAC, TAT		
Mediation	CHHS, HCOM		
Middle School Education	LS, TEACH, MULT, SINGLE		
Multimedia	TMAC, TAT		
Museum Administration	HCOM, VPA		
Music	MPA		
Music Criticism	MPA		
Music Education	MPA		
Negotiation	HCOM		
Network Administration	TMAC		
Nonprofit Administration	CHHS, HCOM, BUS, SBS, MPP		
Oceanography	MSMS		
Parks and Recreation	CHHS		
Peace Corps	WLC		
Physical Education	HVI		
Physical Oceanography	MSMS		
Polycymaking	SBS		
Politics	HCOM, SBS, MPP		
Probation	CHHS		
Psychology	SBS		
Public Art	VPA		
Public Health	CHHS		
Public Relations	HCOM		
Public Service	SBS		
Publishing	HCOM		
Radio	TAT		
Recording Technology	MPA		
Recreation Management	CHHS, HVI		
Regional Planning	GS		
Relief	GS		
Research	GS, HCOM, MPP		
Satellite Oceanography	MSMS		
School Administration	MAE		
Science	ESSP, MATH		
Science Education	ESSP, MSMS		
Scoring	MPA		
Scriptwriting	TAT		
Secondary Education	SINGLE		
Security	WLC		
Sensory Motor Specialties	HVI		
Social Science Education	SBS		
Social Sciences	SBS, MATH		
Social Services	HCOM		
Social Work	CHHS, SBS		
Sociology	SBS		
Software	TMAC		
Songwriting	MPA		
Special Education	SPED		
Sports Management	HVI		
Stage Management	MPA		
Subtidal Ecology	MSMS		

MAJORS

BUSINESS ADMINISTRATION (BUS)

MAKING CONTACT

- ~ Business Administration
- ~ Location Building 82A, Room 101
- ~ Information 831-582-4232
- ~ Fax 831-582-4251
- ~ Email business@csumb.edu
- ~ Website <http://business.csumb.edu>

ASSOCIATED ACADEMIC FIELDS

eCommerce and Information Technology ~ Entrepreneurship ~ Finance ~ Management ~ Marketing

DEGREE OFFERED

- ~ Bachelor of Science

CONCENTRATIONS OFFERED

- ~ Entrepreneurship/Intrapreneurship
- ~ Information Technology/e-Commerce
- ~ Management and International Business

MINORS OFFERED

- ~ Business

WHY IS THIS ACADEMIC FIELD IMPORTANT?

The 21st century offers great opportunities for those with the imagination and initiative to identify and take advantage of them. Increasingly, business success will require a multicultural and international outlook, the personal instincts and abilities to make things happen, and continuous personal and organizational innovation and reinvention in the face of rapid change.

WHAT IS THE BUSINESS ADMINISTRATION MAJOR ALL ABOUT?

The Business Administration major prepares students for careers in business, government, or the nonprofit sector where management, critical thinking, and communication skills are important. Many Business Administration majors go on to start their own businesses. Some pursue careers in international business. All business administration graduates enter their careers with a global and multicultural perspective.

HOW DOES THE BUSINESS ADMINISTRATION MAJOR AT CSUMB DIFFER FROM OTHER BUSINESS DEGREE PROGRAMS?

As a CSUMB Business Administration major, you will acquire the same business knowledge and skills as do students at other schools of business. In addition, CSUMB business students have the opportunity to acquire behavioral skills that can contribute to superior enterprise performance. Typically you will acquire these skills through a combination of structured classroom education, close faculty-student interaction, and hands-on field-based learning including internships and service work in community nonprofit organizations.

WHAT WILL I GAIN BY CHOOSING TO MAJOR IN BUSINESS ADMINISTRATION AT CSUMB?

Having an entrepreneurial attitude—looking for opportunities to add value, to improve organizations and processes, to find a better way, and to make things happen—is key to success in virtually any field. Our graduates consistently demonstrate both the skills and the accompanying motivation and confidence to succeed. More often than not, they acquire these traits through field-based learning, case studies, and other applied learning experiences that demonstrate how they can make a difference. The business faculty provides extensive one-on-one mentoring while coordinating small group interaction with business and community leaders and your student peers. Our goal is for you to graduate not just with a solid foundation in business knowledge and skills, but with behavioral attributes that will give you a competitive advantage in either your chosen career path or graduate school.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN BUSINESS ADMINISTRATION IF I WILL BE ENTERING CSUMB AS A FRESHMAN?

If you are coming to CSUMB from high school, then you should follow preparation requirements for the CSU system and take most of your courses in academic disciplines such as English, mathematics, sciences, social sciences, and a language other than English.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN BUSINESS ADMINISTRATION IF I WILL BE ENTERING CSUMB AS A TRANSFER STUDENT?

If you are transferring to CSUMB from a community college or another four-year institution, be sure to follow the CSU transfer admissions criteria. Check with your college counselor or a CSUMB representative to get the specifics and a CSU admissions application. As a prospective Business Administration major, you will be right on track if you complete courses in macroeconomics, microeconomics, financial accounting, managerial accounting, precalculus or higher level math, business statistics, and business law with a grade of “C” or above. If you arrive at CSUMB without these lower-division core courses, you can still declare Business Administration as your major while fulfilling them during your first two semesters. We also recommend that you complete as many of your General Education requirements as possible and two semesters of a second language.

WHAT CSUMB COURSES AND REQUIREMENTS SHOULD I COMPLETE BEFORE DECLARING BUSINESS ADMINISTRATION AS MY MAJOR?

All Business Administration majors must complete with a “C” or better, at CSUMB or another institution, seven lower-division core courses: macroeconomics, microeconomics, financial accounting, managerial accounting, precalculus or higher level math, statistics, and business law. Community college students considering becoming Business Administration majors at CSUMB are encouraged but not required to complete these lower-division core courses before graduating from community college.

WHAT STEPS MUST I TAKE TO DECLARE BUSINESS ADMINISTRATION AS MY MAJOR?

You may declare Business Administration as your major when you enter CSUMB. If you are a CSUMB student who wishes to become a Business Administration major, you should request a change of major via the Planner Web online advising system or by emailing business@csumb.edu, or by filling out an Academic Program Change form that may be obtained from Admissions and Records (Building 47). Prospective Business Administration majors may also visit our office in Building 82/A101 (office hours 9 a.m. - 4 p.m., M-F).

HOW IS THE BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION CURRICULUM STRUCTURED?

The Bachelor of Science in Business Administration requires a minimum of 128 units, 56 of which must be upper-division units taken within the major (including approved courses offered by other academic programs). You must receive a grade of “C” or better in all lower-division/upper-division core and elective courses required for graduation as a Business Administration major. As part of the 128 units, Business Administration majors also must satisfy University Learning Requirements (ULRs) and Graduation Learning Outcomes (GLOs).

During the freshmen and sophomore years, all Business Administration majors must complete with a “C” or better, at CSUMB or another institution, seven **lower-division** core courses:

- ~ Macroeconomics
- ~ Microeconomics
- ~ Financial Accounting
- ~ Managerial Accounting
- ~ Precalculus or higher level math
- ~ Statistics
- ~ Business Law

In addition to the above courses, **lower-division** Business Administration majors at CSUMB are required to complete BUS 211 *Reading, Writing and Critical Thinking for Business I* in satisfaction of the writing portion of the English Communication University Learning Requirement (ULR) and BUS 212 *Business Communication* which satisfies the speech portion of the English Communication ULR. All Business Administration majors, including **community college transfer students**, are required to complete BUS 200 *Introduction to Business Computing* to satisfy the Technology and Information ULR.

Juniors (or with prior approval second-semester sophomores) who have completed all Business Administration lower-division core courses begin an **upper-division** core course sequence consisting of:

- ~ BUS 300 Major ProSeminar (2 credits, concurrent with Reading, Writing and Critical Thinking for Business II)—development of Individualized Learning Plan and schedule of courses
- ~ BUS 304 Reading, Writing and Critical Thinking for Business II (4 credits, concurrent with Major ProSeminar)
- ~ BUS 305 Principles of Management (4 credits)
- ~ BUS 306 Fundamentals of Marketing (4 credits)
- ~ BUS 307 Finance (4 credits)
- ~ BUS 308 Computer Information Systems (4 credits)
- ~ BUS 309 Principles of Operations Management (4 credits)
- ~ BUS 310 Entrepreneurship (4 credits)
- ~ BUS 499 Strategic Management/Senior Capstone (4 credits)

As an integral part of the core curriculum, majors also select 22 credits of electives and courses that satisfy Service Learning, Culture and Equity, and upper-division University Learning Requirements (ULRs).

CONCENTRATIONS

In consultation with your faculty advisor, you may select one of three concentrations within the Business Administration major based on your own assessment of your strengths and weaknesses, and life and career interests:

- ~ Entrepreneurship/Intrapreneurship
- ~ Information Technology/e-Commerce
- ~ Management and International Business

Within your concentration, you select three elective courses from a menu of options intended to enable you both to attain base-level competency in the major learning outcomes (MLOs) and to deepen your level of competency in the identified concentration.

ELECTIVES

We offer a wide variety of electives paralleling the MLOs. With your faculty advisor's approval you may also select courses offered by other academic programs such as Telecommunications, Multimedia, and Applied Computing; Global Studies; Collaborative Health and Human Services; World Languages and Cultures; or Earth Systems Science & Policy.

SERVICE LEARNING AND INTERNSHIPS

Business Administration faculty and community mentors assist you in arranging service learning, internship, and other mentored work experiences. You apply knowledge and skills acquired in the classroom and position yourself to gain a strategic career position following graduation.

WHAT WILL I LEARN AS A BUSINESS ADMINISTRATION MAJOR?

As you complete your degree, you will be guided toward achieving the following Major Learning Outcomes (MLOs):

- ~ **BUS MLO 1 Entrepreneurship/intrapreneurship skills and attitudes** including ability to ~ recognize and evaluate opportunities ~ envision and launch new initiatives ~ assess and continuously improve your performance
- ~ **BUS MLO 2 Leadership and management skills** including ability to ~ contribute to organizational effectiveness ~ manage innovation and change ~ exercise leadership effectively ~ inspire, motivate, and empower others ~ use time and other personal assets productively
- ~ **BUS MLO 3 Marketing skills** including ability to ~ analyze markets and competition ~ develop and use marketing information systems ~ produce a marketing plan ~ use the Internet to improve the value chain
- ~ **BUS MLO 4 Finance skills** including ability to ~ prepare and analyze financial statements and projections ~ analyze a proposed project or investment ~ identify and evaluate sources of financing
- ~ **BUS MLO 5 Information technology skills** including ability to ~ identify and analyze an organization's information needs ~ design and implement database systems to meet needs ~ use information technology to support effective decision making ~ recognize and use technology trends to start or expand entrepreneurial or intrapreneurial ventures ~ use the Internet to disseminate information
- ~ **BUS MLO 6 Research and analysis skills** including ability to ~ plan and conduct primary and secondary research to support decision making ~ analyze a business issue applying quantitative analysis wherever appropriate

~ **BUS MLO 7 Ethics and social justice perspectives** including ability to ~ develop a set of values and beliefs that incorporate personal and professional ethics and integrity ~ identify and respond to personal and organizational ethical dilemmas ~ identify social inequity and take concrete action to promote social justice ~ promote just, fair, and caring transactions between people and agencies

~ **BUS MLO 8 Global, cross-cultural, and multicultural perspectives** including ability to ~ develop global market entry strategies ~ develop recommendations to improve global operations ~ analyze appropriate risks of international investments and finance ~ build global competitive advantages through interpersonal effectiveness

~ **BUS MLO 9 Operations management skills** including ability to ~ improve operational productivity of an enterprise ~ improve strategic decisions ~ consistently deliver quality products and services which satisfy customer needs

HOW DO I ACHIEVE THE BUSINESS ADMINISTRATION MLOs?

The Business Administration program employs a variety of methods to assess attainment of each MLO but relies primarily on concrete examples of your application of knowledge.

WHAT ELECTIVES DOES BUSINESS ADMINISTRATION OFFER?

Current electives include: *Participation in Community Economic Development; Electronic Commerce: Marketing; Product Management and Marketing for Startups; Human Resources Management; Organizational Behavior; International Financial Management; Personal Financial Management; Financial Markets and Institutions; Database Management; Ethics and Social Justice; Marketing Research; Global Marketing; Management of Nonprofit Organizations; Venture Formation and Finance; Electronic Commerce: Emerging Business Models and Issues; Electronic Commerce: Design and Development; International Comparative Management; Special Topics: Practicum in International Management and Entrepreneurship; and Internship.*

WHAT ARE THE UNIQUE FEATURES OF THE BUSINESS ADMINISTRATION CURRICULUM?

We have, and deeply value, a very **diverse student body** that mirrors the multicultural workplace of the 21st Century.

Believing that students learn best through a combination of thinking and doing, we stress **field-based learning** in small, medium, and large-sized businesses/corporations and, government agencies, and nonprofit organizations.

Collaboration with other majors allows you to concurrently acquire skills in computer or environmental sciences, social and behavioral sciences, the arts, or any of a number of other academic fields while studying business administration.

Our graduates' entrepreneurial and leadership traits, combined with their business skills and knowledge, have enabled them to launch their own businesses or move into **high-potential jobs** in industry, government, and the nonprofit sector.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

Our campus location is a huge asset. Silicon Valley, the world's greatest concentration of high tech startup companies, is an hour away. San Francisco, gateway to America's international business connections with the Pacific Rim, is two hours up the coast. To the south, Mexico provides additional international study opportunities for our students. Just minutes away from campus, the economically diverse California Central Coast presents a range of excellent opportunities in tourism, agriculture, marine ventures, and much more. Whether you are looking for the chance to make a difference for laborers or the opportunity to operate ethically among managers, you will find an appropriate challenge nearby.

Established in 1994, CSUMB has been wired for the 21st century from its start. Every student has access to the world via the campus network and the Internet. Because a central element of our CSUMB vision is to educate students from historically underrepresented groups and to become a national model for how to do this effectively, you will benefit from functioning within a diverse community much like the one you are likely to encounter in the real world of business.

WHAT COUNSELING AND SUPPORT SERVICES ARE PROVIDED FOR BUSINESS ADMINISTRATION MAJORS?

Faculty, staff, and peer advisors, and mentors from the local community help you craft your academic program and career development

strategies. Business Administration Peer Advisors are available throughout the fall and spring semesters to majors, pre-majors, and prospective majors. When you enroll in BUS 300, you will create an Individual Learning Plan that maps out the sequence of courses to take each semester through graduation. In addition, Business Administration students also take advantage of universitywide services including the Academic Skills Achievement Program (ASAP), Migrant Student Support Services (MSSS), Student Disability Resources, and the Personal Growth and Counseling Center (PGCC).

WHAT MUST I DO IN ORDER TO GRADUATE WITH A BUSINESS ADMINISTRATION DEGREE?

To graduate with a Bachelor of Science in Business Administration, you must fulfill the California State University requirement of completing a minimum of 128 credits and satisfy all Major Learning Outcomes. You must also fulfill the Graduation Writing Assessment Requirement (GVAR) and four university learning outcomes in Service Learning, Technology Information, Culture and Equity, and Language. A grade of "C" or better in all major courses is required for graduation. You must file a formal graduation application with Admissions and Records two semesters before your anticipated graduation date. The graduation application must be signed by your major advisor and accompanied by an updated and approved Individual Learning Plan.

WHICH CAREERS WILL A BUSINESS ADMINISTRATION DEGREE PREPARE ME TO PURSUE?

A Business Administration degree could launch you toward a successful career as an entrepreneur, corporate executive, venture capitalist, business leader, nonprofit founder, arts director, or community action organization manager.

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

WHAT ADVANTAGES WILL A BUSINESS ADMINISTRATION DEGREE PROVIDE IF I DECIDE TO GO ON TO GRADUATE STUDY?

We generally advise students to work for two to three years before pursuing an MBA, but Business Administration majors also have been accepted into graduate programs immediately upon receipt of the B.S. in Business Administration.

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FACULTY

- ~ Colleen Mullery, Ph.D., Director
Strategic Management ~ social environment of business
- ~ Jay A. Foss, MBA
Finance ~ management
- ~ Jeffrey S. Froshman, CPA, MBA, CFP
Finance ~ accounting ~ management
- ~ Babita Gupta, Ph.D.
Electronic commerce ~ Internet marketing ~ knowledge management ~ databases ~ parallel network optimization ~ artificial neural networks
- ~ Samuel (Sandy) Hale Jr., Ph.D.
Entrepreneurship ~ venture capital ~ international finance ~ international business ~ business and public policy
- ~ John Choon K. Kim, Ph.D.
International business ~ management ~ organizational behavior ~ international trade
- ~ Ian Lee, Ph.D.
Management ~ strategy ~ international business
- ~ Erika Weis McGrath, Ph.D.
Economics
- ~ Robert J. Russell, Ph.D.
Production & Operations Management
- ~ HawJan "John" Wu, Ph.D.
Supply chain integration ~ logistics and operations ~ Asia

STAFF

- ~ Elsa Johnson, B.A.
Executive Assistant ~ Administrative Analyst Specialist ~ Advisor

COLLABORATIVE HEALTH AND HUMAN SERVICES (CHHS)

MAKING CONTACT

- ~ Collaborative Health and Human Services
- ~ Location Building 86D
- ~ Information 831-582-3565
- ~ Fax 831-582-3899
- ~ Email iccs@csumb.edu
- ~ Website <http://iccs.csumb.edu>

ASSOCIATED ACADEMIC FIELDS

- Public Health ~ Social Work

DEGREE OFFERED

- ~ Bachelor of Arts

CONCENTRATIONS OFFERED

- ~ Community Health
- ~ Social Work

MINORS OFFERED

- ~ International Health Policy
- ~ Environmental Health Policy

The following minors were under development at the time of publication:

- ~ Social Work
- ~ Pre-Medical

Please check with the program office regarding the current status.

WHY IS THIS ACADEMIC FIELD IMPORTANT?

In response to increasing uncertainty in our social, political, and economic environments, public, nonprofit, and private agencies are in the process of transforming themselves into more flexible, innovative, and outcomes-based organizations to more effectively and collaboratively pursue shared service goals. To be successful in this dynamic environment, professionals must be equipped with a "toolbox" of interprofessional competencies that include the knowledge, skills, and attitudes for health and human service delivery, as well as the methodologies of innovation, leadership, collaboration, and organizational change.

WHAT IS THE CHHS MAJOR ALL ABOUT?

We serve as a center promoting excellence. We study and promote integrative, ethical, multidisciplinary, interprofessional, cross-cultural, and collaborative approaches to the delivery of community-based public health and social welfare services. We believe that such approaches are essential for individuals, families, organizations, and communities to empower themselves for the creation of positive change, and for efficient and effective delivery of services in the 21st century.

WHAT WILL I GAIN BY CHOOSING TO MAJOR IN CHHS?

Our program will equip you with the fundamental skills needed for an entry-level position in a 21st century health or human service organization. In the future, agencies and their employees will be measured against standards of innovation and adaptation to changes around them. In the CHHS major, you will master the theory and practice of interagency collaboration, acquire proficiency in the use of electronic technologies, and develop sound critical thinking and analytical skills.

You will also build a foundation of values and ethics, and grow adept at serving client populations whose ethnic, racial, and cultural backgrounds are different from your own. Our major will also provide you with excellent preparation for entry into graduate programs in public health, social work, social welfare, public policy, public safety, public and nonprofit management, and related professions.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN CHHS IF I WILL BE ENTERING CSUMB AS A FRESHMAN?

If you are coming to CSUMB from high school, you should be sure to fulfill all requirements for admission to the CSU system. Check with your high school guidance counselor to get the specifics and a CSU admissions application.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN CHHS IF I WILL BE ENTERING CSUMB AS A TRANSFER STUDENT?

If you are transferring to CSUMB from a community college or another four-year institution, be sure to follow the CSU transfer admissions criteria. Check with your college counselor or a CSUMB representative to get the specifics and a CSU admissions application. As a prospective CHHS major, we recommend that you include courses in the social and behavioral sciences, statistics and research methods, a second language, human development, and English communication, especially writing.

WHAT CSUMB COURSES AND REQUIREMENTS SHOULD I COMPLETE BEFORE DECLARING CHHS AS MY MAJOR?

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

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

WHAT STEPS MUST I TAKE TO DECLARE CHHS AS MY MAJOR?

If you are a new student, applying to CSU for the first time, indicate CHHS as your major when you complete your application for admission to CSUMB. If you are a current student, use the online Change of Major section in PLANNER Web to request a change to CHHS and submit it for approval.

HOW IS THE CHHS CURRICULUM STRUCTURED?

The CHHS curriculum provides for a sequential learning experience. Your first year as a major will typically include 300-level courses that orient you to the foundations of collaborative health and human services. In this phase, you will study the basic tenets of each of the fields (community health and social work), begin to focus on an area of concentration and develop a fundamental understanding of collaboration, public and nonprofit management, and leadership. CHHS courses explore conceptual frameworks, philosophical assumptions, and value systems of public health and social welfare. You will be exposed to the external environmental, political, social demographic, and economic factors that have an impact on the delivery of health and human services. As part of the first year in the major, you will begin your field practice experience with a local agency involved in collaborative service delivery.

The second phase will consist of 400-level courses that provide you with an opportunity to explore, in more depth, your concentration area, the systems within which health and human services organizations work, the practice of collaboration, and management sciences. Your fieldwork continues in the second year.

The core courses for the major include: *Major ProSeminar; Introduction to Community Health; Introduction to Social Work; Collaborative Leadership; Personal and Professional Ethics; Computer Applications to Health and Human Services Delivery; Senior Capstone Seminar; Statistics; Research Methods; Conflict Resolution, Negotiation, and Mediation; Health and Social Policy Analysis; Public and Nonprofit Systems Management; Public and Nonprofit Financial Management; and Advanced Practice in Social Work and/or Advanced Multicultural Health Education and Promotion.*

WHAT WILL I LEARN AS A CHHS MAJOR?

Our 12 CHHS Major Learning Outcomes (MLOs) guide you toward the acquisition of the knowledge and skills required to work in integrated health and human service delivery systems. The MLOs are achieved through intensive academic study, field practice experiences, and competency-based assessment. The CHHS MLOs were developed in collaboration with professionals from a broad range of health and human service agencies in our region (Monterey, Santa Cruz and San Benito

counties) and approved by the ICCS Community Advisory Board. These professional competencies build upon CSUMB's general University Learning Requirements (ULRs) and include the following:

- ~ **CHHS MLO 1 Collaboration** ~ Demonstrate the ability to work in teams in interprofessional settings across traditional lines of programs, agencies, disciplines, and diverse communities to establish common missions and purposes and to collaborate with others in decision making, learning, completing tasks, and applying knowledge of group process and group interaction.
- ~ **CHHS MLO 2 Conflict Resolution, Negotiation and Mediation** ~ Demonstrate the ability to understand the dynamics of human negotiation among conflicting interest groups and how to achieve mutual agreement.
- ~ **CHHS MLO 3 Cross Cultural Competency** ~ Demonstrate the ability to be comfortable with differences between self and others, to engage in a process characterized by mutual respect and sensitivity, to assess the needs and capabilities of culturally diverse populations, and communicate effectively across cultural groups to deliver appropriate health and human services.
- ~ **CHHS MLO 4 Financial Management** ~ Demonstrate the ability to understand the budgeting process and the financial management of public agencies and nonprofit organizations.
- ~ **CHHS MLO 5 Information Management** ~ Demonstrate the ability to apply computer and Internet technology to health and human services practice and public policy development.
- ~ **CHHS MLO 6 Knowledge of Health and Human Services** ~ Demonstrate an understanding of the fundamental principles and issues common to the major fields of health and human services including community health, social welfare, and public policy; and demonstrate the knowledge, skills, and abilities pertinent to the health and/or human service concentration area(s) selected.
- ~ **CHHS MLO 7 Leadership** ~ Demonstrate an understanding of and begin to master the skills to motivate others by promoting a shared vision and setting clear direction for collaborative implementation of sustained change in interprofessional settings and diverse communities.
- ~ **CHHS MLO 8 Personal and Professional Communication** ~ Demonstrate the ability to initiate and maintain a flow of information between sender(s) and receiver(s) through the use of critical listening, and oral and written communication skills; communicate basic and complex ideas to a variety of groups; appreciate the organizational and cultural contexts within which communication occurs; and conduct professional quality oral and electronic presentations.
- ~ **CHHS MLO 9 Personal and Professional Ethics** ~ Demonstrate the ability to articulate the values and ethics which are the foundation for health and human services practice, to recognize areas of conflict between the professional values and the student's own, and to clarify conflicting values in the delivery of health and human services.
- ~ **CHHS MLO 10 Public Policy Analysis** ~ Demonstrate the ability to critically analyze public policy issues and begin to master the skills necessary to identify and define public problems, analyze existing policies, develop alternatives to current policy, and recommend alternatives.
- ~ **CHHS MLO 11 Statistics and Research Methods** ~ Demonstrate knowledge and application of basic research methodologies and statistical analysis in applied and community-based health, human services, and public policy research.
- ~ **CHHS MLO 12 Systems Management** ~ Demonstrate an understanding of and begin to develop the skills necessary to manage complex systems of health and human service delivery.

HOW DO I ACHIEVE COMPETENCE IN THE CHHS MLOs?

The interdisciplinary nature of the CHHS curriculum provides you with a variety of structured learning opportunities and multiple pathways to master the MLOs. You may select the suggested learning opportunities or propose alternative methods for acquiring these competencies. You may explore, with members of the faculty, other nontraditional learning experiences that will enhance your achievement of the MLOs.

WHAT COURSES DOES CHHS OFFER?

The required core courses for the CHHS major include the following:

~ CHHS 300	4 credits	Major ProSeminar
~ CHHS 305	2 credits	Information Management for Health and Human Services
~ CHHS 310	4 credits	Introduction to Social Work
~ CHHS 310S	1 credit	Introduction to Social Work—Field Practicum
~ CHHS 320	4 credits	Introduction to Community Health
~ CHHS 320S	1 credit	Introduction to Community Health—Field Practicum
~ CHHS 330	4 credits	Collaborative Community Leadership
~ CHHS 340	4 credits	Conflict Resolution and Collaborative Negotiation
~ CHHS 350	4 credits	Personal and Professional Ethics
~ CHHS 396	1 credit	Junior Field Practice Seminar
~ CHHS 400	4 credits	Senior Capstone Seminar
~ CHHS 410	4 credits	Advanced Social Work Practice OR
~ CHHS 420	4 credits	Advanced Multicultural Health Education and Promotion
~ CHHS 430	4 credits	Public and Nonprofit Systems Management
~ CHHS 440	4 credits	Public and Nonprofit Financial Management
~ CHHS 450	4 credits	Health and Social Policy Analysis
~ CHHS 496	3 credits	Senior Field Practice Seminar
~ SBSC 366	4 credits	Research Methods & Data Analysis
~ STAT 200	4 credits	Introductory Statistics

WHAT ARE THE UNIQUE FEATURES OF THE CHHS CURRICULUM?**MAJOR PROSEMINAR**

The Major ProSeminar will help you and other majors create a community of learners and guide you as you complete an Individualized Learning Plan of your program in CHHS.

AN INTEGRATIVE, MULTIDISCIPLINARY APPROACH TO LEARNING

The CHHS major provides you with a solid foundation in the theory and practice of systems management and collaborative leadership, and a choice of concentration in community health and/or social work. Systems and financial management, collaboration, and conflict resolution and negotiation provide you with the core skills fundamental to all health and human service professions. You develop collaborative leadership skills as part of your preparation for the dual roles of facilitator and advocate for clients, programs, organizations, and policies in the health and human service fields.

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

FIELD PRACTICE (FP) PROGRAM: THE COMMUNITY AS CLASSROOM

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

Field education is an integral part of the CHHS major. You are required to complete a minimum of 400 hours in a community field practice site approved by the major. You begin the field experience in your junior year by enrolling in an "S" component of CHHS 310 or 320. Both courses are required, and students average six hours in the field each week throughout the semester. The senior year field placement requirement generally runs two semesters and increases to an eight hour per week commitment.

The field practice experience provides students with opportunities to apply concepts and skills acquired in coursework, address MLOs, and

work on professional development. You and your Field Mentors collaboratively develop a Learning Agreement that specifies learning objectives for the field experience supporting the MLOs. This agreement specifies the respective responsibilities of the student, agency, and university associated with the field placement.

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

In addition, through the ICCS Community Program, faculty, students, and staff play an active and integrative role in the surrounding communities, assisting in the development and facilitation of collaborative problem solving and capacity building in local communities and in integrated health and human service systems throughout the Monterey Bay area.

SENIOR CAPSTONE

Your Senior Capstone will allow you to design, produce, and present a project of your choice (with advisor approval) as a display of your cumulative learning.

CONSTANT DEVELOPMENT

Our program is renewed annually as feedback from students and community professionals serve to inform our evolving curriculum.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

The rich mix of peoples and cultures in the Monterey Bay region has given rise to a broad range of health and human service agencies near our campus. Regardless of your specific field of interest or the type of populations you hope to work with, the real world classroom around us will present exciting and challenging opportunities for your field experiences. Meanwhile, you will do your on-campus learning in small, interactive classes housed in spacious, modern facilities on our technologically advanced campus.

WHAT MUST I DO IN ORDER TO GRADUATE WITH A CHHS DEGREE?

To graduate, you must demonstrate your competence in the twelve CHHS MLOs. You will be assessed for your progress toward the successful achievement of the MLOs through:

- ~ The course instructor's evaluation of your classroom performance
- ~ The Field Mentor's evaluation of your professional development and performance in a structured field-experience
- ~ The capstone advisor's assessment of your capstone project
- ~ An assessment by a panel of academic faculty and professionals from your area of concentration who will evaluate your graduation portfolio of completed work during your senior year

WHICH CAREERS WILL CHHS PREPARE ME TO PURSUE?

A CHHS degree could launch you toward a successful career as a social worker, health educator, human resources generalist, law enforcement officer, community organizer, youth services provider, parks and recreation planner, probation officer, public health official, counselor, community mediator, or nonprofit manager.

WHAT ADVANTAGES WILL A CHHS DEGREE PROVIDE IF I DECIDE TO GO ON TO GRADUATE STUDY?

The CHHS program will provide you with excellent preparation for entry into graduate-level professional educational programs that offer masters degrees in public health (M.P.H.), social work (M.S.W.), criminal justice (M.A. or M.S.), or public administration (M.P.A.). Applicants to these programs are expected to be successful because of the major's commitment to the philosophical foundations mentioned above.

WHO WILL GUIDE MY LEARNING EXPERIENCES?**FULLTIME FACULTY**

- ~ Kim Judson, Dr.P.H., Director
International and multicultural women's health ~ community and public health policy analysis and management ~ conflict resolution and negotiation
- ~ Brian Simmons, Ph.D.
Child welfare policy and practice ~ personal and professional ethics ~ social work practice ~ social policy ~ juvenile justice ~ organization theory
- ~ Miguel D. Tirado, Ph.D.
Nonprofit and public agency management ~ social planning ~ human services financing

ADJUNCT FACULTY

- ~ Jerry Endres, M.S.W.
Community health ~ community empowerment ~ collaboration ~ leadership ~ conflict resolution ~ negotiation
- ~ Martha Tweed, M.S.W., L.C.S.W.
Field Practice Program ~ field education ~ social work ~ public child welfare
- ~ Jennifer Lagier, M.A., M.L.I.S.
Applications of computer technology in health and human services settings
- ~ Tom Uretsky, M.P.A.
Conflict resolution ~ mediation ~ negotiation
- ~ Yvonne Ricketts, M.P.A.
Health and human services financing and administration

EARTH SYSTEMS SCIENCE & POLICY (ESSP)**MAKING CONTACT**

- ~ Earth Systems Science & Policy
- ~ Location Building 53
- ~ Information 831-582-4120
- ~ Fax 831-582-4122
- ~ Email essp_comments@csumb.edu
- ~ Website <http://essp.csumb.edu>

ASSOCIATED ACADEMIC FIELDS

Biology ~ Earth Sciences ~ Ecology ~ Environmental Biology ~ Environmental Education ~ Environmental Science ~ Environmental Studies ~ Environmental Systems ~ Geographic Information Systems ~ Geosciences ~ Marine Science ~ Natural Resources ~ Natural Science ~ Science Education ~ Watershed Management

DEGREE OFFERED

- ~ Bachelor of Science

CONCENTRATIONS OFFERED

- ~ Marine & Coastal Ecology
- ~ Watershed Systems
- ~ Science Education

MINORS OFFERED

- ~ Earth Systems Science & Policy

WHY IS THIS ACADEMIC FIELD IMPORTANT?

As our population increases and our quality-of-life expectations grow, we must grapple with a simple fact—the earth is a finite planet with limited resources. Yet, we have only the most basic understanding of the complex interactions between physical processes, biological systems, and human endeavors. Our greatest challenge in the next century will be to understand these relationships well enough to meet the needs of humans and sustain the ecological processes of the planet.

WHAT IS THE ESSP MAJOR ALL ABOUT?

Earth Systems Science and Policy links the basic sciences to one another and to social, economic, and political disciplines. ESSP provides the interdisciplinary, critical thinking, and technical skills necessary to develop workable solutions to complex environmental problems.

The mission of ESSP is to enable you to understand the earth's systems and their interactions through applied learning and research with an emphasis on marine, coastal, and watershed systems. Three overarching goals unite our program:

- ~ Enable students to apply an earth systems perspective to evaluate and solve environmental problems using scientific, technical, and analytical skills.
- ~ Prepare students for leadership roles in which they contribute to effective policy solutions based on an understanding of the interactions between humans and their biological and physical surroundings.
- ~ Educate students who will be qualified to pursue ethical and rewarding career pathways.

WHY SHOULD I STUDY ESSP INSTEAD OF SPECIALIZING IN BIOLOGY, CHEMISTRY, GEOLOGY, ETC.?

Most of the environmental issues we are facing today are interdisciplinary in nature. Problems such as land degradation, climate change, pollution, deforestation, and loss of biodiversity cross the boundaries of classical disciplines. To educate you to address these critical problems, we combine several disciplines to form an integrated science, economics, and policy program. The innovative nature of our program allows you to select among three established concentrations or to design your own programmatic focus that fulfills the Major Learning Outcomes for ESSP. The three formally established concentrations in ESSP are:

- ~ Marine & Coastal Ecology
- ~ Watershed Systems
- ~ Science Education

Our ESSP program utilizes hands-on, field-based learning, as well as cutting-edge technology and multimedia tools, all of which are marketable upon graduation. Through applied learning and research, you will gain an understanding of the major components of the earth's systems and their interactions. This perspective will enable you to analyze and solve environmental problems on local and global scales.

WHAT DO YOU OFFER FOR STUDENTS WHO ARE INTERESTED IN MARINE SCIENCE?

CSUMB is located in an ideal region for the study of marine science. If you plan to pursue a career in this field, you may choose to participate in our Marine and Coastal Ecology concentration. In this concentration you will also have the opportunity to enroll in courses at Moss Landing Marine Laboratories (MLML) at no additional cost. Moss Landing, which is only minutes away from CSUMB, offers a variety of upper-division and graduate marine science and oceanography courses (see the Masters of Science in Marine Science factsheet or the program description in the Graduate Programs section of the CSUMB catalog). You may also enroll in one course per semester at UC Santa Cruz for a small additional fee. In addition, you may choose to pursue marine science internship opportunities at Stanford's Hopkins Marine Station, the Monterey Bay Aquarium, the Monterey Bay Aquarium Research Institute, or UC Santa Cruz's Long Marine Labs.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN ESSP IF I WILL BE ENTERING CSUMB AS A FRESHMAN?

If you are coming to CSUMB from high school, you should fulfill all requirements for admission to the CSU system. Check with your high school guidance counselor to get the details and a CSU admissions application. We also recommend that you take chemistry, physics, biology, precalculus, and, if available, beginning calculus.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN ESSP IF I WILL BE ENTERING CSUMB AS A TRANSFER STUDENT?

If you are transferring to CSUMB from a community college or another four-year institution, be sure to follow the CSU transfer admissions criteria. Check with your college counselor or a CSUMB representative to get the specifics and a CSU admissions application. As a prospective ESSP major, we strongly recommend that you include two semesters of calculus, two semesters of chemistry with labs, and, if possible, one semester of geology. We also recommend that you complete as much of your general education requirements as possible and two semesters of a second language.

WHAT CSUMB COURSES AND REQUIREMENTS SHOULD I COMPLETE BEFORE DECLARING ESSP AS MY MAJOR?

If you intend to be an ESSP major, you should select ESSP or any science on the CSU application. You may declare ESSP as your major as soon as you enter CSUMB. You are encouraged to visit or contact the ESSP Peer Advising Office when planning your course schedule each semester. ESSP majors take a number of lower-division science and math courses.

es that fulfill the first two ESSP Major Learning Outcomes (listed below). We encourage you to enroll in these introductory ESSP classes as soon as possible after entering CSUMB.

WHAT STEPS MUST I TAKE TO DECLARE ESSP AS MY MAJOR?

You may declare ESSP as your major when you enter CSUMB. If you are a CSUMB student who wishes to become an ESSP major, you should contact ESSP Peer Advising and request a change of major via the Planner Web online advising system. Prospective ESSP majors may visit ESSP Peer Advising in Building 53 (office hours for each semester are posted on the door), or communicate with peer advisors via email (essp_peeradvisors@csumb.edu).

HOW IS THE ESSP CURRICULUM STRUCTURED?

ESSP offers three formal areas of concentration: 1) Marine & Coastal Ecology; 2) Watershed Systems; and 3) Science Education (with emphases in teacher preparation and informal/interpretive science education). In addition, students whose educational and professional goals are consistent with ESSP's mission and Major Learning Outcomes (MLOs) but are not met by one of the formal ESSP concentrations may petition to design their own emphasis. Student-designed emphases may differ from the three formal ESSP concentrations mainly in MLO 7 (Area of Concentration MLO) and MLO 8 (Scientific Inquiry MLO). Typical student-designed emphases include pre-med, marine mammals, and marine technology.

During your freshmen and sophomore years, your ESSP courses will focus on the "foundations" of ESSP as described below in MLOs 1 and 2. These foundational learning experiences are nearly the same for all ESSP concentrations, although some concentrations require two semesters of calculus whereas others require two semesters of biology and/or physics. You do not need to complete every "foundational" lower-division course before you begin to take upper-division ESSP courses. Several lower-division courses from MLOs 1 and 2 are prerequisites for upper division ESSP courses though, so you should work with an ESSP peer advisor or faculty advisor to plan your course schedule.

At the beginning of your junior year you will enroll in ESSP 300, which will help you clarify your professional and personal goals, choose your ESSP concentration and faculty advisor, and develop an Individualized Learning Plan and schedule of courses. You will also begin your upper-division coursework. During your senior year, you will complete your upper-division coursework and your Senior Capstone project, which is described in greater detail below.

WHAT WILL I LEARN AS AN ESSP MAJOR?

All ESSP students, regardless of which concentration they select, must meet high standards for competency in the core areas of science, technology, economics, and policy, as described in ESSP's Eleven Major Learning Outcomes (MLOs).

- ~ **ESSP MLO 1 Quantitative Foundations** ~ ability to apply the fundamental mathematical and statistical constructs used to communicate quantitative information within the context of Earth Systems Science & Policy
- ~ **ESSP MLO 2 Earth Systems Science & Policy Foundations** ~ ability to apply principles and methods of the major physical and life science components of the earth system, including the atmosphere, biosphere, geosphere, and hydrosphere, as well as the chemical and physical processes underlying these components; human components of the earth system including the social, economic, and political structures that shape our interactions with our environment
- ~ **ESSP MLO 3 Applied Science Competency** ~ ability to apply advanced scientific concepts and methods to solve complex earth systems problems within an integrative life and/or physical science framework
- ~ **ESSP MLO 4 Applied Economics and Policy Competency** ~ ability to examine the linkages between economics and environmental goods and services to analyze problems of resource allocation, and to apply the basic principles of environmental ethics to the analysis of environmental issues ~ ability to critically evaluate alternative policies in terms of the economic, political, ethical, historical, or cultural factors that influence environmental decision making
- ~ **ESSP MLO 5 Data Acquisition, Analysis, and Display Competency** ~ ability to demonstrate proficiency with an integrated

set of ESSP data acquisition, analysis, and display tools ~ ability to use these tools as part of a holistic approach to environmental decision making

- ~ **ESSP MLO 6 Systems Analysis and Interdisciplinary Interactions Competency** ~ ability to recognize common patterns of change in real systems, build simple models that generate those behaviors, outline a process for building complex systems models, and describe potential limitations of systems models as decision-making tools
- ~ **ESSP MLO 7 Area of Concentration Competency** ~ ability to demonstrate depth in a chosen area of ESSP by completing an appropriate sequence of learning experiences that fulfill the learning outcomes of either a formal ESSP concentration or a self-designed, ESSP-approved concentration
- ~ **ESSP MLO 8 Scientific Inquiry Competency** ~ ability to design, conduct, and interpret scientific and/or social science investigations, and to understand the ethical norms that guide scientific processes and methods
- ~ **ESSP MLO 9 Effective Communication Competency** ~ ability to present clearly, in written and oral formats, analyses of complex ESSP issues
- ~ **ESSP MLO 10 Systems Approach to Applied Problem Solving** ~ ability to use a systems perspective to analyze environmental issues and evaluate the potential effects and ethical implications of alternative environmental policies or human actions
- ~ **ESSP MLO 11 Service Learning** ~ ability to combine disciplinary knowledge and community experiences to share the relevance and importance of science with culturally, linguistically, technologically, and economically diverse populations in the context of issues of social responsibility, justice, diversity and compassion

WHICH COURSES SHOULD I TAKE TO ACHIEVE EACH ESSP MLO?

Each of the three formal concentrations requires a slightly different sequence of learning experiences to satisfy ESSP's 11 MLOs, because each concentration has its own specific learning outcomes that fall under the broader umbrella of ESSP's MLOs. You must receive a grade of C or higher in all required classes to fulfill the ESSP MLOs. Most of the ESSP courses listed below must be taken with their associated laboratory course, as is noted in the course descriptions section of the catalog.

MARINE & COASTAL ECOLOGY CONCENTRATION

- ~ MLO 1: Each of the following: MATH 150, 151; STAT 250
- ~ MLO 2: Each of the following: ESSP 110, 111, 220, 240, 260, 271, 272, 280
- ~ MLO 3: ESSP 340
- ~ MLO 4: One of the following: ESSP 383, 384S, 385, 386, 387
- ~ MLO 5: One of the following: ESSP 350, 355, MML 404
- ~ MLO 6: ESSP 320
- ~ MLO 7 & 8: One course from Group I, one course from Group 2, and two courses from Group III:
 - ~ Group I: ESSP 330, 332
 - ~ Group II: ESSP 342, 345, 346
 - ~ Group III: ESSP 310, 331, 423, 433, 436, 440, 442, 443; MML 503, 512, 513, or another appropriate course from Moss Landing Marine Labs (MML)
- ~ MLO 9: Each of the following: ESSP 300, 400, 403
- ~ MLO 10: One of the following: ESSP 301, 303L, 309
- ~ MLO 11: One of the following: ESSP 349S, 369S, 384S, 386S, 396S, 397S, 497S

WATERSHED SYSTEMS CONCENTRATION

- ~ MLO 1: Each of the following: MATH 150, 151; STAT 250
- ~ MLO 2: Each of the following: ESSP 110, 111, 220, 240, 260, 271, 272, 280
- ~ MLO 3: ESSP 360
- ~ MLO 4: One of the following: ESSP 383, 384S, 385, 386, 387
- ~ MLO 5: One of the following: ESSP 350, 355
- ~ MLO 6: ESSP 320
- ~ MLO 7 & MLO 8: Both ESSP 332 and ESSP 460; AND one course from each of the following groups:
 - ~ Group I: ESSP 340, 342
 - ~ Group II: ESSP 436, 440, 442, 461, or a course approved by a Watershed advisor

- ~ MLO 9: Each of the following: ESSP 300, 400, 403
- ~ MLO 10: One of the following: ESSP 301, 303L, 309, 461 (Note: 461 cannot be counted for both MLOs 7 & 8 and MLO 10)
- ~ MLO 11: One of the following: ESSP 349S, 369S, 384S, 386S, 396S, 397S, 497S

SCIENCE EDUCATION CONCENTRATION—TEACHER PREPARATION EMPHASIS

- ~ MLO 1: Both of the following: MATH 150 and a statistics course approved by your advisor
- ~ MLO 2: Each of the following: ESSP 110, 111, 220, 240, 260, 271, 272, 280, 221, 241
- ~ MLO 3: ESSP 346 (for biological science focus) or ESSP 360 (for geoscience focus)
- ~ MLO 4: One of the following: ESSP 383, 384S, 385, 386, 387
- ~ MLO 5: One of the following: ESSP 310 (for biological science focus) or ESSP 355 (for earth science focus)
- ~ MLO 6: ESSP 320
- ~ MLO 7 & MLO 8:
 - ~ Biological Sciences Emphasis: Each of the following: ESSP 311, 341, 345, and either 340 or 342
 - ~ Geological Sciences Emphasis: Each of the following: ESSP 304, 460, and two courses approved by your advisor
- ~ MLO 9: Each of the following: ESSP 300, 400, 403
- ~ MLO 10: One of the following: ESSP 301, 303L, 309
- ~ MLO 11: One of the following: ESSP 349S, 369S, 384S, 386S, 396S, 397S, 497S; MATH 362S

SCIENCE EDUCATION CONCENTRATION—INFORMAL/INTERPRETIVE SCIENCE EDUCATION EMPHASIS

- ~ MLO 1: Both of the following: MATH 150 and a statistics course approved by your advisor
- ~ MLO 2: Each of the following: ESSP 110, 111, 220, 240, 241, 260, 271, 272, 280
- ~ MLO 3: One of the following: ESSP 340, 342 or 346
- ~ MLO 4: One of the following: ESSP 383, 384S, 385, 386, 387
- ~ MLO 5: Choose one of the following focus areas:
 - ~ Multimedia: CST 201
 - ~ Mass Communication Outreach: TAT 337
 - ~ GIS/GPS/RS: ESSP 332
- ~ MLO 6: ESSP 320
- ~ MLO 7 & MLO 8: One course from each of the following four groups:
 - ~ Group I: Technology Skills—Add one course to the focus chosen in MLO 5:
 - ~ Multimedia: CST 328, 362S, 251
 - ~ Mass Communication Outreach: TAT 339, 332S, 388
 - ~ GIS: ESSP 436
 - ~ Group II: Teaching Experience: ESSP 349S, 369S, 396S
 - ~ Group III: Natural History: ESSP 342, 345, 346, 347, 360
 - ~ Group IV: Multiculturalism: SBSC 350, GS 320, GS 330, HCOM 227, HCOM 240, HCOM 330, HCOM 335, HCOM 350, HCOM 355S, LS 391, LS 394, VPA 307, VPA 308
- ~ MLO 9: Each of the following: ESSP 300, 400, 403
- ~ MLO 10: One of the following: ESSP 301, 303L, 309
- ~ MLO 11: One of the following: ESSP 349S, 369S, 384S, 386S, 396S, 397S, 497S; LS 394S; CST 362S; MATH 362S; TAT 332S

ARE THERE OTHER WAYS FOR ME TO ACHIEVE THE ESSP MLOs?

Students are encouraged to discuss alternative assessment options with their advisor; however, the hands-on, integrative nature of the ESSP major necessitates a course-based path for the majority of students.

WHAT COURSES DOES ESSP OFFER?

Upper division courses include: *Reading, Writing, and Critical Thinking in ESSP*; *Ecosystems Services*; *California Transect*; *Science and Policy of Global Change*; *Biochemical Systems*; *Organic Chemistry*; *Intro to Systems and Systems Modeling*; *Electronic Projects for Ecosystem Research*; *Intro to GIS and GPS*; *Ecological Systems*; *Evolutionary Biology and Population Genetics*; *California Ecosystems*; *Physical Marine Ecology*; *Marine Science*; *Zoology*; *Interpreting Monterey Bay Natural History*; *Quantitative Field Methods*; *Quantitative Lab and Field Methods*; *Geomorphic Systems*; *Community-Based Watershed Restoration Service Learning*; *Environmental Ethics and Environmental Policy*; *Environmental Justice*

and Environmental Policy Service Learning; *Social and Environmental History of California*; *Science, the Environment, and the Political Process*; *Science and the Political Process*; *Water Resources Assessment, Law, and Policy*; *Signal Processing*; *Applications of Marine Science Technologies*; *Remote Sensing and Image Processing*; *Ecological Modeling*; *Vernal Pools of Fort Ord*; *Physical Marine Ecology*; *River Hydrology Assessment and Monitoring*; *Watershed Systems Restoration*; *Working with Marine Mammals*; and *Techniques and Theories of Animal Training*.

WHAT ARE THE UNIQUE FEATURES OF THE ESSP CURRICULUM?

SENIOR CAPSTONE

The ESSP major emphasizes hands-on learning and the application of science to real-world problems. Students in ESSP are expected to understand science and economics and the roles each plays in the development of environmental and resource policies. The ESSP curriculum culminates in an independent Senior Capstone project in which you design, complete, and present a project involving a systems analysis of a complex environmental issue. Your Capstone project may be an extension of an ESSP class project, service learning experience, internship, or job. In addition, some ESSP faculty members sponsor Capstone projects as an integral part of their grant-funded applied research programs. Other students work on a Capstone project in conjunction with an internship or research experience at one of the many local institutions and centers with which ESSP has formed collaborative partnerships.

WATERSHED INSTITUTE

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

REGIONAL PARTNERSHIPS

Moss Landing Marine Laboratories, 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 research and technology centers are located nearby. We have established partnerships and active collaborations with most of these institutions.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

ESSP emphasizes applied, hands-on, field-oriented learning that takes full advantage of the unparalleled array of environmental resources, technologies, and world-class research institutions in our region. Biological habitats—including the largest marine sanctuary in the country, estuaries, wetlands, grasslands, woodlands, deserts, and redwood forests—are accessible just beyond our doors. Furthermore, the Monterey Peninsula and Salinas Valley are living laboratories for learning about the scientific, economic, and political dimensions of land use and water resource issues.

WHAT COUNSELING AND SUPPORT SERVICES ARE PROVIDED FOR ESSP MAJORS?

CSUMB offers an array of student support services, which are described elsewhere in the CSUMB catalog. In addition, ESSP students have access to tutors in chemistry, physics, biology, math, statistics, and writing, all provided by the Academic Skills Achievement Program. In all ESSP courses, your instructors will facilitate the formation of formal and informal study groups. The smaller class size at CSUMB means that you can get individual help from your instructor in and out of class.

ESSP also provides expert academic advising about ESSP courses and MLOs. ESSP faculty and Peer Advisors hold several advising workshops each semester immediately prior to registration. In addition, the ESSP Peer Advising Office in Building 53 is open throughout the year to ESSP majors, pre-majors, and prospective ESSP majors. When you take ESSP 300, you will select an ESSP faculty advisor whose expertise matches your professional goals. As you prepare for your Capstone, you will select a Capstone advisor, who may be different from your academic advisor.

When it is time to find an internship or job, you can find listings on the ESSP website, on electronic bulletin boards maintained by ESSP, at the ESSP Peer Advising/Internship Office, in the Career Development Center, or at the Marine Advanced Technology and Education (MATE) Internship Office.

WHAT MUST I DO IN ORDER TO GRADUATE WITH AN ESSP DEGREE?

To graduate with a B.S. degree in ESSP, you must fulfill the state requirement of completing at least 128 credits, and also meet all 11 of the ESSP Major Learning Outcomes and satisfy all of CSUMB's ULRs. Each of the ESSP concentrations requires a slightly different sequence of courses to fulfill the MLOs. Although you do not need to complete the ESSP MLOs in numerical order, you are strongly encouraged to complete lower-division foundational courses by the middle of your junior year because many of those classes are prerequisites for courses that meet the other nine MLOs. Your Senior Capstone project, which is part of the assessment for MLO 9 and MLO 10, is the culmination of your ESSP coursework and allows you to apply your ESSP learning experiences to a real-world problem.

WHICH CAREERS WILL ESSP PREPARE ME TO PURSUE?

An ESSP degree will prepare you for a wide range of careers including marine scientist, environmental consultant, land use planner, watershed systems scientist, resource manager, GIS analyst, ecologist, science educator, marine technician, environmental advocate, and environmental lawyer.

WHAT ADVANTAGES WILL AN ESSP DEGREE PROVIDE IF I DECIDE TO GO ON TO GRADUATE STUDY?

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

To meet the needs of students who plan to go to graduate school, the ESSP program focuses on rigorous interdisciplinary science, technology, economics, and policy. ESSP gives students direct experience with scientific research projects and problem solving, and with oral and written communication. The Science Education Concentration—Teacher Preparation Emphasis is designed to fulfill the subject matter standards established by the California Commission on Teacher Credentialing.

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FACULTY

- ~ Sharon Anderson, Ph.D., Director
Environmental chemistry ~ water quality ~ soil chemistry ~ pesticide fate
- ~ Susan Alexander, Ph.D.
Ecology ~ ecosystem modeling ~ marine science
- ~ Robert Curry, Ph.D.
Watershed science ~ river restoration ~ geology ~ law and policy
- ~ Michael Dalton, Ph.D.
Economics ~ fisheries management ~ climate change policy
- ~ Daniel Fernandez, Ph.D.
Physics ~ ocean remote sensing ~ science education
- ~ Chris Hasegawa, Ph.D.
Science teacher education ~ instructional technology
- ~ William Head, Ph.D.
Marine ecology ~ marine policy ~ aquaculture ~ critical thinking
- ~ Jenifer Hurley, Ph.D.
Animal behavior ~ marine mammalogy ~ physiology ~ science education
- ~ Henrik Kibak, Ph.D.
Science education ~ systems biology ~ biochemistry ~ entomology
- ~ Rikk Kvitek, Ph.D.
Marine science ~ geospatial technology (GIS/GPS) ~ seafloor mapping
- ~ Laura Lee Lienk, M.S.
Watershed restoration ~ service learning ~ science education
- ~ Steven Moore, Ph.D.
Zoology ~ biomechanics ~ developmental biology ~ electronics ~ nature photography
- ~ Liese Murphree, Ph.D.
Chemistry ~ soil chemistry ~ environmental science

- ~ Lars Pierce, Ph.D.
Ecology ~ global biogeochemistry ~ computer modeling ~ remote sensing
- ~ Daniel Shapiro, Ph.D.
Environmental ethics ~ writing ~ Senior Capstone coordinator
- ~ Douglas Smith, Ph.D.
Watershed processes and restoration ~ geology ~ sedimentation
- ~ David Takacs, Ph.D.
Environmental ethics ~ justice and policy ~ writing and critical thinking
- ~ Fred Watson, Ph.D.
Hydrology ~ ecology ~ modeling ~ monitoring ~ software development
- ~ Swarup Wood, Ph.D.
Nutrient cycling ~ wetlands ~ science education
- ~ Suzanne Worcester, Ph.D.
Biology ~ field ecology ~ wetlands ~ marine biology

GLOBAL STUDIES (GS)

MAKING CONTACT

- ~ Global Studies
~ Location Building 82D
~ Information 831-582-3556
~ Fax 831-582-3737
~ Email lilly_martinez@csumb.edu
~ Website <http://global.csumb.edu>
~ FirstClass Conference GS INSTITUTE

ASSOCIATED ACADEMIC FIELDS

International Studies ~ International Relations ~ Political Science

DEGREE OFFERED

~ Bachelor of Arts

CONCENTRATIONS OFFERED

~ None

MINORS OFFERED

~ International Health Policy

WHY IS THIS ACADEMIC FIELD IMPORTANT?

As we charge forward in this new millennium, virtually every aspect of contemporary human existence is in some way affected by increasing interdependency. One-world thinking and telecommunications have eroded traditional walls of separation between domestic and international. Amid the rapid change, individuals who think with global understanding and work with a "one planet" commitment will lead the way.

WHAT IS THE GLOBAL STUDIES MAJOR ALL ABOUT?

CSUMB includes a strong commitment to global education in its Vision Statement. Global Studies promotes an understanding and appreciation of the peoples, natural environment, cultures, economies, and diversity of the world. The major in Global Studies is a concrete expression of CSUMB's commitment as it contributes directly to the development of cross-cultural, competent citizenship in a pluralistic global society. It is also a response to the needs of the State of California as it offers you an education that prepares you for productive leadership roles in an increasingly globalized society.

Our program focuses on a broad range of global issues and concerns. Virtually every aspect of contemporary human existence is affected by the increasing interdependency of humanity. We, therefore, promote your awareness of the multidimensional nature of globalization. We emphasize the knowledge and skills needed to pursue a successful career and perform effective roles in intercultural relations and global affairs.

Our curriculum is unique in that it involves the interdisciplinary study of the increasing global integration of humanity. We expose you to diverse worldviews and ideologies, critical issues of identity (such as ethnicity, race, class, gender, nationality) and citizenship, as well as important questions of ethics and social justice within a global, pluralistic context.

WHAT WILL I GAIN BY CHOOSING TO MAJOR IN GLOBAL STUDIES AT CSUMB?

Global Studies is different from international studies or international relations as Global Studies integrates the study of earth and social systems. It therefore includes *global* aspects of world life that go beyond a nar-

row focus on the *inter-national*. As a result, the number and variety of career opportunities available to graduates with broad-based learning of global issues is increasing phenomenally. Broad knowledge and skills are needed to qualify for entry-level managerial and administrative positions in government, nonprofit service, education, business, or any other organization involved in international affairs. The program prepares students for graduate studies in international fields such as law, education, foreign relations, economics, management, political science, public administration, geography, regional planning, public health, policy studies, environmental studies, sociology, and women's studies.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN GLOBAL STUDIES IF I WILL BE ENTERING CSUMB AS A FRESHMAN?

If you are coming to CSUMB from high school, then be sure that you fulfill all requirements for admission to the CSU system. Check with your high school guidance counselor to get the details and a CSU admissions application.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN GLOBAL STUDIES IF I WILL BE ENTERING CSUMB AS A TRANSFER STUDENT?

If you are transferring to CSUMB from a community college or another four-year institution, be sure to follow the CSU transfer admissions criteria. Check with your college counselor or a CSUMB representative to get the specifics and a CSU admissions application. As a prospective Global Studies major, we recommend that you include study of a second language and incorporate classes in international relations, comparative politics, western and nonwestern history, politics and government, gender studies, macroeconomics, microeconomics, and communications. In most cases, you will have taken these courses at the lower-division level. These will give you the necessary "global awareness" and preparation for the GS major. CSUMB has worked with many other colleges and universities to articulate how their courses align with those offered at CSUMB, including those suggested as preparation for our GS major. If agreements exist with your current school, you can find them listed on the CSUMB.EDU website (CSUMB.EDU/academic/articulation/coaccess.htm) or get the information from your college counselor. To determine which courses you should try to take to prepare for the GS major, please see the list of CSUMB courses recommended for major preparation listed on the website above. This will also help you determine which courses at your college align with those CSUMB courses.

WHAT CSUMB COURSES AND REQUIREMENTS SHOULD I COMPLETE BEFORE DECLARING GLOBAL STUDIES AS MY MAJOR?

Most students start the major at a junior level when all or most of the University Learning Requirements (ULRs) or equivalent General Education (GE) requirements have been completed. It is possible, however, to start the program as a first year student. If you do, we recommend that you take the following courses when offered: GS 195 *Water and Humanity* and GS 200 *Politics of Everyday Life*. You may also take GS315 *Global History: The Worlds of Modernity*, GS 320 *Global Issues in the Third World*, GS 335 *Comparative Government and Politics*, and GS362 *Global Literatures* before your junior year. Successful completion of some of these courses will fulfill several of CSUMB's 13 University Learning Requirements and will serve as electives, speeding your progress to degree completion. Check the current University Learning Requirements list at CSUMB.EDU/advising for the specifics.

WHAT STEPS MUST I TAKE TO DECLARE GLOBAL STUDIES AS MY MAJOR?

You may declare GS as your major when you enter CSUMB. Once, you do, you will be assigned to a GS faculty advisor who will help you navigate through CSUMB. You will officially become a Global Studies major upon successful completion of the Major ProSeminar in Global Studies, involving a detailed Individualized Learning Plan (ILP). This ILP must include a feasible timeline for graduation along with details on experiential learning for the program and language requirements, and it should demonstrate an understanding of the major and its requirements.

HOW IS THE GLOBAL STUDIES CURRICULUM STRUCTURED?

There are many faces to the global mosaic. Our program is designed so that you can learn about those that interest you most. A combination of core learning outcomes and learning experiences, with an individualized focus articulated through an Individualized Learning Plan (ILP), will

help you prepare for a successful career. The methods of achieving competency include classroom learning, field studies, and independent study projects when possible and approved.

The GS major requires you to achieve competence in 10 areas of knowledge, skills, and attitudes called Major Learning Outcomes (MLOs). In addition, you will select two areas of knowledge, skills, and attitudes from the Learning Outcomes for electives described below. The GS major aligns each of its Major Learning Outcomes (MLOs) and Learning Outcomes for elective areas with a course or classroom-based learning. If you entered the major prior to the Fall 2002 semester, then you must meet the requirements outlined in the CSUMB Catalog at that time.

WHAT WILL I LEARN AS A GLOBAL STUDIES MAJOR?

As you complete your Global Studies degree, you will be expected to demonstrate 10 Major Learning Outcomes (MLOs) and you may choose 2 electives.

- ~ **GS MLO 1 Planning for global learning and careers** ~ ability to assess aptitude for pursuing a career in global affairs, identify career options, formulate career goals, comprehend Major Learning Outcomes of the Global Studies Program, and develop a comprehensive learning plan that fulfills the requirements for a career in global affairs ~ ability to demonstrate an understanding of research methods and skills needed for research design, data collection, information retrieval, and analysis and reporting of research in Global Studies
- ~ **GS MLO 2 Understanding of the genealogy of globalization** ~ ability to comprehend and apply various concepts, resources, methods, and perspectives associated with examination, analysis, and evaluation of the historical transformation of global systems, structures, processes, problems, and issues ~ ability to reflect critically upon the historical context of the contemporary conditions of globalization
- ~ **GS MLO 3 Understanding of major worldviews** ~ ability to analyze, compare, evaluate, and develop respect for a wide array of different philosophical, religious, ethical, political, economic, and social views held by people around the world ~ ability to evaluate the adverse effects of ethnocentrism upon intercultural communications and relations ~ ability to reflect critically upon own worldview and to empathize with people who hold worldviews that are different from own
- ~ **GS MLO 4 Understanding of gender and violence in global life** ~ ability to comprehend, analyze, and evaluate the role of gender and violence in global life, especially in war, politics, crime, economic inequality, and environmental degradation as it pertains to ethical practices
- ~ **GS MLO 5 Language competence** ~ intermediate level competence in a language other than English
- ~ **GS MLO 6 Understanding of global political economy** ~ ability to comprehend, analyze, and evaluate the origins and workings of the global economy, including the gendered and informal sector of this economy ~ ability to demonstrate understanding of major structures, processes, and effects of the evolving global economy—including the interrelationships between global political and economic conditions—by examining its historical development, patterns of change, effects on the quality of life, and solutions and alternatives to economic inequity; and to locate one's own place in the global economy
- ~ **GS MLO 7 Global politics** ~ ability to comprehend, analyze, and evaluate the functions and importance of global and international organizations (governmental, nongovernmental, private/for profit, etc.) in global affairs ~ ability to comprehend and apply the ethics of diplomatic practice by ethically representing the position of countries at Model United Nations conferences ~ ability to combine disciplinary knowledge through the Model UN program to share the relevance and importance of Global Organizations and United Nations such that it contributes to both an ethic of community service and global awareness with a culturally, linguistically, and economically diverse population
- ~ **GS MLO 8 Understanding of earth, social systems, and global life** ~ ability to comprehend and analyze key political concepts and apply these concepts effectively to the analysis and evaluation of changes and continuities in political processes

and effects associated with global affairs and international relations ~ ability to comprehend, analyze, and evaluate gendered and non-Western, Southern, environmental, intergovernmental, and global organization perspectives on global politics

~ **GS MLO 9 Global organizations, Model United Nations and service learning** ~ ability to comprehend, analyze, and evaluate the effects of human activities on earth systems (physical, biological, and geological) ~ ability to analyze global environmental problems from political, economic, and ecological perspectives ~ ability to critically evaluate the interrelationships between earth systems (natural) and social systems (created by humans)

~ **GS MLO 10 Synthesis and evaluation of Global Studies learning** ~ ability to synthesize and evaluate learning experiences associated with the Global Studies program demonstrated through a cumulative portfolio that documents these experiences and provides evidence of completed learning plans as well as the program's Major Learning Outcomes ~ ability to undertake a research and writing project that demonstrates a firm grasp of theoretical, methodological, and philosophical undercurrents involved in intellectual production

LEARNING OUTCOMES FOR GLOBAL STUDIES ELECTIVES

There are many faces to the global mosaic. Global Studies is designed so that you can learn about aspects of global life that interest you most. The program allows you to choose an area of focus through the completion of two electives. The LOs for all electives offered by Global Studies are listed below.

~ GS Elective LO 1 Global History: The Ancient Era

Ability to comprehend, analyze, and evaluate thinking about human history from a *world* or *global* perspective ~ ability to analyze and evaluate the *big picture* for changes or turning points in history, make comparisons, and examine encounters between culturally different peoples

~ GS Elective LO 2 Global History: The Worlds of Modernity

Ability to evaluate and understand world history during the nineteenth, twentieth and twenty-first centuries ~ ability to identify and evaluate through historical method, a broad range of global economic, political, technological, social, and environmental concerns and events over this period of time

~ GS Elective LO 3 Global Issues in the Third World

Ability to comprehend, analyze, and evaluate important global issues that have a particularly adverse affect on the *poorer*, so-called Third World, countries ~ ability to comprehend, analyze, and evaluate the role played in the Third World or *South* by the more powerful states and corporations of the First World or *North*

~ GS Elective LO 4 Comparative Governments and Politics

Ability to comprehend, analyze, and evaluate comparatively the dominant forms of government and political ideologies ~ ability to understand the contemporary contest over emerging forms of global governance embodied in the two poles of neo-liberal corporate commercial/financial institutions (WTO/IMF/World Bank) on one side, and a growing global network of civil society alliances that have arisen to challenge them on the other

~ GS Elective LO 5 Global Media and Communication

Ability to comprehend, analyze, and evaluate the role and importance of the major informational media and communications technologies in global affairs ~ ability to apply the basic tools of information and communications technology to engage global communications and global information gathering and analysis

~ GS Elective LO 6 Political Theory and Philosophy

Ability to comprehend, analyze and articulate, selected political theories and philosophies and their influence on intellectual thought and cultural practices in the past and the present ~ ability to critically evaluate the relationship between political thought and the problems of identification—individual, cultural, and national

~ GS Elective LO 7 Intercultural Communications

Ability to demonstrate noncoercive, crosscultural skills of interpersonal communications for interacting with people from diverse cultures ~ ability to comprehend the subtle, intercultural issues that are crucial for engaging in effective global citizenship and transcultural relations ~ ability to examine and reflect on culture-

bound behavior and communications in situations where people speak other languages and have differing cultural norms in various cultural and intercultural settings

~ GS Elective LO 8 Global Literatures

Ability to examine intercultural communications through a global/historical lens that encompasses encounters in colonial, post-colonial, and global contexts ~ ability to critically evaluate how actors in a given text interrelate in ways influenced by historical, cultural, and individual forces ~ ability to comprehend and analyze the relationship between author/audience and student/text in a crosscultural dialogue

WHICH COURSES SHOULD I TAKE TO ACHIEVE EACH GLOBAL STUDIES MLO?

Each MLO, except MLO 5, corresponds to a specific GS core curriculum course that offers assessment for that MLO. Those courses are listed here along with any alternatives. For MLO 5, details for achieving language competence are listed. Besides the 10 MLOs, you choose two elective courses, each with its own LOs as described above.

~ **MLO 1** GS 300 *Major ProSeminar and Professional Assessment Lab* (Must be classroom-based.)

~ **MLO 2** GS 310 *Genealogy of Globalization*

~ **MLO 3** GS 330 *World Views*

~ **MLO 4** GS 350 *Gender and Violence in Global Life*

~ **MLO 5** *Four semesters of language, one-year study abroad, or assessment at the intermediate level*

~ **MLO 6** GS 370 *Global Political Economy*

~ **MLO 7** GS 390 *Global Politics*

~ **MLO 8** GS 385 *Earth and Social Systems, or an approved upper-division ESSP course or approved graduate course at Monterey Institute of International Studies (see details below)*

~ **MLO 9** GS 380S *Global Organizations, Model United Nations, and Service Learning*

~ **MLO 10** GS 400 *Senior Capstone Experience* (Must be classroom-based.)

OPTIONS FOR SATISFYING THE ELECTIVE REQUIREMENTS

~ GS 314 *Global History: The Ancient Era*

~ GS 315 *Global History: The Worlds of Modernity*

~ GS 320 *Global Issues in the Third World*

~ GS 335 *Comparative Governments and Politics*

~ GS 340 *Global Media and Communication*

~ GS 345 *Political Theory and Philosophy*

~ GS 360 *Intercultural Communications*

~ GS 362 *Global Literatures*

WHAT ARE THE TYPICAL PATHWAYS FOLLOWED BY GS MAJORS TO COMPLETE GENERAL EDUCATION AND MAJOR REQUIREMENTS?

Provided you begin the GS major as a junior, take the recommended sequence of learning experiences, and attend fulltime, you can complete all of the GS MLOs in a two-year period. A typical two-year course-based cycle in GS will look as follows:

SEMESTER 1

~ MLO 1 (including GVAR)

~ MLO 2

~ MLO 3

~ Language (semester one for ULR and MLO 5)

SUMMER OR WINTER SESSION

~ GLO TECHINFO if needed

SEMESTER 2

~ MLO 4

~ MLO 6

~ Elective 1

~ Language (semester two for ULR and MLO 5)

SEMESTER 3

~ MLO 7

~ MLO 8

~ Elective 2 (may include GVAR if not passed through Major ProSeminar)

~ Language (semester three for ULR and MLO 5)

SEMESTER 4

- ~ MLO 9
- ~ MLO 10
- ~ Language (semester four for MLO 5)

Important note: Students who come to the program with prior competence in a second language take an assessment for the language requirement and do not have to take a language class every semester for the ULR requirement and GS language competence. This makes it possible for some students to complete all their degree requirements in a three-semester cycle as follows:

SEMESTER 1

- ~ MLO 1 (including GVAR)
- ~ MLO 2
- ~ MLO 3
- ~ MLO 4

SEMESTER 2

- ~ MLO 6
- ~ MLO 7
- ~ MLO 8
- ~ Elective 1

SEMESTER 3

- ~ MLO 9
- ~ MLO 10
- ~ Elective 2 (may include GVAR if not passed through Major ProSeminar)

Some students add on an extra semester or two if they choose to participate in a yearlong CSU-sponsored study abroad program. This varies with the program selected, and GS faculty try to ensure that a year-long study abroad program selected by the student will fulfill at least three MLOs in addition to the language requirement.

ARE THERE OTHER WAYS FOR ME TO ACHIEVE THE GLOBAL STUDIES MLOs?

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

Language competence for the major requires that you learn a language other than English, and this may be achieved in one of the following ways:

- ~ Assessment in a language at the Intermediate level
- ~ One year of study abroad in the language chosen
- ~ Four semesters of college level language

WHAT COURSES DOES GLOBAL STUDIES OFFER?

Recent courses offered have included: *Water and Humanity; Genealogy of Globalization; Global Issues and the Third World; The Politics of Everyday Life; Worldviews; Global Media and Communications; Gender and Violence in Global Life; Intercultural Communications; Global Literature; Service Learning in Global Affairs; Global Political Economy; Environmental Economics; Global History: The Ancient Era; Global History: The Worlds of Modernity; Global Organizations and the Model United Nations; Global Politics; Global Governments; Global Voices; United State Foreign Policy and Empire; and Special Topics in Global Studies such as Politics of Oil.*

WHAT ARE THE UNIQUE FEATURES OF THE GLOBAL STUDIES CURRICULUM?

Our program is **broadly interdisciplinary and learner-centered**. In fact, we promote the value of crossing traditional disciplinary boundaries between the “social” and “natural” sciences to integrate the study of earth systems with the study of social systems. We emphasize experiential learning. We offer opportunities for applied learning, field studies, and work study experiences that link academic learning to concrete daily practices. A number of our core requirements (MLOs and electives) also fulfill CSUMB’s University Learning Requirements.

Our program allows you to achieve required competencies outside CSUMB through **nonclassroom learning experiences** such as work-study, overseas study, field research, and community participation.

Through the **Model United Nations program**, you may attend a California regional conference. Students raise their own funds if they wish to attend a national conference at the UN in New York during spring semester. This program will develop your proficiency in research, aptitude for collaboration, competency in advancing and negotiating positions in public forums, and insight into the inner workings of the international political system.

We are committed to working with you to plan **cross-cultural** experiences (projects, work, volunteer service, and internships) that are appropriate to your learning goals and personal circumstances. These may be set up to take place in one of the many unique cultural communities of California, in a foreign country through the authorized **CSU Overseas International Program**, or through an overseas program approved by the Global Studies faculty. Our students have participated in programs in Brazil, China, Costa Rica, Ecuador, France, India, Italy, Israel, Madagascar, Mexico, Senegal, and Zimbabwe.

During your senior year, if your cumulative GPA is 3.5 or above, you may take a graduate class on the environment at the **Monterey Institute of International Studies** to fulfill the earth and social systems requirement for the major (MLO 9). Otherwise you will fulfill the earth and social systems requirement through GS 385 or a recommended upper-division ESSP class.

The **Major ProSeminar** has two distinct learning goals addressed in different modules through the semester. The first module will guide you in completing an Individualized Learning Plan. The second module will acquaint you with the theories, values, and methods relevant to the Global Studies major and the careers possible in the field.

Your **Senior Capstone** will allow you to design, produce, and present a research and writing project of your choice as a display of your cumulative learning in Global Studies.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

Rather than send you around the world to obtain a global perspective, we bring the world to you. CSUMB’s vision of plurality has convened a diverse combination of peoples, cultures, and interests as faculty, staff, and students. Our facilities incorporate cutting-edge telecommunications and computers so that you can connect with the broader world on a daily basis through the wonders of technology. The surrounding Monterey region represents a global community. Built through a variety of cultural influences and sustained by global industries such as agriculture, tourism, and technology, ours is a region where the daily view is a world panorama.

WHAT COUNSELING AND SUPPORT SERVICES ARE PROVIDED FOR GLOBAL STUDIES MAJORS?

You may choose your own faculty advisor from fulltime faculty members in the program. As you move through the program in a student cohort, you will benefit from both peer advising and a peer support network.

WHAT MUST I DO IN ORDER TO GRADUATE WITH A GLOBAL STUDIES DEGREE?

In order to graduate, you must fulfill all major learning outcomes, including intermediate proficiency in language, and fulfill all graduation requirements for CSUMB.

WHICH CAREERS WILL THE GLOBAL STUDIES MAJOR PREPARE ME TO PURSUE?

A Global Studies degree could launch you toward a career in an international arena such as trade, development, government and diplomacy, law and arbitration, education, media and journalism, health services, information and communications, urban and regional planning, cultural affairs, tourism and hospitality, relief services, translation and interpretation, human resources, environmental protection, cultural exchange, or research.

WHAT ADVANTAGES WILL THE GLOBAL STUDIES MAJOR PROVIDE IF I DECIDE TO GO ON TO GRADUATE STUDY?

A Global Studies degree will provide broad-based preparation for graduate studies in international studies, cultural studies, economics, law, political science, environmental studies, policy studies and women’s studies.

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FULLTIME FACULTY

- ~ Robina Bhatti, Ph.D., Director
Global studies ~ international relations theory ~ global politics
~ comparative politics of the Third World and East Asia ~ global political economy ~ Majority World women especially South Asia including Afghanistan ~ United Nations
- ~ Richard Harris, Ph.D.
Globalization ~ global media ~ world views ~ political economy ~ Latin American politics ~ African studies ~ comparative political analysis ~ organizational democracy ~ team building
- ~ Julie Shackford-Bradley, Ph.D.
Comparative feminist literature ~ Southeast Asian studies ~ theoretical currents in area and postcolonial studies ~ gender and sexuality ~ politics and aesthetics in Asian and Third World literature
- ~ Kathryn Poethig, Ph.D.
Religion and political culture in Southeast Asia ~ globalization theory ~ transnational feminist theory ~ intercultural studies ~ liberation theologies ~ comparative religious ethics

ADJUNCT FACULTY

- ~ Keith Goshorn, Ph.D.
Contemporary American political and economic history from an international perspective ~ media studies ~ contemporary critical theory in cultural and gender studies ~ postmodern culture and its discontents
- ~ Robert Strayer, Ph.D.
World history ~ comparative cultures ~ modern Africa; European history ~ Soviet Union and Russian history

STAFF

- ~ Lilly Martinez, Administrative Analyst/Specialist

HUMAN COMMUNICATION (HCOM)

MAKING CONTACT

- ~ Human Communication
~ Location Building 2
~ Information 831-582-3889
~ Fax 831-582-3780
~ Email human_communication@csumb.edu
~ Website <http://hcom.csumb.edu>
~ FirstClass Conference Human Communication

ASSOCIATED ACADEMIC FIELDS

African American Studies ~ American Studies ~ Cultural Studies ~ Chicana/o - Latina/o Studies ~ Communication ~ Comparative Literature ~ Creative Writing ~ English Composition ~ English ~ Ethics ~ Ethnic Studies ~ History ~ Humanities ~ Interdisciplinary Studies ~ Journalism ~ Liberal Arts ~ Literature ~ Media and New Media Studies ~ Oral History ~ Philosophy ~ Pre-Law ~ Rhetoric and Composition ~ Secondary School English Teacher Preparation ~ Secondary School Social Science and History Teacher Preparation ~ Speech Communication ~ Women's Studies

DEGREE OFFERED

- ~ Bachelor of Arts

CONCENTRATIONS OFFERED

- ~ Chicana/o-Latina/o Studies
- ~ Comparative American Studies
- ~ Creative Writing and Social Action
- ~ History, Oral History, and New Media
- ~ Journalism and Media Studies
- ~ Literary and Film Studies
- ~ Practical and Professional Ethics
- ~ Pre-Law
- ~ Women's Studies

WAIVERS OFFERED

- ~ Single Subject in English Waiver*
- ~ Single Subject in History and Social Sciences Waiver*
- *Both Single Subject Waivers have been approved by the California Teacher Credentialing Office.

MINORS OFFERED

Human Communication

The following minors were pending approval at the time of publication:

- Creative Writing and Social Action
- Journalism and Media Studies

Please check with the program office regarding the current status.

WHY IS THIS ACADEMIC FIELD IMPORTANT?

In this era of multiculturalism, social transformations, and new technologies, humanists involved in interdisciplinary studies will play a more important role than ever before. They will bring cultural, creative, critical, and historical understanding to problem solving. They will model ethical and humane communication. Experts in culture, communication, and creative expression will be the pillars of this new millennium.

WHAT IS HCOM ALL ABOUT?

Our mission is to prepare you to be an ethical, creative, and critical thinker and doer in a multicultural and increasingly interconnected global society. Toward that end, we offer a comprehensive, interdisciplinary humanities and liberal arts education for the 21st century. Our major integrates the traditional disciplines of literature, history, philosophy, rhetoric, communication, journalism, media studies, and creative writing with the contemporary fields of ethnic studies (Chicana/o-Latina/o, African American, Asian American, Euro American, Native American), American studies, women's studies, cultural studies, and media studies. Unlike other universities where these fields are offered as separate majors, our interdisciplinary program explores how these fields interrelate.

Within this integrated overall curriculum, you also will be able to focus on particular aspects of these fields in one of the following concentrations:

- ~ Chicana/o-Latina/o Studies
- ~ Comparative American Studies
- ~ Creative Writing and Social Action
- ~ History, Oral History, and New Media
- ~ Journalism and Media Studies
- ~ Literary and Film Studies
- ~ Practical and Professional Ethics
- ~ Pre-Law
- ~ Single Subject in English Waiver*
- ~ Single Subject in History and Social Sciences Waiver*
- ~ Women's Studies

WHAT ARE THE TWO SINGLE SUBJECT WAIVERS ALL ABOUT?

Successful completion of the Single Subject in English or the Single Subject in History and Social Sciences Waiver concentration waives you from taking the state-certified teacher preparation exams which are required before acceptance into a fifth-year credential program. Successful completion of the fifth-year credential program, also available at CSUMB, then enables you to teach this subject matter in secondary schools.

WHAT WILL I GAIN BY CHOOSING TO MAJOR IN HCOM?

Preparing yourself for professional schools, graduate programs, and the workplace of the new millennium will require broad knowledge, multicultural communication skills, creative talents, and outstanding writing and critical thinking abilities. These are what our program offers.

Our program is built on the assumptions that:

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

We encourage multiple ways of learning and knowing. As "new humanists" you will study literature and develop your own creative expression. You will hear untold stories and help create the memory of the future. You will be encouraged to learn history and to make history in the field, in the archives, and through multimedia. You will approach communication study through ethical inquiry and inclusive, invitational dialogue, prioritizing values of care, compassion, equality, respect, and mutual understanding. Moreover, you will apply your knowledge to concrete, socially engaged projects.

Majoring in HCOM will prepare you to meet the realities of 21st-century life and work. Most graduates in the next decade are expected to change professions at least five times.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN HCOM IF I WILL BE ENTERING CSUMB AS A FRESHMAN?

If you are coming to CSUMB from high school, then you should fulfill all requirements for admission to the CSU system. Check with your high school guidance counselor to get the details and a CSU admissions application. We also recommend that you take courses in composition, U.S. History, and English.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN HCOM IF I WILL BE ENTERING CSUMB AS A TRANSFER STUDENT?

If you are transferring to CSUMB from a community college or another four-year institution, be sure to follow the CSU transfer admissions criteria. Check with your college counselor or a CSUMB representative to get the specifics and a CSU admissions application. CSUMB has worked with many other colleges and universities to articulate how their courses align with those offered at CSUMB including those suggested as preparation for our HCOM major. If agreements exist with your current school, you can find them listed on the CSUMB.EDU website (CSUMB.EDU/academic/articulation/coaccess.htm) or get the information from your college counselor. We recommend that you prepare for transfer to the HCOM major by taking courses in advanced composition, critical thinking, philosophy, British or American literature, U.S. history, U.S. Constitution, ethnic studies, and women's studies, and as many of your General Education requirements as possible. We strongly recommend a background in rhetoric and composition.

WHAT CSUMB COURSES AND REQUIREMENTS SHOULD I COMPLETE BEFORE DECLARING HCOM AS MY MAJOR?

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

WHAT STEPS MUST I TAKE TO DECLARE HCOM AS MY MAJOR?

You may declare your "intended major" on your application for admission as well as the registration form. You officially become an HCOM major after successful completion of Major ProSeminar (HCOM 300). If you have declared a major other than HCOM and wish to become an HCOM major, you can do so by filling out a Degree Program Change form which can be obtained from the Campus Service Center and HCOM, or by requesting a change of major via Planner Web (the CSUMB online advising system).

HOW IS THE HCOM CURRICULUM STRUCTURED?

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

CORE

The core includes *Major ProSeminar*, *Cooperative Argumentation* or *Advanced Composition and Composition Theories* (meets HCOM MLO 1 and fulfills the Graduation Writing Assessment Requirement), and the *Senior Capstone*.

BREADTH REQUIREMENTS

In addition to MLO 1, which is included in the Core, the breadth requirements include achievement of HCOM MLOs 2-8. These may be fulfilled through course-based assessment or independent assessment. The breadth requirements are designed to give you an integrated and multidisciplinary understanding of humanistic approaches and bodies of knowledge.

DEPTH CONCENTRATIONS

In relation to your specific interests and goals, you may choose a depth concentration from one of the eleven concentration areas. The depth concentration may be fulfilled through three learning experiences designated for a particular concentration. Because we are interdisciplinary in our approach, depth can be aptly defined in a number of ways. In certain concentrations, depth will occur through a sequence of courses

designed to build upon an accumulating knowledge base. In other concentrations, depth will occur through an advancement and accumulation of skills. And in yet other concentrations, depth will occur through an advancement of perspectives regarding a knowledge base. The depth concentration is also designed to help you prepare for and support your Senior Capstone.

WHAT WILL I LEARN AS AN HCOM MAJOR?

As you complete your HCOM degree, you will be guided toward achievement of eight Major Learning Outcomes (MLOs):

- ~ **HCOM MLO 1** Critical communication skills ~ ability to communicate critically and empathically in both oral and written contexts, including reading, writing, listening, and speaking
- ~ **HCOM MLO 2** Media, narrative, and ethnographic Skills ~ ability to responsibly gather, interpret critically, narrate, and disseminate the voices and stories of people, communities, or events by integrating ethnographic or journalistic field research methods, cultural or media analysis, narrative writing, and media production, including new digital media
- ~ **HCOM MLO 3** Relational communication skills ~ ability to interact ethically and effectively in interpersonal and group communication and decision making processes
- ~ **HCOM MLO 4** Philosophical analysis ~ ability to understand why and how beliefs, values, assumptions, and communication practices interact to shape ways of being and knowing
- ~ **HCOM MLO 5** Critical cultural analysis ~ ability to investigate and explain relationships among cultural ideologies and 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 ~ ability to compare and contrast literatures of at least three different cultural traditions, including non-Eurocentric traditions
- ~ **HCOM MLO 7** Historical analysis ~ ability to actively engage our complex multicultural pasts by integrating historical understanding with historical thinking skills
- ~ **HCOM MLO 8** Creative writing and social action ~ ability to acquire basic competency in creative writing ~ ability to apply this skill to the production and presentation of an art project that actively responds to a public issue ~ ability to sustain the creative process throughout a given project, taking it to completion

WHICH COURSES SHOULD I TAKE TO ACHIEVE EACH HCOM MLO?

The following is a general guide and is updated every semester. To ensure continued alignment between the Learning Outcomes for each MLO and the LOs for approved courses, HCOM reserves the right to add and delete courses from the approved list each semester. Students must consult the current semester before registering for a course with the expectation that it will fulfill an MLO. The following list will only be honored for the Fall 2003 semester. For more information about these courses, please consult the Course Descriptions section of this catalog.

- ~ **MLO 1** HCOM 312 *Cooperative Argumentation*; HCOM 318 *Advanced Composition Theory and Practice for K-8 Teachers*; HCOM 317S *Advanced Composition and Composition Theories: Service Learning*
- ~ **MLO 2** HCOM 307 *The Social Impact of the Mass Media*; HCOM 307S *The Social Impact of the Mass Media: Service Learning*; HCOM 316 *Media Ethics*; HCOM 328 *Latina Life Stories and Digital Storytelling*; HCOM 329 *Autobiography/Autobiografias*; HCOM 350 *Oral History and Community Memory*; HCOM 350S *Oral History and Community Memory: Service Learning*; HCOM 384 *News Writing*; HCOM 385 *Reporting*; HCOM 387 *Digital Magazine Workshop*; HCOM 390 *Magazine Writing*; HCOM 446 *Ethnographic Portraits in Cultural Citizenship*; HCOM 487S *Community Media Project: Service Learning*; and, only with prior consent of the instructor, HCOM 389 *Otter Realm*
- ~ **MLO 3** HCOM 304 *Relational Ethics*; HCOM 309 *Intercultural Communication: Relating to Whiteness*; HCOM 310 *Free Speech and Responsibility*; HCOM 403 *Ethical Issues in the Professions*; HCOM 412 *Multicultural Conflict Resolution*

- ~ **MLO 4** HCOM 301 *Ways of Knowing*; HCOM 404 *Restorative Justice*; HCOM 405 *Philosophy and Sexualities*; HCOM 406 *Philosophy According to the Movies*
- ~ **MLO 5** HCOM 340S *Topics in Social Movements: Leadership and Empowerment*; HCOM 342 *Feminist Theories and Methods*; HCOM 343 *Race and Gender Justice*; HCOM 344 *Chicana/Latina Feminisms*; HCOM 345 *Chicano/a-Latino/a Life and Culture*; HCOM 348 *Race, Colonialism, and Film*; HCOM 426 *Travel Narratives*; HCOM 440 *Leadership in Multicultural Communities*; HCOM 443 *Black Feminist Theory and Praxis*; HCOM 455/555 *Paradigms of the Chicana/o Community*
- ~ **MLO 6** HCOM 322 *Asian American Literature*; HCOM 323 *American Drama*; HCOM 324 *African American Narratives*; HCOM 325 *20th Century Narratives of American Immigration*; HCOM 326 *Jewish Holocaust Literature*; HCOM 327 *Survey of American Literature*; HCOM 335 *American Ethnic Literature and Cultures*; HCOM 336 *Poetry and Gender: Voices of Our Time*; HCOM 337 *Women's Literature*; HCOM 338 *Multicultural Adolescent Literature*; HCOM 406 *Philosophy According to the Movies*; HCOM 427 *Survey of British Literature*; HCOM 428 *Contemporary Chicana Poetry*; HCOM 433 *Life Stories & Life Writing*; HCOM 436 *Literature of Sexualities*; HCOM 437 *Shakespeare and Postcolonial Interpretations*; HCOM 438 *Author(s): Their Lives and Works*; HCOM 452 *Literature into Film*
- ~ **MLO 7** HCOM 346 *African American Life and History*; HCOM 351 *Modern World History*; HCOM 352 *History According to the Movies*; HCOM 353 *California at the Crossroads*; HCOM 354 *Whose America? Contested Memories in Public History*; HCOM 356 *Multicultural History in the New Media Classroom*; HCOM 357 *Constitutional Law*; HCOM 359 *Sexuality, Law and Cultural Histories*; HCOM 365 *Chicano/a-Latino/a History*; HCOM 445 *Slavery and Race in the Americas*
- ~ **MLO 8** HCOM 330 *Introduction to Creative Writing*; HCOM 330S *Introduction to Creative Writing Service Learning*; HCOM 331 *Creative Writing and Visual Art*; HCOM 339S *Creative Writing for Teachers Service Learning*; HCOM 433 *Life Stories & Life Writing*; and, only with prior consent of the instructor, HCOM 332 *Poetry Writing Workshop*, HCOM 333 *Women's Writing Workshop*, HCOM 334 *Fiction/Creative Non-Fiction Writing Workshop*, HCOM 432 *Social Action Writing*, HCOM 432S *Social Action Writing: Service Learning*

Courses applicable to each Depth Concentration are listed on the HCOM website (<http://hcom.csumb.edu>).

ARE THERE OTHER WAYS FOR ME TO ACHIEVE THE HCOM MLOs?

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

WHAT COURSES DOES HCOM OFFER?

We are always revitalizing our course offerings to meet the changing needs of an interdisciplinary curriculum.

New courses include: *Introduction to African Diaspora Studies*; *The History of Rock and Roll*; *Social Movements and Communities of Color*; *Introduction to Photojournalism*; *Major ProSeminar Lab*; *Advanced Composition Theory and Practice for K-8 teachers ONLINE*; *Modern World History*; *Sexuality, Law and Cultural Histories*; *Chicano/a Latino/a History*; *Otter Realm Workshop*; *Magazine Writing*; *Author(s): Their Lives and Works*; *Slavery and Race in the Americas*; and *Community Media Project Service Learning*.

Courses offered for a number of years include: *Ways of Knowing*; *Cooperative Argumentation*; *Intercultural Communication: Relating to Whiteness*; *Race and Gender Justice*; *Relational Ethics*; *Oral History and Community Memory*; *Travel Narratives*; *20th Century Narratives of American Immigration*; *Asian American Literature*; *African American Life and History*; *Race, Colonialism, and Film*; *Shakespeare and Post-Colonial Interpretations*; *Chicana/Latina Feminisms*; *Chicana/o Latina/o Life and Culture*; *Black Feminist Theory and Praxis*; *Introduction to Creative Writing*; *Poetry Writing Workshop*; *Creative Writing and Visual Art*; *Women's Writing Workshop*; *Women's Literature*; *Social Action Writing*; *History*

According to the Movies; *Multicultural History in the New Media Classroom*; *The Social Impact of the Mass Media*; *Media Ethics*; *News Writing*; and *Investigative Reporting*.

WHAT ARE THE UNIQUE FEATURES OF THE HCOM CURRICULUM?

The **Major ProSeminar** will help you understand what it means to attain a degree in interdisciplinary studies of the humanities. In this course you will study, practice, and develop the research skills needed in this degree. You will also develop an Individualized Learning Plan (ILP), create learning communities, and explore graduate education, professional opportunities, and specific career paths. The content of the course is interdisciplinary studies.

Your **Senior Capstone** will provide you with the opportunity to design, produce, and present a project to the public to demonstrate complex and integrated learning in the humanities.

INTEGRATED GRADUATION REQUIREMENTS

The HCOM major seeks to integrate the following graduation requirements:

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

APPLIED RESEARCH PROGRAMS

The HCOM major provides you with special research opportunities through these Applied Research Programs:

- ~ The **Oral History and Community Memory Institute and Archive** sponsors project-based courses in local, oral, and public history. It is at the forefront of integrating New Media in Humanities Pedagogy at CSUMB. The archive includes more than 100 life history interviews on a variety of topics including the Fort Ord conversion project, first generation college students, and family histories of farmworkers.
- ~ The **Creative Writing and Social Action Program** sponsors courses, workshops, projects, e-zines, and the Writers Series.
- ~ The **Journalism and Media Studies Program** will help support the Otter Realm, the CSUMB student-run newspaper, by giving students professional training that they apply directly to production of the paper.
- ~ The **Practical and Professional Ethics Program** is being developed.

MULTICULTURAL SPEAKERS AND WRITERS SERIES

- ~ The **Multicultural Speakers Series** hosts culturally diverse scholars who enhance our curriculum and public culture. Speakers have included Richard Griswold del Castillo, Troy Duster, Dolores Huerta, Elizabeth Martínez, Olga Talamante, and John Kuo Wei Tchen.
- ~ The **Writers Series** hosts readings and workshops by famous writers. These have included Jimmy Santiago Baca, Lorna Dee Cervantes, Toi Derricotte, Martin Espada, Juan Felipe Herrera, Aurora Levins Morales, Minnie Bruce Pratt, Adrienne Rich, and Sekou Sundiata.
- ~ The Institute sponsors CSUMB's **International Women's Day Celebration**. Speakers have included Bettina Apihker, Magdalen Hsu-Li, Akasha Gloria Hull, and the late June Jordan.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

The HCOM learning environment is interdisciplinary, collaborative, and inclusive. We stress interactive learning and use the latest technology resources. Above all, we strive to create an inviting safe space where students and faculty know each other and experience the value of each person as essential members of our learning community. In the words of the CSUMB founding faculty, "We embrace a vision integrating mind, body and spirit into a present, fully conscious, reflective human being. Above all, we want our students to deepen their love and respect of self, their communities, and their fellow human beings who may differ greatly from themselves, but who share the common bond of humanness."

WHAT COUNSELING AND SUPPORT SERVICES ARE PROVIDED FOR HCOM MAJORS?

In the Major ProSeminar, you will prepare your Individualized Learning Plan (ILP). You are then assigned a faculty advisor according to your chosen Depth Concentration. You meet with the advisor every semester, to track progress toward the degree. All students in a depth concentra-

tion meet as a cluster and give each other peer mentoring. Our Program Outreach and Advising Coordinator is available for drop-in advising and help, and faculty members are available as schedules permit. In addition, each Major ProSeminar class selects student representatives who attend Institute meetings and serve as liaisons representing student interests and concerns.

WHAT MUST I DO IN ORDER TO GRADUATE WITH AN HCOM DEGREE?

In order to receive your B.A. in Human Communication, you must fulfill the Major ProSeminar, eight MLOs, three learning experiences in a Depth Concentration, and the Senior Capstone. (The Depth Concentration requirements are more rigorous for the Single Subject Waiver Concentrations because of state teacher credentialing requirements). You must also fulfill the Graduation Writing Assessment Requirement (GWAR) and four Graduation learning Outcomes in Service Learning, Technology, Culture and Equity, and Language. You must file a formal graduation application with Admissions and Records two semesters before your anticipated graduation date. The graduation application must be signed by your major advisor and accompanied by an updated Individualized Learning Plan (ILP) for accurate evaluation.

WHICH CAREERS WILL AN HCOM DEGREE PREPARE ME TO PURSUE?

Most graduates in the next decade are expected to change professions at least five times, so HCOM prepares you to meet the demands of career flexibility in the coming century. An HCOM degree could launch you toward a successful career as a lawyer, negotiator, or mediator; a high school English, history, or social sciences teacher or counselor; a literature, ethnic studies, history, communication, interdisciplinary studies, or women's studies professor; a poet, novelist, or essayist; a journalist, editor, copywriter, or publisher; a public relations or advertising professional; an oral historian, museum specialist, or librarian; or a community spokesperson, women's advocate, or nonprofit leader.

WHAT ADVANTAGES WILL AN HCOM DEGREE PROVIDE IF I DECIDE TO GO ON TO GRADUATE STUDY?

HCOM's integrated curriculum in critical thinking, writing, cultural analysis, ethics and communication, history, literature, creative writing, and ethnic and women's studies provides you with a broad foundation for graduate study in any field of the humanities or related social sciences. Through collaborative, active, and project-based learning, you will be well equipped to handle the kind of focused and sustained research, critical thinking, and writing demands of graduate school. In the summer between your junior and senior years, you are encouraged to study for and take the Graduate Record Examination (GRE) and research graduate programs for fall/winter applications.

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FACULTY

- ~ Renée R. Curry, Ph.D., Director
Coordinator of Single Subject in English Waiver ~ American and British literature ~ postcolonial theory ~ film studies
- ~ Frances Payne Adler, M.F.A.
Creative writing and social action ~ poetry ~ women's studies
- ~ Rina Benmayor, Ph.D.
Oral history ~ cultural studies ~ Hispanic and Latina literatures
- ~ Kia L. Caldwell, Ph.D.
African American Studies ~ African diaspora studies
- ~ Ilene Feinman, Ph.D.
American studies ~ politics ~ women's studies
- ~ Diana García, M.F.A.
Chicana/o studies ~ creative writing ~ English literature
- ~ Rachele Kanigel, M.S.
Journalism ~ media studies
- ~ Josina Makau, Ph.D.
Philosophy ~ ethics ~ rhetoric ~ legal studies
- ~ Debian Marty, Ph.D.
Communication studies ~ ethics ~ rhetoric ~ women's studies
- ~ Cecilia O'Leary, Ph.D.
U.S. history ~ cultural studies
- ~ David A. Reichard, Ph.D., J.D.
U.S. history ~ politics ~ legal studies

- ~ Tomás Sandoval, Ph. D.
Chicana/o and Latina/o histories ~ U.S. history ~ ethnic and cultural studies ~ popular culture and media studies
- ~ Ernest Stromberg, Ph.D.
Twentieth-century American literature ~ rhetoric ~ composition ~ American Indian studies
- ~ Qun Wang, Ph.D.
American literature ~ Asian American literature ~ African American literature

ADJUNCT FACULTY

- ~ Debra Busman, M.F.A.
HCOM Coordinator of Service Learning ~ creative writing ~ American literature
- ~ Corey Capers, M.A.
U.S. History
- ~ Eve Connell, M.A.
Communication and business studies
- ~ Angelic Cricchio, M.A.
English composition
- ~ Paul Fotsch, Ph.D.
Communication ~ philosophy
- ~ Sharlene Gregg, M.A.
Communication studies ~ speech communication
- ~ Joe Larkin, Ph.D.
American studies ~ politics
- ~ Annette March, M.A.
English composition ~ linguistics ~ service learning
- ~ Gayle McCallum, M.A.
English composition
- ~ Sam Pacheco, M.A.
U.S. history
- ~ Kathryn Petruccelli, M.A.
English composition
- ~ Vino Roy, M.A.
English composition
- ~ Karen Schmidt, Ph.D.
Communication studies ~ communication ethics
- ~ Sol Smith, B.A.
English composition
- ~ Lila Staples, B.A.
English composition
- ~ Laurie Stapleton, M.F.A.
English composition
- ~ John Swanson, M.A.
Communication studies ~ communication ethics
- ~ Lisa Watson, M.A.
Communication studies ~ journalism ~ news writing

STAFF

- ~ Yolanda Pérez
Administrative Analyst/Specialist
- ~ Stacy Kanne
Administrative Support Coordinator

INTEGRATED STUDIES SPECIAL MAJOR (ISSM)

MAKING CONTACT

- ~ Integrated Studies
- ~ Location Building 58
- ~ Information 831-582-3127
- ~ Fax 831-582-4354
- ~ Email carol_creasey@csumb.edu

ASSOCIATED ACADEMIC FIELDS

- ~ Interdisciplinary Studies

DEGREE OFFERED

- ~ Bachelor of Arts

CONCENTRATIONS OFFERED

- ~ None

MINORS OFFERED

- ~ None

NAME OF SPONSORING PROGRAM

~ Integrated Studies Program

SIDEBAR QUOTES

The Integrated Studies Program provides a supportive learning environment for self-directed students who want to pursue interdisciplinary and integrative programs of study at CSUMB. The program also provides an incubator for faculty and students to pilot new curricular tracks and degree programs.

—Dr. Richard Harris, Founding Integrated Studies Program Coordinator
As a teenage woman and president of a nonprofit organization—the Cloud Forest Institute—my goals made me resist conforming to any of the traditional programs of study offered by public universities. However, after researching further, I found that I could get the support and resources I needed at CSUMB in the highly individualized Integrated Studies Program. I would recommend the CSUMB Integrated Studies Program to other independent thinkers with a high degree of self-motivation.

—Freedra Alida Burnstad

You can't be aware of the whole if you are only looking through a small hole.

—Krishnamurti

One who has imagination without learning has wings but no feet.

—Chinese proverb

WHY IS THIS ACADEMIC FIELD IMPORTANT?

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

WHAT IS THE INTEGRATED STUDIES PROGRAM ALL ABOUT?

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

We enable the development of three types of curricular innovation at CSUMB:

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

HOW DOES THE INTEGRATED STUDIES SPECIAL MAJOR WORK?

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

HOW DO I RECEIVE APPROVAL TO PURSUE AN INTEGRATED STUDIES SPECIAL MAJOR?

To pursue an ISSM degree, you must submit an application, statement of purpose, and transcript of previous coursework to the coordinator of the Integrated Studies Program who determines whether you meet the minimum requirements. If your application is accepted, you will enroll in the Integrated Studies ProSeminar where you will develop both a concentration proposal and an Individualized Learning Plan that combines learning outcomes and experiences from two or more of the existing degree programs at CSUMB.

WHAT ARE THE GUIDELINES FOR CHOOSING MY INTEGRATED STUDIES CONCENTRATION?

You must develop a concentration proposal and an Individualized Learning Plan that meets the following requirements:

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

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN INTEGRATED STUDIES IF I WILL BE ENTERING CSUMB AS A FRESHMAN?

If you are coming to CSUMB from high school, then you should be sure that you fulfill all requirements for admission to the CSU system. Check with your high school guidance counselor to receive the details and a CSU admissions application.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN INTEGRATED STUDIES IF I WILL BE ENTERING CSUMB AS A TRANSFER STUDENT?

If you are transferring to CSUMB from a community college or another four-year institution, be sure to follow the CSU transfer admissions criteria. Check with your college counselor or a CSUMB representative to obtain the specifics and a CSU admissions application.

WHAT CSUMB COURSES AND REQUIREMENTS SHOULD I COMPLETE BEFORE DECLARING INTEGRATED STUDIES AS MY MAJOR?

You should complete all your General Education/University Learning Requirements.

WHAT STEPS MUST I TAKE TO DECLARE INTEGRATED STUDIES AS MY MAJOR?

You must apply for entry into the program and receive approval to enroll in the ISSM 300 Major ProSeminar.

HOW IS THE CURRICULUM OF THE INTEGRATED STUDIES SPECIAL MAJOR STRUCTURED?

You develop your own Individualized Learning Plan in the ISSM 300 Major ProSeminar. This learning plan defines the integrative focus of your special major and combines Major Learning Outcomes and learning experiences from two or more of the existing degree programs at CSUMB.

WHAT WILL I LEARN THROUGH THE INTEGRATED STUDIES SPECIAL MAJOR?

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

WHICH COURSES SHOULD I TAKE TO ACHIEVE EACH INTEGRATED STUDIES MLO?

There are only two MLOs required of all ISSM majors, and they can only be achieved by completing ISSM 300 Major ProSeminar and ISSM 400 Senior Capstone Seminar.

ARE THERE OTHER WAYS FOR ME TO ACHIEVE THE INTEGRATED STUDIES MLOs?

There are no other ways to achieve these MLOs.

WHAT COURSES DOES INTEGRATED STUDIES OFFER?

The Integrated Studies Program offers a limited number of courses. Please see below.

WHAT ARE THE UNIQUE FEATURES OF THE INTEGRATED STUDIES SPECIAL MAJOR?

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

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

Your **Senior Capstone Seminar** will allow you to design, produce, and present a project of your choice as a display of your cumulative and integrative learning.

HOW DO INTEGRATED STUDIES TRACKS WORK?

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

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

HOW DO INTEGRATED STUDIES EXPERIMENTAL MAJORS WORK?

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

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

Regardless of the fields that you choose to integrate, our campus and region will help you put it all together. Wired for the 21st century since opening in 1994, our university sits on the leading edge of technology. At the same time, we are multicultural and diverse both in backgrounds and interests. We have committed ourselves to pluralistic faculty, staff, and student populations that interact in small classes conducted in spacious, modern facilities.

Our campus location is a huge asset. Monterey Bay, a scientific wonderland, is only a mile away. Silicon Valley, high-tech heaven, is a mere one hour north. San Francisco, mecca of arts and humanities, lies just two hours up the coast. We have established direct working relationships with surrounding communities, organizations, and companies to open doors to rich internship and employment opportunities for our students in a number of fields.

WHAT COUNSELING AND SUPPORT SERVICES ARE PROVIDED FOR INTEGRATED STUDIES SPECIAL MAJORS?

The ISSM 300, ISSM 395, and ISSM 400 courses provide counseling and support to all ISSM students throughout their special major program of study at CSUMB.

WHAT MUST I DO IN ORDER TO GRADUATE WITH AN INTEGRATED STUDIES DEGREE?

You must complete all the MLOs in your Individualized Learning Plan as well as all the university's graduation requirements.

WHICH CAREERS WILL THE INTEGRATED STUDIES SPECIAL MAJOR PREPARE ME TO PURSUE?

Integrated Studies allows you to mold your degree to your unique career goals. To prepare yourself for the career you envision, you will build your learning experiences exactly the way that you want. Rather

than fit into an existing program, you fit your program to your unique career goals and plans.

WHAT ADVANTAGES WILL THE INTEGRATED STUDIES SPECIAL MAJOR PROVIDE IF I DECIDE TO GO ON TO GRADUATE STUDY?

Most interdisciplinary graduate programs and many other graduate programs are interested in recruiting students who have designed and successfully completed their own interdisciplinary special majors.

WHO WILL GUIDE MY LEARNING EXPERIENCES?

As part of the planning for your Integrated Studies Special Major, you will be asked to find two appropriate CSUMB faculty members to serve as consultants. These faculty members, along with the Integrated Studies Program coordinator (who is your major advisor), serve as your faculty advisory committee. The members of this committee must represent at least two of the major fields in your concentration.

LIBERAL STUDIES (LS)**MAKING CONTACT**

- ~ Liberal Studies
- ~ Location Building 15
- ~ Information 831-582-4376
- ~ LS Advising Center 831-582-4559
- ~ Fax 831-582-3356
- ~ Email liberal_studies@csumb.edu
- ~ Website <http://ls.csumb.edu>
- ~ Liberal Studies Distributed Degree Completion (LSDC) program
- ~ Information 831-582-4500
- ~ Email ls_online@csumb.edu
- ~ Website <http://online.csumb.edu>

ASSOCIATED ACADEMIC FIELDS

- Liberal Studies Teaching Pathway
- Liberal Studies Generalist Pathway

DEGREE OFFERED

- ~ Bachelor of Arts

CONCENTRATIONS OFFERED

- ~ Child Development; possible selection of an approved concentration from several subject matter areas

MINORS OFFERED

- ~ Human Development

WHY IS THIS ACADEMIC FIELD IMPORTANT?

Whether it is in teaching or the delivery of social services, society of the 21st century calls for well-rounded and broadly prepared individuals who possess bilingual skills, cross-cultural awareness, technological competence, expert work skills, ethical principles, and sensitivity to the lives they touch.

WHAT IS THE LIBERAL STUDIES MAJOR ALL ABOUT?

The Liberal Studies major offers two pathways to the Bachelor of Arts in Liberal Studies: (1) the Liberal Studies Teaching Pathway and (2) the Liberal Studies Generalist Pathway. Our outcomes-based, multidisciplinary major integrates the arts and humanities with the natural, social, and technological sciences. We emphasize breadth across a variety of disciplines with a concentration in at least one academic discipline. In keeping with CSUMB's vision, academic goals, and graduation requirements, the Liberal Studies major offers a solid professional career foundation. We provide you with choices in academic studies that prepare you for entry into teacher education credential studies as well as lifelong learning, professional work, and graduate study.

WHAT WILL I GAIN BY CHOOSING TO MAJOR IN LIBERAL STUDIES AT CSUMB?

California has made a renewed commitment to education by increasing budget allocations and mandating smaller classes in elementary schools. Consequently, the demand for teachers is greater than ever. If you intend to become an elementary school teacher, like approximately 95 percent of our current Liberal Studies majors, the Liberal Studies program is perfect for you. Our curriculum meets the State of California approved subject matter prerequisite for the fifth-year of study in a Multiple Subject Credential Program. The other 5 percent of our majors (who

choose the Generalist Pathway) receive equally superb preparation for entry-level positions and graduate programs in other professions—that value well-rounded general undergraduate preparation.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN LIBERAL STUDIES IF I WILL BE ENTERING CSUMB AS A FRESHMAN?

If you are coming to CSUMB from high school, then you should be sure that you fulfill all requirements for admission to the CSU system. Check with your high school guidance counselor to get the details and a CSU admissions application. We also suggest that you include at least one class in information processing (computer operations) and three or more years of second language study.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN LIBERAL STUDIES IF I WILL BE ENTERING CSUMB AS A TRANSFER STUDENT?

If you are transferring to CSUMB from a community college or another four-year institution, be sure to follow the CSU transfer admissions criteria. Check with your college counselor or the CSUMB Liberal Studies Advising Center to get the specifics. Please contact the CSUMB Student Information Center to request a CSU admissions application. As a prospective Liberal Studies major, you should include courses in: Reading, writing, critical thinking, and oral communication; music, art, dance and drama; mathematics, particularly college algebra; introduction to teaching (if offered at your community college, and if you plan to enter the Liberal Studies Teaching Pathway); information processing (computer operations and applications); three or more years of a second language; natural sciences (life, physical, and earth); world history (to include geography literacy), philosophy, or ethics; U.S. history; government (U.S. and California); literature (multicultural focus); and a physical education activity.

WHAT CSUMB COURSES AND REQUIREMENTS SHOULD I COMPLETE BEFORE DECLARING LIBERAL STUDIES AS MY MAJOR?

Before declaring Liberal Studies as your major, you should pass or be certified out of the following University Learning Requirements (ULRs) and outcomes: Artistic/Creative Expression (MPA, VPA, and TAT) ~ Democratic Participation ~ English Communication A and B ~ Ethics ~ Technology/Information ~ Mathematics Communication ~ Science/Physical (ESSP 122) and Science/Life (ESSP 204 or ESSP 305) ~ U.S. Histories ~ Physical Education for the Elementary Classroom Teacher (HWI 374) ~ Vibrancy Activity (Physical Development Theory and Activity, HWI 260/260L) ~ Community Participation ~ Language (4th level) ~ ELM/EPT assessments ~ Literature/Popular Culture.

WHAT STEPS MUST I TAKE TO DECLARE LIBERAL STUDIES AS MY MAJOR?

You enter the Liberal Studies major officially upon enrollment in Major ProSeminar 300 at the junior level. Although you may declare Liberal Studies as your major as early as your freshman year, and may receive advisement in the Liberal Studies Advising Center, enrollment in the major is official only upon enrollment in Major ProSeminar 300. It is not until you have enrolled in Major ProSeminar 300 that you receive a faculty advisor in Liberal Studies.

HOW IS THE CURRICULUM OF THE LIBERAL STUDIES MAJOR STRUCTURED?

In Major ProSeminar 300, you will develop an Academic Learning Plan (ALP) which guides your choices of learning experiences that meet the Major Learning Outcomes. You will also develop an academic portfolio (demonstrating your best academic writing samples) that becomes the basis for partial fulfillment of the Capstone assessment criteria in the major. Full completion of assessment criteria in the major includes the ProSeminar portfolio, and a Capstone research project and paper.

Most of the coursework in the Liberal Studies major is completed in other disciplines. As a multidisciplinary major, the Liberal Studies program is constituted by core courses in Liberal Studies (such as *Major ProSeminar*, *Senior Capstone*, *Culture and Cultural Diversity*, *Nature of Language and Language Acquisition*, *Child Development*, *Introduction to Teaching*, *Social Foundations of Education*, *Multicultural Children's Literature*, and *Service Learning in the Community or Schools*), and subject matter coursework completed in the various *disciplines* (social and natural sciences, humanities, mathematics, written and oral communication, and technology) across the academic programs at CSUMB. Outcomes

in the major are assessed in ProSeminar, Capstone, and in each of the courses required for meeting the competencies in the major.

We strongly advise you to complete all of your major coursework prior to enrolling in the Capstone learning experience (LS 400). Prior completion of coursework allows you to focus your attention on refining your academic portfolio, conducting research, and developing your Capstone research project and paper.

WHAT WILL I LEARN AS A LIBERAL STUDIES MAJOR?

As you complete your Liberal Studies degree, you will develop knowledge, skills, and abilities in ten major learning outcomes:

- ~ **LS MLO 1 Knowledge** ~ knowledge of a set of contextualized facts, concepts, information, and theories acquired in the humanities, mathematics, social sciences, natural sciences, technology, human growth and development, language studies, and the arts
- ~ **LS MLO 2 Critical Communication in English** ~ ability to effectively and purposefully make meaning and examine assumptions using a variety of communication modalities (reading, writing, listening, and speaking) in a given situation and disciplinary framework ~ ability to communicate creatively and integrate ideas across disciplinary frameworks
- ~ **LS MLO 3 Cross-Cultural Competence** ~ ability and disposition to understand one's own and others' ethnic or cultural heritage, power relations and equity, U.S. cross-cultural relations, and socioeconomic and cultural experiences of U.S.-based ethnic groups ~ ability to understand the role that social context plays in the experiences of a specific ethnic or cultural group
- ~ **LS MLO 4 Inquiry and Problem Solving** ~ the ability and disposition to define a problem or an issue; examine, select, use and evaluate various strategies to develop solutions; and collaborate in designing and implementing a problem solving process
- ~ **LS MLO 5 Social and Ethical Responsibility** ~ skills and disposition to participate responsibly and ethically in discipline-based and/or profession-based group situations and communities ~ personal and social responsibility demonstrated through recognition of the importance of guiding principles in personal and professional conduct, such as truth, justice, honesty, and sensitivity to differing values and ethical systems
- ~ **LS MLO 6 Creative and Aesthetic Responsiveness** ~ ability to respond to and produce art through written, visual, or performance modalities that communicate to a diverse audience
- ~ **LS MLO 7 Analysis and Integration** ~ ability to use observational skills, select relevant elements, draw reasonable inferences from observations, perceive relationships and construct meaning ~ ability to employ frameworks from an area of a discipline in order to analyze, integrate, and create coherence
- ~ **LS MLO 8 Technological and Information Literacy** ~ ability to demonstrate comfort with technology and information search and discovery methods ~ ability to use tools effectively for the discovery, acquisition, and evaluation of information as well as core computer tools for the manipulation and presentation of information in a creative and ethical manner
- ~ **LS MLO 9 Lifelong Learning** ~ ability to articulate ethical issues and underlying assumptions pertinent to the study and practice of liberal studies, integrate the values of a liberal studies education in career development and/or graduate school preparation, demonstrate work-related skills, and demonstrate ethical social interaction skills in a group and/or professional environment
- ~ **LS MLO 10 Research and Synthesis** ~ ability to apply inquiry, problem solving, research, analysis, and integration skills employing frameworks and theories in a concentration and two other disciplines

WHICH COURSES SHOULD I TAKE TO ACHIEVE EACH LIBERAL STUDIES MLO?

The Liberal Studies Teaching Pathway and the Liberal Studies Generalist Pathway require different sets of learning experiences to satisfy Liberal Studies' ten Major Learning Outcomes. Each Liberal Studies course is aligned with pertinent MLOs as noted in the Course Descriptions section of this catalog. Additionally, the Liberal Studies Advising Center has created a website (<http://ls.csumb.edu/advising>) that addresses the relevant courses that you must complete in order to meet the requirements of each pathway.

AS A LIBERAL STUDIES MAJOR, YOU WILL BE ASSESSED FOR PROGRESS TOWARD THE ACHIEVEMENT OF THE MLOs IN THE FOLLOWING WAYS:

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

ARE THERE OTHER WAYS FOR ME TO ACHIEVE THE LIBERAL STUDIES MLOs?

You may complete the Liberal Studies MLOs through recommended courses and by completing the Major ProSeminar 300, and completing the Capstone Portfolio and Research Project. A substantive portion of the Liberal Studies major is available electronically in the form of online courses required in the major. You may complete outcomes in the Liberal Studies major through in-class as well as online courses. Contact a Liberal Studies faculty advisor for further information.

WHAT COURSES DOES LIBERAL STUDIES OFFER?

The titles of our courses paint a great picture of our curriculum. Recent classes offered have included; *Human Development Across the Life Span; Infancy and Early Childhood; Adolescence: Context, Culture, and Development; Multicultural Children's Literature; Child Development; Culture and Cultural Diversity; Nature of Language and Language Acquisition; Introduction to Teaching in a Multicultural Society; Social Foundations of Multicultural Education; Major ProSeminar; and Capstone.*

WHAT ARE THE UNIQUE FEATURES OF THE LIBERAL STUDIES CURRICULUM?

The **Major ProSeminar** will help you create a community of learners, understand the culture of CSUMB, complete an Academic Learning Plan, and refine your college level written and oral communication skills. As you acquire and develop the knowledge, skills, and understanding needed to become lifelong learners, Major ProSeminar will acquaint you with the theories, perspectives, and models relevant to Liberal Studies and the career doors opened by the major. You will demonstrate completion of the Major ProSeminar learning experience by completing an academic portfolio.

Your **Senior Capstone** will guide you in designing, producing, and presenting a research paper and project of your choice. In the Capstone, you will also refine, if necessary, and extend your ProSeminar portfolio.

Field-based service learning will give you hands-on experience helping and learning from schools, young learners, and other community or social service institutions. You will connect with diverse social groups in the Tri-County communities surrounding CSUMB. Both the learning opportunities and your followup reports will give you the chance to link your service learning experience to your unique career objective.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

Our classes are highly interactive. Though your learning will be general in scope, your education will be highly individualized. Our vibrant, culturally diverse, and technologically advanced "21st century" will envelop you in a rich and rewarding undergraduate experience. The surrounding Monterey Bay region, with an economic base ranging from agriculture to tourism and incredible scenery including the peaceful Pacific, colorful coastal mountains, and varied valleys, is a real-world interdisciplinary classroom.

WHAT ACADEMIC ADVISING AND SUPPORT SERVICES ARE PROVIDED FOR LIBERAL STUDIES MAJORS?

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

WHAT MUST I DO IN ORDER TO GRADUATE WITH A LIBERAL STUDIES DEGREE?

To graduate with a Liberal Studies degree, you will complete outcomes and service learning experiences that are required of students whether they are on the LS Teaching or LS Generalist pathway in the major.

The Liberal Studies Teaching and Generalist pathways require you to demonstrate competency in 10 MLOs by completing learning experiences that provide not only an advanced liberal education but also content knowledge and skills appropriate for enrolling in a professional elementary education program, a graduate program, or professional work that accepts a generalist degree. Demonstrated competency in the Graduation Writing Assessment Requirement (GVAR) is required of all students pursuing a Bachelor of Arts degree at CSUMB. You may meet this requirement through examination or completion of specified courses in Human Communication. In the Liberal Studies major, a grade of "C" or better in all courses is required for graduation.

WHICH CAREERS WILL THE LIBERAL STUDIES MAJOR PREPARE ME TO PURSUE?

A Liberal Studies degree will launch you toward a successful career as an elementary school instructor (grades K-8), a manager/teacher in a private school, an adult education instructor, a job training specialist, middle school instructor, or a specialist in human services or social work.

WHAT ADVANTAGES WILL THE LIBERAL STUDIES MAJOR PROVIDE IF I DECIDE TO GO ON TO GRADUATE STUDY?

Liberal Studies provides a solid academic foundation that prepares you for entry into a professional multiple subject teacher education program, a special education program, or a graduate study program in education.

WHAT IS THE LIBERAL STUDIES DISTRIBUTED DEGREE COMPLETION PROGRAM?

CSU Monterey Bay offers an exciting opportunity for students to complete a bachelor's degree in Liberal Studies (with an MSAT waiver) while they work and attend to other responsibilities.

The Liberal Studies Distributed Degree Completion Program (LSDC)—approved by the Western Association of Schools and Colleges—is designed for upper-division students who, due to location, work schedules, or other circumstances, are unable to attend regular class sessions on campus. Students in this program will meet the goals and outcomes of CSUMB's campus-based Liberal Studies program. Courses are offered using distributed learning delivery technologies including Web-based instruction and computer resources. Distributed learning courses may include classroom or field-based meetings to extend and enhance student learning.

WHAT COURSES DOES CSUMB OFFER ONLINE TO HELP ME ACHIEVE THE LIBERAL STUDIES OUTCOMES?

The Liberal Studies Advising Center has created a website (<http://ls.csumb.edu/advising>) which lists the relevant courses and requirements that you must complete in order to meet each of the Major Learning Outcomes (MLOs). For each MLO, you may select from a list of approved courses.

We currently offer the following online courses that meet one or more outcomes:

- ~ CST 101 *Technology Tools*
- ~ CST 102 *The Internet*
- ~ CST 303 *Computers in Schools*
- ~ ESSP 304 *Environmental Geology for Teachers*
- ~ HCOM 317 *Advanced Composition and Composition Theories*
- ~ HWI 374 *Physical Education for the Elementary School Child*
- ~ LS 298S *Introduction to Teaching and Learning: Service Learning*
- ~ LS 300 *Major ProSeminar*
- ~ LS 323 *World Mythology Literature*
- ~ LS 356 *Infancy and Early Childhood*
- ~ LS 360 *Child Development*
- ~ LS 391 *Culture and Cultural Diversity*
- ~ LS 394S *Multicultural Children's Literature: Service Learning*
- ~ LS 398S *Social Foundations of Multicultural Education: Service Learning*
- ~ LS 400 *Senior Capstone*
- ~ MATH 308 *Elementary Mathematics from an Advanced Viewpoint A*
- ~ MPA 360 *Survey of World Music*
- ~ SBSC 327 *Introduction to Geographic Information Systems (GIS)*
- ~ SBSC 356 *People, Places, and Environment: A Geographic Perspective*
- ~ SBSC 384 *Cultural Contexts of Bilingual Education*
- ~ SPAN 201 *Intermediate Spanish*
- ~ SPAN 308 *History and Culture of Aztlan*
- ~ SPAN 365 *The Chicano Novel*
- ~ VPA 312 *Visual Arts for Teaching*

WILL I MISS OUT ON THE LEARNING THAT OCCURS IN A TRADITIONAL CLASSROOM ENVIRONMENT?

Online discussions take the place of in-class sessions. You can expect regular communication with your classmates and your instructor, collaboration with other learners, group problem solving, and other interactive learning activities. Online exchange provides an advantage as it gives you time to develop your contributions and to reflect on the input of others.

IS THERE A TIME DEMAND DIFFERENCE BETWEEN ON-CAMPUS COURSES AND ONLINE LEARNING?

Online courses demand as much study time as other upper-division courses. The big differences are that **you** decide what time of day you will "attend class," and you won't use any time commuting to get there. As such, this program is perfect for those who live a long way from a university campus and for those trying to fit their education into a schedule. On the other hand, online learning works well only if you are a highly motivated student with good time management skills. The courses do have set beginning and ending dates, with key outcomes required along the way to assist you in keeping on schedule and meeting your academic goals.

WHAT DO I NEED TO GET INTO LIBERAL STUDIES DISTRIBUTED?

1. A computer with speedy Internet access; basic familiarity with computers, web navigation, email, and sending attachments
2. Availability for some scheduled meetings on campus or at field sites late in the afternoon or on Saturday
A few of our online courses may have from one to four meetings scheduled during the semester for presentations, assessments, or orientation.
3. Completed lower-division courses
Transfer students must have at least 56 transferable units, including at least 30 general education units that include written communication, oral communication, quantitative reasoning, and critical thinking.
4. A minimum GPA of 2.00 for California residents and 2.40 for nonresidents

HOW DO I FIND OUT MORE ABOUT LIBERAL STUDIES DISTRIBUTED?

For general information about the Liberal Studies Distributed Degree Completion Program (LSDC) at CSUMB, please contact:

- ~ Distributed Learning and Extended Education
~ 831-582-4500
~ ls_online@csumb.edu
~ CSUMB.EDU/online

For information about the curriculum and online learning in the LSDC program, please contact

- ~ Terri Wheeler, Coordinator
~ 831-582-4717
~ Fax: 831-582-3356
~ ls_online@csumb.edu

More detailed information about the LSDC program may be found in the Distributed Learning and Extended Education section of the CSUMB catalog, or by visiting the Web (<http://online.csumb.edu>).

WHO WILL GUIDE MY LEARNING EXPERIENCES?

TENURED AND TENURE-TRACK FACULTY

- ~ Betty McEady, Ed.D., Director
Curriculum and instruction in English and literacy development
~ African American literature ~ multicultural pedagogy ~ effective schooling practices ~ philosophy of education
- ~ Herbert Martin Jr., Ph.D.
Multicultural education ~ intercultural functioning
- ~ Linda Rogers, Ph.D.
Developmental psychology ~ research methods ~ children's decision making and identity formation
- ~ Paoze Thao, Ph.D.
Historical foundations of education ~ linguistics ~ English as a second language (ESL) ~ interpersonal and intercultural communication
- ~ Robert S. Weisskirch, Ph.D.
Adolescent development ~ ethnic identity formation ~ the impact of bilingualism ~ clinical intervention for children and adolescents

ADJUNCT FACULTY

- ~ Linda Bynoe, Ed.D.
International multicultural education
- ~ Jennifer Colby, Ph.D.
Humanities
- ~ David Gegeo, Ph.D.
Political anthropology ~ sociolinguistics
- ~ Terri Wheeler, M.A.
Behavioral sciences ~ cross-cultural emphasis
- ~ Additional adjunct faculty who are also public school teachers or community college instructors

SOCIAL AND BEHAVIORAL SCIENCES (SBS)

MAKING CONTACT

- ~ Social and Behavioral Sciences
~ Location Building 17
~ Information 831-582-3890
~ Fax 831-582-3566
~ Website <http://sbsc.csumb.edu>
~ Assessment Website <http://sbsc.csumb.edu/advise>

ASSOCIATED ACADEMIC FIELDS

Anthropology ~ Archaeology ~ Geographic Information Systems ~ Political Economy ~ Social History ~ Sociology

DEGREE OFFERED

- ~ Bachelor of Arts

CONCENTRATIONS OFFERED

- ~ Anthropology
- ~ Archaeology
- ~ Geographic Information Systems
- ~ Political Economy
- ~ Sociology
- ~ Social History

The following concentration was pending approval at the time of publication:

- ~ Psychology
Please check with the program office regarding the current status.

MINORS OFFERED

- Psychology

WHY IS THIS ACADEMIC FIELD IMPORTANT?

Incredible evolution in technology and knowledge is ushering in the new millennium. It has spawned entirely new social structures and forms of human behavior. In response, it is important that we work to understand each other and ourselves in order to ensure the wellbeing of our society and its members. Securing a fruitful future will require perspectives obtained from reflection on the past and insights gained from study of the evolving present.

WHAT IS SBS ALL ABOUT?

We are committed to understanding human behavior and society in their local, national, and global manifestations. Our curriculum, characterized by a balanced mix of theory, research, and service to our communities encourages you to explore innovative and alternative solutions to human problems. It prepares you for effective and ethical social intervention and advocacy. You will have many enriching opportunities to interact with community leaders, activists, scholars, and the CSUMB community in a variety of settings including the Annual Social Justice Colloquium, Alta California Mission Research Project (Carmel and San Juan Bautista), Querétaro Project, Senior Capstone Festival, Professional Assessment Labs, Geographic Information Systems Day, Wireless Technologies in Archaeology Demonstration Project, Real Time Community Mapping with GPS and Wireless Technology Project, and the Annual U.S./Mexico Colloquium.

As an SBS major, you will have the option of selecting a specific concentration from among the following disciplinary areas:

- ~ Anthropology
- ~ Archaeology
- ~ Geographic Information Systems
- ~ Political Economy
- ~ Psychology (pending approval)
- ~ Sociology
- ~ Social History

TEACHER CREDENTIAL SUBJECT MATTER PREPARATION IN HISTORY/SOCIAL SCIENCE

SBS offers a track within the Social History concentration as a pathway into a teaching credential program for prospective secondary school teachers. If you complete this state-certified curriculum, you will be permitted to waive the comprehensive qualifying exam (CSET) in order to be admitted to a single subject (secondary school) teacher credential program after you complete your B.A.

WHAT WILL I GAIN BY CHOOSING TO MAJOR IN SBS AT CSUMB?

In other universities, the mountain of social and behavioral science is usually conquered by dividing it into disciplines such as political economy, psychology, sociology, anthropology, archaeology, social work, criminal justice, economics, history, geography, geographic information systems, political science, and social science education. Rather than offer some of these outcrops as separate majors, we offer them and their imaginable combinations as possible specializations within an interdisciplinary whole. So you will be prepared for a particular discipline (depth) and a broad interdisciplinary understanding (breadth).

Whether you are unsure of your specific plans or have clear-cut career goals in mind, we provide surefooted tracks to your loftiest objectives. Our core curriculum and each possible specialization present thoughtfully planned learning pathways. Our concerned faculty members act as your guides along the way. The difference between our field-encompassing routes and the traditional treks available at other schools is an important one. At CSUMB your educational climb will branch out into all of the inter-related social and behavioral sciences while still keeping you focused on your chosen career objective. The trip doesn't take any longer, but you will be much richer for the experience. When you arrive at the peak of graduation, the panoramic perspective gained will pay off. Our recent graduates are proof. They have successfully transferred to top graduate schools and challenging career paths in human services, government, education, and research.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN SBS IF I WILL BE ENTERING CSUMB AS A FRESHMAN?

If you are coming to CSUMB from high school, then you should be sure that you fulfill all requirements for admission to the CSU system.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN SBS IF I WILL BE ENTERING CSUMB AS A TRANSFER STUDENT?

If you are transferring to CSUMB from a community college or another four-year institution, be sure to follow the CSU transfer admissions criteria and include at least two introductory courses in social or behavioral science. We highly recommend introductory courses in statistics and basic computing skills including Internet use. If you intend to follow the teaching credential pathway, it is a good idea to take both halves of the U.S. History sequence, a standard American Government course, and at least one semester of a language other than English before transferring.

Whether you are an incoming freshman, transfer, or reentry student, you should make an appointment to see your school counselor or a CSUMB academic advisor to get the details on admissions eligibility and a CSU application.

WHAT CSUMB COURSES AND REQUIREMENTS SHOULD I COMPLETE BEFORE DECLARING SBS AS MY MAJOR?

If you are a first-year student, you should complete ProSeminar 100. As a second year student, you should complete Basic Statistics, SBSC 200 *Introduction to SBS* (or course equivalent), which is designed to provide an initial introduction to the interdisciplinary nature of the SBS major. If you are a junior transfer student, you should enroll in SBSC 300 *Major ProSeminar* and concurrently in SBSC 308 *Professional Assessment Lab I*, where you will develop an Individualized Learning Plan (ILP) and petition to major in SBS. In the second semester of your junior transfer year, you should enroll in SBSC 309 *Professional Assessment Lab II*, where you will develop a *Senior Capstone proposal*. Majors are also required to complete at least two discipline-specific core offerings in at least two distinct and different subdisciplinary areas of SBS theory and method in order to meet the basic requirements of the core.

All SBS majors are encouraged to complete the upper division graduation learning outcomes (or GLO's) within the context of course offerings in the SBSC. These include, the ULR/GLO requirements in the upper division areas of Service Learning, Culture and Equity, and Technology/Information. In addition, SBS offers many other courses meeting the lower-division

ULRs in Ethics, ENGC0M, Science Methods and Contents, Democratic Participation, Creative/Artistic Expression, Culture and Equity, U.S. Histories, and Vibrancy. It should be noted that the Major ProSeminar course (SBSC 300) fulfills the Culture and Equity graduation learning outcome as well.

Exceptions to this requirement must be approved in writing by an SBS faculty advisor. Students are similarly encouraged to complete lower-division ULR requirements within the context of the SBS curriculum.

WHAT STEPS MUST I TAKE TO DECLARE SBS AS MY MAJOR?

Interested first year and transfer students must petition to major in the Social and Behavioral Sciences. This involves preparing an Individualized Learning Plan (ILP) which includes a tentative course of study and a statement of what you expect to gain from that planned course of study. Until a faculty mentor/advocate has been selected or assigned and an ILP filed with SBS, you are matriculated as a "candidate" for the major rather than as a "major." SBS has a fulltime assessment specialist whose task it is to keep students informed of academic progress toward fulfillment of their respective ILPs.

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

HOW IS THE SBS CURRICULUM STRUCTURED?

CSUMB's Social and Behavioral Sciences degree program represents the unique blending of theoretical, applied, and critical approaches and methodologies widely pursued in the social and behavioral sciences. The core learning experience is designed around approximately 20 credits of study that are focused on the integrated theory and method of the social and behavioral sciences. The SBS core is team-taught in an interdisciplinary module format with many of the lecture sets available by videotape. Readings and lectures focus on the central concepts, themes, methods, and theories shared by the social and behavioral sciences (i.e., culture, personality, ethnography, development, and globalization).

Upon mastery of the core, you may redesign and build upon your Individualized Learning Plan (ILP) to meet educational and professional goals. Graduate school may be such a goal. You may declare an area of concentration and incorporate related learning goals and plans into your ILP.

Your ILP defines how MLOs have or will be achieved by pathways (i.e., coursework, field experiences, service learning, or prior learning experiences in the workplace or daily life). Your ILP is essentially a contract for graduation and will be the basis for an ongoing dialog between you and your SBS faculty advisor regarding your successful progress through the major. ILPs are developed in the SBSC 308 and 309 Assessment Labs.

If you are an entering freshman or sophomore student majoring in SBS at CSUMB, you can learn more about the ILP, the petition to major, and the social and behavioral sciences by enrolling in PROS 100 and SBSC 200 *Introduction to Social and Behavioral Sciences*. Both PROS 100 and SBSC 200 are required of all lower-division majors in the social and behavioral sciences. In addition, lower-division majors are required to successfully complete lower-division introductory course offerings in one or more of any of the major subdisciplines, including, but not limited to, SBSC 100 *Introduction to Archaeology and Physical Anthropology*, SBSC 145 *Introduction to Cultural Anthropology*, PSY 100 *Introduction to Psychology*, and SBSC 120 *Introduction to Sociology*.

If you are transferring from a junior college or university with 56 credits, of which 12 to 16 credits are within the social and behavioral sciences, you will be considered upper-division and must enroll in the SBS core courses: SBSC 300 and SBSC 308, and at least one of the project-based learning seminars and labs. In the second semester of your transfer year, you should enroll in SBSC 309. You should consult the faculty in either the SBSC 300 and or 308/309 courses to discuss which of the project-based seminars and area studies labs are most appropriate

for your area of concentration. For additional information on the ILP and SBS, please refer to the SBS and Assessment Component Websites.

WHAT WILL I LEARN AS AN SBS MAJOR?

As you complete your SBS degree, you will be guided toward four Major Learning Outcomes (MLOs):

~ SBS MLO 1 Understanding of social and behavioral sciences

theory including ~ understanding of classic and contemporary theories of society, groups, and individuals ~ ability to apply and interpret integrative theoretical frameworks to explain social phenomena at local and global levels ~ ability to assess how the primary social and behavioral sciences issues (e.g. human behaviors, community social relations, socioeconomic patterns, local and global interactions, cultural and political dynamics, race, ethnicity, class, gender, and human sexuality) are influenced by geographical and historical processes

~ SBS MLO 2 Research methodology, information management, retrieval, and analysis competency

including ~ ability to use appropriate quantitative and qualitative data collection and analysis methods ~ ability to effectively use modern electronic technologies and statistical software to collect, manage, and analyze social, cultural, economic, historical, geographical, political, and psychological data ~ competence in statistical analysis, cultural resources assessment, evaluation of public economic policies and programs, geospatial data management, social needs assessment, and geographic information systems (GIS)

~ SBS MLO 3 Specialized disciplinary and area studies competency

including ~ preparation for a smooth transition into postgraduate training in schools that may not have an interdisciplinary focus ~ solid foundation in at least one traditional discipline such as anthropology, archaeology, cultural geography, geographic information systems, social history, political economy, political science, social psychology, or sociology ~ knowledge of diverse cultures within and outside of the United States

~ SBS MLO 4 Application of social science principles and practices in real world contexts

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

WHICH COURSES SHOULD I TAKE TO ACHIEVE EACH SBS MLO?

You should enroll in courses that are related to the four MLOs and your area of concentration as outlined in your ILP:

You may opt for alternative assessment of the SBS MLOs by enrolling in SBSC 301, SBSC 303, SBSC 304, SBSC 305, and SBSC 306. These offerings permit you to have prior coursework and learning experiences assessed outside the context of the regular SBSC curriculum. This alternative assessment permits you to document and present, in portfolio format, those MLOs achieved outside of the SBSC core curriculum. The SBSC Assessment Specialist, in concert with your main faculty advisor, will evaluate your portfolio and assess the attainment of the four SBSC MLOs. Students whose portfolios and supporting documentation provide evidence of the prior attainment of the MLOs will be given credit for the work and prior study involved.

ARE THERE OTHER WAYS FOR ME TO ACHIEVE THE SBS MLOs?

Unlike traditional majors that might require only passing grades in a body of units to graduate, as a Social and Behavioral Sciences major you will submit intellectual products that are assessed against the learning outcomes stipulated in your ILP. These products are collected in a major Capstone portfolio (hard copy and or multimedia) that is assessed against your ILP requirements. Although the State of California requires that students complete 124 total credit hours of study toward graduation, the

SBS Individualized Learning Plan provides more than one pathway or option for addressing this requirement.

WHAT COURSES DOES SBS OFFER?

Recent course offerings have included *Advanced Topics in Cultural Anthropology*; *Applications of GIS to Social Sciences and Business*; *Applied Research and Writing in the Social Sciences*; *Applied Research in Chicano Traditions*; *Art of the Aztec Empire*; *Archaeology: From Map to Museum*; *Introduction to Social and Behavioral Sciences*; *Photography and Digital Imaging for the Social Sciences*; *Ancient Maya Civilizations*; *Ethnographic Research: Methods and Analysis*; *Introduction to Global Economics*; *Classic Social Theory*; *Cross Cultural Human Development*; *Abnormal Psychology from a Multicultural Perspective*; *Archaeological Thought in the Americas*; *Introduction to Geography: People, Places and Environment*; *Introduction to Geographic Information Systems*; *Ancient African Civilizations*; *Domination and Resistance in the Americas*; *Research Methods and Data Analysis*; *Crime and Violence*; *Social and Environmental History of California*; *Political Economy and Social History: Vietnam and the United States Since 1880*; *Anthropology of Education*; *Virtual Archaeology and GIS*; *GIS for Demographic Analysis in Business and Social Sciences*; *Computing Skills for the Social Sciences*; *Social and Political Histories of the United States*; *Truth and Method in History*; *The Archaeology of a California Mission*; *Growth and Conflict in the U.S.*; *Multicultural Heritage of an Early California Community*; *Applied Research in Mexican Peasant Communities*; and *World Prehistory*. Recent online course offerings have included *Introduction to Geographic Information Systems*; *World Regional Geography: Culture, Society and Space*; *Introduction to Geography: People, Places and Environment*; *Computing Skills for the Social Sciences*; and *Social Psychology*.

WHAT ARE THE UNIQUE FEATURES OF THE SBS CURRICULUM?

Our courses incorporate **advanced electronic technologies** in the form of multiple-user databases, online journals and syllabi, computer conferencing, student-faculty email exchange, and computer-assisted tutorials. One National Science Foundation sponsored class involves ethnographic research in Mexican communities using interactive materials and multimedia simulations. Another course, which is taught entirely online, utilizes the latest Web-based technology and geographic information systems tools to focus on the cultural and environmental aspects of geography at global, regional, and local levels.

Our **professional assessment laboratories** will help you prepare and update your portfolio, Individualized Learning Plan, Capstone proposal, petition to major, and petition to graduate. In these laboratories, you will learn how to write papers, give oral reports, use electronic technologies, and obtain information on careers, graduate programs, professional schools, grants, and fellowships.

Through a research-based **Senior Capstone** project, you will synthesize your learning and focus within a traditional discipline, subdiscipline, area study, or cultural study. You will also have the opportunity to complement your project with community service learning, internships, and field studies that may include travel to other countries.

Our disciplinary **area studies** courses focus on cultures both past and present, cultural behaviors, and the global linkages between nations, communities, and societies. For example, an international exchange and field-research training program with the University of Querétaro, Mexico, is conducted each summer.

We work with local, state, federal, and global organizations to provide **project-based service learning** opportunities. As an example, our innovative San Juan Bautista Mission project brings students, scholars, volunteers, and minimum-security trustees together in a nationally praised archaeological undertaking and historic preservation program.

Our **online assessment** component provides an integrated set of resources, tools, and services designed to help students and faculty determine the effectiveness of academic practices at CSUMB.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

As an SBS major, you will undoubtedly thrive on a young campus that is being built on a foundation of plurality. The cross-cultural faculty, staff, and student populations place you directly into a real-life laboratory rich in social and behavioral phenomena. The surrounding Monterey Bay region also presents a broad geographical blend of cultures and social influences interfacing with each other and the natural phenomena of vast oceans, fertile farmlands, pristine beaches, and forested coastal moun-

tains. On campus, our small interactive classes are conducted in spacious modern facilities featuring leading-edge multimedia, telecommunications, and computer technologies that allow instant access to social and behavioral information from across the globe.

WHAT COUNSELING AND SUPPORT SERVICES ARE PROVIDED FOR SBS MAJORS?

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

WHAT MUST I DO IN ORDER TO GRADUATE WITH AN SBS DEGREE?

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

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

- ~ Petition to have the ILP reviewed and approved by faculty advisor(s).
- ~ Assess competencies in relationship to the ILP.
- ~ Submit a final graduation portfolio
- ~ Submit a Capstone project or take an interdisciplinary and concentration-specific written examination as outlined in the ILP. See the Assessment Specialist to determine if you are eligible for this option.

The SBS assessment specialist reviews and directs (in tandem with the student's faculty committee) the final assessment of MLOs and achievement of outcomes necessary for graduation. Faculty committees consist of faculty members and professionals who have agreed to supervise and mentor a student's Capstone Project or final concentration-specific written examination.

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

WHICH CAREERS WILL AN SBS DEGREE PREPARE ME TO PURSUE?

A Social and Behavioral Sciences degree could launch you toward a successful career as a sociologist, school counselor, anthropologist, psychologist, archaeologist, geographer, historian, archivist, social worker, political analyst, economist, criminologist, children's rights advocate, public servant, charitable organization employee, international entrepreneur, journalist, lawyer, urban and union activist, civic policy maker, teacher, public health official, cultural resources manager, or community development advisor.

WHAT ADVANTAGES WILL AN SBS DEGREE PROVIDE IF I DECIDE TO GO ON TO GRADUATE STUDY?

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

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FULLTIME FACULTY

- ~ George Baldwin, Ph.D., Director
Sociology ~ psychology ~ manpower economics ~ social psychology of online behavior ~ contemporary American Indian affairs ~ research methodology

- ~ Armando A. Arias Jr., Ph.D.
Social psychology ~ global networking ~ social design engineering ~ virtual learning and research
- ~ Manuel Carlos, Ph.D.
Chicanos and Latinos in California ~ cultural anthropology ~ contemporary Mexican society and culture ~ social sciences theory and methods ~ globalization and local communities ~ ethnographic field methods ~ multimedia applications in anthropology
- ~ Juan J. Gutierrez, Ph.D.
Mexican studies ~ cultural anthropology ~ rural development ~ immigration ~ qualitative methods for data collection and analysis ~ curriculum development ~ Web-based teaching and assessment
- ~ Yong Lao, Ph.D.
Geographic Information Systems (GIS) ~ cultural geography ~ geography of Asia ~ spatial modeling and analysis
- ~ Ruben G. Mendoza, Ph.D.
Archaeology ~ cultural resources management ~ historic preservation ~ ethnohistory ~ museum anthropology ~ Hispanic colonial archaeology ~ American Indian science, technology, and medicine ~ Mesoamerican and African civilizations ~ photography and technical imaging ~ distributed learning and multimedia applications ~ service learning
- ~ Gerald Shenk, Ph.D.
Social history ~ African American history ~ Chicano history ~ immigration ~ California ~ war and American society ~ American political institutions ~ race, ethnicity, class, gender, and sexuality
- ~ Angie Ngoc Tran, Ph.D.
Political economy ~ comparative political economies of East and Southeast Asia transitional, socialist economies ~ Vietnamese political economy ~ developmental state research methods and data analysis ~ labor-management relations

ADJUNCT FACULTY

- ~ Adrian P. Hull, Ph.D.
Political science ~ comparative politics ~ democracy ~ party politics in postcolonial nations ~ research methods and data analysis ~ development studies ~ Black social and political movements
- ~ Susan Morley, M.A.
Biological anthropology ~ human evolution ~ human osteology ~ paleodemography ~ archaeology ~ California prehistory ~ tribal archaeology ~ ethnohistory
- ~ Joan Mortensen, M.A.
Abnormal psychology ~ psychology ~ counseling psychology ~ alcohol and drug abuse ~ domestic violence.
- ~ Juan Oliverez, Ph.D.
History ~ politics ~ local, state, and national government ~ campaigns and elections ~ social movements ~ the 60s ~ Chicano studies ~ history, identity, and power ~ race relations, demographics, social change, diversity, and conflict and consensus
- ~ Ann DeJesus Riley, M.A.
U.S. history ~ history of California ~ ethnic history ~ social history ~ Latin American history ~ liberation theology and the church/state conflict
- ~ David Yamada, Ph.D.
Political science ~ American politics, Congress, presidency, constitutional law, foreign policy ~ Asian politics, Japan and China, Japanese American studies, political theory, and methodology

STAFF

- ~ Lilly Martinez
Administrative Analyst/Specialist
- ~ Nicolas Mederos-Serrano
Assessment Specialist
- ~ Charlie Wallace
Instructional Technologies Consultant

TELECOMMUNICATIONS, MULTIMEDIA, AND APPLIED COMPUTING (TMAC)

MAKING CONTACT

- ~ Telecommunications, Multimedia, and Applied Computing
- ~ Location Building 18, Room 150
- ~ Information 831-582-3621
- ~ ICST Student Services 831-582-4791
- ~ ICST Peer Advising 831-582-3789
- ~ Fax 831-582-4484
- ~ General Email icst@csumb.edu
- ~ Peer Advising Email icstpeer_advising@csumb.edu
- ~ Website <http://icst.csumb.edu>

ASSOCIATED ACADEMIC FIELDS

Computer Networking ~ Web Design and Development ~ System Administration ~ Computer Programming ~ Telecommunications ~ Electronic Commerce ~ Instructional Design ~ Multimedia Design ~ Publication Design ~ Animation

DEGREE OFFERED

- ~ Bachelor of Science

CONCENTRATIONS OFFERED

The following concentrations were pending approval at the time of publication:

- ~ Computer Science
- ~ Communications Design

Please check with the program office regarding the current status.

MINORS OFFERED

The following minors were pending approval at the time of publication:

- ~ Computer Science
- ~ Communications Design

Please check with the program office regarding the current status.

WHY IS THIS ACADEMIC FIELD IMPORTANT?

We are in the midst of a technical revolution that is changing everything about the way that we work, play, and interact. The resulting cyberworld requires individuals who possess a unique blend of creativity and technical understanding of computers, networks, communications, and media.

WHAT IS TMAC ALL ABOUT?

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

WHAT WILL I GAIN BY CHOOSING TO MAJOR IN TMAC?

While other universities offer separate programs where you can either study design or technology, we offer a unique marriage of the two. At CSUMB, you will learn to design software as well as use it in creative and artistic processes. You will learn to create websites and maintain the servers. You will learn to manage networks and control the underlying systems. You will not only learn how to use the latest tech tools; you will learn how to build them. We build this marriage on the firm grounds of ethical development, collaborative problem solving, effective communication, community service, and entrepreneurial activity. The strength of this marriage is proven by the success of our graduates who are now pursuing careers in high technology and creative media.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN TMAC IF I WILL BE ENTERING CSUMB AS A FRESHMAN?

If you are coming to CSUMB from high school, then you should be sure that you fulfill all requirements for admission to the CSU system. Check with your high school guidance counselor to get the details and a CSU admissions application. We also recommend that you take as many math and computer classes as possible at your school.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN TMAC IF I WILL BE ENTERING CSUMB AS A TRANSFER STUDENT?

If you are transferring to CSUMB from a community college or another four-year institution, be sure to follow the CSU transfer admissions criteria. Check with your college counselor or a CSUMB representative to get the specifics and a CSU admissions application. If possible, it will help ease your schedule if you complete three semesters of a language other than English before arriving. We also recommend that you take as much math as possible including discrete math and calculus, especially if you are considering the technical specialization. Finally, experience with a programming language, with networks, and with media tools would be helpful to fulfill prerequisites for upper division courses.

WHAT CSUMB COURSES AND REQUIREMENTS SHOULD I COMPLETE BEFORE DECLARING TMAC AS MY MAJOR?

If you intend to be a TMAC major, you should begin to take classes in the major while you are pursuing your General Education classes. To choose the appropriate classes, seek advice from our peer advising center or faculty who advise in the major.

WHAT STEPS MUST I TAKE TO DECLARE TMAC AS MY MAJOR?

First, you are urged to discuss your curriculum plans with a TMAC faculty advisor or one of the TMAC peer advisors. Then, you need to fill out a declaration of major form at Admissions and Records to be officially declared a TMAC major. Finally, when you register for CST 300 *Major ProSeminar*, we will add you to our major list.

HOW IS THE TMAC CURRICULUM STRUCTURED?

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

WHAT WILL I LEARN AS A TMAC MAJOR?

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

- ~ **Core outcomes** (required of all TMAC majors)
- ~ **Design outcomes** (required of those TMAC majors choosing the design specialization)
- ~ **Technology outcomes** (a subset of the technology outcomes is required of those TMAC majors choosing the technology specialization)
- ~ **Custom outcomes** (If you wish to integrate both technology and design in your specialization, then you must submit a written Individualized Learning Plan incorporating MLOs from both specializations to a faculty advisor for approval.)
- ~ **Advanced outcomes** (required of all TMAC majors)

CORE MLOs

- The core MLOs required for all students in the TMAC major are:
- ~ **TMAC MLO C0 Professional communication and development**
~ ability to communicate technical information to various audiences both orally and in writing ~ the knowledge base, skills, and practices of professionalism related to the fields of telecommunications, multimedia, and computing, and a foundation for ongoing professional development
 - ~ **TMAC MLO C1 Knowledge of computers** ~ knowledge of how a computer represents and transmits information, its parts and peripherals, and how they are organized and interfaced ~ ability to install and run applications and to manage and navigate files on a variety of platforms and operating systems
 - ~ **TMAC MLO C2 Design** ~ ability to use computer-based tools to demonstrate knowledge of design principles in conceiving, planning, and communicating the solutions for multimedia and instructional technology problems ~ ability to manipulate digital images, sound, motion, text, and interactions
 - ~ **TMAC MLO C3 Programming** ~ solid grounding in the concepts and practice of programming as displayed by competency in at least one programming language, such as C++

- ~ **TMAC MLO C4 Telecommunications** ~ broad user-level understanding of all aspects of computer communications including analog and digital systems; switched and packet technologies; synchronous and asynchronous communications; wired and wireless systems; data-voice-video systems; examples of local networks, including the home, and wide area network technologies; and connectivity standards ~ understanding of the cultural, social, ethical, and economic impact of telecommunications
- ~ **TMAC MLO C5 Mathematics** ~ fundamental understanding of at least two mathematical areas selected from probability and statistics, logic, calculus, discrete math, linear algebra, and combinatorics ~ ability to apply mathematical understanding to the solution of problems in a chosen area
- ~ **TMAC MLO C6 Social and ethical dimensions** ~ understanding of current and future technology and its economic, social, cultural, and ethical impacts

DESIGN MLOs

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

- ~ **TMAC MLO D1 Planning and management of design projects** ~ knowledge and application of project planning techniques such as critical path, resource management, budget, and use of project management tools in the development of multimedia and instructional design projects
- ~ **TMAC MLO D2 Interactive media design** ~ production of projects combining digital audio, video, and imagery
- ~ **TMAC MLO D3 Delivery systems** ~ communication through a variety of delivery systems including desktop video, print, web, video teleconferencing, and multimedia
- ~ **TMAC MLO D4 Instructional design** ~ development of plans for training and instruction ~ application of instructional system design and development principles to human performance problems ~ evaluation and assessment of instruction ~ understanding of organizational behavior and psychological principles
- ~ **TMAC MLO D5 Aesthetics and design** ~ demonstrated understanding of aesthetics through the creation of digital graphic work that employs aesthetic and design principles ~ understanding of design principles including form versus function, composition, balance and color theory

TECHNOLOGY MLOs

The MLOs that students in the technology specialization of the TMAC major choose from (not all are required) are:

- ~ **TMAC MLO T1 Programming** ~ understanding of the theory and practice of key programming principles that are common to many programming languages
- ~ **TMAC MLO T2 Software design** ~ ability to analyze a problem and select the most appropriate data structure to represent the solution ~ ability to construct and implement an algorithm or set of algorithms which solves a problem and analyze the efficiency of those algorithms ~ ability to describe the different System Lifecycle models and, given an application, explain which model would be appropriate for that application
- ~ **TMAC MLO T3 Operating systems** ~ ability to describe the basic components of an operating system ~ ability to compare and contrast data storage hierarchy, memory management, processor allocation strategies, and user interface across at least 3 different operating systems ~ demonstrated skill in analyzing a specific problem likely to occur in a component of an operating system (e.g. file structures, background processes, shell programming) and creating an appropriate program ~ ability to generate and test file system queries
- ~ **TMAC MLO T4 Telecommunications** ~ understanding of basic physical and software principles common to data and voice communications such as modulation types, media types, packet vs. circuit switched, in-band vs. out-of-band signaling, digital vs. analog, the OSI model ~ completion of basic experiments in connecting a computer via modem, as well as creating an Ethernet network and determining its condition ~ demonstrated knowledge of the differences between key network technologies such as ATM, ISDN, Ethernet, and others ~ ability to

describe, contrast, and compare different network solutions appropriate for a range of practical problems

- ~ **TMAC MLO T5 Mathematics** ~ fundamental understanding of at least two mathematical areas selected from probability and statistics, logic, calculus, discrete math, linear algebra, and combinatorics ~ ability to apply mathematical understanding to the solution of problems in a chosen area
- ~ **TMAC MLO T6 Interface** ~ graphics and imaging skills ~ sensing and control skills
- ~ **TMAC MLO T7 Computing** ~ Internet programming skills ~ database skills ~ embedded programming skills ~ compiler and language skills
- ~ **TMAC MLO T8 Networking** ~ advanced networking skills ~ understanding of communications standards and industry ~ networking management skills ~ understanding of network protocols for multimedia
- ~ **TMAC MLO T9 Advanced mathematics** ~ competency in areas related to TMAC, some of which are linear algebra, statistics and probability, and differential equations
- ~ **TMAC MLO T10 Information systems** ~ ability to develop, administer, and evaluate information systems, and to describe the impact of an information system to users, organization, and society

ADVANCED MLOs

The advanced MLOs required for all students completing the TMAC major fall into these areas:

- ~ **TMAC MLO A1 Senior Capstone**
- ~ **TMAC MLO A2 Professional writing**
- ~ **TMAC MLO A3 Professional oral presentation**
- ~ **TMAC MLO A4 Project management**
- ~ **TMAC MLO A5 Service learning**
- ~ **TMAC MLO A6 Collaboration**

WHICH COURSES SHOULD I TAKE TO ACHIEVE EACH TMAC MLO?

CORE MLOs

Courses that fulfill the Core MLOs required for all students completing the TMAC major are:

- ~ **TMAC MLO C0** CST 300 *Major ProSeminar*
- ~ **TMAC MLO C1** CST 337 *Computing Architectures and Environments*
- ~ **TMAC MLO C2** CST 201 *Media Tools*
- ~ **TMAC MLO C3** CST 231 *Programming with C++*, CST 221 *Scripting for Multimedia*, or CST 232 *Problem Solving and Programming with Visual Basic*
- ~ **TMAC MLO C4** CST 310 *Telecommunications and Society*
- ~ **TMAC MLO C5 Complete two of the following five areas:**
 1. Logic—MATH 170
 2. Combinatorics—MATH 170
 3. Statistics—STAT 200 or STAT 250
 4. Linear Algebra—MATH 260
 5. Calculus—Math 150 and 151
- ~ **TMAC MLO C6** CST 373 *Ethics in Communication and Technology*

DESIGN EMPHASIS MLOs

Examples of classes that could apply to each design major learning outcome are:

- ~ **TMAC MLO D1** CST 308 *Management and Design*
- ~ **TMAC MLO D2 and D3** One course from the intermediate level (CST 304 *Publication Design*, CST 305 *Modeling and Animation*, CST 321 *Multimedia I*, CST 351 *Web Design*) and one course from the practicum level (CST 404 *Publication Workshop*, CST 405 *Animation Workshop*, CST 421 *Multimedia II*, CST 441 *Advanced Instructional Design*, CST 451 *Web Production*)
- ~ **TMAC MLO D4** CST 341 *Instructional Design*; CST 441 *Advanced Instructional Design*
- ~ **TMAC MLO D5** CST 328 *Digital Art and Design*

TECHNOLOGY EMPHASIS MLOs

Complete MLO T1 and five additional courses from at least two additional MLOs chosen from T2, T4, and T6 through T10 (T1, T3, and T5 are satisfied in the core).

Examples of classes that could apply to each technology major learning outcome are:

- ~ **TMAC MLO T1** CST 231 *Problem Solving Programming*
- ~ **TMAC MLO T2** CST 338 *Software Design Issues*
- ~ **TMAC MLO T3** CST 337 *Computing Architecture & Environment*; Satisfied through TMAC MLO C1
- ~ **TMAC MLO T4** CST 311 *Principles of Telecommunications*
- ~ **TMAC MLO T5** Satisfied through TMAC MLO C5
- ~ **TMAC MLO T6** CST 331 *Computer Graphics*
- ~ **TMAC MLO T7** CST 336 *Internet Programming*; CST 363 *Database Management*; MIE 363 *DB Management: Methods & Applications*
- ~ **TMAC MLO T8** CST 312 *Telecommunication Standards*; CST 313 *Telecom Management*; CST 334 *UNIX X Windows*; CST 384 *Advanced LAN/WAN Systems Integration*
- ~ **TMAC MLO T9** MATH 320 *Probability and Statistics*; MATH 330 *Linear Algebra & Applications*; MATH 340 *Differential Equations*; MATH 370 *Logic and Computation*
- ~ **TMAC MLO T10** CST 434 *Advanced UNIX Systems Administration*; CST 551 *Web Databases and Services*

ADVANCED MLOs

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

- ~ **TMAC MLO A1** CST 400, 401 *Senior Capstone & Lab*
- ~ **TMAC MLO A2** CST 400, 401 *Senior Capstone & Lab*
- ~ **TMAC MLO A3** CST 400, 401 *Senior Capstone & Lab*
- ~ **TMAC MLO A4** CST 400, 401 *Senior Capstone & Lab*
- ~ **TMAC MLO A5** CST 361S *Technology Tutors*
- ~ **TMAC MLO A6** CST 400, 401 *Senior Capstone & Lab*

ARE THERE OTHER WAYS FOR ME TO ACHIEVE THE TMAC MLOs?

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

- ~ Completion of formal learning experiences, other than those listed, that fulfill the outcome (Alternate Pathway)
- ~ Prior experiences captured in an outcomes portfolio for faculty evaluation according to set standards (Assessment)

WHAT COURSES DOES TMAC OFFER?

Recent courses offered have included: *Technology Tools*; *The Internet*; *Media Tools*; *Problem Solving and Programming*; *Computers in Schools*; *Publication Design*; *Telecommunications Management*; *Introduction to Telecommunications*; *Telecommunications and Society*; *Management and Design*; *Telecommunications Standards*; *Multimedia Integration*; *Digital Art and Design*; *Computer Imaging*; *UNIX and X Windows*; *Advanced UNIX Systems Administration*; *Computer Graphics*; *Internet Programming*; *Computing Architectures and Environments*; *Software Design*; *Introduction to Instructional Design*; *Technology in the Classroom for Trainers and Educators*; *Web Design*; *Current Issues in Communications and Technology*; *Technology and Communities*; *Database Management: Methods and Applications*; *Electronic Commerce Design and Development*; *E-Commerce: Business Models and Strategies*; and *Signal Processing and Applications*; and *Web-Based System Analysis and Design*.

WHAT ARE THE UNIQUE FEATURES OF THE TMAC CURRICULUM?

The **Major ProSeminar** will give you an integrated view of the TMAC major and familiarize you with its requirements. With faculty guidance to help you clarify your talents and interests and see how they relate to the fields, you will identify and articulate personal, professional, and social goals and develop an Individualized Learning Plan. Meanwhile, you will use technology to explore communication skills in the workplace and start career planning.

You will follow an **Individualized Learning Plan** (ILP) developed in the ProSeminar. It will outline the course modules, collaborative projects,

fieldwork, seminars, and independent work that will be included as you prepare for your Senior Capstone project. You will be responsible for documenting your completion of the ILP through presentation of a portfolio.

Your **Senior Capstone** will involve you in a year-long sequence of learning experiences that results in a creative design or technology project that showcases an achievement of professional level work in your area of specialization.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

Our campus location—an hour from Silicon Valley, the greatest concentration of hardware and software producers in the world, and two hours from San Francisco, home to a great number of creative designers and content developers—is a huge asset. On campus, our students enjoy small classes conducted in spacious, cutting-edge facilities. A young university established in 1994, CSUMB has been wired for the 21st century since inception. Additionally, we have established working relationships with a number of trendsetting companies such as Silicon Graphics, Sun Microsystems, Apple, and Cisco Systems. These companies provide us with the latest in hardware and software and advise us as our dynamic program evolves. They also provide internship and employment opportunities for our students.

WHAT COUNSELING AND SUPPORT SERVICES ARE PROVIDED FOR TMAC MAJORS?

There is a Student Services program to help you resolve issues and to direct you to available resources, including a Peer Advising program that will be helpful with studying, development of an Individualized Learning Plan, and working toward your goals. Faculty advising is also available to assist you in reaching your academic goals in a timely manner.

WHAT MUST I DO IN ORDER TO GRADUATE WITH A TMAC DEGREE?

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

WHICH CAREERS WILL A TMAC DEGREE PREPARE ME TO PURSUE?

A TMAC degree could launch you toward a successful career as a computer programmer, telecommunications manager, software developer, network analyst, systems architect, multimedia specialist, media developer, instructional designer, web-based designer, webmaster, or high tech entrepreneur. You could also pursue a career in e-commerce.

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FULLTIME FACULTY

- ~ Eric Yihching Tao, Ph.D., Director
Information system development and management ~ electronic commerce ~ e-learning ~ software engineering ~ public policy
- ~ Terence Ahern, Ph.D.
Instructional technology ~ Internet programming
- ~ John Ittelson, Ph.D.
Multimedia ~ telecommunications ~ instructional design
- ~ Valerie Landau, M.A., CAS
Multimedia design ~ instructional design ~ interactive video
- ~ Bobbi Long, M.F.A.
Graphic design ~ multimedia
- ~ R. William Maule, Ph.D.
Information technology ~ multimedia ~ telecommunications ~ human-computer interaction ~ systems analysis and design
- ~ James May, Ph.D.
Internet ~ computer literacy ~ telecommunications
- ~ Robert P. van Spyk, Ph.D.
Telecommunications ~ multimedia ~ Geographic Information Systems (GIS) ~ business computers ~ management information systems

ADJUNCT FACULTY

- ~ Autumn Aquinaldo, B.S.
Computer programming
- ~ Thomas Blood, M.A.
Information systems ~ database
- ~ Kevin Cahill, M.F.A.
Creative design ~ design management

- ~ Leanne Complin, M.S.
Web design ~ digital creation
- ~ Justine Dean, M.A.
Web design ~ computer literacy
- ~ Kathleen Dorsey, M.A.
Programming ~ computer literacy
- ~ Carolee Kahn, M.S.
Computer literacy
- ~ Chris Khan, B.S.
Internships ~ advising
- ~ Arlene Krebs, M.A.
Distance learning/e-learning ~ new media and communications technology ~ grant writing and fundraising
- ~ Jennifer Lagier, Ph.D.
Internet literacy ~ Web design
- ~ Hal Millan, M.S.
Telecommunications ~ Cisco networking
- ~ Marc Oehlman, B.A.
Computer literacy ~ ASAP technology coordinator
- ~ Geri Philley, M.S.
Multimedia ~ technology tutors
- ~ Michelle Riel, M.F.A.
Multimedia Integration
- ~ Carolyn Sabin, M.A.
Instructional technology ~ multimedia
- ~ Paul Seagal, M.S.
Computer literacy
- ~ Rosalie Strong, Ed.D.
Computer literacy ~ freshman ProSeminar ~ instructional design
- ~ Don Sullivan, B.S.
Computer science ~ programming ~ Unix
- ~ Ken Wanderman, M.S.
Computer literacy ~ multimedia
- ~ Pat Watson, M.A.
Creative design ~ animation
- ~ Mike Yee, M.S.
Telecommunications and information management

TELEDRAMATIC ARTS AND TECHNOLOGY (TAT)

MAKING CONTACT

- ~ Teledramatic Arts and Technology
- ~ Location Building 27
- ~ Information 831-582-3750
- ~ Fax 831-582-3884
- ~ Email tat@csumb.edu
- ~ Website <http://tat.csumb.edu>

ASSOCIATED ACADEMIC FIELDS

Theatre ~ Film / Video ~ Television ~ Radio / Audio ~ New Media

DEGREE OFFERED

~ Bachelor of Arts

CONCENTRATIONS OFFERED

~ None

MINORS OFFERED

The following minor was under development at the time of publication:

~ Teledramatic Arts and Technology

Please check with the program office regarding the current status.

WHY IS THIS ACADEMIC FIELD IMPORTANT?

Computers, telecommunications, and, at their root, the digital, have changed how we communicate, and how we tell and receive stories. We are at the intersection of change. As information becomes knowledge, becomes entertainment, the role of storytelling is more necessary than ever. Teledramatic Arts and Technology believes that to create meaningful, imaginative, and memorable content a foundation across storytelling disciplines, supported by digital technologies, will prepare the next generation of creative artists to explore the evolving possibilities of storytelling.

WHAT IS TAT ALL ABOUT?

TAT is an innovative undergraduate program offering integrated, multidisciplinary study of theatre production, film / video making, television production, radio/audio production and new media production (live, networked, disc). Leading by example, TAT creates curricular opportunities for integration and cross-pollination, with focused attention on convergence of form and structure. With project-based coursework such as the 2002-03 TAT395 Global WakeUp talk-show broadcast and its inspired broadcast capstone featuring fiber-connected satellite reporting. The term "teledramatic" conceptually embraces our unique blend of the creative and technical skills essential for the development, production, and distribution of artistic work across the widest spectrum of storytelling media.

WHY MAJOR IN TAT?

At the root of the TAT program is learning how to tell stories. We offer comprehensive, content-based instruction in the essential components of storytelling and enable those ideas with supporting digital technologies and skills. We'll prepare you for expanding opportunities in the professional fields of art and entertainment, media convergence, and global communication.

Your learning will be highly collaborative, experiential, and project-based. You will be trained in concept and craft. Work alongside practicing professionals who expose you to convergence and integration in writing, directing, designing, acting, filming, videotaping, broadcasting, editing, producing, and distributing artistic work over a variety of mediums and formats. In 2003-2004, courses will produce two live technology and media performances, a TV documentary on local Monterey history, a live-action based animated short, weekly KAZU public radio programming with Studio CSU, student DJ programming on the Otter-Stream streaming radio station, and more!

TAT seeks bright, self-motivated people—creators, producers, and explorers—with the initiative and drive to make both careers and satisfying creative lives in an ever-evolving digital world. If you've got something to say to the world that matters and you see yourself as a writer, director, actor, producer, cinematographer, editor, moviemaker, technician, broadcaster, multimedia storyteller, or storytelling innovator, we've created a place for you. TAT strives to nurture a socially conscious, artistically expressive, diverse, and ethical vision of humanity, fortified by our commitment to community involvement, global sophistication, and a responsible entrepreneurial spirit.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN TAT IF I WILL BE ENTERING CSUMB AS A FRESHMAN?

If you are coming to CSUMB from high school, then you should be sure that you fulfill all requirements for admission to the CSU system. Check with your high school guidance counselor to get the details and a CSU admissions application. We also recommend that you take any available introductory courses in theatre, film, video, TV, radio, web development, creative writing, multimedia production, and computer graphic design. In addition to coursework, participation in any of these activities will be highly beneficial.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN TAT IF I WILL BE ENTERING CSUMB AS A TRANSFER STUDENT?

If you are transferring to CSUMB from a community college or another four-year institution, be sure to follow the CSU transfer admissions criteria. Check with your college counselor or a CSUMB representative to get the specifics and a CSU admissions application. As a prospective TAT major, we recommend that you include any available courses in acting, directing, stage production, video, TV, film production, radio broadcasting, drama or film appreciation, creative writing, computer-based editing, graphics, multimedia production, and midi/music.

WHAT CSUMB COURSES AND REQUIREMENTS SHOULD I COMPLETE BEFORE DECLARING TAT AS MY MAJOR?

As a first-year student interested in the TAT major, you should visit TAT at Building 27 for peer advising and to review the TAT Individualized Learning Plan (ILP) for an overview of the Major Learning Requirements (MLOs) and areas of emphasis. You can begin taking TAT courses to complete your University Learning Requirements (ULRs). TAT courses have been approved to satisfy the Creative and Artistic Expression, Culture and Equity, Ethics, and Literature and Popular Culture ULRs. The Fall 2003 approved courses have been listed in the General Education section of this catalog. To ensure continued alignment between the Learning Out-

comes for each ULR and the Learning Outcomes for approved courses, CSUMB reserves the right to add and delete courses from the approved lists each semester. Students must consult the current semester list as posted on the CSUMB.EDU/advising website and printed in the CSUMB Course Schedule for that semester before registering for a course with the expectation that it will fulfill a ULR.

WHAT STEPS MUST I TAKE TO DECLARE TAT AS MY MAJOR?

Enroll in TAT300 Major ProSeminar/Ethics to become a TAT major. You will create an Individualized Learning Plan (ILP) in consultation with a TAT peer advisor and faculty advisor. You will also need to submit the Declaration of Major form at the CSUMB Office of Admissions and Records to become an official TAT major.

HOW IS THE TAT CURRICULUM STRUCTURED?

The curriculum and courses are designed around Major Learning Outcomes based on the five phases of production that are necessary to create a teledramatic work. These phases are: 1) foundation, 2) research and preproduction, 3) production, 4) postproduction, and 5) distribution. Course projects, special productions, directed study, internships, and applicable and quantifiable life and professional experiences are all learning experiences in the curriculum designed to help you master TAT's Major Learning Outcomes. TAT's broad-based and multidisciplinary education allows you to select an area of emphasis such as writing, directing, performing, filming, editing, broadcasting, producing, or distributing. Your Individualized Learning Plan (ILP), developed in the junior year in TAT300 Major ProSeminar/Ethics, outlines a personal plan to guide you in fulfillment of your personal and professional interests.

TAT challenges you to develop meaningful stories, then create and produce compelling works using teledramatic technologies. TAT courses teach you to integrate the form and structure of storytelling disciplines as they converge through digital technologies. TAT's goal is to graduate critical thinkers, dynamic storytellers, content developers, educated risk takers, capable technicians, and savvy producers of cultural work—with an emphasis on craft and a variety of skills in multiple formats and mediums—that will define their generation.

WHAT WILL I LEARN AS A TAT MAJOR?

As you complete your TAT degree, you will learn and demonstrate the five TAT Major Learning Outcomes (MLOs). Emphasis is on convergent and collaborative work that is experimental or explorative in form, structure, content, or technique.

~ TAT MLO 1 Foundations of Teledramatic Arts and Technology

Students describe and analyze the major historical movements (events, artists, genres, developments, etc.) and their interrelationships with each other and with technological, social, and historical changes. Students also describe and analyze aesthetics and content, and the relationship between them for varied teledramatic arts, using ethical analysis in critique and production of teledramatic material.

~ TAT MLO 2 Research and Preproduction

Students practice and gain competency in ~ developing content through such processes as research, proposal writing, story treatments, storyboarding, and script writing ~ organizing and planning such production details as budgets, financing strategies, production schedules, technical specs, rehearsal plans, marketing and distribution plans, and crew lists.

~ TAT MLO 3 Production

Students produce and/or perform in original productions. Activities may include ~ filming or taping a script ~ writing, designing, and producing a live theatrical production ~ broadcasting a radio/audio production ~ producing a multimedia production ~ creating a new media work.

~ TAT MLO 4 Postproduction

Students refine their created work, which can include ~ editing ~ evaluation of the effectiveness of the created work ~ continued preparation for comprehensive distribution or publication of the created work ~ creating a reflective journal of one's experiences.

~ TAT MLO 5 Distribution

Students connect created works with a larger, broader audience via publishing, broadcasting, Internet streaming, documentation, screening, and other distribution channels. Critical analysis and evaluation of the overall project experience also takes place.

WHICH COURSES SHOULD I TAKE TO ACHIEVE EACH TAT MLO?

In TAT300 Major ProSeminar, you will receive assistance in planning an Individualized Learning Plan (ILP) that will guide you throughout your time with TAT. TAT utilizes outcomes-based and project-based education to foster mastery of MLOs. There are specific learning outcomes expected from each course. The Major ProSeminar will help you understand the TAT program and learning outcomes so that you can design and plan your education according to your interests. Everyone completes the Foundations Core (24 units) and Production MLOs (36 units) based on interests defined in the Individualized Learning Plan.

MLO 1 Foundations Core (24 units)

TAT 300 Major ProSeminar/Ethics
TAT 334 Intro to Storytelling
TAT 332S or 399S Service Learning
TAT490 Capstone Research & Preproduction
TAT491 Capstone Production & Distribution
Select from TAT 213, 214, 215, 216, 217, 218, 231, 330, 333, 336, 350

MLO 2 Research and Preproduction (8 units)

Select from TAT203, 204, 205, 206,207, 208, 315, 340, 395, 440

MLO 3 Production (16 units)

Select from TAT 310, 320, 321, 332S, 337, 338, 339, 341, 352, 355, 374, 375, 376, 380, 388, 390, 391, 392, 393, 394, 395, 399S, 457

MLO 4 Postproduction (4 units)

Select from TAT 223, 225, 320, 321, 337, 420, 421, 361, 461

MLO 5 Distribution (8 units)

Select from 207, 208, 214, 215, 217, 223, 225, 320, 321, 332S, 338, 380, 388, 390, 391, 392, 393, 394, 395, 398, 399S, 420, 421, 435

ARE THERE OTHER WAYS FOR ME TO ACHIEVE THE TAT MLOs?

"Assessment" tests your knowledge, skills, and prior experience and learning for the purpose of exempting you from normally required classes. A variety of methods are used to assess work in progress, past accomplishments, independent creative endeavors, coursework, and professional and life experience. These include:

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

WHAT COURSES DOES TAT OFFER?

Recent courses TAT has offered include: *Film Production; Theatre Production - Acting, Technical Theatre, and Producing; Introduction to Radio Programming and Internet Streaming; Video/Television Production; Directing for the Camera; Fundamentals of Video and Film Editing; Advanced Non-Linear Editing; Script Writing; Ethical Issues in Teledramatic Industries; Teledramatic Arts and Technology for Teachers; Introduction to Teledramatic Arts; World Film History; World Theatre History; The Actor's Process for Stage and the Camera; Teledramatic Arts and Technology in the Community; Introduction to New Media; New Media Production; DVD Authoring and Production; Motion Graphics.*

WHAT ARE THE UNIQUE FEATURES OF THE TAT CURRICULUM?

Creative partnerships with KAZU public radio, KTEH/KCAH public broadcasting, Monterey Film Festival, Mill Valley Film Festival, and CSUMB University Advancement, enhance TAT's entrepreneurial links and provide professional opportunities in filmmaking, radio and television programming, theatre productions, film exhibitions, and new media productions.

Service Learning courses partner with local Tri-County schools and community organizations in which TAT students work with grade schools and alongside community partners or in industry.

Major ProSeminar class will guide you in completing an Individualized Learning Plan (ILP). It will acquaint you with the theories, values, and

models relevant to the TAT major and the careers possible in various tele-dramatic fields.

Senior Capstone Project will allow you to organize, design, produce, and distribute a professional quality creative project of your choice as a display of your cumulative learning. In keeping with the interdisciplinary goals of CSUMB, your Capstone Project allows you to integrate courses from other Institutes including science, technology, behavioral science, or other public and performing arts. After selecting an emphasis, you design a creative project that is evaluated according to professional standards by faculty members, other students, and professionals in your selected field of focus.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

Your collaborative, project-based courses will train you in the industry standard for your area of interest and push you to explore new ways of combining form and structure in storytelling through convergence and collaboration. You learn on industry standard equipment housed in our production facilities. This includes non-linear and linear editing suites; digital (Beta SP, miniDV) and film (16mm synch and non-synch) production packages; and industry-standard software packages for postproduction including editing, DVD, motion graphics, and 2D animation production. TAT operates a television studio and produces technology and media performances and screenings in CSUMB's 457-seat World Theater. We produce the OtterStream streaming radio programming, and stream and broadcast video on TAT-TV our on-campus television cable channel. Our facilities are fiberoptic and microwave linked, including satellite uplink capabilities. Many of our classes are held in "smart classrooms" with multimedia, computer, and satellite links.

WHAT COUNSELING AND SUPPORT SERVICES ARE PROVIDED FOR TAT MAJORS?

Students enroll in advising sessions once the TAT major is declared in TAT300 Major ProSeminar. Advising continues each semester until graduation. Consultation, mentoring, and support services by TAT faculty advisors, staff, and peers will guide your student experience.

WHAT MUST I DO IN ORDER TO GRADUATE WITH A TAT DEGREE?

You must complete your course curriculum outlined in your approved Individualized Learning Plan (ILP), which demonstrates understanding, knowledge, and experience of the TAT Major Learning Outcomes (MLOs). Your ILP culminates in successfully completing a Senior Capstone Project and Portfolio.

WHICH CAREERS WILL A TAT DEGREE PREPARE ME TO PURSUE?

Depending on your selected focus, the TAT major can prepare you for graduate study or careers in movie and television production and postproduction, acting, directing, script writing, cinematography, editing, videography, radio broadcasting, multimedia production, broadband content preparation and digital distribution, education, and other tele-dramatic industries.

WHAT ADVANTAGES WILL A TAT DEGREE PROVIDE IF I DECIDE TO GO ON TO GRADUATE STUDY?

A degree in Teledramatic Arts and Technology will provide you with a foundation of skills and experience in various teledramatic disciplines that can be deepened and expanded through graduate study.

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FULLTIME FACULTY

- ~ Michelle Riel, M.F.A., Director
New media ~ digital post-production ~ performance technology ~ artist ~ designer
- ~ Karen Davis, M.F.A.
Cinema and video producer ~ writer ~ director ~ film historian
- ~ Shannon Edwards, M.F.A.
Theatre director ~ service learning instructor
- ~ John C. Ittelson, Ph.D.
Multimedia producer ~ instructor of management and design, distance online learning, and advanced technology
- ~ Hiromasa Konishi, M.F.A.
Film and video director ~ producer ~ editor
- ~ Steven Levinson, M.A.
Video / radio producer ~ director ~ instructor

- ~ Caitlin Manning, M.F.A.
Filmmaker and cinematographer ~ instructor of film and video production, theory, and history
- ~ Will Shephard, Ph.D.
Theatre and film producer ~ director ~ actor ~ playwright ~ screenwriter ~ filmmaker
- ~ Luis Valdez, H.D.A., TAT Founding Director
Filmmaker ~ playwright ~ director ~ teledramatic artist ~ script writer ~ producer

ADJUNCT FACULTY

- ~ Sarah Albertson, M.F.A.
Stage director ~ actor ~ producer ~ writer ~ film director and producer ~ instructor of acting and world theatre history
- ~ Ross Brown
World Theater Technical Director ~ instructor of technical theatre ~ lighting designer
- ~ Phil Esparza III
World Theater Operations Manager ~ producer ~ teledramatic artist
- ~ Pablo Leighton, M.F.A.
Fiction/documentary filmmaker ~ journalist
- ~ Marco Martinez-Galarce, M.F.A.
Filmmaker ~ producer ~ videographer
- ~ Ingrid Schulz, M.F.A.
Filmmaker ~ editor

STAFF

- ~ Chris Carpenter
Media Production Specialist ~ facilities operations manager
- ~ Robert Weiher
Administrative Support Coordinator

VISUAL AND PUBLIC ART

MAKING CONTACT

- ~ Visual and Public Arts
~ Location Buildings 71-73
~ Information 831-582-3005
~ Fax 831-582-3310
~ Email vpa@csumb.edu
~ Website <http://vpa.csumb.edu>

ASSOCIATED ACADEMIC FIELDS

Art ~ Fine Arts ~ Visual Arts ~ Public Art ~ Arts Education ~ Photography ~ Digital Art

DEGREE OFFERED

- ~ Bachelor of Arts

CONCENTRATIONS OFFERED

- ~ Large Scale Painting and Murals
- ~ Large Scale Sculpture and Installation
- ~ Replicative Media (in progress)
- ~ Arts Education (in progress)

MINORS OFFERED

- ~ None

WHY IS THIS ACADEMIC FIELD IMPORTANT?

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

WHAT IS VPA ALL ABOUT?

Our VPA major is the only one of its kind in California. It presents a new model for preparing artists. We believe that making art is a significant social act. As an artist, you must be prepared to tackle critical questions of self-expression, artisanship, identity, community, values, politics, and meaning. Who is an artist? Why make art? What is the role of the artist in the community? How does art communicate, and to whom?

The mission of VPA is to prepare you to be an arts practitioner with a set of skills and values that will make you an active and responsible par-

ticipant in society. To assure that the curriculum is geared to your individual interests, you will have the opportunity to select among four areas of concentration:

- ~ Large Scale Painting and Murals
- ~ Large Scale Sculpture and Installation
- ~ Replicative Media (in progress) (photography, digital)
- ~ Arts Education/Museum Studies (in progress)

WHAT WILL I GAIN BY CHOOSING TO MAJOR IN VPA?

Recognizing that visual art is the expression of your experiences and the world that surrounds you, our program seeks to broaden your perspectives and nurture your talents. We will engage you in self-learning and expression, ethical interaction with your audiences, and contextual understanding of the meaning of visual art. You will draw, paint, and use new genre within the framework of courses in contemporary cultural theory and criticism.

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

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN VPA IF I WILL BE ENTERING CSUMB AS A FRESHMAN?

If you are coming to CSUMB from high school, then you should be sure that you fulfill all requirements for admission to the CSU system. Check with your high school guidance counselor to get the details and a CSU admissions application. We also recommend that you take classes in drawing, painting, art history, and research.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN VPA IF I WILL BE ENTERING CSUMB AS A TRANSFER STUDENT?

If you are transferring to CSUMB from a community college or another four-year institution, be sure to follow the CSU transfer admissions criteria. Check with your college counselor or a CSUMB representative to get the specifics and a CSU admissions application. As a prospective VPA major, we recommend that you include basic drawing, painting or sculpture, art history, and research.

WHAT CSUMB COURSES AND REQUIREMENTS SHOULD I COMPLETE BEFORE DECLARING VPA AS MY MAJOR?

Prior to entering the VPA major, you should complete your Creative and Artistic Expression ULR and Technology Information ULR. You should also take a beginning drawing, two-dimensional, or three-dimensional course. Or if entering at the lower-division level, begin with VPA 210 *Art & Society* and/or VPA 315 *Beginning Drawing*.

WHAT STEPS MUST I TAKE TO DECLARE VPA AS MY MAJOR?

If you are a CSUMB student who wishes to be a VPA major please contact VPA for a major advising appointment and request a change of major via the Planner Web online advising system. In general, students are encouraged to select a concentration through which they can meet the Major Learning Outcomes (MLOs). Your appointed major advisor will provide further details. When meeting with your major advisor prepare to present a portfolio, and develop an Individualized Learning Plan based on the MLOs and specialization. Formal petition to the major may occur after the completion of the Major ProSeminar and the presentation of your Individualized Learning Plan. You should anticipate that at least 50 percent of your coursework must be upper division to fulfill competencies with the appropriate level of artistic maturity.

HOW IS THE VPA CURRICULUM STRUCTURED?

The Visual and Public Art program provides you with a balance of studio and theory courses organized around a combination of core concept and skill courses, Visiting Artist experiences, independent learning opportunities, and a community-based projects/service learning component. The program integrates practice and theory, individual production and collaborative processes, skills and projects, products and process, and the expressive and analytical. Students achieve breadth of learning through achievement of the Major Learning Outcomes and depth of learning through the completion of concentrations.

The Major ProSeminar serves as an introduction to both the program and to the wider vision of the Institute for Visual and Public Art. It provides the opportunity to establish the philosophy upon which the Major

Learning Outcomes are based. It stands as a bookend experience with the Senior Capstone as entry and exit markers for VPA.

While the Major ProSeminar acts as a bridge to the Visual and Public Art program, Senior Capstone acts as a bridge to the field of arts and to graduate school. Senior Capstone addresses the integration of all MLOs in completion of the project, the professional skills of resume and portfolio development, and the introduction to graduate programs and public art opportunities.

Core concept and core skill courses build the foundation for more advanced classes in theory and studio. Students are also required to take service learning in the major, and complete two semesters of Senior Capstone.

CONCENTRATIONS

LARGE SCALE PAINTING/MURALS

The concentration in Large Scale Painting and Murals provides intensive learning experiences in both technical and conceptual skills in the area of painting. The particular emphasis on murals includes the historical and practical aspects of mural production. This concentration gives you the design understanding for establishing community-based projects with diverse public constituencies, preparing you for work in a variety of settings.

LARGE SCALE SCULPTURE AND INSTALLATION

The concentration in Large-Scale Sculpture and Installation provides you with depth and breadth in the area of sculpture and installation including technical material skills as well as conceptual image and design skills. The opportunity to develop 3-D projects from beginning to end in a project-based model is an essential component of this concentration. Both on-campus projects and community-based projects allow you to apply your media skills through active real-world planning and design processes with diverse communities. You will also enjoy the chance to observe the Design Review Planning process on campus.

REPLICATIVE MEDIA

The concentration in Replicative Media gives you experience in advanced photography and an in-depth learning experience in digital media. The application of digital media to a community-based model of visual representation is key to this concentration. Special emphasis is placed on the analysis of media representations and the commitment to ethical approaches in socio-media.

ARTS EDUCATION

The concentration in Arts Education will provide you with experience in curriculum development in the arts as well as art-making skills. Special attention is paid to the growing field of arts education in museums, and an internship project has been created with local museums. Currently in early development, this concentration will be filled out with a museum studies course and additional community arts education courses with placements in local partner organizations.

WHAT WILL I LEARN AS A VPA MAJOR?

As you complete your VPA degree, you will be guided toward achievement of six Major Learning Outcomes (MLOs):

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

WHICH COURSES SHOULD I TAKE TO ACHIEVE EACH VPA MLO?

Through advising support, you will design an Individualized Learning Plan that includes a combination of courses, community projects, and independent study opportunities. Various MLOs can be met through the following courses:

~ MLO 1 Historical and contemporary analysis skills

VPA 300 *Major ProSeminar*; VPA 305, VPA 307 *Diverse Histories in Contemporary Art* and VPA 308 *Ways of Seeing*; VPA 313 *Regional Art History*; VPA 319; VPA 396 *Field Studies*; VPA 397 *Independent Study*; VPA 405 *Senior Capstone*

~ MLO 2 Community and audience understanding

VPA 300 *Major ProSeminar*; VPA 317S *Community Research Service Learning*; VPA 306S *Large-Scale Digital Mural Lab Service Learning*; VPA 313 *Regional Art History*; VPA 319; VPA 405 *Senior Capstone*

~ MLO 3 Collaborative and community planning skills

VPA 301 *Two-Dimensional Fundamentals of Painting and Drawing*; VPA 303 *Three-Dimensional Fundamentals of Sculpture/Installation*; VPA 306S *Large-Scale Digital Mural Lab Service Learning*; VPA 304 *Advanced Painting and Mural*; VPA 317S *Community Research Service Learning*; VPA 396 *Field Studies*; VPA 397 *Independent Study*; VPA 403 *Advanced Sculpture and 3-D Design*; VPA 401 *Installation and Performance*; VPA 405 *Senior Capstone*; VPA 495 *Special Topics*; VPA 497 *Independent Study/Assessment Portfolio Review*; VPA 497S *Independent Study Service Learning*; VPA 320S *Museum Studies*

~ MLO 4 Production skills

VPA 301 *Two-Dimensional Fundamentals of Painting and Drawing*; VPA 303 *Three-Dimensional Fundamentals of Sculpture/Installation*; VPA 306S *Large-Scale Digital Mural Lab Service Learning*; VPA 304 *Advanced Painting and Mural*; VPA 316 & 316L; VPA 401 *Installation and Performance*; VPA 405 *Senior Capstone*; VPA 315 *Life Drawing*; VPA 403 *Advanced Sculpture and 3-D Design*

~ MLO 5 Critical and evaluative skills

VPA 301 *Two-Dimensional Fundamentals of Painting and Drawing*; VPA 303 *Three-Dimensional Fundamentals of Sculpture/Installation*; VPA 304 *Advanced Painting and Mural*; VPA 305 VPA 306S *Large-Scale Digital Lab Service Learning*; VPA 313 *Regional Art History*; VPA 317S *Community Research Service Learning*; VPA 319; VPA 396 *Field Studies*; VPA 397 *Independent Studies*; VPA 401 *Installation and Performance*; VPA 403 *Advanced Sculpture and 3-D Design*; VPA 405 *Senior Capstone*; VPA 497 *Independent Study/Assessment Portfolio Review*; VPA 497S *Independent Study Service Learning*; VPA 320S *Museum Studies*

~ MLO 6 Distribution

VPA 317S *Community Research Service Learning*; VPA 396 *Field Studies*; VPA 397 *Independent Studies*; VPA 405 *Senior Capstone*; VPA 495 *Special Topics*; VPA 497 *Independent Study/Assessment Portfolio Review*; VPA 497S *Independent Study Service Learning*; VPA 320S *Museum Studies*

ARE THERE OTHER WAYS FOR ME TO ACHIEVE THE VPA MLOs?

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

WHAT COURSES DOES VPA OFFER?

Recent courses offered have included: *Major ProSeminar*; *Beginning Drawing*; *Two-Dimensional Fundamentals of Painting & Drawing*; *Media Analysis*; *California Regional Art History*; *Ways of Seeing*; *Large-Scale Digital Mural Lab Service Learning*; *Mixed Media Drawing*; *Diverse Histories in Contemporary Art*; *Visual Arts for Teaching*; *Three-Dimensional Fundamentals of Sculpture/Installation*; *Advanced Painting and Mural*; *Life Drawing*; *Community Research Service Learning*; *Museum Studies I & II*; *Installation Art and Performance*; *Advanced Sculpture and 3-D Design*; and *Senior Capstone*.

WHAT ARE THE UNIQUE FEATURES OF THE VPA CURRICULUM?

Our **Visiting Artists Series** allows you to learn in the company of masters through lectures and applied projects.

The **Major ProSeminar** will help you and other majors create a community of learners and assist you in completing your Individualized Learning Plan. It will acquaint you with theories, values, and models relevant to the VPA program and possible careers.

Your **Senior Capstone** will allow you to design, curate, and present your own project as a display of your cumulative learning. Your project may take place off campus in a community setting in keeping with a public art focus.

Service learning involves you in planned public art, such as mural painting on campus, and projects in several local communities.

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

Our **Digital Mural Lab** is one example of the advanced technology found in our studios and across our cutting-edge campus.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

The Visual and Public Art learning environment is collaborative and engaged with community projects. You will learn in small peer groups working with nationally and internationally known faculty in the areas of public art, murals, digital media, installation, and sculpture. You will work in state-of-the-arts facilities with a unique mural studio and a 3-D sculpture studio equipped with metal, woodworking, ceramics, welding, and sandblasting capacity. Facilities for darkroom and digital are growing and you will have opportunity to create public art on campus and in the nearby communities that partner with Visual and Public Art through The Reciprocal University for the Arts Project. We involve you in project-based learning through real-world projects and in the company of masters in the Visual and Public Art visiting artist's residencies. The VPA program is dedicated to an open discourse on contemporary issues in public life, and you will be encouraged and supported in independent projects that connect self and society.

WHAT COUNSELING AND SUPPORT SERVICES ARE PROVIDED FOR VPA MAJORS?

Visual and Public Art provides each entering major with an *Advising Handbook* that contains complete and highly detailed information about the major and completion of the degree. The *Advising Handbook* is your guide until degree completion. In the Major ProSeminar, you will prepare your Individualized Learning Plan (ILP). You are then assigned a faculty advisor according to your chosen concentration. You meet with the advisor every semester to track progress. Finally, VPA students help each other through peer mentoring.

WHAT MUST I DO IN ORDER TO GRADUATE WITH A VPA DEGREE?

You must achieve all Major Learning Outcomes and complete your Senior Capstone.

WHICH CAREERS WILL A VPA DEGREE PREPARE ME TO PURSUE?

A VPA degree could launch you toward a successful career in public art, fine art, arts administration, arts education, museum studies, museum administration, curatorial management, community arts organization, arts management, gallery management, or cultural and arts policy.

WHAT ADVANTAGES WILL A VPA DEGREE PROVIDE IF I DECIDE TO GO ON TO GRADUATE STUDY?

The Institute for Visual and Public Art is rapidly establishing the model of arts preparation in a national field through consortiums and partnerships with a number of prestigious schools of arts and art departments around the country.

WHAT IS THE RECIPROCAL UNIVERSITY FOR THE ARTS PROJECT?

Supported by a grant from the Lila Wallace Reader's Digest Fund, we have established The Reciprocal University for the Arts Project which enables our students, faculty members, and guest artists to produce performances, projects, and classes in the community educating youth and building capacity for our partnering organizations. The program brings community artists, youth supporters, and youth onto campus as commu-

nity faculty to teach our students about their experiences and to be a part of university performances and art projects which will result in an improved community connection and arts curriculum. Through The Reciprocal University for the Arts Project we foster cultural citizenship, community pride, and the recognition of diverse communities' funds of knowledge. Cultural celebrations, activities and histories of community building, cross-cultural competencies, and ethical problem-solving skills drawn from struggles for social justice are all part of this knowledge. This art and cultural exchange across communities aims toward changing the perceptions the communities have of each other.

Co-founded by Amalia Mesa-Bains and Richard Bains, the Reciprocal University of the Arts (RUAP) is a shared project of CSUMB's Visual and Public Art program and CSUMB's Music and Performing Arts program. RUAP supports the development of relationships between CSUMB and the local communities of Watsonville, Salinas, Seaside, and Monterey. These relationships are embedded within our interdisciplinary and service-based arts curriculum. Please visit the RUAP.ORG website for further information.

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FULLTIME FACULTY

- ~ Amalia Mesa-Bains, Ph.D., Director
Artist whose installation works are primarily interpretations of traditional Chicano altars ~ internationally known lecturer on Latino art and culture ~ MacArthur Fellow
- ~ Stephanie Johnson, M.F.A.
California based artist whose installations and mixed media sculptures preserve and honor the history of African Americans ~ uses a large-scale combination of projected light and architectural elements in settings such as railroad stations, churches, cemeteries, and galleries
- ~ Johanna Poethig, M.F.A.
Visual, public, and performance artist creating public art works, murals, sculpture, and installations including major murals in San Francisco and Los Angeles ~ internationally known expert on Filipino art and culture
- ~ Gilbert Neri, M.F.A.
Artist whose installation works reflect personal histories and textual references. His digital production blends printmaking techniques and photo media.

RECIPROCAL UNIVERSITY FOR THE ARTS PROJECT COMMUNITY PARTNERS

- ~ Jose Ortiz
Alisal Center for Fine Arts, Salinas
- ~ Akin Miller
African American Outreach, Seaside
- ~ Sandra Still
The Monterey Museum of Art
- ~ Cindy Straw
Monterey YMCA
- ~ Javier Gonzales, Linda Leigh
Watsonville Community School
- ~ Laura Kelly
Boys & Girls Club
- ~ Brian Contreras
Second Chance

FOUNDING FACULTY

- ~ Judith F. Baca, M.A.
Muralist whose works interpret the historical wisdom of Mexican American culture ~ arts activist who founded the first City of Los Angeles mural program and the Social and Public Art Resource Center (SPARC) in Venice, California, where she is still the artistic director
- ~ Suzanne Lacy, M.F.A.
Conceptual artist best known for large-scale interactive public art installations and performances ~ theorist who has published over 50 articles and is an editor of a widely used public art text

STAFF

- ~ Vicky Gomez
Program Coordinator

- ~ Todd Kruper
Instructional Support Technician I

WORLD LANGUAGES AND CULTURES (WLC)

MAKING CONTACT

- ~ World Languages and Cultures
 - ~ Location Building 48 & 49
 - ~ Information 831-582-3863
 - ~ Fax 831-582-3885
 - ~ Language Lab 831-582-4340
 - ~ Email wlc@csumb.edu
 - ~ Website <http://wlc.csumb.edu>
 - ~ Language Lab website <http://languagelab.csumb.edu>

ASSOCIATED ACADEMIC FIELDS

Japanese ~ Language Studies ~ Latin American Studies ~ Spanish ~ Chicano Studies

DEGREE OFFERED

- ~ Bachelor of Arts

CONCENTRATIONS OFFERED

The following concentrations were pending approval at the time of publication:

- ~ Spanish Language and Hispanic Cultures
 - ~ Japanese Language and Culture
- Please check with the program office regarding the current status.

MINORS OFFERED

- ~ Hispanic Cultures and History
- ~ Japanese Culture and History
- ~ Japanese Language and Culture
- ~ Spanish Language and Hispanic Cultures

WHY IS THIS ACADEMIC FIELD IMPORTANT?

At the dawn of the 21st century, our future promises to be much more global and international than any previous time in history. Telecommunications, world trade agreements, worldwide emergencies, and economic interdependence are quickly drawing the diverse peoples of our planet closer together. It compels us to embrace multilingualism and multiculturalism, becoming proficient in languages other than English and learning about cultures other than our own.

WHAT IS WLC ALL ABOUT?

In our program you will reach an advanced level of proficiency and usage in the language that you emphasize. You will also focus on two general areas from the arts, literature, history, social sciences, and philosophies of the major cultures reflected by the language that you select. As you progress toward graduation, you will design an area of concentration that may be thematic, discipline-focused, or career-oriented to acquire deeper knowledge relative to your specific interests and goals.

Driven by our location on the California Central Coast, the languages that we teach primarily represent the Pacific Rim. Thus, we have extensive offerings in Spanish and Japanese as well as a growing curriculum in other languages and cultures. To connect with the heritages of our diverse Monterey Bay communities, we also offer courses in Italian and plan to expand our curriculum with offerings in Korean, Portuguese, Tagalog, and Vietnamese. Each semester we offer several American Sign Language (ASL) classes, and we plan to expand that program to include a certificate for ASL translation and interpretation. All of our offerings will develop rapidly in coming years as our young university continues to grow.

WHAT WILL I GAIN BY CHOOSING TO MAJOR IN WLC?

Our approach to language education and instruction is outcomes-based, innovative, and technologically driven. Rather than simply learning grammar and vocabulary, you will develop the language skills and cultural proficiencies that are in high demand in business, government, and education. You will also benefit from our instructional use of new technologies and telecommunication networks to enhance language acquisition and promote language instruction for traditional and nontraditional students.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN WLC IF I WILL BE ENTERING CSUMB AS A FRESHMAN?

If you are coming to CSUMB from high school, then you should be sure that you fulfill all requirements for admission to the CSU system.

Check with your high school guidance counselor to get the details and a CSU admissions application. We also suggest that you include as many years of study in your target language as possible.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN WLC IF I WILL BE ENTERING CSUMB AS A TRANSFER STUDENT?

If you are transferring to CSUMB from a community college or another four-year institution, be sure to follow the CSU transfer admissions criteria. Check with your college counselor or a CSUMB representative to get the specifics and a CSU admissions application. As a prospective WLC major, we recommend that you include four semesters of your target language.

WHAT CSUMB COURSES AND REQUIREMENTS SHOULD I COMPLETE BEFORE DECLARING WLC AS MY MAJOR?

In order to enter the WLC major, you must have already attained intermediate-low to intermediate-mid skills in the language being emphasized. In most cases this will be done by completing the language through the fourth semester, or by demonstrating this proficiency via independent assessment.

WHAT STEPS MUST I TAKE TO DECLARE WLC AS MY MAJOR?

In all cases, you must apply for acceptance into the program. You officially enter the major upon enrolling in the Major ProSeminar (WLC 300).

HOW IS THE WLC CURRICULUM STRUCTURED?

Our curriculum includes beginning through advanced courses in Japanese and Spanish. We also offer opportunities in Italian, Mandarin Chinese, and American Sign Language as enrollments permit.

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

WHAT WILL I LEARN AS A WLC MAJOR?

As you complete your WLC degree, you will be guided toward achievement of these Major Learning Outcomes (MLOs):

- ~ **WLC MLOs 1-4 Language Proficiency** including intermediate high to advanced proficiency in speaking, listening, reading, and writing the emphasized world language (proficiency levels are defined by the American Council on the Teaching of Foreign Languages)
- ~ **WLC MLO 5 Primary Cultural Knowledge** ~ All WLC majors develop a reasonable understanding of the ways of thinking (ideas, beliefs, attitudes, values, philosophies), the behavioral practices (patterns of social interactions), and the tangible and intangible cultural products (for example, art, history, literature, music) of the society or major cultures reflected by the language which they have chosen to study.
- ~ **WLC MLO 6 Second Culture Knowledge** ~ In addition to the linguistic and cultural group the WLC student has chosen to emphasize for the major, all WLC majors demonstrate a general knowledge of a sociocultural group other than that one emphasized by the major. Students develop a basic understanding of the ways of thinking (ideas, beliefs, attitudes, values, philosophies), the behavioral practices (patterns of social interactions), and the tangible and intangible cultural products (for example, art, history, literature, music) of the second culture. The second culture refers to a new culture being studied in addition to the target culture or emphasis. It is expected that the second culture will be totally different from the target culture and majority American culture.
- ~ **WLC MLO 7 Cultural Praxis** ~ All WLC majors demonstrate that they have been actively immersed in and have internalized the culture of the chosen language at an intermediate level.
- ~ **WLC MLO 8 Technology Skills** ~ All WLC majors demonstrate an ability to use new multimedia technology and the World Wide Web to support interactive linkages and distance learning activities between the CSUMB community and individuals and organizations in the countries of the language they have chosen as a major.

In addition to these Major Learning Outcomes, you will enhance the major via an area of concentration. Using the MLOs as a point of departure, you will design an area of emphasis. This area may be thematic, discipline-focused, or career-oriented. In this way, you will acquire deep-

er level knowledge in a particular area of the WLC major relative to your specific interests and goals. This area of emphasis is also designed to help you prepare for and support your particular Senior Capstone project.

WHICH COURSES SHOULD I TAKE TO ACHIEVE EACH WLC MLO?

All WLC upper-division learning experiences are designed to help meet an MLO and other WLC learning requirements. MLOs may be achieved through a variety of pathways: in-class learning experiences, lab experiences, directed independent study, study abroad, involvement in a local heritage community, service learning internships, and other practicum-type projects in which the target language will be put to use and practiced.

ARE THERE OTHER WAYS FOR ME TO ACHIEVE THE WLC MLOs?

WLC MLOs may be fulfilled through course-based assessment or independent assessment. In accordance with the outcomes-based pedagogy embraced by CSUMB, WLC majors with prior expertise (e.g. personal, professional, or social experience) may petition for an independent assessment of this previously attained knowledge. Criteria for independent assessment are defined for each MLO.

WHAT COURSES DOES WLC OFFER?

Our broad array of cultural courses and language studies classes includes: *Introduction to Japanese Culture and Civilization; Advanced Japanese; Business Japanese; Technical Japanese; The Japanese Mind; The Japanese American Experience; Japanese Cinema; Japanese Pop Culture, Anime, and Multimedia; Social Issues of Japan; Japanese Literature in Translation; Economic History of Japan; Business in Japan; Latin American Literature in Translation; Spanish for Spanish Speakers; Contemporary Chicano Literature; Spanish Composition and Oral Practice; History and Phonetic Structure of the Spanish Language; Spanish for the Professions; Advanced Spanish Grammar; Introduction to Hispanic Literatures; Cultures and Civilizations of Spanish-Speaking Latin America; History and Politics of Mexico; History and Culture of Aztlán: The Southwestern United States; History and Politics of Latin America; Hispanic Children's Literature; U.S. Foreign Policy in the Pacific Rim and Third World Countries; Masterpieces of Hispanic Literature; Cinema of the Spanish Speaking World; Latina Life Stories in Comparative Context; Auto-biografias; The Chicana Novel; The Chicano Community; La Literatura Mexicana; La Narrativa Hispanoamericana Contemporánea; Latin American Women Writers; and La Literatura Afro-Latina.*

WHAT ARE THE UNIQUE FEATURES OF THE WLC CURRICULUM?

In keeping with the outcomes-based education embraced by CSUMB, if you have prior expertise in your target language or any of the MLOs, you may petition for **credit via independent assessment**.

A **Major ProSeminar** addressing the language and culture of your choice will introduce you to a range of career opportunities and provide faculty guidance toward development of an individual learning plan appropriate to your goals.

Through **service learning** you will have the opportunity to work with public and private agencies on projects that integrate your language skills with community needs.

You will have the opportunity to do a **Senior Capstone** project involving the world language and cultures of your major. Capstone projects, which may vary from an extended research thesis to interpretive and creative performances or the creation of webpages, must demonstrate integrated knowledge, penetrating understanding, and advanced linguistic skills.

Study abroad opportunities are available to immerse you in the language and culture of your choice.

Through the **offerings of linked universities**, distance and online learning opportunities allow you to study languages and cultures not taught directly on the CSUMB campus.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

The Monterey area is often called "the language capital of the world." Institutions based here such as the Defense Language Institute Foreign Language Center, the Monterey Institute of International Studies, the Naval Postgraduate School, Language Services International, and the American Global Studies Institute deliver 25 percent of our nation's post-secondary learning in languages other than English. They also play a major role in global translation and interpretation services.

Our region takes great pride in a multilingual and multicultural heritage that includes major Chinese, Filipino, Italian, Japanese, Korean, Mexi-

can, Native American, Portuguese, Spanish, and Vietnamese influences. Because we have also built CSUMB with an eye toward plurality, you will likely benefit from daily interaction with native speakers of the languages that you study. Meanwhile, your formal learning will take place in small interactive classes comfortably conducted in the World Languages and Cultures buildings including ultramodern language labs where leading-edge technology allows fast Internet connections around the globe.

WHAT COUNSELING AND SUPPORT SERVICES ARE PROVIDED FOR WLC MAJORS?

All WLC fulltime faculty members function as advisors for WLC majors to insure that you are on the right pathway for completion of the general conditions, prerequisites, and MLOs required by the major. In addition, the Institute has a newly installed state-of-the-art Language Learning facility that will help you enhance your language skills and cultural knowledge.

WHAT MUST I DO IN ORDER TO GRADUATE WITH A WLC DEGREE?

In order to graduate with a degree in World Languages and Cultures, you must successfully complete (with a grade of C or better) the WLC Major ProSeminar, an upper-division service learning experience, and the WLC Capstone, in addition to all requirements of the WLC Major Learning Outcomes as described above.

WHICH CAREERS WILL A WLC DEGREE PREPARE ME TO PURSUE?

A WLC degree could launch you toward a successful career as a language and culture educator, translator, interpreter, government advisor, foreign service dignitary, world trade official, international affairs advisor, multinational corporate executive, international trade official, travel industry professional, national security advisor, import/export trader, Peace Corps volunteer, cultural researcher, international financier, or multinational marketer.

WHAT ADVANTAGES WILL A WLC DEGREE PROVIDE IF I DECIDE TO GO ON TO GRADUATE STUDY?

Aside from preparing you for the linguistic and culturally related content challenges that may lie ahead in graduate studies, if you opt to major in WLC, you will also be prepared to engage, communicate, and collaborate with individuals of cultures and societies very different from what is typically U.S. American. The WLC major will help you attain a global perspective and understanding of the world.

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FULLTIME FACULTY

- ~ Donaldo W. Urioste, Ph.D., Director
Spanish
- ~ Rafael Gomez, Ph.D.
Spanish
- ~ Richard Harris, Ph.D.
Latin American Studies
- ~ Yoshiko Saito-Abbott, Ph.D.
Japanese
- ~ María Carmen Zielina, Ph.D.
Spanish

ADJUNCT FACULTY

- ~ Tom Abbott, M.B.A.
Japanese
- ~ Ovidio Casado-Fuente, Ph.D.
Spanish
- ~ Judy Cortes, Ph.D.
Spanish
- ~ Emilio Esquibel, M.A.T.
Spanish
- ~ Jorge Kattan-Zablah, Ph.D.
Spanish
- ~ Arturo Jurado, Ph.D.
Spanish
- ~ Frauke Loewensen, M.A.
Spanish
- ~ Edward Moos, M.A.
Spanish
- ~ Alvin "Mo" Moscovitz
American Sign Language
- ~ Michael Saso, Ph.D.
Chinese

- ~ Kayoko I. Scherer, M.A.
Japanese
- ~ Carolyn Stem, M.A.
American Sign Language
- ~ Martha Strolle, M.A.
Spanish
- ~ Phillip Tabera, M.A.
Spanish
- ~ Beatriz Toro, M.A.
Spanish
- ~ Maria Tringali, Ph.D.
Italian
- ~ Rita Vidal de Moreno, M.A.
Spanish

STAFF

- ~ Gus Leonard
Language Lab Coordinator
- ~ Gail Salgado
Administrative Coordinator

NONDEGREE PROGRAMS

FIRST YEAR SEMINAR

MAKING CONTACT

- ~ First Year Seminar
- ~ Location Building 21
- ~ Information 831-582-3806
- ~ Fax 831-582-3873
- ~ Email firstyear@csumb.edu
- ~ Website http://firstyear.csumb.edu
- ~ FirstClass Conference FIRST YEAR SEMINAR100

DEGREE OFFERED

- ~ None

CONCENTRATIONS OFFERED

- ~ None

MINORS OFFERED

- ~ None

WHAT IS FIRST YEAR SEMINAR ALL ABOUT?

First Year Seminar is your introduction to university life at CSUMB. You will learn about CSUMB, the programs that make this university unique, and the services and resources available to you. You will develop an Individual Learning Plan (ILP) to begin to chart your progress toward fulfillment of your personal, academic, and professional goals. The mission of the First Year Seminar is to ease the transition to university life and study.

WHAT WILL I GAIN THROUGH MY FIRST YEAR SEMINAR STUDIES?

When you complete First Year Seminar you will have the beginning of an Individual Learning Plan (ILP) that charts your progress through your first two years at CSUMB. The remainder of your academic plan will be completed when you enter your major. The First Year Seminar also introduces you to the CSUMB Vision and explores the resources available to you as a student.

IS EVERY STUDENT REQUIRED TO TAKE FIRST YEAR SEMINAR?

If you enter CSUMB with more than 29 transferable credits, you do not have to take First Year Seminar.

WHAT WILL I LEARN AS A STUDENT PARTICIPATING IN FIRST YEAR SEMINAR?

We have established five goals for the First Year Seminar. Each goal is associated with specific course outcomes. These outcomes take the form of specific knowledge, skills, and attitudes. They may be achieved in a classroom, the traditional university venue, or outside the classroom in everyday life.

GOAL 1: STUDENTS WILL EXPLORE THEIR IDENTITIES AS NEW MEMBERS OF AN ACADEMIC COMMUNITY.

Academic communities are defined by sets of behaviors, activities, and histories. They are composed of people who study, do research, and per-

form analyses. They are located, in part, on campuses, in classrooms, in institutions. These communities are sometimes less informal than everyday life, with sanctioned approaches, strategies, and methods. They have their own sets of acceptable and accepted arguments, evidence, and proof.

OUTCOMES

- ~ Students explain a general concept of an academic community and compare it to other communities.
- ~ Students use CSUMB's Vision and core values to define what is unique about the CSUMB academic community.
- ~ Students identify the type of classroom activities, experiences, and environments that best support their learning, development, and participation in an academic community.
- ~ Students can explain their roles and responsibilities as students in an academic community.

GOAL 2: STUDENTS WILL UNDERSTAND AND ARTICULATE OUTCOMES-BASED EDUCATION.

Outcomes based education is one of the fundamental aspects of CSUMB's academic mission. An outcome is an observable, measurable product or process that can be accomplished by taking a course or through life and work experience. Each major has established a set of Major Learning Outcomes and many courses have specified Course Learning Outcomes.

OUTCOME

- ~ Students can describe outcomes-based education and identify how outcomes support their learning.

GOAL 3: STUDENTS WILL BE INTRODUCED TO CSUMB'S FIELDS OF STUDY AND UNIVERSITY LEARNING REQUIREMENTS.

CSUMB's programs don't sound like traditional university programs. For example, there's no English or Biology department. Still, students learn the material associated with English departments—composition, rhetoric, reading different literatures, etc.—in Human Communication and learn biology in Earth Systems Science & Policy. The General Education required in all California State Universities has been reimagined as CSUMB's University Learning Requirements. Rather than a single area focus, these University Learning Requirements have interdisciplinary connections. They also embody the university's core values and the ideals of the Vision Statement.

OUTCOMES

- ~ Students see how professionals in disciplines think and work by investigating the theoretical and conceptual frameworks of six campus programs.
- ~ Students make informed decisions for their Individual Learning Plans covering their first two years of study.

GOAL 4: STUDENTS WILL EXPLORE THEIR IDENTITIES AS MEMBERS OF A MULTICULTURAL, GLOBAL COMMUNITY.

The USA is a society made up of many groups of people with different cultures, ethnic backgrounds, abilities, races, religions, incomes, sexual orientations, educations, from different regions, with different genders, different languages, and other characteristics. Every member of our society lives in this complex world. It is important to learn about our own perspectives and those of other people. This goal investigates social identity and group membership, and looks at socialization. Students gain some understanding of the concept of culture, explore how cultures differ, and think about what global community might mean.

OUTCOMES

- ~ Students describe their social and cultural identities in terms of their origins, life histories, and current relationships, understanding that these identities can be fluid.
- ~ Students express conceptual definitions of multiculturalism and diversity, and identify implications of multiculturalism for their roles in this academic community.

GOAL 5: STUDENTS WILL EXPLORE WHAT IT MEANS TO BE AN EDUCATED PERSON

When asked why they have come to college, students often respond, "To get educated." Still, what does education mean? Students think about and define personal desires for education, identifying what it means to broaden perspectives, to become a larger person, a more informed cit-

izen. Higher education in the USA has two goals: expanding students' understanding of themselves and the world, and preparing them for the workplace.

OUTCOMES

- ~ Students assess themselves to determine possible academic pathways and career decisions.
- ~ Students describe what it means to be a knowledgeable and responsible citizen.

WHAT ARE THE UNIQUE FEATURES OF THE FIRST YEAR SEMINAR CURRICULUM?

- ~ Small class size
- ~ Guide to CSUMB resources
- ~ Guide to lower-division undergraduate education at CSUMB
- ~ In-depth examination of some of CSUMB's unique programs

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

Many of the First Year Seminar sections are taught in "smart" classrooms, technologically enhanced to support your learning. Professors encourage active and collaborative learning. In First Year Seminar classes, students use critical thinking to analyze textual, visual, and verbal resources. They communicate ideas in written and spoken forms. They work collaboratively. Finally, students learn to distinguish facts from opinions, differentiate among different points of view, and display these understandings as written or oral evidence.

WHAT SUPPORT SERVICES ARE PROVIDED FOR FIRST YEAR SEMINAR STUDENTS?

The primary resource for First Year Seminar students is the Academic Skills Achievement Program. ASAP offers group and individual tutoring for your writing assignments.

HOW DOES FIRST YEAR SEMINAR HELP ME WITH CAREER PREPARATION?

As an introductory course, First Year Seminar helps you discover your career interests as you explore the majors, concentrations, and minors available at CSUMB.

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FULLTIME FACULTY

- ~ Renée R. Perry, Ph.D., Director
First year education ~ writing ~ statistics ~ evolution ~ ecology

HEALTH AND WELLNESS (HWI)

MAKING CONTACT

- ~ Health and Wellness Institute
- ~ Location Building 82D
- ~ Information 831-582-4259
- ~ Fax 831-582-3737
- ~ Email ruth_paget@csumb.edu
- ~ Email bobbi_bonace@csumb.edu

ASSOCIATED ACADEMIC FIELDS

Health ~ Physical Education ~ Human Performance Studies ~ Sport Management ~ Recreation and Leisure Studies ~ Sport Sociology ~ Wellness Education ~ Sport Tourism

DEGREE OFFERED

- ~ None

CONCENTRATIONS OFFERED

- ~ None

MINORS OFFERED

- ~ Health and Wellness
- ~ Human Movement: Adapted Physical Activity
- ~ Outdoor Education/Recreation
- ~ Sport Management: Administration Track and Coaching Track

WHY IS THIS ACADEMIC FIELD IMPORTANT TO ME?

To obtain optimum functioning and optimum health, we need to understand how the human body functions and how to look after it. We need to understand what is required to attain the highest levels of human wellness and human performance across our lifespan.

Success in any endeavor depends, in part, on your wellbeing. Everyone regardless of physical limitation, disease, or ability can enjoy well-

ness. Wellness is composed of several interrelated dimensions—physical, emotional, intellectual, spiritual, interpersonal, and social—all of which must be developed to achieve overall wellness. These dimensions of wellness interact continuously, influencing and being influenced by one another. Wellness is a process—a continuous moving toward a greater awareness of yourself and the way in which environment, interpersonal relationships, nutrition, fitness, stress, and other factors influence you.

Several terms are used to refer to the study of human performance: movement science, kinesiology, human movement, motor behavior, and physical education are only a few. We define human performance as the study of the changes in motor behavior and in the systems related to it over our lifespan, the processes that underlie these changes, and the factors that affect them.

WHAT IS THE HWI PROGRAM ALL ABOUT?

The knowledge content of the Health and Wellness program is delivered at two levels—personal and professional. Our teaching integrates physical, mental, social, and spiritual practices in the classroom. You will learn skills you can carry into all areas of your personal and professional life. You'll enjoy the curriculum and gain lifelong benefits.

At the personal level, you will learn that health goes beyond freedom from disease to encompass wellness. One of our primary goals is to get you to realize that your behavior and your decisions—physical, mental, emotional, social, environmental, and spiritual—play a key role in prevention of disease and ability to maintain optimum health.

At the professional level, we prepare you to deliver knowledge and skills in all of the related areas of human performance and wellness education—from teaching children about movement and why movement is important and how it contributes to learning and development to motivating seniors about fitness and nutrition; from the concept of learning to manage stress to the value of practicing safe sex; and from the perspective of the ethics and power of sport to the significance of eating decisions and exercising - choices.

WHAT WILL I GAIN BY CHOOSING TO STUDY HEALTH AND WELLNESS AT CSUMB?

- ~ You will understand the theoretical, practical, and abstract concepts that contribute to a healthy lifestyle with an emphasis on sound nutrition, stress management, and fitness.
- ~ You will learn how your body functions and how to look after it.
- ~ You will learn about motor behavior and its related systems over your lifespan.
- ~ You will improve your self-confidence, develop team and group competencies, and learn cooperation through physical and leisure activities.
- ~ You will discover and implement personal wellness goals.
- ~ You will discover possible career opportunities in related fields and begin to prepare for those career possibilities.

CAN I TAKE HWI COURSES TO ACHIEVE MAJOR LEARNING OUTCOMES AT CSUMB?

If you are a Liberal Studies major interested in pursuing a teaching career that includes physical education or coaching, you will be guided toward achievement of Major Learning Outcomes (LOs) through HWI courses. Check with your Liberal Studies advisor to get information regarding specific MLOs and the Health and Wellness course options to satisfy them.

HOW DO I COMPLETE ONE OF THE HWI MINORS?

In the Minors section of the CSUMB Catalog, you will find complete descriptions of the four HWI minors:

- ~ Health and Wellness
- ~ Human Movement: Adapted Physical Activity
- ~ Outdoor Education/Recreation
- ~ Sport Management: Administration Track and Coaching Track

WHAT LIFELONG ACTIVITY-BASED COURSES DOES HWI OFFER?

Introduction to Strength Training; Swimming for Fitness; Water Aerobics; Wake-Up Workouts for Fitness ; Adapted Physical Activity Aquatics; Adapted Physical Activity, Dry Land; ; Weight Management/Step Aerobics; Step Aerobics ; Taiiko Drumming; Tai Chi Chi Kung; Self Defense for Women; Yoga; Disc Golf; Volleyball; Basketball; Softball; Golf; Soccer; Running; Sailing; Surfing; In-Line Skating/Roller Hockey; Kick-boxing; Backpacking and Hiking; Swing Dance; Advanced Competitive Dance; Awaken Healing Energy; Advanced Competitive Volleyball, Bas-

keball, Soccer, Cross Country, and Golf; Techniques of Officiating Fall Sport; Techniques of Officiating Spring Sport; Intermediate Keelboat Sailing; Sea Kayaking; Scuba Diving; and Rock Climbing.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

You will be exposed to a variety of physical environments from the beaches to the mountains, and from the gymnasium and the classroom to the community where students and faculty learn from and with each other.

WHAT COUNSELING AND SUPPORT SERVICES ARE PROVIDED FOR HEALTH AND WELLNESS STUDENTS?

Health and Wellness offers a continuum of program support services for all HWI students with trained professionals available for individuals with disabilities.

WHICH CAREERS WILL STUDYING HEALTH AND WELLNESS PREPARE ME TO PURSUE?

In conjunction with an approved CSUMB major, our minors could help launch you toward a successful career in teaching, community health, human performance areas, coaching, recreation, sensory motor specialties, adapted physical education, corporate health, wellness education, and more.

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FULLTIME FACULTY

- ~ bobbi bonacé, Ph.D., Director
Physical education pedagogy ~ sport ethics ~ sport management ~ coaching ~ health and wellness
- ~ Jo Ann Cannon, Dr.P.H.
Health and wellness ~ stress management ~ nutrition ~ health education pedagogy

ADJUNCT FACULTY

- ~ Sarah Bernson, B.A.
Volleyball
- ~ Artie Cairel, M.S.
Men's soccer
- ~ Denise Castro, M.A.
Motor development ~ foundations of wellness
- ~ Ikuyo Conant, B.A.
Taiko drumming
- ~ Rochelle Davis, B.S.
Yoga
- ~ Frank Degnan, M.S.
Scuba diving ~ CPR/first-aid ~ sailing
- ~ Christine Derr, M.S.
Self defense for women ~ foundations of wellness
- ~ Noah Greenberg, M.A.
Surfing
- ~ Jerry Gregg, Ed.D.
Women's volleyball
- ~ Leonard Han, M.F.A.
Tai Chi ~ meditation
- ~ Stancil Johnson, Ph.D.
Disc golf
- ~ Marcia Juergens, B.S.
Women's golf
- ~ Marcia R. Karwas, Ph.D.
Motor development ~ neurology ~ sensory integration/learning ~ adapted physical education ~ sport sociology ~ special education
- ~ Mikyong Kim, B.A.
Swing dance
- ~ Amber Magner, M.Ed.
Women's basketball
- ~ Yi Mao, M.A.
Cross country ~ strength training ~ adapted physical activity
- ~ Greg Meyer, B.A.
Backpacking and hiking ~ recreation studies ~ sea kayaking
- ~ Bill Paulson, M.A.
Men's golf
- ~ Erin Roberts, B.A.
Women's soccer
- ~ Barbara Sayad, M.P.H.
Health and wellness ~ human sexuality ~ women's health issues ~ marriage and family ~ service learning

- ~ Mark Tanous, B.A.
Roller hockey
- ~ Bill Trumbo, M.A.
Men's basketball

STAFF

- ~ Ruth Paget
Faculty support

INTERNATIONAL PROGRAMS

MAKING CONTACT

- ~ Campus Coordinator, CSU International Programs
 - ~ Location Building 47
 - ~ Information 831-582-4529
 - ~ Director 831-582-3940
 - ~ Fax 831-582-4329
 - ~ Email sya_buryn@csumb.edu
- ~ The California State University Office of International Programs (OIP)
 - ~ Address 401 Golden Shore, Sixth Floor,
Long Beach, CA 90802-4210
 - ~ Information 562-951-4790
 - ~ Website <http://www.gateway.calstate.edu/csuienet>
- ~ Academic Council on International Programs (ACIP) Member
 - ~ Member Dr. Robina Bhatti
 - ~ Location Building 82D
 - ~ Information 831-582-3728
 - ~ Fax 831-582-3737
 - ~ Email robina_bhatti@csumb.edu

DEGREE OFFERED

- ~ None

CONCENTRATIONS OFFERED

- ~ None

MINORS OFFERED

- ~ None

WHAT IS CSU INTERNATIONAL PROGRAMS ALL ABOUT?

Developing intercultural communication skills and international understanding among its students is a vital mission of both CSUMB and the California State University (CSU). Since its inception in 1963, the CSU International Programs have contributed to this effort by providing qualified students an affordable opportunity to continue their studies abroad for a full academic year. More than 15,000 CSU students have taken advantage of this unique study option.

Through International Programs you can earn resident academic credit at CSUMB while pursuing 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 18 countries, the International Programs also offer a wide selection of study locales and learning environments.

IP offers a true international academic experience. IP's guiding principle is that students should be "immersed" in the academic and living environments in their host countries. Accordingly, all instruction is offered by recognized host universities and distinguished host country faculty.

Students live in the communities where their studies are pursued. Learning the language and learning to function in the daily life of the host culture to achieve maximum social integration is a high priority for IP students.

IP takes student needs into account. IP students are provided special assistance in preparing for their year of study and while they are overseas by professional CSU or host university staff. This assistance includes, for example, help in obtaining visas, arranging for transportation and housing, health insurance, and academic advising.

WHY STUDY ABROAD?

- ~ **To enhance your education.** A study abroad experience adds a new perspective to your studies. You will see things from another point of view, which will help you to develop your analytical and critical thinking skills.
- ~ **To build your resume.** Study in another country adds a new dimension to your career planning. In an age of global economies

and information super-highways, experience abroad distinguishes your background from the rest.

- ~ **To develop your self-awareness.** We sometimes impose limitations on ourselves that hinder progress toward our goals. By leaving the familiar behind and encountering different people and places you will gain a better understanding of yourself and the world around you.
- ~ **To understand another culture.** Living and learning in another culture in the midst of the unfamiliar adds to your understanding of the variety of cultures in our world and gives you a maturity and perspective that can be gained in no other way.

WHY AN ACADEMIC YEAR?

To get the most out of the study abroad experience, personally and academically. We all seem to be in a hurry, but some things cannot be hurried. One of these is cultural assimilation. It takes time to go beyond tourism and to undergo the transformation from visitor to resident. An academic year offers the opportunity for the fullest possible adaptation and integration in the context of university studies.

To allow time to achieve advanced language, academic and cultural coping skills. During the first half of your year you will be learning, adjusting, and assimilating information at an incredibly rapid pace. During the second half of your year you will be applying and using what you have learned and you will finally feel "at home" in your host country and host university environment. It is also the time when you will really come to feel that you have made friends.

WILL I GET CREDIT?

Yes, you will get credit for all coursework successfully completed. How the credit applies to specific requirements depends on your campus rules; see your advisor.

IP students remain registered at their home CSU campus while they are abroad. All academic work completed during the year is considered CSU resident credit. Academic Reports are prepared by the Office of International Programs converting host university information into CSU campus terms.

Pre-departure advisement is required. All students must meet with advisors to plan how the work taken abroad will apply to major, minor, general education, or elective requirements.

WHAT AND WHERE CAN I STUDY THROUGH CSU INTERNATIONAL PROGRAMS?

Lots of subjects in lots of places! The CSU International Programs can accommodate students in over 100 academic majors and operates study centers in 18 countries. We are affiliated with over 70 universities and other institutions of higher education around the world. For detailed information on the programs which are available to you and advice on how to choose a program which best meets your needs, please visit your IP campus contact.

AUSTRALIA

- ~ Griffith University
- ~ University of Western Sydney
- ~ Macquarie University
- ~ Queensland University of Technology (QUT)
- ~ University of Queensland (UQ)
- ~ Victoria University of Technology

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

CHILE

- ~ Pontificia Universidad Católica de Chile (Santiago)

CHINA

- ~ Peking University (Beijing)

DENMARK

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

FRANCE

- ~ Institut des Etudes Françaises pour Étudiants Étrangers
- ~ L'Académie
- ~ d'Aix-Marseille (Aix-en-Provence)
- ~ Universités de Paris III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII, the Institute of Oriental Languages and Civilizations, and Université Evry

GERMANY

- ~ Universität Tübingen and a number of institutions of higher education in the Federal state of Baden-Württemberg

ISRAEL

- ~ Tel Aviv University
- ~ The Hebrew University of Jerusalem
- ~ University of Haifa

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

- ~ 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 Taiwan University (Taipei)
- ~ National Tsing Hua University

UNITED KINGDOM

- ~ Bradford University
- ~ Bristol University
- ~ Hull University
- ~ Kingston University
- ~ Sheffield University
- ~ University of Wales, Swansea

ZIMBABWE

- ~ University of Zimbabwe (Harare)

CAN I AFFORD TO STUDY ABROAD?

IP keeps costs as low as possible. Enrollment fees are kept at an affordable level because International Programs pays all tuition and administrative costs for participating California resident students to the same extent that such funds would be expended to support similar costs in California. IP also takes steps wherever possible to minimize costs. These factors make IP the most affordable study abroad opportunity for California residents.

Financial aid is available. If you qualify for financial aid you may apply all of it except work-study to your year abroad. Each CSU campus financial aid office has a counselor available to talk with you about questions relating to study abroad and financial aid.

The costs vary by country. You will pay for your own housing, meals, transportation, incidentals, and home campus fees. These costs do differ from country to country depending on the economic situation of the country and the type of arrangements you select.

Cost or Investment? Study abroad, when carefully integrated with your overall educational objectives, is a long-term investment in yourself and in your future. It is also an opportunity available to you as a student which will not likely be available to you at any other time in your life. The question is: can you afford not to include study abroad in your educational plan?

WHAT ARE THE REQUIREMENTS FOR ADMISSION TO THE PROGRAM?

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

HOW DO I TALK TO A REAL, LIVE PERSON ABOUT STUDY ABROAD?

See the CSUMB International Programs Coordinator. Your IP Coordinator, can give you additional information about specific programs and answer your individual questions about participation. Your IP Coordinator can also help you with the application process. Please feel free to visit your IP Coordinator soon. We really like helping students to make dreams a reality! The help and answers are free, and so is the application.

MATHEMATICS AND STATISTICS

MAKING CONTACT

- ~ Mathematics and Statistics
- ~ Location Building 82C
- ~ Information 831-582-4118
- ~ Fax 831-582-4201
- ~ Email math@csumb.edu
- ~ Website <http://math.csumb.edu>
- ~ FirstClass Conference IMSA

DEGREE OFFERED

A Bachelor of Science in Mathematics major was under development at the time of publication. Please check with the program office regarding the current status.

CONCENTRATIONS OFFERED

- ~ None

MINORS OFFERED

- ~ Mathematics

WHY IS THIS ACADEMIC FIELD IMPORTANT?

The level of mathematical literacy needed to participate in the world, its jobs, its economic and social orders, and its democratic institutions has risen dramatically in recent decades. Today, the ability to understand quantitative issues that involve mathematics, science, and technology is a critical skill for all citizens on and off the job. Environmental and fiscal policy issues facing today's electorate will profoundly affect our future quality of life. The world's population will likely double in the next 40 years, yet we are already expending energy at rates far beyond sustainable levels. Appropriate policies in response to such critical issues as an exponentially growing population, the allocation of dwindling natural resources, emissions of greenhouse gases, ozone depletion, and the "disposal" of nuclear waste must be established. Responsible choices in these policy areas must be grounded in a basic mathematical literacy.

WHAT IS THE MATHEMATICS AND STATISTICS PROGRAM ALL ABOUT?

We are committed to serving students with diverse backgrounds and goals by providing innovative curriculum and dynamic learning environments in order to prepare them for a wide variety of careers where quantitative skills are used. We also strive to enrich the level and style of mathematical discourse throughout the university and local community through interdisciplinary collaborations, innovative projects, and provision of expertise in mathematics and mathematics education.

WHAT WILL I GAIN BY CHOOSING TO STUDY MATHEMATICS AND STATISTICS AT CSUMB?

Mathematics means many things. It is a discipline, a science, an art, a language, a collection of techniques, and a way of thinking. Mathematics is a language of unparalleled precision—no other language allows us to communicate complex ideas with such specificity. Mathematics is a science of patterns and, as such, is particularly well suited for describing, defining, expressing and answering questions about the natural world. In

the words of Leonardo da Vinci: "No human investigation can be called real science if it cannot be demonstrated mathematically."

Mathematics gives us a methodology for the collection and organization of data, as well as models and techniques that allow us to analyze and make predictions. It is through an understanding of mathematics that we comprehend and impose meaning on our observations of the physical world. Mathematics is not just a tool that allows us to calculate phenomena. It is the main source of concepts and principles through which new theories can be created.

WHAT COURSES SHOULD I TAKE TO PREPARE FOR THE MATHEMATICS AND STATISTICS CURRICULUM IF I WILL BE ENTERING CSUMB AS A FRESHMAN?

If you are coming to CSUMB from high school, then you should be sure that you fulfill all requirements for admission to the CSU system. Check with your high school guidance counselor to get the details and a CSU admissions application. We also recommend that you take mathematics every year in high school, including algebra II, geometry and advanced courses that are available at your school.

WHAT COURSES SHOULD I TAKE TO PREPARE FOR THE MATHEMATICS AND STATISTICS CURRICULUM IF I WILL BE ENTERING CSUMB AS A TRANSFER STUDENT?

If you are transferring to CSUMB from a community college or another four-year institution, be sure to follow the CSU transfer admissions criteria. Check with your college counselor or a CSUMB representative to get the specifics and a CSU admissions application. Students who transfer in three semesters of calculus can complete a mathematics minor quickly.

HOW IS THE MATHEMATICS AND STATISTICS CURRICULUM STRUCTURED?

You can choose from a wide variety of mathematics courses according to your interests and background, as well as the requirements of your major.

HOW DO I COMPLETE THE MATHEMATICS MINOR?

You will find a complete description of the Mathematics Minor in the minors section of the CSUMB Catalog.

WHAT COURSES DOES MATHEMATICS AND STATISTICS OFFER?

Recent course offerings have included: *Quantitative Literacy; Mathematics for Business; Introductory Comparative Geometry; Precalculus for Teachers; Mathematical Modeling; Algebra from a Geometric Perspective; The Historical Development of the Real Number System; Precalculus; Calculus I; Calculus II; Discrete Mathematics; Independent Study; Multivariate Calculus; Introductory Linear Algebra; Modern Algebra; Modern Geometry; Logic And Foundations; Elementary Mathematics from an Advanced Viewpoint; Elementary Mathematics from an Advanced Viewpoint B; Probability and Statistics; Linear Algebra and Applications; Differential Equations; Mathematics Service Learning; Logic and Computation; Advanced Topics in Applied Mathematics; Introduction to Statistics; Elementary Statistics: Descriptive Statistics; Elementary Statistics: Probability, Distributions, and Inference; Elementary Statistics: Hypothesis Testing; Business Mathematics and Statistics; Applied Statistics for Science and Technology; Intermediate Statistics; Mathematical Statistics; Statistical Literacy; Statistics in Applied Learning Environments; and Applied Statistical Methods: Regression Analysis.*

WHAT ARE THE UNIQUE FEATURES OF THE MATHEMATICS AND STATISTICS CURRICULUM?

We believe that students need to be actively involved in the learning of mathematics. Our courses are intended to aid you in the process of constructing mathematical meaning. Mathematics is viewed as a language and a set of tools that help us to formulate, solve, and communicate **real-world** problems. Technology is an integral part of this process. It removes the need for contrived problems, opens the door for realistic and interesting applications, and allows the focus of each course to be on problem solving and exploration. In today's information age, the computer is an invaluable tool, allowing you to quickly acquire, analyze, and communicate information.

Through courses in this curriculum, you learn to reason mathematically, to communicate using mathematics, and to solve complex mathematical problems. Through studying mathematics, you can **enhance your educational goals in any major**. In particular, we offer interdisciplinary courses in the fields of business, liberal studies/education, computer science, physical sciences, and social sciences. For those students interested

in a deeper study of mathematics or a wider variety of courses, we also offer a mathematics minor.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

Educational research gives compelling evidence that people learn mathematics well only when they construct their own mathematical understanding. According to the national report, *Everybody Counts*, "All students engage in a great deal of invention as they learn mathematics; they impose their own interpretation on what is presented to create a theory that makes sense to them. Students do not learn simply a subset of what they have been shown. Instead, they use new information to modify their prior beliefs. As a consequence, each student's knowledge of mathematics is uniquely personal."

The abilities to interpret and communicate information, to reason critically and quantitatively, to work with others, and to solve problems, like any other skills, are improved through practice and self-reflection. Toward this end, to take an active role in your learning, in mathematics and statistics courses you and your peers will:

- ~ Work together in cooperative groups.
- ~ Use technology to model a real-world environment.
- ~ Solve problems which have application in everyday life and in the world around you.
- ~ Communicate mathematical ideas in a language common to all.
- ~ Learn to make meaning out of mathematics.

WHAT COUNSELING AND SUPPORT SERVICES ARE PROVIDED FOR MATHEMATICS AND STATISTICS STUDENTS?

Many of our courses have peer teaching assistants available to help you. In addition, our Academic Skills Achievement Center provides extensive tutoring in mathematics.

WHICH CAREERS WILL STUDYING MATHEMATICS AND STATISTICS PREPARE ME TO PURSUE?

Mathematics courses will give you a valuable advantage in any career in which advanced quantitative and reasoning skills are desirable. Mathematics is not only the language of science and technology, but it also provides a set of tools for data analysis, problem solving, and methods of thinking that are extremely valuable in any academic discipline. These skills are particularly relevant for students seeking employment in technical fields or planning to pursue a graduate degree.

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FULLTIME FACULTY

- ~ Donald Pierce, Ph.D., Institute Director
Professor
- ~ Jeffrey Groah, Ph.D.
Assistant Professor
- ~ Hongde Hu, Ph.D.
Assistant Professor
- ~ Joanne Lieberman, Ph.D.
Assistant Professor
- ~ Ken Nishita, Ph.D.
Professor
- ~ Maggie Rathouz, Ph.D.
Lecturer

MUSIC AND PERFORMING ARTS (MPA)

MAKING CONTACT

- ~ Music and Performing Arts
- ~ Location Building 30
- ~ Information 831-582-4085
- ~ Fax 831-582-4086
- ~ Email richard_bains@csumb.edu
- ~ Website <http://music.csumb.edu>
- ~ FirstClass Conference Music & Performing Arts

DEGREE OFFERED

- ~ None

CONCENTRATIONS OFFERED

- ~ None

MINORS OFFERED

- ~ Music

WHY IS THIS ACADEMIC FIELD IMPORTANT?

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

WHAT IS MPA ALL ABOUT?

Our goal is to provide you with music and performing arts skills and knowledge in a rapidly changing technological world. In the process, you will have the opportunity to learn about American forms of music and the value of aesthetic expression. You may engage in critical application tied to historical and cultural events. In the context of social history, you will have the chance to gain understanding of the meaning of music. In collaboration with the CSUMB Institute for Liberal Studies, we help prepare you for careers as performing artists or music teachers. This training includes arousing awareness of your potential to connect with a broad audience.

WHAT WILL I GAIN BY CHOOSING TO TAKE COURSES THROUGH MPA?

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

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

HOW IS THE MPA CURRICULUM STRUCTURED?

With dedication to pluralism, we have established a diverse and flexible curriculum that includes jazz as an American art form with African roots, ethnomusicology and dance as studies of sound and movement in world cultures, music technology as a form of computer literacy, vocal training as a means of self-expression, and music education as a service to local schools. We will work together to preserve the rich cultural traditions alive in your community and give you an opportunity to develop a specialization in one of five areas:

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

HOW DO I COMPLETE A MINOR IN MUSIC?

You will find a complete description of the Music Minor in the minors section of the CSUMB Catalog.

WHAT WILL I LEARN AS A STUDENT PARTICIPATING IN MPA?

If you are interested in pursuing a career as a performing artist or music teacher, you will be guided toward achievement of six Learning Outcomes (LOs) through the MPA program:

- ~ **MPA LO 1 Historical and Theoretical Analysis:** Students identify genres from different periods and integrate historical and theoretical perspectives in analyzing contemporary styles.
- ~ **MPA LO 2 Community Issues Analysis:** Students understand and analyze societal issues associated with the production, dissemination, and consumption of music.
- ~ **MPA LO 3 Comparative Analysis:** Students understand compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.
- ~ **MPA LO 4 Moral and Ethical Analysis:** Students understand and address moral and ethical issues.

~ **MPA LO 5 Performance Skills:** Students express themselves artistically in at least one major performance area at a level appropriate for the particular music emphasis.

~ **MPA LO 6 Technological Skills:** Students understand how technology serves music and use the technological tools applicable to a specific area of emphasis.

WHAT COURSES DOES MPA OFFER?

Recent course offerings have included: *Introduction to Music; Musicianship and Theory; Survey of World Music (online); Gospel Choir; Music for Children; Fundamentals of Digital Audio; Music and Computers; Audio Production; Global Percussion; Expressive Arts; Reflections on American Music; Chorale; Voice Training; Performing Band; Music Production and Artistic Development; Improvisation; Jazz History; Instrumental Music; Ballet Folklorico; Jazz Dance; Performance Studies; Independent Study: Directed Experiences in Music; and Field Research Methods.*

WHAT ARE THE UNIQUE FEATURES OF THE MPA CURRICULUM?

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

You will have access to a duplicate collection of the **Smithsonian Jazz Oral History Project** that is housed here along with archival photographs, film, video footage, and audio materials.

We are establishing one of only two undergraduate institutes for the study of **ethnomusicology** in California to facilitate the study of world music.

Our **Gospel Choir** and **Chorale** of amateur and professional singers reach into surrounding locales giving voice to the pluralistic vision of CSUMB.

We have established a **multimedia studio** to prepare you for careers in the rapidly changing technological music production industry. This studio enables development of interdisciplinary projects such as music scores and CD-ROM production.

Bringing students and community members together, our **World Theater** and **Music Hall** will provide you with on-stage opportunities if you choose to perform, and hands-on technical experience if you are interested in working backstage. Computer technology is involved in every aspect of production.

The **Reciprocal University for the Arts Project** enhances opportunities for local youth, their families, and their communities to develop closer relationships with the university that could result in entrance into college. In addition, CSUMB students and community youth come to see the role art and artists play in transforming community life. With the experience of such an art program, more students and youth see the arts as a career opportunity and as an essential part of public life.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

The Monterey Bay region has long been a mecca of inspiration for musicians and performing artists. The Monterey Reggae, Carmel Bach, Monterey Bay Blues, Salinas Mariachi, and Monterey Jazz Festivals along with a multitude of other cultural events present an off-campus musical extravaganza. On campus, our small interactive classes are conducted in spacious modern facilities that exploit superb modern multimedia, telecommunications, and computer technologies. Our multimedia studio, World Theater, and Music Hall ensure the finest settings for both vocal and instrumental performers.

WHAT COUNSELING AND SUPPORT SERVICES ARE PROVIDED FOR MPA STUDENTS?

All students interested in a career in music and performing arts should speak with Professor Richard Bains, Director of the MPA Institute.

WHICH CAREERS WILL MUSIC AND PERFORMING ARTS HELP PREPARE ME TO PURSUE?

Taken in conjunction with an approved CSUMB major such as Liberal Studies, Visual and Public Art, or Teledramatic Arts and Technology, MPA courses could help launch you toward a successful career as an arts advocate, arts presenter, audio engineer, band leader, composer, copyist, elementary school music teacher, ethnomusicologist, film scorer, music consultant, music critic, program director, recording technician, songwriter, stage manager, professional musician, singer, or dancer.

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FULLTIME FACULTY

- ~ Richard Bains, M.A., Director ~ Co-Director, Reciprocal University for the Arts Project
Ethnomusicology ~ jazz ~ interdisciplinary arts development ~ teacher training
- ~ Paulette Gissendanner, M.A.
Voice (individual and choral) ~ musicianship and theory
- ~ Ray Drummond
Jazz theory and practice ~ musicianship and theory ~ bass

ADJUNCT FACULTY

- ~ Lyn Bronson, M.A.
Piano
- ~ Paul Contos
Digital and recording technology ~ jazz big band ~ expressive arts
- ~ James Ferguson, M.A.
Guitar ~ world music ~ artistic production
- ~ Janet Johns
Ballet Folklorico
- ~ Lila Staples
Expressive arts
- ~ Walter White, M.A.
Dance ~ expressive arts

INSTITUTE STAFF

- ~ Shirlene Campbell
Administrative Analyst/Specialist

SERVICE LEARNING (SLI)

MAKING CONTACT

- ~ Service Learning
 - ~ Location Buildings 8 & 46A
 - ~ Information Specialist 831-582-3644
The Information Specialist can provide you with copies of forms, answer general questions about service learning, and direct you to the appropriate SLI staff person for additional assistance.
 - ~ Dr. Seth Pollack, Director 831-582-3914
Seth is available to discuss all aspects of the Service Learning Institute's academic program.
 - ~ Ms. Brenda Shinault, Associate Director . . . 831-582-5175
Brenda is able to answer questions related to the service learning program campuswide.
 - ~ Coordinator of Community Partnerships . . . 831-582-4184
Helps faculty members to develop partnerships for their service learning courses, and helps community members connect with the CSUMB service learning process.
 - ~ Coordinator of Student Leadership
in Service Learning 831-582-3631
Please call if you are interested in additional information about the student leadership program.
 - ~ Coordinator of Introduction to
Service Learning Instruction 831-582-3633
Please call if you have questions or concerns about the Community Participation (CP) University Learning Requirement.
 - ~ Coordinator of Service Learning for
Liberal Studies and Teacher Education. . . . 831-582-4604
Please call for questions related to serving with teachers and in schools.
 - ~ SMART Service Learning Coordinator 831-582-3689
Please call with service learning questions or concerns related to CST, ESSP, TAT, and Math.
 - ~ Coordinator of After-School Programs and
Cesar Chavez Initiative 831-582-4570
Please call if you are involved in an after-school program as your service assignment and need assistance or have questions regarding the Cesar Chavez Initiative program.
 - ~ Program Analyst 831-582-3805
 - ~ Fax 831-582-3568
 - ~ Email service_learning_institute@csumb.edu
 - ~ Website http://service.csumb.edu

ASSOCIATED ACADEMIC FIELDS

Community Service ~ Public Service ~ Civic Engagement

DEGREE OFFERED

~ None: This is a nondegree program supporting CSUMB's Community Participation University Learning Requirement (ULR), as well as major-based service learning experiences.

CONCENTRATIONS OFFERED

~ None

MINORS OFFERED

~ None

WHY IS THIS ACADEMIC FIELD IMPORTANT?

As a future leader, you deserve a real-world education that teaches about justice, diversity, compassion, and social responsibility. Preparation in the 21st century should include learning through civic engagement and participation in culturally diverse community settings. After all, your education is not just about you. It is also about enabling you to contribute to your community and play a part in bettering the world. Consequently, the service learning program at CSUMB offers you the opportunity to build more healthy and just communities and learn through involvement in service activities.

WHAT IS SERVICE LEARNING?

Service learning is an instructional method that combines formal coursework with thoughtfully organized community service experiences. Service learning courses address community-identified needs while helping students meet academic, social, and civic learning goals.

Through service and guided self-reflection, students learn about themselves and their relationship to the community around them. Service learning allows students to engage with real-world issues and social problems, and to work with community organizations to become "part of the solution."

WHAT IS DISTINCTIVE ABOUT SERVICE LEARNING AT CSUMB?

CSUMB is one of the few public universities in the country where service learning is a graduation requirement. Since its founding in 1995, service learning has been a core component of CSUMB's innovative outcomes-based academic program.

At CSUMB, service learning is more than just an innovative teaching strategy. Grounded in the university's commitments to diversity, ethical reflection and practice, and applied learning, service learning enables CSUMB students to develop the social, moral, and multicultural civic skills necessary to build more just and equitable communities.

Each year nearly 50 percent of CSUMB students take service learning courses, contributing thousands of hours of service to the community and building partnerships with over 350 community organizations, schools, and government agencies in the Tri-County (Monterey, San Benito, and Santa Cruz) region.

WHAT ARE THE BENEFITS OF SERVICE LEARNING FOR STUDENTS?

You will learn practical and interpersonal skills, and have the opportunity to apply information learned in the classroom to real-world situations off campus as well as apply lessons learned from the community to your class. In addition, your service learning experiences will provide you with several other personal growth opportunities.

- ~ Learn from individuals who are different from and similar to you in age, economic means, education, physical ability, background, culture, and ethnicity.
- ~ Examine your own values, attitudes, and beliefs about the world.
- ~ See the surrounding communities and beyond as part of your classroom for learning.
- ~ Gain experience in your academic or future career field while making a difference in your life and the lives of others.

WHAT DOES THE CSUMB SERVICE LEARNING INSTITUTE DO?

SLI is recognized as a national leader in the service learning field. It serves as an instructional unit and resource center for faculty members, students, and community representatives interested in service learning. You may go online to search for community connections using SLI's Community Partner Database of over 500 agencies. SLI also provides program information, resources, and training to faculty members and community agencies interested in creating service learning partnerships. These partnerships address community-identified needs, build community capacities, and facilitate the academic, personal, and civic development of CSUMB students.

HOW DO I GET INVOLVED?

SERVICE LEARNING COURSES

There are a variety of service learning experiences you can choose from to deepen your knowledge and skills in becoming a more effective community participant. Whether you're interested in working and learning with youth, adults, seniors, or the environment, there's a service learning experience that will meet your needs and challenge you. Review the CSUMB Catalog and Course Schedule to learn more about the variety of service learning experiences offered

STUDENT LEADERSHIP IN SERVICE LEARNING PROGRAM

SLI runs a student leadership program to involve students in the planning, development, and implementation of service learning at CSUMB. The program serves as both an academic and employment program with the student leaders participating in academic courses in leadership, service, and social justice, and working in various roles to facilitate the service learning process. The program employs students with prior CSUMB service learning experience as student leaders, and provides them with training and development opportunities to take leadership roles implementing and supporting the CSUMB service learning program. A student's responsibilities can include serving as a co-teacher/assistant with service learning faculty members or as a liaison/service learner coordinator with particular community organizations. Student leaders also assist with the placement process, service learning workshops, and special events, as well as involving the campus community in co-curricular service learning projects. The student leadership program ensures that student voice and participation is integrated throughout the CSUMB service learning program. It increases SLI's capacity to support and deliver a quality, transformative service learning program. Furthermore, the student leadership program utilizes service learning as a vehicle for developing students' commitment to social justice and their abilities to be effective leaders on campus and in their communities.

WHAT IS THE SERVICE LEARNING REQUIREMENT?

There are two components to CSUMB's service learning requirement:

- ~ Lower Division Service Learning Requirement
 - ~ This requirement is fulfilled through the Community Participation (CP) University Learning Requirement (ULR).
 - ~ You must fulfill the CP ULR if you enter CSUMB as a freshman or as a transfer student who is not certified in Area D: Social, Political, and Economic Institutions.
 - ~ You are exempt from fulfilling the CP ULR if you enter CSUMB with Area D certified or if you entered CSUMB before Fall 1999 with more than 56 transferable units.
 - ~ To fulfill the CP ULR, you must earn a C or better in an approved course, such as any section of SL 200S: Introduction to Service in Multicultural Communities.
- ~ Major-Based Service Learning Requirement
 - ~ Every student who wishes to graduate from CSUMB needs to fulfill this requirement.
 - ~ To fulfill the Major-Based Service Learning Requirement, you must complete a service learning course that meets the requirements of your selected major. You should consult with your major advisor to determine the appropriate course to take.

WHAT SERVICE LEARNING EXPERIENCES ARE OFFERED AT CSUMB?

Over 30 different service learning experiences are offered each semester. We're sure you'll find one that fits with your interests as well as one that assists you in fulfilling your CSUMB service learning requirement. For the most current listing of service learning opportunities, check the CSUMB Catalog and Course Schedule. Please note, service learning courses are identified by an "S" following the course number (e.g. LS 393S).

Some examples of ongoing service learning course offerings are:

- ~ SL 200S Introduction to Service in Multicultural Communities
 - ~ Some students participate in the America Reads Challenge in which they tutor Kindergarten through 3rd grade students in local elementary schools to enhance their reading skills.
 - ~ Other students are involved in health outreach activities with organizations such as Natividad Medical Center and the Monterey County AIDS Project.
 - ~ There are several sections of SL 200 offered each semester, each with a different theme area.

~ CST 361S Technology Tutors

- ~ Students in this course develop their multimedia skills by serving as technology tutors at local schools and community organizations.
- ~ In the past, CSUMB students have also held workshops for elementary school teachers to enhance their technology skills.

HOW MUCH TIME WILL I BE EXPECTED TO SERVE WITH THE COMMUNITY?

It differs among the service learning experiences offered. In *Introduction to Service in Multicultural Communities*, students are required to serve with the community for a minimum of 30 hours. Other service learning experiences may require more or less time depending on the learning objectives of the course and the activities that have been agreed upon by the faculty and community partner. You will want to check with the faculty member teaching the service learning course to verify the minimum time required so you can arrange your schedule accordingly.

DO I GET TO CHOOSE MY SERVICE SITE?

Yes. As faculty members develop service learning experiences, they work with community organizations to find the appropriate fit between their learning objectives and the needs and resources of each organization. Usually, instructors will provide you with a list of sites to choose from and may even arrange class visits or fieldtrips to the sites to guide you toward finding an organization that would appreciate your talents and skills. SLI houses the Service Opportunities Database which contains information on over 700 organizations interested in working with YOU!

WHAT KINDS OF OPPORTUNITIES DOES THE MONTEREY BAY AREA OFFER?

If you look at the Monterey area and all you see is the bay, look again. Our region presents an intertwined human and natural environment. Though famous worldwide for its natural history and physical beauty, our region is also home to a rich array of cultures and communities. From the agricultural communities of the Salinas Valley, to the bayside towns of Seaside and Marina, to the historic city of Monterey itself, this region is one of the most diversely populated areas of California and the United States. Our economy, primarily based on tourism and agriculture, is intimately linked to our natural environment. Consequently, our local communities are actively engaged in efforts to make the region more sustainable and improve the quality of life for all of its residents. You can be a valuable part of those efforts.

Over 500 organizations in our region have formally indicated an interest in having you serve with them. Already, CSUMB faculty and students have partnered with over 300 of these programs through service learning. The following is a list of some of the organizations that have worked with service learners and are looking forward to working with you.

- ~ Arts
 - Art for Social Change ~ Carmel Forest Theater ~ Carmel Performing Arts Festival ~ Children's Experimental Theatre, Inc. ~ El Teatro Campesino ~ Monterey County Film Commission ~ KAZU Public Radio
- ~ Education/Youth
 - Alisal Community School ~ Boys and Girls Club of the Monterey Peninsula ~ Carmel Middle School ~ Castroville Library Homework Center ~ César Chávez Elementary ~ Chualar Elementary ~ Community Partnership for Youth ~ Crumpton Elementary ~ Del Monte Manor ~ El Gabilan Elementary ~ Frank Paul Elementary ~ Healthy Start ~ Harden Middle School ~ Highland Elementary ~ Jesse G. Sánchez Elementary ~ Kammann Elementary ~ La Mesa Elementary ~ Marina Del Mar Elementary ~ Martin Luther King Middle School ~ Monterey County Free Libraries ~ North Salinas High School ~ Seaside High School ~ Watsonville Charter School for Arts ~ YWCA of Monterey County
- ~ Environment
 - Agricultural Land Based Training Association ~ Association of Monterey Bay Area Governments ~ Bureau of Land Management (BLM) ~ California Coastal Commission ~ California Department of Fish and Game ~ Elkhorn Slough National Estuarine Research Reserve ~ Land Watch Monterey County ~ Monterey Bay Aquarium ~ Monterey Bay National Marine Sanctuary ~ Moss Landing Marine Labs ~ North County Recreation and Park District ~ Pajaro Valley Water Management Agency ~ Redwings Horse Sanctuary ~ Resource Conservation District ~ Return of the Natives ~ The Marine Mammal Center ~ United Farm Workers Research ~ Watershed Institute

~ Health and Human Services

American Cancer Society ~ Area Agency On Aging ~ Barrios Unidos ~ Citizenship Project ~ Clinica de Salud Del Valle de Salinas ~ Coalition of Homeless Services Providers ~ Community Housing Improvement Systems & Planning Association ~ County of Monterey Department of Health ~ Deaf and Hard of Hearing Service Center ~ Department of Social Services Monterey County ~ Dorothy's Hospitality Center ~ Food Bank of Monterey County ~ Hospice Caring Project: The Center for Grief and Loss ~ Monterey County AIDS Project (MCAP) ~ Monterey County Rape Crisis Center ~ Planned Parenthood ~ Salvation Army ~ Second Chance Family & Youth Program ~ Senior Network Services ~ Veteran's Transition Center of Monterey County ~ Women, Infants & Children (WIC) Nutrition Program ~ Women's Crisis Center

WHO WILL GUIDE MY SERVICE LEARNING EXPERIENCES?

In conjunction with the uniquely caring CSUMB faculty, the Service Learning Institute's dedicated staff members coordinate all service learning experiences. They welcome you and will be happy to address your questions and concerns. Feel free to visit, or call for more information.

STUDY AT SEA (S@S)

MAKING CONTACT

- ~ Study at Sea (S@S)
- ~ Location Building 18, Room 150
- ~ Information 831-582-3621
- ~ Fax 831-582-4484
- ~ Email atsea@csumb.edu
- ~ Website <http://atsea.csumb.edu>

DEGREE OFFERED

- ~ None

CONCENTRATIONS OFFERED

- ~ None

MINORS OFFERED

- ~ None

PROGRAM OVERVIEW

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

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

MINORS

BUSINESS MINOR

MAKING CONTACT

- ~ Business Administration
- ~ Location Building 82A
- ~ Information 831-582-4232
- ~ Fax 831-582-4251
- ~ Email business@csumb.edu
- ~ Website business.csumb.edu

ASSOCIATED ACADEMIC FIELDS

Leadership and Management ~ Marketing ~ Finance ~ Information Technology ~ Entrepreneurship ~ Global and Multicultural Aspects of Business

WHAT IS THE BUSINESS MINOR ALL ABOUT?

The Business Minor recognizes that you have gained proficiency in at least two core management and entrepreneurship disciplines. This minor provides you with an opportunity to attain fundamental levels of competency in leadership and management. These competencies also enhance your overall analysis and decision-making abilities, and will contribute to success in your chosen career field.

WHAT WILL I GAIN BY MINORING IN BUSINESS?

Many careers and disciplines require basic knowledge and abilities in management and entrepreneurship. Artists, writers, and musicians often must be entrepreneurs, marketing themselves to others and managing their own finances. Someone working with an environmental, educational, or social services organization needs to apply management and marketing skills. Information technology specialists will be more valuable if they have a sense of the management and marketing aspects of that technology. In addition, many core management competencies require development of skills in problem solving and analysis, especially quantitative analysis, that have application far beyond the management competencies themselves.

The experience of Business Majors and of students from other majors that have fulfilled the equivalent of the Business Minor suggests that employers place a high value on management and entrepreneurship competencies.

HOW DO I COMPLETE THIS MINOR?

You must complete the core course for at least two Learning Outcomes (LOs), and must complete at least one elective in one of those outcome areas.

PREREQUISITES

The Finance LO requires successful completion ("C" or above) of BUS 203 *Financial Accounting* prior to taking BUS 307 or any finance elective.

TOTAL CREDITS REQUIRED

You must successfully complete ("C" or above) at least 16 credits of upper-division coursework.

WHAT WILL I LEARN?

~ LO 1 Leadership and Management

- Students attain two of the following three specific outcomes:
- ~ Identify and evaluate examples of functional dysfunctional leadership, drawing on models of leadership with sensitivity to cultural differences.
 - ~ Identify and analyze business or organizational issues, and develop recommendations based on theories and models of management and organizational behavior.
 - ~ Identify and assess the critical human resource management needs of a new or existing organization, and develop a plan for meeting those needs.

~ LO 2 Marketing

- Students attain two of the following four specific outcomes:
- ~ Conduct a market or competitive analysis of a business or consumer market.
 - ~ Use marketing information systems and market research to identify target market segments.
 - ~ Integrate product and service strategies, new product development, price consideration, marketing communication, direct marketing, personal selling, and distribution into a marketing plan.
 - ~ Use the Internet to improve the value chain.

~ LO 3 Finance

- Students attain the following specific outcomes:
- ~ Prepare and analyze corporate financial statements and financial projections.
 - ~ Analyze financial aspects of a proposed project or investment.

~ LO 4 Information Technology:

- Students attain two of the following three specific outcomes:
- ~ Identify and analyze an organization's information needs and design systems to meet those needs
 - ~ Assess, design, and implement a database system to solve an organizational, operational, or marketing problem.
 - ~ Recognize and use technology trends to start, manage, and/or expand an entrepreneurial or intrapreneurial venture.

~ LO 5 Entrepreneurship

Students attain the following specific outcomes:

- ~ Use an opportunity recognition and screening process, including social equity criteria, to identify and analyze high-potential entrepreneurial or intrapreneurial opportunities.
- ~ Drawing on principles and models of venture formation and growth, contribute to the startup and growth of an entrepreneurial or intrapreneurial venture.

~ LO 6 Global and Multicultural Aspects of Business

Students attain two of the following three specific outcomes:

- ~ Develop global market-entry strategies, drawing on an understanding of U.S. and global trade policies and practices.
- ~ Draw on an understanding of international business operations, cultural influences and norms, legal and ethical considerations, and human resource practices and constraints in developing recommendations to improve global operations.
- ~ Analyze appropriate risks of international investments and financing.

WHAT COURSES CAN I TAKE TO SATISFY THE LEARNING OUTCOMES?

The following are the core courses and electives for each Learning Outcome:

- ~ **LO 1:** Core course—BUS 305 *Principles of Management*; Electives—BUS 331, 433S, 493
- ~ **LO 2:** Core course—BUS 306 *Fundamentals of Marketing*; Electives—BUS 321, 322, 425
- ~ **LO 3:** Core course—BUS 307 *Finance*; Electives—BUS 355, 357, 451
Note: BUS 203 *Financial Accounting* must be successfully completed ("C" or better) prior to taking any of these courses.
- ~ **LO 4:** Core course—BUS 308 *Computer Information Systems*; Electives—BUS 363, 463
- ~ **LO 5:** Core course—BUS 310 *Entrepreneurship*; Electives—BUS 322, 451
- ~ **LO 6:** Core course BUS 305 *Principles of Management*; Electives—BUS 355, 425, 493

You may also contact the lead faculty member for a particular LO for other available electives.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

Students pursuing a Business Minor demonstrate attainment of the required Learning Outcomes by producing tangible work products in formal courses of instruction. They take the same core courses as students pursuing a Business Administration B.S. and interact in the classroom with Business Administration majors. While minors do not attain the breadth or depth of competencies attained by majors, they do gain a strong management foundation on which to build once they enter their chosen career field.

WHAT ADVISING AND SUPPORT SERVICES ARE PROVIDED FOR STUDENTS PURSUING THE BUSINESS MINOR?

The primary contact person for the Business Minor is the Business Administration Director. Then, based upon your career interests, each Business Minor will be assigned a Business Administration faculty advisor.

HOW DOES THIS MINOR INTERFACE WITH VARIOUS CSUMB MAJORS TO PREPARE STUDENTS FOR SPECIFIC CAREERS?

The minor enables you to select those competency areas that will best augment your studies in any CSUMB major to give you management and entrepreneurial knowledge, skills, and attitudes that will contribute to success in your chosen career field.

EARTH SYSTEMS SCIENCE & POLICY MINOR**MAKING CONTACT**

- ~ Earth Systems Science & Policy
 - ~ Location Building 53
 - ~ Information 831-582-4120
 - ~ Fax 831-582-4122
 - ~ Email essp_comments@csumb.edu
 - ~ Website <http://essp.csumb.edu>

WHAT IS THE EARTH SYSTEMS SCIENCE & POLICY MINOR ALL ABOUT?

The minor in Earth Systems Science & Policy (ESSP) provides you with an opportunity to explore your particular interests in earth systems science, be it in the physical or biological sciences, the human dimension, or the interaction of science and policy. Rather than being prescriptive, we have chosen to keep the ESSP minor flexible and inclusive so that students from other CSUMB majors can customize the ESSP minor curriculum to meet their diverse needs in the environmental sciences.

WHAT WILL I GAIN BY MINORING IN EARTH SYSTEMS SCIENCE & POLICY?

Many CSUMB students would like to combine their specific academic interests with an emphasis in environmental science. Many students also have an interest in the earth systems sciences but prefer a course of study that focuses on a conceptual understanding of linkages within the earth system, rather than emphasizing quantitative skills. Many unique and exciting opportunities exist to combine knowledge and skills from ESSP with other CSUMB majors, including Telecommunications, Multimedia, and Applied Computing; Teledramatic Arts and Technology; Business Administration; and Liberal Studies. The goal of the ESSP minor is to encourage non-ESSP majors to pursue their interest in science. Further, the ESSP minor formally recognizes that the ESSP program has an obligation to provide high quality educational opportunities to all CSUMB students who want a deeper understanding of science in order to make informed contributions to their community on environmental issues.

HOW DO I COMPLETE THIS MINOR?

The ESSP minor covers six Learning Outcomes (LOs). You must satisfy the requirements in both Science Foundations and an Area of Minor Competency.

PREREQUISITES

Prerequisites exist for most courses in the ESSP minor. At a minimum, students should have successfully completed algebra and the MATH University Learning Requirement.

TOTAL CREDITS REQUIRED

The ESSP minor requires at least 20 credits, which in most cases amounts to a minimum of five courses. Eight credits can be drawn from the lower-division Science Foundation courses. At least 12 credits must be drawn from any two of the five upper-division LOs.

WHAT WILL I LEARN?

- ~ **LO 1 Science Foundations** ~ ability to apply principles and methods 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
- ~ **LO 2 Applied Science Competency** ~ ability to apply advanced scientific concepts and methods to solve complex earth systems problems within an integrative life and/or physical science framework
- ~ **LO 3 Applied Policy Competency** ~ ability to examine the linkages between economics and environmental goods and services to analyze problems of resource allocation, and to apply the basic principles of environmental ethics to the analysis of environmental issues ~ ability to critically evaluate alternative policies in terms of the economic, political, ethical, historical, or cultural factors that influence environmental decision making
- ~ **LO 4 Data Acquisition, Analysis, and Display Competency** ~ ability to demonstrate proficiency with an integrated set of ESSP data acquisition, analysis, and display tools ~ ability to use these tools as part of a holistic approach to environmental decision making
- ~ **LO 5 Systems Approach to Applied Problem Solving** ~ ability to use a systems perspective to analyze environmental issues and evaluate the potential effects and ethical implications of alternative environmental policies or human actions
- ~ **LO 6 Earth Systems Service Learning** ~ ability to combine disciplinary knowledge and community experiences to share the relevance and importance of science with culturally, linguistically, technologically, and economically diverse populations in the context of issues of social responsibility, justice, diversity, and compassion

WHAT COURSES CAN I TAKE TO SATISFY THE LEARNING OUTCOMES?**SCIENCE FOUNDATIONS**

You should choose a minimum of eight credits from the following courses. In many cases these lower-division, foundational courses may be pre-requisites to the upper-division courses contained in LOs 2-6.

Note: /L following a course number denotes that both a 3-credit course and an associated 1-credit lab must be taken.

~ ESSP Minor LO 1 Foundations

ESSP 110/L, ESSP 220/L, ESSP 240/L, ESSP 241/L, ESSP 260/L, ESSP 271, ESSP 272, ESSP 280, ESSP 122, ESSP 201, ESSP 202, ESSP 204, or ESSP 282

AREA OF MINOR COMPETENCY

You should choose a minimum of 12 credits from at least two of the five LOs listed below:

~ ESSP Minor LO 2 Applied Science Competency

ESSP 304/L, ESSP 305/L, ESSP 310/L, ESSP 311/L, ESSP 340/L, ESSP 341, ESSP 342/L, ESSP 345/L, ESSP 346/L, ESSP 347, ESSP 348, ESSP 360/L, ESSP 442/L, ESSP 443/L, ESSP 460/L, ESSP 461/L

~ ESSP Minor LO 3 Applied Policy Competency

ESSP 383, ESSP 384S, ESSP 385, ESSP 386, ESSP 387

~ ESSP Minor LO 4 Data Acquisition, Analysis, and Display Competency

ESSP 330L, ESSP 331/L, ESSP 332/L, ESSP 350/L, ESSP 355/L, ESSP 423, ESSP 433/L, ESSP 436/L, ESSP 440

~ ESSP Minor LO 5 Systems Approach to Applied Problem Solving

ESSP 301, ESSP 303/L, ESSP 309, ESSP 320

~ ESSP Minor LO 6 Earth Systems Service Learning

ESSP 349S, ESSP 369S, ESSP 384S, ESSP 386S, ESSP 396S

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

ESSP emphasizes applied, hands-on, field-oriented learning that takes full advantage of the unparalleled array of environmental resources, technologies, and world-class research institutions in our region. Biological habitats—including the largest marine sanctuary in the country, estuaries, wetlands, grasslands, woodlands, deserts, and redwood forests—are accessible just beyond our doors. Furthermore, the Monterey Peninsula and Salinas Valley are living laboratories for learning about the scientific, economic, and political dimensions of land use and water resource issues.

WHAT ADVISING AND SUPPORT SERVICES ARE PROVIDED FOR STUDENTS PURSUING THE EARTH SYSTEMS SCIENCE & POLICY MINOR?

ESSP provides expert academic advising about ESSP courses and LOs. ESSP faculty and Peer Advisors hold several advising workshops each semester immediately prior to registration. In addition, the ESSP Peer Advising Office in Building 53 is open throughout the year to ESSP minors, majors, pre-majors, and prospective ESSP majors.

HOW DOES THIS MINOR INTERFACE WITH VARIOUS CSUMB MAJORS TO PREPARE STUDENTS FOR SPECIFIC CAREERS?

The ESSP minor is specifically designed to allow students an opportunity to integrate science and policy into their major coursework. The ESSP minor provides high quality educational opportunities to all CSUMB students who want a deeper understanding of science in order to make informed contributions to their community on environmental issues.

ENVIRONMENTAL HEALTH POLICY MINOR**MAKING CONTACT****~ Collaborative Health and Human Services**

~ Location Building 86D
 ~ Information 831-582-3565
 ~ Fax 831-582-3899
 ~ Email kim_judson@csumb.edu
 ~ Website <http://iccs.csumb.edu>

ASSOCIATED ACADEMIC FIELDS

Environmental Health ~ Public Health

WHAT IS THE ENVIRONMENTAL HEALTH POLICY MINOR ALL ABOUT?

A collaborative effort between the CSUMB Collaborative Health and Human Services and Earth Systems Science & Policy programs, the Environmental Health Policy Minor provides you with an opportunity to develop sufficient depth of knowledge and professional skills to pursue a successful career or graduate degree program in your chosen field related to the environment and health. The minor has been designed to allow ESSP majors to complete CHHS coursework in order to give them a broader understanding of health education and policy, and to allow CHHS majors to complete ESSP coursework in order to give them a broader understanding of environmental science and policy.

WHAT WILL I GAIN BY MINORING IN ENVIRONMENTAL HEALTH POLICY?

The Environmental Health Policy minor will provide you with a curriculum that addresses your interests in environmental health policy issues on a local, state, or national level. The curriculum includes learning experiences in the areas of environmental health, community health, policy analysis, health assessment, and education.

HOW DO I COMPLETE THIS MINOR?

Requirements for this minor provide you with significant breadth and appropriate depth of knowledge and skills in environmental politics and economics, environmental health issues, public health assessment and education, and policy analysis. If you are an ESSP major, you will complete CHHS courses. If you are a CHHS major, you will complete ESSP courses. Regardless, you will complete a 120-hour field placement requirement.

PREREQUISITES

None

TOTAL CREDITS REQUIRED

You must complete 13 credits beyond your major.

WHAT WILL I LEARN?

As a CHHS major completing this minor, you will master knowledge, skills, and attitudes that demonstrate the following two Learning Outcomes taken from the ESSP curriculum:

~ LO 1 Applied Economics And Policy Competency (ESSP MLO 4)

~ ability to examine the linkages between economics and environmental goods and services to analyze problems of resource allocation, and to apply the basic principles of environmental ethics to the analysis of environmental issues ~ ability to critically evaluate alternative policies in terms of the economic, political, ethical, historical, or cultural factors that influence environmental decision making

~ LO 2 Systems Approach to Applied Problem Solving (ESSP MLO 10)

~ ability to use a systems perspective to analyze environmental issues and evaluate the potential effects and ethical implications of alternative environmental policies or human actions

As an ESSP major completing this minor, you will master knowledge, skills, and attitudes that demonstrate the following two Learning Outcomes taken from the CHHS curriculum:

~ LO 1 Knowledge of Health and Human Services (CHHS MLO 6)

~ Demonstrate understanding of the fundamental principles and issues common to the major fields of health and human services including community health, social welfare, and public policy; and demonstrate the knowledge, skills, and abilities pertinent to the health and/or human service concentration area(s) selected.

~ LO 2 Public Policy Analysis (CHHS MLO 10)

~ Demonstrate ability to critically analyze public policy issues and begin to master the skills necessary to identify and define public policy problems, analyze existing policies, develop alternatives to current policy, and recommend alternatives.

WHAT COURSES CAN I TAKE TO SATISFY THE LEARNING OUTCOMES?**PATHWAY 1: ESSP STUDENTS**

~ LO 1 (CHHS MLO 6) You must complete all of the following courses:

~ CHHS 320 *Introduction to Community Health* (4 credits)
 ~ CHHS 320S *Introduction to Community Health: Field Practicum* (1 credit)

- ~ CHHS 420 *Multicultural Health Education & Promotion* (4 credits)
- ~ **LO 2 (CHHS MLO 6)** You must complete the following course:
- ~ CHHS 450 *Health & Social Policy Analysis* (4 credits)

PATHWAY 2: CHHS STUDENTS

- ~ **LO 1 (ESSP MLO 4)** You must complete two of the following courses:
 - ~ ESSP 384S *Environmental Justice & Environmental Policy* (5 credits)
 - ~ ESSP 383 *Environmental Ethics & Environmental Policy* (4 credits)
 - ~ ESSP 385 *Social and Environmental History of California* (4 credits)
 - ~ ESSP 386 *Science, Political Process, & Environment* (4 credits)
- ~ **LO 2 (ESSP MLO 10)** You must complete one of the following courses:
 - ~ ESSP 309 *Science and Policy of Global Change* (4 credits)
 - ~ ESSP 387 *Water Resources Assessment, Law, & Policy* (4 credits)

FIELD PRACTICE REQUIREMENT

You will complete a minimum of 120 hours of fieldwork during the program. Your CHHS or ESSP faculty advisor will approve the agencies involved based on (1) the opportunity available for you to work on issues of importance in the area of environmental health policy, and (2) the agency's ability to meet the minimum requirements for providing mentorship and organizational support for you. Stipends and travel expenses, especially outside the Tri-County area, are encouraged. The CHHS Field Practice Program policies and documentation may be used, as appropriate, for assisting you and your field mentors in organizing and assessing your learning opportunities and accomplishments in the field.

WHAT ADVISING AND SUPPORT SERVICES ARE PROVIDED FOR STUDENTS PURSUING THIS MINOR?

You may contact any of the following faculty members, who serve as advisors for the Environmental Health Policy Minor, to get further information or direction.

- ~ Kim Judson, CHHS Director
- ~ David Takacs, ESSP Faculty
- ~ Dan Shapiro, ESSP Faculty
- ~ Lars Pierce, ESSP Faculty

HOW DOES THIS MINOR INTERFACE WITH VARIOUS CSUMB MAJORS TO PREPARE STUDENTS FOR SPECIFIC CAREERS?

Whether interested in working with local and state environmental health agencies or community-based environmental health advocacy groups to improve environmental conditions and community health, this minor will augment your major studies in Earth Systems Science & Policy or Collaborative Health and Human Services and give you a deeper understanding of program development, policy change, and advocacy.

HEALTH AND WELLNESS MINOR

MAKING CONTACT

- ~ Health and Wellness Institute
- ~ Location Building 82D
- ~ Information 831-582-4259
- ~ Fax 831-582-3737
- ~ Email ruth_paget@csumb.edu

ASSOCIATED ACADEMIC FIELDS

Community Health Education ~ Corporate Health Programs

WHAT IS THE HEALTH AND WELLNESS MINOR ALL ABOUT?

The Health and Wellness Minor is designed to attract students who wish to expand their base of knowledge and understanding of health and wellness and prepare themselves to evolve personally and professionally in a challenging and dynamic field.

WHAT WILL I GAIN BY MINORING IN HEALTH AND WELLNESS?

In the health and wellness minor you will study the breadth and depth of various dimensions of wellness, including stress management, human sexuality, nutrition and fitness, relationship issues, drugs and alcohol, stress management, and overall wellbeing. Though the majority of learn-

ing experiences for this minor are provided through the Health and Wellness Institute, you will also have access to offerings from other programs.

HOW DO I COMPLETE THIS MINOR?

PREREQUISITES

The prerequisite for entry into the Health and Wellness Minor is successful completion of a 3-credit theory course and a 1-credit activity course that comprise the Vibrancy ULR. See your advisor for detailed descriptions of the courses available.

TOTAL CREDITS REQUIRED

To successfully meet the standards of this minor you must complete 12 credits (three courses) beyond those earned in meeting the prerequisite Vibrancy ULR. At least two of your courses must be taken from the HWI offerings. Practical application of your work may include an internship in relevant faculty-approved labs.

WHAT WILL I LEARN?

- ~ **LO 1 Knowledge, Practices, and Perspectives in Health and Wellness**
Students understand the fundamental principles and issues common to the field of health and wellness, including nutrition, fitness, and stress management.
- ~ **LO 2 Diversity and Multiculturalism**
Students understand and appreciate the aspects of social identity (i.e. race and gender) and the role that social oppression (i.e. racism, sexism, and disability oppression) plays in the health and wellness of culturally diverse populations.
- ~ **LO 3 Collaboration**
Students work in teams and across disciplines and cultures to contribute to the development of healthy communities.
- ~ **LO 4 Leadership and Social Responsibility**
Students recognize, analyze, and begin to resolve health-related problems as articulated by an individual, a community, school, or agency.

WHAT COURSES CAN I TAKE TO SATISFY THE LEARNING OUTCOMES?

Note: /L following a course number denotes that both a 3-credit course and an associated 1-credit lab must be taken.

- ~ **LO 1 Knowledge, Practices, & Perspectives in Health and Wellness**
Select one of the following courses.
 - ~ HWI 362/L *Fundamentals of Nutrition*
 - ~ HWI 374/L *Physical Education for the Elementary School Child*
 - ~ HWI 461/L *Effectively Managing Stress*
- ~ **LO 2 Diversity and Multiculturalism**
Select one of the following courses
 - ~ HWI 363/L *Human Sexuality*
 - ~ CHHS 360 *International & Multicultural Women's Health & Social Issues*
 - ~ GS 350 *Gender and Violence in Global Life*
 - ~ HWI 362/L *Fundamentals of Nutrition*
- ~ **LO 3 Collaboration & LO 4 Leadership and Social Responsibility**
Select one of the following courses.
 - ~ HWI 464 *Patterns and Dynamics in Relationships*
 - ~ HWI 465 *Health & Wellness Internship*
 - ~ CHHS 320 *Introduction to Community Health*
 - ~ GS 320 *Third World Issues in Global Affairs*

WHAT ADVISING AND SUPPORT SERVICES ARE PROVIDED FOR STUDENTS PURSUING THE HEALTH AND WELLNESS MINOR?

The following Health and Wellness program faculty members serve as advisors:

- ~ JoAnn Cannon, Dr. P.H., 831-582-3553
- ~ Barbara Sayad, M.P.H., 831-582-3758

HOW DOES THIS MINOR INTERFACE WITH VARIOUS CSUMB MAJORS TO PREPARE STUDENTS FOR SPECIFIC CAREERS?

This minor will prepare you to evolve personally and professionally in a challenging and dynamic field. Depending on your major and on your interests, you may be prepared for entry-level positions in health and wellness-related programs serving a broad range of individuals, providers, and organizations including:

- ~ School and community health education and wellness programs
- ~ Volunteer organizations and associations
- ~ Family planning organizations
- ~ Family life/school education programs
- ~ Alcohol and drug treatment facilities
- ~ Teen advocacy programs
- ~ Nutrition, fitness, and recreation-related programs
- ~ Corporate health programs that focus on nutrition, stress management, and fitness

HISPANIC CULTURES & HISTORY MINOR**MAKING CONTACT**

- ~ World Languages and Cultures
- ~ Location Building 49
- ~ Information 831-582-3863
- ~ Fax 831-582-3885
- ~ Email wlc@csumb.edu
- ~ Website <http://wlc.csumb.edu>

ASSOCIATED ACADEMIC FIELDS

Hispanic Cultures ~ Hispanic History

WHAT IS THE HISPANIC CULTURES AND HISTORY MINOR ALL ABOUT?

Particularly suited to students who have an interest in Hispanic cultures but have not yet developed the language skills and abilities necessary for the Spanish Language and Hispanic Cultures Minor, this minor is designed for those who are working toward careers in the social services, criminal justice, education, business, international entrepreneurship, government, community service, advocacy, or similar careers.

WHAT WILL I GAIN BY MINORING IN HISPANIC CULTURES AND HISTORY?

The Hispanic Cultures and History Minor is designed to be outcomes-oriented. That is, although the general focus is Hispanic cultures, students will be expected to attain specific course-based outcomes relative to Hispanic culture, history, and literature. They will attain a basic understanding of the philosophical perspectives (ideas, beliefs, attitudes and values), the behavioral practices (patterns of social interactions), the customs, and creative patterns (literature, art, music, etc.) of the Hispanic cultures addressed by the learning experiences.

HOW DO I COMPLETE THIS MINOR?**PREREQUISITES**

Approval from the Institute for World Languages and Cultures

TOTAL CREDITS REQUIRED

You must successfully complete 16 credits from the Spanish culture curriculum to include:

- ~ At least one literature-based course
- ~ At least one history-based course
- ~ At least eight upper-division credits

WHAT WILL I LEARN?

As you complete the minor, you will achieve two Learning Outcomes:

~ LO 1 Cultural knowledge

Students can provide a comparative description and basic analysis of the peoples, history, and culture of the Spanish-speaking world (including the Hispanic Southwest). Specifically, students engage in the learning of cultural customs (e.g. *quinceañera*, *compadrazgo*, *Día de los muertos*, *Carnaval*), practices (e.g. *religious*, *ofrendas*, *fiestas*, *curanderismo*, *Cuaresma*), products (e.g. literature, art, music), and perspectives (e.g. *cosmovisión*, worldviews, cultural values, National & cultural identity, etc.); and other skills necessary for crosscultural communication.

~ LO 2 Historical Knowledge

Students can provide a comparative description and analysis of the diverse peoples and histories of the Spanish-speaking world over a significant time period (at least one hundred years), which must include the Hispanic peoples of the United States.

WHAT COURSES CAN I TAKE TO SATISFY THE LEARNING OUTCOMES?

You must complete at least one literature-based course and at least one history-based course plus two additional courses to complete the 16-credit requirement. In order to promote interdisciplinarity within the minor, you may take one related course from another CSUMB academic program.

LITERATURE-BASED COURSES

SPAN 261 Contemporary Chicano Literature; SPAN 262 Latin American Literature in Translation; SPAN 365 The Chicano Novel

HISTORY-BASED COURSES

SPAN 307 History and Politics of Mexico; SPAN 308 History and Culture of Aztlán: The Southwestern United States; SPAN 309 History and Politics of Latin America; SPAN 370 The Chicano Community

RELATED COURSES

Qualifying courses at the time of this publication were HCOM 324 *African American Narratives*; HCOM 328 *Latina Life Stories*; HCOM 329 *Auto-biografías*; HCOM 344 *Chicana / Latina Experiences*; HCOM 345 *Chicano Life and History*; HCOM 455 *Paradigms of the Chicana/o Community*; SBS 325 *Art of the Aztec Empire*; SBS 348 *Ancient Maya Civilization*; VPA 319 *Chicana/o Art History: Image, Ideology and Iconography*. As other programs add related learning experiences to their curriculum, the list of approved courses will grow. Please contact WLC to get an updated list.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

Through this minor you will be engaged with many heritage speakers of the Spanish language whose cultural knowledge is quite advanced.

WHAT ADVISING AND SUPPORT SERVICES ARE PROVIDED FOR STUDENTS PURSUING THE SPANISH HISTORY AND CULTURE MINOR?

Due to the size of our WLC program, you can expect individualized attention and one-on-one advising from fulltime faculty and staff members. Moreover, WLC houses a 21st century language lab—a multimedia language learning facility that not only helps you enhance language skills, but also functions as a gateway to the many cultures of this vast globe.

HOW DOES THIS MINOR INTERFACE WITH VARIOUS CSUMB MAJORS TO PREPARE STUDENTS FOR SPECIFIC CAREERS?

This minor is ideal if you plan to pursue a career in the social services, criminal justice, education, business, international entrepreneurship, government, community service or advocacy, the legal profession, or any other arena that might engage you with the growing Latino population of the United States.

HUMAN COMMUNICATION MINOR**MAKING CONTACT**

- ~ Human Communication
- ~ Location Building 2
- ~ Information 831-582-3889
- ~ Fax 831-582-3780
- ~ Email renee_curry@csumb.edu
- ~ Website

ASSOCIATED ACADEMIC FIELDS

Communication ~ Humanities

WHAT IS THE HUMAN COMMUNICATION MINOR ALL ABOUT?

The Human Communication Minor is interdisciplinary and fits well with any major. Human Communication prepares you to be an ethical, creative, and critical thinker and doer in a multicultural and increasingly interconnected global society. The minor integrates the traditional disciplines of literature, history, philosophy, rhetoric, communication, journalism, media studies, and creative writing with the contemporary fields of ethnic studies (Chicana/o-Latina/o, African American, Asian American, Euro American, Native American), American studies, women's studies, cultural studies, and media studies.

WHAT WILL I GAIN BY MINORING IN HUMAN COMMUNICATION?

We encourage multiple ways of learning and knowing. As *new humanists* you will study literature and develop your own creative expression. You will hear untold stories and help create the memory of the future. You will be encouraged to learn history and to make history in the field, in the archives, and through multimedia. You will approach communication study through ethical inquiry and inclusive, invitational dialogue, prioritizing values of care, compassion, equality, respect, and mutual understanding. Moreover, you will apply your knowledge to concrete, socially engaged projects. Minor in HCOM will prepare you to meet the realities of 21st century life and work.

HOW DO I COMPLETE THIS MINOR?

The Human Communication Minor requires at least 16 credits, which in most cases amounts to a minimum of four courses.

WHAT WILL I LEARN?

The Human Communication Minor, similar to the HCOM major, is outcomes-based. To complete your minor, you must achieve HCOM MLO 4 and your choice of three other HCOM MLOs from the eight listed for Human Communication in the undergraduate majors section of the CSUMB Catalog.

WHAT COURSES CAN I TAKE TO SATISFY THE LEARNING OUTCOMES?

You will earn four credits and satisfy HCOM MLO 4 through HCOM 301 *Ways of Knowing*, which is required. You may earn the remaining 12 credits and achieve the three additional MLOs that you choose by taking any HCOM course as listed in the Course Descriptions section of the CSUMB Catalog or on the CSUMB.EDU/catalog website.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

The Human Communication learning environments include pedagogies that range from collaborative group activities, cooperative projects, learning through new media, research activities, creative inquiry activities, as well as publication and dissemination of discoveries.

WHAT ADVISING AND SUPPORT SERVICES ARE PROVIDED FOR STUDENTS PURSUING THE MINOR?

If you have questions concerning the minor, please contact HCOM Director, Professor Renée R. Curry, with questions. The director will guide your learning experiences throughout the minor.

HOW DOES THIS MINOR INTERFACE WITH VARIOUS CSUMB MAJORS TO PREPARE STUDENTS FOR SPECIFIC CAREERS?

The Human Communication Minor is interdisciplinary. It will complement any CSUMB major by accentuating fundamental communication, cross-cultural competency, and reasoning skills. It will particularly prepare you for careers in technology, business, education, and science.

HUMAN DEVELOPMENT MINOR**MAKING CONTACT**

- ~ Liberal Studies
- ~ Location Building 15
- ~ Information 831-582-5080
- ~ Fax 831-582-3356
- ~ Email linda_rogers@csumb.edu
- ~ Website <http://ls.csumb.edu>

ASSOCIATED ACADEMIC FIELDS

Developmental Psychology ~ Educational Psychology ~ School Psychology ~ Early Childhood Education ~ Adult Services ~ Special Education

WHAT IS THE HUMAN DEVELOPMENT MINOR ALL ABOUT?

Human development is an interdisciplinary minor focused upon developmental change and processes in infants, children, adolescents, and adults. Students study psychological growth, cognitive development and complexity, emotional factors, and physical changes.

WHAT WILL I GAIN BY MINORING IN HUMAN DEVELOPMENT?

You will gain subject matter expertise in developmental processes ranging from infancy through adulthood. As well, you will practice how to apply theoretical information to a dynamic field.

HOW DO I COMPLETE THIS MINOR?

You will take three courses. Typically, these will include LS 360 *Child Development*; and LS 356 *Infancy and Early Childhood*, LS 365 *Ad-*

lescence, or LS 371 *Adulthood and Aging* among others. You can select the third class from among a specified group of courses representing a variety of subjects across campus.

PREREQUISITES

None

TOTAL CREDITS REQUIRED

12 units

WHAT WILL I LEARN?

As you complete the minor, you will achieve the following three Learning Outcomes:

~ LO 1 Theories of Development

Students understand and utilize the major theories of Human Development and distinguish major psychological, cognitive, emotional, physical, and environmental changes that take place over the lifespan.

~ LO 2 Focused Developmental Application

Students refine theoretical understanding of developmental inquiry to a specific phase in the lifespan, and explore the influences of race, gender, ethnicity, culture, personal history, and socioeconomics on individual development.

~ LO 3 Situated Environments of Development

Students contextualize developmental issues within a cross-disciplinary and macro-level framework.

WHAT COURSES CAN I TAKE TO SATISFY THE LEARNING OUTCOMES?

- ~ LO 1—LS 360 *Child Development*
- ~ LO 2—Select one of the following: LS 356 *Infancy and Early Childhood*; LS 365 *Adolescence*; LS 366 *Observation and Assessment of Children*; LS 371 *Adulthood and Aging*; LS 395 *Special Topics in Human Development*
- ~ LO 3—Select one of the following: CHHS 470 *Children's Health and Social Policy*; CHHS 480 *Law and Social Welfare*; ESSP 341 *Evolutionary Biology and Population Genetics*; GS 350 *Gender and Violence in Global Life*; GS 360 *Intercultural Communication*; HCOM 306 *Gender and Communication*; HCOM 348 *Race, Colonialism, and Film*; HWI 347 *Leadership, Life-skills, Citizenship*; HWI 363 *Human Sexuality*; HWI 376 *Physical Education for Children w/Disabilities*; HWI 464 *Patterns and Dynamics in Relationships*; HWI 465 *Special Topics: Nutrition, Body Image, and Addiction*; MPA 301 *Music for Children*; SBS 345 *Intro to Cultural Anthropology*; SBS 384S *Cultural Contexts of Bilingual Education: An Overview of Values, Contents and Experiences on Education in Mexico and the United States Service Learning*; TAT 330 *Intro to Storytelling*; TAT 332S *Teledramatic Arts and Technology for Teaching*; VPA 307 *Diverse History in Contemporary Art*; VPA 308 *Ways of Seeing*; VPA 312 *Visual Arts for Teaching*

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

You will engage in a variety of learning experiences. Direct instruction, individual assignments, and group work allow you to formulate understanding of applied topics, analyze, and critique general theory in relation to local situations. You will experience a variety of media, practice developing professional strategies, and engage in problem solving. The rich cultural life of the diverse communities nearby extends and enriches the course curriculum.

WHAT ADVISING AND SUPPORT SERVICES ARE PROVIDED FOR STUDENTS PURSUING THE HUMAN DEVELOPMENT MINOR?

You may contact the Liberal Studies Advising Center, their Liberal Studies advisor, or Dr. Linda Rogers for advising.

HOW DOES THIS MINOR INTERFACE WITH VARIOUS CSUMB MAJORS TO PREPARE STUDENTS FOR SPECIFIC CAREERS?

The Human Development minor meets the area of emphasis requirement for Liberal Studies majors. It also supports individuals interested in classroom teaching, preschool teaching, human services, social work, gerontology, geriatrics, probation, and other related careers. In addition, the Human Development minor provides evidence of expertise for majors in Social and Behavioral Sciences, Collaborative Health and Human Services, and Visual and Public Art.

HUMAN MOVEMENT: ADAPTED PHYSICAL ACTIVITY MINOR

MAKING CONTACT

- ~ Health and Wellness Institute
- ~ Location Building 82D
- ~ Information 831-582-4259
- ~ Fax 831-582-3737
- ~ Email ruth_paget@csumb.edu

ASSOCIATED ACADEMIC FIELDS

Neurological development ~ sensory impairment ~ learning impairment

WHAT IS THIS MINOR ALL ABOUT?

In this minor you will study various dimensions of human movement, specifically adapted physical activity, and you will be prepared to provide related programming. This minor particularly enhances the ability of the professional to provide an active curriculum that results in higher academic and social success for students. It develops professionals who understand Public Law 94-142 (IDEA: Individual Disability Education Act) and can provide services to children who need such attention. You will gain a working knowledge of the legal mandates in special education and will have skills in Individual Educational Plan development (IEP) for the special child.

You will examine the most commonly occurring neurological, physical, and emotional impairments as well as health, sensory, and learning impairments in this minor. You will be prepared to work with individuals with a range of disabilities in educational and community settings.

WHAT WILL I GAIN BY MINORING IN HUMAN MOVEMENT: ADAPTED PHYSICAL ACTIVITY?

This minor will provide you with the expertise to teach students who have been mainstreamed into classrooms. There are always children within any classroom who can benefit from a teacher's knowledge of motor behavior and the learning process. With this minor, you will be of great help to special needs children who do not receive special funding. You will learn to provide an environment for children to learn at their own pace alongside peers. With this in mind, teachers with adapted physical activity and human movement training teach and help children in ways that might keep them out of the special education system altogether.

You will gain expertise in assessing and adapting movement, and skill in facilitating societal changes for equal access, integration and inclusion, lifespan wellness, movement success, empowerment and self-actualization, and academic success.

HOW DO I COMPLETE THIS MINOR?

To attain a Human Movement Minor, you must satisfy the four Minor Learning Outcomes through completion of course requirements and/or completion of alternate assessments aligned with the course content.

PREREQUISITES

HWI 374 *Physical Education for the Elementary School Child* and the corequisite lab, HWI 374L are the prerequisite courses for entry into this minor. These courses also satisfy the Liberal Studies MLO.

TOTAL CREDITS REQUIRED

After the completion of HWI 374 and HWI 374L, you need a total of 12 credits (three courses) to complete the Human Movement Minor.

WHAT WILL I LEARN?

- ~ **LO 1 Knowledge and Perspectives in Adapted Physical Activity**
Students understand the fundamental principles and issues common to the field of adapted physical education, including the neurosensory developmental approach; etiology of most commonly occurring disabilities; indicators and contraindicators related to body awareness and academic success.
- ~ **LO 2 Diversity and Multiculturalism**
Students understand complex social issues for individuals with disabilities.
- ~ **LO 3 Collaboration**
Students work in teams in multicultural settings to contribute to the development of multicultural classrooms, and develop skills in working with diverse children.

~ LO 4 Leadership and Social Responsibility.

Students display a social conscience at the individual, community, school, or agency level regarding individuals with disabilities.

WHAT COURSES CAN I TAKE TO SATISFY THE LEARNING OUTCOMES?

Note: /L following a course number denotes that both a 3-credit course and an associated 1-credit lab must be taken.

- ~ **LO 1 Knowledge and Perspectives in Adapted Physical Activity**
~ HWI 376/L *Physical Education for Children with Disabilities*
- ~ **LO 2 Diversity and Multiculturalism**
Select one of the following.
~ HWI 372 *Sport and Marginality with an Emphasis on Disability*
~ HWI 466 *Human Movement Internship: Bridging the Gap between Theory and Practice*
- ~ **LO 3 Collaboration & LO 4 Leadership and Social Responsibility.**
Select one of the following.
~ HWI 377 *Neurological Impairment*
~ HWI 378 *Assessment, Evaluation, Programming & Curriculum Design*

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

Your learning environment will include a blend of classroom, and practical and applied experiences. You'll get the best learning environment of all: one that provides the opportunity to develop a theoretical and practical knowledge base in combination with one that affords you multiple opportunities in the field applying what you've learned. Experiences ranging from being with children in the classroom or on the playground, in the swimming pool or at the equestrian center, or at the gymnasium provide you with valuable opportunities to apply your classroom learning.

WHAT ADVISING AND SUPPORT SERVICES ARE PROVIDED FOR STUDENTS PURSUING THIS MINOR?

The following Health and Wellness program faculty members serve as advisors:

- ~ Marcia Karwas, Ph.D., 831-582-3670, marcia_karwas@csumb.edu
- ~ Denise Castro, M.A., 831-582-4709, denise_castro@csumb.edu

HOW DOES THIS MINOR INTERFACE WITH VARIOUS CSUMB MAJORS TO PREPARE STUDENTS FOR SPECIFIC CAREERS?

The Human Movement Minor will benefit your preparation for elementary school teaching, social work, child advocacy, mental health work, group-home work, the fitness profession, family counseling, coaching, outdoor education, and others that impact special children and their families. You'll gain a working knowledge of the legal mandates in special education and will have skills in Individual Education Plan [IEP] development for the special child.

INTERNATIONAL HEALTH POLICY MINOR

MAKING CONTACT

- ~ Collaborative Health and Human Services
- ~ Location Building 86D
- ~ Information 831-5823565
- ~ Fax 831-5823899
- ~ Email kim_judson@csumb.edu
- ~ Website. iccs.csumb.edu

ASSOCIATED ACADEMIC FIELDS

International Health ~ Public Health

WHAT IS THE INTERNATIONAL HEALTH POLICY MINOR ALL ABOUT?

A collaborative effort between CSUMB's Collaborative Health and Human Services, and Global Studies programs, the International Health Policy Minor provides you with the opportunity to develop sufficient depth of knowledge and professional skills to pursue a successful career or graduate studies in a field related to international health policy.

WHAT WILL I GAIN BY MINORING IN INTERNATIONAL HEALTH POLICY?

The International Health Policy minor will provide you with a curriculum that addresses your interests in global health policy and program development. The curriculum includes learning experiences in the areas of international policy and politics, economics, public health, and international women's health and social issues.

HOW DO I COMPLETE THIS MINOR?

If you are a CHHS major, you will complete GS courses. If you are a GS major, you will complete CHHS courses. If you are not a CHHS or GS major, you will complete a combination of CHHS and GS courses. Regardless, you will complete a 120-hour field placement requirement.

PREREQUISITES

None

TOTAL CREDITS REQUIRED

If you major in CHHS, you must successfully complete 12 credits in addition to your major coursework in order to earn this minor. If you major in GS, you must successfully complete 13 credits in addition to your major coursework in order to earn this minor. If you major in a program other than CHHS or GS, then you must successfully complete 17 credits to earn this minor.

WHAT WILL I LEARN?

The following Learning Outcomes, taken from the CHHS and GS MLOs, represent the knowledge, skills, and abilities that you can expect to master to successfully complete the minor.

- ~ **LO 1 Cross Cultural Competency (CHHS MLO 3)** ~ Demonstrate the ability to be comfortable with differences between self and others, to engage in a process characterized by mutual respect and sensitivity, to assess the needs and capabilities of culturally diverse populations, and communicate effectively across cultural groups to deliver appropriate health and human services.
- ~ **LO 2 Knowledge of Health and Human Services (CHHS MLO 6)** ~ Demonstrate an understanding of the fundamental principles and issues common to the major fields of health and human services including community health, social welfare, and public policy; and demonstrate the knowledge, skills, and abilities pertinent to the health and/or human service concentration area(s) selected.
- ~ **LO 3 Public Policy Analysis (CHHS MLO 10)** ~ Demonstrate the ability to critically analyze public policy issues and begin to master the skills necessary to identify and define public policy problems, analyze existing policies, develop alternatives to current policy, and recommend alternatives.
- ~ **LO 4 Global Issues in the Third World (GS Elective LO 3)** ~ Demonstrate the ability to comprehend, analyze, and evaluate important global issues that have a particularly adverse affect on the poorer, so-called Third World, countries; and the ability to comprehend, analyze, and evaluate the role played in the Third World or South by the more powerful states and corporations of the First World or North
- ~ **LO 5 Understanding of major worldviews (GS MLO 3)** ~ Demonstrate the ability to analyze, compare, evaluate, and develop respect for a wide array of different philosophical, religious, ethical, political, economic, and social views held by people around the world; the ability to evaluate the adverse effects of ethnocentrism upon intercultural communications and relations; and the ability to reflect critically upon own worldview and to empathize with people who hold worldviews that are different from own
- ~ **LO 6 Understanding of global political economy (GS MLO 6)** ~ Demonstrate the ability to comprehend, analyze, and evaluate the origins and workings of the global economy, including the gendered and informal sector of this economy; and the ability to demonstrate understanding of major structures, processes, and effects of the evolving global economy—including the interrelationships between global political and economic conditions—by examining its historical development, patterns of change, effects on the quality of life, and solutions and alternatives to economic inequity; and to locate one's own place in the global economy

WHAT COURSES CAN I TAKE TO SATISFY THE LEARNING OUTCOMES?

PATHWAY 1: GLOBAL STUDIES MAJORS

- ~ You must complete all of the following courses:
 - ~ CHHS 320 Introduction to Community Health (4 credits)

- ~ CHHS 320S Introduction to Community Health: Field Practicum (1 credit)
- ~ CHHS 360 International & Multicultural Women's Health & Social Issues (4 credits)
- ~ CHHS 450 Health & Social Policy Analysis (4 credits)

PATHWAY 2: COLLABORATIVE HEALTH AND HUMAN SERVICES MAJORS

- ~ You must complete all of the following courses:
 - ~ GS 320 Global Issues in the Third World (4 credits)
 - ~ GS 330 World Views (4 credits)
 - ~ GS 370 Global Political Economy (4 credits)

PATHWAY 3: OTHER MAJORS (I.E. NOT CHHS OR GS)

- ~ You must complete all of the following courses:
 - ~ GS 330 World Views (4 credits)
 - ~ GS 370 Global Political Economy (4 credits)
 - ~ CHHS 320 Introduction to Community Health (4 credits)
 - ~ CHHS 320S Introduction to Community Health: Field Practicum (1 credit)
 - ~ CHHS 360 International & Multicultural Women's Health & Social Issues (4 credits)

FIELD PRACTICE REQUIREMENT

You will complete approximately 120 hours of fieldwork during the program. Your CHHS or GS faculty advisor will approve the agencies involved based on (1) the opportunity available for you to work on issues of importance in the area of international health, and (2) the agency's ability to meet the minimum requirements for providing mentoring and organizational support for you. Stipends and travel expenses, especially outside the U.S., are encouraged. The CHHS Field Practice Program policies and documentation may be used, as appropriate, for assisting you and your field mentors in organizing and assessing your learning opportunities and accomplishments in the field.

WHAT ADVISING AND SUPPORT SERVICES ARE PROVIDED FOR STUDENTS PURSUING THE INTERNATIONAL HEALTH POLICY MINOR?

You may contact either of the following program directors, who serve as advisors for the International Health Policy Minor, to get further information or direction.

- ~ Robina Bhatti, Ph.D., GS Director
- ~ Kim Judson, Dr.P.H., CHHS Director

HOW DOES THIS MINOR INTERFACE WITH VARIOUS CSUMB MAJORS TO PREPARE STUDENTS FOR SPECIFIC CAREERS?

If you are interested in working on global health issues at organizations such as the United Nations (UN), World Health Organization (WHO), UNICEF, Peace Corps, and other nongovernmental organizations (NGOs) that work to improve the health status of citizens globally, you will find this minor degree program to be an exciting way to augment your major course of study at CSUMB.

JAPANESE CULTURE AND HISTORY MINOR

MAKING CONTACT

- ~ World Languages and Cultures
 - ~ Location Building 49
 - ~ Information 831-582-3863
 - ~ Fax 831-582-3885
 - ~ Email WLC@csumb.edu
 - ~ Website <http://wlc.csumb.edu>

ASSOCIATED ACADEMIC FIELDS

Japanese Culture ~ Japanese History

WHAT IS THE JAPANESE CULTURE AND HISTORY MINOR ALL ABOUT?

The Japanese Culture and History Minor is ideal for students who are majoring in a different field but are interested in Japan or may wish to work in Japan or with the Japanese in their career. As the world's number two economy, Japan is active in almost every area of human endeavor. This minor is especially valuable if you are working toward a career in the arts, business, education, science, or technology. All courses are taught in English.

WHAT WILL I GAIN BY MINORING IN JAPANESE CULTURE AND HISTORY?

The general focus of this minor is Japanese culture from a historical perspective that allows you to attain an understanding of this 2000-year-old civilization's dynamic history. You will be introduced to philosophical and psychological perspectives (ideas, beliefs, attitudes, values), the behavioral practices, the customs, and creative patterns (literature, art, music, etc.) of the Japanese culture. You will also have the opportunity to develop an understanding of the Japanese-American experience from both Japanese and American historical perspectives.

HOW DO I COMPLETE THIS MINOR?**PREREQUISITES**

Approval from the Institute for World Languages and Cultures

TOTAL CREDITS REQUIRED

You must successfully complete 16 credits to include JAPN 205/305 *Introduction to Japanese Culture and Civilization* plus three additional learning experiences from the Japanese culture curriculum.

WHAT WILL I LEARN?

As you complete the minor, you will achieve two Learning Outcomes:

~ LO 1 Cultural knowledge

Students can provide a comparative description and basic analysis of the people, history, and culture of Japan. Specifically, students engage in learning about the evolution of cultural customs and practices (e.g. Sankin-Kotai and Ringi Seido) over two millennia from the traditional into the modern. They have an appropriate knowledge base and other skills necessary for crosscultural communications acquired by exploring non-western ways of thinking and perspectives as revealed in such topics as the exercise of power; the creation and appreciation of art, literature, and performance; architecture; and the design of clothing and fashion.

~ LO 2 Historical Knowledge

Students can identify and describe significant historical periods and patterns of change, from the development of Japan's ancient cultures and civilization to the emergence of the Japanese nation-state, and related social, economic, and political revolutions, culminating with the rise of modern Japan. Additionally, they employ processes of critical historical inquiry to reconstruct and reinterpret the experience of Japanese-American immigrants from their first arrival in the mid 19th century to the present.

WHAT COURSES CAN I TAKE TO SATISFY THE LEARNING OUTCOMES?

In addition to the required JAPN 205/305 *Introduction to Japanese Culture and Civilization* course, you can combine any of the following courses to complete the 16-credit requirement: JAPN 306 *The Japanese Mind*; JAPN 307 *The Japanese American Experience*; JAPN 308 *Japanese Pop Culture, Anime and Multimedia*; JAPN 309 *Japanese Literature in Translation*; JAPN 310 *Japanese Cinema*; JAPN 311 *Social Issues of Japan*; JAPN 395 *Special Topics*; JAPN 405 *Economic History of Japan*; JAPN 408 *Business in Japan*; HCOM 322 *Asian American Literature*.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

The Japanese language and area studies community offers a small but active and welcoming academic environment. It includes exchange students from CSUMB's Japanese sister university, Obirin Diagaku, other students, language facilitators, and faculty members. All classes use multimedia and Internet technologies to provide rich contemporary content. Each year, several Japanese major and minor students visit and study in Japan. They return with firsthand experience that further enriches the community.

WHAT ADVISING AND SUPPORT SERVICES ARE PROVIDED FOR STUDENTS PURSUING THIS MINOR?

The Japanese Program Coordinator and the World Languages and Cultures Director provide Japanese and WLC specific counseling. Japanese faculty members and facilitators provide one-on-one support, and the WLC Language Lab and staff will be readily available to you.

HOW DOES THIS MINOR INTERFACE WITH VARIOUS CSUMB MAJORS TO PREPARE STUDENTS FOR SPECIFIC CAREERS?

As career preparation and enhancement, a Japanese History and Culture Minor integrates well with all other CSUMB majors, especially those encompassing science and technology, the arts, education, and business.

Some of our students have been attracted to trilingual media and environmental science opportunities (Japanese-Spanish-English) and other interesting Pacific Rim career fields.

JAPANESE LANGUAGE AND CULTURE MINOR**MAKING CONTACT**

~ World Languages and Cultures

~ Location Building 49

~ Information 831-582-3863

~ Fax 831-582-3885

~ Email WLC@csumb.edu

~ Website <http://wlc.csumb.edu>

ASSOCIATED ACADEMIC FIELDS

Japanese Language ~ Japanese Culture

WHAT IS THE JAPANESE LANGUAGE AND CULTURE MINOR ALL ABOUT?

The Japanese language and Culture Minor is ideal for students who have completed their Language Learning Requirement in Japanese and are majoring in another field but may wish to work in Japan or with the Japanese in their career. Like our major, the minor in Japanese Language and Culture is outcomes-based and entails a functional level of language proficiency (Intermediate-Mid according to ACTFL guidelines) and extensive understanding of the Japanese people and their culture. As the world's number two economy, Japan is active in almost every area of human endeavor, so this minor is especially valuable if you are working toward a career in the arts, business, education, science, or technology.

WHAT WILL I GAIN BY MINORING IN JAPANESE LANGUAGE AND CULTURE?

The Japanese Language and Culture Minor allows you to continue to develop your Japanese ability and at the same time enrich their language knowledge through in-depth study of the Japanese culture. You will acquire an understanding of this 2000-year-old civilization's dynamic history. You will be introduced to philosophical and psychological perspectives (ideas, beliefs, attitudes, values), the behavioral practices, the customs, and creative patterns (literature, art, music, etc.) of the Japanese culture. You will also have the opportunity to develop an understanding of the Japanese-American experience from both Japanese and American historical perspectives.

HOW DO I COMPLETE THIS MINOR?**PREREQUISITES**

Japanese 202 or equivalent, and approval from the Institute for World Languages and Cultures

TOTAL CREDITS REQUIRED

You must successfully complete 16 upper-division credits to include:

~ One upper-division Japanese language course

~ JAPN 305 *Introduction to Japanese Culture & Civilization*

~ Two additional upper-division learning experiences from the Japanese curriculum, at least one of which must be culture-oriented.

WHAT WILL I LEARN?

As you complete the minor, you will achieve two Learning Outcomes:

~ LO 1 Language proficiency

Students demonstrate an Intermediate-Mid proficiency level in the four major skills (speaking, listening, reading, and writing) according to American Council on the Teaching of Foreign Languages (ACTFL) guidelines.

~ LO 2 Cultural knowledge

Students can provide a comparative description and basic analysis of the people, history, and culture of Japan. Specifically, students engage in learning about the evolution of cultural customs and practices (e.g. Sankin-Kotai and Ringi Seido) over two millennia from the traditional into the modern. They have an appropriate knowledge base and other skills necessary for crosscultural communications acquired by exploring non-western ways of thinking and perspectives as revealed in such topics as the exercise of power; the creation and appreciation of art, literature, and performance; architecture; and the design of clothing and fashion.

WHAT COURSES CAN I TAKE TO SATISFY THE LEARNING OUTCOMES?

In addition to the required JAPN 305 Introduction to Japanese Culture and Civilization course, you must complete one or two language courses and one or two culture courses from the following lists to complete the 16-credit requirement.

LANGUAGE COURSES

JAPN 300 *Japanese for the Professions*; JAPN 301 *Advanced Japanese I*; JAPN 302 *Advanced Japanese II*; JAPN 303 *Business Japanese*; JAPN 304 *Technical Japanese*.

CULTURE COURSES

JAPN 306 *The Japanese Mind*; JAPN 307 *The Japanese American Experience*; JAPN 308 *Japanese Pop Culture, Anime and Multimedia*; JAPN 309 *Japanese Literature in Translation*; JAPN 310 *Japanese Cinema*; JAPN 311 *Social Issues of Japan*; JAPN 395 *Special Topics*; JAPN 405 *Economic History of Japan*; JAPN 408 *Business in Japan*; HCOM 322 *Asian American Literature*.

In order to promote interdisciplinarity within the minor, you may take one related course from another CSUMB academic program. HCOM 322 *Asian American Literature* was the only qualifying course at the time of this publication. As other programs add related learning experiences to their curriculum, the list of approved courses will grow. Please contact WLC to get an updated list.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

The Japanese language and area studies community offers a small but active and welcoming academic environment. It includes exchange students from CSUMB's Japanese sister university, Obirin Diagaku, other students, language facilitators, and faculty members. All classes use multimedia and Internet technologies to provide rich contemporary content. Each year, several Japanese major and minor students visit and study in Japan. They return with firsthand experience that further enriches the community.

WHAT ADVISING AND SUPPORT SERVICES ARE PROVIDED FOR STUDENTS PURSUING THE NAME MINOR?

The Japanese Program Coordinator and the World Languages and Cultures Director provide Japanese and WLC specific counseling. Japanese faculty members and facilitators provide one-on-one support, and the WLC Language Lab and staff will be readily available to you.

HOW DOES THIS MINOR INTERFACE WITH VARIOUS CSUMB MAJORS TO PREPARE STUDENTS FOR SPECIFIC CAREERS?

As career preparation and enhancement, a Japanese Language and Culture Minor integrates well with all other CSUMB majors, especially those encompassing science and technology, the arts, education, and business. Some of our students have been attracted to trilingual media and environmental science opportunities (Japanese-Spanish-English) and other interesting Pacific Rim career fields.

MATHEMATICS MINOR

MAKING CONTACT

- ~ Institute for Mathematical Sciences and Applications
- ~ Location Building 82C
- ~ Information 831-582-4118
- ~ Fax 831-582-4201
- ~ Email math@csumb.edu
- ~ Website <http://math.csumb.edu>
- ~ FirstClass Conference IMSA

WHAT IS THE MATHEMATICS MINOR ALL ABOUT?

We are committed to serving students with diverse backgrounds and goals by providing innovative curriculum and dynamic learning environments in order to prepare them for a wide variety of careers where quantitative skills are used.

WHAT WILL I GAIN BY MINORING IN MATHEMATICS?

Mathematics means many things. It is a discipline, a science, an art, a language, a collection of techniques, and a way of thinking. Mathematics is a language of unparalleled precision—no other language allows us to communicate complex ideas with such specificity. Mathematics is a science of patterns and, as such, is particularly well suited for describing, defining, expressing and answering questions about the natural world. In

the words of Leonardo da Vinci: "No human investigation can be called real science if it cannot be demonstrated mathematically."

Mathematics gives us a methodology for the collection and organization of data, as well as models and techniques that allow us to analyze and make predictions. It is through an understanding of mathematics that we comprehend and impose meaning on our observations of the physical world. Mathematics is not just a tool that allows us to calculate phenomena. It is the main source of concepts and principles through which new theories can be created.

HOW DO I COMPLETE THIS MINOR?

PREREQUISITES

None

TOTAL CREDITS REQUIRED

You must complete 20 credits.

WHAT WILL I LEARN?

You will achieve five Learning Outcomes. The first two are tied to specific mathematical content, while the remaining three specify a general level of mathematical competency that can be demonstrated within many contexts.

- ~ **LO 1 Calculus Foundations** ~ Students apply principles and methods of differential and integral calculus to both theoretical and applied problems.
- ~ **LO 2 Breadth of Application** ~ Students apply advanced mathematical principles and constructs to solve problems from at least two areas among Probability and Statistics, Linear Algebra, Differential Equations, and Logic and Computation; and either Discrete Mathematics or Multivariate Calculus.
- ~ **LO 3 Mathematical Reasoning** ~ Students judge the validity of arguments, formulate and test conjectures, and analyze and construct concise mathematical proofs.
- ~ **LO 4 Mathematical Problem Solving** ~ Students apply advanced mathematical problem-solving strategies to applied problems. This includes the ability to apply mathematical concepts and models, to select appropriate strategies, and to carry out solutions.
- ~ **LO 5 Mathematical Communication** ~ Students express complex mathematical ideas orally and in writing using appropriate mathematical symbols, and terminology.

WHAT COURSES CAN I TAKE TO SATISFY THE LEARNING OUTCOMES?

The primary pathway to achieve the LOs will be course-based; however, alternative assessments aligned with the content for a course are also possible.

You must complete 12 credits of lower-division study with a grade of C or better as follows:

- ~ Math 150 and Math 150L *Calculus I* (4 credits)
- ~ Math 151 and Math 151L *Calculus II* (4 credits)
- ~ Math 250 *Multivariate Calculus* (4 credits) OR Math 170 *Discrete Mathematics* (4 credits)

You must also earn 8 credits of upper-division study by completing two of the following courses with a grade of C or better:

- ~ Math 320 *Probability and Statistics* (4 credits)
- ~ Math 330 *Linear Algebra and Applications* (4 credits)
- ~ Math 340 *Differential Equations* (4 credits)
- ~ Math 370 *Logic and Computation* (4 credits)

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

Educational research gives compelling evidence that people learn mathematics well only when they construct their own mathematical understanding. According to the national report, *Everybody Counts*, "All students engage in a great deal of invention as they learn mathematics; they impose their own interpretation on what is presented to create a theory that makes sense to them. Students do not learn simply a subset of what they have been shown. Instead, they use new information to modify their prior beliefs. As a consequence, each student's knowledge of mathematics is uniquely personal."

The abilities to interpret and communicate information, to reason critically and quantitatively, to work with others, and to solve problems, like any other skills, are improved through practice and self-reflection. Toward this end, to take an active role in your learning, in mathematics and statistics courses you and your peers will:

- ~ Work together in cooperative groups.

- ~ Use technology to model a real-world environment.
- ~ Solve problems which have application in everyday life and in the world around you.
- ~ Communicate mathematical ideas in a language common to all.
- ~ Learn to make meaning out of mathematics.

WHAT ADVISING AND SUPPORT SERVICES ARE PROVIDED FOR STUDENTS PURSUING THE MATHEMATICS MINOR?

Many of our courses have peer teaching assistants available to help you. In addition, our Academic Skills Achievement Center provides extensive tutoring in mathematics.

HOW DOES THIS MINOR INTERFACE WITH VARIOUS CSUMB MAJORS TO PREPARE STUDENTS FOR SPECIFIC CAREERS?

Mathematics courses will give you a valuable advantage in any career in which advanced quantitative and reasoning skills are desirable. Mathematics is not only the language of science and technology, but it also provides a set of tools for data analysis, problem solving, and methods of thinking that are extremely valuable in any academic discipline. These skills are particularly relevant for students seeking employment in technical fields or planning to pursue a graduate degree.

MUSIC MINOR

MAKING CONTACT

- ~ Music and Performing Arts
 - ~ Location Building 30
 - ~ Information 831-582-4085
 - ~ Fax 831-582-4086
 - ~ Email richard_bains@csumb.edu
 - ~ Website music@csumb.edu

WHY IS THIS ACADEMIC FIELD IMPORTANT?

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

WHAT IS THE MUSIC MINOR ALL ABOUT?

The vision at CSUMB is to integrate the sciences, the arts and humanities, liberal studies, and professional training. In accord with this vision, the Music Minor augments major fields of study and supports students pursuing any career in which a documented background in music is desirable. If you have a background and interest in the performing arts and a strong desire to increase your music knowledge and skills in music, then the Music Minor will serve you well.

WHAT WILL I GAIN BY MINORING IN MUSIC?

Our goal is to provide you with music and performing arts skills and knowledge in a rapidly changing technological world. In the process, you will have the opportunity to learn about American forms of music and the value of aesthetic expression. You may engage in critical application tied to historical and cultural events. In the context of social history, you will have the chance to gain understanding of the meaning of music.

The core curriculum for the Music Minor provides a foundation in such essential skills as instrumental or vocal facility, theoretical understanding, aural perception, and analysis of a range of music literature and music genres. All students in the minor gain experience with the intuitive and intellectual processes of the art. The curriculum places the specialized study of music in the setting of a liberal arts education and serves as a firm basis for careers in a wide variety of professions related to music.

WHAT COURSES SHOULD I TAKE TO PREPARE FOR THE MUSIC MINOR?

If you are coming to CSUMB from high school, to get a head start on musicianship courses, you should take as many theory and harmony classes as your schedule will allow. If you are transferring to CSUMB from a community college or another four-year institution, we recommend that you include two years of musicianship, one year of harmony, and one year of music theory. If you plan on a performance concentration, you should also acquire two years of ensemble experience.

HOW DO I COMPLETE THIS MINOR?

PREREQUISITES

None

TOTAL CREDITS REQUIRED

You must fulfill three Learning Outcomes (LOs) which equal a range of 16-24 credits, 12 of which must be upper division (300-level courses and above). The final number of credits will be determined by your educational goals. Course outcomes are required and you must prepare a plan in conference with an MPA advisor prior to beginning the program.

WHAT WILL I LEARN?

The Learning Outcomes (LOs) have been conceived to help you develop the knowledge, skills, and understanding essential to preparation for fulfillment of your personal, social, and professional goals. The first two are tied to specific music content and the remaining one specifies a general level of music performance or production competency that can be demonstrated within many contexts.

~ LO 1 Historical and Theoretical Analysis

Students identify music genres from different periods and integrate historical and theoretical perspectives in analyzing contemporary styles.

~ LO 2 Comparative Analysis

Students analyze music in a social, historical, and cultural context, and compare and contrast music of at least three different cultural traditions, including non-Eurocentric traditions.

~ LO 3 Performance/Production Skills

Students express themselves with an intermediate to advanced level of instrumental, technological, and/or vocal competency.

WHAT COURSES CAN I TAKE TO SATISFY THE LEARNING OUTCOMES?

~ LO 1 You must receive a grade of C or higher in:

One of the following 4-credit courses: MPA 101 *Musicianship and Theory I*; MPA 102 *Musicianship and Theory II*
AND

One of the following 4-credit courses: MPA 335 *Reflections on American Music*; MPA 360 *Survey of World Music*.

You may also satisfy these requirements through successful application for alternative assessment.

~ LO 2 You must receive a grade of C or higher in:

MPA 360 *Survey of World Music* (4 credits)

You may also satisfy this requirement through successful application for alternative assessment.

~ LO 3 You must receive a grade of C or higher in:

At least one of the following 4-credit courses: MPA 306 *Music and Computers*; MPA 307 *Fundamentals of Digital Audio*; MPA 308 *Audio Production*

AND

MPA 310 *Gospel Choir*, MPA 320 *Chorale*, MPA 330 *Voice Training I*, MPA 332 *Voice Training II*, or MPA 340 *Music Production and Artistic Development* (all 2-credit courses) taken in two sequential semesters for a total of 4 credits; or MPA 350 *Performing Band* (a 1-credit course) taken in four sequential semesters for a total of 4 credits

You may also satisfy this requirement through successful application for alternative assessment.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

The Monterey Bay region has long been a mecca of inspiration for musicians and performing artists. The Monterey Reggae, Carmel Bach, Monterey Blues, Salinas Mariachi, and Monterey Jazz Festivals along with a multitude of other cultural events present an off-campus musical extravaganza. On campus, our small interactive classes are conducted in spacious modern facilities that exploit superb modern multimedia, telecommunications, and computer technologies. Our multimedia studio, World Theater, and Music Hall ensure the finest settings for both vocal and instrumental performers.

WHAT ADVISING AND SUPPORT SERVICES ARE PROVIDED FOR STUDENTS PURSUING THE MUSIC MINOR?

If you are interested in the Music Minor, you should speak with Professor Richard Bains, MPA Director.

HOW DOES THIS MINOR INTERFACE WITH VARIOUS CSUMB MAJORS TO PREPARE STUDENTS FOR SPECIFIC CAREERS?

Having a strong background in music is particularly relevant if you plan to seek employment in the arts, or pursue an elementary teaching credential or graduate degree in education.

The Music Minor will complement any major and career where a musical background might be valued. It will fit particularly well if you major in Liberal Studies in pursuit of a teaching profession; Teledramatic Arts and Technology in pursuit of a film or performing arts opportunities; or Telecommunications, Multimedia, and Applied Computing in pursuit of a multimedia career. This minor will also serve you well if you have an interest in going on to graduate school in music, dance, musical theater, or drama, or if you plan to pursue opportunities as a recording technician, composer, songwriter, performance musician, or copyist.

OUTDOOR EDUCATION/RECREATION MINOR

MAKING CONTACT

- ~ Health and Wellness Institute
- ~ Location Building 82D
- ~ Information 831-582-4259
- ~ Fax 831-582-3737
- ~ Email ruth_paget@csumb.edu

ASSOCIATED ACADEMIC FIELDS

Adventure Education ~ Recreation Management

WHAT IS THE OUTDOOR EDUCATION/RECREATION MINOR ALL ABOUT?

In this minor you will study the breadth and depth of various dimensions of outdoor education. It will prepare you for occupations in a variety of outdoor pursuits, from guiding to recreation management. Courses provide you with a theoretical core of study plus field experiences in terrestrial and aquatic activities.

WHAT WILL I GAIN BY MINORING IN OUTDOOR EDUCATION/RECREATION?

This minor prepares you for further study and employment in maritime studies, wilderness leadership, and administration of outdoor recreational programs, while providing outdoor skills for environmental researchers and educators.

HOW DO I COMPLETE THIS MINOR?

CSUMB, as an outcomes-based university, identifies desired Learning Outcomes and then adopts courses to fulfill those outcomes.

PREREQUISITES

You must complete three prerequisite courses for this minor. It is acceptable for you to enroll concurrently in these courses and in your minor courses.

- ~ HWI 120 CPR/First Aid
- ~ One maritime activity class and one terrestrial activity class selected from the HWI skills-oriented courses

TOTAL CREDITS REQUIRED

You must complete a minimum of 12 credits beyond the prerequisites to satisfy the learning outcomes and earn your minor in Outdoor Education/Recreation. In doing so, you must complete three upper-division courses or alternate assignments aligned with the course content. Contact an advisor for more information.

WHAT WILL I LEARN?

- ~ **LO 1 Knowledge and Perspectives in Outdoor Education and Recreation**
Students understand the fundamental principles and issues common to the field of outdoor education, including program design, safety, and risk management.
- ~ **LO 2 Environmental Awareness**
Students understand ecological systems, know how to apply environmental ethics in the field, and begin to cultivate an environmental literacy in the natural sciences.
- ~ **LO 3 Technical Skills**
Students demonstrate backcountry skills in water safety, group facilitation, leadership, first aid, backcountry travel, navigation, and minimum-impact camping.

~ LO 4 Diversity and Multiculturalism

Students understand and appreciate the aspects of race, culture, and gender issues relating to access, opportunity, and perception in adventure education and outdoor recreation.

~ LO 5 Collaboration

Students work together as leaders and team members across disciplines and cultures to understand and create socially, ethically, and environmentally responsible programs in the field of Outdoor Education and Recreation.

WHAT COURSES CAN I TAKE TO SATISFY THE LEARNING OUTCOMES?

You will satisfy the four minor LOs by successfully completing three of the following courses or by completing alternate assessments aligned with the course content:

- ~ HWI 382 Wilderness Leadership
- ~ HWI 383 Foundations of Adventure Education
- ~ HWI 384 Outdoor Recreation and the Wilderness Experience
- ~ HWI 385 Outdoor Education/Recreation Program Administration
- ~ HWI 467 Outdoor Education Internship

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

Your learning environment will encompass stimulating interaction in the classroom along with applied experience in the mountains, on the ocean, in the campsite, and on the rocks and trails.

CSUMB is an ideal location for a minor in Outdoor Education/Recreation. The Monterey Bay area and nearby sites are world famous for their recreational resources. The Monterey Bay is the number one scuba diving location on the West Coast. Santa Cruz is home to one of the largest surfing communities in North America. The Monterey Bay is known for Maritime Research efforts, and outdoor programming provides skills for earth and marine science majors. Monterey County is home to dozens of local, state, and federal public lands. Nearby Asilomar State Park is home to the Mott Training Center, a logistical progression from CSUMB for persons studying and working in the California State Parks and Recreation Department. This minor is a perfect fit for CSUMB and for lovers of the outdoors.

WHAT ADVISING AND SUPPORT SERVICES ARE PROVIDED FOR STUDENTS PURSUING THIS MINOR?

The following Health and Wellness program faculty members serve as advisors:

- ~ Gregory Meyer, M.A. 831-582-4259
- ~ Frank Degnan, M.S. 831-582-4259
- ~ bobbi bonace, Ph.D. 831-582-4257

HOW DOES THIS MINOR INTERFACE WITH VARIOUS CSUMB MAJORS TO PREPARE STUDENTS FOR SPECIFIC CAREERS?

The Outdoor Education/Recreation minor interfaces with Business Administration, Earth Systems and Science Policy, Integrated Studies, Liberal Studies, and other CSUMB majors to prepare students for careers in business, education, maritime studies, wilderness leadership, administration of outdoor recreational programs, and many other professions.

PSYCHOLOGY MINOR

MAKING CONTACT

- ~ Social and Behavioral Sciences
- ~ Location Building 17
- ~ Information 831-582 3625
- ~ Fax 831-582-3566
- ~ Email george_baldwin@csumb.edu
- ~ Website <http://sbsi.csumb.edu/>

WHAT IS THE PSYCHOLOGY MINOR ALL ABOUT?

Psychology is the scientific investigation of mental processes (thinking, remembering, feeling, etc) and behavior. Understanding a person requires attention to the individual's biology, psychological experience, and cultural context. The interdisciplinary approach to the Psychology Minor provides tremendous support to other programs on campus that you may be enrolled in, including Collaborative Health and Human Services and Liberal Studies.

WHAT WILL I GAIN BY MINORING IN PSYCHOLOGY?

The Psychology Minor is designed to deliver the majority of the required courses for admission to graduate school in psychology. When com-

bined with your degree program, you will have a remarkably flexible curriculum that will meet your own special interests and career choice in areas related to human behavior.

HOW DO I COMPLETE THIS MINOR?

To complete the minor, you must take a combination of courses either at CSUMB or through area junior colleges that are the equivalent of the required credits.

PREREQUISITES

Because psychology is a science, students must complete specific lower-division prerequisites prior to attaining the upper-division breadth requirements for the Psychology Minor. For example, Introductory Psychology and Applied Statistics and Research Methods are principal requirements for all advanced psychology courses.

TOTAL CREDITS REQUIRED

You must earn 19-20 credits to complete the Psychology Minor.

WHAT WILL I LEARN?

The SBS Psychology minor adheres to the four SBS Major Learning Outcomes:

- ~ **SBS MLO 1 Understanding of social and behavioral sciences** theory including ~ understanding of classic and contemporary theories of society, groups, and individuals ~ ability to apply and interpret integrative theoretical frameworks to explain social phenomena at local and global levels ~ ability to assess how the primary social and behavioral sciences issues (e.g. human behaviors, community social relations, socioeconomic patterns, local and global interactions, cultural and political dynamics, race, ethnicity, class, gender, and human sexuality) are influenced by geographical and historical processes
- ~ **SBS MLO 2 Research methodology, information management, retrieval, and analysis competency** including ~ ability to use appropriate quantitative and qualitative data collection and analysis methods ~ ability to effectively use modern electronic technologies and statistical software to collect, manage, and analyze social, cultural, economic, historical, geographical, political, and psychological data ~ competence in statistical analysis, cultural resources assessment, evaluation of public economic policies and programs, geospatial data management, social needs assessment, and geographic information systems (GIS)
- ~ **SBS MLO 3 Specialized disciplinary and area studies competency** including ~ preparation for a smooth transition into postgraduate training in schools that may not have an interdisciplinary focus ~ solid foundation in at least one traditional discipline such as anthropology, archaeology, cultural geography, geographic information systems, social history, political economy, political science, social psychology, or sociology ~ knowledge of diverse cultures within and outside of the United States
- ~ **SBS MLO 4 Application of social science principles and practices in real world contexts** including ~ ability to apply knowledge of SBS theories and methods in the assessment of real world problems ~ application of SBS technical and research skills in real world contexts for the purpose of identifying social issues and solutions ~ demonstration of problem-solving skills pertaining to issues of immediate local concern or of specific relevance to diverse cultural or underrepresented populations within or beyond the California Central Coast region ~ ability to identify social and behavioral science tools and applications that meet specific SBS or local community needs ~ demonstrated ability to identify, use, and apply such tools and applications within the guidelines and ethical standards set by the SBS disciplines

WHAT COURSES CAN I TAKE TO SATISFY THE LEARNING OUTCOMES?

You must complete the following two courses or equivalents for a total of 7 credits:

- ~ PSY 100 ~ Introductory Psychology ~ 3 credits
- ~ STAT 200 ~ Introduction to Statistics ~ 4 credits

You should select three of the following courses or equivalents for a total of 9-12 credits.

- ~ PSY 110 ~ Human Biology and Behavior ~ 3 credits
- ~ PSY 320 ~ Cognitive Psychology ~ 3 credits
- ~ PSY 330 ~ Introduction to Biological Psychology ~ 3 credits

- ~ PSY 338 ~ Social Psychology ~ 3 credits
- ~ SBS 338 ~ Social Psychology ~ 4 credits
- ~ PSY 340 ~ Crosscultural Human Development ~ 3 credits
- ~ SBS 340 ~ Cross Cultural Human Development ~ 4 credits
- ~ PSY 366 ~ Research Methods and Data Analysis ~ 3 credits
- ~ SBS 366 ~ Research Methods and Data Analysis ~ 4 credits
- ~ PSY 374 ~ Abnormal Psychology ~ 3 credits
- ~ SBS 374 ~ Abnormal Psychology from a Multicultural Perspective ~ 4 credits

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

You will engage in a variety of learning experiences. Direct instruction, individual assignments, and group work allow you to formulate understanding of applied topics, and analyze and critique general theory in relation to local situations. You will experience a variety of media, practice developing professional strategies, and engage in problem solving. The rich cultural life of the diverse communities nearby extends and enriches the course curriculum.

WHAT ADVISING AND SUPPORT SERVICES ARE PROVIDED FOR STUDENTS PURSUING THE PSYCHOLOGY MINOR?

The Social and Behavioral Sciences Institute has a well trained staff of professional advisors, many of whom are former students in our program. Our professional assessment officer will provide personal service to assist you in determining your transfer status, developing an Individualized Learning Plan, and selecting a career path or graduate school.

HOW DOES THIS MINOR INTERFACE WITH VARIOUS CSUMB MAJORS TO PREPARE STUDENTS FOR SPECIFIC CAREERS?

The Psychology Minor supports individuals interested in classroom teaching, preschool teaching, human services, social work, gerontology, geriatrics, probation, and other related careers. In addition, the Psychology minor provides evidence of expertise for majors in Collaborative Health and Human Services, Visual and Public Art, and other majors where students have interdisciplinary interests.

All the courses in the minor are acceptable for transfer to baccalaureate degree programs accredited by the American Psychological Association. However, the minor does not provide sufficient undergraduate preparation for the minimum entry requirements to an APA accredited graduate program without extensive additional upper-division learning experiences.

SPANISH LANGUAGE AND HISPANIC CULTURES MINOR

MAKING CONTACT

- ~ World Languages and Cultures
 - ~ Location Building 49
 - ~ Information 831-582-3863
 - ~ Fax 831-582-3885
 - ~ Email wlc@csumb.edu
 - ~ Website wlc.csumb.edu

ASSOCIATED ACADEMIC FIELDS

Spanish Language ~ Hispanic Cultures

WHAT IS THE SPANISH LANGUAGE AND HISPANIC CULTURES MINOR ALL ABOUT?

Like our major, the Spanish Language and Hispanic Cultures Minor is outcomes-based. That is, it entails a rather high level of language proficiency (intermediate-high according to ACTFL guidelines), and requires a fairly reasonable understanding of the Hispanic cultures.

WHAT WILL I GAIN BY MINORING IN SPANISH LANGUAGE AND HISPANIC CULTURES?

Aside from having to attain and demonstrate the intermediate-high level of proficiency in the Spanish language, you will also attain a basic understanding of the philosophical perspectives (ideas, beliefs, attitudes, and values), the behavioral practices (patterns of social interactions), the customs, and creative patterns (literature, art, music, etc.) of the Hispanic cultures addressed by the learning experiences.

HOW DO I COMPLETE THIS MINOR?

PREREQUISITES

SPAN 202 or equivalent, upper-division status, and approval of the Institute for World Languages and Cultures

TOTAL CREDITS REQUIRED

You must successfully complete 16 credits from the Spanish language and culture curriculum to include:

- ~ SPAN 306 *Introduction to the Cultures and Civilizations of Hispanic Latin America*
- ~ At least one upper-division Spanish language course
- ~ At least one upper-division culture-oriented Spanish course
- ~ One additional upper-division learning experience from the Spanish curriculum or an approved related course from another CSUMB program

WHAT WILL I LEARN?

As you complete the minor, you will achieve two Learning Outcomes:

~ LO 1 Language proficiency

Students demonstrate an intermediate-high proficiency level in the four major skills (speaking, listening, reading, and writing) according to American Council on the Teaching of Foreign Languages (ACTFL) guidelines.

~ LO 2 Cultural knowledge

Students can provide a comparative description and basic analysis of the peoples, history, and culture of the Spanish-speaking world (including the Hispanic Southwest). Specifically, students engage in the learning of cultural customs (e.g. quinceañera, compadrazgo, Día de los muertos, Carnaval), practices (e.g. religious, ofrendas, fiestas, curanderismo, Cuaresma), products (e.g. literature, art, music), and perspectives (e.g. cosmovisión, worldviews, cultural values, National & cultural identity, etc.); and other skills necessary for crosscultural communication.

WHAT COURSES CAN I TAKE TO SATISFY THE LEARNING OUTCOMES?

In addition to the required SPAN 306 *Introduction to the Cultures and Civilizations of Hispanic Latin America*, you must complete at least one language course and at least one culture-oriented course plus one additional course to complete the 16-credit requirement. In order to promote interdisciplinarity within the minor, you may take the one related course from another CSUMB academic program.

LANGUAGE COURSES

SPAN 301 *Spanish Composition and Oral Practice*; SPAN 303 *Advanced Spanish Grammar*; SPAN 305 *Spanish for the Professions*

CULTURE-ORIENTED COURSES

SPAN 304 *Introduction to Hispanic Literatures*; SPAN 307 *History and Politics of Mexico*; SPAN 308 *History and Culture of Aztlán: The Southwest United States*; SPAN 309 *History and Politics of Latin America*; SPAN 310 *Hispanic Children's Literature*; SPAN 321 *Masterpieces of Hispanic Literature: Spain*; SPAN 365 *The Chicano Novel*; SPAN 370 *The Chicano Community*; SPAN 395 *Special Topics*; SPAN 425 *La Literatura Mexicana*; SPAN 426 *La Narrativa Hispanoamericana Contemporánea*; SPAN 427 *Latin American Woman Writers*; SPAN 428 *La Literatura Afro-Latina*

RELATED COURSES

Qualifying courses at the time of this publication were HCOM 328 *Latina Life Stories*; HCOM 329 *Auto-biografías*; HCOM 344 *Chicana / Latina Experiences*; HCOM 345 *Chicano Life and History*; HCOM 455 *Paradigms of the Chicana/o Community*; SBS 325 *Art of the Aztec Empire*; SBS 348 *Ancient Maya Civilization*; VPA 319 *Chicana/o Art History: Image, Ideology and Iconography*. As other programs add related learning experiences to their curriculum, the list of approved courses will grow. Please contact WLC to get an updated list.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

Through the Spanish Language and Hispanic Cultures minor you will be engaged with many heritage speakers of the Spanish language whose cultural knowledge is quite advanced.

WHAT ADVISING AND SUPPORT SERVICES ARE PROVIDED FOR STUDENTS PURSUING THIS MINOR?

Due to the size of our WLC program, you can expect individualized attention and one-on-one advising from fulltime faculty and staff members. Moreover, WLC houses a 21st century language lab—a multimedia language learning facility that not only helps you enhance language skills, but also functions as a gateway to the many cultures of this vast globe.

HOW DOES THIS MINOR INTERFACE WITH VARIOUS CSUMB MAJORS TO PREPARE STUDENTS FOR SPECIFIC CAREERS?

This minor is ideal if you plan to pursue a career in the social services, criminal justice, education, business, international entrepreneurship, government, community service or advocacy, the legal profession, or any other arena that might engage you with the growing Latino population of the United States.

SPORT MANAGEMENT MINOR

MAKING CONTACT

- ~ Health and Wellness Institute
- ~ Location Building 82D
- ~ Information 831-582-4259
- ~ Fax 831-582-3737
- ~ Email ruth_paget@csumb.edu

ASSOCIATED ACADEMIC FIELDS

Administration ~ Coaching

WHAT IS THE SPORT MANAGEMENT MINOR ALL ABOUT?

The sport management minor offers two tracks: Administration and Coaching.

The Administration track focuses on the people, activities, organizations, and businesses involved in producing, facilitating, promoting, or organizing any product that is sport, fitness, or recreation related. The Coaching track focuses on the concepts, skills, abilities, techniques, and knowledge related to coaching in general, and the training and preparation of student-athletes and teams for competition.

WHAT WILL I GAIN BY MINORING IN SPORT MANAGEMENT?

Sport management is a multidisciplinary field of study. Given its nature, sport management requires the cooperation of several disciplines, especially business administration, physical education, and exercise and sport sciences. Sport management is concerned with the coordination of material and human resources (clients, and paid and volunteer workers); technologies (facilities, equipment, process, and knowledge units underlying the production process); support units dealing with facilities, events, legal affairs, etc.; and contextual factors such as organizational type, inter-organizational networks, governmental regulations, and community expectations. You will be exposed to everything from the ethics of sport to the financing of sport. You will be exposed to the knowledge, skills, and abilities necessary to coach at youth, interscholastic, and intercollegiate levels. You'll know a little about sport law, risk management, sport licensing, and sport marketing and more.

HOW DO I COMPLETE THIS MINOR?

CSUMB, as an outcome based university, identifies desired Learning Outcomes and then adopts the courses to fulfill those outcomes.

PREREQUISITES

The prerequisite course for both the Administration and the Coaching tracks is HWI 345 *Sport Ethics*. This class may be taken concurrently with other courses in the minor, but must be one of the first courses taken to enter the minor.

TOTAL CREDITS REQUIRED

For either the Administration track or the Coaching track, you must complete a minimum of 12 credits beyond the prerequisite course to satisfactorily achieve the Learning Outcomes and earn the Sport Management minor. Within the 12 units, there are required core courses in each track as outlined below.

WHAT WILL I LEARN?

~ LO 1 Knowledge and Perspectives in Sport Management and/or Athletic Coaching

Students understand the fundamental principles and issues common to the field of sport management or athletic coaching (depending on selected track), including program design and management, legal issues in sport, finance and fundraising, sport promotion and marketing, training, recruiting, and technique and skill analysis.

~ LO 2 Diversity and Multiculturalism

Students understand the aspects of social identity (i.e. race, gender) and the role of social oppression (i.e. racism, sexism, disability oppression), power relations, and equity in the dynamic of sport from a management, participant, coaching, and spectator perspective.

~ **LO 3 Collaboration**

Students work in teams and across disciplines and cultures in order to contribute to the development of sound ethical, social, personal, and professional transformation via the medium of sport.

~ **LO 4 Leadership and Social Responsibility**

Students recognize the power of sport and examine its influence on society.

WHAT COURSES CAN I TAKE TO SATISFY THE LEARNING OUTCOMES?**ADMINISTRATION TRACK**~ **LO 1 Knowledge and Perspectives in Sport Management**

The following core course is required.

~ HWI 380 *Modern Sports Administration*

~ **LO 2 Diversity and Multiculturalism**

Select one of the following.

~ HWI 381 *Legal Issues and Sport Liability*

~ HWI 485 *Promotion and Marketing of Sport Programs*

~ HWI 484 *Sport Facility Design and Management*

~ **LO 3 Collaboration & LO 4 Leadership and Social Responsibility**

Select one of the following.

~ HWI 486 *Accounting, Budgeting, and Fundraising in Sport*

~ HWI 468 *Sport Management Internship*

COACHING TRACK~ **Core Course**

Select one of the following theory/analysis courses.

~ HWI 320 [1] *Theory and Analysis of Individual Sports*

~ HWI 320 [2] *Theory and Analysis of Field Sports*

~ HWI 320 [3] *Theory and Analysis of Team Sports*

~ HWI 320 [4] *Theory and Analysis of Track and Field*

~ **LO 1 Knowledge and Perspectives in Coaching**

The following course is required.

~ HWI 335 *Foundations of Coaching*

~ **LO 2 Diversity and Multiculturalism**

The following course, also the prerequisite for this minor, is required.

~ HWI 345 *Sport Ethics*

~ **LO 3 Collaboration**

The following course is required.

~ HWI 468 *Sport Management Internship (Coaching)*

~ **LO 4 Leadership and Social Responsibility**

Select one of the following.

~ HWI 310 *Conditioning and Strength Training*

~ HWI 410 *Care and Prevention of Athletic Injuries*

WHAT ADVISING AND SUPPORT SERVICES ARE PROVIDED FOR STUDENTS PURSUING THE SPORT MANAGEMENT MINOR?

The following Health and Wellness program faculty members and coaches serve as advisors:

~ bobbi bonacé, Ph.D., Director, Health and Wellness Institute

~ Amber Magner, M.Ed., Women's Basketball Coach

~ Bill McClintock, M.A., Men's Basketball Coach

~ Sarah Berson, B.A., Women's Assistant Volleyball Coach

~ Yi Mao, M.A., Men's and Women's Cross Country Coach

HOW DOES THIS MINOR INTERFACE WITH VARIOUS CSUMB MAJORS TO PREPARE STUDENTS FOR SPECIFIC CAREERS?

The Sport Management minor interfaces with Business Administration, Earth Systems and Science Policy, Integrated Studies, Liberal Studies, and other CSUMB majors to prepare students for careers in sports marketing, facilities management, event management, sports information, sport tourism, athletic training, coaching, sports science, and other sports management professions.

GRADUATE AND CREDENTIAL PROGRAMS

GENERAL OVERVIEW

California State University, Monterey Bay currently offers master's degrees in education; management and information technology; marine science; and public policy. The university also offers multiple subject, single subject, and special education teaching credentials. Detailed information on the specific degree and credential programs may be found on the following pages.

ADMISSIONS PROCEDURES AND POLICIES

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

WHO MUST APPLY FOR ADMISSION

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

CONDITIONS OF ADMISSION

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

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

TOEFL REQUIREMENT

All graduate and postbaccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). Some programs require a higher score. Applicants taking the Computer-Based Test of English as a Foreign Language must present a score of 213 or above. Some programs may require a higher score.

GRADUATE TEST REQUIREMENTS

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

PRIOR CREDIT

Consistent with policies of the Western Association of Schools and Colleges, CSUMB does not offer credit for prior experiential learning at the graduate level.

Not less than 80 percent of coursework required for the master's degree must be completed in residence unless exception is granted by petition in advance.

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

ADVANCEMENT TO DEGREE CANDIDACY

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

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

OFFICIAL CHANGES IN GRADUATE DEGREE PROGRAMS

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

COURSE CREDIT TIME LIMIT

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

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

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

GRADUATE DEGREE PROGRAMS

MASTER OF ARTS IN EDUCATION (MAE) WITH EMPHASIS IN CURRICULUM AND INSTRUCTION

MAKING CONTACT

- ~ Master of Arts in Education with Emphasis in Curriculum and Instruction
- ~ Location Building 3
- ~ Information 831-582-3641 or 831-582-4094
- ~ Fax 831-582-3585
- ~ Email minerva_estassi@csumb.edu
- ~ Web <http://www.csumb.edu/academic/graduate/education>

DEGREE OFFERED

Master of Arts

WHY IS THIS ACADEMIC FIELD IMPORTANT?

Communities, schools, and children need exemplary teachers who are able to promote the learning, living, and growth of all learners, while acting on their commitments to equity and social justice. A Master of Arts in Education with Emphasis in Curriculum and Instruction affords greater opportunities for local educators to serve as strong professionals through leadership roles. An advanced degree also qualifies a teacher to serve as a mentor for new teachers or contribute to the development of future teachers by working as a part-time instructor at the college level. It also qualifies educators to continue on for a doctoral degree. Further, school districts need teachers who have earned the English Learner Authorization certificate, which can be obtained through the Master of Arts in Education program. This program also provides a collegial, supportive, and informed environment for those educators working toward their National Board Certification.

WHAT IS THE MAE PROGRAM ALL ABOUT?

This program prepares strong professionals in the field of education who have an informed understanding of complex learning, the knowledge and skills to promote such learning, and the disposition to advocate effectively for the learning, living, or growth of students—especially those students who bring cultural or linguistic diversity to schools. The program focuses mainly on teaching and learning in the classroom.

WHAT WILL I GAIN BY CHOOSING TO EARN MY MASTER OF ARTS IN EDUCATION AT CSUMB?

This program is designed for teachers who want to become strong professionals who actively work for excellence and justice in schools. More specifically, the coursework and educational experiences are intentionally structured to help certified teachers become outstanding and effective teachers of the culturally and linguistically diverse students in the schools of this region. Coursework is framed within a pluralism paradigm and all of the courses are taught from multicultural perspectives. The program also develops your technological sophistication, including your skill in applying technology to educational environments as well as your ability to critique uses of technology. An emphasis is also placed on both theory and practice of curriculum and instruction, because one of our goals is to help you achieve excellence in classroom instruction.

An important aspect of this program is the completion of an *action* thesis. By action, we mean that the thesis should be aimed toward improving or transforming something in your own environment. It should be useful, not simply data you gather, write up, and then put away. For example, a thesis may involve creating something new to use in the classroom or direct attention to troubling school policies or practices. By *thesis*, we mean that you use a research process to inform your work. This will involve finding out how other people have approached a similar concern, and finding tools or conceptual frameworks that can help you. It may also involve gathering primary data.

WHAT IS REQUIRED TO EARN A MASTER OF ARTS IN EDUCATION?

The program consists of eight graduate courses, or the equivalent. Three courses (including completion of a thesis) are required, and five are open to choice. To graduate from the program, you will also need to demonstrate competence in a second language through fourth semester level. You may need to complete additional coursework to meet this requirement. It will take a minimum of a year and a half to complete the program.

CAN I EARN MY TEACHING CREDENTIAL THROUGH THIS PROGRAM?

No, this program is designed as a sequel for those who have already completed a teacher credential program. It also expands horizons for those who are working as professional educators in fields that do not require a teaching credential.

Can you get your credential at CSUMB? Yes! Please contact our College of Professional Studies to learn about credential options that we offer. They are structured for either fulltime students or for fulltime teachers who currently have an emergency permit or substandard certificate. For more information about our multiple and single subject credential programs, please contact the office of Field-Based Teacher Education (831-582-3639). For more information about our special education credential programs, call Jacqueline Means (831-582-4612).

WHAT ARE THE REQUIREMENTS FOR ADMISSION INTO MAE?

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

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

HOW DO I APPLY?

You will need to apply to both CSUMB and the MAE program.

UNIVERSITY APPLICATION PROCESS

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

MAE APPLICATION PROCESS

- ~ File your MAE program application.
- ~ Type and submit a 2-3 page statement of purpose and professional goals, explaining how this degree relates to your goals.
- ~ Send three letters of recommendation from individuals familiar with your professional or academic work.

HOW IS THE MAE CURRICULUM STRUCTURED?

As the foundation for your master's work, you will complete three core courses: ProSeminar, a research methods course, and Capstone Seminar. The core courses help you develop a theoretical and research base for successful teaching in pluralistic contexts. In the research course, you initiate an action research project. You complete it in the Capstone Seminar. We also recommend a fourth course, *Professional Literature Seminar*. In it, you will read deeply in the area of your thesis, and develop a review of the professional literature.

In addition to completing the core, you must demonstrate competency in a language other than English through fourth-semester level. Coursework in a second language is available as needed, as is assistance in determining level of language competency. Students who enter the program with the requisite second language proficiency are not required to complete additional coursework. You will also need to demonstrate basic technology competence; coursework is available as part of the program.

To develop the "meat" of your graduate program, you complete four or five specialty area courses. The specialty area coursework is largely structured around curriculum and instruction in multicultural and linguistically diverse classrooms. For example, you might take *Literacy for Linguistically Diverse Learners*, *Arts as Culturally Responsive Curriculum*, *Multicultural Curriculum Design*, *Culture and Cognition*, and *Paradigms of Assessment*. The specialty area courses bridge theory and practice, and include considerable modeling, preparing, sharing, and critiquing

of teaching strategies, approaches, and materials. You may earn an English Learner Authorization certificate through specialty area coursework; courses include *Applied Linguistics and Language Acquisition*, *Culture and Cognition*, and *Literacy for Linguistically Diverse Learners*.

All students are expected to complete an action thesis. This is a major project in which you use research for the purpose of transforming something specific. You begin conceptualizing your action thesis in the ProSeminar and research methods course, work on it while taking your specialty courses, and complete it in the Capstone Seminar. You can explore thesis topics of our graduates online (CSUMB.EDU/academic/graduate/education/thesis/Thesis_topics.html).

WHAT WILL I LEARN AS I EARN MY MASTER OF ARTS IN EDUCATION?

The program's core Learning Outcomes (LOs) include:

- ~ **MAE LO 1** Students will express a critical, questioning perspective (i.e. identify, describe, and analyze) with regard to diverse theoretical paradigms about teaching, learning, and school reform, including those generated by marginalized groups, which situate schooling in a larger historic and political context.
- ~ **MAE LO 2** Students will search, navigate, and critically consume (read, analyze, and use) educational research.
- ~ **MAE LO 3** Students will use, apply, design, and implement research to bring about change and make improvements in their own professional environment.
- ~ **MAE LO 4** Students will demonstrate their knowledge of and ability to use the most appropriate culturally responsive practices that support complex and challenging learning.
- ~ **MAE LO 5** Students will communicate with native speakers of a language other than English.
- ~ **MAE LO 6** Students will use technology critically to access information, to communicate, and as a means of curricular and pedagogical support for higher level thinking.
- ~ **MAE LO 7** Students will communicate clearly and effectively, both orally and in writing, particularly acting as effective advocates for children.
- ~ **MAE LO 8** Students will work with communities of practice on behalf of social justice.

HOW CAN I ACHIEVE THESE OUTCOMES?

The outcomes are built into the program's courses. The only one you need to worry about separately is LO 5, which can be satisfied by having gained competence in a language other than English through fourth semester level at some point in your career. There are a variety of ways this Learning Outcome can be satisfied: you might have coursework on your transcript, be a native speaker, have completed HILT, or be a certified bilingual teacher.

ARE THERE OTHER WAYS FOR ME TO ACHIEVE THE MAE OUTCOMES?

You may transfer in up to two courses of graduate work, in consultation with your academic advisor. In addition, if you have extensive prior experience, you may prepare portfolio assessment based on learning outcomes in one of our courses.

WHAT COURSES DOES MAE OFFER?

Our courses are offered in late afternoon or evening, and some are offered on the weekend. Most of the courses are offered about once every two years or in summer. A sampling of current offerings includes: *ProSeminar* (offered every fall); *Ethnographic Research for Multicultural Education* (offered every spring); *Professional Literature Review Seminar*; *Culture, Cognition, and Development*; *Biliteracy for Spanish/English Learners*; *Multicultural Curriculum Design*; *Emergent Literacy*; *Arts as Culturally Responsive Curriculum*; *Multicultural Literature for a Partnership World*; *Multicultural Community Partnerships*; *Paradigms in Assessment*; *Applied Linguistics and Language Acquisition*; *Technology as a Tool for Creativity in Multicultural Classrooms*; and special topics as they arise.

WHAT ARE THE UNIQUE FEATURES OF THE MAE CURRICULUM?

The MAE curriculum is **personalized** to fit your interests and needs. You have flexibility in selecting courses, thesis topics, readings in your courses, and projects to work on. The courses themselves are generally run as seminars, so you will get to know your colleagues very well. Students appreciate the **supportive** environment that we create here. At the

same time, the program is **rigorous** and challenging; students describe it as a **transformative** experience.

The MAE program is launching **off-campus cohorts**. We have had a cohort of students in Watsonville whose focus is mainly on teaching in bilingual schools, and we are developing a cohort that will be based in Salinas.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

The rich mix of peoples and cultures in the Monterey Bay area is reflected in the populations of our region's schools. Whether you are teaching in one of those schools already or will connect with one or more as part of your graduate studies, you will undoubtedly find appropriate student groups for your research and practical teaching experiences. Meanwhile, you will do your on-campus learning in small, interactive classes housed in spacious, modern facilities on our technologically advanced "21st CSU campus for the 21st century" where plurality and teaching excellence have been commitments since the university's inception.

WHAT ADVANTAGES WILL THE MASTER OF ARTS IN EDUCATION PROVIDE IF I DECIDE TO GO ON TO DOCTORAL STUDY?

Students who wish to continue for doctoral study will receive guidance that helps them focus their preparation in this area. Since all students in the Master of Arts in Education complete an action thesis, you will develop research and writing skills as a normal part of proceeding through the program. Graduates of the program have applied to and been accepted into doctoral programs.

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FULLTIME FACULTY

- ~ Christine Sleeter, Ph.D., Director
Multicultural education ~ curriculum theory ~ teacher education
- ~ Kani Blackwell, Ed.D.
Culture and cognition ~ human development ~ foundations of education ~ arts education ~ constructivist teaching
- ~ Lou Dentii, Ph.D.
Special education ~ inclusion ~ youth at risk ~ policy
- ~ Josh Harrower, Ph.D.
Special education
- ~ Bob Hughes, Ed.D.
Technology in education ~ research methods ~ families and schools
- ~ Margaret (Peggy) Laughlin, Ed.D.
Language and literacy ~ bilingual methodology ~ critical pedagogy ~ children's literature
- ~ Elizabeth Meador, Ph.D.
Social foundations of education ~ research ~ school reform
- ~ Irene Nares-Guzicki, Ed.D.
Reading ~ bilingual special education
- ~ Linda Rogers, Ph.D.
Human development
- ~ Claudia Peralta-Nash, Ph.D.
Bilingual education ~ bilingual methodology/literacy and literacy ~ children's literature
- ~ Patricia Whang, Ph.D.
Theories of teaching and learning ~ social activism ~ political advocacy

ADJUNCT FACULTY

- ~ Judy Cortes, Ph.D.
Bilingual education ~ language acquisition
- ~ Bill Jones, Ph.D.
Linguistics and language acquisition
- ~ Linda Turner Bynoe, Ed.D.
Schools and community

MASTER OF ARTS IN INTERDISCIPLINARY STUDIES WITH AN EMPHASIS IN PUBLIC POLICY

MAKING CONTACT

- ~ Interdisciplinary Masters in Public Policy
- ~ Location Building 86D
- ~ Information 831-582-4650
- ~ Fax 831-582-3899
- ~ Email mpp@csumb.edu
- ~ Website <http://iccs.csumb.edu>

ASSOCIATED ACADEMIC FIELDS

Public Policy, Public Administration

DEGREE OFFERED

Master of Arts

WHY IS THIS ACADEMIC FIELD IMPORTANT?

The complexity of current public policy issues requires us to think differently about society's goals for sustainability, equity, and prosperity across cultures, communities, states, and nations. Policymakers must be prepared to generate innovations and outcomes-based policy approaches that begin with an analysis of the results we wish to create for our communities, and to develop policies that encourage individual, community, government, and market behaviors that will achieve such results.

To accomplish this, a new generation of policymakers will need to develop a model of analysis that includes collaborative and ethical leadership, issues of social justice and equity, and global interdependence. To ensure the success of policy professionals in increasingly complex environments, the IDMA/PP program will provide you with a "toolbox" of competencies that include the knowledge, and abilities for a new era of progressive public policy development and institutional change.

WHAT IS THE IDMA/PP PROGRAM ALL ABOUT?

The mission of the Interdisciplinary Masters in Public Policy (IDMA/PP) program is to research, study, and promote collaborative, multidisciplinary, and ethical approaches to innovative and progressive public policy. Our goal is to prepare a new generation of public policy leaders for local, regional, state, national, and international governmental agencies and non-governmental organizations.

Our outcomes-based curriculum focuses on development of the knowledge, skills, and abilities needed to analyze, design, implement, and advocate for public policies that:

- ~ Promote civic responsibility of all sectors.
- ~ Improve the quality and responsiveness of government.
- ~ Empower citizens to work for social justice.
- ~ Lead to actions optimizing the environments, and health and wellbeing of individuals, families, and communities.

We accomplish this by providing you with rigorous public policy training that emphasizes the interrelationships and interdependencies among individuals, communities, government agencies, and market sectors. You will develop a *toolbox* of competencies including the knowledge, skills, and critical-thinking and communication abilities needed to assume public policy leadership positions. You will integrate the concepts of social justice, ethical leadership, global interdependence, multicultural competence, and technological sophistication into your academic experience and professional life.

WHAT ARE THE REQUIREMENTS FOR ADMISSION INTO THE IDMA/PP PROGRAM?

Our program seeks students representing diverse perspectives, backgrounds, life experiences, and interests who are dynamic and highly motivated to improve the lives of and conditions for individuals, families, and communities through public policymaking.

The faculty looks for strong evidence of a public service commitment, considering strong professional experience in addition to transcripts and tests scores. Although professional experience is not required, we encourage applicants to have at least two years of relevant work. This experience adds tremendous value to the learning environment and will help you to develop a context for policy analysis, advocacy, implementation, and assessment.

The Admissions Committee will consider the following information in evaluating your application:

- ~ Academic performance as an undergraduate student (completed bachelor's degree with a 3.0 GPA is usually considered minimum for admission; students with a completed bachelor's degree and a GPA from 2.75 to 2.99 **and** exceptional work history or potential for success will be considered)
- ~ Evidence that demonstrates potential for graduate studies including GRE scores.
- ~ Interest in public policy issues and commitment to a career promoting the public good
- ~ Leadership potential
- ~ Evaluations and recommendations from faculty members and employers
- ~ Excellent writing skills and critical thinking ability
- ~ College level quantitative skills and introductory knowledge of economics, statistics, government, and history
- ~ Computer proficiency including use of word processing, spreadsheets, PowerPoint, and the Internet

HOW DO I APPLY?

APPLICATION PROCESS

All of the following items must be received by CSUMB Admissions and Records to be considered for acceptance into the program.

1. Completed California State University application for Graduate/Postbaccalaureate Study
2. Supplemental Application for the IDMA/PP program
3. Two complete sets of transcripts from all colleges and universities previously attended
4. A resume that includes educational background, relevant work experience, extracurricular activities in college, foreign travel, and language abilities.
5. Results of the verbal, quantitative, and analytic sections of the Graduate Record Examination (GRE) taken within the last five years.
6. Three letters of recommendation from people who have supervised your work in an academic, employment, or community service capacity, and can evaluate your intellectual ability, creativity, initiative, leadership potential, commitment to professional values and ethics, and promise in the field of public policy.
7. A five to ten-page personal statement that clearly describes: (a) how your background and experience have prepared you for graduate research and study, and why you want to pursue a masters degree in public policy; (b) your leadership experience, and political or community involvement related to public policy; (c) a policy issue or problem that interests you and why you feel it is important; (d) your experience working with diverse communities representing cultural and linguistic backgrounds different from your own; and (e) your specific career interests and goals.

In addition, if your first language is not English and you do not have a degree from a U.S. college or university, you must take the TOEFL exam and include your official scores.

HOW IS THE IDMA/PP CURRICULUM STRUCTURED?

Program course requirements total 50 credit hours, consisting of 31 credits of core courses, 9 credits of concentration and electives, and 10 credits of internship and research seminars. You will select an area of concentration (current offerings include Health & Social Policy, and Government Politics and Policy) to focus your study and direct your research. A required 400-hour professional policy internship related to your area of concentration may be completed through an intensive fulltime experience or part-time during your course of study. This internship will provide you with an opportunity to develop a *real world* applied policy analysis research project consisting of a case study analysis thesis and a piece of legislation designed to benefit your sponsoring agency and its constituents.

IDMA/PP is currently designed as a three-year part-time program for working professionals with courses primarily offered in the evenings and on weekends. Beginning with the 2005-2006 academic year, the program plans to offer a course schedule that accommodates those interested in pursuing their degree in two years.

WHAT WILL I LEARN AS AN IDMA/PP STUDENT?

Through your graduate level study and research, advanced professional internship, and field-based research project, you will be able to demonstrate your competency in the following Public Policy Learning Outcomes (LOs):

~ IDMA/PP LO 1 Collaboration & Leadership

Students involve community stakeholders and key decision-makers in developing, articulating, and sustaining a policy vision.

~ IDMA/PP LO 2 Policy Development and Analysis

Students identify and analyze policy issues and create well-informed policy recommendations; identify and work with key stakeholders in the policy review and approval process; and secure approval and implementation of recommended policies.

~ IDMA/PP LO 3 Critical Thinking

Students demonstrate appropriate care and deliberation in deciding whether or not to accept, reject, or suspend judgment about a claim and the degree of confidence with which to make that determination.

~ IDMA/PP LO 4 Communications

Students communicate complex policy ideas to a variety of individuals and groups and understand the elements, dynamics, and mechanics of written and oral communication.

~ IDMA/PP LO 5 Ethics

Students articulate the values and ethics that are expected in the roles of those who develop, promote, and implement public policy and apply them appropriately; adopt an ethical approach when participating in such activities; support policies that allow responsible parties to respond with care to those in need; and promote policies that embody social justice and inclusivity.

~ IDMA/PP LO 6 Legislative Processes

Students demonstrate an understanding of and ability to work with the key stakeholders within legislative processes.

~ IDMA/PP LO 7 Cross Cultural Competence

Students demonstrate an understanding of the role diverse cultural values and attitudes play in the development and implementation of public policy, and communicate and negotiate effectively with diverse communities.

~ IDMA/PP LO 8 Political Institutions and Processes

Students demonstrate an understanding of the formal and actual processes of democratic policy making and the changing institutional context influenced by culture and events over time.

~ IDMA/PP LO 9 Program Planning, Budgeting, and Evaluation

Students demonstrate knowledge of public sector financing and the budgeting process, and skill in financial planning, budget preparation, monitoring, analysis, and program and policy evaluation.

~ IDMA/PP LO 10 Research and Data Analysis Skills

Students analyze trends in the economy, technology, and socio-cultural and political issues at various governmental levels and across sectors of society.

~ IDMA/PP LO 11 Knowledge and Skills in Multiple Disciplines

Students critically analyze major public policy issues in a variety of professional fields including education, social welfare, public health and medical care, business, environment, land use, watershed, and marine science resource protection, and demonstrate competence in two selected disciplinary areas.

~ IDMA/PP LO 12 Information Technology/Management

Students use information technologies to support public policy development and implementation; define requirements for improved information management systems; and manage information collection, analysis, and dissemination in support of the public policy process.

~ IDMA/PP LO 13 Economics

Students demonstrate an understanding of market economics and institutions, their strengths and limitations in public policy-making, and the rationale for government intervention.

WHICH COURSES SHOULD I TAKE TO ACHIEVE THE IDMA/PP LOS?**Core courses (required):**

MPP 500	1 credit	Masters Seminar
MPP 510	4 credits	Introduction to Policy Analysis & Public Action in Diverse Communities
MPP 520	4 credits	Congressional & Presidential Politics and Policy
MPP 530	4 credits	Applied Policy Research & Quantitative Analysis Methods.
MPP 540	4 credits	Collaborative Leadership & Ethical Policymaking
MPP 600A/B	4 credits	Applied Policy Analysis Research Seminar
MPP 610	3 credits	Economic Analysis of Public Policy I
MPP 620	3 credits	Economic Analysis of Public Policy II
MPP 630	4 credits	Strategic Management & Systems Analysis
MPP 640	4 credits	Financial Management & Public and Nonprofit Budgeting
MPP 696A/B	6 credits	Professional Policy Internship Seminar (PPIS)

Concentration and elective courses (select three):

HSP 650	3 credits	Health Policy Analysis & Advocacy
HSP 651	3 credits	Social Policy Analysis
GPP 650	3 credits	Money, Media & Influence in Policymaking Environments
GPP 651	3 credits	Global Markets & Trade Policy
ESSP 332	3 credits	Introduction to Geographic Information Systems (GIS) and Global Positioning Systems (GPS)

WHAT COURSES DOES THE IDMA/PP PROGRAM OFFER?

The core, concentration and elective courses for this program include: *Masters Seminar; Introduction to Policy Analysis & Public Action in Diverse Communities; Congressional & Presidential Politics & Policy; Applied Policy Research & Quantitative Analysis Methods; Collaborative Leadership and Ethical Policymaking; Economic Analysis of Public Policy I & II; Strategic Management & Systems Analysis; Financial Management & Public & Nonprofit Budgeting; Health Policy Analysis & Advocacy; Social Policy Analysis; Money & Media in Policymaking; Global Markets & Trade Policy; Introduction to Geographic Information Systems (GIS) and Global Positioning Systems (GPS); Applied Policy Analysis Research Seminar (APAR); and Professional Policy Internship Seminar (PPI).*

WHAT ARE THE UNIQUE FEATURES OF THE IDMA/PP CURRICULUM?

This **high quality, affordable, and accessible** public policy masters degree program offers working professionals an opportunity to pursue their degrees while working at a fulltime job.

As a member of the faculty, the **Honorable Leon Panetta** brings the advantage of many years of professional policy experience and knowledge, as well as a history of providing executive leadership training for students throughout the CSU system.

Our program brings together members of the professional community, across disciplines and agencies, into an environment that fosters collaboration within the academic setting and in agencies through student research projects. This will provide you with an opportunity to connect theory with practice, and policy making with service delivery and advocacy in the real world. It will also provide you with **excellent networking opportunities** for future career advancement.

Varied teaching and learning methods include **classroom, online, and field-based** components.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

Courses will generally be offered in the late afternoon, evenings and on the weekend to meet the needs of working professionals. The library provides workspace and computer facilities, and is open late into the evening and on weekends. There are also numerous computer laboratories across campus that serve the entire CSUMB campus community.

Also with its rich mix of peoples and cultures, the Monterey Bay region offers a broad range of agencies to work with and public policy issues to address. Regardless of your specific interests, the real world classroom around us will present exciting and challenging opportunities for learning. Meanwhile, you will do your on-campus learning in small, inter-

active classes housed in spacious, modern facilities on our technologically advanced campus.

WHAT ADVISING SERVICES ARE PROVIDED FOR IDMA/PP STUDENTS?

Advising begins after you have been admitted to the program and are assigned a faculty advisor. You will work with your advisor and the MPP 500 Masters Seminar instructor in your first semester to plan your course of study. Subsequently, each of the areas of Concentration has a designated faculty advisor who will serve as your applied policy research project advisor.

WHAT WILL BE REQUIRED TO COMPLETE MY MASTERS IN IDMA/PP?

To graduate, you must demonstrate your competency in the thirteen IDMA/PP Learning Outcomes in the classroom and in your internship. Your progress will be assessed throughout the program by:

- ~ Self-assessment of your progress.
- ~ Course instructors' evaluation of your classroom performance and knowledge acquisition.
- ~ Internship mentor's evaluation of your progress in attaining advanced policy analysis skills and professional performance in a policy-related field placement.
- ~ Final assessment by the Applied Policy Analysis Research Committee made up of faculty and mentors from your area of concentration that will evaluate your applied policy research project and completion of all program requirements.
- ~ Application for advancement to candidacy.

WHICH CAREERS WILL THE IDMA/PP PROGRAM PREPARE ME TO PURSUE?

An IDMA/PP degree could lead to a successful career as a chief of staff, city or county manager, budget analyst, environmental policy analyst, community development specialist, congressional staff member, legislative analyst, program officer, research analyst, senior health or human service analyst, international health policy consultant, U.S. foreign-service officer, political consultant, or elected official.

WHO WILL GUIDE MY LEARNING EXPERIENCES?**FACULTY**

- ~ Kim Judson, M.P.A., Dr.P.H., Program Director
Health policy ~ women's health ~ strategic planning ~ negotiation
- ~ Leon Panetta, J.D.
Director, Leon and Sylvia Panetta Institute for Public Policy
- ~ Brian Simmons, Ph.D.
Social policy ~ professional ethics
- ~ Miguel Tirado, Ph.D.
Social planning ~ nonprofit and public sector systems management
- ~ Jerry Endres, M.S.W.
Collaboration ~ leadership ~ community health
- ~ Martha Tweed, M.S.W.
Field work coordination ~ social welfare

MASTER OF SCIENCE IN MANAGEMENT AND INFORMATION TECHNOLOGY (MSMIT)**MAKING CONTACT**

- ~ Master of Science in Management and Information Technology
- ~ Location Building 18, Room 150
- ~ Information 831-582-3621
- ~ Student Services 831-582-4791
- ~ Fax 831-582-4484
- ~ Email msmit@csumb.edu
- ~ Website <http://msmit.csumb.edu>

ASSOCIATED ACADEMIC FIELDS

Business, Management, Information Technology, Information Systems

DEGREE OFFERED

Master of Science

WHY IS THIS ACADEMIC FIELD IMPORTANT?

An Analysis of the Workforce Gap in Silicon Valley, a study produced by Joint Venture Silicon Valley Network and the A.T. Kearney management consulting firm, examined how well Silicon Valley is meeting the demand for a diverse and skilled talent pool. The report concludes that

a collaborative approach of all stakeholders—companies, schools and colleges, nonprofit organizations, and industry associations—is required to provide a sustainable longterm impact on the workforce shortage and ensure the economic growth of the region.

The recent downturn in the so-called dot-com industry provides additional rationale for this program. Industry analysts consistently point to the need for more effective management in the high-tech industries, noting that it is poor managerial practices, not ineffective technology, that bankrupts dot-coms. This graduate program blends the teaching of core management disciplines and the science of information technology. Graduates will be prepared to assume managerial positions in high-tech companies or launch new businesses with a skill set that will enable them to effectively lead knowledge workers.

WHAT IS THE MSMIT PROGRAM ALL ABOUT?

The MSMIT program is designed to create a generation of business professionals and decision makers who are experts in the areas of information, technology, and problem solving in an environment that is characterized by:

- ~ Rapid technological advancements
- ~ A workforce of ethnic, cultural, and gender diversity
- ~ Demand for the understanding and skills needed to practice in global markets.

WHAT WILL I GAIN BY CHOOSING TO EARN MY MASTER OF SCIENCE IN MIT AT CSUMB?

The collaborative MSMIT graduate program draws upon the faculty of the CSUMB Institute for Management and International Entrepreneurship, and Institute for Communications Science and Technology. These faculty members, with wide-ranging academic backgrounds and practical experience, will provide you with a depth of knowledge that elevates the classroom experience beyond the theoretical. Experienced and outstanding part-time faculty members from the professional community will be used in addition to the fulltime faculty.

WHAT ARE THE REQUIREMENTS FOR ADMISSION INTO THE MSMIT PROGRAM?

General requirements for admission to graduate (and other post-baccalaureate) studies at any CSU campus are established by Title 5.1.3 of the California Code of Regulations and by university regulations.

Admission to CSUMB's MSMIT program will be granted upon recommendation of the MSMIT Graduate Committee. Selection will be based on evidence of ability to perform at a high academic level. Criteria include undergraduate grade-point average, scores on the Graduate Management Admissions Test (GMAT) or the Graduate Record Exam (GRE), work experience, letters of recommendation, and the applicant's personal statement.

Specifically, minimum admission criteria are:

- ~ TOEFL 550
- ~ GRE or GMAT 60th percentile
- ~ Grade point average (GPA) of at least 3.0 (A = 4.0) in the last 60 semester credits (90 quarter units) attempted from an accredited institution
- ~ Statement of Purpose that details your objectives and qualifications.
- ~ A minimum of two letters of recommendation

We also highly recommend two years of professional experience in management or information technology.

In unusual circumstances, the MSMIT Graduate Committee may make exceptions to these criteria.

TOEFL REQUIREMENT

All graduate applicants, regardless of their 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 post-secondary institution where English is the first language of instruction must receive a minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

PREREQUISITE COMPETENCIES

Students from a variety of academic backgrounds are eligible for admission to the MSMIT program. Therefore, to ensure that each student is adequately prepared for the academic rigors of graduate level curricula, the following competencies will be required as a foundation for graduate studies:

- ~ Management/Marketing

- ~ Finance/Accounting
- ~ Information Systems
- ~ Computer Programming

A Graduate Committee composed of faculty determines the competency level of entering students. Competency may be demonstrated through undergraduate coursework, portfolio, or by examination. A student who has not yet acquired all prerequisite competencies may be admitted as a Conditionally Classified Student by the Graduate Coordinator, provided the student has an approved plan which addresses deficient competencies. Once admitted to the MSMIT program, a student may enroll in an undergraduate-level course only with the approval of the Graduate Coordinator.

HOW DO I APPLY?

APPLICATION PROCESS

- ~ File a CSUMB graduate application.
- ~ Insert the MSMIT program code (05065).
- ~ Include a 2-3 page statement of educational and professional goals.
- ~ Include a minimum of two letters of recommendation from individuals familiar with your professional or academic work.
- ~ Pay the \$55.00 application fee.
- ~ Have official transcripts from each college and university attended and your GRE or GMAT score mailed directly to CSUMB Admissions and Records (include your TOEFL score if applicable).

The MSMIT program currently admits students for the fall semester only. The application deadline for international students and the priority application deadline for domestic students is May 1. You should start the process at least six months before the deadline. You must submit ALL of the items listed to CSUMB Admissions and Records by the deadline to be considered for acceptance into the program.

HOW WILL I ADVANCE TO BECOME A FULLY CLASSIFIED CANDIDATE FOR THE MASTER OF SCIENCE IN MANAGEMENT AND INFORMATION TECHNOLOGY?

After completion of one semester of graduate work, and before the completion of the final eight units of work, you must apply for advancement to candidacy. Advancement to candidacy forms for establishing course requirements and culminating experience will be available from the MSMIT program coordinators. You should complete the forms in consultation with your graduate advisor then submit them to the graduate coordinator. Your graduate advisor will review and approve your project proposal, course requirements, and academic progress. The requirements for advancement to candidacy are:

- ~ A suitable amount of appropriate coursework with a grade point average of 3.0 or above.
- ~ Clearance of all admittance conditions.
- ~ Completion of an Individual Learning Plan approved by the graduate advisor and coordinators.

HOW IS THE MSMIT CURRICULUM STRUCTURED?

To fulfill all the outcomes of the MSMIT program, you must take a minimum of 40 semester credits of graduate work, usually consisting of ten 4-credit courses. No more than 8 credits may be transferred into the program upon approval by the program coordinators. The 40 credits are divided into 28 credits of core courses, 8 credits of elective courses, and 4 credits for the culminating experience.

As the title signifies, the MS Core Courses are a cluster of required business and information technology courses that represent the core of the interdisciplinary collaborative program. These courses are intended to provide you with the skills necessary to become an effective leader, manager, or entrepreneur in today's high-tech, global marketplace. Given the complexities that emanate from strong and growing global forces and conflicting values, international and ethical issues are discussed in all courses.

A graduate advisor must approve elective courses. You may include approved undergraduate, upper-division courses as electives. The approved undergraduate course list is available through your graduate advisor.

WHAT WILL I LEARN AS AN MSMIT STUDENT?

After completing the program of study, you should be able to demonstrate the following Learning Outcomes (LO):

- ~ **MSMIT Entry LO Overview of the management and information technology curriculum and industry** including ~ ability to describe the core knowledge in business management and information technology and the learning experience required to acquire the core knowledge ~ understanding and application of research methods especially in the context of internet technology ~ ability to write basic, yet complete business plans, research papers, and system design documents ~ ability to describe the roles and impacts of business management and information in a multicultural society and global marketplace ~ an established literature survey habit in order to continuously update knowledge ~ ability to utilize basic technology tools including word processing, spreadsheet, presentation tools, and searching and basic publishing on the Internet ~ demonstrated fundamental leadership and communication skills
- ~ **MSMIT LO 1 Information system analysis and management** including ~ understanding of the criteria and process for acquisition, development, and evaluation of information systems ~ understanding and application of formal methodologies to improve system planning, analysis, and architecture design ~ ability to conduct appropriate usability, reliability, and efficiency tests on an information system ~ ability to describe human-computer interaction issues and apply them in information system development and evaluation
- ~ **MSMIT LO 2 Electronic commerce system design and development** including ~ understanding of the architecture of an electronic commerce system, including system hardware, system software, database system, on-line transaction, and user interface ~ understanding of how an electronic commerce system is developed, including timeline, essential personnel, and appropriate software tools ~ ability to describe and develop the essential components of an electronic commerce website ~ ability to develop a basic, yet complete, electronic commerce system including a user-friendly and effective interface to customer and administrator; a well designed database system; and a set of programs that implement the business logic ~ ability to describe the privacy, security, and reliability concerns of an electronic system ~ understanding of appropriate online business models and the ability to evaluate them
- ~ **MSMIT LO 3 Electronic commerce system management and strategy** including ~ ability to create a viable e-business plan by effectively evaluating electronic commerce opportunities in terms of costs and benefits ~ ability to prepare a marketing plan and budget for a company's product or service with applications of Internet marketing components ~ understanding of the traditional and new communication/marketing approaches that create competitive advantage in the new economy ~ insights on how to implement strategy in the new economy ~ fundamental understanding of the environment and strategies in the new economy ~ understanding of the metrics that new economy firms use to measure progress, customer satisfaction, and financial performance ~ ability to describe security and encryption in the context of electronic commerce ~ ability to examine the effects of new technology, mergers, and synergies on old and new economy platforms ~ skills in recognizing, analyzing, and resolving real-world ethical problems using diverse approaches to ethical decision making in the context of electronic commerce
- ~ **MSMIT LO 4 Organizational behavior in knowledge-based firms** including ~ understanding of such issues as leadership, employee motivation, personality differences, the design of jobs and organizations, organizational cultures, high-performance teams, performance appraisals, conflict management, and negotiation techniques with special emphasis on knowledge workers whose jobs are designed around the acquisition and application of information
- ~ **MSMIT LO 5 Venture formation and financial strategy** including ~ ability to assess a firm's present and projected financial status and devise appropriate financing and financial management strategies, including tapping outside sources of capital

~ **MSMIT LO 6 Culminating experience** including ~ ability to contribute to the disciplines or the professions by adding to technical/professional knowledge or by providing an original application of technical/professional knowledge in the professional field (e.g. a field study, a project, applied research, or a professional article of publishable quality)

WHICH COURSES SHOULD I TAKE TO ACHIEVE EACH MSMIT LEARNING OUTCOME?

- ~ **Entry LO:** BUS/CST 600 *Graduate ProSeminar*
- ~ **LO 1:** CST 610 *Information System Analysis and Design* and BUS 670 *Database Management: Methods and Applications*
- ~ **LO 2:** CST 655 *Electronic Commerce: Design and Development*
- ~ **LO 3:** BUS 640 *Electronic Commerce: System Management and Strategy*
- ~ **LO 4:** BUS 660 *Organizational Behavior in Knowledge-Based Organizations*
- ~ **LO 5:** BUS 651 *Venture Formation and Financial Strategy*
- ~ **LO 6:** BUS 690 *Strategic Management* or BUS/CST 699 *Graduate Capstone*

WHAT COURSES DOES THE MSMIT PROGRAM OFFER?

MSMIT offers courses in business management, information system development, system management, organizational behavior, leadership development, business communications, database management systems and other related topics, including the following: *Graduate ProSeminar, Information System Analysis and Design; Electronic Commerce: System Management and Strategy; Venture Formation and Financial Strategy; Organizational Behavior in Knowledge-Based Firms; Database Management: Methods and Applications; Strategic Management; and Graduate Capstone.*

These courses are listed under the prefixes BUS, CST, and MIT in the CSUMB Catalog and on the CSUMB.EDU/schedule webpages.

WHAT ARE THE UNIQUE FEATURES OF THE MSMIT CURRICULUM?**INTERDISCIPLINARY COLLABORATION**

Interdisciplinary collaboration—entering into mutually beneficial and well-defined relationships to achieve common goals—is our hallmark. The MSMIT program is dedicated to a curriculum that jointly develops a structure of shared responsibility, mutual authority, and accountability for success in integrating diverse academic traditions such as business, information technology, and information systems. The classes by nature are interdisciplinary, as the technology-focused outcomes also incorporate principles of management and the management-focused outcomes use technology-based global organizations as case studies.

TECHNOLOGY INFUSION

Technology infusion means integrating modern learning technology and pedagogy to create education adequate for the contemporary world. The MSMIT graduate program recognizes the role of technology in tomorrow's world and foresees that the use of technology is critical to the start-up, survival, and expansion of entrepreneurial ventures in the 21st century. The MSMIT curriculum infuses technology tools as resources to learners within in-class and field-learning experiences.

ETHICAL REFLECTION AND PRACTICE

Ethical reflection and practice are incorporated throughout the curriculum. This is accomplished in the selection and use of cases, experiential exercises, lecturers, and visiting speakers who focus on ethical dimensions of the topic at hand.

MULTICULTURALISM AND GLOBALISM

Multiculturalism and globalism have become increasingly important as global interdependence grows. Crosscultural competency is necessary both for business success and culturally competent citizenship in a pluralistic global society. We have designed the MSMIT program to infuse awareness of international and multicultural topics through selected cases, exercises, lectures, and visiting speakers.

APPLIED LEARNING

Applied learning has a high priority within the MSMIT program as the testing ground for practical application of concepts and methods learned in the classroom. Our faculty believes that classroom instruction is necessary but not sufficient for attaining the learning outcomes, which the program requires for graduation. The emphasis on applied learning is reflected in the projects you will complete in the e-lab, an interdisciplinary research and development laboratory dedicated to benefiting tri-county area businesses and organizations.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

Most courses will be offered either in late afternoon or online to meet the needs of students who are working fulltime. The library is open late evenings and on weekends, and provides both workspace and computer facilities for students. In addition to numerous computer laboratories that serve the entire CSU Monterey Bay student population, there is a special graduate laboratory equipped with networked personal computers, printer, and reference material.

WHAT TECHNOLOGY RESOURCES DOES CSUMB OFFER?

The campus technology infrastructure is designed to make electronic resource access and communication fundamental to university student life. CSU Monterey Bay has built a state-of-the-art converged gigabit Ethernet network supporting the integration of data, voice, and video services for students both on campus and off campus. Wireless access to this network exists across the main CSUMB campus. The network infrastructures support live and on-demand access to streaming video. This allows support for interactive television, interactive video conferencing, interactive audio conferencing, interactive whiteboards, and so forth.

As a campus founded on a commitment to technology innovation and service, in addition to outstanding technological infrastructure, CSU Monterey Bay supports online registration, online advising, online payment, and online access to library resources and other digital repositories.

Upon initial registration in the program, you will be assigned an email account and space on the university web/file server. This gives you access not only to university email but also to all the information and communications used by the university community to exchange information. The CSUMB.EDU website provides access to academic information, advising, financial aid information, library resources, academic skills assistance, and other general information.

WHAT ADVISING SERVICES ARE PROVIDED FOR MSMIT STUDENTS?

Program advising will be conducted in several ways. First, you will receive a complete analysis of your academic preparation that will serve as the basis for the program. Program faculty members will advise you in person. The graduate advisors will conduct ongoing advising on an as-needed basis. Faculty members maintain office hours that you can use to access appropriate course and academic advising either in person or by telephone. All faculty members also extensively use email for advising. Peer advising specific to the program is also provided.

WHAT WILL BE REQUIRED TO COMPLETE MY MASTER OF SCIENCE IN MIT?

Your Master of Science in MIT will be conferred after you successfully do all of the following:

- ~ Apply and get accepted to the MSMIT program
- ~ Complete all outcome requirements
- ~ Apply for advancement to candidacy
- ~ Submit your Individualized Learning Plan Portfolio
- ~ Complete your Capstone Project

WHICH CAREERS WILL THE MSMIT PROGRAM PREPARE ME TO PURSUE?

Project manager, entrepreneur, system analyst, CIO/CTO track, marketing/management professional

WHO WILL GUIDE MY LEARNING EXPERIENCES?**PROGRAM COORDINATORS**

- ~ Colleen Mullery, Ph.D.
- ~ Eric Y. Tao, Ph.D.

FACULTY

- ~ Terence Ahern, Ph.D.
Internet programming ~ instructional design

- ~ Babita Gupta, Ph.D.
Electronic commerce ~ Internet marketing ~ knowledge management ~ databases ~ parallel network optimization ~ artificial neural networks
- ~ Samuel (Sandy) Hale Jr., Ph.D.
Entrepreneurship ~ venture capital ~ international finance ~ international business ~ business and public policy
- ~ John Ittelson, Ph.D.
Multimedia ~ telecommunications ~ instructional design
- ~ John Choon K. Kim, Ph.D.
International business ~ management ~ organizational behavior ~ international trade
- ~ Ian Lee, Ph.D.
Management ~ strategy ~ international business
- ~ R. William Maule, Ph.D.
Information technology ~ multimedia ~ telecommunications ~ human-computer interaction ~ systems analysis and design
- ~ James May, Ph.D.
Internet ~ computer literacy ~ telecommunications
- ~ Marsha Moroh, Ph.D.
Applied computing ~ computer literacy ~ discrete mathematics ~ service learning
- ~ Colleen Mullery, Ph.D.
Management ~ strategy ~ social environment of business
- ~ Eric Yihching Tao, Ph.D.
Electronic commerce ~ system analysis ~ database ~ distributed learning
- ~ Robert P. van Spyk, Ph.D.
Telecommunications ~ multimedia ~ Geographic Information Systems (GIS) ~ business computers ~ management information systems
- ~ Haw-Jan "John" Wu, Ph.D.
Supply chain integration ~ international business ~ Asian and Asian-American businesses ~ management education

MASTER OF SCIENCE IN MARINE SCIENCE

Offered in conjunction with Moss Landing Marine Laboratories (MLML)

MAKING CONTACT

- ~ CSUMB Earth Systems Science & Policy Institute
 - ~ Location Building 53
 - ~ Information 831-582-4120
 - ~ Fax 831-582-4122
 - ~ Email essp_comments@csumb.edu
 - ~ Website <http://essp.csumb.edu>
- ~ Moss Landing Marine Laboratories (MLML)
 - ~ Address Moss Landing Marine Laboratories
8272 Moss Landing Road
Moss Landing, CA 95039
 - ~ Information 831-771-4400
 - ~ Email frontdesk@mlml.calstate.edu
 - ~ Website www.mlml.calstate.edu

ASSOCIATED ACADEMIC FIELDS

Marine Biology ~ Oceanography ~ Marine Sciences ~ Marine Ecology ~ Marine Geology ~ Biological Oceanography ~ Physical Oceanography ~ Chemical Oceanography ~ Geological Oceanography ~ Phycology

DEGREE OFFERED

Master of Science

WHY IS THIS ACADEMIC FIELD IMPORTANT?

Recognizing that the ocean is vital to life on earth, the United Nations declared 1998 as the International Year of the Ocean. The hoped for increase in public awareness of the seas and related issues will be vital to our survival on the planet in the new millennium. So, too, will be the work of specialists who further our understanding of the ocean's forces and features—weather systems that deliver both crop-nourishing rains and destructive forces, life-saving medicines, nourishing fish, transportation channels, and much more.

WHAT IS THE MASTER OF SCIENCE IN MARINE SCIENCE PROGRAM ALL ABOUT?

CSUMB is part of the consortium that operates Moss Landing Marine Laboratories. The MLML consortium is composed of seven California

State University system members: Fresno, Hayward, Monterey Bay, Sacramento, San Francisco, San Jose, and Stanislaus. CSUMB's Master of Science in Marine Science is administered through MLML. This graduate program provides the opportunity to acquire a practical and theoretical education in the marine sciences to prepare for a career as a marine specialist, scientist, or teacher. Graduate opportunities include both research and advanced courses in marine sciences. The MLML curriculum provides extensive field and laboratory work for advanced study.

WHAT WILL I GAIN BY CHOOSING TO EARN MY MASTER OF SCIENCE IN MARINE SCIENCE AT CSUMB?

Of the seven consortium members, CSUMB has the distinct advantage of being the closest campus to MLML. The shore lab facility, marine operations, and the main MLML campus are within an easy half-hour's drive of CSUMB.

WHAT ARE THE REQUIREMENTS FOR ADMISSION INTO THE MASTER OF SCIENCE IN MARINE SCIENCE PROGRAM?

To be considered for admission to our program you must:

- ~ Complete the CSU graduate application, available from the CSUMB Office of Admissions and Records or on the Web (csumentor.edu).
- ~ Submit copies of your transcripts.
- ~ Submit three letters of recommendation.
- ~ Submit a resume including a summary of your research experience.
- ~ Complete an expanded statement of purpose.
- ~ Complete the MLML questionnaire.

Application materials are available on the Web (www.mlml.calstate.edu).

You are encouraged to contact the professor with whom you wish to study before submitting your application. More information about the professors and the program may also be found on the Web. Upon admission, you will be accepted into conditionally classified graduate status.

HOW WILL I ADVANCE TO BECOME A FULLY CLASSIFIED CANDIDATE FOR THE MASTER OF SCIENCE IN MARINE SCIENCE?

To advance to full candidacy you are required to take both of these steps:

- ~ Obtain MLML and CSUMB thesis advisors by the third semester. As a new student, you will be assigned an advisor who may or may not be your final thesis advisor.
- ~ Make up any coursework deficiencies as identified by your advisors. Quantitative Marine Science and three of the following five courses are prerequisites for classified graduate standing: *Marine Ecology*, *Geological Oceanography*, *Physical Oceanography*, *Chemical Oceanography*, and *Biological Oceanography*. These courses should be completed by the end of the third semester. They may be waived by the graduate committee upon certification that equivalent courses have been satisfactorily completed. *Quantitative Marine Science* cannot be counted towards the 30-credit degree requirement. Students who do not receive a grade of 3.0 or better in the listed courses, or who wish to substitute equivalent courses taken elsewhere regardless of the grades received, must petition to have the courses accepted or take an examination given by the faculty at MLML.

WHAT COURSES DOES MOSS LANDING MARINE LABORATORIES OFFER?

Recent courses offered have included: *Marine Ecology*; *Marine Birds and Mammals*; *Marine Ichthyology*; *Marine Invertebrate Zoology*; *Marine Botany*; *Geological Oceanography*; *Physical Oceanography*; *Chemical Oceanography*; *Physiology of Marine Algae*; *Biological Oceanography*; *Oceanographic Instrumentation*; *Sampling and Experimental Design*; *Ecology of Marine Birds and Mammals*; *Advanced Topics in Marine Ecology*; *Advanced Biological Oceanography*; *Plate Tectonics*; *Marine Geochemistry*; *Ocean Circulation and Mixing*; *Satellite Oceanography*; *Applications of Computers in Oceanography*; *Population Biology*; *Subtidal Ecology*; *Advanced Topics in Oceanography*; *Scientific Writing*; *Graduate Seminar in Marine Science*; *Scientific Methods*; *Library Research Methods in Marine Science*; *Molecular Biological Techniques*; *Marine Benthic Habitat Mapping*; *Geology of the Monterey Bay Region*; and *Research in the Marine Sciences*.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

Moss Landing Marine Laboratories and CSU Monterey Bay are ideally situated for marine studies. The head of the Monterey Submarine Canyon, the largest such feature on the west coast of the Americas, is located a few hundred meters west of MLML. You can work conveniently in a diversity of deep-water habitats in the canyon because 1000-meter depths occur within one hour's steaming time of the harbor. To the east of MLML and north of CSUMB is Elkhorn Slough, one of the largest, relatively unspoiled salt marshes remaining on the Pacific Coast. Sand dunes, rocky intertidal environments, and subtidal kelp forests provide further valuable areas for scientific study on the shores of the Monterey Bay. These rich features of our location facilitate your study and research in all marine science disciplines.

WHAT IS REQUIRED TO COMPLETE THE MASTER OF SCIENCE IN MARINE SCIENCE?

Your Master of Science in Marine Science will be conferred after you successfully do all of the following:

- ~ Advance to candidacy.
- ~ Satisfy MLML's requirements for the degree.
- ~ Complete a minimum total of 15 required credits of graduate-level courses. These must include two credits of *Graduate Seminar in Marine Science* as well as one to four credits of *Master's Thesis*.
- ~ Complete an additional 15 credits of upper-division and graduate-level courses as approved by your thesis committee. These may include courses taken at MLML and CSUMB.
- ~ Submit a thesis approved by your thesis advisory committee. The thesis must conform to the rules set forth by CSUMB.
- ~ Present an oral thesis defense including an open seminar thesis presentation and a defense before your thesis advisory committee.

WHICH CAREERS WILL THE MASTER OF SCIENCE IN MARINE SCIENCE PREPARE ME TO PURSUE?

A Marine Science master's degree could launch you toward a successful career in marine ecology, ichthyology, biological oceanography, chemical oceanography, physical oceanography, geological oceanography, marine botany, marine geochemistry, satellite oceanography, or subtidal ecology.

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FACULTY

- ~ Kenneth H. Coale, Ph.D., Director
Global biochemistry ~ trace metals ~ radionuclides ~ chemical oceanography
- ~ William W. Broenkow, Ph.D.
Physical oceanography ~ satellite oceanography ~ marine optics and instrumentation
- ~ Gregor M. Cailliet, Ph.D.
Ecology of marine fishes ~ deep sea ecology ~ marine fisheries
- ~ Michael S. Foster, Ph.D., Emeritus Professor
Phycology ~ marine ecology ~ impact of oil on marine plants and animals
- ~ Jonathan B. Geller, Ph.D.
Invertebrate zoology ~ molecular marine ecology ~ evolutionary biology
- ~ Michael H. Graham, Ph.D.
Phycology ~ ecosystem processes ~ dispersal dynamics ~ population dynamics of habitat-forming species
- ~ H. Gary Greene, Ph.D.
Marine geophysics ~ plate boundary tectonics ~ submarine canyon and coastal processes
- ~ James T. Harvey, Ph.D.
Ecology of marine reptiles, birds, and mammals ~ statistics ~ radio telemetry
- ~ James W. Nybakken, Ph.D., Emeritus Professor
Marine invertebrate zoology ~ marine ecology
- ~ Joan M. Parker, M.L.S. ~ Librarian
- ~ Nicholas A. Welschmeyer, Ph.D.
Biological oceanography ~ phytoplankton-zooplankton relations ~ algal pigments

ADJUNCT FACULTY

- ~ Ivano Aiello, Ph.D.
Geological oceanography ~ sedimentation ~ stratigraphy

- ~ James P. Barry, Ph.D.
Benthic and polar ecology ~ biological oceanography ~ chemosynthetic communities
- ~ Simona Bartl, Ph.D.
Immunology and the evolution of host defenses ~ microbial flora and antimicrobial defenses of marine invertebrates
- ~ Robert E. Garrison, Ph.D.
Marine sedimentology ~ diagenesis of marine sediments ~ sedimentary tectonics ~ paleoceanography
- ~ Stacy L. Kim, Ph.D.
Benthic ecology of invertebrates ~ anthropogenic influences in marine communities ~ flow effects on larval dispersal
- ~ Valerie J. Loeb, Ph.D.
Ichthyoplankton ~ Antarctic marine fisheries
- ~ John S. Oliver, Ph.D.
Marine ecology ~ benthos ~ pollution ~ habitat restoration
- ~ Bruce H. Robison, Ph.D.
Deep sea ecology ~ marine fishes ~ bioluminescence ~ under-sea technology
- ~ Richard C. Zimmerman, Ph.D.
Ecological physiology of marine autotrophs ~ radiative transfer and remote sensing of optically shallow waters ~ ecosystem productivity ~ numerical modeling

- ~ The program connects you with other students in your area and around the state so that you can develop a peer support network.

IS CALSTATETEACH RIGHT FOR ME?

If you answer yes to any of these questions, CalStateTEACH may be the perfect credentialing program for you!

- ~ Are you currently teaching or interested in teaching in a multiple subjects classroom?
- ~ Do you have a busy schedule that makes it difficult to attend traditional classes?
- ~ Are you located too far from a university to attend classes conveniently, or do you dread the traffic and parking challenges that may come with attending traditional classes?
- ~ Are you seeking a credential program that will provide you with relevant information that you can use in your classroom immediately?
- ~ Are you a self-directed independent learner?

But it's not for everybody. CalStateTEACH does not offer a single subject program for high school teachers, and the program does not offer a special education credential. If you think you would prefer a campus-based credential program or need to pursue areas that CalStateTEACH does not serve, please visit our CSUMB.EDU/teach website to explore other CSUMB teacher education options.

WHAT ARE THE REQUIREMENTS FOR ADMISSION INTO CALSTATETEACH?

In order to be accepted into CalStateTEACH in the *intern teaching* option, you must demonstrate evidence of all of the following:

- ~ A bachelor's degree from a regionally accredited college or university.
- ~ A grade point average of 2.67 overall or 2.75 in the last 60 semester or 90 quarter units (GPA Petition available)
- ~ Passage of the CBEST (California Basic Educational Skills Test)
- ~ Two letters of recommendation
- ~ Two official, sealed copies of university transcripts
- ~ Writing proficiency as shown in an autobiographical statement
- ~ A passing score on an interview with a Learning Support Faculty member
- ~ Employment in a multiple-subject classroom (teacher working without a credential)

If a teaching job is the only requirement you are lacking, it is best to submit all of your materials so that you may be conditionally admitted prior to confirming employment as a teacher. This will speed up the admissions process once you are employed. However, you must show proof of employment before the program begins.

In order to be accepted to the student teaching option, you must demonstrate evidence of all of the following:

- ~ A bachelor's degree from a regionally accredited college or university.
- ~ A grade point average of 2.67 overall or 2.75 in the last 60 semester or 90 quarter units (GPA Petition available)
- ~ Two letters of recommendation
- ~ Two official, sealed copies of university transcripts
- ~ Writing proficiency as shown in an autobiographical statement
- ~ A passing score on an interview with a Learning Support Faculty member

HOW LONG WILL IT TAKE TO EARN MY CREDENTIAL?

CalStateTEACH may be completed in a minimum of 18 months.

HOW DOES THE PROGRAM WORK?

CalStateTEACH is specifically designed for teachers who are already teaching without a credential and for people who cannot attend a full-time on-campus program. The program's foundation is self-study with online materials, print resources, CD-ROM materials, web-based "class discussions," and on-site coaching. As a participant, you will need to have access to a computer with online capability.

You will refer regularly to a program website. The site gives you access to your curriculum materials, activity discussion rooms, important resource materials, and technology support. You will also interact with your CalStateTEACH LSF (Learning Support Faculty) and ASF (Adjunct Support Faculty) by email and face-to-face at your school site.

Instead of semesters or quarters, the program is divided into four Stages with five instructional Blocks in each. The entire program takes 18 months to complete. CalStateTEACH participants attend five Saturday seminars during the program.

CREDENTIAL PROGRAMS

CALSTATETEACH

MAKING CONTACT

- ~ CalStateTEACH
- ~ Information 831-582-4624
- ~ Fax 831-582-4620
- ~ Email calstateteach@csumb.edu
- ~ Website [http:// www.calstateteach.net](http://www.calstateteach.net)

ASSOCIATED ACADEMIC FIELDS

Education, Teacher Education

CREDENTIAL OFFERED

Multiple Subject

WHAT IS CALSTATETEACH?

CalStateTEACH is a non-traditional program that allows working teachers and second-career adults to earn their credential without attending traditional college classes. Instead, the curriculum is delivered using a self-study format. Participants use online, print and CD-ROM materials. They share ideas through web-based "class discussions," and get professional feedback through on-site coaching. CalStateTEACH participants enjoy personal guidance from mentor teachers at their school site as well as CSU faculty. They communicate and share ideas with other participants via a special Internet website.

CalStateTEACH offers both an internship option and a part-time student teaching option. Whether you're currently teaching in a California K-8 classroom and you need a credential or you're looking for a part-time program, CalStateTEACH may be right for you.

HOW DOES CALSTATETEACH SUPPORT MY GROWTH AS A TEACHER?

CalStateTEACH uses a supportive process to help you gain the confidence and skills you need to be a successful new teacher in a multicultural classroom. The support comes in four ways:

- ~ The program assigns a university faculty member to work with you individually to develop your knowledge, to help you learn the craft of teaching, and to assist you in completing assignments. This faculty member has an assigned load of no more than 20 students so that you will get the time you need with your faculty member.
- ~ The program also assigns an experience classroom teacher to work with you. We ask that this person spend time with you weekly to discuss questions and issues.
- ~ The program provides a rich and well developed curriculum that helps you gain knowledge of the skills and theories you need to teach. You develop these skills and knowledge within the context of real classrooms.

Since there are no campus-based classes, the program is geographically divided into four regions. As an intern, you will be assigned to a center based on the location of the public school district or private school where you teach or student teach.

Despite the reliance on technology, you do not need to be a technology wizard to succeed in the program. As long as you are comfortable with email and accessing the Internet, you can easily adapt. The CalStateTEACH help desk provides extensive online and telephone technology assistance to all participants and faculty members.

WHAT IS THE PROGRAM LIKE?

- ~ After you have been accepted, you'll receive detailed registration materials explaining a variety of procedures.
- ~ Just before your program begins, you will receive one or more boxes of books and materials (delivered directly to you).
- ~ You will attend a daylong Saturday orientation seminar conducted by your regional center. Seminars are conducted at various locations throughout the state to enhance convenience. There you'll meet your center director, regional faculty, and fellow students. You'll learn everything you need to know in order to get started.
- ~ You will use the study guide to take you through the program assignments.
- ~ Expect to spend about 12 hours per week working on CalStateTEACH assignments outside of the work you do teaching in your classroom.
- ~ You'll get on the special CalStateTEACH student website to communicate frequently with fellow students and faculty members via email, discussion boards, and chat rooms.
- ~ In addition to the initial Saturday orientation seminar, you'll participate in four more Saturday seminars throughout the 18-month program.
- ~ Your assigned faculty member will visit you at least once a month to observe and assist you. Your on-site mentor or ASF (Adjunct Site Faculty) is available to help you on a regular basis.
- ~ You'll complete a portfolio at the end of the program, which is evaluated by your LSF. The portfolio is a comprehensive representation of your work.

MULTIPLE SUBJECT CREDENTIAL

MAKING CONTACT

- ~ ELA/BCLAD Multiple Subject Teaching Credential Program
- ~ Location Building 3
- ~ Information 831-582-3639
- ~ Fax 831-582-3585
- ~ Email teachmb@csumb.edu
- ~ Website <http://teach.csumb.edu>

ASSOCIATED ACADEMIC FIELDS

Education, Teacher Education

CREDENTIAL OFFERED

Multiple Subject with ELA/BCLAD (BCLAD in Spanish) (Grades K-8)

WHY IS THIS ACADEMIC FIELD IMPORTANT?

As we enter a new millennium, California's schools face two realities. First, the student population is becoming increasingly diverse linguistically and culturally. Over 40 percent of the nation's school age students who are English language learners reside in California—approximately 1.5 million of them. Consequently, public schools must bring children together from their various backgrounds to discover their emerging role in our pluralistic social and political democracy. Second, due in part to government mandated reductions in class size, California will need 250 to 300 thousand new teachers in the next decade. Meanwhile, to meet immediate demands, a significant percentage of current California teachers have begun their careers with less than full certification. Clearly, institutions of higher learning must develop forward-thinking teacher training programs that provide something extra.

WHAT MULTIPLE SUBJECT OPTIONS DO YOU OFFER?

We offer two on-campus alternatives for earning your Multiple Subject Teaching Credential. If your schedule permits, you can enter our traditional program. Alternatively, if you are currently a fulltime teacher with an emergency permit or internship credential, you should enter the CSUMB Teacher Internship Program (CTIP).

Both credentialing options are designed for individuals who are interested in teaching in linguistically and culturally diverse elementary schools. Consequently, in both programs you will be given a choice between an English Learner Authorization (ELA) emphasis and a bilingual cross-cultural language and academic development (BCLAD) emphasis.

Both the ELA and BCLAD emphasis credentials will authorize you to teach school children from non-English backgrounds. The difference is that the BCLAD authorizes you to teach in bilingual settings both in your language of emphasis and in English, while the ELA authorizes you to teach only in settings where instruction is provided primarily through English.

In addition to CSUMB's two on-campus credentialing options, we also offer CalStateTEACH for people who are interested in the multiple subject credential. CalStateTEACH is an innovative internship program that allows for independent study with an Internet-supported curriculum. CalStateTEACH is an ELA program, and does not offer the BCLAD option. Because CalStateTEACH is a statewide program operated by California State University, its application and enrollment processes are slightly different than CSUMB's on-campus programs. You will find complete information on the calstateteach.net website and earlier in this section of the CSUMB Catalog.

WHY EARN MY MULTIPLE SUBJECT CREDENTIAL AT CSUMB?

We offer a teacher preparation curriculum that reflects a high degree of integration between theory and practice. Collaborative program development among public schools, the community, and CSUMB has created a hands-on learning environment that will prepare you to work with linguistically and culturally diverse student populations. That, in turn, will enhance your ability to teach all students successfully.

WHAT ARE THE REQUIREMENTS FOR ADMISSION INTO THE CSUMB MULTIPLE SUBJECT PROGRAMS?

- ~ A course in U.S. Government that includes U.S. Constitution
- ~ A course in linguistics (may be taken concurrently)
- ~ A course in culture and cultural diversity (may be taken concurrently)
- ~ Three semester units of a single language other than English
- ~ Two or three letters of recommendation by those who have observed you teaching or working with culturally diverse children (mailed directly to the CSUMB Credentials Office)
- ~ Two official sets of transcripts from every university or college that you have attended (one set mailed to CSUMB Admissions and Records and the other to the CSUMB Credentials Office)
- ~ Proof of having taken the California Basic Educational Skills Test (CBEST)
- ~ Proof of having passed the California Subject Examinations for Teachers (CSET) or a letter from the university where you earned your undergraduate degree indicating that you took part in an approved liberal studies waiver program

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

NOTE: All California teacher education programs are in the process of redesigning their offerings to meet new state standards. These prerequisites and other aspects of the program may change. Before you apply, contact the Institute for Field-Based Teacher Education for the most current information.

HOW LONG WILL IT TAKE TO EARN MY CREDENTIAL?

In the traditional multiple subjects credential program, you can earn your credential in two consecutive fulltime semesters if all academic and experiential prerequisites have been completed. The CTIP program takes four continuous semesters (including summers), and CalStateTEACH takes 18 months. If you have deficiencies in requirements, you may need more time.

HOW ARE THE MULTIPLE SUBJECT PROGRAMS STRUCTURED?

If you enter the fulltime program, you will be placed in student teaching settings from the start to the end. Classes are conducted in conjunction with part-time student teaching. The last five weeks of the second term are dedicated to more intensive student teaching.

The part-time teaching internship program includes the same courses with additional experiences tailor-made for the internship experience. In this program, classes are distributed over 18 months of evenings and summers to accommodate your fulltime teaching obligations.

WHAT WILL I LEARN AS I EARN MY CREDENTIAL?

As our program prepares you to demonstrate successful beginning practice in teaching, you will acquire the knowledge and skills necessary to satisfy the following California Standards for the Teaching Profession:

- ~ CSTP 1 Engaging and supporting all students in learning
- ~ CSTP 2 Creating and maintaining effective environments for student learning
- ~ CSTP 3 Understanding and organizing subject matter for student learning
- ~ CSTP 4 Planning instruction and designing learning experiences for all students
- ~ CSTP 5 Assessing student learning
- ~ CSTP 6 Developing as a professional educator

HOW DO I DEMONSTRATE THAT I HAVE ACHIEVED THE CSTPS?

You will prepare products in each of your courses that will be compiled into a professional portfolio to be presented in seminar at the conclusion of the program. Reflective comments, a personal philosophy statement about teaching, and observation reports of your teaching will be included in your portfolio as well. Your achievement of the CSTP will be demonstrated through the portfolio.

Alternative means for achieving CSTP may be negotiated with instructors of courses to which CSTP are attributed and through the recommendation of the program director and concurrence of the dean of the College of Professional Studies. A professional portfolio will be required in all cases.

WHAT COURSES DO THE MULTIPLE SUBJECT PROGRAMS OFFER?

The courses in our curriculum are: *Teaching and Learning; Pedagogy for Culturally and Linguistically Diverse Students; Language and Literacy Development Across the Curriculum I; Language and Literacy Development Across the Curriculum II; Math Methods; Social Studies and Science Methods; Methodology for Bilingual Instruction; Student Teaching; and Student Teaching Seminar.*

WHAT ARE THE UNIQUE FEATURES OF THE MULTIPLE SUBJECT CURRICULUM?

Students are placed in schools from the beginning of the program to its conclusion. This assures maximum exposure to teaching and learning in public schools.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

The rich mix of peoples and cultures in the Monterey Bay region is reflected in the populations of area schools. The many area elementary schools offer superb settings for you to work with children who are diverse in every imaginable way. As a fulltime student, you will spend many hours in student teaching placements during both semesters of the program. If you are currently employed as a teacher with a substandard credential, we will provide you with support services in conjunction with your employing school district. Meanwhile, you will do your on-campus learning in interactive classes housed in modern facilities on our technologically advanced "21st CSU campus for the 21st century," where plurality and teaching excellence have been commitments since the university's inception.

WHAT COUNSELING AND SUPPORT SERVICES ARE PROVIDED FOR STUDENTS IN THE MULTIPLE SUBJECT PROGRAMS?

Each student is assigned a faculty advisor. When you are placed in schools, a college supervisor will be available to guide the development of your teaching skills. Also, the Academic Skills Achievement Program (ASAP) is available to credential program students needing additional out-of-class assistance in the development of effective communication skills.

WHAT MUST I DO IN ORDER TO EARN MY MULTIPLE SUBJECT TEACHING CREDENTIAL?

You will be expected to demonstrate your comprehensive achievement of all CSTPs in a Capstone experience through the formal presentation of a professional portfolio.

WHICH TEACHING JOBS WILL THE MULTIPLE SUBJECT TEACHING CREDENTIAL PREPARE ME TO PURSUE?

The ELA/BCLAD program prepares you to step into a rewarding career as an elementary or middle school teacher. You will be particularly well prepared to work with linguistically and culturally diverse student populations. The program is site-based: you enter student teaching placements from the beginning of your enrollment in the program to program completion.

WHAT ADVANTAGES WILL THE MULTIPLE SUBJECT TEACHING CREDENTIAL PROVIDE IF I DECIDE TO GO ON TO GRADUATE STUDY?

The program lays important groundwork if you are interested in a graduate degree in education.

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FULLTIME FACULTY

- ~ Kani A. Blackwell, Ed.D.
Teaching and learning ~ arts education ~ foundations of education
- ~ Beverly B. Carter, Ph.D.
Social studies education ~ foundations of education
- ~ Margaret (Peggy) Laughlin, Ed.D.
Language and literacy ~ bilingual methodology ~ critical pedagogy
- ~ Elizabeth Meador, Ph.D.
Foundations of education ~ critical pedagogy
- ~ Jean Mitchell, Ph.D.
Mathematics education
- ~ Mark O'Shea, Ed.D.
Science education
- ~ Irene Nares-Guzicki, Ph.D.
Literacy and special education
- ~ Claudia Peralta-Nash, Ph.D.
Bilingual education ~ children's literature
- ~ Christine Sleeter, Ph.D.
Foundations of education ~ critical pedagogy
- ~ Patricia Whang, Ph.D.
Psychological foundations of teaching and learning

ADJUNCT FACULTY

- ~ Laurie Bloom-Sweeney, Ph.D.
Literacy
- ~ Judy Cortes, Ph.D.
Hispanic languages and literature
- ~ Delberta Meyer, M.A.
Teaching and learning ~ foundations of education
- ~ Barbara Novelli, M.A.
Science and math education
- ~ David Paine, M.A.
Literacy

SINGLE SUBJECT CREDENTIAL

MAKING CONTACT

- ~ ELA/BCLAD Single Subject Teaching Credential Program
- ~ Location Building 3
- ~ Information 831-582-5024
- ~ Fax 831-582-3585
- ~ Email beverly_carter@csumb.edu
- ~ Website <http://teach.csumb.edu>

ASSOCIATED ACADEMIC FIELDS

Education, Teacher Education, English, Math, Science, Social Studies, Foreign Language

CREDENTIAL OFFERED

- ~ Single Subject with ELA/BCLAD (BCLAD in Spanish) (Grades 6-12)
- ~ Concentrations in English, Math, Science, Social Studies, Foreign Language

WHY IS THIS ACADEMIC FIELD IMPORTANT?

As we enter a new millennium, California's schools face two realities. First, the student population is becoming increasingly diverse linguistically and culturally. Over 40 percent of the nation's school age students who are English language learners reside in California—approximately 1.5 million of them. Consequently, public schools must bring children together from their various backgrounds to discover their emerging role in our

pluralistic social and political democracy. In addition, the California State Department of Education estimates that this state will need 250 to 300 thousand new teachers in the next decade. Likewise, the need for well-prepared teachers is great in school districts in Monterey, San Benito, and Santa Cruz counties.

WHAT SINGLE SUBJECT CREDENTIAL OPTIONS DO YOU OFFER?

We offer two alternatives for earning your single subject credential: traditional and internship.

The traditional version of the single subject program offers opportunities for you to gain classroom experience through student teaching under the supervision of a master teacher.

CSUMB's Single Subject Teaching Internship Program, in conjunction with the Monterey County Office of Education, gives you the opportunity to earn your credential while teaching. This option is directed toward students who have had significant experience teaching in schools prior to enrolling in the program. In the internship program, students are hired by local districts and assume full responsibility for teaching. If you qualify to enter the Single Subject program and are hired by a district, a teacher from your school will be selected as a mentor to help you through the internship experience.

Both credentialing alternatives are designed for individuals who are interested in teaching in linguistically and culturally diverse middle and high schools. Consequently, in both programs you will be given a choice between an English Learner Authorization (ELA) emphasis and a bilingual cross-cultural language and academic development (BCLAD) emphasis for Spanish language. Both the ELA and BCLAD emphasis credentials will authorize you to teach students from non-English backgrounds. The difference is that the BCLAD authorizes you to teach in bilingual settings, both in Spanish and in English, while the ELA authorizes you to teach only in settings where instruction is provided primarily through English.

WHY EARN MY SINGLE SUBJECT CREDENTIAL AT CSUMB?

We offer a teacher preparation curriculum that reflects a high degree of integration between theory and practice. Collaborative program development among public schools, the community, and CSUMB has created a hands-on learning environment that will prepare you to work with linguistically and culturally diverse student populations. That, in turn, will enhance your ability to teach all students successfully.

WHAT ARE THE REQUIREMENTS FOR ADMISSION INTO THE CSUMB SINGLE SUBJECT PROGRAM?

- ~ A complete application to the graduate program of CSUMB, including required fees and supporting materials
- ~ A complete supplementary application to the Single Subject Credential Program, including supporting materials
- ~ Proof of having taken the California Basic Educational Skills Test (CBEST)
- ~ A course that includes study of the U.S. Constitution
- ~ A course or equivalent experiences in culture and cultural diversity
- ~ Three semester units or the equivalent of a single language other than English
- ~ Three letters of recommendation by those who have observed you teaching or working with culturally diverse adolescents or youth
- ~ Proof of subject matter competence in the area you intend to teach [English, Social Science, Math, Science, or Foreign Language]. In order to earn a Single Subject Teaching Credential, it is necessary to verify your subject matter competence as part of your teaching ability. Candidates wishing to earn a Single Subject Credential may verify their subject matter competence in one of the following ways:

1. By completing a subject matter preparation program. Only programs that have been evaluated and approved by the Commission on Teacher Credentialing fulfill this requirement. In this case, you will submit an original copy of a verification letter from a California college or university that offers such a program. CSUMB currently offers approved ("waiver") programs in both English and Social Science. Others are in the design phases. If you graduated from another California institution, check with its teacher education program to see if they offer an approved ("waiver") program in your subject area.

2. Passing the appropriate state-required examinations in the subject area. It is crucial that you contact the CSUMB Single Subject Program office as soon as possible for information and advisement about fulfilling this requirement. Test registration booklets are available at the office or can be ordered directly from the companies.

Applicants will be selected for admission from among those who meet these requirements. As we consider your application, our credential program committee will look at your coursework with an eye toward breadth of subject matter and overall demonstration of academic ability. In addition to the requirements listed, experience with 6-12 students from diverse backgrounds, display of personal and academic qualities that will enhance teaching success, and proficiency in a second language that is in demand in California schools are considered important.

NOTE: All California teacher education programs are in the process of redesigning their offerings to meet new state standards. These prerequisites and other aspects of the program may change. Before you apply, contact the Institute for Field-Based Teacher Education for the most current information.

HOW LONG WILL IT TAKE TO EARN MY CREDENTIAL?

Whether a student teacher or an intern, you can earn your single subject credential in four consecutive part-time semesters spread over fifteen consecutive months if all academic and experiential prerequisites have been completed. This is called the Professional Phase of the program. If you need to do more work to meet the Professional Phase requirements, you will enter the Preprofessional Phase during which you will receive advisement and access to university courses. The Single Subject program works in cooperation with district pre-intern and new teacher programs to assist teachers on emergency credentials and waivers to meet the requirements for the California Teacher Internship alternative.

HOW IS THE SINGLE SUBJECT CURRICULUM STRUCTURED?

Once you are admitted to the Single Subject program, you will be placed at the Preprofessional Phase or Professional Phase. If you are in the Preprofessional Phase, you will receive advisement, take classes, and engage in other activities to complete the requirements for advancement to the Professional Phase.

If you enter the traditional, student teaching Professional Phase of the program, you will be placed in a school from 7:30-Noon every day from the beginning to the end of the normal K-12 school year. In addition, you will teach a full day (from 7:30-3:30) for five weeks during second semester. If you have a teaching position with a local school district and meet all the admissions requirements, you will be assigned to the Professional Phase Internship Alternative. In this case you will teach the classes assigned to you by contract. All single subject academic classes are scheduled in the late afternoon/early evening and summers to accommodate those with fulltime teaching obligations.

WHAT WILL I LEARN AS I EARN MY CREDENTIAL?

As our program prepares you to demonstrate successful beginning practice in teaching, you will acquire the knowledge and skills necessary to satisfy the following California Standards for the Teaching Profession (CSTP):

- ~ CSTP 1 Engaging and supporting all students in learning
- ~ CSTP 2 Creating and maintaining effective environments for student learning
- ~ CSTP 3 Understanding and organizing subject matter for student learning
- ~ CSTP 4 Planning instruction and designing learning experiences for all students
- ~ CSTP 5 Assessing student learning
- ~ CSTP 6 Developing as a professional educator

HOW DO I DEMONSTRATE THAT I HAVE ACHIEVED THE CSTPS?

You will prepare products in each of your courses that will be compiled into a professional portfolio to be presented in seminar at the conclusion of the program. Reflective comments, a personal philosophy statement about teaching, observation reports of your teaching, and State-required Teacher Performance Assessments will be included in your portfolio as well. Your achievement of the CSTPs will be demonstrated through the portfolio.

WHAT COURSES DOES THE SINGLE SUBJECT PROGRAM OFFER?

The courses in our Professional Phase curriculum are:

Adolescent Development and Learning; Pedagogy for Linguistically Diverse Students; Stage I Supervised Teaching, Related Topics, and Seminar; Curriculum and Instruction in the Secondary School Content Area Part I; Stage II Supervised Teaching; Curriculum and Instruction in the Secondary School Content Area Part II; Language and Literacy Development for Secondary Teachers; and Methodology for the Linguistically and Culturally Diverse Student.

CSUMB also offers courses that will meet your Preprofessional Phase needs. These might include: a course including the study of the U.S. Constitution; a course in culture and cultural diversity; three semester units in a single language other than English (or the equivalent); Preliminary Placement (including advisement and a preliminary classroom experience in a middle school or high school).

WHAT ARE THE UNIQUE FEATURES OF THE SINGLE SUBJECT CURRICULUM?

You will be placed in a school for a minimum of half a day every day from the beginning of the K-12 school year until its conclusion. This ensures maximum exposure to teaching and learning in public schools.

You will attend two subject-specific curriculum and instruction courses that support your supervised teaching throughout the K-12 year.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

High schools and middle schools in Monterey, San Benito, and Santa Cruz counties serve a rich diversity of students and their families. They are outstanding settings for teacher preparation. Whether a student teacher or an intern, you will spend many hours working with adolescents in a middle school or high school classroom while taking university coursework at the same time. This combination of theory and practice throughout the K-12 school year is the heart of the program. The blend provides a setting for powerful learning through guided experience and reflection.

WHAT COUNSELING AND SUPPORT SERVICES ARE PROVIDED FOR STUDENTS IN THE SINGLE SUBJECT PROGRAM?

Each student is assigned to a faculty advisor. When you are placed in schools, a university supervisor and a teacher colleague will guide the development of your teaching skills. Also, if needed, the Academic Skills Achievement Program (ASAP) will help you with additional out-of-class assistance in the development of effective communications skills.

WHAT MUST I DO IN ORDER TO EARN MY SINGLE SUBJECT TEACHING CREDENTIAL?

You will be expected to demonstrate your comprehensive achievement of the CSTPs in a Capstone experience through the formal presentation of your professional portfolio to a panel of faculty members and experienced educators. In addition, you will be expected to meet all the requirements of the California Teacher Credentialing Commission in a timely fashion. Doing this may involve following bureaucratic routines and providing paperwork; however, it is necessary to ensure your success in earning a credential and for the credibility of the CSUMB program.

WHICH TEACHING JOBS WILL THE SINGLE SUBJECT TEACHING CREDENTIAL PREPARE ME TO PURSUE?

The ELA/BCLAD Single Subject program prepares you for a career as a high school or middle school teacher (grade 6-12). You will be prepared to work with linguistically and culturally diverse student populations. If you elect the BCLAD (Spanish) alternative, you will be prepared to teach your subject using the Spanish language.

WHAT ADVANTAGES WILL THE SINGLE SUBJECT TEACHING CREDENTIAL PROVIDE IF I DECIDE TO GO ON TO GRADUATE STUDY?

The program lays important groundwork for those interested in a graduate degree in education.

WHO WILL GUIDE MY LEARNING EXPERIENCES?**FULLTIME FACULTY**

- ~ Beverly Carter, Ph.D., Program Coordinator
Social science education ~ teacher education
- ~ Kani Blackwell, Ed.D.
Teaching and learning ~ foundations of education
- ~ Lou Denti, Ph.D.
Lawton Love Distinguished Professor in Special Education

- ~ Joshua Harrower, Ph.D.
Special Education
- ~ Margaret (Peggy) Laughlin, Ph.D.
Language and literacy ~ bilingual methodology ~ critical pedagogy
- ~ Elizabeth Meador, Ph.D.
Foundations of Education, critical pedagogy
- ~ Jean Mitchell, Ph.D.
Math education
- ~ Irene Nares-Guzicki, Ph.D.
Literacy and special education
- ~ Mark O'Shea, Ph.D.
Science education
- ~ Claudia Peralta-Nash, Ph.D.
Bilingual education
- ~ Yoshiko Saito-Abbott, Ph.D.
Foreign language education
- ~ Patricia Whang, Ph.D.
Psychological foundations of teaching and learning

ADJUNCT FACULTY

- ~ Delberta Meyer, M.A.
Teaching and learning ~ teacher education
- ~ Julie Minnis, M.A.
English education ~ single subject

SPECIAL EDUCATION PROGRAM (SPED)**MAKING CONTACT**

- ~ Special Education Program
- ~ Location Building 3
- ~ Information 831-582-4612
- ~ Fax 831-582-4568
- ~ Email jacqueline_means@csumb.edu
- ~ Website <http://teach.csumb.edu>
- ~ FirstClass Conference none

ASSOCIATED ACADEMIC FIELDS

Psychology, sociology, counseling, teacher education, child development, community collaborative studies, human communication, social and behavioral sciences

CREDENTIALS OFFERED

- Mild/Moderate Level I Education Specialist Credential
- Professional Level II Mild/Moderate Education Specialist Credential

WHY IS THIS ACADEMIC FIELD IMPORTANT?

There continues to be a shortage of teachers prepared to serve students with mild to moderate disabilities throughout the state of California and nationwide. When teachers participate in a relevant and thoughtful course of study with well-respected faculty members and field practitioners, it increases the likelihood that they will remain teaching in the field.

WHY EARN MY SPECIAL EDUCATION CREDENTIAL AT CSUMB?

At CSUMB, you will be well prepared to meet the instructional and social needs of students with learning challenges. Small class size and individual attention characterize the program.

WHAT ARE THE REQUIREMENTS FOR ADMISSION INTO THE CSUMB SPECIAL EDUCATION PROGRAM?

- ~ B.S. or B.A. completed at an accredited university or college
- ~ Application to the university and the Special Education Program
- ~ Subject matter competency
- ~ Interview with Program Coordinator and faculty
- ~ Pre-professional experience in instruction settings with children with special needs
- ~ A course in U.S. Government that includes U.S. Constitution
- ~ Proof of having taken or passed the California Basic Educational Skills Test (CBEST)
- ~ Certificate of Clearance
- ~ Three (3) letters of recommendation
- ~ Computer literacy
- ~ Two official sets of transcripts from every university or college that you have attended (one set mailed to CSUMB Admissions and Records and the other to the CSUMB Special Education Program office)
- ~ Resume and statement of purpose essay

WHAT ABOUT SUBJECT MATTER COMPETENCY?

Students who do not hold a Multiple Subject or Single Subject Credential must demonstrate subject matter competency in General Education by passing the California Subject Examinations for Teachers (CSET). Students who have completed coursework in a university approved teacher education waiver program are exempt from taking the CSET. Once accepted into the Mild/Moderate Level I Credential Program, students demonstrate subject matter competency by completing courses from the Multiple Subject or Single Subject Programs.

HOW LONG WILL IT TAKE TO EARN MY CREDENTIAL?

The Mild/Moderate Level I Education Specialist Credential is tailored to meet the needs of students pursuing their state certification requirements to teach students with learning disabilities. You can enroll as a full or part-time student. Generally, students complete the course of study in one and a half years.

After completing their Level I Mild/Moderate credential, students can begin coursework to meet the Professional Level II Mild/Moderate Education Specialist Credential. The Level II credential provides practicing special education teachers with an opportunity to expand their knowledge and skill base.

Courses in the level II apply toward a Master of Arts in Education with an emphasis in Special Education. For more information on this graduate degree option, please contact the CSUMB Special Education program (831-582-4612 ~ jacqueline_means@csumb.edu) or the CSUMB Master of Arts in Education program (831-582-3641 ~ minerva_estasi@csumb.edu).

HOW IS THE SPECIAL EDUCATION CURRICULUM STRUCTURED?

The program is structured around the working classroom teacher. Courses are offered in the evenings, on weekends, during winter session, and throughout the summer. Usually students take two courses per semester. Students are also required to complete a practicum.

In the Level II credential program students must complete an Induction Plan with a Special Education faculty member and district support provider. Students, in consultation with the employer's representative, may complete up to 25 percent of the Level II program in non-university activities.

WHAT WILL I LEARN AS I EARN MY CREDENTIAL?

The Mild/Moderate Level I Education Specialist Credential program accents preferred instructional practices to help students with learning challenges succeed in school and life. While pursuing your credential, you will acquire the knowledge and skills necessary to satisfy the following California Standards for the Teaching Profession (CSTPs):

- ~ CSTP 1 Engaging and supporting all students in learning
- ~ CSTP 2 Creating and maintaining effective environments for student learning
- ~ CSTP 3 Understanding and organizing subject matter for student learning
- ~ CSTP 4 Planning instruction and designing learning experiences for all students
- ~ CSTP 5 Assessing student learning
- ~ CSTP 6 Developing as a professional educator

HOW DO I DEMONSTRATE THAT I HAVE ACHIEVED THE CSTPS?

Course competencies are directly associated with the CSTPs and are clearly articulated in each of the course syllabi. Students demonstrate that they have achieved the CSTPs through portfolios, practica, course assignments, and professional readings.

WHAT COURSES DOES THE SPECIAL EDUCATION PROGRAM OFFER?

The level I courses in our curriculum are: *Inclusionary Practices for Students with Special Needs*; *Reading Diagnosis & Preferred Practices for Students with Mild-Severe Special Needs*; *Curriculum Development & Preferred Practices for Students with Mild-Severe Special Needs*; *Formal & Informal Assessment for Diverse Student Population*; *Supervised Field Experiences in General Education*; *Behavioral Intervention & Support*; *Practicum/Professional Induction Planning*; *Methodologies for Culturally & Linguistically Diverse Students with Learning Challenges*; *Elementary Math Methods*; and *Language and Literacy Across Curriculum*.

The level II courses in our curriculum are: *Induction Plan/Professional Growth and Assessment for the Education Specialist*; *Advanced Behavioral, Emotional, and Environmental Supports for Students with Challenges*; *Advanced Assessment and Curricula Instruction for Students with*

Learning Challenges; *Advanced Collaboration and Consultation*; *Current and Ongoing Research, Policy, and Practice in Special Education*; and *Transition and Career Development for the Education Specialist*.

CSUMB is currently applying for authorization from the California Commission on Teacher Credentialing to offer a Moderate/Severe Education Specialist Credential Program. For additional information regarding the status of the program, or the sequence, availability, or content of courses please contact Dr. Josh Harrower (831-582-4227; josh_harrower@csumb.edu).

WHAT ARE THE UNIQUE FEATURES OF THE SPECIAL EDUCATION CURRICULUM?

- ~ Student centered
- ~ Practical
- ~ Tenure track faculty members with established reputations teach the courses
- ~ Inclusive

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

The learning environment at CSUMB is intimate, reflective, and participatory. Reciprocal interactions between students and instructors create a positive, compassionate, and uplifting educational experience. Careful attention is paid to pedagogy that reflects the cultural and ethnic diversity of the students in the local schools.

WHAT COUNSELING AND SUPPORT SERVICES ARE PROVIDED FOR STUDENTS IN THE SPECIAL EDUCATION PROGRAM?

The Special Education faculty advises students throughout their tenure in the program. The advisement is individualized, timely, and supportive. A credential analyst is available on site to answer technical questions regarding state certification. An administrative support assistant responds to student requests and concerns, maintains up-to-date records, and informs students regarding all aspects of the program.

WHAT MUST I DO IN ORDER TO EARN MY CREDENTIAL?

To earn your Mild/Moderate Level I or II Education Specialist Credential you must complete the specified program courses. You must also demonstrate teaching proficiency through either student teaching or a practicum. You will be expected to demonstrate your comprehensive achievement of all CSTPs through the formal presentation of a professional portfolio.

WHICH TEACHING JOBS WILL THE MILD/MODERATE LEVEL I AND II EDUCATION SPECIALIST CREDENTIALS PREPARE ME TO PURSUE?

The Mild/Moderate Level I and II Education Specialist Credentials allow you to teach as Resource Specialist or Special Day Class teacher in a variety of educational settings. Since students with mild to moderate disabilities participate in general education classrooms, teachers holding these credentials are well-suited for collaborating with general education partners.

WHO WILL GUIDE MY LEARNING EXPERIENCES?**FULLTIME FACULTY**

- ~ Louis Denti, Ph.D., Program Coordinator
Inclusion ~ ethics in education ~ school restructuring ~ youth at risk
- ~ Irene Nares-Guzicki, Ed.D., Program Advisor
Language and literacy ~ bilingual special education ~ assessment ~ pedagogy
- ~ Josh Harrower, Ph.D., Program Advisor
Behavior support ~ autism spectrum disorder ~ functional assessment ~ inclusion
- ~ Margaret (Peggy) Laughlin, Ed.D.
Language and literacy ~ bilingual methodology ~ critical pedagogy
- ~ Jean Mitchell, Ph.D.
Mathematics education
- ~ Claudia Peralta-Nash, Ph.D.
Bilingual education ~ children's literature

ADJUNCT FACULTY

- ~ William H. Jones, Ph.D.
Literacy ~ assessment
- ~ Debbie Tjerrild, M.A.
Reading ~ curriculum development

INSTITUTE STAFF

- ~ Jacqueline Means
Administrative Support Assistant



SUPPORT FOR STUDENTS AND LEARNING

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CSUMB LIBRARY

MAKING CONTACT

- ~ CSUMB Library
 - ~ Location Building 12, West Wing
 - ~ General Information and Hours 831-582-3733
library_circulation@csumb.edu
 - ~ Reference Desk 831-582-3872
library_reference@csumb.edu
 - ~ Circulation Desk 831-582-3733
library_circulation@csumb.edu
 - ~ Document Delivery/Interlibrary Loan 831-582-3733
library_document_delivery@csumb.edu
 - ~ Library Instruction 831-582-3733
library_instruction@csumb.edu
 - ~ Fax 831-582-3875
 - ~ Website CSUMB.EDU/library

WHAT IS THE MISSION OF THE CSUMB LIBRARY?

The CSUMB library mission is to help prepare knowledgeable, resourceful, and responsible citizens for California and the global community by facilitating active exploration, discovery, and synthesis of information.

WHAT COLLECTIONS WILL I FIND AT THE CSUMB LIBRARY?

The CSUMB library emphasizes electronic and digital resources in developing collections for students, faculty, and staff. The electronic collections and the document delivery and interlibrary loan services are extensive and characteristic of libraries at much larger academic institutions. For example, over 12,250 electronic journals and magazines are accessible from our website. More importantly, the easy-access electronic and digital resources are available seven days a week, twenty-four hours per day from any computer on campus or from home computers via modem or the CSUMB campus proxy server.

HOW DO I GET ACCESS TO THE CSUMB COLLECTIONS?

Voyager, the CSUMB Library catalog, provides descriptions and locations for the more than 57,000 books, 470 print journals, and 1,700 videos in the library's collections. Voyager may be accessed via the Web (<http://library.csumb.edu>).

A detailed list of all print and electronic journals, magazines, and newspapers (over 12,560 titles) is available at the CSUMB Library website (<http://library.csumb.edu/serials>). Electronic indexes (some include abstracts) to the articles in journals, magazines, and newspapers are also available at the library website, while coverage of older materials is available through print indexes. Easy access to electronic and digital resources is available seven days a week, 24 hours per day from any computer on campus or from home computers via modem and the CSUMB campus proxy server.

The library uses ERes, an electronic course reserve system, for most faculty-selected course articles and book chapters. **ERes takes advantage of the enormous capacity of the Web in information retrieval and** is accessible on a 24/7 basis to students enrolled in specific courses through a password provided by the course instructor (<http://eres.csumb.edu>).

All currently enrolled CSU students, faculty, and staff may borrow materials from the CSUMB Library. The library is open to the public, although some services are available only to CSUMB affiliated persons.

Most items may be renewed by phone, via email, or in person. Non-electronic course reserve and audio-visual materials circulate to CSUMB patrons only for a specific time period, while reference materials, periodicals, and journals are library use only and do not circulate.

HOW DO I GET ACCESS TO THE COLLECTIONS OF OTHER ACADEMIC LIBRARIES?

Our Document Delivery/Interlibrary Loan Department provides services to all CSUMB students, faculty, and staff. As many as ten books and articles may be requested each week from other academic libraries in California and across the United States at no charge. Convenient request forms are located at the CSUMB.EDU/library website.

CSUMB students, faculty members, and staff members may also borrow materials from Monterey Peninsula College, Hartnell College, and branches of the Monterey County Public Libraries including Marina and Seaside. Onsite use of materials is available at the Monterey City Library and most other Monterey Bay area libraries.

WHAT SERVICES DO YOU OFFER TO ME AS A MEMBER OF THE CSUMB COMMUNITY?

Professional academic reference librarians are available to help library users define, research, and locate information on any topic. They are available in person at the Reference Desk, by telephone (831-582-3872), or by email (library_reference@csumb.edu).

The Library Instruction Webpage offers self-paced tutorials (<http://library.csumb.edu/instruction/icmodules>). Workshops and individualized instruction are also available for all students, in particular reentry and transfer students who would like to update their library use and research skills. Many instruction sessions are held as part of specific courses; we encourage students to request these through course instructors. To request one-on-one consultation, email us (library_instruction@csumb.edu).

The library includes open seating, group study rooms, a Media Viewing Room, and self-service photocopying. PC/Windows computers located near the Reference Desk are available for library research.

WHEN IS THE LIBRARY OPEN?

Hours vary. For current library hours, please go online to CSUMB.EDU/library and select the Library Hours link (<http://library.csumb.edu/about/hours.php>).

INFORMATION TECHNOLOGY

IT@CSUMB.EDU

MAKING CONTACT

- ~ CSUMB Web Domain Names
 - ~ Official CSUMB domain csumb.edu
 - ~ Foundation of CSUMB domain csumb.org
 - ~ CSUMB Alumni Association domain csumbalumni.org
- ~ IT@CSUMB.EDU
 - ~ IT@CSUMB.EDU website <http://it.csumb.edu>
 - ~ Help Desk website <http://it.csumb.edu/help>
 - ~ Location Building 43, Sixth Avenue
 - ~ Monday-Friday hours 8:00 A.M. to 5:00 P.M.
 - ~ Weekday Phone Support Hours 8:00 A.M. to 5:00 P.M.
 - ~ Help Desk 831-582-HELP [4357]
 - ~ Fax 831-582-3374
 - ~ Network dialup (toll charges may apply) 831-384-0124

THE CSUMB ELECTRONIC COMMUNITY

CSUMB students, staff and faculty members, and administrators share a variety of information and technology resources that maximize productivity and interactivity for all. People often refer to CSUMB as an electronic community because many of the university's social and educational interactions happen online.

Reflecting the changes in hardware and software capabilities that occur rapidly in this information age, CSUMB's resources are updated and expanded regularly. A team of information technology professionals works to ensure that campus resources keep CSUMB on the proven edge of higher education technology. To ensure that we get the most mileage out of the precious dollars that come out of the pockets of taxpayers and those paying fees, we operate on the "proven edge" of technology. CSUMB partners with the best in the business to give you access to technology that has proven to be educationally beneficial.

OTTERNET

All campus computers are connected to each other and the Internet through OtterNet, the campus voice, video, and data local area network (LAN). We continuously support advancements in our student registration system, online coursework, campus email system, file and Web servers, audio/video streaming capabilities, and telephony.

Since CSUMB opened in 1995, students have been able to connect to OtterNet via Ethernet connection in the residence halls and via modems from off-campus locations. In 2002, IT@CSUMB.EDU and USA Media (the local cable video and data provider) collaborated to install a high-speed cable modem network for the residents of east campus. This enables students, faculty, and staff living on East Campus to connect to the OtterNet via a broadband cable modem. Information on models and how to connect can be found on the CSUMB.EDU/it website.

WIRELESS NETWORK

As the first public university in California to launch a wireless campus network, CSUMB gives members of the campus community wireless access to the high-powered OtterNet campus network in meeting, eating, and gathering places across the main campus.

The wireless network maximizes your opportunities to:

- ~ Stay in touch with professors, friends, and family with email access.
- ~ Get online course information both during class and while studying.
- ~ Tap into valuable knowledge resources on the Internet.
- ~ Tap into CSUMB Library resources.

FILE AND WEBSERVER

CSUMB maintains a campus server which you can access to store your portfolios of work, submit assignments to professors' drop boxes, and develop and host personal websites. Every student is allotted storage space, which includes private space readable only by the student, space readable by anyone on campus, and space readable by anyone on the Internet.

EMAIL

With our campus electronic mail and collaboration system, you can communicate with professors, fellow students, administrators, staff, and anyone on the Internet. Our system also has an online chat function that allows you to informally discuss ideas with other students and faculty members online in real time. It has an area referred to as conference space that enables special interest groups to post messages on a variety of topics. Most CSUMB student organizations post notices there about upcoming events, meetings, fieldtrips, and other activities.

GLOBAL ELECTRONIC COMMUNITY

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

CSUMB WEBSITE

CSUMB maintains a comprehensive official university website designed to provide current students, faculty, staff, parents, supporters, and community members with extensive information on wide-ranging topics such as degree programs, faculty, organizations, campus events, and much more. This official CSUMB Web presence dynamically changes almost daily. Official CSUMB pages begin with CSUMB.EDU in the Web address.

Links are also provided to CSUMB student websites and other unofficial CSUMB webpages. Any webpage that contains the word "student," "staff," or "faculty" in its Web address or that is hosted in another domain is considered unofficial. Responsibility for the content of unofficial websites resides solely with the authors and not with the university. The views and opinions expressed are strictly the views and opinions of the authors and do not constitute the official sanction of the university.

TECHNOLOGY CLASSES

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

PERSONAL COMPUTERS AND SOFTWARE

The campus provides multiple computer labs as part of an assured access commitment. Many students bring their own laptop computers to complete assignments in the privacy of their residence hall rooms or apartments, the solitude of the library, or the immediacy of the classroom.

If you already have a personal computer, you should verify that it has the hardware features necessary to connect to a network (via an Ethernet connection, modem, or 802.11b wireless card) and can support Web browsers such as Netscape and Internet Explorer. Computer purchase, connectivity, and compatibility questions may be directed to the Help Desk, or you can check the IT@CSUMB.EDU website.

FINANCIAL ASSISTANCE

If you need financial assistance in purchasing a laptop computer, you should apply for financial aid. You must also notify the CSUMB Financial Aid Office that you want to use a part of your financial aid to help with the purchase of a computer so that your cost of education can be adjusted accordingly.

You might also qualify for our CSUMB Presidential Access Loan Program. This program funds laptop computers for students from low-income families.

For detailed financial aid information, please turn to the Financial Aid chapter of this catalog.

PRESIDENTIAL ACCESS LOAN PROGRAM

The CSUMB Presidential Access Loan (PAL) program funds laptop computers for students from low-income families. To qualify you must be admitted to CSUMB. You must also apply for financial aid by completing the FAFSA (Free Application for Federal Student Aid), and your expected family contribution must be less than \$1,500 when calculated using standard federal formulas.

Awards are made on a first come, first served basis, so it's important that you turn in both your admissions application and your FAFSA along with all supporting paperwork as early as possible. We will also ask you to confirm your intent to enroll before offering you a computer through the PAL program.

If you qualify, CSUMB provides you with a laptop computer, a full array of software, and a four-year hardware warranty. In exchange, you agree to an interest-free loan due to the university for the purchase price of the computer. Then, each semester that you attend CSUMB as a fulltime student (12 units or more), we will cancel one-eighth of the loan. In other words, after four years of fulltime enrollment, you will own the computer free of charge. If you leave without completing eight fulltime-equivalent semesters, you will have the option of paying off the balance of the loan or returning the computer in good working order to cancel the balance.

Once you take possession of the laptop, you are fully responsible for its safety and care. If your laptop is lost or stolen, you will remain responsible for the full outstanding balance of your Presidential Access Loan.

LAPTOP COMPUTERS

If you qualify for a Presidential Access Loan, your state-of-the-art laptop will feature everything you need to take full advantage of the CSUMB wireless network including speedy processor, ample hard drive, battery and AC power, wireless card, modem, carrying case, and documentation. If you purchase a laptop online, you can configure it exactly as you choose.

BUY ONLINE

Students may purchase computers through an e-commerce website provided by our partner vendors. You are able to purchase a computer or additional components such as a wired Ethernet card, additional memory, and external storage devices online.

WIRELESS CARDS

Your laptop will allow you to establish a wireless connection to the OtterNet. If you use another manufacturer's laptop, you may use any 802.11b standards-compliant wireless PC card—including Apple's AirPort—to make your wireless connection.

Your laptop will also feature a built-in dialup modem for those times that you are off the main campus and would still like to connect to the OtterNet. (<http://it.csumb.edu/help/services/otternet/>)

RECOMMENDED MINIMUM COMPUTER CAPABILITIES

Personal computer systems already owned by students and brought to the university should meet the latest hardware recommendations available on the Help Desk website (<http://it.csumb.edu/help>)

RECOMMENDED NETWORK CONNECTION CAPABILITIES

RESIDENCE HALLS ONLY¹

- ~ Ethernet (10-100 megabit) network card and Category 5 Ethernet cable with RJ-45 connectors (10Base-T or 100Base-T) OR
- ~ Standards-compliant wireless network card

EAST CAMPUS²

- ~ 56K bps modem recommended or
- ~ Cable modem

ALL OTHERS²

- ~ 56K bps modem recommended
- 1 For direct wired or wireless access to the university's network—currently accessible in the residence halls and other main campus locations. The university provides RJ-45 jacks for wired connections.
- 2 For dialup access to the university's network—currently accessible from East Campus and off-campus locations—toll and long-distance charges may apply. Please check with your local phone company before using the modem pool service to determine if a toll fee is charged to your account. The university is not responsible for modem or support toll fees incurred as part of this service.

IT@CSUMB.EDU SERVICE GROUPS

OFFICE OF THE CHIEF INFORMATION OFFICER

The Office of the CIO provides CSUMB with leadership and coordination in the development of policy and implementation strategies for the improvement of the teaching and learning environment, and the administrative practices of the university through the effective and appropriate use of technologies.

TECHNOLOGY SUPPORT SERVICES

Technology Support Services is IT@CSUMB.EDU's one-stop shop for all your technology support needs. It's simple. If you have questions or need any services concerning your computer, hardware, software, telephone, or wireless laptop, you are in the right place. It's simple, convenient, and customer-friendly. Call 582-HELP for assistance.

INFORMATION SYSTEMS AND NETWORK SERVICES

Information Systems and Network Services blends primary responsibility for the university's information and database systems with the technical architecture and support for IT@CSUMB.EDU's state-of-the-art network environments. In other words, they are building CSUMB's information highway of data, voice, and video networks, and have primary responsibility for timely, accurate, and consistent access to key information of vital importance to faculty, staff, and students.

THE IDEA LAB

The Interactive Design and Educational Applications (IDEA) Lab is IT@CSUMB.EDU's research and development unit. The IDEA Lab assists faculty in locating and integrating technological innovations within their pedagogy to improve teaching and learning at CSUMB. The IDEA Lab researches and tests new hardware and software tools to determine their potential for enhancing and transforming education. The Lab seeks methods to assist educators in "connecting" with students despite barriers of geography, time, and diverse learning styles. The IDEA Lab is also a prototyping space for technologies, applications, programmatic initiatives, and scholarly research design. Finally, the IDEA Lab provides training in new technologies and assists faculty in incorporating innovative tools within their teaching.

DATA WAREHOUSE SUPPORT SERVICES

DWSS designs and delivers data modeling, data mart, and large scale data warehousing repositories of campus data currently maintained in all source data systems (including Banner, PeopleSoft, and ancillary systems). DWSS works with administrative and academic units to improve the use of the university's enterprise computing systems.

INFORMATION TECHNOLOGY PLANNING AND ADVISORY COMMITTEE (ITPAC)

As outlined in the IT@CSUMB.EDU Strategic Planning Framework, the Information Technology Planning and Advisory Committee (ITPAC) advises the Chief Information Officer on standards, policies and practices related to the selection, funding, deployment, management and assessment of information technology used in support of systemwide and campus-based academic and administrative programs.

TECHNOLOGY FACILITIES ON CAMPUS

MEDIA LEARNING COMPLEX (MLC)

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

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

The MLC offers specialized labs, each with 12 to 25 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.

TECHNOLOGY-ENHANCED CLASSROOMS

Technology-enhanced classrooms, also called smart classrooms, have been equipped with a permanently installed projection system, VCR, instructor workstation with either a PC or Mac (many have both), and full network access. The larger rooms have PA systems. Most rooms have telephones for campus calls.

SPATIAL INFORMATION, VISUALIZATION, AND ANALYSIS (SIVA) RESOURCES CENTER

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

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

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

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

- ~ A Silicon Graphics (SGI) lab containing 18 SGI Indy systems served by an SGI Challenge L, an SGI Onyx, and a Sun-sparce2000
- ~ An NT Pentium Multimedia Geospatial Information Technology lab containing 19 Pentium Pros
- ~ Four projects rooms containing Trimble GPS base-station and mobile field units, supporting computers, and workstations for fulltime and part-time grant-funded projects staff
- ~ A growing set of geographic information systems (GIS) files for the Monterey Bay area and the State of California

Software resources that support: remotely sensed data handling; image processing; collection, management, manipulation, editing, analysis, and presentation of GIS data; surveying; and visualization of data through animated, three-dimensional display techniques including flythroughs supported by modeling scenarios.

TECHNOLOGY SERVICE LEARNING

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

NEW MEDIA CONSORTIUM

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

ACCEPTABLE USE OF COMPUTING AND INFORMATION TECHNOLOGY RESOURCES

When using university networking resources, CSUMB community members must abide by the 4Cnet Acceptable Use Policy. In addition, they must abide by all local, state, and federal laws pertaining to communication and publishing. This includes all libel and copyright laws, including all published material such as cartoons, pictures, graphics, text, song lyrics, and sounds. Users are fully responsible for the content they place on personal webpages, and for what they say to people on email.

A summary of the 4Cnet Acceptable Use Policy is available on the 4Cnet website (http://www.csu.net/documents/4cnet_policy.html).

ACADEMIC SUPPORT PROGRAMS

ACADEMIC ENHANCEMENT SERVICES

MAKING CONTACT

- ~ Academic Enhancement Services
 - ~ Location Building 47
 - ~ Information 831-582-3937
 - ~ Director 831-582-3940
 - ~ Fax 831-582-4329
 - ~ Email steve_brown@csumb.edu
 - ~ Website <http://advising.csumb.edu>
- ~ Lower Division Advising
 - ~ Location Building 47
 - ~ Information 831-582-3937
 - ~ Director 831-582-3940
 - ~ Fax 831-582-4329
 - ~ Email Advising@csumb.edu
 - ~ Website <http://advising.csumb.edu>
- ~ Educational Opportunity Program (EOP)
 - ~ Location Building 47
 - ~ Hours 9:00 A.M. to 4:00 P.M.
 - ~ Information 831-582-3841
 - ~ Fax 831-582-4329
 - ~ Email eop@csumb.edu
- ~ Summer Bridge
 - ~ Email summer_bridge@csumb.edu
- ~ Excel
 - ~ Location Building 47
 - ~ Hours 9:00 A.M. to 4:00 P.M.
 - ~ Information 831-582-3112
 - ~ Fax 831-582-4329
 - ~ Email advising@csumb.edu
- ~ Migrant Student Support Services (MSSS) and College Assistance Migrant Program (CAMP)
 - ~ Location Building 47
 - ~ Weekday Hours: 9:00 A.M. to 4:00 P.M.
 - ~ Information 831-582-3304
 - ~ Fax 831-582-4329
 - ~ Email migrant_support@csumb.edu
 - ~ Director carlos_gonzales@csumb.edu

SERVICES

Academic Enhancement Services is an academic support unit that houses Lower Division Advising, College Assistance Migrant Program, Migrant Student Support Services, Educational Opportunity Program, Excel, and EOP/Summer Bridge. Its mission is to support classroom learning by bringing together departments who share goals to advise and service all lower-division students in one student-centered environment.

LOWER DIVISION ADVISING

Lower Division Advising is a campuswide advising team whose primary function is to advise CSUMB lower-division and undeclared students, and help all CSUMB students learn more about the University Learning Requirements (ULRs), plan their general learning plans, identify their educational assets, and develop the talents that they bring to the learning environment.

All undergraduate and second baccalaureate degree students are required to use the Web-based electronic course advising process at CSUMB called PLANNER Web in order to register. Lower Division Advising supports all lower-division students by helping plan how they will fulfill their ULRs and exploring prospective majors through workshops, group interaction, and individual peer counseling. LDA also supports students who have declared majors and who need to fulfill ULRs and other general graduation requirements, and assists all CSUMB students who become sidetracked to find ways to become more academically successful.

LDA assists students with:

- ~ Selecting courses—helping students select courses to reach individual goals
 - ~ Internet-based course advising
 - ~ Visits to the Lower Division Advising office
- ~ Connecting to the campus—helping students become comfortable with the CSUMB environment
 - ~ Online questions and answers
 - ~ Academic Enhancement Services website
- ~ Eliminating confusion about college—helping students define what they expect from CSUMB and understand what the college expects from them
 - ~ ULR workshops—students learn about the ULR system and how to navigate it
 - ~ Electronic retention tracking
- ~ Building confidence—helping students raise their level of performance and achievement
 - ~ One-on-one advising —students sit down with an advisor and work on personal academic advisement needs
- ~ Providing career selection assistance—helping students develop a gameplan for the future

EDUCATIONAL OPPORTUNITY PROGRAM (EOP)

Designed to improve access and retention support of low-income and educationally disadvantaged students, EOP provides admission, academic, and financial assistance to EOP-eligible undergraduate students. EOP students have the potential to perform satisfactorily in the CSU environment, but have not been able to realize this potential because of economic or educational background. Students must apply using the CSU Application for Admission, complete the four supplemental EOP documents, and apply for financial aid by March 2. Services include an EOP advisor, course advising, career assistance, referrals to campus support services, and supportive academic workshops.

SUMMER BRIDGE

A select number of pre-freshmen participants are invited annually to participate in our rigorous six-week Summer Bridge academic experience. Students enroll in reading, writing, enriched technology, and math courses. Summer Bridge students live on campus through the duration of the program. To be considered, you must apply through our Educational Opportunity Program and be recommended by our EOP team.

EXCEL

A federally funded program under the Trio branch of the U.S. Department of Education, our Excel program is designed to improve retention support of low-income and educationally disadvantaged or physically disabled students. Excel provides academic and financial assistance to Excel-eligible, lower-division, undergraduate students. Participants are regularly admissible to the CSU, and are selected and provided with a retention advisor, course advising, career assistance, referrals to campus support services, and supportive academic workshops.

MIGRANT STUDENT SUPPORT SERVICES (MSSS) AND COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)

To help fulfill CSUMB's commitment to "serving the diverse people of California, especially the working class and historically undereducated and low-income populations," Migrant Student Support Services (MSSS) and the College Assistance Migrant Program (CAMP) provide transition

and retention services to students of the migrant and seasonal agricultural population.

A federally funded program with in-house support including a career counselor, academic advisor, and outreach specialist, CAMP serves freshmen students addressing their special needs including orientation; assessment; academic advising; career and personal counseling; leadership skills; language, reading and writing development; self-esteem building; cultural enrichment; and, if eligible, financial assistance.

MSSS offers services to enhance retention, graduation, and success rates to all migrant students other than those freshmen participating in CAMP. MSSS assumes the role of advocate and offers workshops in support of academic requirements and academic schedules. Development, learning, and achievement aspects are monitored to ensure academic success and personal growth. Students in need of group and individual tutoring are referred to the Academic Skills Achievement Program (ASAP) whenever necessary.

MSSS and CAMP offer services that are coordinated, efficient, and effective in helping migrant students pursue their college degrees. Students are also conditioned to become leaders who will, in turn, support and encourage education for the general migrant population. MSSS and CAMP also serve as liaisons to the Migrant Education regional offices in the Tri-County area.

GOALS

- ~ To ensure educational exposure including a knowledge and understanding of the academic environment and campus life
- ~ To engrain study, library, research, critical thinking, and computer skills
- ~ To develop interpersonal communication skills including how to address social and personal issues
- ~ To gain demonstrated competency in challenging subject matter including English, mathematics, and science
- ~ To become role models who inform other migrant students of the importance of social, emotional, and academic growth

ACADEMIC SKILLS ACHIEVEMENT PROGRAM

MAKING CONTACT

- ~ Academic Skills Achievement Program (ASAP)
 - ~ Location Building 21
 - ~ Tutoring Information and Appointments . . . 831-582-4104
 - ~ Director 831-582-3847
 - ~ Fax 831-582-3390
 - ~ Email asap@csumb.edu
 - ~ Website <http://asap.csumb.edu/>

SERVICES

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

ASAP employs student-to-student, collaborative, and active learning experiences in its promotion of academic excellence. By offering students the opportunity to work with academically successful peers, ASAP expands the learning approaches that CSUMB offers its diverse student population. ASAP also employs professional tutors who are college graduates and credentialed teachers for the upper-division writing programs. CSUMB students get help at ASAP through the following programs.

ASAP TUTORIAL WORKSHOPS

Students can join peer-led study groups of three to six students during the first few weeks of each semester. Each study group is organized for a specific course, such as First Year Seminar 100, HCOM 211, STAT 200, or ESSP 220 (see course listing for additional courses). Students work on assignments and materials from their class in the study group. ASAP also conducts workshops throughout the academic years on such topics as notetaking, vocabulary building, ESL, grammar, and punctuation.

APPOINTMENT AND DROP-IN TUTORING

ASAP encourages students who want tutorial help to make an appointment 24 hours in advance by calling 582-4104, signing up on the ASAP website, or dropping by the office in Building 21. Students may also visit the ASAP office during drop-in tutoring hours and get on-the-spot help with assignments, research, and study skills within reason. ASAP also offers evening hours and online tutorial support.

ASAP TUTORS

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

ASAP also recruits professional tutors for upper-division writing tutorials to support GVAR courses. These professional tutors are all graduates, many with advanced degrees, tutoring experience, and teaching credentials.

ACADEMIC TECHNOLOGY & MEDIA SERVICES

MAKING CONTACT

- ~ Academic Technology & Media Services
 - ~ Location Building 18
 - ~ Weekday Hours 8:00 A.M. - 5:00 P.M.
 - Or by appointment
 - ~ Phone 831-582-3755
 - ~ Fax 831-582-3656
 - ~ Email atms@csumb.edu
 - ~ Website <http://atms.csumb.edu>

SERVICES

From online instruction support and faculty development to classroom technology support and lab supervision, from print and digital video editing to campuswide audiovisual support, Academic Technology & Media Services is the service group dedicated to the needs of faculty and students engaged in technology-enhanced learning and teaching.

ATMS exists to:

- ~ Assist faculty in planning and providing the richest possible learning experiences for students.
- ~ Create powerful, technology-enabled learning environments in both physical and "virtual" classrooms.
- ~ Provide facilities and assistance for students to use technology in their learning experiences.
- ~ Provide leadership in the identification, evaluation, and integration of emerging instructional technologies.
- ~ Facilitate excellence in the teaching/learning and outreach functions of the university.

FACULTY MENTOR PROGRAM

MAKING CONTACT

- ~ Faculty Mentor Program (FMP)
 - ~ Location Building 58
 - ~ Information 831-582-4788
 - ~ Director 831-582-5145
 - ~ Fax 831-582-3152
 - ~ Email fmp@csumb.edu
 - ~ Website <http://facultymentor.csumb.edu>

SERVICES

The Faculty Mentor Program (FMP) helps low-income and other educationally under-served students acclimate successfully to university life and coursework. The program is intended to provide the conditions to enhance student retention and higher performance through mentoring. The Faculty Mentor program is principally intended for students entering the university as first-time Equal Opportunity Program (EOP) students, especially Summer Bridge participants and other special admit students. It is also

intended for EOP students transferring from community colleges; and for migrant students identified in need of academic support in mathematics and English.

This innovative program will help you connect with every aspect of college life, both academically and socially. Our goals include retention and promotion of all FMP participants, and our mentors are selected faculty members and peer students in their junior and senior years.

FMP is part of the Universitywide Programs aimed at positively impacting students, faculty, and community in a multiplicity of ways, and to establish systemic change and sustainability critical to the future success of low-income students, especially Latino students who come to the university.

Individuals interested in joining the program as a Faculty Mentor, as a Peer Mentor or as a Mentee, should contact FMP via email or phone.

TEACHING, LEARNING, AND ASSESSMENT

MAKING CONTACT

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

MISSION

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

ASSESSMENT OPTIONS

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

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

FORMAL COURSES WITH ASSESSMENT

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

ALTERNATIVE PATHWAYS WITH INDEPENDENT ASSESSMENT

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

PRIOR LEARNING ASSESSMENT

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

WRITING PROGRAM

MAKING CONTACT

- ~ Writing Program
- ~ Location Building 58
- ~ Information 831-582-3607
- ~ Fax 831-582-4354
- ~ Email lugenia_lyons@csumb.edu

MISSION

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

PROGRAM OVERVIEW

WRITING ACROSS THE CURRICULUM

To promote writing skills that serve multiple contexts, communities, and purposes, CSUMB fully integrates writing across the curriculum. Students encounter writing assignments and activities not only in obvious academic areas, such as Human Communication and Liberal Studies, but throughout every academic discipline, work opportunity, Service Learning experience, and student activity. The Writing Program works with the Upper-Division Writing Committee to formulate policies and procedures reflecting this thinking.

STUDENT SUPPORT

To assist students in assessing and certifying upper division writing skills, the Writing Program schedules, administers, and facilitates the CSU Graduation Writing Assessment Requirement (GWAR) examination for CSUMB students and serves as a general resource for students seeking information concerning the GWAR and alternative methods of satisfying this requirement.

CAREER DEVELOPMENT

MAKING CONTACT

- ~ Student Activities and Career Development (SACD)
 - ~ Location Building 44
 - ~ Weekday Hours 8:30 a.m. to 5:00 p.m.
 - ~ Information 831-582-3845
 - ~ Fax 831-582-3093
 - ~ Email career_development@csumb.edu
 - ~ Website <http://sacd.csumb.edu>

MISSION

In support of the CSUMB *Vision Statement*, Career Development offers services that challenge students to create a career plan which includes self-assessment, career exploration, internship experience, and job search skill development, that will allow the students to be successful in their career goals after graduation, and enables them to live and work in diverse cultures. Career Development provides innovative services, resources, and experiential learning opportunities in a pluralistic community that promotes social, professional, emotional, and intellectual growth.

SERVICES & RESOURCES

JOB LISTINGS ON & OFF CAMPUS

Fulltime and part-time on-campus and off-campus employment opportunities are posted in job listing binders in the Career Library, on the Student Activities and Career Development website, and in the CSUMB FirstClass Intranet Career Services Conference folder. The Web-based electronic listings include links to national and international job banks by area of interest, stage in career, and education.

INTERNSHIP OPPORTUNITIES

Both local and regional companies list internships for students through the Career Development office. Resource books, company profiles, and internship listings can be found in the Career Library to help students find the perfect internship in line with career and educational goals.

INDIVIDUAL CAREER COUNSELING APPOINTMENTS

Feeling lost in your search for a career? Need help choosing a major or figuring out what types of careers are open to you with your major? Need help developing a resume or job search strategy? Individual counseling is available by appointment to assist you with these and other career development issues.

CAREER EXPLORATION RESOURCES

Available in our computer lab, a career exploration computer database provides individual assistance in making career decisions, finding information about a large number of occupations, and finding graduate school information.

CAREER LIBRARY

The lounge seating area adjacent to the front reception counter houses a collection of career and employer information resources including career books, graduate school information, scholarship and financial aid information, college catalogs, job search information, employer directories and information, current on-campus and off-campus job vacancy notices, study and work abroad programs, and more.

CAREER DEVELOPMENT WORKSHOPS

Open for all CSUMB students and alumni to attend, career development workshops are held each semester on a variety of career development topics. These presentations offer an excellent opportunity to get in-depth information on a career development topic and get pertinent questions answered in a supportive group setting. For a current schedule of career workshops, please visit the Career Development website.

GRADUATE SCHOOL INFORMATION

Graduate school information is available in the Career Library, through our computerized career database, through links on our homepage to colleges and universities, and through graduate school reference books. A career counselor is available to assist students in exploring graduate information and to provide information and assistance related to applying to graduate school, writing a personal statement, interviewing, and obtaining reference letters.

GRADUATE AND PROFESSIONAL SCHOOL DAY

Various graduate school representatives come to CSUMB to provide program and application information. Students can get admissions questions answered, pick up program materials, and practice networking skills useful at job fairs.

CAREER DAY

Each spring semester, employers come on campus to recruit alumni and graduating seniors for entry-level professional positions, and all alumni and students for internships and summer jobs. Students can post their resumes for recruiters to see by uploading them to CSUMB's selected resume database—OtterTRAK—by visiting the Career Development webpage.

GRADUATE SCHOOL & JOB SEARCH HANDOUTS

The Career Library in the Student Activities and Career Development office has free handouts on resume writing, cover letters, how to find and apply for graduate school, how to conduct a successful job search, interviewing techniques, and more.

SELECT CAMPUS SERVICES & FACILITIES

CAMPUS HEALTH CENTER

MAKING CONTACT

- ~ Campus Health Center (CHC)
- ~ Location Building 80
- ~ Weekday hours 8:00 A.M. to 5:00 P.M.
Closed between noon and 1:00 P.M. for lunch.
- ~ Information/Appointments 831-582-3965
- ~ Fax 831-582-3976
- ~ TTY 831-582-4654
- ~ Website <http://health.csumb.edu>

MISSION

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

SERVICES AND FEES

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

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

A current fee schedule and information regarding available medical services are available at the CHC.

Calling to schedule appointments is recommended.

MEDICAL CARE WHEN THE CHC IS CLOSED

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

- ~ Doctors on Duty, Marina
 - ~ Location 3130 Del Monte Avenue
 - ~ Hours 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
 - ~ Information 831-883-3330
- ~ Doctors on Duty, Monterey
 - ~ Location 2260 North Fremont Street
 - ~ Hours Open 365 days/year, 8:00 A.M. to 8:00 P.M.
 - ~ Information 831-372-6700
- ~ Doctors on Duty, Monterey
 - ~ Location 501 Lighthouse Avenue
 - ~ Hours Open 365 days/year, 8:00 A.M. to 8:00 P.M.
 - ~ Information 831-649-0770
- ~ Doctors on Duty, Del Rey Oaks, Stone Creek
 - ~ Location 453 Canyon Del Rey
 - ~ Hours Monday to Friday, 9:00 A.M. to 5:30 P.M.
Closed Saturday & Sunday
 - ~ Information 831-372-1790

CAMPUS SERVICE CENTER—THE ONE STOP SHOP

MAKING CONTACT

- ~ Campus Service Center
- ~ Location Building 47, room 100
- ~ Weekday Hours 8:00 a.m. to 6:00 p.m.
- ~ Information 831-582-5100, Option 3
- ~ Fax 831-582-5110
- ~ Email onestop@csumb.edu
- ~ Website csumb.edu/onestop

SERVICES

The Campus Service Center has been established as the One Stop Shop to serve **current CSUMB campus community** members—students, staff, and faculty. The One Stop provides forms, information, and front counter support for Admissions and Records, Financial Aid, the Cashier's Office, and University Human Resources. Also, the One Stop is a place where you can pay for your tuition, add a class, get parking permits, and pick up Otter Cards (ID Card). The Campus Service Center will either provide you with information you request or refer you to the most appropriate campus department.

CHILD DEVELOPMENT CENTER

MAKING CONTACT

- ~ Child Development Center (CDC)
- ~ Location Building 91
- ~ Monday-Thursday Hours Preschool: 7:45 A.M. to 6:00 P.M.
Toddler: 8:00 A.M. to 5:00 P.M.
- ~ Friday Hours Preschool: 7:45 A.M. to 5:00 P.M.
Toddler: 8:00 A.M. to 5:00 P.M.
- ~ Program Director or Site Supervisor 831-582-4664
- ~ Information 831-582-3525
- ~ CSUMB Child Development Center 831-582-4550
- ~ Fax 831-582-4551
- ~ Email child_care@csumb.edu
- ~ FirstClass Conference Child Care Services
- ~ Website <http://www.csumb.edu/student/child/>

SERVICES

CSUMB provides the Child Development Center on campus for toddlers, 18 to 36 months, and preschoolers, 3 to 5 years. The building size and State of California regulations limit enrollment. It is important to register early. Fees range from free care (based on number of spaces allocated for free care, and federal and state eligibility) to full cost. Questions about the CDC may be directed to the program director or site supervisor. Applications for enrollment are available at the CSUMB Child Development Center or in the Child Development Center folder within the Child Care Services Conference on FirstClass.

Childcare services are also available to CSUMB students through an agreement with the U.S. Army Presidio of Monterey. The Presidio offers two types of childcare: preschool and school age. Preschool childcare for children of CSUMB students ages 6 weeks to 5 years old is available on a limited basis at the U.S. Army's Monterey Road Child Development Center. CSUMB students are also eligible for childcare provided by the Presidio of Monterey in their Family Care Centers.

Family Care Centers are homecare providers cleared, approved, and licensed by the U.S. Army's Child Development Center. They provide a homestyle atmosphere for children who are not comfortable in a larger child center environment. Kindergarten-aged to 18-year-old children of CSUMB students, staff, and faculty are eligible for immediate placement in the Presidio's Youth Services programs. Fees are based on a sliding scale depending on family income. Further information on these programs is available from the Presidio's Porter Youth Center or the CDC. Additional childcare resources are added periodically. Contact The CDC for information on the most up-to-date childcare alternatives. Fee schedules and maps to all childcare locations are also available at the CDC. For further childcare options in Monterey County, call the Monterey County Childcare Resource and Referral Agency at 831-757-0775.

EMERGENCY PREPAREDNESS

MAKING CONTACT

- ~ Business and Support Services
- ~ Location Building 84B
- ~ Weekday Hours 8:00 A.M. to 5:00 P.M.
- ~ Operations Manager 831-582-3589
- ~ Fax 831-582-4300
- ~ Email dino_latino@csumb.edu
- ~ Website <http://emergencypreparedness.csumb.edu>

SERVICES

The campus emergency plan, formulated in accordance with state guidelines, is available to guide emergency personnel should a disaster or major emergency occur. CSUMB is committed to providing a safe environment for the campus community. Plans have been developed to guide emergency personnel should a disaster or major emergency occur. An emergency preparedness handbook, distributed to campus personnel, addresses important subjects such as CPR, evacuation procedures, and critical telephone numbers which may be needed in an emergency. Questions regarding emergency preparedness should be directed to the Business and Support Services department. American Red Cross CPR and first aid instruction may also be arranged through the Emergency Preparedness Office.

OTTER CARD AND OTTER BUCKS

MAKING CONTACT

- ~ Campus Service Center
- ~ Location Building 47
- ~ Weekday Hours 8:00 a.m. to 6:00 p.m.
- ~ Phone 831-582-5100, Option 3
- ~ Fax 831-582-5110
- ~ Email onestop@csumb.edu
- ~ Website <http://ottercard.csumb.edu>

BENEFITS

The Otter Card serves as a student's identification card, library card, campus shuttle and Otter Sports Center pass, discount card at participating local retailers, and electronic access card to certain campus buildings.

DEBIT CARD AND OTTER BUCKS

The Otter Card may be used as a debit card for use at all dining facilities, Residence Hall laundry rooms, the campus bookstore, and select vending and copy machines. Students may purchase units called *Otter Bucks* (minimum \$25.00 purchase required), which will be encoded on their Otter Card for debit card transactions.

WHERE TO GET THE OTTER CARD AND OTTER BUCKS

Otter Cards are available at the Campus Service Center. Otter Bucks can be paid for at the Campus Service Center where the Otter Bucks will be encoded on the student's Otter Card. Students are issued one free Otter Card during their academic career at CSUMB. Replacement of an Otter Card due to loss, theft, name change, or damage caused by misuse or neglect is provided for a fee of \$10.00 per replacement card. Otter Bucks can only be refunded upon graduation or official leave from CSUMB.

Otter Cards are the property of California State University, Monterey Bay. Otter Cards are nontransferable and must be used under the provisions prescribed by CSUMB.

LOST, STOLEN, OR FOUND OTTER CARDS

It is the responsibility of the cardholder to report lost or stolen cards. Direct all reports and inquires during the business day to the Campus Service Center.

AFTER 6 P.M., WEEKENDS, HOLIDAYS

- If found contact University Lost and Found at 831-582-3573.
- If lost or stolen contact the University Police Department at 831-582-3360.

OUTREACH AND RECRUITMENT SERVICES (OARS)

STUDENT OUTREACH AND RECRUITMENT

MAKING CONTACT

- ~ Student Outreach and Recruitment (SOAR)
- ~ Location Building 47
- ~ Weekday Hours 9:00 A.M. to 5:00 P.M.
- ~ Information 831-582-3738
- ~ Fax 831-582-3783
- ~ Email info@csumb.edu
- ~ Website CSUMB.EDU/info

SERVICES

SOAR is committed to meeting individual needs by offering a variety of services to promote enrollment at CSUMB and in higher education as a whole. SOAR assists students with any questions regarding admissions, financial aid, and Pre-Admissions Counseling.

SOAR communicates extensively with high schools and community colleges, primarily in CSUMB's Tri-County (Monterey, San Benito, and Santa Cruz) region, to recruit prospective students and facilitate smooth transitions for those students from one academic institution to another. Toward this end, SOAR provides Pre-Admissions Counseling (PAC) for students planning to attend CSUMB. Prospective students and their parents are encouraged to contact SOAR to schedule a PAC session or to inquire about when CSUMB representatives will be at a particular high school or community college campus.

Additional services available through SOAR include:

- ~ General information about CSUMB including academic calendars
- ~ Tours of the campus
- ~ Campus maps
- ~ Help with completing admissions, financial aid, and loan applications
- ~ Status checks on admissions and financial aid applications
- ~ Information on current degree programs and other educational and training programs

EARLY OUTREACH PROGRAMS

MAKING CONTACT

- ~ Early Outreach Programs
- ~ Location Building 86B
- ~ Hours 8:00 A.M. to 5:00 P.M.
- ~ Information 831-582-4600
- ~ Director 831-582-3657
- ~ Website <http://earlyoutreach.csumb.edu>
- ~ High School Equivalency Program (HEP)
- ~ Information 831-582-3773
- ~ Annabelle Rodríguez, Assistant Director 831-582-3658
- ~ Educational Talent Search (ETS)
- ~ Information 831-582-3662
- ~ Sam Pacheco, Coordinator 831-582-3958
- ~ Upward Bound
- ~ Information 831-582-4600
- ~ Cesar Tillocoatl Velásquez, Coordinator 831-582-3769

SERVICES

Early Outreach Programs brings together three separate services to create a comprehensive and coordinated approach of outreach to the community. Through this combined effort, Early Outreach Programs successfully serves the needs of the Tri-County community.

EDUCATIONAL TALENT SEARCH

A federally funded program under the TRIO branch of the U.S. Department of Education, our Educational Talent Search program (ETS) identifies and assists youth who are low-income and potential first-generation college students who have the potential to succeed in higher education. ETS provides academic, career, and financial aid guidance to 1,200 high school participants in Monterey, Santa Cruz, and San Benito Counties, encouraging them to graduate high school and continue to the postsecondary school of their choice. ETS currently serves students at eleven high

schools: Alisal, Gonzales, Greenfield, King City, Monterey, North Monterey County, Salinas, San Benito, Seaside, Soledad, and Watsonville.

UPWARD BOUND

Another federally funded program under the TRIO branch of the U.S. Department of Education. CSUMB's Upward Bound program (UB) serves 50 participants from southern Santa Cruz County who are low-income and potential first-generation college bound students. UB services include counseling, academic guidance, career exploration, instruction in a Saturday Academy throughout the academic year, and an intensive six-week residential summer program. UB's mission is to assist program participants to complete high school, prepare them for university studies, and assist in placing them in the postsecondary institution of their choice.

HIGH SCHOOL EQUIVALENCY PROGRAM

CSUMB's HEP program is one of twenty federally funded educational programs nationwide designed to assist seasonal agricultural workers and their families in obtaining the equivalency of a high school diploma (GED). HEP also helps students prepare to transition to higher education, job training, and more stable and better-paid forms of employment. HEP operates four instructional sites in Castroville, Greenfield, King City, and Salinas.

PERSONAL GROWTH AND COUNSELING CENTER

MAKING CONTACT

- ~ Personal Growth and Counseling Center (PGCC)
 - ~ Location Building 80
 - ~ Hours Monday to Friday, 8:00 A.M. to 5:00 P.M.
 - ~ Information/Help/Appointments 831-582-3969
 - ~ Fax 831-582-4384
 - ~ Email counseling_center@csumb.edu
 - ~ FirstClass Conference Counseling Center

AFTER HOURS, WEEKENDS, HOLIDAYS

- ~ Emergencies
 - ~ Phone 9-1-1
 - ~ Services For life threatening emergencies or transportation
- ~ Community Hospital of the Monterey Peninsula (CHOMP)
 - ~ Phone 831-625-4623
 - ~ Services Crisis Team, 24-Hour Crisis Line
- ~ Family Service Agency
 - ~ Monterey office 831-373-4421
 - ~ Salinas office 831-757-7915
 - ~ Seaside office 831-394-4622
 - ~ Weekday Hours 9:00 A.M. to 5:00 P.M.
- ~ Peer Counseling
 - ~ Location 3001 Antietam Court
 - ~ Office Phone 831-582-4850
 - ~ Res Hall Phone 831-582-4544
- ~ Monterey Rape Crisis Center
 - ~ Phone 831-375-4357
 - ~ Hours 24 hours/365 days
 - ~ Services Rape/sexual assault counseling

MISSION

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

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

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

PHILOSOPHY

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

SERVICES FOR STUDENTS

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

- ~ Sessions: Short-term counseling and crisis/drop-in services are offered to CSUMB students. Services are free of charge to students and the Center takes seriously its responsibility to respond to all who request services. If the counselor and student determine that more time is needed than can be provided by the Center, the staff will help the student find an appropriate professional counselor/therapist off campus. In addition, if a student cannot comfortably work with a particular counselor, it is possible to arrange to see a different counselor; the PGCC is committed to making a good fit between student and counselor.
- ~ Groups: Groups provide a positive learning environment for many students. Both general and specialized groups, where students learn specific skills in a supportive setting, are offered based on student demand and need. Groups are scheduled at times convenient to group members.
- ~ Training: Specific psycho-educational training workshops are provided for students and staff to promote the healthy growth and development of a campus environment.
- ~ Peer Counseling: Peer counselors trained and supervised by the Personal Growth and Counseling Center offer support, outreach, advocacy, and referrals to students and their families in a non-judgmental and safe environment near student residences.

SERVICES FOR CSUMB CAMPUS COMMUNITY

The National Coalition Building Institute (NCBI) CSUMB Campus Affiliate works to end racism and all other forms of prejudice and mistreatment by developing leaders who take risks to end injustice. We offer training in skills that build bridges and welcome diversity.

CONFIDENTIALITY

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

SPIRITUAL NEEDS

MAKING CONTACT

- ~ The Campus Ministry Council
 - ~ Location Personal Growth and Counseling Center, Building 80
 - ~ Information 831-582-4671
 - ~ Email melissa_harper@csumb.edu
 - ~ Website <http://pgcc.csumb.edu>

MISSION

- The mission of the Campus Ministry Council is to:
- ~ Encourage respect for religious conscience and toward all faiths and spiritual traditions.
 - ~ Support religious organizations and ministries that represent and serve students, faculty, and staff in providing religious activities.
 - ~ Facilitate the provision of spiritual resources to the communities of higher learning in the Monterey Bay area.

SERVICES

Students and community religious leaders work together to meet the needs of CSUMB students. Active campus ministries include: Lutheran-Episcopal, Intersarsity Fellowship, and Unitarian Universalists. Local places

of worship are open to students and information about them may be obtained through the Campus Ministry Office. Students interested in maintaining and developing spirituality may wish to join or form student organizations. Information about current religious student clubs and activities can be obtained through the Campus Ministry Office. Information about the process of student group formation and recognition may be obtained by calling the Student Activities and Career Development (SACD) Office.

STUDENT DISABILITY RESOURCES

MAKING CONTACT

- ~ Student Disability Resources (SDR)
 - ~ Location Building 47
 - ~ Hours Monday to Friday, 8:00 A.M. to 5:00 P.M.
 - ~ Information 831-582-3672
 - ~ Fax/TTY 831-582-4024
 - ~ Email student_disability_resources@csumb.edu
 - ~ FirstClass Conference Disability Conference
 - ~ Website <http://www.csumb.edu/student/sdr>
 - ~ Services Obtaining effective and reasonable accommodations
Consultation and course collaboration on disability issues
- ~ ADA/504 Coordinator / Equal Opportunity Officer
 - ~ Information 831-582-3610
 - ~ TTY 831-582-3369
 - ~ Services Questions and concerns about compliance issues
Accommodations for employees
Cosponsor of disability awareness training and presentations
- ~ Facilities
 - ~ Information 831-582-3700
 - ~ Services Access and accommodation for campus facilities
(e.g. buildings, sidewalks, slopes, ramps, etc.)
- ~ Residential Life
 - ~ Information 831-582-3378
 - ~ Services Housing accommodations
- ~ We Care About Disability (WCAD), a student organization
 - ~ Information 831-582-3845
- ~ Workability IV Services
 - ~ Information 831-582-3328
 - ~ Services Job preparation for students with
Department of Rehabilitation

ACCOMMODATIONS

As a model, pluralistic, academic community, CSUMB supports the full integration of diverse segments of the campus community into campus life. Students with a temporary or permanent disability will find faculty and staff throughout campus who may assist them with reasonable accommodations. CSUMB is committed to serving students with learning, psychological, mobility, vision, and hearing disabilities, and chronic medical conditions by creating an accessible environment and responding to individual needs.

TO REQUEST DISABILITY-RELATED SERVICES

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

STUDENT HEALTH INSURANCE

MAKING CONTACT

- ~ Office of Residential Life
 - ~ Location Building 12-East
 - ~ Hours Monday to Friday, 8:00 A.M. to 5:00 P.M.
 - ~ Information 831-582-3378
 - ~ Fax 831-582-3523
 - ~ Email student_housing@csumb.edu
 - ~ Website housing.csumb.edu
- ~ Somerton Student Insurance
 - ~ Address 7277 Lone Pine Dr. #C202
P. O. Box 1287
Rancho Murieta, CA 95683
 - ~ Hours Monday to Friday, 8:00 A.M. to 5:00 P.M.
 - ~ Information 800-853-5899 or 916-314-5500
 - ~ Fax 916-314-5525
 - ~ Website www.ssi-incorporated.com

POLICY

All students living on campus are encouraged to have medical coverage, with the exception of international students, who are required to have medical coverage. Please note that the Campus Health Center (CHC) and Student Health Insurance are separate programs. Whether or not you are covered by the CSUMB-sponsored student health insurance, you may still use the CHC.

If you have medical insurance prior to coming to CSUMB, you must complete the Medical Insurance Information section of the housing application and return it to the Office of Residential Life.

If you do NOT have medical insurance prior to coming to CSUMB and you live on campus, you are strongly encouraged to purchase medical insurance. CSUMB offers student insurance through Somerton Student Insurance Inc. Somerton may be contacted directly or pamphlets are available at the Campus Service Center in Building 47.

UNIVERSITY BOOKSTORE

MAKING CONTACT

- ~ University Bookstore
 - ~ Location Building 29, University Center
 - ~ Weekday Hours 8:30 A.M. to 5:00 P.M.
 - ~ Weekend Hours
(during semesters) 10:00 A.M. to 3:00 P.M. Saturdays
 - ~ Information 831-883-1062
 - ~ Fax 831-883-1128
 - ~ Website <http://csumonterey.bkstore.com>

SERVICES

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

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

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

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

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

UNIVERSITY CENTER (UC)

MAKING CONTACT

- ~ University Center (UC)
- ~ Location Building 29
- ~ Monday-Thursday Hours 8:00 A.M. to 9:00 P.M.
- ~ Friday Hours 8:00 A.M. to 5:00 P.M.
- ~ Information 831-582-4111
- ~ Fax 831-582-3343
- ~ Website csumb.edu/universitycenter

SERVICES

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

- ~ University Bookstore
- ~ University Living Room—a lounge area for meeting, talking with friends, and doing light studying
- ~ Commuter Lounge with lockers, Ethernet ports, and large tables for studying
- ~ Two patios with outdoor lounge areas and fireplace
- ~ Ballroom with 6000 square feet for conferences, speakers, dances, and performances
- ~ Three meeting rooms which can be combined into one large meeting room
- ~ ATM
- ~ Otter Bay Café and Catering Services

UNIVERSITY OMBUDS

MAKING CONTACT

- ~ University Ombuds
- ~ Location Building 80
- ~ Weekday Hours 8:00 A.M. - 5:00 P.M.
Or by appointment
- ~ Phone 831-582-3361
- ~ Fax 831-582-4760
- ~ Email ombuds@csumb.edu
- ~ Website CSUMB.EDU/ombuds

MISSION

To provide a safe place for all members of the CSUMB community to voice their concerns, get information, and solve problems.

SERVICES

The Ombuds assists people who are dealing with college-related, work-related, or personal concerns. A problem solver who strives to ensure people are treated fairly, the Ombuds serves as an impartial, independent, and confidential resource.

- ~ The University Ombuds will:
 - ~ Listen to your concerns.
 - ~ Help analyze your situation, and identify and evaluate options.
 - ~ Counsel and provide assistance to resolve problems or injustices.
 - ~ Answer your questions or find someone who can.
 - ~ Facilitate difficult conversations to help resolve conflicts.
 - ~ Provide alternate communication channels, including shuttle diplomacy and mediation.
 - ~ Recommend necessary changes in policies.
 - ~ Coach for effective meetings and team building.
 - ~ Provide important feedback to the CSUMB administration by reporting issues and trends without disclosing identities.
 - ~ Protect your confidentiality to the fullest extent allowed by law.
- The University Ombuds welcomes:
- ~ Undergraduate students
 - ~ Graduate students
 - ~ Faculty members
 - ~ Staff persons
 - ~ Administrators

UNIVERSITY POLICE DEPARTMENT

MAKING CONTACT

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

MISSION

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

POLICE SERVICES

CRIME INVESTIGATION AND EMERGENCIES

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

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

COMMUNITY SERVICE OFFICER (CSO) PROGRAM

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

NIGHTWALK SERVICE

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

COMMUNITY-ORIENTED POLICING AND PROBLEM SOLVING (COPPS)

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

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

Community policing and problem solving is the dominant approach applied by the University Police Department at CSUMB. For more information on the COPPS philosophy, please contact the University Police Department.

CLERY ACT

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (commonly known as the Clery Act) is federal legislation designed to provide students, prospective students, and the public with uniform information from universities throughout the country on criminal problems and police and security issues. The UPD annually publishes a document that meets all reporting requirements as set forth in the Clery Act. Criminal statistics are updated by October 1 of each year and include data from the three previous calendar years. The full text of this report is available on our website, in our FirstClass conference folder, and in written form at the police station.

TRANSPORTATION AND PARKING SERVICES (TAPS)

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

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

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

PARKING PERMITS

Parking is allowed only in designated, posted parking lots. Students with valid CSUMB parking permits may park in any nondesignated space. General student parking in spaces reserved for metered parking, visitors, loading and unloading, state vehicles, service vehicles, and disabled persons is prohibited. Parking permits valid for one semester cost \$54 (payable at the Campus Service Center). One permit is issued per student and may be displayed in any vehicle the student may drive to campus. Students, staff personnel, and faculty members may also obtain up to two supplementary permits. Supplementary permits are intended for people 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 for a semester or \$25 for a year. 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 session parking permit is \$36.00. Students may purchase their permit at a reduced price in weekly increments to correspond to their schedule of classes. One permit is issued per student and is valid in any vehicle the student may drive to campus.

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

CSUMB CAMPUS SHUTTLE

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

Students presenting a current student ID card ride the shuttle free of charge. Staff and faculty members and other nonstudents must purchase a shuttle pass at the Campus Service Center, or pay the daily shuttle rate of \$.50. Semester shuttle passes cost \$35.00 and monthly passes cost \$7.50. To ride the shuttle, passengers should wait at any of the distinctively marked shuttle stops on campus. Bicycles are not allowed on the shuttle. Riders may obtain a shuttle schedule at the TAPS Office, on any

shuttle bus, on the police department conference folder of FirstClass, at the police department Website (<http://police.csumb.edu/>), or at the Campus Service Center.

WHEELCHAIR ACCESSIBILITY

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

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

RESIDENTIAL LIFE

MAKING CONTACT

- ~ Office of Residential Life
- ~ Location Building 12 East
- ~ Weekday Hours 8:00 A.M. to 5:00 P.M.
- ~ Information 831-582-3378
- ~ Fax 831-582-3523
- ~ Email student_housing@csumb.edu
- ~ Website CSUMB.EDU/housing

WHAT IS RESIDENTIAL LIFE ALL ABOUT?

On-campus housing is a vital part of the educational experience at CSUMB. Indeed, living on campus provides a special and unique opportunity. For many individuals, it becomes one of the only times when they live with others who are very different from themselves, especially when it comes to issues like study habits, music, sleep, religion, or politics. Residential Life is very much a part of the "education" of students on the CSUMB campus. Through the celebration of diversity, Residential Life collaboratively builds living and learning communities that promote academic success, ethical leadership, and social responsibility.

Residential Life educators help create a multicultural community in which all members are valued by: helping residents explore their values, feelings, and thoughts in a way that is not judgmental or dehumanizing; using knowledge and information to inform others about basic human courtesy; asking residents to consider how a multicultural audience may perceive their words or actions; taking advantage of "teachable moments" to stimulate discussion of such topics for all students and staff to learn from; reporting acts of intolerance and incidents intended to harm or make individuals feel lessened or dehumanized because of who they are; helping educate community participants through information, conversations, programs, presentations, leadership training days, and conferences.

It is truly an exciting experience to live independently in our community where strong neighbors and roommates build strong relationships. Residential Life provides you with opportunities to meet people of different lifestyles and cultures. Through relationships in your community, you and those you live with will learn from each other and share responsibility with each other. Your willingness to build skills in the areas of communication, cooperation, and compromise enrich this community living experience.

Living in residence at CSUMB creates the greatest opportunities for you to become a full, contributing member of our campus community. Your active participation in support of our community ideals allows you to make the most of your living experience, for yourself and for others.

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

WHAT HOUSING OPTIONS DOES CSUMB OFFER?

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

We offer you two types of on-campus housing: (1) residence halls within walking distance of most campus facilities that offer suite-style living and single, double, triple, or quadruple occupancy rooms with shared or private bathroom; (2) apartment-style living located east of the main campus facilities. Both residential communities are convenient to the main campus area and provide spacious accommodations at a very economical price. First-time freshmen will be assigned standard (triple) accommodations, and returning students will be assigned single and double accommodations. Students with special needs should contact Student Disability Resources in conjunction with submitting a housing application. Please indicate your reason for needing special accommodations on your housing application.

RESIDENCE HALLS

Adjacent to the center of campus and convenient to classrooms and the Dining Commons, the residence halls offer ready access to many campus facilities such as computer labs, the Library, and the University Bookstore. All traditionally aged freshmen and sophomores are required to live in the residence halls unless they live in the Tri-County area (Monterey, San Benito, and Santa Cruz) or have a local family residence.

Residence Hall 201 accommodates students in suites that include four furnished double and triple occupancy rooms, a living room, and a bathroom. A limited number of single rooms may be available at a higher rate. Additionally, each floor of Residence Hall 201 offers kitchenette and laundry facilities. This residence hall also has a community room with a computer lab, study lounge, and television lounge. Each room features contemporary standard furnishings, both wired and wireless campus network and Internet access, cable television, and telephone services.

Residence Halls 202, 203, 204, 205, 206, 208, 210, and 211 house between 86 and 156 students in double and triple occupancy rooms, the majority of which have their own private bathroom with shower. Each of these rooms also features contemporary standard furnishings, both wired and wireless campus network and Internet access, cable television, and telephone services. Each hall has a community laundry room, kitchen, and mailroom.

The Residential Life staff members coordinate a variety of academic success, leadership, cultural, and community development events throughout the academic year to create experiences that build lifetime friendships and teach valuable life skills.

APARTMENTS

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

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

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

ARE THERE ANY COMMUNITY FACILITIES?

Three residence hall community centers and service desk operations are located in Residence Halls 201, 206, and 208. Also, two community centers serve the Frederick Park apartment community, one located at 2802 Saratoga Court and the other at 3001 Antietam Court. All community centers offer valuable resources and services for on-campus residents. Each houses a small computer lab, recreation and cleaning equipment for resident checkout, community space available for study or special events, widescreen TV and VCR, and gameroom. The Saratoga Community Center also offers a children's playroom stocked with books, toys, and play equipment.

HOW IS MAIL HANDLED?

The campus mail center distributes residence hall mail to student mailboxes Monday through Friday. Mail should be addressed as follows:

Name
100 Campus Center, Hall # / Room #
Seaside, CA 93955-8001

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

Name
Street Address
Marina, CA 93933

WHAT TYPE OF HOUSING POLICIES DO YOU HAVE?

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

HOW DO I APPLY?

Upon acceptance to CSUMB, a housing packet will be sent to you. Complete and return the housing application that pertains to your housing needs (Residence Halls or Frederick Park Apartments). A \$125 refundable security deposit is required for the residence halls, and a \$100 reservation fee is required for the apartments. A completed housing application consists of all documents completed and signed, and a security deposit or reservation fee.

WHAT ARE THE PRIORITY DATES FOR RESIDENCE HALL APPLICATIONS?

- ~ May 1 for fall semester
- ~ December 15 for spring semester

Students submitting a security deposit and application after the priority deadline will be assigned on a space-available basis.

DINING SERVICES

MAKING CONTACT

- ~ Dining Commons
 - ~ Location Building 16
 - ~ Hours See schedule below
 - ~ Information 831-582-3838
 - ~ Email dining_services@csumb.edu
 - ~ FirstClass Conference. Dining Commons
- ~ Otter Express
 - ~ Location Building 14
 - ~ Hours See schedule below
 - ~ Information 831-582-3838
 - ~ Email dining_services@csumb.edu
- ~ Otter Bay Café
 - ~ Location Building 29
 - ~ Hours See schedule below
 - ~ Information 831-582-5020
 - ~ Catering 831-582-5029
 - ~ Fax 831-582-5021
 - ~ Email dining_services@csumb.edu
- ~ Black Box Cabaret (BBC)
 - ~ Location Building 81
 - ~ Hours See schedule below
 - ~ Information 831-582-3597
 - ~ Email black_box_cabaret@csumb.edu

DINING COMMONS

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

HOURS

- ~ Monday to Friday 7:00 A.M. to 8:00 P.M.
- ~ Breakfast 7:00 A.M. to 9:30 A.M.
- ~ Lunch 11:30 A.M. to 2:00 P.M.
- ~ Dinner 5:00 P.M. to 8:00 P.M.
- ~ Weekends Open only during meal times
- ~ Brunch 11:00 A.M. to 2:00 P.M.
- ~ Dinner 5:00 P.M. to 7:00 P.M.

OTTER EXPRESS

For students on the go the Otter Express offers a take-out alternative to the Dining Commons. Located in the Student Center building, the Otter Express features sandwiches, salads, smoothies, and hand-dipped ice cream.

HOURS

- ~ Monday to Friday 11:30 A.M. to midnight
- ~ Weekends 2:00 P.M. to midnight

OTTER BAY CAFÉ

Located in the University Center and featuring a full-service dining experience in a café style setting, the Otter Bay has become a favorite for lunch and dinner.

HOURS

~ Weekdays 11:30 A.M. to 9:00 P.M.

BLACK BOX CABARET (BBC)

The Black Box Cabaret serves up food, beverages, and entertainment in a coffeehouse setting. Throughout the day, the BBC offers hot and cold beverages, sandwiches, salads, and an assortment of pastries. In the evening, live BBC performances include bands, DJs, open mic, and more. The BBC is not part of the meal plan for residence hall students, but Otter Bucks are accepted.

HOURS

~ Monday to Friday 10:00 A.M. to midnight*

*Closing time varies depending on entertainment schedule

~ Weekends . . . varies depending on activities and events scheduled

MEAL CARDS

Students in residence halls are required to purchase a minimum declining balance meal card for the academic year. Meal cards can be used in the Dining Commons, Otter Express, and the Otter Bay Café. Students can add additional dollars to their meal cards by purchasing Otter Bucks.

STUDENT ACTIVITIES

MAKING CONTACT

- ~ Student Activities and Career Development (SACD)
 - ~ Location Building 44
 - ~ Weekday Hours 8:30 A.M. to 5:00 P.M.
 - ~ Information 831-582-3845
 - ~ Director 831-582-4070
 - ~ Fax 831-582-3093
 - ~ Email student_activity@csumb.edu
 - ~ FirstClass Conference Student Activities
 - ~ Website <http://sacd.csumb.edu/>
- ~ Student Organizations
 - ~ Location Building 44
 - ~ Weekday Hours 8:30 A.M. to 5:00 P.M.
 - ~ Information 831-582-3845
 - ~ Coordinator 831-582-3329
 - ~ Fax 831-582-3093
 - ~ Email student_activity@csumb.edu
 - ~ FirstClass Conference Student Activities
 - ~ Website <http://sacd.csumb.edu/>
- ~ New Student Orientation
 - ~ Location Building 44
 - ~ Weekday Hours 8:30 A.M. to 5:00 P.M.
 - ~ Information 831-582-3845
 - ~ Coordinator 831-582-3329
 - ~ Fax 831-582-3093
 - ~ Email student_activity@csumb.edu
 - ~ FirstClass Conference Student Activities
 - ~ Website <http://sacd.csumb.edu/>
- ~ Student Voice (SV), Associated Students (AS) of CSUMB
 - ~ Location Building 14
 - ~ Administrative Office 831-582-4725
 - ~ Executive Board 831-582-4073
 - ~ Events WorkGroup 831-582-4722
 - ~ Senators 831-582-4067
 - ~ Fax 831-582-4336
 - ~ FirstClass Conference Student Voice
 - ~ Website <http://voice.csumb.edu>
- ~ Career Development
 - ~ Location Building 44
 - ~ Weekday Hours 8:30 A.M. to 5:00 P.M.
 - ~ Information 831-582-3845
 - ~ Coordinator 831-582-3616
 - ~ Fax 831-582-3093
 - ~ Email career_development@csumb.edu
 - ~ FirstClass Conference Career Services
 - ~ Website <http://sacd.csumb.edu/career/index.html>
- ~ Student Center
 - ~ Location Building 14
 - ~ Monday to Sunday Hours 12:00 P.M. to 12:00 A.M.
During fall and spring semesters
 - ~ Information 831-582-4630
 - ~ Fax 831-582-4631
 - ~ Email student_center@csumb.edu

MISSION

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

SERVICES

- SACD services include:
- ~ Coordination and administration of all recognized student organizations
 - ~ New student orientation
 - ~ Leadership development
 - ~ Activities, events, and programs promoting social, physical, and intellectual growth
 - ~ Career development services, opportunities, and information including graduate school resources
 - ~ Student employment services
 - ~ Open computer lab
 - ~ Club offices

STUDENT ORGANIZATIONS

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

SACD offers the resources and assistance to support the development, sustainability, and growth of student organizations as well as successful event planning. Currently CSUMB has approximately 50 recognized student organizations. These include various special interest groups as well as recreational and competitive sport clubs. The sport clubs are coordinated jointly by SACD and Athletics, Sports Recreation & Health (ASRH). If students don't find an existing organization that fits their needs, SACD will enthusiastically help them get a new group started.

To be recognized, all organizations go through a simple process that helps to ensure that they are aware of their responsibilities and privileges, so that each group may operate as independently as desired and can also receive as much assistance as needed.

The Student Activities Coordinator will review the status of each club at the end of each academic year. No club will be guaranteed permanent status and clubs must remain in good standing to continue to use university services.

Student organizations need your involvement, ideas, and energy to flourish. For more information, stop by SACD. The staff at SACD is dedicated to assisting all clubs in their efforts.

RECOGNIZED STUDENT ORGANIZATIONS

- ~ Amnesty International
- ~ Anime Club
- ~ Baseball Club
- ~ Bilingual Education Student Organization
- ~ Black Students United (BSU)
- ~ Business Club
- ~ CAMP (College Assistance Migrant Program) Club
- ~ Chat the Movies
- ~ Chicano/Latino Graduation Association
- ~ Circle K International
- ~ COOL (Cooperation of Orientation Leaders)
- ~ CSUMB Cheer
- ~ CSUMB Dance Team
- ~ Danza Azteca
- ~ Design Digirati
- ~ D.I.V.A.S. (Diversity, Integrity, Vision, Academics, Service)
- ~ E=MC2 (Electronic Music Club and Cultures)

- ~ Fashion Club
- ~ Forum for International Issues
- ~ Graduate Students Association
- ~ Inter Club Council (ICC)
- ~ Intercollegiate Chess Affiliation
- ~ Japan Club
- ~ MEChA (Movimiento Estudiantil Chicano de Aztlan)
- ~ Microbrewers of Fort Ord
- ~ Mujeres De Maiz
- ~ Multicultural Club
- ~ Multicultural Feminist Club
- ~ Music Club
- ~ Newman Community
- ~ OLLIN
- ~ Otter Christian Fellowship
- ~ Otter Motor Sports
- ~ Otter Outdoor Adventures
- ~ Otter Roller Hockey
- ~ Out and About
- ~ Photography Club
- ~ Pride
- ~ Project: Bass
- ~ Social and Behavioral Sciences Association
- ~ Spanish Club
- ~ Sustainable Energies Club
- ~ Swing Club
- ~ TAT (Teledramatic Arts and Technology) Club
- ~ We Care About Disabilities
- ~ Women's Festival Group
- ~ Women's Rugby
- ~ Wrestling Club

LEADERSHIP DEVELOPMENT

Many students hold leadership roles in their various positions across campus as club officers, University Service Advocates, Resident Advisors, tutors, Orientation Leaders, peer counselors, Student Voice officers, and Residence Hall Association leaders. To assist students in these roles and those they fill beyond CSUMB as parents, coworkers, and community members, SACD offers skill-building opportunities in a variety of formats. Topics range from communication, decision making, goal setting, diversity awareness, and group dynamics.

NEW STUDENT ORIENTATION

SACD coordinates a comprehensive program to welcome, advise, and facilitate the transition of new students into the CSUMB campus community. Each year, continuing students are selected and engaged in leadership training for their roles as Orientation Leaders in the planning and delivery of orientation programs and activities for new students. Orientation activities include campus tours, new student social events, off-campus outings, and a variety of student success workshops, along with academic advising and course registration.

STUDENT VOICE

At CSUMB, student government is known as Student Voice (SV). Student Voice serves as the umbrella organization for the following:

- ~ Associated Students (AS) Senate
 - ~ Addresses issues and policies affecting students
- ~ President's Cabinet
 - ~ Promotes, unifies, and recruits for the other SV organizations
- ~ Events WorkGroup
 - ~ Sponsors campus and community-wide events and programs
- ~ Otter Student Union (OSU)
 - ~ Builds, expands, and manages student-run facilities
- ~ InterClub Council (ICC)
 - ~ Brings together all of the student organizations for resource appropriation, advocacy, and networking
- ~ Residence Hall Association (RHA)
 - ~ Sponsors campus events and programs

In addition, Student Voice offers numerous committees that enable students to get involved in shared university governance.

CAREER DEVELOPMENT

Career development services include a broad spectrum of student employment-related opportunities and career exploration services including:

- ~ On-campus part-time job opportunities
- ~ Off-campus job and internship positions
- ~ Career exploration and guidance resources
- ~ Workshops and career advising
- ~ General graduate school information
- ~ Standardized test packets for graduate school such as the GRE, GMAT, and LSAT
- ~ Job fairs and on-campus interview program
- ~ International study and work abroad information
- ~ Computer lab with career exploration and industry database resources

STUDENT CENTER

AMENITIES

Located adjacent to the main campus quad between the Dining Commons and Library, the Student Center includes a student lounge, recreation room, student conference room and the Student Voice Associated Students offices, as well as the Otter Express take out food service and Internet Radio Station.

Recreation amenities include:

- ~ 6-foot rear-projection TV with VCR/DVD & Sony Playstation II
- ~ 3 regulation pool tables
- ~ 1 air hockey table
- ~ 2 foosball tables
- ~ 1 ping pong table
- ~ Chess table
- ~ Board games
- ~ Dartboard

Other amenities include:

- ~ Microwave oven
- ~ Food and drink vending
- ~ TDD phone for hearing disabled
- ~ House sound and TV system
- ~ Magazines, used book library, and newspapers

ATHLETICS, SPORTS RECREATION & HEALTH (ASRH)

MAKING CONTACT

- ~ Athletics, Sports Recreation & Health (ASRH)
 - ~ Location Building 84F
 - ~ Weekday Hours 8:00 A.M. to 5:00 P.M.
 - ~ Information 831-582-3015
 - ~ Fax 831-582-4023
 - ~ Email asrh@csumb.edu
- ~ Otter Sports Center
 - ~ Location Building 90
(Corner of Second Avenue and Third Street)
 - ~ Weekday Hours 6:30 A.M. to 10:30 P.M.*
 - ~ Saturday Hours 9:00 A.M. to 5:00 P.M.*
 - ~ Sunday Hours 10:00 A.M. to 4:00 P.M.*
 - *Hours are subject to change; please call to confirm.
 - ~ Information 831-582-3031
 - ~ Fax 831-582-4463
 - ~ Email wactivity@csumb.edu
- ~ Intramural Sports
 - ~ Location Building 93/Building 84F
 - ~ Office Hours Tuesday and Thursday,
11:00 A.M. to 1:00 P.M.
 - ~ Information 831-582-3015
 - ~ Coordinator 831-582-4646
 - ~ Fax 831-582-4023
 - ~ Email amber_magner@csumb.edu
- ~ Recreational and Competitive Sport Clubs
 - ~ Location Building 84F
 - ~ Weekday Office Hours 8:00 A.M. to 5:00 P.M.
 - ~ Information 831-582-3015
 - ~ Department Advisor 831-582-4505
 - ~ Fax 831-582-4023
 - ~ Email amber_magner@csumb.edu
 - ~ First-Class Conference Athletics, Sports Recreation & Health
- ~ Intercollegiate Athletics
 - ~ Location Building 84F
 - ~ Weekday Office Hours 8:00 A.M. to 5:00 P.M.
 - ~ Information 831-582-3015
 - ~ Team Schedules 831-582-3015
 - ~ Fax 831-582-4023
 - ~ Email asrh@csumb.edu
 - ~ NAIA Website naia.org
 - ~ Cal Pac Website calpac.org
 - ~ CSUMB Athletics Website csumb.edu/sports
- ~ Outdoor Activities Center
 - ~ Location Building 93
(near the corner of Third Avenue and Third Street)
 - ~ Weekday Office Hours Noon to 3:00 P.M.
 - ~ Information 831-582-3015
 - ~ Outdoor Activities Coordinator 831-582-4271
 - ~ Fax 831-582-4023
 - ~ Email cynthia_dvincent@csumb.edu
- ~ Presidio of Monterey (POM) Outdoor Recreation
 - ~ Location Stilwell Community Center,
4260 Gigling Road, Seaside, CA
 - ~ Weekday Office Hours 4:00 P.M. to 6:00 P.M.
Monday, Thursday, and Friday only
 - ~ Information 831-242-6155

CSUMB Athletics: "A place where character counts" based upon these Pillars of Character—trustworthiness, respect, responsibility, fairness, caring citizenship

WHY IS THIS PROGRAM IMPORTANT?

As we move forward in the new millennium surrounded by mind-boggling technologies and staggering amounts of information, it seems more important than ever to educate individuals in an environment that fosters balance and development of the whole person—intellectual, spiritual, ethical, social, and physical. As you obtain the college education necessary to meet the demands of the 21st century, you should also invest in your physical fitness, social growth, character development, and overall health.

Our **vision** simply stated is to Reveal Character through Sports.

What is the **mission** of ASRH: Inspire Leadership and Win with Character.

We deliver comprehensive programs that enable students, faculty, and staff to achieve lifelong health through athletics, recreation, and sports. Believing that individuals will be more successful when working with others toward common goals, we embrace teamwork. At the same time, ASRH celebrates each unique individual with varying abilities and differing cultures, values, and lifestyles.

We assist you in developing and maintaining a healthy lifestyle. We promote character development and provide leadership training through team and group activities, physical challenges, and sports activities. These activities complement other campus leadership development opportunities, and they embrace the multicultural nature of CSUMB and the varying abilities of its community members.

WHAT PROGRAMS DOES ASRH OFFER?

ASRH offers a wide range of sports recreation and health opportunities. All are designed to incorporate fitness into college and lifelong learning plans. We work in collaboration with a variety of community agencies, schools, and organizations, as well as with other CSUMB programs. We also provide educational opportunities for the general Monterey Bay area communities.

INTERCOLLEGIATE ATHLETICS

WHY COMPETE IN INTERCOLLEGIATE ATHLETICS AT CSUMB?

When you join one of our Otter teams, our coaches and staff dedicate themselves to providing you with an environment where you can achieve excellence both academically and athletically. We strive to foster your intellectual, social, moral, emotional, ethical, cultural, vocational, and physical growth. With an eye toward maximizing your potential, we help you refine skills, strategies, and competitive abilities. We aid you in developing good sportsmanship and character including respect, cooperation, teamwork, honesty, fair play, and individual responsibility.

IN WHICH SPORTS DO THE OTTERS COMPETE?

The ten sports teams that we sponsor at the varsity intercollegiate level are men's basketball, women's basketball, men's cross country, women's cross country, men's golf, women's golf, coed intercollegiate sailing, men's soccer, women's soccer, and women's volleyball.

WHO DO THE OTTERS COMPETE AGAINST INTERCOLLEGIATELY?

We compete in Region 2 of the National Association of Intercollegiate Athletics (NAIA) as members of the California Pacific Conference. The twelve Cal Pac member institutions are Bethany College, Notre Dame de Namur University, CSU Hayward, CSU Maritime Academy, CSU Monterey Bay, Dominican University, Holy Names College, Menlo College, Mills College, Pacific Union College, Simpson College, and UC Santa Cruz.

WHAT ARE THE GOALS OF THE CSUMB INTERCOLLEGIATE ATHLETICS PROGRAM?

- ~ Recruit student-athletes who are committed to their educational success and who have shown themselves to be outstanding prospects in sport and in life.
- ~ Make academic counseling available to all student-athletes who require it so that they maintain normal progress toward a degree, while encouraging them to strive for academic excellence and the achievement of their degrees.
- ~ Offer our student-athletes the opportunity to grow and excel in their sports by participating on teams where the goal is achieving individual and team maximum potential.

EXPERIENCE**SPORT**

- ~ Create an environment in which every student-athlete's development is guided by values of respect, honesty, responsibility, and service to others.
- ~ Provide coaches who are intensely concerned with the total academic, athletic, physical, social, and moral welfare of their student-athletes.
- ~ Stress the importance of fair play in all competition and to avoid any practice, procedure, or policy that would lead to an unfair competitive advantage or would reflect poorly on CSUMB.
- ~ Strive to see that all coaches and student-athletes understand and work within the regulations and guidelines set for intercollegiate athletics by CSUMB, the Cal Pac Conference, and the NIAA.
- ~ Work to develop the support of the CSUMB community—student, faculty, staff, alumni, and friends—for our teams and to experience that support in the form of attendance at games and matches.
- ~ Promote in the media, in the community, and in the public eye the best image of CSUMB—its academic stature, its athletic goals, its teams, and its success.

INTRAMURAL SPORTS

We offer intramural sport leagues and tournaments each semester. Featured sports include flag football, basketball, soccer, volleyball, softball, wallyball, 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.

SPORT AND RECREATION CLUBS

Competitive sport clubs provide the opportunity to compete extramurally without the eligibility restrictions of intercollegiate athletics. Recreational sport clubs offer the opportunity to become more active in activities and meet people with like interests. CSUMB offers several recreational and competitive sport clubs including:

- ~ Cheerleading
- ~ Dance Team
- ~ Disc Golf Club
- ~ Otter Baseball Club
- ~ Otter Outdoor Adventures Club
- ~ Otter Roller Hockey
- ~ Sailing Club
- ~ Wet and Soggies Dive Club
- ~ Women's Rugby Club

OUTDOOR ACTIVITIES PROGRAM

CSUMB Adventure Connections, our outdoor activities program, offers a broad range of recreational opportunities taking advantage of the wonderful natural resources of the Monterey region. The central coast offers an exciting backdrop of one of the world's most diverse marine sanctuaries as well as miles of trails in both regional and national parks. Activities include sailing, kayaking, surfing, scuba diving, hiking, camping, and backpacking. Programs offer non-for-credit classes and organized outings from the Outdoor Activities Center. Through multiple partnerships with external organizations, these programs serve CSUMB students, staff, faculty, partnered groups, and the larger community.

The Outdoor Activities Program, provides four marine components:

- ~ Recreation Education: a full certification range from basic sailing to ocean passage following the internationally accepted standards of the American Sailing Association (ASA) for 20-70 ft. sailing vessels
- ~ Sport: sailing for CSUMB students in 13 ft. Flying Juniors and 20-25 ft. keel boats
- ~ Community Outreach: boating safety classes and sailing education programs for local, middle, and high schools; youth at-risk; community youth organizations; battered women's groups; and those interested in marine safety
- ~ Professional Education and Research: boating programs for boating professionals, educators, and marine researchers

EQUIPMENT RENTALS AND DISCOUNTS

The Outdoor Activities Center rents a range of recreational equipment including kayaks, sailboats, surfboards, boogie boards, scuba gear, wetsuits, bicycles, inline skates, backpacks, camping gear, climbing shoes, and skis.

Through a joint agreement with the Army's Presidio of Monterey, you can also receive discounts to various sites including the Sanctuary Rock indoor rockclimbing gym, area movie theaters, and recreational and entertainment attractions throughout California.

WHERE DO THE OTTERS PLAY?

OTTER SPORTS CENTER

CSUMB's full-featured Otter Sports Center has become a central point of campus activity and recreation. It supports intercollegiate athletics, academic courses, intramural activities, sport clubs, and casual open play. The facility houses a 10,000-square-foot gymnasium suitable for basketball, volleyball, badminton, indoor soccer, aerobics, dance, sports competitions, and special events. It also features two glass-back racquetball courts, a 2,500 square-foot fitness room with cardiovascular and weight training equipment, and locker/shower/sauna facilities.

Student fees cover use of the Sports Center and other campus recreation facilities, so memberships or user fees are not required for students. You need merely show your Otter Card ID with a current registration sticker at the Sports Center entrance, where student assistants staffing the front desk are able to provide information, answer questions, and check out equipment including:

- ~ Badminton equipment
- ~ Basketballs
- ~ Competition discs
- ~ Footballs
- ~ Racquetball racquets and safety goggles
- ~ Rugby balls
- ~ Soccer equipment (indoor and outdoor)
- ~ Softball equipment
- ~ Tennis racquets and balls
- ~ Towels
- ~ Volleyballs and nets
- ~ Weightbelts and bar pads

OUTDOOR VENUES

CSUMB also offers great venues for outdoor activities. Facilities located near the Sports Center include four tennis courts, a lighted football stadium with an all-weather track, the CSUMB Soccer complex, and the CSUMB Baseball Field. A new 25 meter by 25 yard pool and aquatic center is scheduled to open in fall 2003. Miles of mountain biking and hiking trails, several grassy fields and park areas, and a ropes course with both high and low elements make our 1,365-acre campus a recreational wonderland. Meanwhile, the surrounding Monterey Bay region offers breathtaking ocean, beach, and coastal mountain playgrounds within minutes of campus.

WHO WILL GUIDE MY ATHLETICS AND RECREATIONAL SPORTS EXPERIENCES?

- ~ Director, ASRH ~ William "Bill" Trumbo
- ~ Certified Athletic Trainer ~ Ken Howat
- ~ Head Coach, men's and women's cross country ~ Yi Mao
- ~ Head Coach, men's basketball ~ Bill Trumbo
- ~ Head Coach, women's basketball ~ Amber Magner
- ~ Head Coach, women's volleyball ~ Jerry Gregg
- ~ Head Coach, men's golf ~ Bill Paulson
- ~ Head Coach, women's golf ~ Marcia Juergens
- ~ Head Coach, coed sailing ~ Frank Degnan
- ~ Co-Head Coaches, women's soccer ~ Erin Roberts and Heidi Covington
- ~ Head Coach, men's soccer ~ Artie Cairel
- ~ Outdoor Activities Coordinator ~ Cynthia d'Vincent
- ~ Intramural and Recreational Sports Coordinator ~ Amber Magner
- ~ Sports Information, Promotion, and Marketing Coordinator ~ Sarah Bernson



GENERAL INFORMATION

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ADMISSIONS AND RECORDS

MAKING CONTACT

- ~ Admissions and Records
 - ~ Location Building 47
 - ~ Weekday Hours 9:00 A.M. to 5:00 P.M.
 - ~ Information 831-582-5100
 - ~ Fax 831-582-3087
 - ~ Email admissions@csumb.edu
 - ~ FirstClass Conference Admissions/Records
 - ~ Website CSUMB.EDU/onestop
- ~ Transfer Articulation
 - ~ Location Building 47, Third Floor
 - ~ Reception 831-582-4228 or 831-582-3773
 - ~ Administrative Assistant 831-582-4602
 - ~ Managing Assistant 831-582-3357
 - ~ Fax 831-582-3087
 - ~ Email articulation@csumb.edu
 - ~ Website CSUMB.EDU/academic/articulation
- ~ California State University (CSU)
 - ~ Address 401 Golden Shore
Long Beach, CA 90802-4275
 - ~ Website calstate.edu
 - ~ Electronic Applications csummentor.edu
- ~ The College Board (SAT I)
 - ~ Address Registration Unit, Box 6200
Princeton, NJ 08541
 - ~ Information 609-771-7588
 - ~ Website www.collegeboard.org
- ~ ACT
 - ~ Address Registration Unit, PO Box 414
Iowa City, IA 52243
 - ~ Information 319-337-1270
 - ~ Website www.act.org
- ~ Selective Service System
 - ~ Address Data Management Center, P.O. Box 94638
Palatine, IL 60094-4638
 - ~ Information 847-688-6888
 - ~ Fax 703-605-4106
 - ~ Email information@sss.gov

IMPORTANT NOTES

~ Applications

- ~ All applicants are encouraged to apply for admissions on the csumentor.edu website. Electronic versions of the CSU Cal StateTEACH and graduate applications can also be found there.
- ~ Instruction booklets with application worksheets are available at every California high school, community college, and California State University.
- ~ You may also obtain an application worksheet by contacting CSUMB Student Outreach and Recruitment (SOAR).

~ Eligibility

- ~ See the index table.

~ SAT I and ACT

- ~ Registration forms and dates for the SAT I and ACT are available from high school and college counselors or from the CSUMB Campus Service Center.

~ Enrollment Limits

- ~ **CSUMB does not currently have an overall enrollment limit.**
- ~ There are currently no impacted programs at CSUMB.

ADMISSIONS AND RECORDS SERVICES

Admissions and Records processes admissions applications, determines admissions eligibility, evaluates transfer credits, administers the Entry-Level Mathematics (ELM) and English Placement Test (EPT) examinations, registers students, posts grades, processes graduation applications, and produces official transcripts. Admissions and Records acts as the official campus Registrar and has signature authority for domestic and international student documentation.

ADMISSIONS PROCEDURES AND POLICIES

As one of the 23 member campuses in the California State University (CSU) system, CSUMB follows standardized admissions policies, procedures, and requirements adopted at the CSU system level. All of these are explained below and in the CSU undergraduate and graduate application packets.

Requirements for admission to California State University, Monterey Bay are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations. If you are not sure of these requirements you should consult a high school or community college counselor or CSU campus admissions office.

The preferred method of application to CSUMB is via the electronic versions of the CSU undergraduate and graduate applications that are accessible on the csumentor.edu website. CSU Mentor allows students to browse through general information about CSU's 23 campuses, view multimedia campus presentations, send and receive electronic responses to specific questions, and apply for admission and financial aid.

Applications may be obtained online at csumentor.edu, or at any California high school or community college or from the admissions office at any of the campuses of the California State University.

APPLICATIONS

IMPORTANCE OF FILING COMPLETE, ACCURATE, AND AUTHENTIC APPLICATION DOCUMENTS

CSUMB 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 parttime or fulltime undergraduate programs of study in day or evening classes must file a complete undergraduate application. The \$55 nonrefundable application fee should be in the form of a check or money order payable to "The California State University" or by credit card if submitting the online application, and may not be transferred or used to apply to another term. An alternate campus and major may be indicated on the application, but applicants should list as an alternate campus only a CSU campus that also offers the major. Generally, an alternate major will be considered at the first choice campus before an application is redirected to an alternate choice campus.

SELECTION OF MAJOR AND CONCENTRATION

The majors and concentrations offered at CSUMB are listed in the academic programs section of this catalog. Prospective students should review these descriptions before filing an application. CSUMB accepts students who are undecided about their major. These students should use the undeclared category on the application form. The CSUMB Student Academic Advising Office provides advising and information resources to help undeclared students select an appropriate major.

ENROLLMENT LIMITS AND IMPACTED PROGRAMS

CSUMB does not currently have an overall enrollment limit.

There are currently no impacted programs at CSUMB.

The CSU designates programs as impacted when more applications are received in the initial filing period (October and November for fall terms, June for winter terms, August for spring terms, February for summer terms) than can be accommodated. Some programs are impacted at every campus where they are offered; others are impacted only at some campuses. You must meet supplementary admission criteria if applying to an impacted program.

The CSU will announce during the fall filing period those programs that are impacted and the supplementary criteria campuses will use. That announcement will be published in the *CSU Review*, distributed to high school and college counselors, and available online (<http://www.calstate.edu/AR/csureview/>). Information about the supplementary criteria also is sent to program applicants.

You must file your application for admission to an impacted program during the initial filing period. If you wish to be considered in impacted programs at more than one campus, 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, completion of specified prerequisite courses, and a combination of campus-developed criteria. If you are required to submit scores on either the SAT I or the ACT and are applying for fall admission, you should take the test as early as possible and no later than October of the preceding year 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.

CSUMB currently has no supplementary admissions criteria because it has no impacted programs.

GRADUATE AND POSTBACCALAUREATE APPLICATION PROCEDURES

All graduate and postbaccalaureate applicants (e.g., joint Ph.D. and Ed.D. applicants, master's degree applicants, those seeking credentials, and those interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and postbaccalaureate admission booklet. Applicants seeking a second bachelor's degree should submit the undergraduate application for admission. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and

submit an application and the \$55 nonrefundable application fee. Since applicants for postbaccalaureate programs may be limited to the choice of a single campus on each application, redirection to alternate campuses or later changes of campus choice will be minimal. To be assured of initial consideration by more than one campus, it will be necessary to submit separate applications (including fees) to each. CSUMB will not admit any undeclared second bachelor's applicants. Applications may be obtained from the graduate studies office or the admissions office of any California State University campus. The preferred method of application is to complete an electronic CSU graduate application on the csumentor.edu website.

APPLICATION FILING PERIODS

Term	Applications	
	First Accepted	Initial Filing Period
Fall Semester	October 1	October 1 – November 30
Spring Semester	August 1	August 1-31

Filing Period Duration: CSUMB accepts applications for first time freshman through March 15. The deadline for graduate, post baccalaureate, and lower-division transfer students is May 15. The deadline for transfer students with 56 or more transferable units is July 15. These dates are subject to change when CSUMB reaches enrollment capacity prior to posted deadlines. If applying after the initial filing period, consult CSUMB Student Outreach and Recruitment for current information.

APPLICATION ACKNOWLEDGMENT

You may expect to receive an acknowledgment from your first choice campus within two to four weeks of filing the application. The notice may also include a request that you submit additional records necessary for the campus to evaluate your qualifications. You may be assured of admission if the evaluation of your qualifications indicates that you meet CSU admission requirements and campus requirements for admission to an impacted program. An offer of admission is not transferable to another term or to another campus.

HARDSHIP PETITIONS

CSUMB has established procedures for consideration of qualified applicants who would be faced with extreme hardship if not admitted. Petitioners should write to the Director of Admissions and Records. The Admissions Exceptions Review Committee will evaluate the request in light of specific policies governing hardship admission. Students admit-

ted by exception will be notified on either March 15 or July 15 of their admissions status.

UNDERGRADUATE ADMISSION REQUIREMENTS

FRESHMAN REQUIREMENTS

Generally, first-time freshman applicants will qualify for regular admission if they:

1. Graduated high school,
2. Have a qualifiable eligibility index (see section on Eligibility Index), and
3. Have completed with grades of C or better each of the courses in the comprehensive pattern of college preparatory subject requirements (see "Subject Requirements").

ELIGIBILITY INDEX

The eligibility index is the combination of your high school grade point average and your score on either the ACT or the SAT. Beginning with admission for Fall 2004, your high school grade point average is based on grades earned in courses taken during your final three years of high school that satisfy the comprehensive pattern of college preparatory subject requirements, and bonus points for approved honors courses (excluding physical education and military science).

Up to eight semesters of honors courses taken in the last two years of high school, including up to two approved courses taken in the tenth grade, can be accepted. Each unit of A in an honors course will receive a total of 5 points; B, 4 points; and C, 3 points.

You can calculate the index by multiplying your grade point average by 800 and adding your total score on the SAT I. If you took the ACT, multiply your grade point average by 200 and add ten times the ACT composite score. If you are a California high school graduate (or a resident of California for tuition purposes), you need a minimum index of 2900 using the SAT I or 694 using the ACT; the Eligibility Index Table illustrates several combinations of required test scores and averages.

If you neither graduated from a California high school nor are a resident of California for tuition purposes, you need a minimum index of 3502 (SAT I) or 842 (ACT). Graduates of secondary schools in foreign countries must be judged to have academic preparation and abilities equivalent to applicants eligible under this section.

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	GPA	ACT Score	SAT I Score
3.00 and above			2.81	14	660	2.60	18	820	2.39	22	990	2.18	26	1160
qualifies with			2.80	14	660	2.59	18	830	2.38	22	1000	2.17	26	1170
any score			2.79	14	670	2.58	18	840	2.37	22	1010	2.16	27	1180
2.99	10	510	2.78	14	680	2.57	18	850	2.36	23	1020	2.15	27	1180
2.98	10	520	2.77	14	690	2.56	19	860	2.35	23	1020	2.14	27	1190
2.97	10	530	2.76	15	700	2.55	19	860	2.34	23	1030	2.13	27	1200
2.96	11	540	2.75	15	700	2.54	19	870	2.33	23	1040	2.12	27	1210
2.95	11	540	2.74	15	710	2.53	19	880	2.32	23	1050	2.11	28	1220
2.94	11	550	2.73	15	720	2.52	19	890	2.31	24	1060	2.10	28	1220
2.93	11	560	2.72	15	730	2.51	20	900	2.30	24	1060	2.09	28	1230
2.92	11	570	2.71	16	740	2.50	20	900	2.29	24	1070	2.08	28	1240
2.91	12	580	2.70	16	740	2.49	20	910	2.28	24	1080	2.07	28	1250
2.90	12	580	2.69	16	750	2.48	20	920	2.27	24	1090	2.06	29	1260
2.89	12	590	2.68	16	760	2.47	20	930	2.26	25	1100	2.05	29	1260
2.88	12	600	2.67	16	770	2.46	21	940	2.25	25	1100	2.04	29	1270
2.87	12	610	2.66	17	780	2.45	21	940	2.24	25	1110	2.03	29	1280
2.86	13	620	2.65	17	780	2.44	21	950	2.23	25	1120	2.02	29	1290
2.85	13	620	2.64	17	790	2.43	21	960	2.22	25	1130	2.01	30	1300
2.84	13	630	2.63	17	800	2.42	21	970	2.21	26	1140	2.00	30	1300
2.83	13	640	2.62	17	810	2.41	22	980	2.20	26	1140			
2.82	13	650	2.61	18	820	2.40	22	980	2.19	26	1150			

Below 2.00 does not qualify for regular admission

If your grade point average is 3.00 or above (3.61 for nonresidents), you are not required to submit test scores. However, you are urged to take the SAT I or ACT because campuses use these test results for advising and placement purposes and may require them for admission to impacted majors or programs.

You will qualify for regular admission when the university verifies that you have graduated from high school, have a qualifiable eligibility index, have completed the comprehensive pattern of college preparatory subjects, and, if applying to an impacted program, have met all supplementary criteria.

SUBJECT REQUIREMENTS

The California State University requires that first-time freshman applicants complete, with grades of C or better, a comprehensive pattern of college preparatory study totaling 15 units. A "unit" is one year of study in high school.

- ~ 2 years of social science, including 1 year of U.S. history, or U.S. history and government
- ~ 4 years of English
- ~ 3 years of math (algebra, geometry, and intermediate algebra)
- ~ 2 years of laboratory science (1 biological and 1 physical, both with labs)
- ~ 2 years in the same foreign language (subject to waiver for applicants demonstrating equivalent competence)
- ~ 1 year of visual and performing arts (art, dance, drama/theater, or music)
- ~ 1 year of electives, selected from English, advanced mathematics, social science, history, laboratory science, foreign language, and visual and performing arts

WAIVER OF FOREIGN LANGUAGE SUBJECT REQUIREMENT

The foreign language subject requirement may be waived for applicants who demonstrate competence in a language other than English equivalent to or higher than expected of students who complete two years of foreign language study. For further information, students should consult with a school counselor or any CSU campus admissions or school relations office.

SUBJECT REQUIREMENT SUBSTITUTION FOR STUDENTS WITH DISABILITIES

Applicants with disabilities are encouraged to complete college preparatory course requirements. In certain circumstances, if an applicant is judged unable to fulfill a specific course requirement because of a disability, alternate college preparatory courses may be substituted for specific subject requirements. Substitutions may be authorized on a case-by-case basis after review of disability documentation and academic records and recommendation by the applicant's academic advisor or guidance counselor in consultation with the director of a CSU disabled student services program. Students should be aware that failure to complete the courses required for admission may limit later enrollment in certain majors, particularly those involving mathematics. For further information and substitution forms, please contact CSUMB Student Disability Resources.

HIGH SCHOOL STUDENTS

Students still enrolled in high school will be considered for enrollment in certain special programs if recommended by the principal and the appropriate campus department chair and if preparation is equivalent to that required of eligible California high school graduates. Such admission is only for a given program and does not constitute the right to continued enrollment.

TRANSFER REQUIREMENTS

Students who have completed fewer than 56 transferable semester college units (fewer than 84 quarter units) are considered lower division transfer students. Student who have completed 56 or more transferable semester college units (84 or more quarter units) are considered upper division transfer students. Students who complete college units during high school or through the summer immediately following high school graduation are considered first-time freshmen and must meet those admission requirements. Transferable courses are those designated for baccalaureate credit by the college or university offering the courses.

LOWER-DIVISION TRANSFER REQUIREMENTS

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

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

Applicants who graduated from high school prior to 1988 should contact Admissions and Records to inquire about alternative admission programs.

MAKING UP MISSING COLLEGE PREPARATORY SUBJECT REQUIREMENTS

Lower-division applicants who did not complete subject requirements while in high school may make up missing subjects in any of the following ways.

- ~ Complete appropriate courses with a C or better in adult school or high school summer sessions.
- ~ Complete appropriate college courses with a C or better. One college course of at least three semester or four quarter units will be considered equivalent to one year of high school study.
- ~ Earn acceptable scores on specified examinations.

Please consult with any CSU admissions office for further information about alternative ways to satisfy the subject requirements.

UPPER-DIVISION TRANSFER REQUIREMENTS

Generally, applicants will qualify for admission as an upper-division transfer student if:

- ~ They have a grade point average of at least 2.0 (C or better) (2.4 for non-residents) in all transferable units attempted; and
- ~ They are in good standing at the last college or university attended; and they have completed at least 30 semester units of college coursework with a grade of C or better in each course to be selected from courses in English, arts and humanities, social science, science and mathematics at a level at least equivalent to courses that meet general education requirements. The 30 units must include all of the general education requirements in communication in the English language and critical thinking (at least 9 semester units) and the requirement in mathematics/quantitative reasoning (usually 3 semester units) **OR** the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

PROVISIONAL ADMISSION

CSUMB may provisionally admit transfer applicants based on their academic preparation and courses planned for completion. The campus will monitor the final terms to ensure that those admitted complete all required courses satisfactorily. All accepted applicants are required to submit an official transcript of all college level work completed. Campuses will rescind admission for all students who are found not to be eligible after the final transcript has been evaluated.

TEST REQUIREMENTS

Freshman and transfer applicants who have fewer than 56 semester or 84 quarter units of transferable college credit must submit scores, unless exempt (see "Eligibility Index"), from either the ACT or the SAT I of the College Board. If you are applying to an impacted program on campus and are required to submit test scores, you should take the test no later than October or November. Test scores also are used for advising and placement purposes. Registration forms and dates for the SAT I or ACT are available from school or college counselors or from a CSU campus testing office. Or students may write to or call:

College Board, SAT Program	ACT Registration
PO Box 6200	PO Box 414
Princeton, New Jersey 08541	Iowa City, Iowa 52243-0414
609-771-7600	319-337-1270
www.collegeboard.com	www.act.org

TOEFL REQUIREMENT

All undergraduate applicants whose native language is not English and 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 525 or above on the Test of English as a Foreign Language. Some majors may require a score higher than 525. Applicants taking the Computer Based Test of English as a Foreign Language must present a score of 197 or above. Some majors may require a higher score.

SYSTEMWIDE PLACEMENT TEST REQUIREMENTS

The California State University requires each entering undergraduate, except those who qualify for an exemption, to take the CSU Entry Level Mathematics (ELM) examination and the CSU English Placement Test (EPT) prior to enrollment. These placement tests are not a condition for admission to the CSU, but they are a condition of enrollment. They are designed to identify entering students who may need additional support in acquiring basic English and mathematics skills necessary to succeed in CSU baccalaureate-level courses. Undergraduate students who do not demonstrate college-level skills both in English and in mathematics will be placed in appropriate remedial programs and activities during the first term of their enrollment. Students placed in remedial programs in either English or mathematics must complete all remediation in their first year of enrollment. Failure to complete remediation by the end of the first year may result in denial of enrollment for future terms.

Students register for the EPT and ELM at their local CSU campus. Questions about test dates and registration materials may be addressed to Admissions and Records.

ENGLISH PLACEMENT TEST

The CSU English Placement Test (EPT) is designed to assess the level of reading and writing skills of entering undergraduate students so that they can be placed in appropriate baccalaureate-level courses. The CSU EPT must be completed by all entering undergraduates, with the exception of those who present proof of one of the following:

- ~ A score of 550 or above on the verbal section of the College Board SAT I Reasoning Test taken April 1995 or later.
- ~ A score of 24 or above on the enhanced ACT English Test taken October 1989 or later.
- ~ A score of 680 or above on the re-centered and adjusted College Board SAT II: Writing Test taken May 1998 or later.
- ~ A score of 3, 4, or 5 on either the Language and Composition or the Composition and Literature examination of the College Board Scholastic Advanced Placement program.
- ~ Completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) written communication requirement, provided such course was completed with a grade of C or better.

ENTRY LEVEL MATHEMATICS PLACEMENT EXAMINATION

The Entry Level Mathematics (ELM) Placement Examination is designed to assess the skill levels of entering CSU students in the areas of mathematics typically covered in three years of rigorous college preparatory mathematics courses in high school (Algebra I, Algebra II, and Geometry). The CSU ELM must be completed by all entering undergraduates, with the exception of those who present proof of one of the following:

- ~ A score of 550 or above on the mathematics section of the College Board SAT I Reasoning Test or on the College Board SAT II Mathematics Tests Level I, IC (Calculator), II, or IIC (Calculator).
- ~ A score of 23 or above on the American College Testing Mathematics Test.
- ~ A score of 3 or above on the College Board Advanced Placement Mathematics examination (AB or BC) or Statistics examination.
- ~ Completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) quantitative reasoning requirement, provided such course was completed with a grade of 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 all of the following conditions are met:

- ~ 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 fulltime 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 in all college work attempted.

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.

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) units attempted; and (4) satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe. In unusual circumstances, a campus may make exceptions to these criteria.

If you meet the minimum requirements for graduate and postbaccalaureate studies, you will be considered for admission in one of the four following categories:

- ~ Postbaccalaureate Unclassified—To enroll in graduate courses for professional or personal growth, you must be admitted as a postbaccalaureate unclassified student. By meeting the general requirements, you are eligible for admission as a postbaccalaureate unclassified student. Some departments may restrict enrollment of unclassified students because of heavy enrollment pressure. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any graduate degree or credential program.
- ~ Postbaccalaureate Classified—If you wish to enroll in a credential or certificate program, you will be required to satisfy additional professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus.
- ~ Graduate Conditionally Classified—You may be admitted to a graduate degree program in this category if, in the opinion of appropriate campus authority, you can remedy deficiencies by additional preparation.
- ~ Graduate Classified—To pursue a graduate degree, you will be required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus.

GRADUATE-POSTBACCALAUREATE TOEFL REQUIREMENT

All graduate and postbaccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). Some programs require a higher score. Applicants taking the Computer-Based Test of English as a Foreign Language must present a score of 213 or above. Some programs may require a higher score.

POSTBACCALAUREATE STUDENTS

Postbaccalaureate students (i.e., those students who already hold a bachelor's degree) may pursue a program leading to an additional baccalaureate degree or undergraduate major. Students are urged to consult with a faculty advisor within the selected academic program to determine whether a second baccalaureate or graduate program best meets their needs.

To earn an additional undergraduate degree students must complete the following requirements:

- ~ A minimum of 30 credits in residence at CSUMB since completion of the most recent degree, including 24 upper-division credits
- ~ At least 12 credits in the major in residence at CSUMB since the last baccalaureate degree
- ~ All state and university requirements for that degree
- ~ 40 upper-division credits taken since the most recent degree was granted
- ~ All credits required in the major (No credit may be applied from courses taken for an earlier degree. If required major courses were previously taken, the student must substitute, with the approval of the department, additional major courses. Graduate-level (500 or 600 series) courses may not be applied toward the requirements for a second baccalaureate degree.)
- ~ Filing of an undergraduate degree application and payment of application fee

Postbaccalaureate students seeking an additional undergraduate major must complete the following requirements:

- ~ At least 12 credits in the major in residence at CSUMB since the last baccalaureate degree
- ~ All credits required in the major (No credit may be applied from courses taken for an earlier degree. If required major courses were previously taken, the student must substitute, with the approval of the department, additional major courses. Graduate-level (500 or 600 series) courses may not be applied toward the requirements for an additional major.)

The transcript will indicate that the coursework for the additional major has been completed. Students pursuing a second baccalaureate degree or additional undergraduate major cannot select the catalog used for the initial undergraduate degree. If students do not remain in continuous attendance, the requirements will be those in effect at the time they reenter CSUMB or complete their programs.

Postbaccalaureate students may not earn a minor or a second minor. Second baccalaureate students are not considered for university honors. Students cannot concurrently pursue a graduate degree objective and a second baccalaureate degree at CSUMB.

INTERNATIONAL (FOREIGN) STUDENT ADMISSION REQUIREMENTS

The CSU must assess the academic preparation of foreign students. For this purpose, "foreign students" include those who hold U.S. visas as students, exchange visitors, or in other nonimmigrant classifications.

The CSU uses separate requirements and application filing dates in the admission of foreign students. Verification of English proficiency (see the section on TOEFL Requirement for undergraduate applicants), financial resources, and academic performance are all important considerations for admission. Academic records from foreign institutions must be on file at least eight weeks before registration for the first term and, if not in English, must be accompanied by certified English translations.

Priority in admission is given to residents of California. There is little likelihood of nonresident applicants, including international students, being admitted either to impacted majors or to those majors or programs with limited openings.

INSURANCE REQUIREMENT FOR INTERNATIONAL STUDENTS

Effective August 1, 1995, all F-1 and J-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment in the CSU. Such insurance must be in amounts as specified by the United States Information Agency (USIA) and NAFSA: Association of International Educators.

FINANCIAL VERIFICATION FOR INTERNATIONAL STUDENTS

CSUMB is required to verify that funds are available to support a foreign student before enrollment at CSUMB. Applicants will be required to provide bank statements and other pertinent supporting documentation verifying that at least one year's funds (approximately \$22,500) are available. After application to CSUMB, applicants will receive the financial statement form used to verify financial support.

OTHER APPLICANTS

SUMMER SESSION APPLICANTS

Although CSUMB is not on year-round operation, the campus does offer distinctive summer programs, and housing and food services are available. Information regarding summer session offerings is available from CSUMB's Campus Service Center.

OVER-60 PROGRAM

The CSU has established a program which allows California residents 60 years of age or older to enroll in regular session courses without payment of certain specified fees and with reduction in the amounts of others. Applicants interested in this program must be admissible as stipulated in Title 5 of the California Code of Regulations and shall, at time of enrollment, register after regular students. Further information is available from CSUMB Student Outreach and Recruitment.

READMISSIONS, UNDERGRADUATE/GRADUATE

Students previously enrolled in the university who plan to return after an absence of one or more semesters and who were not eligible for Leave of Absence must file a new application for admission. The application is required of students not enrolled in either of the two semesters prior to the semester of reapplication and who were not eligible for Leave of Absence, or if they were enrolled in another institution during their absence from CSUMB. Students must submit official transcripts of all college work attempted during their absence from the university. Students absent from the university for a period of seven years or longer must resubmit all documents required for admission.

FORMER STUDENTS WHO WERE ON PROBATION

Students who were on probation at the end of their last enrollment may be readmitted on probation provided any work they may have completed elsewhere in the interim is satisfactory. Students readmitted on probation are subject to such conditions as appropriate university officials may prescribe.

FORMER STUDENTS WHO WERE DISQUALIFIED

Disqualified undergraduates and second baccalaureate degree candidates who have been absent for one or more years must apply for readmission and must submit all forms for consideration of reinstatement and transcripts of any college work completed in the interim. Appropriate campus officials will base readmission decisions on a review of the student's academic status and personal situation. Some institutes and colleges may have special policies concerning readmissions. Students should consult their major institute for details, and submit their application as early as possible.

INTRASYSTEM AND INTERSYSTEM ENROLLMENT PROGRAMS

Students enrolled at any CSU campus will have access to courses at other CSU campuses on a space available basis unless those campuses or programs are impacted. This access is offered without students being required to be admitted formally to the host campus and sometimes without paying additional fees. Although courses taken on any CSU campus will transfer to the student's home CSU campus as at least elective credit, students should consult their home campus academic advisors to determine how such courses may apply to their degree programs before enrolling at the host campus.

There are two programs for enrollment within the CSU and one for enrollment between CSU and the University of California or California Community Colleges. Additional information about these programs is available from Admissions and Records. CSUMB also has agreements with 127 colleges and universities throughout the US and Canada.

CSU CONCURRENT ENROLLMENT

Matriculated students in good standing may enroll at both their home CSU campus and a host CSU campus during the same term. Credit earned at the host campus is automatically reported to the home campus to be included on the student's transcript at the home campus.

CSU VISITOR ENROLLMENT

Matriculated students in good standing enrolled at one CSU campus may enroll at another CSU campus for one term. Credit earned at the host campus is reported automatically to the home campus to be included on the student's transcript at the home campus.

INTERSYSTEM CROSS ENROLLMENT

Matriculated CSU, UC, or community college students may enroll for one course per term at another CSU, UC, or community college and request that a transcript of record be sent to the home campus.

HEALTH SCREENING

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

Measles and Rubella: All new and readmitted students born after January 1, 1957 must provide proof of full immunization against measles and rubella prior to enrollment.

Hepatitis B: All new students who will be 18 years of age or younger at the start of their first term at a CSU campus must provide proof of full immunization against Hepatitis B before enrolling. Full immunization against Hepatitis B consists of three timed doses of vaccine over a minimum four to six month period. If you need further details or have special circumstances, please consult the CSUMB Office of Residential Life.

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

Immunization documentation should be mailed or brought to the CSUMB Campus Health Center (CHC).

RESERVATION

The university reserves the right to select its students and deny admission to the university or any of its programs as the university, in its sole discretion, determines appropriate admissions based on an applicant's suitability and the best interests of the university.

GENERAL INFORMATION ABOUT ADMISSIONS AND EVALUATION OF ACADEMIC RECORDS

TRANSFER CREDIT FROM OTHER COLLEGES AND UNIVERSITIES

California Community Colleges will certify to the CSU those courses which are of baccalaureate level and therefore transferable for at least elective credit. Credits earned in accredited community colleges will be evaluated by 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 Admissions and Records and advanced standing allowed on the basis of the evidence submitted. Credit toward the fulfillment of graduation requirements will be allowed only insofar as the courses satisfactorily completed meet the standards and the requirements of the basic course pattern of the college.

Credits earned in nonaccredited colleges may be accepted as a basis for advanced standing only to the extent that the applicant can demonstrate for CSUMB's approval that a satisfactory degree of proficiency has been attained in the course in question.

ADVANCED PLACEMENT

CSUMB grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement program of the College Board. Students who present scores of three or better will be granted up to six college semester credits for each exam.

CREDIT BY EXAMINATION

Students may challenge courses by taking examinations developed at CSUMB. Credit shall be awarded to those who pass them successfully. Contact Admissions and Records for complete information.

CREDIT FOR NONCOLLEGIATE INSTRUCTION

CSUMB grants undergraduate degree credit for successful completion of noncollegiate instruction, either military or civilian, appropriate to the baccalaureate degree that has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education. The number of units allowed are those recommended in the Guide to the Evaluation of Educational Experience in the Armed Services and the National Guide to Educational Credit for Training Programs.

CREDIT FOR PRIOR LEARNING

CSUMB grants credit for learning, knowledge, or skills-based experience that has been documented and evaluated via the assessment process. Complete information is available from the Academic Enhancement Services. Students should be aware, however, that policies for earning credit for prior learning vary from campus to campus in the CSU.

IMMIGRATION REQUIREMENTS FOR LICENSURE

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104-193), also known as the Welfare Reform Act, includes provisions to eliminate eligibility for federal and state public benefits for certain categories of lawful immigrants as well as benefits for all illegal immigrants.

Students who will require a professional or commercial license provided by a local, state, or federal government agency in order to engage in an occupation for which the CSU may be training them must meet the immigration requirements of the new Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure. Information concerning the regulation is available from CSUMB Student Outreach and Recruitment.

DETERMINATION OF RESIDENCE FOR NONRESIDENT TUITION PURPOSES

The law governing residence for tuition purposes at the California State University is California Education Code sections 68000-68090, 68120-68134, and 89705-89707.5, and California Code of Regulations, Title 5, sections 41900-41916. This material can be viewed on the Internet by accessing the calstate.edu website.

Each campus's Admissions Office is responsible for determining the residence status of all new and returning students based on the Application for Admission, Residency Questionnaire, Reclassification Request Form, and, as necessary, other evidence furnished by the student. A student who fails to submit adequate information to establish eligibility for resident classification will be classified as a nonresident.

Generally, establishing California residence for tuition purposes requires a combination of physical presence and intent to remain indefinitely. An adult who, at least one full year prior to the residence determination date for the term in which enrollment is contemplated, has been both physically present in the state and has evidence of intent to remain in California indefinitely, may establish California residence for tuition purposes. Evidence demonstrating intent can vary from case to case and may include, but is not limited to, the absence of residential ties to any other state, California voter registration and voting in California elections, maintaining California registration and driver's license, maintaining active California bank accounts, filing California income tax returns, owning residential property or occupying or renting an apartment where permanent belongings are kept, maintaining active memberships in California professional or social organizations, and maintaining a permanent military address and home of record in California.

Adult noncitizens establish residence in the same manner as citizens, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States. Unmarried minor noncitizens derive their residence in the same manner as unmarried minor citizens except that both parent and minor must have an immigration status consistent with establishing domicile in the United States.

Exceptions to the general residence requirements are contained in California Education Code sections 68070-68084 and Title 5 of the California Code of Regulations, sections 41900-41916, and include, but are not limited to, members of the military and their dependents, certain credentialed employees of school districts and students who have attended high school in California and graduated or attained the equivalent. Whether an exception applies to a particular student cannot be determined before the submission of an application for admission and, as necessary, additional supporting documentation. Because neither campus nor Chancellor's Office staff may give advice on the application of these laws, applicants are strongly urged to review the material for themselves and consult with a legal advisor.

Nonresident students seeking reclassification are required to complete a supplemental questionnaire including questions concerning their financial dependence, which will be considered along with physical presence and intent in determining reclassification.

Residence determination dates are set each term. They are:

- ~ Fall September 20
- ~ Spring January 25
- ~ Summer June 1

The residence determination dates for the four stages of CalStateTEACH are as follows:

- ~ Stage 1 September 20
- ~ Stage 2 January 5
- ~ Stage 3 June 1
- ~ Stage 4 September 20

A campus residence classification appeal must be in writing and submitted to:

The California State University
Office of General Counsel
401 Golden Shore, 4th Floor
Long Beach, California 90802-4210

The appeal must be submitted within 120 days of notification of the final campus decision. The Office of General Counsel can either decide the appeal or send the matter back to the campus for further review.

Students incorrectly classified as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents

and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations.

Resident students who become nonresidents or who no longer meet the criteria for an exception must immediately notify Admissions and Records.

Changes may have been made in the rate of nonresident tuition and in the statutes and regulations governing residence for tuition purposes in California between the time this information is published and the relevant residence determination date. Students are urged to review the statutes and regulations stated above.

TRANSCRIPTS

Final official transcripts must be submitted prior to enrollment to verify that all required coursework has been completed successfully. CSUMB will either rescind provisional admissions, delay admission, or not permit registration or attendance until receipt of final transcripts and admission eligibility can be verified.

All transcripts submitted for admission and transfer credit purposes must be official and sent directly from the originating school or college to 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 transcripts for admission so that transcripts are available for advising purposes.

UNDERGRADUATE TRANSFER APPLICANTS

Transfer applicants who have earned fewer than 56 transferable semester credits must file one complete official transcript from the high school of graduation and the ACT or SAT results in addition to a transcript of the college credits attempted.

Transfer applicants who have completed 56 or more semester credits of transferable courses and who are applying to CSUMB need not file the high school transcript. However, applicants are cautioned that if, during the evaluation process, it is determined that fewer than 56 semester credits of transferable courses were earned, processing will stop. The applicants will be notified that the high school transcript and ACT or SAT scores are required and admission consideration will again be given only at the time these documents are received and the record is complete.

All undergraduate transfer applicants must file one official transcript from each college in which they have enrolled. This includes special sessions, correspondence, and audited courses, as well as any college in which the student was enrolled and withdrew without earning credit.

Applicants to graduate, postbaccalaureate, and credential programs are required to file two official transcripts from each and every college in which they have enrolled. Transcripts must be sent directly from the originating institution to Admissions and Records. Transcripts submitted by the student are not acceptable unless submitted in a sealed envelope. All college work must be reported.

SELECTIVE SERVICE SIGNUP

The federal Military Selective Service Act (the "Act") requires most males residing in the United States to present themselves for registration with the Selective Service System within thirty days of their eighteenth birthday. Most males between the ages of 18 and 25 must be registered. Males born after December 31, 1959, may be required to submit a statement of compliance with the Act and regulations in order to receive any grant, loan, or work assistance under specified provisions of existing federal law. In California, students subject to the Act who fail to register are also ineligible to receive any need-based student grants funded by the state or a public postsecondary institution.

Selective Service registration forms are available at any U.S. Post Office, and many high schools have a staff member or teacher appointed as a Selective Service Registrar. Applicants for financial aid can also request that information provided on the Free Application for Federal Student Aid (FAFSA) be used to register them with the Selective Service. Information on the Selective Service System is available and the registration process may be initiated online at (www.sss.gov).

REGISTRATION

CSUMB strives to make the registration experience as smooth as possible. The registration process includes fee payment, academic advising, and class enrollment. All academic and financial holds must be reconciled to be eligible for registration.

FEE PAYMENT

Registration fees must be paid prior to registering for classes. Students receiving financial aid may receive fee deferment if aid is pending.

ACADEMIC ADVISING

To complete the academic advising process, students should:

- ~ Review this catalog and the course schedule which contain important information regarding CSUMB's outcomes-based curriculum, University Learning Requirements (ULRs), Major Learning Outcomes (MLOs), assessment, and other key components of academic life at CSUMB.
- ~ Review the descriptions of courses and other learning experiences as listed in this catalog and online (CSUMB.EDU/student) and cross-reference them with current offerings as listed in each semester's course schedule, available in print at the University Bookstore and online (CSUMB.EDU/schedule).
- ~ Go to the online CSUMB Student Information System (CSUMB.EDU/onestop), select Planner Web, and follow the instructions to check ULR status, submit a proposed schedule of classes, gain advisor approval, and obtain instructor approvals if required.

CLASS ENROLLMENT

Students receive a registration notification indicating eligibility to register, residency status, registration holds, and assigned registration time. Eligible students may register online via BANNER Web (CSUMB.EDU/onestop) at or after their assigned registration time.

LATE REGISTRATION

Students are permitted to register late with approval of individual instructors through the second week of the semester. A late fee charge will apply. Forms are available on the CSUMB.EDU/student/services/forms webpage or at the Campus Service Center.

ADDS AND DROPS

The responsibility for adding and dropping any course rests solely with the student. CSUMB shall determine and publish the course adjustment periods available to students. These periods may vary based on the time of year a course is offered, the format in which a course is offered, or other appropriate variables. Course adjustment periods shall be published in each Course Schedule. Students may add courses within the course adjustment period with the approval of the instructor. Beyond the course adjustment period the student may petition the appropriate instructor to add a course. All courses added after the course adjustment period must be reviewed by the college dean for approval. Students may drop courses during the course adjustment period without approval of the instructor. During the Late Add/Drop Period, students may drop courses for serious and compelling reasons with the approval of the instructor. A 'W' will appear on the student's transcript for courses dropped during or after the Late Add/Drop Period.

Instructors may give up a student's place in class if the student does not attend or contact the instructor by the second meeting of the course. The course will not appear on the student's transcript for the course when the instructor drops the student for nonattendance during the course adjustment period.

CANCELLATION OF REGISTRATION OR WITHDRAWAL FROM THE INSTITUTION

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to

apply for readmission before being permitted to enroll in another academic term.

Information on canceling registration and withdrawal procedures is available from the Campus Service Center. Students needing to withdraw begin the process by contacting the Campus Service Center. The date of contact will be used to determine the withdrawal initiation date. The Financial Aid Office will use this date to determine if any repayment of financial aid will be required. To formally withdraw from the institution students must complete the withdrawal process by submitting the Withdrawal form, with all required signatures and clearances, to Admissions and Records.

Students wishing to withdraw from CSUMB after the course adjustment period may do so for documented serious and compelling reasons (e.g. death in the immediate family, medical complications, and legal actions); a grade of "W" will appear on the transcript for all courses dropped after the course adjustment period.

Students who receive financial aid funds must consult with the CSUMB Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. If a recipient of student financial aid funds withdraws from the institution during an academic term or a payment period, the amount of grant or loan assistance received may be subject to return and repayment provisions.

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

COURSE NUMBERING SYSTEM

- ~ Precollegiate 01-99
 - ~ Lower Division 100-299
 - ~ Upper Division 300-499
 - ~ Upper Division/Graduate* 300-499
 - ~ Post Baccalaureate/Graduate 500-699
- * Upper division courses may earn graduate credit for graduate students or for last semester seniors upon approval.

GRADING POLICY

The grading policy of the university permits either letter grades A, B, C, D, F, with 'plus' or 'minus' designations or CR/NC (Credit/No Credit) grades to be assigned to any course offered by the university, unless the course has specifically been designated as a Credit/No Credit or graded learning experience. Students may request either graded or Credit/No Credit grading, unless the course has a specific designation. A student may not change to Credit/No Credit or graded learning experience unless such a change in grade mode is requested prior to the last day to add classes. There is no limitation regarding the number of courses that may be graded in either manner.

GRADE POINT AVERAGE

The grade point average (GPA) is based on learning experiences in which letter grades are earned. The grade point average is calculated by dividing the total number of grade points earned by the total number of credits in letter-graded learning experiences.

The following grade points are associated with each letter grade:

A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

ADMINISTRATIVE GRADING SYMBOLS

The following administrative grading symbol—AU, I, IC, IP, RD, RP, WV, and UWV—apply to the grades assigned for various categories of enrollment.

AU (AUDIT)

Enrollment as an auditor is subject to permission of the instructor, provided that enrollment in a course as an auditor shall be permitted only after students otherwise eligible to enroll on a credit basis have had an opportunity to do so. Auditors are subject to the same fee structure as credit students and regular class attendance is expected. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested prior to the last day to add classes. A student who is enrolled for credit may not change to audit after the third week of instruction. Enrollment as an auditor requires that the student obtain the permission of the instructor and submit a Change of Program at Admissions and Records during the Add/Drop period. The grade of Audit does not indicate completion of the learning experience.

I (INCOMPLETE)

The symbol "I" (Incomplete Authorized) indicates that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements which must be satisfied to remove the incomplete. A final grade is assigned when the work agreed upon has been completed and evaluated.

An "I" must normally be made up within one calendar year immediately following the end of the term during which it was assigned.

The limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an "I" being counted as a failing grade for grade point average and progress point computation, unless the faculty member assigns a specific letter grade to be assigned at the time the incomplete is assigned. The academic program responsible for the course shall maintain an official record of the written contract. If the instructor of record is no longer available, the academic program director shall ensure that the instructor's obligations are fulfilled.

IC (INCOMPLETE CHARGED)

The "IC" symbol will be used when a student who received an authorized incomplete "I" has not completed the required course work within the allowed time limit. The

"IC" replaces the "I" and is counted as a failing grade for grade point average and progress point computation.

RD (REPORT DELAYED)

The "RD" symbol may be used where a delay in the reporting of a grade is due to circumstances beyond the control of the student. The symbol is assigned by the registrar only, and, if assigned, shall be replaced by a substantive grading symbol as soon as possible. An "RD" shall not be used in calculating grade point average or progress points.

RP (REPORT IN PROGRESS)

The "RP" symbol is used in connection with courses that extend beyond one academic term (e.g. Capstone, graduate thesis, or long term upper division project-based class). It indicates that work is in progress but that assignment of a final grade must await completion of additional work. Work is to be completed within one year except for graduate degree thesis work.

W (WITHDRAWAL)

The symbol "W" indicates that the student was permitted to drop the class after the eleventh day of instruction with the approval of the instructor and appropriate campus officials. It carries no connotation of quality of student performance and is not used in calculating grade point average or progress points.

WU (WITHDRAWAL UNAUTHORIZED)

The symbol "WU" indicates that an enrolled student did not withdraw from the course but failed to complete the course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluations of academic performance possible. For purposes of grade point average and progress point computation this symbol is equivalent to an "F."

CHANGE OF GRADE

A change of grade may be made only in the case of a clerical or other administrative grading error. An appeal for a change of grade must be initiated by the student and must be approved by the instructor. An appeal for a change of grade should be initiated as soon as possible, normally within one semester, in order to ensure that proper documentation is available.

REPEATED COURSES

Undergraduate students may repeat courses in order to fulfill degree requirements, enhance previously acquired learning, or both. Students shall seek academic advisement before deciding to repeat any course.

The higher grade shall be counted in the student's grade point average. Once a student elects to count a higher grade, lower grades are not counted in the grade point average computation. Students may request a transcript review to have repeated courses recalculated into their overall GPA. Contact Admissions and Records for details. Students may not improve grades for courses taken at other institutions by repeating them at CSUMB, nor may they improve grades earned in courses taken at CSUMB by repeating them elsewhere.

ACADEMIC STANDARDS

Undergraduate students are expected to maintain a cumulative and a CSUMB grade point average of at least a 2.0 (C average). Graduate students are expected to maintain a cumulative and CSUMB grade point average of at least a 3.0 (B average).

ACADEMIC PROBATION

An undergraduate student is placed on Academic Probation if at any time the cumulative grade point average in all college work or a cumulative grade point average at CSUMB falls below a 2.0 (C average). Admissions and Records will notify students on Academic Probation. Students will remain on Academic Probation until the cumulative and CSUMB grade point average is a 2.0 (C average) or until the student has been Academically Disqualified.

ACADEMIC DISQUALIFICATION

Disqualification means that the undergraduate student has not maintained satisfactory academic standards and is involuntarily separated from the university. Undergraduates are disqualified if they fall a certain number of grade points below a 2.0 (C average) grade point average as follows:

- ~ 15 point deficiency for freshmen and sophomores (fewer than 60 credits).
- ~ 9 point deficiency for juniors (60 to 89 credits)
- ~ 6 point deficiency for seniors and second baccalaureates (90 or more credits)
- ~ At the end of any term, the student has fewer cumulative grade points than cumulative units attempted, and the cumulative grade point deficiency is so great that in view of the student's overall educational record, it seems unlikely that the deficiency will be removed within a reasonable period

Admissions and Records will notify students who have been academically disqualified.

ADMINISTRATIVE ACADEMIC PROBATION

An undergraduate student is placed on Administrative Academic Probation by the registrar for any of the following reasons:

- ~ Withdrawal from all or a substantial portion of a program of studies in two consecutive terms or in any three terms. (Note: A student whose withdrawal is directly associated with a documented chronic or recurring disability or its treatment is not to be subject to Administrative Academic Probation for such withdrawal.)
- ~ Repeated failure to progress toward the stated degree objective or other program objective, including failure to progress resulting from assignment of 15 units of NC, when such failure appears to be due to circumstances within the control of the student.
- ~ Failure to comply, after due notice, with academic requirements or regulations which are routine for all students or a defined group of students (e.g. failure to complete English Placement Test, failure to complete required practicum, or failure to complete a specified number of units as a condition of receiving financial aid).

ADMINISTRATIVE ACADEMIC DISQUALIFICATION

Administrative Academic Disqualification means that an undergraduate student placed on administrative academic probation may be disqualified from further attendance if conditions for removal of administrative academic probation are not met within the period specified; the student becomes subject to academic probation while on administrative academic probation; or the student becomes subject to administrative academic probation for the same or similar reason for which placed on administrative academic probation previously, although not currently in such status.

REINSTATEMENT

Disqualified students are not eligible for reinstatement for a minimum of one academic year. The student will be required to reapply for admissions and submit a letter of appeal to Admissions and Records. The Admissions Exception Committee will review reinstatement appeals. Approval of appeals will be based upon a documented good-faith effort of the student to improve academic standing and improve circumstances within their control that directly resulted in their disqualification. The disqualified student will be informed in writing of student status within 30 days of receipt of the completed reinstatement petition.

STANDARDS OF PROGRESS FOR VETERANS

A veteran or eligible person who remains on probation for grade point deficiency below a 2.0 cumulative GPA beyond two semesters will have veteran's benefits discontinued and any further certification of benefits terminated.

GRADUATION

APPLICATION TO GRADUATE

Students planning to graduate must file an application to graduate within the Graduation Application Filing Period. The application filing period is established to allow students to receive information regarding outstanding requirements prior to registration for their final term of enrollment. Students who file an application after the filing deadline or who change their expected graduation date are subject to a \$20.00 late fee. Graduation Applications are available in Admissions and Records. Completing this application requires a meeting with the academic advisor to finalize the Individualized Learning Plan (ILP). Following submission of all the necessary materials, students receive a summary of the requirements which need to be fulfilled prior to the awarding of the degree.

Graduate Students are required to meet all deadlines for petitions and fees, but are not required to submit an Individualized Learning Plan (ILP) with their graduation application.

GRADUATION APPLICATION FILING PERIOD

Graduate May or August 2004

~ Filing Period May 1 - September 30, 2003

~ Late Filing Period with

Petition and Late Fee. October 1, 2003 - February 28, 2004

Graduate December 2003

~ Filing Period December 1, 2002 - March 31, 2004

~ Late Filing Period with

Petition and Late Fee. April 1 - September 31, 2004

DIPLOMAS

Diplomas are mailed to graduates via certified mail, approximately eight weeks after final grades have been recorded and all requirements have been verified. Diplomas are not issued during the Commencement Ceremony.

COMMENCEMENT CEREMONY

CSUMB holds its annual commencement ceremony during the month of May. Participation in the commencement ceremony is voluntary. Students earning baccalaureate or graduate degrees are eligible to participate in one commencement ceremony when the degree was earned either the fall semester before the ceremony, the spring semester of the ceremony, or the summer semester after the ceremony. Students earning a teacher credential may participate in the campus commencement ceremony and are recognized according to a program developed and sponsored by the Center for Collaborative Education and Professional Studies (CEPS). Students whose degrees may be earned during the fall semester may not participate in commencement the spring before the degree is earned.

REQUIREMENTS FOR A BACHELOR'S DEGREE

In order to earn a Bachelor of Arts or a Bachelor of Science, CSUMB students must satisfactorily complete the following requirements.

PROSEMINAR AND CAPSTONE COURSES

- ~ First Year Seminar: Students who enter CSUMB with less than 30 credits are required to enroll in First Year Seminar during their first term of enrollment.
- ~ Major ProSeminar: All students are required to take Major ProSeminar. Successful completion of the Major ProSeminar constitutes official acceptance into their chosen major.
- ~ Major Capstone: All students complete a Senior Capstone project culminating their degree programs.

UNIVERSITY LEARNING REQUIREMENTS (ULRs)

The 13 ULRs represent CSUMB's General Education requirements. The General Education chapter of this catalog describes these requirements in detail, including the differences in requirements for students who enter as freshmen and as transfers.

MAJOR LEARNING OUTCOMES (MLOs)

The academic program offering each major defines its Major Learning Outcomes (MLOs). The Undergraduate Programs chapter of this catalog lists the MLOs for each major.

CSU SYSTEMWIDE REQUIREMENTS

GRADE POINT AVERAGE MINIMUM REQUIREMENTS

The CSU requires a minimum grade point average of 2.00 for courses in each of the following groupings:

- ~ Cumulative total credits attempted, including all transfer courses.
- ~ All credits attempted in the major.
- ~ All credits attempted at CSUMB.

GRADUATION REQUIREMENT IN WRITING PROFICIENCY

All students must demonstrate competency in writing skills as a requirement for graduation. Information on currently available ways to meet this graduation requirement may be obtained from the CSUMB Writing Program Director or Admissions and Records. Check the CSUMB.EDU/advising website for an up-to-date list of courses that meet this requirement.

CALIFORNIA EDUCATIONAL CODE TITLE V REQUIREMENTS

To authorize the award of the degree, the California Educational Code Title V requirements for California State University specify that students must complete a minimum number of credits in upper-division courses for General Education, in the major, and at the campus awarding the degree.

The requirements are as follows:

SEMESTER CREDIT MINIMUM REQUIREMENTS

	B.A.	B.S.
~ In residence at CSUMB		
~ Upper division	24	24
~ Major credits in upper division	12	12
~ General Education/ULRs	9	9
~ Total in residence at CSUMB	30	30
~ Major		
~ Upper division	12	18
~ Upper division in residence at CSUMB	12	12
~ Overall credits within major	24	36
~ Minor (optional)		
~ Upper division	6	6
~ Overall credits within minor	12	12
~ General Education/ULRs		
~ Upper division	9	9
~ Total General Education/ULRs	48	48
~ Total credits		
~ Upper division	40	40
~ Maximum from community college	70	70
~ Total credits	120-124	124-132

UNIVERSITY HONORS

University honors are based on the cumulative grade point average, with a minimum of three semesters of enrollment at CSUMB:

- ~ Summa Cum Laude 3.90 or better
- ~ Magna Cum Laude 3.75 to 3.89
- ~ Cum Laude 3.5 to 3.74

ADMISSIONS AND RECORDS POLICIES AND PROCEDURES

The information presented within this section is based on programs and policies approved by appropriate university or regulatory agencies. Where further program development continues or where existing conditions allow for flexibility or modification, CSUMB will explore every opportunity to improve its programs and methodologies.

USE OF SOCIAL SECURITY NUMBER

Applicants are required to include their correct social security numbers in designated places on applications for admission pursuant to the author-

ity contained in Section 41201, Title 5, California Code of Regulations, and Section 6109 of the Internal Revenue Code. The university uses the social security number to identify students and their records including to identify the student for purposes of financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution. Also, the Internal Revenue Service requires the university to file information returns that include the student's social security number and other information such as the amount paid for qualified tuition, related expenses, and interest on educational loans. This information is used by the IRS 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.

ARTICULATION FOR TRANSFER: PREPARATION TO ENTER CSUMB MAJORS

ARTICULATION SERVICES

Articulation is the connecting of various segments of postsecondary education in order to create a "systematic whole" to promote smooth transition for students matriculating from two-year to four-year institutions. [IMPAC (Intersegmental Major Preparation Articulated Curriculum Project) Newsletter, December 2001, Michael Stephans, Ph.D.]

At CSUMB, articulation is the general term used to refer to written agreements between CSUMB and other institutions within the California Community College (CCC), University of California (UC), and California State University (CSU) systems, as well as various independent colleges and universities. This general term is also often used in reference to the dynamic of preparation to enter CSUMB major.

Lower division course-to-course articulation is a formal, written, faculty-approved agreement that identifies courses (or sequences of courses) taught at other institutions that are equivalent to, or acceptable in lieu of, specific courses/outcomes/requirements at CSUMB.

Course-to-course articulation agreements are developed for the transfer of coursework toward general transfer to CSUMB, transfer to CSUMB at the upper-division level, and transfer to CSUMB which includes meeting some of the lower-division requirements of an academic major at CSUMB. These articulation agreements spell out how specific courses completed at another institution match up with specific courses taught at CSUMB, satisfy specific University Learning Requirements (ULRs), or meet specific Major Learning Outcomes (MLOs). Articulated courses are sometimes judged to be equivalent. At other times they are considered acceptable, i.e. the content and rigor assures similar outcomes and supports advancement to the next level of instruction.

Course-to-course articulation agreements for primary institutions are located on the CSUMB Articulation webpages, and may be accessed by clicking the "Student Articulation Access" button.

TRANSFER STUDENT MAJOR PREPARATION

The dynamic of preparation to enter a CSUMB major is similar in that it provides a transfer pathway for students who are interested in a particular major; however, it is much more detailed. The preparation recommended for each major is unique.

Transfer to the following CSUMB majors requires completion, at the primary institution, of specific courses that articulate to specific courses taught at CSUMB:

- ~ Telecommunications, Multimedia, and Applied Computing (TMAC), often referred to as Communications Science and Technology (CST)
- ~ Earth Systems Science & Policy (ESSP)
- ~ Management and International Entrepreneurship (MIE)

Transfer to CSUMB in the following majors requires satisfactory completion, at the primary institution, of a selection of required and recommended courses:

- ~ Collaborative Health and Human Services
- ~ Global Studies
- ~ Human Communication
- ~ Liberal Studies
- ~ Teledramatic Arts and Technology
- ~ Visual and Public Art

Transfer possibilities to CSUMB in the following majors are presented to interested students in a narrative format that is applicable to virtually any primary institution from which a student may transfer:

- ~ Social and Behavioral Sciences
- ~ World Languages and Cultures

Major Preparation information is carried in "formats," one for each primary institution, located on the CSUMB Articulation webpages. Click on the "Counselor Articulation Access" button. It is strongly recommended that students review this information with the assistance of the Academic Advising Counselors assigned to them at their primary institutions.

Transfer from a primary institution to the CSUMB Integrated Studies Major must be worked out directly with the program director, Dr. Richard Harris (richard_harris@csumb.edu).

The CSUMB Articulation Office oversees the articulation and major preparation process described above. This office ensures that appropriate CSUMB academic program faculty members review all requests from other postsecondary institutions for course-to-course articulation, that they approve all agreements, and that they sign off on all major preparation formats which CSUMB offers as the means by which transfer students can enter a CSUMB major.

CALIFORNIA ARTICULATION NUMBER SYSTEM

CSUMB participates in the CAN (California Articulation Number) System. CAN is based on bilateral course articulation—courses considered to be comparable, not necessarily identical, and acceptable in lieu of each other. The system assures that completion of CAN courses at one participating campus will constitute completion of CAN courses at any other participating campus.

ASSIST

CSUMB participates in ASSIST. ASSIST is legislatively designated as California's official repository of articulation and transfer information. As such, ASSIST carries all of CSUMB's course-to-course articulation information as well as major preparation information for the following majors: TMAC (CST), ESSP, MIE, SBS, and VLC.

OTHER POLICIES AND PROCEDURES

Some of the policies and procedures governing the operations of CSUMB Admissions and Records include:

- ~ Privacy Rights of Students' Education Records
- ~ Nondiscrimination Policy
- ~ Student Discipline
- ~ Changes in Rules and Policies

For more information on these policies, please refer to the Policies and Procedures chapter of this catalog.

TUITION AND FEES

MAKING CONTACT

- ~ Satellite Cashier's Station / Campus Service Center
 - ~ Location Building 47, First Floor
 - ~ Weekday Hours 8:00 a.m. to 6:00 p.m.
 - ~ Information 831-582-5100
 - ~ Email onestop@csumb.edu
 - ~ Website CSUMB.EDU/onestop
- ~ Student Accounts Receivable
 - ~ Location Building 84C
 - ~ Information 831-582-4728
or 831-582-3139
 - ~ Email student_receivables@csumb.edu
- ~ Somerton Student Insurance
 - ~ Address 7277 Lone Pine Dr. #C202
P. O. Box 1287
Rancho Murieta, CA 956830
 - ~ Weekday Hours 8:00 A.M. to 5:00 P.M.
 - ~ Information 800-853-5899
 - ~ Fax 916-314-5525
 - ~ Email somerton@worldnet.att.net
 - ~ Website www.ssi-incorporated.com

IMPORTANT NOTES

- ~ All fees and expenses indicated here were 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. Students should call the Campus Service Center or check the CSUMB.EDU/fees webpage to obtain a current fee schedule before registering each semester. (NOTE: A fee increase effective for Fall 2003 was under consideration by the CSU Board of Trustees at the time of printing.)
- ~ Systemwide mandatory fees are waived for those individuals who qualify for such exemption under the provisions of the California Education Code, (see section on fee waivers).

SCHEDULE OF FEES

Legal residents of California are not charged tuition. The following reflects applicable systemwide and campus-based fees and nonresident tuition for the Spring 2003 semester. (Fees are subject to change without notice. Students should call the Campus Service Center or check the CSUMB.EDU/fees webpage to obtain a current fee schedule before registering each semester.)

APPLICATION FEE

A nonrefundable application fee of \$55, payable by check or money order, must be paid at time application is made unless an application fee waiver has been also been submitted.

REGISTRATION FEES

Registration fees must be paid prior to registering for classes. Fees for auditing are the same as for credit. Students who register after the registration period for new students will be charged a \$25.00 late registration fee. Students should call the Campus Service Center, check the CSUMB.EDU/calendar webpage, or look in the printed course schedule to obtain a current academic year calendar to determine registration dates each semester.

UNDERGRADUATE FEES

For Spring 2003, semester registration fees consisted of the following. Students should call the Campus Service Center or check the CSUMB.EDU/fees webpage to obtain a current fee schedule before registering each semester.

Up to 6 Credits

- ~ State University Fee \$456.00
- ~ Materials, Services, and Facilities Fee \$145.50
- ~ Associated Student Body Fee \$48.00
- ~ Student Union Fee \$20.00
- ~ Total \$669.50

More than 6 Credits

- ~ State University Fee \$786.00
- ~ Materials, Services, and Facilities Fee \$145.50
- ~ Associated Student Body Fee \$48.00
- ~ Student Union Fee \$20.00
- ~ Total \$999.50

GRADUATE FEES

For Spring 2003, semester registration fees consisted of the following. Students should call the Campus Service Center or check the CSUMB.EDU/fees webpage to obtain a current fee schedule before registering each semester.

Up to 6 Credits

- ~ State University Fee \$504.00
- ~ Materials, Services, and Facilities Fee \$145.50
- ~ Associated Student Body Fee \$48.00
- ~ Student Union Fee \$20.00
- ~ Total \$717.50

More than 6 Credits

- ~ State University Fee \$867.00
- ~ Materials, Services, and Facilities Fee \$145.50
- ~ Associated Student Body Fee \$48.00
- ~ Student Union Fee \$20.00
- ~ Total \$1080.50

FEE ALLOCATION

A fee advisory committee comprised of a student majority provides advice to the campus president about charging student fees and allocating campus-based fee revenue. Resources from the materials, services, and facilities fee are used to support a variety of services, and currently are allocated to support health services, instructionally related activities, transportation, childcare, and university services (includes ID card, transcripts, campus catalog, graduation/diploma). The allocation to transportation supports alternative modes of transportation, including the shuttle service, but does not include a parking permit. Students who elect to purchase a parking permit pay an additional \$54 for the semester.

NONRESIDENT TUITION (U.S. AND FOREIGN)

All nonresidents (out-of-state and foreign visa students) are required to pay nonresident tuition fees in addition to other fees charged to all students. Nonresident tuition is charged on a per-credit basis including those in excess of fifteen. Authority for this fee is found in the California Education Code, Section 89705. For Spring 2003, nonresidents paid \$282.00 per semester credit. Students should call the Campus Service Center or check the CSUMB.EDU/fees webpage to obtain a current fee schedule before registering each semester.

DETERMINATION OF RESIDENCE FOR NONRESIDENT TUITION PURPOSES

For more information about how nonresident status is determined, please refer to the Admissions and Records chapter of this catalog.

OTHER FEES AND CHARGES

For Spring 2003, other fees and charges consisted of the following. Students should call the Campus Service Center or check the CSUMB.EDU/fees webpage to obtain a current fee schedule before registering each semester.

- ~ Parking Fee (per semester) \$54.00
- ~ 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 (fee adjustment pending) \$5.00
- ~ Transcript Fee
 - Note: Waived for enrolled, matriculated students; CSUMB alumni receive 4 free transcripts.
 - ~ First Transcript \$4.00
 - ~ Each Additional Transcript, up to 10 (ordered at the same time) \$2.00
 - ~ Each Transcript over 10, ordered at the same time \$1.00
 - ~ Rush Fee (for shipping via FedEx next day delivery) \$15.00
- ~ Returned Check Fee
 - ~ First Check \$25.00
 - ~ Subsequent Checks \$35.00
- ~ Replacement of Photo ID Card Fee \$10.00
- ~ Library Fees
 - ~ Overdue Books and Materials Fines vary
 - ~ Lost or Damaged Books and Materials Cost plus \$20.00

MISCELLANEOUS COURSE FEES

Some courses which are held wholly or partially offsite or involve added expense for materials have an additional course fee noted in the Course Schedule.

LATE FEES

Students who register after the registration period for new students will be charged a \$25.00 late registration fee.

A \$20.00 administrative late payment fee will be charged for each fee payment that is not received by the due date.

Students should call the Campus Service Center, check the CSUMB.EDU/calendar webpage, or look in the printed course schedule to obtain a current academic year calendar to determine registration dates each semester.

STUDENT HEALTH INSURANCE

All students living on campus and all foreign visa students (whether or not they are residing on the CSUMB campus) must have health insurance coverage. Students who already have medical insurance must provide evidence of coverage by completing an insurance waiver form and returning it to the Office of Residential Life when they move on campus (or at the time of registration for foreign visa students not living on campus). Students living on campus and all foreign visa students who do NOT have medical insurance prior to coming to CSUMB must purchase medical insurance. CSUMB sponsors student health insurance through Somerton Student Insurance Company. Somerton may be contacted directly, or pamphlets are available at the Student Information Center, the Office of Residential Life, or the Campus Health Center.

Please note that the Campus Health Center (CHC) and Student Health Insurance are separate programs. Whether or not students are covered by CSUMB sponsored student health insurance, they may still use the CHC.

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 payment of a portion of the state university fee only. However, students who have financial aid, waivers, or other deferments are not eligible to participate. To defer state university fees, students must complete and sign the CSUMB state university fee IPP contract which is available at the Campus Service Center. A \$33.00 nonrefundable administrative fee (dictated by legislation) will be assessed to cover costs associated with the IPP including, but not limited to, interest income lost to the state of California.

Students selecting the IPP option must submit the completed and signed contract along with the first payment before they are allowed to register. The schedule of payment due dates and amounts are listed on the signed IPP contract.

A \$20.00 administrative late payment fee will be assessed for each installment payment not received by 4:00 P.M. on the due date. Reminders are not sent to students, and it is each student's responsibility to make payments on or before the due dates listed on their contracts.

FEE COLLECTION

Students must pay all fees prior to registration. Fee payments may be made by cash, check, money order, or credit card at the Campus Service Center. Payments by check will also be accepted by mail (please do not mail cash or money orders). The cancelled check serves as your receipt. Payments should be mailed to Cashier's Office, CSUMB, 100 Campus Center, Building 84C, Seaside, CA 93955. A drop box is also available at the front of Building 84C for payments at any time (please do not use the drop box for cash payments).

CREDIT CARDS

VISA, MasterCard, American Express, or Discover credit cards may be used for payment of student fees. For a nominal additional fee, credit card payments can be made over the Web using CashNet SmartPay. Please refer to the CSUMB.EDU/payments webpage for instructions.

FINANCIAL AID FEE DEFERRALS

The last day to apply for financial aid and receive a fee deferral for each semester is noted in the academic year calendar. Fees will be deferred until the financial aid is received or until the date indicated in the academic year calendar, whichever is earlier. Students should call the Campus Service Center, check the CSUMB.EDU/calendar webpage, or look in the printed course schedule to obtain a current calendar.

If the financial aid is insufficient to cover the fees that are due, the student is responsible for payment of the fee balance within 10 days from the date the financial aid is disbursed. A \$20.00 late fee will be charged and a Business and Finance hold will be placed on academic records for students with account balances after the fee deferment deadline.

Financial aid recipients wanting to defer payment for a parking permit may do so if aid has not been disbursed to their account at the time of the request.

REFUND OF FEES INCLUDING NONRESIDENT TUITION

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

Students should call the Campus Service Center, check the CSUMB.EDU/calendar webpage, or look in the printed course schedule to obtain a current academic year calendar to determine exact deadline dates for fee refunds.

In order to receive a full refund of mandatory fees, including nonresident tuition, a student must cancel registration or drop all courses by 5 P.M. the day prior to the first day of instruction for the term.

Information on procedures and deadlines for canceling registration and dropping classes is available in the Admissions and Records chapter of this catalog.

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

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

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

- ~ The tuition and mandatory fees were assessed or collected in error;

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

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

All refunds will be assessed an administrative processing fee. Refunds shall be applied first toward any required return of funds that had been received by or on behalf of the student from federal, state, institutional, or external sources that were conditioned on the student's enrollment, and second against other amounts due to CSUMB.

Information concerning any aspect of the refund of fees may be obtained from the Student Accounts Receivable Department.

PAYMENT OF REFUNDS

Refunds related to a change from fulltime to part-time status for students who officially drop courses before the end of the add/drop period will be mailed within two weeks after the close of the add/drop period. For students who officially withdraw or cancel all of their classes prior to the 60 percent point in the term, pro-rata refunds will be mailed within three to four weeks from the date official notification is received. Students who officially withdraw or cancel all of their classes must turn in their ID card to the Campus Service Center before a refund will be released.

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. A copy of this policy is available at the Financial Aid Office and the Administration and Finance Office.

VETERAN REFUND POLICY

For veteran students, California State University, Monterey Bay maintains a policy for the refund of the unused portion of tuition, fees, and other charges in the event the veteran or eligible person fails to enter the course, withdraws, or is discontinued therefrom at any time prior to the completion of the course. The policy provides that the amount charged to the student for tuition, fees, and other charges for a portion of the course does not exceed the approximate pro rata portion of the total charges for tuition, fees, and other charges that the length of the completed portion of the course bears to its total length, except that \$5.00 of the registration fee is not subject to proration.

FEES AND DEBTS OWED TO CSUMB

Should a student or former student fail to pay a fee or 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).

Prospective students who register for courses offered by the university are obligated for the payment of fees associated with registration for those courses. Failure to cancel registration in any course for an academic term prior to the first day of the academic term gives rise to an obligation to pay student fees including any tuition for the reservation of space in the course.

CSUMB may withhold permission to register or receive official transcripts of grades or other services offered by the institution from anyone owing fees or another debt to the institution. Debts owed to the university will be referred to a third-party collection agency at the discretion of the university.

If a person believes he or she does not owe all or part of an asserted unpaid obligation, that person may contact the Student Accounts Receivable Department. The Student Accounts Receivable Department, or another office on campus to which the person may be referred by the Student Accounts Receivable Department, will review all pertinent information provided by the person and available to the campus and will advise the person of its conclusions.

If a Business and Finance hold is placed on a student's record for non-payment of a fee or debt, the hold must be cleared prior to registration. Payments to clear Business and Finance holds may be made by cash, check, money order, cashier's check, or credit card.

RETURNED CHECKS

Students paying by personal check for any university-related fees or services will be assessed a \$25.00 service charge if the bank dishonors a check for any reason. The amount of the original dishonored check plus the \$25.00 fee becomes a financial obligation of the student to CSUMB. A \$20.00 late fee may also apply. A second bad check will be assessed a \$35.00 processing charge and all subsequent payments will require certified check, money order, cash or credit card. Individuals paying registration fees by personal check are hereby given notice that if a check is dishonored from the bank for any reason, registration is subject to cancellation. Once canceled, registration will not be reinstated. All dishonored checks must be redeemed immediately with a cashier's check, money order, credit card, or cash. A hold will be placed on all academic records until payment is received. CSUMB reserves the right to refuse payment by personal check from individuals who have previously had checks returned unpaid by their bank.

FEE WAIVERS

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

- ~ 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 (referred to as Alan Pattee Scholarships);
- ~ Section 66025.3—Qualifying children, spouses, or unmarried surviving spouses of a war period veteran of the U.S. military who is totally service-connected disabled or who died as a result of service-related causes; children of any veteran of the U.S. military who has a service-connected disability, was killed in action, or died of a service-connected disability and meets specified income provisions; qualifying dependents of a member of the California National Guard who in the line of duty and in active service of the state was killed or became permanently disabled or died of a disability as a result of an event while in active service of the state; and undergraduate students who are the recipient of or the child of a recipient of a Congressional Medal of Honor and meet age and income restrictions; and
- ~ Section 68121—Students enrolled in an undergraduate program who are surviving dependents of any individual killed in the September 11, 2001 terrorist attacks on the World Trade Center in New York City, the Pentagon building in Washington, DC, or the crash of United Airlines Flight 93 in southwestern Pennsylvania, if the student meets the financial need requirements set forth in Section 69432.7 for the Cal Grant A Program and either the surviving dependent or the individual killed in the attacks was a resident of California on September 11, 2001.

Students who may qualify for these benefits should contact Admissions and Records for further information and an eligibility determination.

TUITION AND FEE PAYMENT DEADLINES

FALL 2003 SEMESTER

- ~ June 15: Last day to take full advantage of the Installment Payment Plan.
- ~ August 26: Last day to officially cancel registration or drop all courses and receive a full refund of mandatory fees; last day to register without a \$25.00 late registration fee; last day to apply for financial aid and have fees deferred.
- ~ September 12: Last day of the designated drop period.
- ~ November 1: Last day of fee deferment for financial aid students.
- ~ November 3: Last day to officially withdraw or cancel all courses and receive a pro-rata refund of mandatory fees.

SPRING 2004 SEMESTER

- ~ November 15: Last day to take full advantage of the Installment Payment Plan.
- ~ January 23: Last day to officially cancel registration or drop all courses and receive a full refund of mandatory fees; last day to register without a \$25.00 late registration fee.
- ~ January 26: Last day to apply for financial aid and have fees deferred.
- ~ February 9: Last day of the designated drop period.
- ~ April 1: Last day of fee deferment for financial aid students.
- ~ April 2: Last day to officially withdraw or cancel all courses and receive a pro-rata refund of mandatory fees.

FALL 2004 SEMESTER

Students should call the Campus Service Center, check the CSUMB.EDU/calendar webpage, or look in the printed course schedule to obtain a current academic year calendar to determine deadlines.

SPRING 2005 SEMESTER

Students should call the Campus Service Center, check the CSUMB.EDU/calendar webpage, or look in the printed course schedule to obtain a current academic year calendar to determine deadlines.

FINANCIAL AID

MAKING CONTACT

- ~ Financial Aid Office
- ~ Location Building 47
- ~ Weekday Hours 9:00 A.M. to 5:00 P.M.
- ~ Information 831-582-5100
- ~ Fax 831-582-3782
- ~ Email financial_aid@csumb.edu
- ~ Website CSUMB.EDU/general/financial/
- ~ To obtain a Free Application for Federal Student Aid (FAFSA):
- ~ Phone 831-582-5100
- ~ Website www.fafsa.ed.gov

IMPORTANT NOTES

- ~ The priority financial aid application deadline date is March 2.
- ~ The completed forms cannot be mailed before January 1.

FINANCIAL AID APPLICATION

FREE APPLICATION FOR FEDERAL STUDENT AID

To be eligible for financial aid, students must complete the Free Application for Federal Student Aid (FAFSA). FAFSA applications are available in late December and must be mailed after January 1. Aid is awarded on a first come, first served basis. Therefore, students are encouraged to submit applications via the Internet (www.fafsa.ed.gov) after January 1. The CSUMB federal school code for the FAFSA is 032603.

Applications are available from high school counselors and all college financial aid offices. Upon request, CSUMB's Financial Aid Office will mail FAFSA forms and assist students and parents with completion of forms.

Students should keep a photocopy of their completed FAFSA for their records and obtain a "certificate of mailing" from the post office. The FAFSA should not be mailed by certified or registered mail, as it will delay processing. Students who applied for financial aid the previous year may receive a Renewal FAFSA from the U.S. Department of Education. The Renewal FAFSA has fewer questions. **Students should complete a FAFSA if they have not received their renewal application by late December.**

APPLICATION FOR ADMISSION

Students must be admitted to CSUMB before their financial aid eligibility will be determined. A supplemental application is required for admission to the Educational Opportunity Program (EOP). It can be obtained from any California high school or college, or from Outreach and Recruitment Services at CSUMB.

NEW CAL GRANT APPLICANTS

Students who are applying for a Cal Grant A, Cal Grant B, or Cal Grant T, and did not receive this grant in the preceding academic year, must complete a Cal Grant grade point average (GPA) verification form. These forms are available from high school and college counselors and financial aid offices.

DEADLINES

It is important to file applications as soon as possible after January 1. Those who have not yet filed taxes may provide estimated information. Students must apply before March 2 in order to qualify for Cal Grants. Other grants are limited and are awarded on a first come, first served basis. Applications will be accepted after March 2, but students applying after this date are more likely to rely on student loans to meet their educational expenses.

Students may also be asked to submit supporting documents before their financial aid eligibility will be determined. This could include copies of federal income tax returns or an income verification form if no tax return was filed. Students will receive a letter from the CSUMB Financial Aid Office if additional forms are 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 2002-2003 are listed below. These costs are based on average student expenses for the nine-month academic year. They will be adjusted for 2003-2004.

	Living with Parents	Living on Campus	Living off Campus
Fees*	\$1,927	\$1,927	\$1,927
Books/Supplies	\$1,206	\$1,206	\$1,206
Room/Board	\$2,988	\$6,620	\$8,046
Misc./Personal	\$2,250	\$1,854	\$2,250
Transportation	\$866	\$828	\$990
Total	\$9,165	\$12,363	\$14,357

* Students who are not California residents pay an additional \$282 per credit in tuition charges (up to a maximum of \$8,460). Post-baccalaureate student fees are \$2,046.

COMPUTER ALLOWANCE

The cost of education can be increased to reflect the cost of purchasing a computer. The amount allowed in 2002-2003 was \$1,500. This is a one time only allowance.

STUDY ABROAD

The cost of education may be adjusted to reflect expenses for approved programs for studying abroad. Check with the Financial Aid Office before enrolling.

SUMMER SESSION AND WINTER SESSION

Summer Session and Winter Session enrollment periods have separate registration costs. Students' cost of education may be adjusted if they choose to enroll for these sessions.

LOAN FEES

If a student's award offer includes a student loan, the cost of education may be adjusted to reflect the average expense of origination fees charged under the program guidelines.

COST OF EDUCATION CHANGES

Students must notify the Financial Aid Office if their living arrangements have changed, which may cause changes to their cost of education.

If students have additional costs (e.g. childcare costs or medical expenses not covered by insurance) and feel they need an adjustment in their award to reflect these expenses, they should contact the Financial Aid Office.

EXPECTED FAMILY CONTRIBUTION

The student/parent contribution is based on a family contribution formula mandated by federal and state regulations. The income and asset information provided on the FAFSA and verified in the review process is used in this computation. If students feel that they have unusual circumstances that affect the 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 applications will be reviewed. They may be asked for additional information if corrections are needed or if any information on their application is not clear. It is important that students respond to all requests from CSUMB's Financial Aid Office as soon as possible.

Once applications have been reviewed, students will receive written notification from the Financial Aid Office describing the kinds of financial aid for which they qualify. Students should read this award letter carefully and call CSUMB's Financial Aid Office if they have questions.

Students may ask: "Did the Financial Aid Office consider my application for all types of aid?" The answer is yes. The types of financial aid available at CSUMB are described below. Students' award letters list the programs for which they qualify.

GRANTS

Grants are awards based on financial need and do not have to be repaid.

FEDERAL PELL GRANT

The Federal Pell Grant is available to students pursuing their first undergraduate degree, and to students enrolled at CSUMB in the Teacher Credential Program. Award amounts range from \$400 to \$4,000 and are prorated for students enrolled less than fulltime.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT

The FSEOG is for undergraduate students who have exceptional financial need, are pursuing their first degree, and demonstrate eligibility for the Federal Pell Grant. The amount of FSEOG at CSUMB ranges from \$100 to \$400.

EDUCATIONAL OPPORTUNITY PROGRAM 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.

CALIFORNIA GRANTS A, B, AND T

The State of California provides grants to undergraduate and teacher credential candidates who are 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 bachelor's degree students with both need and academic merit. The maximum award is \$1,428. Grants are renewable through the fourth year of college, and for the teacher credential program.

Cal Grant B initial awards provide a stipend of \$1,551 for first bachelor's degree students demonstrating high financial need and academic merit. Renewal Cal B awards include both a fee payment and the stipend.

Cal Grant T awards may be provided to students who will be enrolled in the teacher credential program. The maximum award is \$1,506 and is not renewable. Students with renewable Cal A or B awards are not eligible for Cal T. As a condition of receiving a Cal Grant T, a recipient must teach for one year per \$1,000 at a low-performing school. Any recipient not meeting the teaching obligation will be required to repay the award.

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

State University Grants (SUG) are intended for students who are residents of California. Students must have an expected family contribution of less than \$4,000. Students receiving a fee payment from other programs, such as Vocational Rehabilitation, California Veterans, Over 60s, and Cal Grant (A, B, and T), cannot receive this grant. The maximum SUG amount for the 2002-2003 academic year was \$1,506.

CSUMB HOUSING GRANT

CSUMB's housing grant provides assistance to students living on campus in the residence halls or Frederick Park apartments. Recipients must demonstrate high financial need. Due to limited funding, not all students who are qualified will receive this grant, so FAFSAs should be filed as soon after January 1 as possible.

SCHOLARSHIPS

Scholarships are usually, but not always, financial aid that does not have to be repaid.

GENERAL SCHOLARSHIP FORM

A General Scholarship Form is available to those students who wish to be considered as an applicant for all of the scholarships that are offered through CSUMB. As funds become available the financial aid office will notify the student if supplemental information is needed and will then forward the student's application for consideration and selection to the scholarship committee.

WORK-STUDY

Work-study is financial aid that is earned through part-time employment.

FEDERAL WORK-STUDY

Federal Work-Study is a federal employment program, which places students in campus jobs. Students may work up to 20 hours per week. Priority for FWS is given to students demonstrating the highest financial need. Employment opportunities include community service. Due to limited funding, students must apply as soon after January 1 as possible.

STUDENT ASSISTANT EMPLOYMENT

The Student Assistant Employment program funded by CSUMB places students in part-time campus employment. For details students should call CSUMB Student Activities and Career Development (831-582-3845) for an employment application or visit the SACD webpage (www.csumb.edu/student/activities).

STUDENT LOAN PROGRAMS

Loan programs provide aid that must be repaid.

FEDERAL GOVERNMENT LOANS

CSUMB participates in two federal loan programs: the Federal Perkins and the Federal Family Education Loan Program (FFELP).

FEDERAL PERKINS LOAN

The Federal Perkins Loan is a low interest, long-term loan made through the CSUMB Financial Aid Office. It is available to undergraduate students. The current interest rate is five percent. The average Perkins loan award is \$1,500 per year.

FEDERAL FAMILY EDUCATION LOAN PROGRAM

FFELP makes federal government loans available through participating banks and financial institutions. There are three federal loans in the program: the Subsidized Stafford Loan, the Unsubsidized Stafford Loan, and the Parent Loan for Undergraduate Students (PLUS). The Financial Aid Office determines which loans are available to students.

FEDERAL STAFFORD LOAN PROGRAM

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 and are enrolled at least half-time. To retain deferred sta-

tus, students must enroll each semester in at least six credits of undergraduate or four credits of master's degree coursework. Loan funds cannot be released if the student has dropped below half-time status, has not made satisfactory progress, or has any university holds. The minimum monthly payment is \$50 with a maximum repayment period of ten years.

The **Subsidized Stafford Loan** is available only to students with financial need. During the time recipients are in school (enrolled half-time or more), the federal government will pay the interest. Students begin payment of interest and principle six months after they are no longer enrolled at least half-time.

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. Consequently, interest is charged on the loan from the date they receive the loan. Payments may be deferred, but the interest accrued while students are in school is added to the amount borrowed.

The federal government has set the following annual limits for Subsidized and Unsubsidized Stafford Loans:

Standing	Annual Limit
Freshman (0-29 earned credits)	\$2,625
Sophomore (30-59 earned credits)	\$3,500
Junior, Senior, and Teaching Credential (60+ earned credits)	\$5,500
Master's Student	\$8,500

These are the legal loan limits; however, students may receive less, depending on their cost of education and other aid. Undergraduate students 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, and teaching credential programs, and \$65,000 for master's degrees (including amounts borrowed for undergraduate study).

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 cost of education and is determined by subtracting any financial aid resources received from the student cost of education. Undergraduate students graduating in December are also limited to prorated amounts based on the number of credits for which they are enrolled.

The annual loan limits for the Additional Unsubsidized Stafford Loan are:

Standing	Annual Limit
Freshman (0-29 earned credits)	\$4,000
Sophomore (30-59 earned credits)	\$4,000
Junior, Senior (60+ earned credits)	\$5,000
Second Bachelor's Degree and Teaching Credential	\$5,000
Master's Student	\$10,000

The aggregate limits for the Additional Unsubsidized Stafford are \$23,000 for undergraduate, second bachelor, and teaching credential programs, and \$73,000 for master's degree programs (including amounts borrowed for undergraduate study).

Dependent students are not eligible for additional unsubsidized loans unless their parents apply for and are denied the PLUS loan (see below).

STAFFORD LOAN ADMINISTRATION

If an award includes a loan that the student wishes to accept, the student must complete the loan acceptance section on the award letter. The federal government also requires that entrance loan counseling be provided to all borrowers before they receive their first Stafford Loan check. Students who have never attended a loan counseling session at CSUMB will be required to attend. A schedule of available dates is included with each Award Letter. **Loan checks will not be released to students who 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 loans are issued in two installments, even if recipient students are attending for only one semester. For academic-year loans, the second disbursement will be released at the beginning of the spring semester; for one-semester loans it will arrive in the middle of the term. For freshmen

in their first term of college enrollment, the first loan check cannot be released until the 30th day of the semester.

All funds are transferred from the lender to CSUMB. Once funds have been received at CSUMB, they must be negotiated within 30 days. If there is a hold on a student's record that prevents CSUMB from releasing it, CSUMB will send the student a letter. The student must respond before the date designated in that letter, or the funds **will be returned to the lender.**

Stafford loan funds must be used to pay any outstanding charges owed to the university including registration fees, tuition, housing, and miscellaneous charges.

ASSUMPTION PROGRAM OF LOANS FOR EDUCATION

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 should apply as soon as they have achieved Junior status but no later than the year before completing their credential program. Applications are available in late March of each year.

PARENT LOAN FOR UNDERGRADUATE STUDENTS

The PLUS is available to parents of dependent students. The interest rate is variable and will change every July 1. The maximum interest rate on PLUS is nine percent.

Repayment begins within 60 days of the first disbursement. 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 all financial aid awarded from the student cost of education. 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 payable to the student. Funds cannot be released if the student has dropped below half-time status, has not made satisfactory progress, or has any university holds. PLUS funds must be used to pay any outstanding charges owed to the university including registration fees, tuition, housing, and miscellaneous charges.

If students are interested in the PLUS, an application can be obtained by contacting either the Financial Aid Office or a participating lender. Additional information about federal loan repayment, including sample repayment schedules, is available upon request from the Financial Aid Office.

PRESIDENTIAL ACCESS LOAN

The Presidential Access Loan (PAL) assists students who have no other means to obtain a computer, which is an important component of their academic program. Selected students receive a computer, the value of which must be repaid; however for each fulltime semester of attendance at CSUMB, one-eighth of the loan amount will be canceled. If the student leaves CSUMB before completing eight fulltime equivalent semesters, the student must pay the balance of the loan or return the computer to CSUMB. Priority will be given to students who confirm their enrollment. Due to limited funding, not all students who are qualified will receive this grant, so FAFSAs should be filed as soon after January 1 as possible.

OTHER FINANCIAL AID

VETERAN 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. In addition, The State of California offers a fee waiver program for dependents of service-connected disabled and deceased veterans. More information may be obtained by contacting a local veteran services office (in the phone book under County Government).

OTHER AWARDS

A student's award letter may also include other awards which have been reported to CSUMB's Financial Aid Office. Examples include scholarships from private donors, California Veteran fee waivers, and Vocational Rehabilitation compensation. A minimum self-help component will also be listed for students enrolled less than fulltime.

FINANCIAL AID QUALIFICATION

Federal and state regulations require that students make good progress toward their degree objectives in order to receive financial aid. Their entire academic history must be considered, including periods they were attending school while not receiving financial aid.

Their enrollment will be reviewed every semester after grades are received. Progress is defined using three standards: credits completed per semester, credits completed toward degree, and academic standing.

CREDITS PER SEMESTER

Students must inform the Financial Aid Office of the number of credits they will take each semester. Their aid status and award will be based on the credits they indicate.

- ~ Undergraduate
 - ~ Fulltime 12 or more undergraduate credits
 - ~ Three-quarter time 9 to 11 undergraduate credits
 - ~ Half time 6 to 8 undergraduate credits
 - ~ Less than half time 1 to 5 undergraduate credits
- ~ Graduate
 - ~ Fulltime 8 or more credits
 - ~ Three-quarter time 6 to 7 credits
 - ~ Half time 4 to 5 credits
 - ~ Less than half time 1 to 3 credits

Once financial aid has been released, a student is expected to complete all credits of enrollment. Grades will be reviewed at the end of each semester.

Passing grades are A, B, C, D, and CR. Grades of F, I, W, NC, SP, RD, UJV, 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: financial aid probation or financial aid disqualification.

FINANCIAL AID PROBATION

Students with a shortage of 1 to 12 credits will be placed on probation. They are still eligible to receive financial aid; however, CSUMB encourages students to see a financial aid advisor to discuss ways to make up the credit shortage.

FINANCIAL AID DISQUALIFICATION

Students will be disqualified from receiving financial aid when their total credit shortage exceeds 12 credits. They will be responsible to pay their own costs of education until reinstated.

CREDITS TOWARD DEGREE

All credits attempted at CSUMB will be added to all credits attempted at other colleges, even if students did not receive aid while enrolled. The credit limits are as follows:

- ~ Bachelor's degree 150 credits
- ~ Second bachelor's degree 50 credits
- ~ Teaching credential 50 credits
- ~ Master's degree 50 credits

Students who exceed these limits will be disqualified from receiving further aid.

ACADEMIC STANDING

The Office of Admissions and Records monitors grade point average requirements. All students must have a minimum of a 2.0 grade point average by the end of the second year. Additional information on grade point average requirements is provided in this catalog. Students who are academically disqualified by CSUMB will not be eligible for further financial aid until the disqualification status has been cleared and the student has been reinstated.

REINSTATEMENT

Students often ask: Can my aid ever be reinstated if I become disqualified? In cases of credit shortages, students may attend school without financial aid and use the credits they complete to make up their credit shortage. After students have made up enough credits to reach the range that would place them on financial aid probation, their aid can be reinstated. They may take these credits at another school, but the credits they

take must transfer to CSUMB and they must have completed the credits without financial aid.

In the case of excessive credits toward degree, students will not be eligible until they complete their degree and begin a new program of study.

In all cases, if students had extenuating circumstances which prevented them from making satisfactory academic progress, they may petition the Financial Aid Committee for a waiver of their status. Extenuating circumstances are generally defined as situations that are unexpected and outside of their control, such as medical or family emergencies. Documentation is required. Petition forms are available in the Campus Service Center and the Financial Aid Office.

FINANCIAL AID REVISION

Financial aid revisions will be made in the following cases:

If students receive additional resources such as scholarships, Cal Grants, or stipends.

- ~ If students reduce their credit enrollment.
- ~ If students withdraw from all of their courses.
- ~ If a student appeal for revision is granted.

WITHDRAWAL FROM COURSES

CSUMB has policies for the refund of student fees and repayment of aid in the case of withdrawals.

Registration fees will only be fully refunded if all courses are dropped prior to the first day of instruction. Please see the Tuition and Fees chapter of this catalog for further information about the fee refund policy. Students receiving financial aid are not eligible for a refund of fees, as the amount must be returned to the applicable financial aid program.

Financial aid students who withdraw from CSUMB must repay any unearned portion of aid received for that term. The amount of financial aid earned is calculated by determining the percentage of the term completed. After determining the amounts of aid to be refunded or repaid, the funds must be distributed back to financial aid according to a specific order of priority prescribed in federal regulations. The order of distribution is federal loans, federal grants, and then other federal, state, or institutional aid.

Additional information is available upon request from the CSUMB Financial Aid Office.

STUDENT APPEAL FOR REVISION

If students feel that they have extenuating financial circumstances which warrant a review of their financial aid, they may choose to appeal. They should contact the Campus Service Center or the Financial Aid Office to obtain the appropriate forms.

FINANCIAL AID RENEWAL

In order to be reconsidered for financial aid each year, students must do all of the following:

- ~ Reapply using the FAFSA or Renewal FAFSA.
- ~ Continue to demonstrate financial need.
- ~ Make academic progress toward a degree at CSUMB.
- ~ Enroll at least half time each semester at CSUMB.

POLICIES AND REGULATIONS

MAKING CONTACT

- ~ Accreditation and Policy Development
 - ~ Location Building 1
 - ~ Weekday Hours 8:00 A.M. to 5:00 P.M.
 - ~ Information 831-582-3538
 - ~ Fax 831-582-3558
 - ~ Email linda_stamps@csumb.edu
 - ~ Website <http://policy.csumb.edu/>
- ~ Office of Judicial Affairs
 - ~ Location Building 80, Room 60
 - ~ Weekday Hours 8:00 A.M. to 5:00 P.M.
 - ~ Information 831-582-3617
 - ~ Fax 831-582-4760
 - ~ Email judicial_affairs@csumb.edu

IMPORTANT NOTE

It is not possible in a publication of this size to include all of the rules, policies, and other information which pertain to the student, the institution, and the California State University system. More current or complete information may be obtained from the appropriate department, school, or administrative office.

NONDISCRIMINATION POLICY

RACE, COLOR, AND NATIONAL ORIGIN

The California State University complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964 as amended and the regulations adopted thereunder. No person shall, on the basis of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University.

DISABILITY

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Section 504 of the Rehabilitation Act of 1973, as amended, and the regulations adopted thereunder and the Americans with Disabilities Act of 1990 prohibit such discrimination. The Director of Student Disability Resources has been designated to coordinate the efforts of CSUMB to comply with these Acts and their implementing regulations. Inquiries concerning compliance may be addressed to:

- ~ Student Disability Resources
 - ~ Location Building 47
 - ~ Hours Monday to Friday, 9:00 A.M. to 5:00 P.M.
 - ~ Information 831-582-3672
 - ~ Fax/TTY 831-582-4024
 - ~ Email student_disability_resources@csumb.edu
 - ~ First-Class Conference Disability Conference
 - ~ Website csumb.edu/student/sdr

SEX

The California State University does not discriminate on the basis of sex in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted thereunder prohibit discrimination on the basis of sex in education programs and activities operated by CSUMB. Such programs and activities include admission of students and employment. Inquiries concerning the application of Title IX to programs and activities of CSUMB may be referred to the Judicial Affairs Officer or the Director of Equal Employment Opportunity, the campus officers assigned the administrative responsibility of reviewing such matters or to the Regional Director of the Office of Civil Rights, Region IX, 50 United Nations Plaza, Room 239, San Francisco, California 94102.

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

SEXUAL ORIENTATION

By CSU Board of Trustees policy, the California State University does not discriminate on the basis of sexual orientation.

SEXUAL HARASSMENT AND SEXUAL ASSAULT NONTOLERANCE POLICY

CSUMB and its auxiliary organizations are committed to maintaining a working and learning environment which is free from sexual harassment. Sexual harassment may range from sexual innuendoes made at inappropriate times, perhaps in the guise of humor, to coerced sexual relations. One form of harassment occurs when a person in a position to control, influence, or affect another person's job, salary, career, or grades uses that authority to coerce the other person into sexual relations or to act in a punitive manner should the sexual advance be rejected. Another form of sexual harassment occurs when a person or group is treated adversely or subjected to offensive behavior on the basis of sex that, because it is sufficiently severe or pervasive, creates a hostile environment. For example, all of the following are considered discriminatory:

- ~ Verbal harassment or abuse
- ~ Subtle pressure for sexual activity
- ~ Persistent remarks about another person's clothing, body, or sexual activities
- ~ Unnecessary touching, patting, pinching, or brushing against another person's body
- ~ Requesting sexual favors accompanied by implied or overt threats concerning one's job, grades, or letters of recommendation
- ~ Disparaging comments about either gender as a group
- ~ Use of sexist humor or demeaning sexual allusions
- ~ Calling on students of either gender more or less frequently or being more critical of their comments
- ~ Giving employees of either gender more difficult assignments and being more critical of their work
- ~ Making statements which communicate to students or employees limiting preconceptions about appropriate and expected behaviors, abilities, career directions, and personal goals which are based on gender rather than individual interest or ability

CSUMB and its auxiliary organizations will not tolerate sexual assault in any form. CSUMB has adopted the state of California's definition of sexual assault to mean any involuntary sexual act in which a person is threatened, coerced, or forced to comply against will and includes rape, acquaintance rape, date rape, and sexual battery. Sexual assault, which is a form of sexual harassment, is included in the definition of sex discrimination which is prohibited in Title VII of the Civil Rights Act of 1964 as amended and Title IX of the Educational Amendments of 1972 as amended. It is also governed by the California Penal Code (Sections 261 and 243.4) and Assembly Concurrent Resolution No. 46 (Resolution Chapter 105, passed into law on September 14, 1987).

PRIVACY RIGHTS OF STUDENTS IN EDUCATION RECORDS

The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted thereunder (34 C.F.R. 99) set out requirements designed to protect students' privacy in their records maintained by the campus. The statute and regulations govern access to student records maintained by the campus and the release of such records. The law provides that the campus must give students access to records directly related to the student, and must also provide opportunity for a hearing to challenge the records if the student claims they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade determined by the instructor. The law generally requires the institution to receive a student's written consent before releasing personally identifiable data about the student. The institution has adopted a set of policies and procedures governing implementation of the statute and the regulations. Copies of these policies and procedures may be obtained at Admissions and Records. Among the types of information included in the campus statement of policies and procedures are: (1) the types of student records maintained and the information they contain; (2) the official responsible for maintaining each type of record; (3) the location of access lists indicating persons requesting or receiving information from the record; (4) policies for reviewing and expunging records; (5) student access rights to their records; (6) the procedures for challenging the content of student records; (7) the cost to be charged for reproducing copies of records; and (8) the right of the student to file a complaint with the Department of Education. The Department of Education has established an office and review board to investigate complaints and adjudicate violations. The designated office is: Family Policy Compliance Office, U.S. Department of Education, Washington, DC 20202-4605.

The campus is authorized under the Act to release "directory information" concerning students. "Directory information" may include the student's name, address, telephone listing, electronic mail address, photograph, 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, grade level, enrollment status, degrees, honors, and awards received, and the most recent previous educational agency or institution attended by the student. The above-designated information is subject to release by the campus at any time unless the campus has received prior written objection from the student specifying information which the student requests not be released. Written objections should be sent to Admissions and Records.

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons have responsibilities in the campus's academic, administrative, or service functions and have reason for using student records associated with their campus or other related academic responsibilities. Student records may also be disclosed 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 system.

STUDENT CONDUCT

PHILOSOPHY

As members of the university community, every student has a unique opportunity to help create, sustain, and nurture an environment that fosters the realization of the goals articulated in CSUMB's Vision Statement. Students enrolling at CSUMB assume an obligation to conduct themselves in a manner compatible with this vision.

CALIFORNIA CODE OF REGULATIONS

Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 through 41304 of Title 5, California Code of Regulations. These sections are as follows:

41301. EXPULSION, SUSPENSION, AND PROBATION OF STUDENTS

Following procedures consonant with due process established pursuant to Section 41304 of the California Code of Regulations, any student of a campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following causes which must be campus related:

- (a) Cheating or plagiarism in connection with an academic program at a campus.
- (b) Forgery, alteration, or misuse of campus documents, records, or identification or knowingly furnishing false information to a campus.
- (c) Misrepresentation of oneself or of an organization to be an agent of the campus.
- (d) Obstruction or disruption, on or off campus property, of the campus educational process, administrative process, or other campus function.
- (e) Physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse.
- (f) Theft of, or non-accidental damage to, campus property, or property in the possession of, or owned by, a member of the campus community.
- (g) Unauthorized entry into, unauthorized use of, or misuse of campus property.
- (h) On campus property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction, or analysis.
- (i) Knowing possession or use of explosives, dangerous chemicals, or deadly weapons on campus property or at a campus function without prior authorization of the campus president.
- (j) Engaging in lewd, indecent, or obscene behavior on campus property or at a campus function.
- (k) Abusive behavior directed toward, or hazing of, a member of the campus community.
- (l) Violation of any order of a campus president, notice of which had been given prior to such violation and during the academic term in which the violation occurs, either by publication in the campus newspaper, or by posting on an official bulletin board designated for this purpose, and which order is not inconsistent with any of the other provisions of this Section.
- (m) Soliciting or assisting another to do any act which would subject a student to expulsion, suspension, or probation pursuant to this Section.
- (n) For purposes of this Article, the following terms are defined:
 - (1) The term "member of the campus community" is defined as meaning California State University Trustees, academic, non-academic and administrative personnel, students, and other persons while such other persons are on campus property or at a campus function.
 - (2) The term "campus property" includes:
 - (A) real or personal property in the possession of, or under the control of, the Board of Trustees of the California State University, and
 - (B) all campus feeding, retail, or residence facilities whether operated by a campus or by a campus auxiliary organization.
 - (3) The term "deadly weapons" includes any instrument or weapon of the kind commonly known as a blackjack, slingshot, billy, sandclub, sandbag, metal knuckles, any dirk, dagger, switchblade knife, pistol, revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club.
 - (4) The term "behavior" includes conduct and expression.

- (5) The term “hazing” means any method of initiation into a student organization or any pastime or amusement engaged in with regard to such an organization which causes, or is likely to cause, bodily danger, or physical or emotional harm, to any member of the campus community; but the term “hazing” does not include customary athletic events or other similar contests or competitions.
- (o) This section is not adopted pursuant to Education Code Section 89031.
- (p) Notwithstanding any amendment or repeal pursuant to the resolution by which any provision of this Article is amended, all acts and omissions occurring prior to that effective date shall be subject to the provisions of this Article as in effect immediately prior to such effective date.

41302. DISPOSITION OF FEES: CAMPUS EMERGENCY; INTERIM SUSPENSION

The president of the campus may place on probation, suspend, or expel a student for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such student for the semester, quarter, or summer session in which he or she is suspended or expelled shall be refunded. If the student is readmitted before the close of the semester, quarter, or summer session in which he or she is suspended, no additional tuition or fees shall be required of the student on account of the suspension.

During periods of campus emergency, as determined by the president of the individual campus, the president may, after consultation with the chancellor, place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

The president may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to insure the maintenance of order. A student so placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within 10 days of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission of the president or designated representative, enter any campus of the California State University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

41303. CONDUCT BY APPLICANTS FOR ADMISSION

Notwithstanding any provision in this Chapter 1 to the contrary, admission or readmission may be qualified or denied to any person who, while not enrolled as a student, commits acts which, were that person enrolled as a student, would be the basis for disciplinary proceedings pursuant to Sections 41301 or 41302. Admission or readmission may be qualified or denied to any person who, while a student, commits acts which are subject to disciplinary action pursuant to Section 41301 or Section 41302. Qualified admission or denial of admission in such cases shall be determined under procedures adopted pursuant to Section 41304.

41304. STUDENT DISCIPLINARY PROCEDURES FOR THE CALIFORNIA STATE UNIVERSITY

The chancellor shall prescribe, and may from time to time revise, a code of student disciplinary procedures for the California State University. Subject to other applicable law, this code shall provide for determinations of fact and sanctions to be applied for conduct which is a ground of discipline under Sections 41301 or 41302, and for qualified admission or denial of admission under Section 41303; the authority of the campus president in such matters; conduct related determinations on financial aid eligibility and termination; alternative kinds of proceedings, including proceedings conducted by a Hearing Officer; time limitations; notice; conduct of hearings, including provisions governing evidence, a record, and review; and such other related matters as may be appropriate. The chancellor shall report to the Board actions taken under this section.

ENFORCEMENT PROCESS

The Judicial Affairs Officer represents the university community's interests during the enforcement process. The Judicial Affairs 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 Judicial Affairs Officer and other members of the university community may also work with students to resolve the issues in question before a hearing becomes necessary. Detailed information about student conduct policies and procedures is available from the Office of Judicial Affairs.

GRADE APPEALS

Grades assigned by instructors are to be considered final. However, if a student believes that the final grade issued is based on instructor or clerical error, or prejudice or capriciousness, the student may file a written appeal and offer evidence to support the claim.

Prior to filing a formal grade appeal, the student must first make every effort to resolve the issue informally with the instructor then follow the established processes for handling **informal** appeals at the Institute/College level. Students should contact the Institute/College for information regarding these processes.

If a student wishes to file a **formal** grade appeal, information about the process is available by calling the Office of the Academic Senate and Assembly.

STUDENT GRIEVANCES

Students have the right to file a grievance when they feel unjustly or improperly treated by the university. The Student Grievance Policy establishes the guidelines and standards for student grievances NOT involving an academic assessment or grade appeal, harassment or discrimination, financial appeal, or challenges to student records.

If students have a grievance that is not resolved after exhausting all informal channels, the Office Of Judicial Affairs may assist them with filing a formal grievance.

ALCOHOL AND ILLICIT DRUG POLICIES

CSUMB students are encouraged and supported in any effort to maintain good health and wellbeing. Abuse of alcohol and use of illicit drugs impairs both, and puts student health at risk.

The sale, manufacture, distribution, possession, or use of any controlled substance as defined in the California Health and Safety Code is illegal. The University Police Department strictly enforces laws. Violators are subject to criminal prosecution. CSUMB students and employees are also subject to disciplinary action.

The consumption, sale, or furnishing of alcoholic beverages on campus is severely restricted. All state laws regulating alcoholic beverages will be enforced, including the use of alcohol by minors. Students under the age of 21 may neither possess nor consume alcohol. The use of alcoholic beverages in university residences is subject to state law, university regulations, and housing regulations.

Detailed information regarding alcohol and drug regulations is available from the Office of Judicial Affairs or a housing staff member.

Substance abuse prevention and assistance programs are available for employees and students. Employees should contact the Human Resources Office and students should contact the Personal Growth and Counseling Center for information about specific programs.

NO-SMOKING POLICY

Smoking is prohibited in state-owned buildings and leased space including atriums, balconies, stairwells, and other similar building features. Smoking is also prohibited in state-owned vehicles.

Smoking is permitted outdoors in areas that are at least 15 feet away from doorways and ground-level, air intake structures. Smoking is not permitted anywhere in the residence halls. This includes individual rooms.

PUBLIC SAFETY POLICIES

BOUNDARY OBSERVANCE

CSUMB is surrounded by federal land and is located within a former U.S. Army facility. Federal police have complete jurisdiction on federal property and persons entering onto federal lands are subject to all attendant laws and regulations. Trespassing in posted federal areas is strictly prohibited. Unexploded ordnance is a serious hazard in the wilderness areas on federal land. These areas are off limits.

FIREARMS

Possession of a loaded or unloaded firearm by a student on university property is a felony and a violation of university policy. Violators are subject to criminal prosecution and disciplinary action. [See subsection (i) of the Code of Conduct.]

BICYCLES

Every person riding a bicycle on university grounds is afforded all the rights and is subject to all the responsibilities of a driver of a motor vehicle. The riding or parking of bicycles inside any university building is prohibited with the exception of the Schoonover Park and Frederick Park housing areas. Bicycle riding is prohibited within the campus quad and on any landscaped or lawn areas.

SKATEBOARDS, ROLLERSKATES, AND ROLLERBLADES

Rollerblading, skating, and skateboarding are prohibited on university grounds with the exception of the Schoonover Park and Frederick Park housing areas.

WILDLIFE

University property and the surrounding area are home to an abundance of wildlife including mountain lions, deer, foxes, skunks, opossums, raccoons, squirrels, birds, and reptiles. Wildlife should not be approached or fed. Wild animals are unpredictable and can be dangerous. Hunting or intentionally harming wildlife is illegal and may result in criminal prosecution.

HOUSING POLICIES

There are specific housing policies in effect for all on-campus residents of CSUMB. These policies assure safety, legal compliance, and effective community living. A complete listing of these policies can be found in the housing contract. Copies of the housing contract and additional information are available from the Residential Life Office.

INTERIM POLICY FOR LIBRARY SERVICES TO THE GENERAL PUBLIC

For purposes of this policy, "general public" refers to all persons who are not members of any of the following CSUMB or CSU affiliated groups: currently enrolled students; current faculty and staff; retired faculty and staff; alumni association members; or current students, faculty, and staff at local institutions which have cooperative borrowing agreements with the CSUMB Library.

The general public may consult or photocopy library materials. At present, library materials may not be checked out to the general public. Library materials include books, periodicals, microforms, reference materials, audiovisual equipment, and course reserve items. The CSUMB Library is currently exploring options for a fee-based borrowing program for the general public.

Interlibrary loan and document delivery services are available only to CSUMB students, faculty, and staff. The general public may print or download items from the Internet and from commercial databases licensed by the Library (except LexisNexis) using computers in the library reference area; however, priority access to these computers will be given to CSUMB students, faculty, and staff. Use of CSUMB computer labs (including Library 125 and Library 152) is limited to CSUMB students, faculty, and staff.

Access to commercial databases licensed by the CSUMB Library via off-campus computers with Internet capabilities is limited to CSUMB students, faculty, and staff. CSUMB neither provides nor sells dialup access to CSUMB library resources to the general public. The general public may access the CSUMB Website by using computers in the Library reference area or by using off-campus computers with Internet access.

PROCEDURE FOR THE ESTABLISHMENT OR ABOLISHMENT OF A STUDENT BODY FEE

The law governing the California State University provides that fees defined as mandatory, such as a *student body association fee* and a *student body center fee*, may be established. A *student body association fee* must be established upon a favorable vote of two-thirds of the students voting in an election held for this purpose (Education Code, Section 89300). A *student body center fee* may be established only after a fee referendum is held which approves by a two-thirds favorable vote the establishment of the fee (Education Code, Section 89304). The *student body fee* was established at CSUMB by student referendum in [date]. The campus president may adjust the *student body association fee* only after the fee adjustment has been approved by a majority of students voting in a referendum established for that purpose (Education Code, Section 89300). The required fee shall be subject to referendum at any time upon the presentation of a petition to the campus president containing the signatures of 10 percent of the regularly enrolled students at the University. Once bonds are issued, authority to set and adjust student body center fees is governed by provisions of the State University Revenue Bond Act of 1947 including, but not limited to, Education Code, Sections 90012, 90027, and 90068. *Student body association fees* support a variety of cultural and recreational programs, childcare centers, and special student support programs.

The process to establish and adjust other campus-based mandatory fees requires consideration by the campus fee advisory committee and sometimes a student referendum. The campus president may use alternate consultation mechanisms if it is determined that a referendum is not the best mechanism to achieve appropriate and meaningful consultation. Results of the referendum and the fee committee review are advisory to the campus president. The president may also request the chancellor to establish the mandatory fee. Authority to adjust fees after consideration by the campus fee advisory committee and the completion of a student referendum is delegated to the president.

CHANGES IN RULES AND POLICIES

Although every effort has been made to ensure the accuracy of the information in this catalog, students and others who use this catalog should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of statutes enacted by the legislature or rules and policies adopted by the Board of Trustees of the California State University, by the chancellor or designee of the California State University, or by the CSUMB president or designee of the campus.

It is not possible in a publication of this size to include all of the rules, policies, and other information that pertain to students, the institution, and the California State University system. More current or complete information may be obtained from the appropriate department, school, or administrative office.

Nothing in this catalog shall be construed as, operate as, or have the effect of an abridgment or a limitation of any rights, powers, or privileges of the Board of Trustees of the California State University, the chancellor of the California State University, or the president of California State University, Monterey Bay. The trustees, the chancellor, and the president are authorized by law to adopt, amend, or repeal rules and policies which apply to students. This catalog does not constitute a contract or the terms and conditions of a contract between the student and the institution or the California State University. The relationship of the student to the institution is one governed by statute, rules, and policy adopted by the legislature, the trustees, the chancellor, the CSUMB president, and their duly authorized designees.

DISTRIBUTED LEARNING AND EXTENDED EDUCATION

MAKING CONTACT

- ~ Distributed Learning and Extended Education
 - ~ Location Building 18, Lobby C
 - ~ Information 831-582-4500
 - ~ Fax 831-582-4502
 - ~ Email extended@csumb.edu
 - ~ DLEE Website CSUMB.EDU/extended
- ~ Liberal Studies Distributed Degree Completion Program (LSDC)
 - ~ Email ls_online@csumb.edu
 - ~ Website CSUMB.EDU/online

PROGRAM OVERVIEW

MISSION

Distributed Learning and Extended Education (DLEE) provides distributed educational programs and experiences to matriculated and non-matriculated students on and off campus. With a focus on CSUMB's unique values and methods, DLEE offers courses in technology, business, teacher education, humanities, and the sciences. Some course sequences lead to certificates. These courses can be taken for professional development, personal satisfaction, or an introduction to university study. Courses are offered on-campus, at community locations such as the Monterey County Office of Education (MCOE), and via technologies such as the Internet. DLEE coordinates Extended Education sessions (summer, fall, winter, and spring) and Open University (fall and spring) at CSUMB, offering credit and noncredit courses both on and off the main campus.

ACADEMIC PHILOSOPHY

As a 21st century institution, CSUMB provides its programs in distributed formats, mixing class meetings, nonclassroom activities, assessment of and credit for experiential learning, and fully off-campus learning opportunities. In all cases, CSUMB courses and programs are outcomes-based and reflect the institution's core values of learner-centeredness, collaboration, diversity and multiculturalism, ethical reflection, and service learning.

COURSES AND PROGRAMS

DLEE makes learning opportunities available to meet the needs of working adults and other members of the surrounding communities without the requirement of enrolling in a CSUMB degree program. This enables students pursuing studies to take courses on or off campus according to their needs. Students can take individual courses or earn a certificate in specialized areas of technology or business.

OPEN UNIVERSITY

Open University enables members of the community to take any regular degree track course offered at CSUMB on a space-available basis with the instructor's approval. Through the Open University registration process, students do not have to apply to the university or enroll in a degree program. They simply attend the first day of class, obtain the instructor's signature on their registration form, pay their fees, and complete the registration process at the Campus Service Center. Please visit our CSUMB.EDU/extended website for more information.

CSUMB EXTENDED EDUCATION

Extended Education courses are designed for those seeking professional development or pursuing personal interests through university study. Extended Education course can also lead to certificates of achievement and certificates of participation (CEUs-Continuing Education Units). CSUMB continually develops new courses and certificate programs to serve the needs of community members. Please visit our CSUMB.EDU/extended website for more information.

LIBERAL STUDIES DISTRIBUTED DEGREE COMPLETION (LSDC) PROGRAM

CSU Monterey Bay offers an exciting opportunity for students to complete a bachelor's degree in Liberal Studies (with an MSAT waiver) while they work and attend to other responsibilities. This degree program prepares students for a teaching career.

The Liberal Studies Distributed Degree Completion Program (LSDC) is designed for upper-division students who, due to location, work schedules, or other circumstances, are unable to attend regular class sessions on campus. Students in this program will meet the goals and outcomes of CSUMB's campus-based Liberal Studies program. Courses are offered using distributed learning delivery technologies including Web-based instruction and computer resources. Distributed learning courses may include classroom or field-based meetings to extend and enhance student learning.

LSDC ENTRY REQUIREMENTS

- Candidates need:
1. A computer (Pentium or equivalent) with Internet access
 2. Availability for some scheduled meetings on campus or at field sites (late afternoon or Saturday)
 3. Completed lower division courses. Transfer students must have at least 56 transferable units, including at least 30 general education units (with grades of C or better) that include written communication, oral communication, quantitative reasoning, and critical thinking.
 4. Good time management skills and self-motivation

APPLICATION PROCESS

Visit www.csumentor.edu to complete your application to CSUMB. Select "Online Liberal Studies B.A." as your major.

CAREER BENEFITS

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



UNIVERSITY ORGANIZATION

SECTION CONTENTS

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 - ~ College of Arts, Humanities, and Social Sciences (AHSS)
 - ~ College of Professional Studies
 - ~ College of Science, Media Arts and Technology (SMART)

THE CALIFORNIA STATE UNIVERSITY SYSTEM

MAKING CONTACT

- ~ The California State University (CSU)
 - ~ Address 401 Golden Shore
Long Beach, CA 90802-4275
 - ~ Information 562-951-4000
 - ~ Website calstate.edu

ABOUT THE CSU

The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972 the system became the California State University and Colleges, and in 1982 the system became the California State University. Today the campuses of the CSU include comprehensive and polytechnic universities and, since July 1995, the California Maritime Academy, a specialized campus.

The oldest campus—San José State University—was founded in 1857 and became the first institution of public higher education in California. The newest—CSU Channel Islands—opened in fall 2002, with freshmen arriving in fall 2003.

Responsibility for the California State University is vested in the Board of Trustees, whose members are appointed by the Governor. The Trustees appoint the Chancellor, who is the chief executive officer of the system, and the Presidents, who are the chief executive officers of the respective campuses.

The Trustees, the Chancellor, and the Presidents develop systemwide policy, with implementation at the campus level taking place through broadly based consultative procedures. The Academic Senate of the California State University, made up of elected representatives of the faculty from each campus, recommends academic policy to the Board of Trustees through the Chancellor.

Academic excellence has been achieved by the California State University through a distinguished faculty whose primary responsibility is superior teaching. While each campus in the system has its own unique geographic and curricular character, all campuses, as multipurpose institutions, offer undergraduate and graduate instruction for professional and occupational goals as well as broad liberal education. All the campuses require for graduation a basic program of “General Education Requirements” regardless of the type of bachelor’s degree or major field selected by the student.

The CSU offers more than 1,800 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 2002 totaled 406,896 students, who were taught by more than 21,225 faculty members. The system awards more than half of the bachelor’s degrees and 30 percent of the master’s degrees granted in California. Nearly two million persons have been graduated from CSU campuses since 1960.

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY

MAKING CONTACT

- ~ c/o Trustees Secretariat, The California State University
- ~ Address 401 Golden Shore,
Long Beach, CA 90802-4275

EX OFFICIO TRUSTEES

- ~ The Honorable Gray Davis Governor of California
- ~ Address State Capitol,
Sacramento CA 95814
- ~ The Honorable Cruz Bustamante Lieutenant Governor
of California
- ~ Address State Capitol,
Sacramento, CA 95814
- ~ The Honorable Herb Wesson Speaker of the Assembly
- ~ Address State Capitol,
Sacramento, CA 95814
- ~ The Honorable Jack O'Connell State Superintendent
of Public Instruction
- ~ Address 721 Capitol Mall,
Sacramento, CA 95814
- ~ Dr. Charles B. Reed Chancellor
of the California State University
- ~ Address 401 Golden Shore,
Long Beach, CA 90802-4210

OFFICERS OF THE TRUSTEES

- ~ The Honorable Gray Davis President
- ~ Debra Farar Chair
- ~ Murray Galinson Vice Chair
- ~ Christine Helwick Secretary
- ~ Richard P. West Treasurer

APPOINTED TRUSTEES

Appointments are for a term of eight years, except student, alumni, and faculty trustees, whose terms are for two years. Terms expire in the year in parentheses. Names are listed in order of appointment to the Board.

- ~ Roberta Achtenberg (2007)
- ~ William Campbell (2003)
- ~ Debra S. Farar (2006)
- ~ Robert Foster (2006)
- ~ Murray L. Galinson (2007)
- ~ Harold Goldwhite (2003)
- ~ William Hauck (2009)
- ~ Ricardo F. Icaza (2008)
- ~ M. Alexander Lopez (2004)
- ~ Shailesh J. Mehta (2005)
- ~ Dee Dee Myers (2004)
- ~ Ralph R. Pesqueira (2004)
- ~ Frederick W. Pierce IV (2004)
- ~ Erene S. Thomas (2003)
- ~ Kyriakos Tsakopoulos (2009)
- ~ Anthony M. Vitti (2005)
- ~ Martha C. Walda (2003)

OFFICE OF THE CHANCELLOR

MAKING CONTACT

- ~ The California State University (CSU)
- ~ Address 401 Golden Shore,
Long Beach, CA 90802-4210
- ~ Information 562-951-4000
- ~ Website calstate.edu

CSU SYSTEM OFFICERS

- ~ Dr. Charles B. Reed Chancellor
- ~ Dr. David S. Spence Executive Vice Chancellor
and Chief Academic Officer

- ~ Mr. Richard P. West Executive Vice Chancellor
and Chief Business Officer
- ~ Mr. Louis Caldera Vice Chancellor, University Advancement
- ~ Ms. Jackie McClain Vice Chancellor, Human Resources
- ~ Ms. Christine Helwick General Counsel
- ~ Dr. Gary Hammerstrom Associate Vice Chancellor,
Academic Affairs

CAMPUSES OF THE CALIFORNIA STATE UNIVERSITY

- ~ California State University, Bakersfield
- ~ Address 9001 Stockdale Highway,
Bakersfield, CA 93311-1099
- ~ Information 661-664-2011
- ~ President Dr. Tomás A. Arciniega
- ~ California State University, Channel Islands
- ~ Address One University Drive,
Camarillo, CA 93012
- ~ Information 805-437-8400
- ~ President Dr. Richard Rush
- ~ California State University, Chico
- ~ Address 400 West First Street,
Chico, CA 95929-0150
- ~ Information 530-898-4636
- ~ President Dr. Manuel A. Esteban
- ~ California State University, Dominguez Hills
- ~ Address 1000 East Victoria Street,
Carson, CA 90747-0005
- ~ Information 310-243-3300
- ~ Interim President Dr. James E. Lyons Sr., President
- ~ California State University, Fresno
- ~ Address 5241 North Maple Avenue,
Fresno, CA 93740
- ~ Information 559-278-4240
- ~ President Dr. John D. Welty
- ~ California State University, Fullerton
- ~ Address 800 N State College Boulevard,
Fullerton, CA 92834-9480
- ~ Information 714-278-2011
- ~ President Dr. Milton A. Gordon
- ~ California State University, Hayward
- ~ Address 25800 Carlos Bee Boulevard,
Hayward, CA 94542
- ~ Information 510-885-3000
- ~ President Dr. Norma Rees
- ~ Humboldt State University
- ~ Address Arcata, CA 95521-8299
- ~ Information 707-826-3011
- ~ President Dr. Rollin C. Richmond
- ~ California State University, Long Beach
- ~ Address 1250 Bellflower Boulevard,
Long Beach, CA 90840-0115
- ~ Information 562-985-4111
- ~ President Dr. Robert C. Maxson
- ~ California State University, Los Angeles
- ~ Address 5151 State University Drive,
Los Angeles, CA 90032
- ~ Information 323-343-3000
- ~ President Dr. James M. Rosser
- ~ California Maritime Academy
- ~ Address 200 Maritime Academy Drive,
Vallejo, CA 94590
- ~ Information 707-654-1000
- ~ Interim President Dr. William B. Eisenhardt
- ~ California State University, Monterey Bay
- ~ Address 100 Campus Center,
Seaside, CA 93955-8001
- ~ Information 831-582-3000
- ~ President Dr. Peter P. Smith

- ~ California State University, Northridge
 - ~ Address 18111 Nordhoff Street,
Northridge, CA 91330
 - ~ Information 818-677-1200
 - ~ President Dr. Jolene Koester
- ~ California State Polytechnic University, Pomona
 - ~ Address 3801 W Temple Avenue,
Pomona, CA 91768
 - ~ Information 909-869-7659
 - ~ President Dr. Bob Suzuki
- ~ California State University, Sacramento
 - ~ Address 6000 J Street,
Sacramento, CA 95819
 - ~ Information 916-278-6011
 - ~ President Dr. Donald R. Gerth
- ~ California State University, San Bernardino
 - ~ Address 5500 University Parkway,
San Bernardino, CA 92407-2397
 - ~ Information 909-880-5000
 - ~ President Dr. Albert K. Karnig
- ~ San Diego State University
 - ~ Address 5500 Campanile Drive,
San Diego, CA 92182
 - ~ Information 619-594-5000
 - ~ President Dr. Stephen L. Weber
- ~ San Francisco State University
 - ~ Address 1600 Holloway Avenue,
San Francisco, CA 94132
 - ~ Information 415-338-1111
 - ~ President Dr. Robert A. Corrigan
- ~ San José State University
 - ~ Address One Washington Square,
San José, CA 95192-0001
 - ~ Information 408-924-1000
 - ~ President Dr. Robert L. Caret
- ~ California Polytechnic State University, San Luis Obispo
 - ~ Address One Grand Avenue,
San Luis Obispo, CA 93407
 - ~ Information 805-756-1111
 - ~ President Dr. Warren J. Baker
- ~ California State University, San Marcos
 - ~ Address 333 S Twin Oaks Valley Road,
San Marcos, CA 92096-0001
 - ~ Information 760-750-4000
 - ~ President Dr. Alexander Gonzalez
- ~ Sonoma State University
 - ~ Address 1801 East Cotati Avenue,
Rohnert Park, CA 94928-3609
 - ~ Information 707-664-2880
 - ~ President Dr. Ruben Armiñana
- ~ California State University, Stanislaus
 - ~ Address 801 West Monte Vista Avenue,
Turlock, CA 95382-0299
 - ~ Information 209-667-3122
 - ~ President Dr. Marvalene Hughes

AVERAGE ANNUAL COST OF EDUCATION AND SOURCES OF FUNDS PER FULLTIME EQUIVALENT STUDENT

The 23 campuses and the Chancellor's Office of the California State University are financed primarily through funding provided by the taxpayers of California. The systemwide cost of education is defined as total support expenditures (State University Fee revenue and General Fund support appropriations) divided by the number of fulltime equivalent students. The total 2002-2003 state General Fund appropriation to the CSU (not including capital outlay funding in the amount of \$481,178,00) is \$2,680,280,000, and campus budgeted State University Fee Revenue is \$533,430,000 for a total of \$3,213,710,000. The \$3,213,710,000 total cost of education for CSU must provide support for a projected 321,132 fulltime equivalent students (FTES). The number of fulltime equivalent students is determined by dividing the total academic student load by 15 units per term (the figure used here to define a fulltime student's academic load).

The 2002-2003 systemwide cost of education per fulltime equivalent student is \$10,007. Of this amount, the average student fee support per FTE is \$1,926. (The State University Fee and campus fees that must be paid to apply to, enroll in, or attend the university are included in the average costs paid by the students. Individual students may pay less or more than \$1,926, depending on the campus and whether the student is attending part-time or fulltime, or is a resident or nonresident student. Also, other campus fees may be charged that are not required of all enrolled students, which include user and penalty/deposit fee types).

2002/2003	Average Cost Amount	per FTE Student	Percentage
Total Cost of Education	\$3,213,710,000	\$10,007	100
~ State Appropriation	2,680,280,000	8,346	83
~ Student Fee Support	533,430,000	1,661	17



ABOUT CSUMB

Ideally situated between the Salinas Valley and Monterey Bay, CSUMB brings together promising students and accomplished faculty in the heart of California's premiere location. Located on 1,365 picturesque acres of the former Fort Ord Army base, CSUMB was founded in 1994 as the 21st campus in the CSU system and first opened its doors to students in fall 1995. Guided by the *CSUMB Vision Statement*, penned as the university's founding document in September 1994, the university provides each student with **a unique fusion of powerful learning experiences:**

- ~ CSUMB places **primary emphasis on student learning.**
- ~ Faculty members communicate **targeted learning outcomes** in advance, and are held accountable for teaching to help students reach them.
- ~ Instruction centers on **applied, active, project-based study.**
- ~ Every degree program helps students build **interdisciplinary knowledge, skills, and attitudes** that empower them to succeed personally and professionally.
- ~ Students develop **Individual Learning Plans** that culminate in a Capstone project displaying cumulative learning.
- ~ CSUMB's **service learning** requirement engages students with community organizations to create powerful learning.
- ~ **Productive partnerships** with other organizations and academic institutions expand learning opportunities through internships, off-campus study, and more.
- ~ Academic and recreation programs create **outdoor connections** that capitalize on the region's amazing natural beauty, rich history, and recreational opportunities.
- ~ Quality facilities and **sophisticated technologies** support effective learning, interaction, and operations.
- ~ Offering affordable residence halls and apartments for the 60 percent of students living on campus, CSUMB **residential life** envelops all students in learning beyond the classroom.
- ~ **CSUMB honors every individual through commitment to rich diversity**, and promotes **multicultural and global perspectives** through its curriculum and campus life.
- ~ CSUMB provides small college attention and service at **affordable public university prices.**

In fall 2002, CSUMB enrollment totaled 3,551 students who were taught by 142 fulltime and 204 part-time faculty members. CSUMB awarded 1,442 degrees between fall 1996 and spring 2002. All of these numbers will grow significantly in the coming years as the university continues to build out campus facilities and infrastructure to accommodate increased enrollment.

CSUMB operates under the direction of a president appointed by the CSU Board of Trustees as the chief executive officer of the campus. The president develops campus policy through broadly based consultative procedures that include students, faculty, staff, and administrators in decision making. The CSUMB Academic Senate and its Academic Senate Executive Committee, made up of elected representatives of the faculty, recommend academic policy to the president through a shared-governance process.

The university divides its operations into four divisions, each under the direction of a vice president who serves on the President's Cabinet. The four CSUMB divisions are:

- ~ Academic Affairs
- ~ Administration and Finance
- ~ Student Affairs
- ~ University Advancement

ACADEMIC AFFAIRS DIVISION

Overseeing all teaching and learning and many related administrative functions, the Academic Affairs division operates under the direction of the Vice President for Academic Affairs who also serves as Provost, the highest-ranking academic officer at the university.

Within Academic Affairs, CSUMB's degree programs and academic support services are organized into three colleges and one administrative unit. Each college coordinates the contributions of several academic programs. The university offers a total of 12 undergraduate degree programs, 17 undergraduate minors, 4 graduate degree programs, and several teacher certification options, each administered by an institute or academic program office. The alignment of colleges, institutes, and academic programs as well as the organization of the rest of the Academic Affairs division may be seen in the following list:

- ~ College of Arts, Humanities, and Social Sciences (AHSS)
 - ~ Institute for Global Learning
 - ~ Bachelor of Arts in Global Studies (GS)
 - ~ International Health Policy Minor [jointly with ICCS]
 - ~ Institute for Human Communication (HCOM)
 - ~ Bachelor of Arts in Human Communication (HCOM)
 - ~ Human Communication Minor
 - ~ Institute for Oral History and Community Memory and Archives (OHCM)
 - ~ Music and Performing Arts Institute (MPA)
 - ~ Music Minor
 - ~ Social and Behavioral Sciences Institute (SBS)
 - ~ Bachelor of Arts in Social and Behavioral Sciences (SBS)
 - ~ Psychology Minor
 - ~ Institute for Archaeology
 - ~ Institute for Community Networking (ICN)
 - ~ Institute of GIS and Spatial Analysis
 - ~ Institute for Mexico and U.S./Mexican Studies (IMUSMS)
 - ~ Institute for Pacific Rim Studies
 - ~ Institute for Research and Instructional Technologies for the Social and Behavioral Sciences (RIT)
 - ~ Institute for Social History
 - ~ Institute for Visual and Public Art (VPA)
 - ~ Bachelor of Arts in Visual and Public Art (VPA)
 - ~ Institute for World Languages and Cultures (WLC)
 - ~ Bachelor of Arts in World Languages and Cultures (WLC)
 - ~ Hispanic Cultures and History Minor
 - ~ Japanese Culture and History Minor
 - ~ Japanese Language and Culture Minor
 - ~ Spanish Language and Hispanic Cultures Minor
- ~ College of Professional Studies
 - ~ Institute for Advanced Studies in Education
 - ~ Master of Arts in Education (MAE)
 - ~ Institute for Community Collaborative Studies (ICCS)
 - ~ Bachelor of Arts in Collaborative Health and Human Services (CHHS)
 - ~ Interdisciplinary Master of Arts in Public Policy (IDMAPP) [jointly with Interdisciplinary Studies]
 - ~ Environmental Health Policy Minor [jointly with ESSP]
 - ~ International Health Policy Minor [jointly with Global Learning]
 - ~ Institute for Field-Based Teacher Education
 - ~ Mild/Moderate Education Specialist Certification—Levels I and II
 - ~ Multiple Subject Teaching Credential with ELA/BCLAD (BCLAD in Spanish)
 - ~ Single Subject Teaching Credential with ELA/BCLAD (BCLAD in Spanish)
 - ~ CalStateTEACH
 - ~ Health and Wellness Institute (HWI)
 - ~ Health and Wellness Minor
 - ~ Human Movement: Adapted Physical Activity Minor
 - ~ Outdoor Education/Recreation Minor
 - ~ Sport Management Minor: Management Track
 - ~ Sport Management Minor: Coaching Track

- ~ Institute for Liberal Studies
 - ~ Bachelor of Arts in Liberal Studies (LS)
 - ~ Human Development Minor
 - ~ Liberal Studies Distributed Degree Completion Program (LSDC)
- ~ Institute for Management and International Entrepreneurship (IMIE)
 - ~ Bachelor of Science in Business Administration (BUS)
 - ~ Business Minor
 - ~ Master of Science in Management and Information Technology (MSMIT) [jointly with ICST]
- ~ Institute for Professional Development
- ~ College of Science, Media Arts and Technology (SMART)
 - ~ Institute for Communications Science and Technology (ICST)
 - ~ Bachelor of Science in Telecommunications, Multimedia, and Applied Computing (TMAC)
 - ~ Master of Science in Management and Information Technology (MSMIT) [jointly with IMIE]
 - ~ Earth Systems Science & Policy Institute (ESSP)
 - ~ Bachelor of Science in Earth Systems Science & Policy (ESSP)
 - ~ Master of Science in Marine Science (MSMS)
 - ~ Earth Systems Science & Policy Minor
 - ~ Environmental Health Policy Minor [jointly with ICCS]
 - ~ Watershed Institute
 - ~ Institute for Indigenous Science, Language, and Culture (ISLC)
 - ~ Institute for Mathematical Sciences and Applications (IMSA)
 - ~ Mathematics Minor
 - ~ Institute for Teledramatic Arts and Technology (TAT)
 - ~ Bachelor of Arts in Teledramatic Arts and Technology (TAT)
 - ~ Study at Sea (S@S)
- ~ Academic Administration
 - ~ Academic Information and Scheduling
 - ~ Budget Development and Administration
 - ~ Grants & Contracts (G&C)
 - ~ World Theater
- ~ Academic Programs and Learning Support (APLS)
 - ~ Academic Enhancement Services
 - ~ Lower-Division Advising
 - ~ Excel
 - ~ Migrant Student Support Services (MSSS) and College Assistance Migrant Program (CAMP)
 - ~ Summer Bridge/Educational Opportunity Program (EOP)
 - ~ Academic Skills Achievement Program (ASAP)
 - ~ First Year Seminar (FYS)
 - ~ Integrated Studies
 - ~ Bachelor of Arts in Integrated Studies Special Major (ISSM)
 - ~ Interdisciplinary Studies
 - ~ Interdisciplinary Master of Arts in Public Policy (IDMAPP) [jointly with ICCS]
 - ~ International Programs
 - ~ Service Learning Institute (SLI)
 - ~ Student Disability Resources (SDR)
 - ~ University Learning Requirements (ULR) Program
 - ~ Writing Program
- ~ Collaborative for Learning, Assessment, and Information Resources
 - ~ Academic Technology and Media Support (ATMS)
 - ~ Center for Teaching, Learning, and Assessment (TLA)
 - ~ CSUMB Library
 - ~ Distributed Learning and Extended Education (DLEE)
- ~ Institutional Effectiveness
 - ~ Institutional Assessment and Research (IAR)
- ~ IT@CSUMB.EDU
- ~ Ombudsperson

COLLEGE OF ARTS, HUMANITIES, AND SOCIAL SCIENCES (AHSS)

MAKING CONTACT

- ~ College of Arts, Humanities, and Social Sciences
 - ~ Location Building 6
 - ~ Information 831-582-4189
 - ~ Fax 831-582-4132
 - ~ Email ahss@csumb.edu
 - ~ Website <http://ahss.csumb.edu>

STAFF

- ~ Barbara Mossberg, Ph.D., Dean
- ~ Glen Worthing, Administrative Coordinator
- ~ Helen Yamashita, Administrative Assistant

ACADEMIC PHILOSOPHY

In a century dominated by technological and scientific developments, the College of Arts, Humanities, and Social Sciences integrates studies of enduring and increasingly important wisdom about what it means to be human, living together on this planet.

Experiencing both the immediate world at hand, in oral histories of neighboring local communities, and global studies, from English to world languages and cultures, from archeological digs for artifacts to GIS mapping of resources in social ecology for public policy, students develop essential literacies to successfully interpret, navigate, negotiate, and lead an environment of continuous complexity, diversity, change, and interdependence.

Students of arts, humanities, and social sciences explore how as human beings we know and express ourselves and our world, seeing in our ability to tell and hear and understand stories of people and places a matter of physical and cultural survival. How do we see our environment, both natural and cultural, and what do we value? Where have we been and what have we learned? What is at stake in our knowledge of the past and a diverse cultural heritage? These questions are explored in programs such as visual and public art, music and performing arts, humanities, cultural studies, journalism and media, liberal arts, ethnic studies, regional studies, gender studies, social and behavioral studies, language studies, philosophy, law, and organizational and leadership ethics.

Students develop the creativity, imagination, conscience, and consciousness that will enable them to contribute civic leadership to societies building communities in a continuously evolving technological, multicultural, global, and entrepreneurial environment. Communication and understanding are at the heart of the College ethos. Whether students are learning to write poetry or make a sculpture, edit online journals or a daily newspaper, analyze or produce film, archive oral histories of community members, speak another language, or understand global economics, the emphasis is on the spirit of purpose that vitally connects learning goals with the needs of society for a world that is just, civil, wise, safe, and beautiful.

The College's educational venture prepares students to be effective and responsible in a global, technology-infused, culturally interdependent society. Students develop ethical positions from learning experiences that include solid grounding in theory and analysis, cultural perspectives, multiple histories, contemporary issues, and communication skills including various modes of expression and empathic listening.

Understanding cultural differences and multiple perspectives is a cornerstone of the College's approach both to history and contemporary issues. In developing 21st century leaders, CSUMB encourages the recognition of the student's own complex and compound identities formed by geography, family background, ethnicity, nationality, gender, economics, education, social experience, religion, and other factors. In the College curriculum, students work with faculty in the spirit of free inquiry to recognize the implications of their perspectives and practices for society, and to identify commitments to personal, social, and civic responsibilities.

The 21st century requires new visions for people who want to make a difference in how we care for and about our world. Students in the College of Arts, Humanities, and Social Sciences learn collaborative skills and also develop their capacity for making a difference as individuals. Students learn how and why to connect with others, and learn about the public sector as an arena for their leadership. Programs develop problem solving. Students explore the historical as a resource for inventing the future relationships of art, media, the humanities, and social sciences for community development.

Within the College are various programs that promote local and global partnerships with schools, educational cultural centers, organizations, and community events. Community forums supported by the College bring in national and international artists and musicians, civic leaders, scholars, politicians, and others who contribute to a learning climate of immense vitality and intellectual excitement. The ethos of the College is based on a faculty which is global, interdisciplinary, and cross-cultural in outlook, dedicated to student-centered learning, and committed to helping students work productively and creatively together on new visions for service to humanity.

DEGREE PROGRAMS

The College of Arts, Humanities, and Social Sciences offers five distinctive interdisciplinary programs that lead to the Bachelor of Arts degree:

- ~ Global Studies (GS)
- ~ Human Communication (HCOM)
- ~ Social and Behavioral Sciences (SBS)
- ~ Visual and Public Art (VPA)
- ~ World Languages and Cultures (WLC)

In addition, a sixth program, Music and Performing Arts (MPA), provides an expansive curriculum in support of other degree programs such as Liberal Arts (undergraduate teacher education). A Minor in Music is now available, and the process of creating an approved MPA Bachelor of Arts program is underway.

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

INSTITUTE FOR GLOBAL LEARNING

- ~ Institute for Global Learning
 - ~ Degree offered Bachelor of Arts in Global Studies
 - ~ Location Building 82D
 - ~ Information 831-582-3556
 - ~ Director 831-582-3728
 - ~ Fax 831-582-3737
 - ~ Email robina_bhatti@csumb.edu
 - ~ Website <http://global.csumb.edu>

PROGRAM OVERVIEW

MISSION

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

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

ACADEMIC PHILOSOPHY

There is hardly any aspect of contemporary human existence that is not, in some way, affected by the increasing global interdependency of humanity, so the Institute for Global Learning 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. The program seeks to equip graduates with a comprehensive awareness of the multidimensional nature of the process of globalization and with the knowledge and skills needed to pursue successful careers and perform effective roles in inter-cultural relations and global affairs.

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

INSTITUTE CONTRIBUTIONS

BACHELOR OF ARTS CURRICULUM

The Institute for Global Learning offers a Bachelor of Arts in Global Studies.

UNIVERSITY LEARNING REQUIREMENTS (ULRs)

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

MODEL UNITED NATIONS

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

CROSS-CULTURAL EXPERIENCES

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

INSTITUTE FOR HUMAN COMMUNICATION (HCOM)

MAKING CONTACT

- ~ Institute for Human Communication
 - ~ Degree offered Bachelor of Arts
 - ~ Location Building 2
 - ~ Information 831-582-3889
 - ~ Assistant 831-582-3673
 - ~ Fax 831-582-3780
 - ~ Email human_communication@csumb.edu
 - ~ Website <http://hcom.csumb.edu>

PROGRAM OVERVIEW

MISSION

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

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

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

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

ACADEMIC PHILOSOPHY

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

- ~ Self-learning and expression
- ~ Critical and creative thought, interpretation, and expression
- ~ Ethical and effective interaction with others within and outside one's culture(s)
- ~ Understanding multiple and new ways of knowing the world

- ~ Understanding the meaning of human communication in its social context

The program is built on the assumptions that:

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

INSTITUTE CONTRIBUTIONS

BACHELOR OF ARTS CURRICULUM

The Institute for Human Communication offers a Bachelor of Arts in Human Communication.

ACADEMIC MINOR

HCOM also offers a minor in Human Communication. The minor complements a student's major by accentuating fundamental communication, analytical, and critical thinking skills. Students must complete *Ways of Knowing* (MLO 4) and 3 other HCOM MLOs of choice.

UNIVERSITY LEARNING REQUIREMENTS (ULRs)

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

SUPPORT OF OTHER UNIVERSITY PROGRAMS

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

APPLIED RESEARCH PROGRAMS

HCOM provides the following applied research opportunities:

- ~ The Oral History and Community Memory Institute and Archive sponsors project-based courses and research in community oral history and public history.
- ~ The New Media Technology in the Humanities Pedagogy workshops train faculty to use new media resources, enhancing interactive, constructive learning in humanities and arts classrooms.
- ~ The Creative Writing and Social Action Program sponsors courses, workshops, publication projects, and e-zines.
- ~ The Journalism, Communication, and Media Studies Program supports the production of the Otter Realm (the University newspaper) and sponsors an elementary school based media literacy project.
- ~ The Practical and Professional Ethics Program will begin in 2000.

MULTICULTURAL WRITERS AND SPEAKERS SERIES

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

ORAL HISTORY AND COMMUNITY MEMORY INSTITUTE AND ARCHIVE

MAKING CONTACT

- ~ Oral History and Community Memory Institute and Archive (OHCM)
 - ~ Location Building 2
 - ~ Information 831-582-3889
 - ~ Co-Director 831-582-3861
 - ~ Co-Director 831-582-3798
 - ~ Fax 831-582-3780
 - ~ Email cecilia_oleary@csumb.edu
rina_benmayor@csumb.edu
 - ~ Website <http://hcom.csumb.edu/oralhistory>

PROGRAM OVERVIEW

MISSION

A research, pedagogy, and archival program within the Institute for Human Communication and the College of Arts, Humanities, and Social Sciences, OHCM's mission is to:

- ~ Promote and offer a wide array of project-based, archival, multimedia, and field-oriented courses in oral history, life history,

public and community history, collective memory, and multimedia applications and presentations.

- ~ Support and help develop oral history and community history components of other CSUMB courses and special projects.
- ~ Promote the integration of teaching and research involving students, faculty, and community.
- ~ Provide students with hands-on archival research experience.
- ~ Sponsor new media classroom pedagogy workshops for faculty.
- ~ Build a public Oral History and Community Memory Archive at CSUMB that draws upon and serves the diverse cultural communities in the tri-county area.
- ~ Design and produce curricular materials and documentaries in CD-ROM, audio, video, and other multimedia formats.

INSTITUTE CONTRIBUTIONS

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

- ~ University Learning Requirements
 - ~ Majors in Human Communication (HCOM), Visual and Public Art (VPA), and Social and Behavioral Sciences (SBS)
 - ~ General education requirements in Liberal Studies (LS)
 - ~ Projects and curricula throughout the university
- OHCM activities explicitly engage students and faculty in research and projects that:

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

THE OHCM ARCHIVE

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

Currently, the OHCM Archive contains oral history collections on:

- ~ The Fort Ord Conversion Project
- ~ CSUMB History
- ~ Veterans of Fort Ord
- ~ Chicano Veterans of Fort Ord
- ~ Monterey Bay Ethnic History
- ~ First-Generation College Students
- ~ Pioneer Student Leaders at CSUMB

MUSIC AND PERFORMING ARTS INSTITUTE**MAKING CONTACT**

- ~ Music and Performing Arts Institute (MPA)
- ~ Location Building 30
- ~ Information 831-582-4085
- ~ Program Coordinator 831-582-3009
- ~ Fax 831-582-4086
- ~ Email richard_bains@csumb.edu
- ~ FirstClass Conference Music & Performing Arts
- ~ Website <http://music.csumb.edu>

PROGRAM OVERVIEW**MISSION**

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

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

ACADEMIC PHILOSOPHY

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

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

INSTITUTE CONTRIBUTIONS**MINOR IN MUSIC CURRICULUM**

The Music and Performing Arts Institute offers a Music Minor.

CURRICULUM IN SUPPORT OF LIBERAL STUDIES

MPA offers a nondegree curriculum that supports fulfillment of the requirements for the Bachelor of Arts in Liberal Studies and various teaching credentials.

UNIVERSITY LEARNING REQUIREMENTS (ULRs)

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

WEST COAST JAZZ ACADEMY AND JAZZ ARCHIVAL CENTER

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

SMITHSONIAN JAZZ ORAL HISTORY PROJECT

As part of the West Coast Jazz Academy's offerings, and in collaboration with the Museum of American History in Washington, D.C., a duplicate collection of the Smithsonian Jazz Oral History Project is housed

by the Music and Performing Arts Institute. This oral history collection includes over 900 hours of interviews with jazz greats such as Harry Edison, Jon Hendricks, and Billy Taylor. This collection provides the cornerstone of the CSUMB Jazz Archival Center that includes archival photographs, film, video footage, and audio materials.

ETHNOMUSICOLOGY

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

VOCAL AND CHORAL TRAINING

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

MUSIC TECHNOLOGY

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

PERFORMING ARTS CAPACITY

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

SOCIAL AND BEHAVIORAL SCIENCES INSTITUTE**MAKING CONTACT**

- ~ Social and Behavioral Sciences Institute
- ~ Location Building 17
- ~ Information 831-582-3890
- ~ Fax 831-582-3566
- ~ Email lilly_martinez@csumb.edu
- ~ Website sbsi.csumb.edu
- ~ SBS Assessment Component
- ~ Location Building 17
- ~ Information 831-582-3890
- ~ Specialist 831-582-3520
- ~ Fax 831-582-3566
- ~ Website <http://sbsi.csumb.edu/advise/index.htm>

PROGRAM OVERVIEW**MISSION**

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

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

SBS also offers a Bachelor of Arts degree in Global Studies that integrates the study of earth systems with the study of social systems, thereby crossing the traditional boundary between social and natural sciences.

ACADEMIC PHILOSOPHY

The format of the Social and Behavioral Sciences program at CSUMB is outcomes-based in that it assesses students on the basis of demonstrated competencies. An SBS major is expected to demonstrate competency

in the core body of theory, research methods, area studies, disciplinary concentrations, and information technologies that SBS faculty have defined as necessary for all professional social and behavioral scientists and students planning to pursue postgraduate studies. Students participate in learning experiences that are project-based, service-oriented, and facilitated by the program's interdisciplinary faculty. The projects, reports, and demonstrations that result from such a practice-based approach are the basis for the assessment of student progress toward graduation in SBS.

There is hardly an aspect of contemporary human existence that is not, in some way, affected by the increasing global interdependency of humanity.

INSTITUTE CONTRIBUTIONS

BACHELOR OF ARTS CURRICULUM

Social and Behavioral Sciences offers a Bachelor of Arts in Social and Behavioral Sciences.

UNIVERSITY LEARNING REQUIREMENTS (ULRs)

Social and Behavioral Sciences offers several courses that satisfy various ULRs including Creative and Artistic Expression, Culture and Equity, Democratic Participation, English Communication, Ethics, Science Methods, Technology and Information, U.S. Histories, and Vibrancy.

INSTITUTE FOR ARCHAEOLOGY

MAKING CONTACT

- ~ Institute for Archaeology: Archaeological Science, Technology, and Visualization
- ~ Office Location Building 17
- ~ Lab Location Building 110
- ~ Information 831-582-3890
- ~ Director 831-582-3760
- ~ Fax 831-582-3566
- ~ Email archaeology_institute@csumb.edu
- ~ Website <http://archaeology.csumb.edu>

PROGRAM OVERVIEW

MISSION

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

- ~ Online and multimedia instructional courseware in archaeology and the social sciences
- ~ Archaeology and museum collections database applications
- ~ Virtual museum development and virtual reality (VR) modeling of archaeological sites and materials
- ~ An ongoing program of archaeological research and material culture studies
- ~ Museum design, development, and public programming for the Old Mission and community of San Juan Bautista and other project sites on the California Central Coast
- ~ Archaeology and museum anthropology applications in Service Learning
- ~ Area studies centered on ancient Mesoamerica, pre-colonial Africa, and early California archaeology

ACADEMIC PHILOSOPHY

Virtual archaeology intersects archaeology and museum studies with the realms of electronic information technology, multimedia, and Geographic Information Systems (GIS). It brings these powerful new technologies to the forefront of scientific interpretation, reconstruction, and the modeling of past worlds. The Institute for Archaeology is committed to the development of an innovative interdisciplinary curriculum that includes project-based learning, instructional technology development, and Service Learning. As such, project-based learning labs and hands-on learning modules—intended to address real-life applications in archaeology and the social sciences—dominate much of the Institute's curriculum.

INSTITUTE CONTRIBUTIONS

CURRICULUM

The newness of both CSUMB and the Institute, not to mention the embryonic development of virtual archaeology itself, are reflected in an Institute curriculum that embraces an applied approach combining virtual archaeology, applied methods and theories, and area studies. The multidisciplinary

faculty of SBS and other campus and off-campus associates and course offerings round out the curriculum. The Institute offers learning experiences in archaeology and other allied social science research methods, including area studies, visual and museum anthropology, social history, VRML-based multimedia and software development, GIS, and telecommunications.

PROJECTS AND PROGRAMS

The Institute for Archaeology provisions project-based learning experiences, applied research, laboratory and field-based opportunities, and training in the art and science of archaeology and museum studies. In addition, the SBS program provides opportunities to obtain an interdisciplinary certification in GIS within the context of the archaeology concentration. The Institute is home to several ongoing projects and lab programs that include:

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

INSTITUTE FOR COMMUNITY NETWORKING (ICN)

MAKING CONTACT

- ~ Institute for Community Networking
- ~ Location Building 17
- ~ Information 831-582-3890
- ~ Director 831-582-3625
- ~ Fax 831-582-3566
- ~ Email george_baldwin@csumb.edu
- ~ Website icn.csumb.edu

PROGRAM OVERVIEW

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

INSTITUTE CONTRIBUTIONS

LEARNING LABORATORY

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

CURRICULUM

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

PROJECTS

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

INSTITUTE OF GIS AND SPATIAL ANALYSIS**MAKING CONTACT**

- ~ Institute of GIS and Spatial Analysis
- ~ Location Building 17
- ~ Information 831-582-3890
- ~ Director 831-582-4166
- ~ Fax 831-582-3566
- ~ Email yong_lao@csumb.edu
- ~ Website <http://csumb.edu/academic/centers/sbsc/institutegis/institutegeo.html>

PROGRAM OVERVIEW

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

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

INSTITUTE CONTRIBUTIONS**CURRICULUM**

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

PROJECTS

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

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

INSTITUTE FOR MEXICO AND U.S./MEXICAN STUDIES (IMUSMS)**MAKING CONTACT**

- ~ Institute for Mexico and U.S./Mexican Studies
- ~ Location Building 17
- ~ Information 831-582-3890
- ~ Director 831-582-3513
- ~ Fax 831-582-3566
- ~ Email manuel_carlos@csumb.edu
- ~ Website http://www.csumb.edu/academic/centers/sbsc/institute_mexico

PROGRAM OVERVIEW

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

and promoting electronic communications between CSUMB students and faculty and their counterparts in Mexican universities.

INSTITUTE CONTRIBUTIONS**CURRICULUM**

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

PROGRAMS AND PROJECTS

Activities and Courses sponsored by IMUSMS include:

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

INSTITUTE FOR PACIFIC RIM STUDIES (PRS)**MAKING CONTACT**

- ~ Institute for Pacific Rim Studies
- ~ Location Building 17
- ~ Information 831-582-3890
- ~ Director 831-582-3753
- ~ Fax 831-582-3566
- ~ Email angie_tran@csumb.edu
- ~ Website <http://www.csumb.edu/academic/institutes/prs/>

PROGRAM OVERVIEW

The Institute for Pacific Rim Studies promotes greater understanding about peoples and societies in East and Southeast Asia, especially Viet Nam, South Korea, Taiwan, and the Philippines, as well as their historical and political-economic interconnections with American lives. Specifically, it examines issues of mixed-race diasporas and various forms of transnational linkages in some Southeast Asian communities in California with their home countries.

The Institute explores social justice and sustainable development issues, and brings out perspectives of these peoples—especially workers and peasants—with special attention to differential impacts of local and global processes on gender in their daily lives. Through learning experiences, service learning group projects, Capstones, Colloquium Series, roundtable discussions, seminars, and workshops, the Institute facilitates collaboration with CSUMB faculty, students, staff, and administration in program planning and implementation. Moreover, PRS collaborates closely with local communities—especially Seaside, Marina, and Monterey—to sustain the connections between classroom learning and real-life experiences.

The objectives of the Institute for Pacific Rim Studies include:

- ~ Promoting the principles of the CSUMB Vision, especially global connections and understanding
- ~ Promoting interdisciplinary collaborations with faculty from other Colleges and Institutes as well as students, staff, and the administration
- ~ Linking learning experiences with service learning projects which are connected to current local and global issues
- ~ Fostering the understanding of intimate connections between economic and political processes
- ~ Inviting the participation of local and international experts in ongoing dialogues

- ~ Facilitating scholarly and cultural exchange programs by conducting field research and study-abroad programs in Viet Nam and other Southeast Asian countries
- ~ Supporting publication of joint works and research as a result of collaborative efforts
- ~ Encouraging students to apply what they have learned in the classroom to explain real-life issues in the communities of their choice, and recommend changes to improve people's lives.

INSTITUTE CONTRIBUTIONS

SOCIAL JUSTICE COLLOQUIUM SERIES

The Social Justice Colloquium Series annually hosts invited scholars, experts, and community leaders who explore social justice and sustainable development issues of importance to the region such as jobs, sweatshops, housing, health, employment, and environment with an audience of Monterey Bay region community members, CSUMB community, as well as national and global participants. The goal is to connect the local with the global, the personal with the political, and the academic with the practical. CSUMB's Institute for Social History cosponsors the series.

INSTITUTE FOR RESEARCH AND INSTRUCTIONAL TECHNOLOGIES FOR THE SOCIAL AND BEHAVIORAL SCIENCES (RIT)

MAKING CONTACT

- ~ Institute for Research and Instructional Technologies for the Social and Behavioral Sciences
- ~ Office Location Building 17
- ~ Information 831-582-3520
- ~ Director 831-582-3520
- ~ Director 831-582-3578
- ~ Fax 831-582-3566
- ~ Email juan_gutierrez@csumb.edu;
armando_arias@csumb.edu

PROGRAM OVERVIEW

MISSION

The Institute for Research and Instructional Technologies (RIT) for the Social and Behavioral Sciences promotes the use of collaborative innovative new technologies for research and instruction (teaching, learning, and assessment). The Institute fosters collaborative research and the development of new instructional technologies to advance the social and behavioral sciences discipline. The Institute works with faculty, staff, and students, as well as the local community to achieve these goals.

ACADEMIC PHILOSOPHY

The changing nature of research and higher education effects new pedagogical approaches and instructional technologies. The Institute was created in response to this demand and is committed to a multilingual, multicultural, and intellectual community to enable students, faculty, and staff in the Social and Behavioral Sciences to develop an innovative curriculum and new instructional tools to advance education as a whole.

INSTITUTE CONTRIBUTIONS

CURRICULUM

The Institute promotes the development of new pedagogical approaches and use of new media and technology in research and higher education. The Institute critically examines and reflects upon the use of instructionally related technological advances in the social and behavioral sciences discipline and educational institutions.

PROJECTS AND PROGRAMS

The Institute provisions project-based learning experiences, applied research, and exchange opportunities. It provides services to faculty, students, and staff at SBS as well as collaborative projects within CSUMB. The Institute is home to several ongoing projects and lab programs that include:

- ~ University of Akureyri, Iceland
- ~ Instructional Technologies at SBSC
- ~ Object Oriented Modeling Research
- ~ Research and Community Development New Media Support

INSTITUTE FOR SOCIAL HISTORY

MAKING CONTACT

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

PROGRAM OVERVIEW

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

INSTITUTE CONTRIBUTIONS

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

FORT ORD HISTORIC DOCUMENTS PROJECT

The Fort Ord Historic Documents Project is being conducted by the Institute for Social History in conjunction with the Fort Ord Alumni Association and the CSUMB Library. The purpose is to identify, inventory, accession, catalog, and digitize documents relating to the history of Fort Ord. A large collection of documents has already been donated and additional materials are expected as awareness of the project spreads. This will result in valuable work and learning opportunities for interested students over the next several years. The accumulated materials will become a special collection within the CSUMB Library and will be available to students and professional scholars for historical research. An upper-level independent study course of 1-4 units is available each semester to students working on the Fort Ord Historic Documents Project. In addition, each year several students work on the project as part of their Senior Capstone.

SOCIAL JUSTICE COLLOQUIUM SERIES

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

INSTITUTE FOR VISUAL AND PUBLIC ART

MAKING CONTACT

- ~ Institute for Visual and Public Art (VPA)
- ~ Degree offered Bachelor of Arts
- ~ Location Buildings 71-73
- ~ Information 831-582-3005
- ~ Program Coordinator 831-582-4337
- ~ Fax 831-582-3310
- ~ Email amalia_mesa-bains@csumb.edu
- ~ Website <http://vpa.csumb.edu>

PROGRAM OVERVIEW

MISSION

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

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

ACADEMIC PHILOSOPHY

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

themselves in reciprocal relationships with their publics, able to create a more humane life relevant to their time.

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

INSTITUTE CONTRIBUTIONS

BACHELOR OF ARTS CURRICULUM

The Institute for Visual and Public Art offers a Bachelor of Arts in Visual and Public Art.

UNIVERSITY LEARNING REQUIREMENTS (ULRs)

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

CAMPUS LEADERSHIP

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

SCHOLARLY ACTIVITY

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

VISITING ARTISTS SERIES

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

INSTITUTE FOR WORLD LANGUAGES AND CULTURES

MAKING CONTACT

- ~ Institute for World Languages and Cultures (WLC)
- ~ Degree offered Bachelor of Arts
- ~ Location Buildings 48 & 49
- ~ Information 831-582-3863
- ~ Program Coordinator 831-582-4370
- ~ Language Lab 831-582-4340
- ~ Fax 831-582-3885
- ~ Email wlc@csumb.edu
- ~ FirstClass Conference World Languages
- ~ Website <http://wlc.csumb.edu>
- ~ Language Lab Website <http://languagelab.csumb.edu>

PROGRAM OVERVIEW

MISSION

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

Driven by CSUMB's location on the California Central Coast, the languages taught by the Institute for World Languages and Cultures primarily represent the Pacific Rim. This equates to extensive offerings in Spanish and Japanese as well as a growing curriculum in Chinese and Italian. Each semester several American Sign Language (ASL) classes are offered, and planned expansion of that program will include a certificate for ASL translation and interpretation. WLC offerings will develop rapidly in coming years as CSUMB continues to grow.

ACADEMIC PHILOSOPHY

At the dawn of the 21st century, the future promises to be much more global and international than any previous time in history. Telecommuni-

cations, world trade agreements, worldwide emergencies, and economic interdependence are quickly drawing the diverse peoples of the planet closer together. This compels the development of proficiency in languages other than English and the understanding of and involvement in multiple cultures.

INSTITUTE CONTRIBUTIONS

BACHELOR OF ARTS CURRICULUM

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

UNIVERSITY LEARNING REQUIREMENTS (ULRs)

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

DISTANCE LEARNING

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

STUDY ABROAD

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

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

CSUMB also has a working Exchange Program with Obirin University in Japan. As an exchange program, we send students to Obirin University for a year of study and receive an equal number of students from Obirin University to study at CSUMB.

COLLEGE OF PROFESSIONAL STUDIES

MAKING CONTACT

- ~ College of Professional Studies
- ~ Location Building 3
- ~ Information 831-582-3724
- ~ Fax 831-582-4568
- ~ Email gayle_roper@csumb.edu
- ~ Website <http://www.csumb.edu/academic/centers/#ceps>

STAFF

- ~ Dorothy Lloyd, Ed.D., Dean
- ~ Gayle Roper, Assistant to the Dean
- ~ Crescenda Zuccaro, Administrative Assistant (Budget)

MISSION

The mission of the College of Professional Studies is to:

- ~ Provide access to excellence in undergraduate, preservice, and graduate education programs that are learning-centered, interdisciplinary, collaborative, and social justice oriented while also providing an orientation toward diversity.
- ~ Foster the development of students with knowledge, skills, and values that are indispensable to professional competence and quality of personal life in our ever-changing, pluralistic, and technological society by engaging them in active learning experiences in an array of school, community, and business contexts.
- ~ Build and sustain partnerships and linkages with PreK-12 schools, other colleges and universities, community organizations, agencies, businesses, and historically marginalized communities to bring knowledge and experience that increase the college's

capacity to provide high-quality, innovative academic programs that meet the educational needs of our students, the region, and the state in the areas of teacher education, business, human services, and human performance and wellness.

ACADEMIC PROGRAMS

The academic programs in the College of Professional Studies reflect the university vision and support the commitment to interdisciplinarity, service learning, diversity, and technology. Undergraduate pre-service, and graduate programs are housed in six academic institutes which, in turn, offer three undergraduate degree programs; four credential programs (Multiple Subject, Single Subject, CalStateTEACH, and Special Education [mild/moderate] Level I and II); a Master of Arts degree in Education; and a Master of Science in Management and Information Technology.

The Institutes housed in the college are listed below and a description of their respective programs follow:

- ~ Institute for Advanced Studies in Education
- ~ Institute for Community Collaborative Studies
- ~ Institute for Field-Based Teacher Education
- ~ Health and Wellness Institute
- ~ Institute for Liberal Studies
- ~ Institute for Management and International Entrepreneurship (Business)
- ~ Institute for Professional Development

INSTITUTE FOR ADVANCED STUDIES IN EDUCATION

MAKING CONTACT

- ~ Institute for Advanced Studies in Education
- ~ Degree offered Master of Arts in Education
- ~ Location Building 3
- ~ Information 831-582-4094
- ~ Email minerva_estassi@csumb.edu
- ~ Website <http://www.csumb.edu/academic/graduate/education/>

PROGRAM OVERVIEW

MISSION

The Institute for Advanced Studies in Education sponsors the Master of Arts in Education program, which is designed to help credentialed educators become effective teachers and leaders for the culturally and linguistically diverse students in the region. More specifically, this program is about preparing strong professionals who have an informed understanding of what constitutes true learning, the knowledge and skills to promote such learning, and the disposition to actively work toward change when policies or practices negatively impact the learning, living, or growth of students—especially those students who bring cultural or linguistic diversity to schools. Students may choose an emphasis in Curriculum and Instruction or Special Education. Coursework is also available for students who wish to add ELA certification to their credential or work toward their National Board Certification in a collegial, supportive, and informed environment.

Within the Institute of Advanced Studies, additional workshops and professional development opportunities are offered occasionally during winter session and summer. The workshops are centered around improving and demonstrating “best practices” in teaching in a variety of curricular areas and interests, and focus specifically on teaching diverse populations.

ACADEMIC PHILOSOPHY

This program is designed for teachers who want to become strong professional who actively work for excellence and justice in schools. More specifically, the course work and educational experiences are intentionally structured to help certified teachers become outstanding and effective teachers of the culturally and linguistically diverse students in the schools of this region. Coursework is framed within a pluralism paradigm and all of the courses are taught from a multicultural perspective. 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. An emphasis is also placed on theoretical and conceptual perspectives of curriculum and instruction, because one of our goals is to help you achieve excellence in classroom instruction.

An important aspect of this program is the completion of an *action thesis*. By action, we mean that your thesis should be aimed toward improving or transforming something in your own environment. It should be useful. It should not simply be data you gather, write up, and then put

away. For example, your thesis may involve creating something new to use in your classroom or direct attention to troubling school policies or practices. By *thesis*, we mean that you use a research process to inform your work. This will involve finding out how other people have approached a concern similar to yours, and finding out tools or conceptual frameworks that can help you. It may also involve gathering primary data.

INSTITUTE CONTRIBUTIONS

MASTER OF ARTS CURRICULUM

The Institute offers a Master of Arts in Education with an emphasis in Curriculum and Instruction or Special Education.

INSTITUTE FOR COMMUNITY COLLABORATIVE STUDIES (ICCS)

- ~ Institute for Community Collaborative Studies
- ~ Degrees offered Bachelor of Arts in Collaborative Health and Human Services (CHHS)
Interdisciplinary Master of Arts in Public Policy (MPP)
- ~ Location Building 86D
- ~ Information 831-582-3565
- ~ Fax 831-582-3899
- ~ Email iccs@csumb.edu
- ~ Website <http://iccs.csumb.edu>

PROGRAM OVERVIEW

MISSION

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

ICCS is recognized as a unique and innovative program that offers an integrative and multidisciplinary approach to the study and practice of community health and social work practice and promotes the collaborative processes essential to empowering individuals, families, organizations, and communities seeking to create positive change.

Through academic study and field practice in community health, social work and public policy fields, collaborative leadership, professional ethics, and management sciences, ICCS uniquely prepares graduates for successful careers as 21st century health and human service and public policy professionals working in integrated delivery systems and public policy arenas. Students are also given the opportunity to develop an understanding of and sensitivity to culturally, economically, ethnically, geographically, and racially diverse communities through a multicultural curriculum and applied field practice experiences.

ACADEMIC PHILOSOPHY

As we proceed through the 21st century, our social, political, and economic environments continue to experience increasing uncertainty and rapid change. In response, public, nonprofit, and private agencies are in the process of transforming themselves into more flexible, innovative, and outcomes-based organizations to more effectively and collaboratively pursue shared service goals. To be successful in this rapidly evolving environment, professionals must be equipped with a “toolbox” of interprofessional competencies that include the knowledge, skills, and abilities for health and human services delivery and public policy analysis, and the methodologies of innovation, leadership, collaboration, and organizational change. The CHHS and MPP curricula provide students with excellent classroom and community-based learning opportunities that allow them to:

- ~ Develop sound critical thinking, professional writing, and oral communication skills.
- ~ Develop competence in the theories and practice of community health, social work, interprofessional collaboration, leadership, management sciences, policy analysis, and research methods.
- ~ Develop a set of values and ethics applied to health and human service and public policy practice.
- ~ Develop proficiency in the use of electronic technologies.
- ~ Develop the ability to serve individuals, families, communities, and populations whose backgrounds may be different from their own.

INSTITUTE CONTRIBUTIONS**BACHELOR OF ARTS**

ICCS's interprofessional educational program offers a Bachelor of Arts in Collaborative Health and Human Services.

MASTER OF ARTS

ICCS's interdisciplinary educational program offers a Master of Arts in Public Policy.

UNIVERSITY LEARNING REQUIREMENTS (ULRs)

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

ICCS COMMUNITY PROGRAM

ICCS' Community Program provides faculty, students, and staff opportunities to play an active and integrative role in the surrounding communities, assisting in the development and facilitation of collaborative problem solving and capacity building in local communities and in integrated health and human service systems and public policy arenas throughout the Tri-County area. The ICCS Advisory Board which is composed of leaders from Monterey, Santa Cruz, and San Benito county public and non-profit health, human service, and public policy agencies, guides the Institute's Community, Field, and Academic Programs. Through grant-funded and contractual projects, ICCS faculty and staff provide students with multiple learning opportunities to become involved in important community leadership, community development, and evaluation projects.

FIELD EDUCATION (FEP) PROGRAM: THE COMMUNITY AS CLASSROOM

Field education is an integral part of the ICCS educational experience. The field practice experience provides students with opportunities to apply concepts and skills acquired in coursework, as well as to address Learning Outcomes. Professionals from regional health and human service and public policy agencies actively participate in educating students and evaluating their performance through classroom participation, field practice experiences, and final portfolios submitted for the university graduation requirement.

INSTITUTE FOR FIELD-BASED TEACHER EDUCATION

- ~ Institute for Field-Based Teacher Education
 - ~ Credential offered ELA/BCLAD Multiple Subject
 - ~ Location Building 3
 - ~ Information 831-582-3639
 - ~ CTIP 831-582-4479
 - ~ Fax 831-582-3585
 - ~ Email beverly_carter@csumb.edu
- ~ Special Education Program
 - ~ Credential offered . . . Mild/Moderate Education Specialist—
Level I and II
 - ~ Location Building 3
 - ~ Information 831-582-4612
 - ~ Fax 831-582-4568
 - ~ Email jacqueline_means@csumb.edu

PROGRAM OVERVIEW

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

INSTITUTE CONTRIBUTIONS**ELA/BCLAD MULTIPLE SUBJECT CREDENTIAL CURRICULUM**

The Institute offers three alternatives for earning a multiple subject credential: traditional, intern, and an online program called CalStateTEACH.

ELA/BCLAD SINGLE SUBJECT CREDENTIAL CURRICULUM

The Institute offers two alternatives for earning a Single Subject Credential in English, Math, Science, Social Studies, and Foreign Language: traditional and intern.

SPECIAL EDUCATION PROGRAM

The Mild/Moderate Education Specialist Program emanates from an established vision of excellence at CSUMB, as indicated in the College of Professional Studies and Field-Based Teacher Education mission statements. The conceptual framework for the program combines preferred

pedagogical practices for students with learning challenges with equity issues for students from different cultural and linguistic backgrounds. The course series and program coordination centers around preparing teachers to serve students with learning disabilities and their families in the Tri-County service area.

SEMINARS AND PRESENTATIONS

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

HEALTH AND WELLNESS INSTITUTE (HWI)

- ~ Health and Wellness Institute
 - ~ Location Building 82D
 - ~ Information 831-582-4259
 - ~ Fax 831-582-3737
 - ~ Email ruth_paget@csumb.edu

PROGRAM OVERVIEW**MISSION**

Health and wellbeing do not occur in a vacuum, nor are they necessarily determined by genes, age, gender, or ability. Rather, and to a large degree, they are influenced by the decisions we make about how to live our lives and interrelate with others. Optimizing our health can occur by increasing our knowledge and improving our practices in six interrelated dimensions of wellness: physical, emotional, intellectual, spiritual, social, and environmental.

HWI delivers comprehensive programs focused on enabling students, faculty, and staff to achieve lifelong wellness through health education and movement studies. Central to our holistic approach are academic learning experiences and activities which focus on nutrition, stress management, growth, development, human performance, physical activity, leadership, and leisure. Promoting a healthy lifestyle and a creative sense of self with confidence are concepts which are integrated into a variety of venues and learning experiences, all of which seek to embrace a global perspective and the diverse and multicultural nature of CSUMB.

ACADEMIC PHILOSOPHY

The Health and Wellness Institute is committed to developing well rounded individuals and professionals who possess the knowledge and skills to choose to embrace a lifestyle which enhances society as a whole, as well as each individual's quality of life through physical, emotional, intellectual, spiritual, social, and environmental dimensions.

INSTITUTE CONTRIBUTIONS**NONDEGREE CURRICULUM**

The Health and Wellness Institute offers a nondegree curriculum in support of the Liberal Studies major and the Collaborative Health and Human Services major, as well as the following minors:

- ~ Health and Wellness
- ~ Human Movement: Adapted Physical Activity
- ~ Outdoor Education/Recreation
- ~ Sport Management: Management Track
- ~ Sport Management: Coaching Track

In addition, HWI provides learning experiences in a variety of "leisure activities" for all students including, but not limited to, the martial arts, creative movement, aerobics, sailing, volleyball, basketball, strength training, rockclimbing, soccer, kayaking, disc golf, and swimming.

UNIVERSITY LEARNING REQUIREMENTS (ULRs)

HWI provides learning experiences designed to allow students to learn and explore new health habits, skills, and leisure opportunities. *Foundations for Wellness* is the core course for the CSUMB Vibrancy University Learning Requirement (ULR) and is housed in the Health and Wellness Institute.

Additionally, the Health and Wellness Institute offers learning experiences that satisfy requirements for the Community Participation and Ethics ULRs.

INSTITUTE FOR LIBERAL STUDIES (LS)

- ~ Institute for Liberal Studies
- ~ Degree offered Bachelor of Arts
- ~ Location Building 15
- ~ Information 831-582-4376
- ~ LS Advising Center 831-582-4559
- ~ Director 831-582-3763
- ~ Fax 831-582-3356
- ~ Email liberal_studies@csumb.edu
- ~ Website <http://ls.csumb.edu>

PROGRAM OVERVIEW**MISSION**

California has made a renewed commitment to education by increasing budget allocations and mandating smaller classes in elementary schools. Consequently, the demand for teachers is greater than ever. The primary mission of the Institute for Liberal Studies is to provide undergraduate education that will prepare students to fill that need. Consequently, approximately 95 percent of CSUMB's Liberal Studies majors are future teachers who take advantage of the fact that the curriculum meets the State of California approved subject matter prerequisite for the fifth-year of study in a Multiple Subject Credential Program. The remaining 5 percent of Liberal Studies majors receive equally superb preparation for entry-level positions and graduate programs in other professions such as social work, law, and business that value well-rounded general undergraduate preparation.

ACADEMIC PHILOSOPHY

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

INSTITUTE CONTRIBUTIONS**BACHELOR OF ARTS CURRICULUM**

The Institute offers a Bachelor of Arts in Liberal Studies.

UNIVERSITY LEARNING REQUIREMENTS (ULRs)

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

INSTITUTE FOR MANAGEMENT AND INTERNATIONAL ENTREPRENEURSHIP (IMIE)**MAKING CONTACT**

- ~ Institute for Management and International Entrepreneurship
- ~ Degree offered Bachelor of Science
in Business Administration
- ~ Location Building 82A, Room 101
- ~ Information 831-582-4232
- ~ Fax 831-582-4251
- ~ Email business@csumb.edu
- ~ Website <http://business.csumb.edu>

PROGRAM OVERVIEW

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

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

INSTITUTE CONTRIBUTIONS**BACHELOR OF SCIENCE CURRICULUM**

The Institute for Management and International Entrepreneurship offers a Bachelor of Science in Business Administration.

UNIVERSITY LEARNING REQUIREMENTS (ULRs)

Several courses in the BSBA curriculum satisfy various ULRs including Culture and Equity, English Communication, Ethics, and Technology and Information, as well as the upper-division service learning requirement.

SUPPORT OF OTHER UNIVERSITY PROGRAMS

The Business Administration program offers a business minor open to all CSUMB students.

INSTITUTE FOR PROFESSIONAL DEVELOPMENT**MAKING CONTACT**

- ~ Institute for Professional Development
- ~ Location Building 3
- ~ Information 831-582-3517

PROGRAM OVERVIEW

The Institute for Professional Development offers professional development opportunities in the form of training and workshops for educators and other professionals that include the areas of business and human services. The professional development opportunities may be designed in collaboration with other campus Institutes and external entities such as K-12 schools, other Universities, businesses, and community organizations.

COLLEGE OF SCIENCE, MEDIA ARTS AND TECHNOLOGY (SMART)**MAKING CONTACT**

- ~ College of Science, Media Arts and Technology
- ~ Location Building 53, Room E218
- ~ Information 831-582-3524
- ~ Fax 831-582-3311
- ~ Email smart@csumb.edu
- ~ Website CSUMB.EDU/academic/colleges/index.html#smart

STAFF

- ~ Marsha Moroh, Ph.D., Dean
- ~ Anne Baldwin, Administrative Support
- ~ Barbara Vella, Budget Analyst

ACADEMIC PHILOSOPHY

The College of Science, Media Arts and Technology's mission is to empower the CSUMB learning community by providing:

- ~ A broad-based, integrated approach to the study of science, technology, and applied mathematics
- ~ The application of technology in the study of digital design and teledramatics
- ~ A framework for making informed and ethical choices in the information age

ACADEMIC PROGRAMS

The College of Science, Media Arts and Technology is organized around four Institutes from which four academic degree programs are administered. They are the Institute for Communication Science and Technology, the Earth Systems Science & Policy Institute, the Institute for Mathematical Sciences and Applications, and the Institute for Teledramatic Arts and Technology. Within these Institutes, learning experiences are organized thematically and topically with an emphasis on finding workable and creative solutions to important local, regional, national, and global problems. Through their studies, students gain the knowledge and practical skills necessary to adapt and succeed while making useful contributions in a rapidly changing world.

INSTITUTE FOR COMMUNICATIONS SCIENCE AND TECHNOLOGY (ICST)

MAKING CONTACT

- ~ Institute for Communications Science and Technology
- ~ Location Building 18, Room 150
- ~ Information 831-582-3621
- ~ Fax 831-582-4484
- ~ Email icst@csumb.edu
- ~ Website <http://icst.csumb.edu>

PROGRAM OVERVIEW

MISSION

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

ACADEMIC PHILOSOPHY

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

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

INSTITUTE CONTRIBUTIONS

BACHELOR OF SCIENCE CURRICULUM

ICST offers a Bachelor of Science in Telecommunications, Multimedia, and Applied Computing.

MASTER OF SCIENCE IN MARINE SCIENCE CURRICULUM

ICST collaborates with the CSUMB Business Administration program to offer a Master of Science in Management and Information Technology.

UNIVERSITY LEARNING REQUIREMENTS (ULRs)

The Institute offers Tech Tools (CST 101), the primary course taken by students on most major tracks to satisfy the Technology and Information ULR. In addition, several upper-division ICST courses satisfy other ULRs. Please visit the CSUMB.EDU/advising website for the current list.

INDUSTRY RELATIONSHIPS

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

EARTH SYSTEMS SCIENCE & POLICY INSTITUTE (ESSP)

MAKING CONTACT

- ~ Earth Systems Science & Policy Institute
- ~ Location Building 53, Room S314
- ~ Fax 831-582-4122
- ~ Information 831-582-4120
- ~ Email essp_comments@csumb.edu
- ~ Website <http://essp.csumb.edu>
- ~ Moss Landing Marine Laboratories (MLML)
- ~ Address 8272 Moss Landing Road,
Moss Landing, CA 95039

- ~ Information 831-771-4400
- ~ Website <http://www.mlml.calstate.edu>

MISSION

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

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

INSTITUTE CONTRIBUTIONS

BACHELOR OF SCIENCE CURRICULUM

The ESSP Institute offers a Bachelor of Science in Earth Systems Science & Policy, with concentrations in Watershed Systems, Marine and Coastal Ecology, and Science Education.

MASTER OF SCIENCE IN MARINE SCIENCE CURRICULUM

A Master of Science degree program in Marine Science is administered through Moss Landing Marine Laboratories (MLML) and CSUMB.

MINOR IN EARTH SYSTEMS SCIENCE & POLICY

The minor program in ESSP provides academic recognition to undergraduates pursuing their interests in Earth Systems Science & Policy outside of their major program.

UNIVERSITY LEARNING REQUIREMENTS (ULRs)

The Institute offers several courses that satisfy the Science ULR. In addition, several upper-division ESSP courses satisfy other ULRs. Please visit the CSUMB.EDU/advising website for the current list.

PARTNERSHIPS AND COLLABORATIONS

The ESSP Institute has established a formal partnership with the Watershed Institute, a research and public outreach organization that shares facilities with ESSP faculty and students. In addition to this on-campus partnership, ESSP has established active collaboration or formal partnerships with Moss Landing Marine Laboratories (MLML), the Monterey Bay Aquarium Research Institute (MBARI), UC Santa Cruz, Hopkins Marine Station, the Naval Postgraduate School, NASA/Ames Research Center, and the Monterey Institute of International Studies (MIIS). With the approval of an advisor, qualified ESSP students may enroll in selected courses at MIIS and MLML for no additional fee.

INSTITUTE FOR MATHEMATICAL SCIENCES AND APPLICATIONS (IMSA)

MAKING CONTACT

- ~ Institute for Mathematical Sciences and Applications
- ~ Location Building 53, Room S204
- ~ Information 831-582-4118
- ~ Fax 831-582-4201
- ~ Email imsa@csumb.edu
- ~ Website <http://math.csumb.edu>

PROGRAM OVERVIEW

MISSION

The Institute for Mathematical Sciences and Applications (IMSA) supports the study, teaching, and application of mathematics within and across disciplines. The Institute strives to enrich the level and style of mathematical discourse throughout the university and local community. IMSA seeks to establish an atmosphere of creative endeavor that supports interdisciplinary collaborations, innovative projects, interesting courses, and informal discussions that mutually benefit students and faculty. The faculty members of the institute are committed to educating undergraduate students with diverse backgrounds and goals, and to making their expertise as professional mathematicians and educators available to the larger community.

ACADEMIC PHILOSOPHY

Courses offered by IMSA strive to develop students' quantitative skills. Numerical data is available on virtually all aspects of our lives, but without quantitative skills, we have no way of evaluating the personal rele-

vance of such information, or of using it to make informed choices. The ability to reason with numbers is needed not only to deal with issues of personal finance and risk assessment, but also with issues of citizenship such as the economy, public health, and the environment. Nearly all careers today require the ability to reason with quantitative information and to discuss quantitative issues clearly and cogently. Individuals must be able to use numerical and graphical summaries, identify assumptions and potential sources of bias, apply deductive and inductive thinking, make and test conjectures, distinguish fact from belief, identify cause and effect, and respond to multiple perspectives.

INSTITUTE CONTRIBUTIONS

MATHEMATICS MINOR

The Institute offers a Mathematics Minor that provides students with a solid foundation in mathematical concepts plus mathematical reasoning, problem solving, and communications skills.

UNIVERSITY LEARNING REQUIREMENTS (ULRs)

The Institute offers several courses that satisfy the Mathematics Communication ULR. Please visit the CSUMB.EDU/advising website for the current listing.

SUPPORT OF OTHER UNIVERSITY PROGRAMS

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

IMSA provides an extensive curriculum in support of the Earth Systems Science & Policy (ESSP) and Telecommunications, Multimedia, and Applied Computing Bachelor of Science programs. IMSA also provides basic mathematics courses for programs across campus, including Liberal Studies (teacher education), Business Administration, Social and Behavioral Sciences (SBS), and Collaborative Health and Human Services (CHHS).

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

LIBERAL STUDIES MATHEMATICS EMPHASIS AND SUPPLEMENTARY AUTHORIZATION

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

PROGRAMS UNDER DEVELOPMENT

Both a major in mathematics and a single subject credential program in mathematics are currently under development.

INSTITUTE FOR TELEDRAMATIC ARTS AND TECHNOLOGY (TAT)

MAKING CONTACT

- ~ Institute for Teledramatic Arts and Technology
- ~ Location Building 27
- ~ Information 831-582-3750
- ~ Fax 831-582-3884
- ~ Email tat@csumb.edu
- ~ Website <http://tat.csumb.edu>
- ~ FirstClass Conference Teledramatic Arts

PROGRAM OVERVIEW

MISSION

The Institute for Teledramatic Arts and Technology is an innovative undergraduate program offering integrated, multidisciplinary study of theatre production, filmmaking, video/TV production, radio/audio broadcasting and new media production (multimedia production, webcasting, CD-ROM production, DVD authoring, computer animation and related cyber-technologies). The term "teledramatic" conceptually embraces our unique blend of the creative and technical skills essential for the development, transmission and distribution of artistic work across the widest spectrum of storytelling mediums.

At the root of TAT's work is learning how to tell good stories. We offer comprehensive content-based instruction in the essential components of storytelling and merge those skills with the exciting array of today's digital-age technologies. While exploring the expanding possibilities of story creation and dissemination made possible through the fusion of old and new 21st century tools, we'll prepare you for today's widening opportunities in the professional fields of art and entertainment, media convergence, and global communication.

TAT seeks self-motivated people—creators, producers and doers—with the initiative and drive to make both careers and satisfying creative lives in our brave new digital world. If you see yourself as a writer, director, actor, producer, designer, editor, actor, technician, digital media artist, or innovator, we've created a place for you. TAT strives to nurture a socially conscious, artistically expressive, diverse, and ethical vision of humanity, fortified by our commitment to community involvement, global sophistication, and a responsible entrepreneurial spirit.

ACADEMIC PHILOSOPHY

TAT learning experiences are project-based and emphasize experience working with practicing professionals. TAT challenges its students to develop meaningful stories drawn from their worlds, then create and produce vibrant work using teledramatic technologies. TAT courses teach students to use the multidisciplinary platforms of theater, film, television, radio/audio, and video as they converge in the digital arena. TAT targets the goal of graduating critical thinkers, cogent storytellers, content developers, educated risk takers, and savvy producers of cultural work who will define their generation.

INSTITUTE CONTRIBUTIONS

BACHELOR OF ARTS CURRICULUM

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

FACILITIES

TAT students are trained on state-of-the-art electronic and digital equipment housed in our production facilities. They include five Avid non-linear editing suites (Xpress, Film Composer 4000 and Media Composer 1000), a Sony Select Digital Linear Editing System, a digital Beta System, 16mm cameras and Betacam-SP equipment. We operate a television studio and have access to the 456-seat World Theater next door. We regularly stream content over the Internet and on our on-campus television cable channel. All our facilities are fiberoptically and microwave linked. We also possess satellite uplink capabilities. Many of our classes are held in "smart classrooms" with multimedia, computer, and satellite links.

UNIVERSITY LEARNING REQUIREMENTS (ULRs)

The Institute offers several courses that satisfy various ULRs including Creative and Artistic Expression, Culture and Equity, Ethics, Literature and Popular Culture, and Vibrancy. Please visit the CSUMB.EDU/advising website for the current list.



COURSE DESCRIPTIONS

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CHANGES IN COURSE OFFERINGS

Although every effort has been made to ensure the accuracy of this course information, it will change from time to time due to program modifications, faculty turnover, student enrollment, and other influencing factors. Though most descriptions indicate how often the course will be offered, that in no way guarantees that it will actually be offered during any particular semester or session. Further, you should be aware that even when a course is initially offered, it may subsequently be canceled due to insufficient enrollment.

You should use these course descriptions only as a general guide, recognizing that they will change from semester to semester. These course descriptions were printed in spring 2003 based on information current as of February 20, 2003. Thus, the information will be most accurate as a guide to the Fall 2003 semester. For each subsequent semester, you should reference the CSUMB.EDU/schedule website to see the actual schedule of classes and use the embedded links to read current course descriptions.

COURSE DESCRIPTION ABBREVIATIONS

~ ARAB	Arabic*
~ ASAP	Academic Skills Achievement Program
~ ASL	American Sign Language
~ ASMT	Assessment
~ BUS	Business Administration
~ CANT	Cantonese*
~ CHHS	Collaborative Health and Human Services
~ CHIN	Chinese
~ CST	Communications Science and Technology
~ ED	Education
~ EDCT	CalStateTEACH
~ EDI	Education Internship Program
~ ESSP	Earth Systems Science & Policy
~ FREN	French*
~ FRSI	Farsi*
~ FYS	First Year Seminar
~ GERM	German*
~ GPP	Government, Politics, and Policymaking
~ GS	Global Studies
~ HCOM	Human Communication
~ HEBR	Hebrew*
~ HSP	Health and Social Policy
~ HWI	Health and Wellness
~ ID	Interdisciplinary Studies
~ ISSM	Integrated Studies Special Major
~ ITAL	Italian
~ JAPN	Japanese
~ KOR	Korean*
~ LS	Liberal Studies
~ MAE	Master of Arts in Education
~ MAND	Mandarin*
~ MATH	Mathematics
~ MLML	Moss Landing Marine Laboratories
~ MPA	Music and Performing Arts
~ MPP	Masters in Public Policy
~ POL	Polish*
~ PORT	Portuguese*
~ PSY	Psychology
~ RUS	Russian*
~ SBS	Social and Behavioral Sciences Center
~ SL	Service Learning
~ SPAN	Spanish
~ SPED	Special Education
~ STAT	Statistics
~ TAG	Tagalog*
~ TAT	Teledramatic Arts and Technology
~ THAI	Thai*
~ TURK	Turkish*
~ VIET	Vietnamese*
~ VPA	Visual and Public Art
~ WLC	World Languages and Cultures

* NOTE: CSUMB does not currently offer actual instruction in these languages. The courses listed offer assessment and credit for those who have achieved language competency through alternative means.

OTHER TERMS

~ GE	General Education
~ MLO	Major Learning Outcome
~ ULR	University Learning Requirement

COURSES

ARAB 101 ~ Beginning Arabic I Assessment ~ 4 credits

Alternative assessment for the first semester of Arabic. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in ARAB 101, 102, 201, and 202 concurrently, except for international students who may enroll only in ARAB 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in ARAB 101, 102, and 201, except for international students who may enroll only in ARAB 201 or 202.

ARAB 102 ~ Beginning Arabic II Assessment ~ 4 credits

Alternative assessment for the second semester of Arabic. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in ARAB 101, 102, 201, and 202 concurrently, except for international students who may enroll only in ARAB 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in ARAB 101, 102, and 201, except for international students who may enroll only in ARAB 201 or 202.

ARAB 201 ~ Intermediate Arabic I Assessment ~ 4 credits

Alternative assessment for the third semester of Arabic. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in ARAB 101, 102, 201, and 202 concurrently, except for international students who may enroll only in ARAB 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in ARAB 101, 102, and 201, except for international students who may enroll only in ARAB 201 or 202.

ARAB 202 ~ Intermediate Arabic II Assessment ~ 4 credits

Alternative assessment for the fourth semester of Arabic. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in ARAB 101, 102, 201, and 202 concurrently, except for international students who may enroll only in ARAB 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in ARAB 101, 102, and 201, except for international students who may enroll only in ARAB 201 or 202.

ASAP 95 ~ Tutorial Workshop: Special Topics ~ 1-6 credits

Provides additional and/or focused supplemental support for specific courses and subjects. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on defined topics and subjects as defined by faculty. Meeting times scheduled as needed, up to six hours per week. Credit/no credit only. Enrollment may be recommended or required by an instructor, program, or as part of the university assessment. (Offered every semester.)

ASAP 98 ~ Tutorial Workshop: MATH 98 ~ 1 credit

Provides supplemental support for MATH 98 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. (Offered every semester.)
Corequisite(s): MATH 98.

ASAP 99 ~ Tutorial Workshop: MATH 99 ~ 1 credit

Provides supplemental support for MATH 99 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. (Offered every semester.)
Corequisite(s): MATH 99.

ASAP 100 ~ Tutorial Workshop: First Year Seminar 100 ~ 1 credit

Provides support for First Year Seminar 100 course. Students work in writing groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments, readings, and study skills. Groups meet between fifty to ninety minutes per week. Credit/no credit only. (Offered every semester.)
Corequisite(s): FYS 100.

ASAP 101 ~ Tutorial Workshop: ENGCOR A ~ 1 credit

Provides tutorial support for ENGCOR A courses. Students work in writing groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments, readings, and study skills. Groups meet between fifty to ninety minutes per week. Must be taken concurrently with a course that satisfies the ENGCOR A University Learning Requirement. Credit/no credit only. (Offered every semester.)

ASAP 102 ~ Tutorial Workshop: ENGCOC B ~ 1 credit

Provides tutorial support for ENGCOC B 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 between fifty to ninety minutes per week. Must be taken concurrently with a course that satisfies the ENGCOC B University Learning Requirement. Credit/No Credit Only. (Offered every semester.)

ASAP 103 ~ Tutorial Workshop: ESL & Language Awareness ~ 1 credit

Conversation Groups: These groups focus on developing the ability to understand the social significance of speech acts; the ability to initiate, repair, and maintain communication; and general fluency issues including pronunciation and intonation. Credit/no credit only. (Offered every semester.)

ASAP 104 ~ Tutorial Workshop: ESL & Language Awareness ~ 1 credit

Editing and Grammar Workshops: Students interactively participate in the sharing of papers for peer review. In addition, explicit instruction regarding writing processes and conventions, and problematic grammar structures that can be identified from the students' own work will be offered. Credit/no credit only. (Offered every semester.)

ASAP 105 ~ Tutorial Workshop: ESL & Language Awareness ~ 1 credit

These tutorials offer opportunities for students to participate in ESL-oriented supplemental projects and tutorials that support academic achievement in content courses. Enrollment may be recommended or required by an instructor or program, or as part of the university assessment. Credit/no credit only. (Offered every semester.)

ASAP 110 ~ Tutorial Workshop: MATH 100 ~ 1 credit

Provides supplemental support for MATH 100 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. (Offered every semester.)
Corequisite(s): MATH 100.

ASAP 111 ~ Tutorial Workshop: MATH 130 ~ 1 credit

Provides supplemental support for MATH 130 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. (Offered every semester.)
Corequisite(s): MATH 130.

ASAP 112 ~ Tutorial Workshop: STAT 200 ~ 1 credit

Provides supplemental support for STAT 200 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. (Offered fall semester.)
Corequisite(s): STAT 200.

ASAP 113 ~ Tutorial Workshop: STAT 201 ~ 1 credit

Provides supplemental support for STAT 201 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. (Offered spring semester.)
Corequisite(s): STAT 201.

ASAP 114 ~ Tutorial Workshop: STAT 204 ~ 1 credit

Provides supplemental support for STAT 204 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. (Offered spring semester.)
Corequisite(s): STAT 204.

ASAP 115 ~ Tutorial Workshop: MATH 150 ~ 1 credit

Provides supplemental support for MATH 150 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments, readings, and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor or program. (Offered every semester.)
Corequisite(s): MATH 150.

ASAP 116 ~ Tutorial Workshop: MATH 151 ~ 1 credit

Provides supplemental support for MATH 151 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments, readings, and study skills. Groups meet one hour per week. Credit/no credit only. (Offered every semester.)
Corequisite(s): MATH 151.

ASAP 119 ~ Tutorial Workshop: MATH 110 ~ 1 credit

Provides supplemental support for MATH 110 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. (Offered spring semester.)
Corequisite(s): MATH 110.

ASAP 120 ~ Tutorial Workshop: ESSP 110 Chemistry I ~ 1 credit

Provides supplemental support for ESSP 110: Chemistry I. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP), and receive assistance on course assignments, laboratory writeups, and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor or program. (Offered every semester.)
Corequisite(s): ESSP 110.

ASAP 121 ~ Tutorial Workshop: ESSP 111 Chemistry II ~ 1 credit

Provides supplemental support for ESSP 111: Chemistry II. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP), and receive assistance on course assignments, laboratory writeups, and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor or program. (Offered every semester.)
Corequisite(s): ESSP 111.

ASAP 122 ~ Tutorial Workshop: ESSP 220 Physics I ~ 1 credit

Provides supplemental support for ESSP 220 Physics I. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP), and receive assistance on course assignments, laboratory writeups, and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor or program. (Offered every semester.)
Corequisite(s): ESSP 220.

ASAP 123 ~ Tutorial Workshop: ESSP 240 Biology I ~ 1 credit

Provides supplemental support for ESSP 240 Biology I. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP), and receive assistance on course assignments, laboratory writeups, and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor or program. (Offered every semester.)
Corequisite(s): ESSP 240.

ASAP 130 ~ Tutorial Workshop: CST 101 Technology Tools ~ 1 credit

Provides supplemental support for CST 101 Technology Tools. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be recommended by an instructor or program. (Offered every semester.)
Corequisite(s): CST 101.
Prerequisite(s): instructor consent

ASAP 195 ~ Tutorial Workshop: Special Topics ~ 1-6 credits

Provides additional and/or focused supplemental support for specific courses and subjects. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on defined topics and subjects as defined by faculty. Meeting times scheduled as needed, up to six hours per week. Credit/no credit only. Enrollment may be recommended or required by an instructor, program, or as part of the university assessment. (Offered every semester.)

ASAP 300 ~ Tutorial Workshop ~ ENGCOC C ~ 1 credit

Provides supplemental support 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 for 50 to 90 minutes per week. Must be taken concurrently with a course that satisfies the ENGCOC C University Learning Requirement. Credit/no credit only. (Offered every semester.)

Note: The course listings in this catalog should be used only as a general guide. CSUMB reserves the right to change course titles, credits, prerequisites, corequisites, enrollment restrictions, descriptions, and frequency without prior notice. Information for the current semester/session can be found on the CSUMB.EDU/schedule website. Information for ensuing semesters/sessions will also be posted there several weeks in advance of the opening of registration, though courses listed may subsequently be canceled due to insufficient enrollment.

ASAP 303 ~ Tutorial Workshop: ESL & Language Awareness ~ 1 credit

Editing and Grammar Workshops: These upper-division editing and writing workshops offer supplemental language awareness instruction closely aligned to the syllabuses of specific GVAR-certified writing courses and other writing intensive courses. Participants work collaboratively in a task-based, student-centered format to improve the skills necessary for academic success. Discussion of study strategies, linguistic instruction, and specific assignments may be included. Must be taken concurrently with a course that satisfies the ENGCOM C University Learning Requirement. Credit/no credit only. (Offered every semester.)

ASAP 395 ~ Tutorial Workshop: Special Topics ~ 1-6 credits

Provides additional and/or focused supplemental support for specific courses and subjects. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on defined topics and subjects as defined by faculty. Meeting times scheduled as needed, up to six hours per week. Credit/no credit only. Enrollment may be recommended or required by an instructor, program, or as part of the university assessment. (Offered every semester.)

ASAP 400 ~ Tutorial Workshop: Senior Capstone ~ 1-3 credits

Provides supplemental support for senior capstone course(s). Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP), and receive assistance on writing and editing their capstone projects. Groups meet for 50 to 90 minutes per week. Must be taken concurrently with a Capstone 400 course. Credit/no credit only. (Offered every semester.)

ASAP 403 ~ Tutorial Workshop: ESL & Language Awareness ~ 1-3 credits

Editing and grammar workshops for upper-division students working on capstone projects. Students interactively participate in the sharing of papers for peer review. Writing processes and conventions are discussed as well as formatting appropriate to Capstone projects. Offers explicit instruction regarding problematic grammar structures that can be identified from the students' own work. Must be taken concurrently with a Capstone 400 course. Credit/no credit only. (Offered every semester.)

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. (Offered every semester.)

ASL 101 ~ Section 99 ~ Beginning American Sign Language I**Assessment ~ 4 credits**

Alternative assessment for the first semester of American Sign Language. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in ASL 101, 102, 201, and 202 concurrently, except for international students who may enroll only in ASL 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in ASL 101, 102, and 201, except for international students who may enroll only in ASL 201 or 202.

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. (Offered every semester.)

Prerequisite(s): ASL 101 or equivalent.

ASL 102 ~ Section 99 ~ Beginning American Sign Language II**Assessment ~ 4 credits**

Alternative assessment for the second semester of American Sign Language. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in ASL 101, 102, 201, and 202 concurrently, except for international students who may enroll only in ASL 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in ASL 101, 102, and 201, except for international students who may enroll only in ASL 201 or 202.

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. (Offered every semester.)

Prerequisite(s): ASL 102 or equivalent.

ASL 201 ~ Section 99 ~ Intermediate American Sign Language I**Assessment ~ 4 credits**

Alternative assessment for the third semester of American Sign Language. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in ASL 101, 102, 201, and 202 concurrently, except for international students who may enroll only in ASL 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in ASL 101, 102, and 201, except for international students who may enroll only in ASL 201 or 202.

ASL 202 ~ Intermediate American Sign Language II ~ 4 credits

A continuation of ASL 201. (Offered spring semester.)

Prerequisite(s): ASL 201 or equivalent.

ASL 202 ~ Section 99 ~ Intermediate American Sign Language II**Assessment ~ 4 credits**

Alternative assessment for the fourth semester of American Sign Language. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in ASL 101, 102, 201, and 202 concurrently, except for international students who may enroll only in ASL 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in ASL 101, 102, and 201, except for international students who may enroll only in ASL 201 or 202.

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. (Offered only as interest warrants.)

Prerequisite(s): ASL 202 or equivalent.

ASL 302 ~ Advanced American Sign Language II ~ 4 credits

A continuation of ASL 301. (Offered only as interest warrants.)

Prerequisite(s): ASL 301 or equivalent.

ASL 497 ~ Independent Study ~ 2 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic center. Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

ASMT 421 ~ Assessment of the ARTSCOM ULR ~ 1 credit

Alternative assessment of the Creative and Artistic Expression (ARTSCOM) University Learning Requirement.

ASMT 422 ~ Assessment of the CULTURE ULR ~ 1 credit

Alternative assessment of the Culture and Equity (CULTURE) University Learning Requirement.

ASMT 423 ~ Assessment of the DEMPART ULR ~ 1 credit

Alternative assessment of the Democratic Participation (DEMPART) University Learning Requirement.

ASMT 424 ~ Assessment of the ENGCOM ULR ~ 1 credit

Alternative assessment of the English Communication (ENGCOM) University Learning Requirement.

ASMT 425 ~ Assessment of the ETHICS ULR ~ 1 credit

Alternative assessment of the Ethics (ETHICS) University Learning Requirement.

Prerequisite(s): instructor consent.

ASMT 426 ~ Assessment of the LANG ULR

ASMT 426 no longer serves as the alternative assessment course for the LANG ULR. The alternative assessments for the LANG ULR appear alphabetically by a prefix indicating the language involved.

ASMT 427 ~ Assessment of the LIT ULR ~ 1 credit

Alternative assessment of the Literature/Popular Culture (LIT) University Learning Requirement.

ASMT 428 ~ Assessment of the MATHCOM ULR ~ 1 credit

Alternative assessment of the Mathematics Communication (MATHCOM) University Learning Requirement.

ASMT 429 ~ Assessment of the SCI ULR ~ 1 credit

Alternative assessment of the Science (SCI) University Learning Requirement.

ASMT 430 ~ Assessment of the TECH ULR

ASMT 430 no longer exists as the alternative assessment course for the TECH ULR. Please see CST 430 instead.

ASMT 431 ~ Assessment of the HIST ULR ~ 1 credit

Alternative assessment of the U.S. Histories (HIST) University Learning Requirement.

ASMT 432 ~ Assessment of the VIBRANCY ULR ~ 1 credit

Alternative assessment of the Vibrancy (VIBRANCY) University Learning Requirement.

ASMT 433 ~ Assessment of the COMMUNITY PARTICIPATION ULR ~ 1 credit

Alternative assessment of the Community Participation University Learning Requirement.

BUS 200 ~ Introduction to Business Computing ~ 4 credits

Students develop problem solving, critical thinking, and research skills using business-computing tools. Topics covered: research, analysis, and communication using campus software and hardware tools and the Internet. Uses software for searching Internet and library resources, webpage creation, image manipulation, file transfer, archiving and storage, word processing, spreadsheet analysis, and presentation development. Includes in-depth work with spreadsheets, employing simple algebraic equations and what-if analysis. Formerly MIE 200. (Offered every semester.)

BUS 201 ~ Macro Economics ~ 3 credits

Introduction to economics; analysis and theory of national income; money and banking; public finance and taxation; and international trade. Primary concentration on market-based systems and the United States economy. Formerly MIE 201. (Offered every semester.)

BUS 202 ~ Micro Economics ~ 3 credits

Theory of prices and markets; industrial organization; public policy; income distribution; and contemporary problems of labor and business. Formerly MIE 202. (Offered every semester.)

Prerequisite(s): BUS 201 recommended.

BUS 203 ~ Financial Accounting ~ 3 credits

Accounting principles and concepts essential to an understanding of the role of accounting in the collection, interpretation, use, and reporting 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 MIE 203. (Offered every semester.)

Prerequisite(s): BUS 200, or concurrent enrollment.

BUS 204 ~ Business Statistics ~ 3 credits

Provides an overview of the basic mathematics skills and elementary statistical procedures used in business applications and applied research settings. Places special preparatory emphasis on the quantitative reasoning skills for entry to BUS 300 Major ProSeminar. Develops proficiency in the use of data in tables, graphs, and elementary descriptive statistical applications; linear correlation and regression models; probability theory and probability distributions; hypothesis testing and statistical inference; and computer techniques using software packages. Formerly MIE 204. (Offered every semester.)

Prerequisite(s): MATH 130 and BUS 200.

BUS 205 ~ Managerial Accounting ~ 3 credits

Managerial accounting is the analysis of internal company costs, quality, and time, and making sound decisions based on this analysis such that the business runs efficiently. It requires second-guessing a company's internal accounting system, particularly in operations, and understanding what the numbers really mean. It includes creating internal accounting systems that serve the objectives of the company. Expertise in managerial accounting can make or break businesses, and make or break careers. Formerly MIE 205. (Offered every semester.)

Prerequisite(s): BUS 200 and 203.

BUS 206 ~ Business Law ~ 3 credits

Examines aspects of domestic and international commercial law which include selection of a form of organization and legal creation of that type of organization; powers, responsibilities, and potential liabilities of corporate shareholders, board directors, and officers; accounting requirements; contracts, joint ventures and other agreements; mergers and acquisitions; issuance of securities; and taxation. Aspects of international commercial law include international accounting standards, international tax planning and management, and legal aspects of international financial and capital markets. (Offered every semester.)

BUS 211 ~ Reading, Writing and Critical Thinking for Business I ~ 4 credits

Develops students' empathetic and critical listening, speaking, reading, and writing abilities. Exposes students to the fundamental issues of business and society. Improves critical thinking, speaking, and writing skills through analysis of current business issues and practice of business and organizational writing and speaking. Introduces writing for a variety of purposes. Writing assignments include letters, emails, memos, and reports. Formerly MIE 211. (Offered every semester.)

Prerequisite(s): FYS 100 or concurrent enrollment.

BUS 212 ~ Business Communication ~ 4 credits

Focuses on the development of critical listening, speaking, reading, and writing skills significant to the business environment. Builds competence in public speaking and presentation through preparation, practice, and peer critique. Engages students in activities such as debate, negotiation, and other oral and written analysis of real business issues. Business ethics and etiquette are also explored. Formerly MIE 212. (Offered every semester.)

Prerequisite(s): BUS 211 or satisfaction of the ENGCOC writing requirement.

BUS 299 ~ Excel ~ 2 credits

For students who have completed the TECH ULR by taking a course other than BUS 200 Introduction to Business Computing to assess that they have the Excel spreadsheet skills that will be needed in upper-division BUS courses. Formerly MIE 299. (Offered every semester.)

BUS 300 ~ Major ProSeminar ~ 2 credits

Students develop an Individualized Learning Plan that will guide their learning experiences at CSUMB and their continuing professional development. Formerly MIE 300. (Offered every semester.)

Prerequisite(s): MATH 130; BUS 200, 201, 202, 203, 204, 205, 206, 211 (or ENGCOC A2), and 212 (or ENGCOC A1); junior standing in the BUS major.

BUS 303S ~ Participation in Community Economic Development Service Learning ~ 4 credits

Students explore concepts of culture and cultural identity, differential power relationships among cultural groups, and ways to achieve greater equity and social justice. They do so in the context of community development in the Monterey region. As an integral aspect of learning, students work with a community nonprofit organization and reflect on that experience. Formerly MIE 303S. (Offered every semester.)

Prerequisite(s): BUS 300 and 304.

BUS 304 ~ Reading, Writing, and Critical Thinking for Business II ~ 4 credits

Students refine their critical thinking skills through the analysis of several case studies. They apply diverse approaches to practical reasoning and gain ability in listening, reading, writing, and speaking within the business world. Students master basic business communication skills by writing memos, letters, emails, reports, and resumes. Business presentation skills are also a focus. Formerly MIE 304. (Offered every semester.)

Prerequisite(s): BUS 211 and 212 or successful ("C" or above) completion of ENGCOC A and B; second-semester sophomore or junior standing in the BUS major.

BUS 305 ~ Principles of Management ~ 4 credits

Concepts of management including managerial roles, organizational and team dynamics, leadership and motivation, decision making, ethical and legal issues, and communication. Individually and in teams, students explore how organizations do or do not function effectively in international and multicultural contexts. Students also develop management plans as part of multi-course business planning process. Formerly MIE 305. (Offered every semester.)

Prerequisite(s): all BUS lower-division core courses; BUS 300 and 304, or concurrent enrollment; instructor consent for non-BUS majors.

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BUS 306 ~ Fundamentals of Marketing ~ 4 credits

Market opportunity identification, market and competitive analysis, consumer behavior measurement and analysis, usage of marketing tools, strategic market planning and program development, organization and management of marketing and the distribution value chain, product management, ethical and legal aspects of marketing in conjunction with corporate social responsibility, and applications of Internet marketing are studied. Formerly MIE 306. (Offered every semester.)

Prerequisite(s): all BUS lower-division core courses; BUS 300 and 304, or concurrent enrollment; instructor consent for non-BUS majors.

BUS 307 ~ Finance ~ 4 credits

Emphasizes the entrepreneur/manager raising funds at minimal cost and risk, and the allocation of those funds to increase shareholders' wealth and company value. This emphasis encompasses financial statements, time value of money, bond/stock valuation, cost of capital, and related subjects. International aspects of financial management are reviewed. Students, in teams, develop and present a business plan. Formerly MIE 307. (Offered every semester.)

Prerequisite(s): successful completion of all BUS lower-division core courses and BUS 300 and 304; instructor consent for non-BUS majors.

BUS 308 ~ Computer Information Systems ~ 4 credits

Provides the foundation for designing information systems used in business for problem solving and decision making, using advanced tools in spreadsheet software such as nested IFs, macros and solver, list and database management, basic Visual Basic for Applications procedures; implementing a relatively complex spreadsheet information system for a business situation; designing basic functional websites using HTML programming; and understanding ethical issues involved. Students apply these concepts to real-world business problems individually and in teams. Formerly MIE 308. (Offered every semester.)

Prerequisite(s): successful completion of all BUS lower-division core courses and BUS 300 and 304; instructor consent for non-BUS majors.

BUS 309 ~ Principles of Operations Management ~ 4 credits

Concepts and techniques used in today's business operations. Emphasizes the continuous interrelationships between operations, marketing, and finance. Major topics covered include decision making, strategy in a global environment, product/service design, forecasting and budgeting, capacity planning and production, Juran and Deming quality concepts, statistical process control (SPC), human resources, JIT, inventory control, and MRP. Students organize into teams to write and present a semester case study on a contemporary topic. Formerly MIE 309. (Offered every semester.)

Prerequisite(s): successful completion of all BUS lower-division core courses and BUS 300 and 304.

BUS 310 ~ Entrepreneurship ~ 4 credits

Focuses on the entrepreneurial process, opportunity recognition, entry strategies, market opportunities and marketing, creation of a successful business plan, financial projections, venture capital, debt and other forms of financing, external assistance for startups and small businesses, legal and tax issues, intellectual property, franchising, and entrepreneurship economics. Internet and eCommerce examples are provided. Formerly MIE 310. (Offered every semester.)

Prerequisite(s): BUS 305, 306, and 307; instructor consent for non-BUS majors.

BUS 321 ~ Electronic Commerce: Marketing ~ 4 credits

As businesses invest in the commercialization of the World Wide Web, firms are beginning to experience dramatic shifts in standard business practices caused by the emergence of a global electronic marketplace. What sorts of business and marketing models are firms applying in this new environment? This hands-on course will focus on the marketing issues surrounding commercialization of computer-mediated environments (CMEs) like the World Wide Web and other emerging electronic media. Formerly MIE 321. (Offered only as interest warrants.)

Prerequisite(s): BUS 306; instructor consent for non-BUS majors.

BUS 322 ~ Product Management and Marketing for Startups ~ 4 credits

Millions of products are launched each year, but the vast majority fail. Success requires not only effective personal skills but also effective management and marketing competence. This course focuses on the creation and development of innovative products and the necessary characteristics of businesses and markets associated with the success of such products. Investigates attributes of product success by scrutinizing the entire process of product creation, development, and launch. Formerly MIE 322. (Offered only as interest warrants.)

Prerequisite(s): BUS 306; instructor consent for non-BUS majors.

BUS 330 ~ Human Resources Management ~ 4 credits

Examines human resource management challenges confronting decision makers in a rapidly challenging global environment. Knowledge areas include motivation, cross-cultural communication, recruitment, selection, compensation, benefits, health and safety in the workplace, legal requirements and limitations, affirmative action, and career development. Formerly MIE 330. (Offered only as interest warrants.)

Prerequisite(s): BUS 305.

BUS 331 ~ Organizational Behavior ~ 4 credits

Explores individual and organizational behavior in the context of the environment, including structures, processes, and systems. Knowledge areas include communication, personality, group dynamics, organization change and development, conflict and conflict resolution, multiculturalism, ethics, leadership, decision making, and motivation. Abilities to apply include communication skills, decision making, problem solving, teamwork, handling ambiguity, taking initiative, and interpersonal sensitivity, including understanding of cross-cultural differences. Formerly MIE 331. (Offered only as interest warrants.)

Prerequisite(s): BUS 305.

BUS 355 ~ International Financial Management ~ 4 credits

Examines financial management and accounting aspects of doing business in global markets. Applies international financial management techniques to practical problems of trade finance, evaluation of direct foreign investment, international project finance, reduction of political and other risks unique to international investment or lending, foreign exchange management, working capital management, and international tax planning. Also examines international investment and roles of major international financial markets and institutions. Formerly MIE 355. (Offered only as interest warrants.)

Prerequisite(s): BUS 307; instructor consent for non-BUS majors.

BUS 356 ~ Personal Financial Management ~ 2 credits

Students explore savings and investment strategies, costs, and other terms of borrowing alternatives, tax planning, self-employment options, and estate planning. Formerly MIE 356. (Offered every semester.)

Prerequisite(s): MATH 130, BUS 200, 201, 202, 203, 204, 205, 211.

BUS 357 ~ Financial Markets and Institutions ~ 4 credits

Examines depository institutions and other financial intermediaries, asset management companies, and other financial institutions. Analyzes money and capital markets and the institutions that operate within those markets. Through case studies, exercises, and field research, students face and solve problems faced by mid-level managers of these institutions. Formerly MIE 357. (Offered only as interest warrants.)

Prerequisite(s): BUS 307.

BUS 363 ~ Database Management ~ 4 credits

Examines relational database design and implementation using micro-computer database tools. Discusses data management concepts and terminology currently in practice in the business world, fundamentals of relational database management, data sharing, retrieval, data dictionaries, and queries using SQL. Students apply database software to create and query databases to solve real-world problems. Formerly MIE 363. (Offered only as interest warrants.)

Prerequisite(s): BUS 308 or instructor consent.

BUS 371S ~ Ethics and Social Justice Service Learning ~ 4 credits

Explores foundations of ethical reasoning, including cross-cultural and transnational implications. Knowledge areas include corporate social responsibility; impact of technology, economics, law, politics, and culture on ethical behavior; environmental issues; and employee-employer relations. Abilities to apply include development of ethical norms and ways to act consistent with them; positive regard for multiple perspectives; and awareness of one's beliefs and ability to communicate them. Students engage in 30 service hours. Satisfies upper-division service learning requirement. Formerly MIE 371S. (Offered only as interest warrants.)

Prerequisite(s): BUS 300, 304, and 305.

BUS 421 ~ Marketing Research ~ 4 credits

A practical, comprehensive, applied, and managerial approach to both quantitative and qualitative marketing research. Explores a step-by-step framework to defining problems, preparing a research design and sampling, information gathering, interpretation, and analysis and report preparation in a domestic and international context. Formerly MIE 421. (Offered only as interest warrants.)

Prerequisite(s): BUS 306; instructor consent for non-BUS majors.

BUS 425 ~ Global Marketing ~ 4 credits

Examines the global marketing imperative, global marketing environment, developing global readiness, and global marketing strategies. Each student engages in a specific country's market analysis, developing marketing strategies and marketing of a specific product or service. Formerly MIE 425. (Offered only as interest warrants.)

Prerequisite(s): BUS 306 and instructor consent.

BUS 433S ~ Management of Nonprofit Organizations Service Learning ~ 4 credits

Covers the principles and practices of managing a not-for-profit organization. Knowledge areas include strategic planning, human resource management, ethics and social responsibility, volunteer development, and influences of multiple stakeholders. In addition to reflecting on these topics, students examine actual practices of community organizations in education, health care, social services, and the arts, and engage in service learning in a designated community organization. Satisfies the upper-division service learning requirement. Formerly MIE 433S. (Offered only as interest warrants.)

Prerequisite(s): BUS 305; instructor consent for non-BUS majors.

BUS 451 ~ Venture Formation and Finance ~ 4 credits

Examines venture formation and growth following completion of a business plan. Focuses on ongoing marketing, decision making, accounting and financial management, and human resource management issues. Students examine startup and growth management issues faced by real-life ventures, and meet with entrepreneurs, small business lawyers and accountants, and investors. Students also receive guidance on approaching potential sources of capital. Formerly MIE 451. (Offered only as interest warrants.)

Prerequisite(s): BUS 307; instructor consent for non-BUS majors.

BUS 460 ~ Electronic Commerce: Emerging Business Models and Issues ~ 4 credits

Provides an understanding of emerging business models in digital commerce. Looks at emerging issues that surround management of e-businesses, including market communication and customer relationship management (CRM). Explores problems surrounding electronic commerce such as security-authentication, privacy-encryption, and safeguarding of intellectual property rights. Students develop an understanding of current practices in electronic shopping, distribution, and collaboration; and emerging global issues. (Offered only as interest warrants.)

Prerequisite(s): BUS 305, 306, and 308.

BUS 463 ~ Electronic Commerce: Design and Development ~ 4 credits

Electronic Commerce has emerged as a crucial channel allowing a business to expand markets; offer instant service; and forge close links with customers, partners, and vendors. This course provides essentials of developing and managing an electronic commerce initiative. Students gain hands-on experience using the hardware, software, and applications in establishing and developing an e-commerce site. Focuses on learning various technology and design issues, and building a prototype of an e-commerce site. Formerly MIE 463. (Offered only as interest warrants.)

Prerequisite(s): BUS 308; BUS 363 or concurrent enrollment.

BUS 493 ~ International Comparative Management ~ 4 credits

Focuses on differences and similarities between management concepts and practices across the cultures and geographic boundaries; the role and impact of multinational corporations (MNCs) on global economy; cultural influences and impacts on global management practices; comparative leadership studies; global competitive strategies; intercultural communication; political risk analyses; negotiations; human resources development across the cultures; labor relations; and ethics and social responsibility. Formerly MIE 493. (Offered only as interest warrants.)

Prerequisite(s): BUS 305-310 and instructor consent.

BUS 495 ~ Special Topics: Business Administration ~ 1-4 credits

Studies a particular topic in the major. May be repeated for credit when topics vary. Formerly MIE 495 (Offered only as interest warrants.)

Prerequisite(s): Instructor consent.

BUS 497 ~ Independent Study ~ 1-4 credits

Independent study under the direction of a faculty member. The student must prepare a study proposal approved by the appropriate faculty member and major advisor prior to registration. (Offered only as interest warrants.)

Prerequisite(s): BUS 305-310 and instructor consent.

BUS 498 ~ Internship ~ 4 credits

Internship under the direction of a faculty member. Faculty assist students in clarifying internship objectives, identifying candidate organizations within which to conduct an internship, and structuring and negotiating internship agreements. They also act as hands-on mentors throughout the internship. As a matter of institute policy, except in highly unusual situations, only paid internships are accepted. The student must prepare an internship proposal approved by the appropriate faculty member prior to registration. Formerly MIE 498. (Offered every semester.)

Prerequisite(s): BUS 305-310 and instructor consent.

BUS 499 ~ Senior Capstone ~ 4 credits

Capstone course integrating all BUS core courses into design of strategic business plans. Describes the strategic-management process, the nature of strategy formulation, implementation, and evaluation activities. Explores why good ethics is good business. Domestic and international cases. Computer applications. Formerly MIE 499. (Offered every semester.)

Prerequisite(s): BUS 300, 304-310, final semester in BUS major, and instructor consent.

BUS 560 ~ Electronic Commerce: System Management and Strategies ~ 4 credits

Advanced level course that provides an understanding of the new business models and technological concepts for management of end-to-end e-business solutions. Designed as a selective, interdisciplinary survey of e-business topics at the intersection of strategy, marketing, operations, and technology. Students learn about current practices and opportunities in electronic commerce by developing real-world projects. Also explores other topics such as security-authentication, privacy-encryption, privacy rights, and ethical issues. Formerly MIE 560. (Offered only as interest warrants.)

Prerequisite(s): BUS 308; instructor consent for non-BUS majors.

BUS 595 ~ Special Topics: Graduate Level ~ 1-6 credits

Contact the academic program office for further information. Formerly MIE 595. (Offered only as interest warrants.)

Prerequisite(s): bachelor degree and instructor consent.

BUS 597 ~ Independent Study: Graduate Level ~ 4 credits

Graduate level independent study under the direction of a faculty member. The student must prepare a study proposal approved by the appropriate faculty member and graduate advisor prior to registration. Formerly MIE 597. (Offered only as interest warrants.)

Prerequisite(s): bachelor's degree and instructor consent.

BUS 600 ~ Graduate ProSeminar ~ 4 credits

Introduction to e-commerce, information technology for businesses, and research methodology. Cross-listed as CST 600. Formerly MIE 600. (Offered fall semester.)

Prerequisite(s): instructor consent.

BUS 640 ~ Electronic Commerce: Business Models and Strategies ~ 4 credits

Analysis of electronic commerce systems and technologies to develop viable business models within the context of the strategic needs of the system. Focuses on analysis and assessment of emerging models and strategies, their potentialities and impact on electronic commerce, and the development of methodological tools for assessment of their success. (Offered every third semester.)

Prerequisite(s): instructor consent.

BUS 651 ~ Venture Formation and Financial Strategy ~ 4 credits

Prepares students from Business Administration or other academic programs to pursue technology-based new venture opportunities. Topics include opportunity recognition and evaluation; new venture strategies and formation; marketing; financial management; entrepreneurial finance; and the process of sustaining organizational vision. Students prepare and defend a business plan, and identify sources of financing. If they have a promising opportunity, students receive assistance in approaching potential sources of capital and other resources. Formerly MIE 651. (Offered every third semester.)

Prerequisite(s): instructor consent.

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BUS 660 ~ Organizational Behavior in Knowledge-Based Organizations ~ 4 credits

Explores individual and organizational behavior in the context of the knowledge-based company environment, including structures, processes, and systems. Knowledge areas include communication, group dynamics, organization change and development, conflict and conflict resolution, multicultural diversity, ethics, leadership, and decision making. Abilities to apply include communication skills, decision making, problem solving, and teamwork, including understanding of cross-cultural differences. Formerly MIE 660. (Offered every third semester.)

Prerequisite(s): instructor consent.

BUS 670 ~ Database Management: Methods and Applications ~ 4 credits

Examines database design and implementation using microcomputer database tools. Discusses data management concepts and terminology currently 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. Formerly MIE 670. (Offered every third semester.)

Prerequisite(s): instructor consent.

BUS 690 ~ Strategic Management ~ 4 credits

Examines issues and cases in business leadership and strategy, critical and systems thinking and learning, and leadership in facilitating strategic change. Describes the strategic-management process; explains the need for integrating analysis and intuition in strategic management; discusses the nature of strategy formulation, implementation, and evaluation activities; explores why good ethics is good business in strategic management. Formerly MIE 690. (Offered every third semester.)

Prerequisite(s): instructor consent.

BUS 699 ~ Graduate Capstone ~ 4 credits

A capstone contributes to the disciplines or the professions by adding to technical/professional knowledge or by providing an original application of technical/professional knowledge in the professional field. Examples include a field study, a project, applied research, or a professional article of publishable quality. Cross-listed as CST 699. Formerly MIE 699. (Offered spring semester.)

Prerequisite(s): instructor consent.

CANT 101 ~ Beginning Cantonese I Assessment ~ 4 credits

Alternative assessment for the first semester of Cantonese. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in CANT 101, 102, 201, and 202 concurrently, except for international students who may enroll only in CANT 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in CANT 101, 102, and 201, except for international students who may enroll only in CANT 201 or 202.

CANT 102 ~ Beginning Cantonese II Assessment ~ 4 credits

Alternative assessment for the second semester of Cantonese. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in CANT 101, 102, 201, and 202 concurrently, except for international students who may enroll only in CANT 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in CANT 101, 102, and 201, except for international students who may enroll only in CANT 201 or 202.

CANT 201 ~ Intermediate Cantonese I Assessment ~ 4 credits

Alternative assessment for the third semester of Cantonese. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in CANT 101, 102, 201, and 202 concurrently, except for international students who may enroll only in CANT 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in CANT 101, 102, and 201, except for international students who may enroll only in CANT 201 or 202.

CANT 202 ~ Intermediate Cantonese II Assessment ~ 4 credits

Alternative assessment for the fourth semester of Cantonese. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in CANT 101, 102, 201, and 202 concurrently, except for international students who may enroll only in CANT 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in CANT 101, 102, and 201, except for international students who may enroll only in CANT 201 or 202.

CHHS 225 ~ Social Policies for Children ~ 4 credits

Provides students with an introduction to the governmental structures and processes that create and implement policy in the United States and California. Using a variety of social policies affecting children—e.g. welfare, foster care, child support, childcare, and juvenile justice—students examine social policies from historical and political perspectives and think critically about alternative approaches. (Offered only as interest warrants.)

CHHS 300 ~ Major ProSeminar ~ 4 credits

Introduces students to the CHHS academic and field programs, CSUMB upper division graduation requirements (ULRs), and the core competencies for the major learning outcomes (MLOs) of the health and human service fields (community health and social work). Students also prepare their Individualized Learning Plans (ILPs). (Offered every semester.)

CHHS 305 ~ Information Management for the Health and Human Services ~ 2 credits

Students learn and apply computer skills to health and human service delivery. Emphasizes hands-on experience using computers for electronic communication and presentations, and to improve skills in the use of database management, spreadsheet, and presentation software. Students participate in online research, information resources evaluation, correct citation of Internet resources, and weekly online discussions. Introduces state-of-the-art health and human service software. Formerly CHHS 303. (Offered every semester.)

Corequisite(s): CHHS 300.

CHHS 310 ~ Introduction to Social Work ~ 4 credits

Provides students with an introduction to the history, mission, values and ethics, practice settings, and knowledge base of the social work profession. Emphasis is on social work practice skills with diverse individuals, families, and populations at risk. (Offered spring semester.)

Corequisite(s): CHHS 310S and 396 (if no prior 396 experience).

CHHS 310S ~ Introduction to Social Work—Field Practicum Service Learning ~ 1 credit

Provides individualized student placement for in-depth field study related to social work practices. Meets upper division service learning requirement. Credit/no credit only. (Offered spring semester.)

Corequisite(s): CHHS 310 and 396 (if no prior 396 experience).

CHHS 315 ~ Writing Skills for the Health and Human Services Professions ~ 2-4 credits

Provides students with an opportunity to receive assistance in improving their writing skills. Covers basic sentence structure and writing fundamentals, as well as other specific areas indicated by students' concerns. All majors are invited to attend this course to work on writing assignments from other courses. This course does NOT fulfill ULRs or MLOs, but equips students with needed skills to achieve those outcomes. (Offered only as interest warrants.)

CHHS 320 ~ Introduction to Community Health ~ 4 credits

Provides students with an introduction to the principles and practices of community health including multicultural definitions of health and illness, health education and health promotion, demography, epidemiology, environmental health, nutrition, and the health of diverse populations throughout the lifespan. Methods of assessing the health status of populations and developing community health programs are emphasized. (Offered fall semester.)

Corequisite(s): CHHS 320S and CHHS 396 (if no prior 396 experience).

CHHS 320S ~ Introduction to Community Health—Field Practicum Service Learning ~ 1 credit

Provides individualized student placement for in-depth field study as related to the introduction to community health. Meets upper division service learning requirement. Credit/no credit only. (Offered fall semester.)

Corequisite(s): CHHS 320 and CHHS 396 (if no prior 396 experience).

CHHS 330 ~ Collaborative Community Leadership ~ 4 credits

Provides students with an opportunity to develop competency in collaborative practice, social action, and political leadership. Theory and methodology of collaboration in health and human service settings, and of building coalition models are presented. Students learn how to facilitate groups, and gain an understanding of the foundations of American and California government and citizenship. (Offered fall semester.)

CHHS 340 ~ Conflict Resolution and Collaborative Negotiation ~ 4 credits

Provides students with an opportunity to develop basic skills and knowledge in interpersonal and interorganizational conflict resolution, negotiation, and mediation techniques, through readings, extensive role playing and scenario development, and discussion with speakers from the field. Students participate in experiential exercises, learning how to facilitate collaborative negotiations. (Offered spring semester.)

CHHS 350 ~ Personal and Professional Ethics ~ 4 credits

Introduces students to the fundamental tools necessary for considering ethical questions from a variety of perspectives. Students will be able to articulate the values and ethics that are the foundation for all health and human services practice, recognize areas of conflict between professional values and their own, and develop skills to analyze and respond to ethical problems faced in professional settings. (Offered spring semester.)

CHHS 360 ~ International and Multicultural Women's Health and Social Issues ~ 4 credits

Provides students with an opportunity to develop an understanding of the dimensions of women's health through a comparative and historical analysis of women's health status throughout the developing world and in the US. Readings and interactive discussion emphasize cross-cultural similarities and differences in women's health and social conditions, and issues related to social justice and health. (Offered spring semester.)

Prerequisite(s): CHHS 313 or a Global Studies course or equivalent recommended.

CHHS 370 ~ Alternative and Multicultural Health Practices ~ 4 credits

Introduces students to the current and historic forms of healthcare practice. Lecture, discussion, guest speakers, and extensive Web-based investigation provide students with an opportunity to develop an understanding of the varied forms of folk medicine practiced by many different cultures globally and in the US, as well as to critically compare the eastern and western models of health care. (Offered only as interest warrants.)

CHHS 380 ~ Community and School Health Promotion ~ 2-4 credits

Provides students with an opportunity to develop an understanding of the field of health promotion with an emphasis on community partnerships and linking schools with health and human service programs. Students develop a basic understanding of community health education, social marketing, policy and advocacy, community norm setting, and the elements of a comprehensive school health program. (Offered only as interest warrants.)

CHHS 390 ~ Introduction to Program Planning and Evaluation ~ 4 credits

Introduces students to the basic concepts and processes in planning for health and human services programs. Cases are multidisciplinary and include problem assessment, goal and objective setting, design of implementation activities and methods of evaluation. (Offered only as interest warrants.)

CHHS 395 ~ Special Topics ~ 1-4 credits

Explores a particular topic in collaborative health and human services. May be repeated for credit when topics vary. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

CHHS 396 ~ Field Studies: Junior Field Practice Seminar ~ 1 credit

Introduces new students in the CHHS major to the field practice process. Discussion includes the application of academic work and MLO competencies in field practice settings, self-reflection, the roles and responsibilities between the student and field mentor, and the relationships in a field practice setting. Should be taken only with first field placement class. Credit/no credit only. (Offered every semester.)

CHHS 397 ~ Independent Study ~ 1-4 credits

Offers students independent learning opportunities in a selected specialty area. May include fieldwork to meet the required number of hours.

Prerequisite(s): instructor consent. (Offered every semester.)

CHHS 400 ~ Senior Capstone Seminar ~ 2 credits

Provides the planning and preparation for a project or thesis that serves as the Capstone educational experience and prepares students to complete their graduation portfolio. Letter grade option only. (Offered every semester.)

Corequisite(s): must be taken both semesters of senior year with CHHS 496.

Registration restriction(s): senior standing.

CHHS 410 ~ Advanced Social Work Practice ~ 4 credits

Builds upon the knowledge, skills, and attitudes acquired in CHHS 310 and contains three distinct modules: (1) providing students with a conceptual approach to assessing clients and their situations, and planning effective interventions; (2) advancing students' interviewing skills; and (3) enhancing students' cross cultural competency. (Offered spring semester.)

Prerequisite(s): CHHS 310 or instructor consent.

Registration restriction(s): senior standing.

CHHS 420 ~ Advanced Community Health Education & Promotion ~ 4 credits

Provides students with an opportunity to develop an understanding of current health education theory and intervention models for promoting health and preventing disease in diverse population groups. Students can expect to improve their understanding, skills, and effectiveness in planning health promotion and disease prevention programs across a variety of situations, settings, and populations. (Offered spring semester.)

Prerequisite(s): CHHS 320 or instructor consent.

Registration restriction(s): senior standing.

CHHS 430 ~ Public and Non-Profit Systems Management ~ 4 credits

Offers an introduction to the management of health and human service delivery systems. Students gain knowledge and skill in supervision and assessing strategic planning related to an agency's vision, mission, and service delivery goals on the local, state, and federal levels. (Offered fall semester.)

CHHS 440 ~ Public and Nonprofit Financial Management ~ 4 credits

Offers an overview of budgeting and financial management of public and nonprofit agencies. Students gain knowledge and skills in developing budgets and collaborative grants, and assessing the budgeting process. Students also develop an understanding of and skills in analyzing financial statements, current public finance issues, and resource development in political environments. (Offered spring semester.)

CHHS 450 ~ Health and Social Policy Analysis ~ 4 credits

Provides students with an opportunity to develop advanced policy analysis knowledge and skills through intensive case study and hands-on experience in formulating policy for specific health and human service issues. (Offered fall semester.)

CHHS 460 ~ Advanced Health Care Systems Management ~ 4 credits

Provides students with an opportunity to develop management skills in public and private healthcare settings. Topics include advanced healthcare organizational analysis, design, evaluation, and leadership. (Offered only as interest warrants.)

Prerequisite(s): CHHS 420 or instructor consent.

CHHS 470 ~ Children's Health and Social Policy ~ 4 credits

Introduces students to a variety of social problems, e.g., poverty and ill health, child abuse and neglect, and juvenile crime, facing children, youth, and their families, in the U.S. today. Examines the social and health policies created to address identified problems and the programs established to implement selected policies. Provides students with a conceptual framework to critically analyze all public policies. (Offered only as interest warrants.)

CHHS 480 ~ Law and Social Welfare ~ 4 credits

Introduces the nexus of the rule and practice of law with that of human services, including an examination of 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. (Offered only as interest warrants.)

CHHS 485 ~ Applied Statistics and Research Methods ~ 4 credits

Introduces students to the fundamentals of research methods and applies basic data analysis skills in health and human service case studies. Appropriate software programs and their application in health and human service delivery are introduced and utilized in designing student projects. (Offered only as interest warrants.)

Prerequisite(s): STAT 200 or equivalent; may be taken concurrently.

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CHHS 490 ~ Advanced Evaluation Design ~ 1-4 credits

Provides students with an opportunity to apply the concepts, methods, and rationale of evaluation theory. Students conduct an evaluation of a public or nonprofit health or human service agency or delivery system, and develop specific techniques in designing a formal evaluation strategy. (Offered only as interest warrants.)

Prerequisite(s): CHHS 380 or equivalent.

CHHS 495 ~ Special Topics ~ 1-4 credits

Explores a particular topic in collaborative health and human services. May be repeated for credit when topics vary. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

CHHS 496 ~ Field Studies: Senior Field Practice Seminar ~ 3 credits

Provides students with the opportunity to continue developing knowledge and skills in their senior field placement as work is completed on the Senior Capstone project. Students conduct an in-depth analysis of the systems where they work, the relationships they have developed within the organization, and the populations they serve, and discuss their future roles as health and human service professionals.

Letter grade option only. (Offered every semester.)

Corequisite(s): must be taken both semesters of senior year with CHHS 400.

Registration restriction(s): senior standing.

CHHS 497 ~ Independent Study ~ 1-4 credits

Offers students independent learning opportunities in a selected specialty area. May include fieldwork to meet the required number of hours. (Offered every semester.)

Prerequisite(s): instructor consent.

CHHS 595 ~ Special Topics ~ 1-6 credits

Explores a particular topic in collaborative health and human services. May be repeated for credit when topics vary. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

Registration restriction(s): graduate standing.

CHHS 596 ~ Field Studies: Graduate Field Practice Seminar ~ 1-6 credits

Provides graduate students with an opportunity to complete internship hours. Credit/no credit only. (Offered only as interest warrants.)

CHHS 597 ~ Independent Study ~ 1-6 credits

Offers students independent learning opportunities in a selected specialty area. May include fieldwork. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

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 Pin-yin Romanization system, and Chinese characters. (Offered only as interest warrants.)

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. (Offered only as interest warrants.)

Prerequisite(s): CHIN 101 or equivalent.

CHIN 103 ~ Beginning Chinese Conversation I ~ 2 credits

Introduces conversational ability using daily life, structures, and vocabulary. (Offered only as interest warrants.)

Corequisite(s): CHIN 101.

CHIN 104 ~ Beginning Chinese Conversation II ~ 2 credits

Continues developing conversational ability using daily life, structures, and vocabulary. (Offered only as interest warrants.)

Prerequisite(s): CHIN 103 or instructor consent.

Corequisite(s): CHIN 102.

CHIN 195 ~ Special Topics ~ 1-6 credits

Studies a particular topic in the Chinese language and/or culture.

Prerequisite(s): instructor consent.

CHIN 197 ~ Independent Study ~ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic center.

Prerequisite(s): instructor consent.

CHIN 201 ~ Intermediate Chinese I (Mandarin) ~ 4 credits

Continues the four basic skills within a proficiency format. Emphasizes building lexicon in spoken and written forms, and using context and strategies to ascertain meaning without knowing the authentic text. (Offered only as interest warrants.)

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. (Offered only as interest warrants.)

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. (Offered only as interest warrants.)

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. (Offered only as interest warrants.)

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) I ~ 4 credits

Concentrates on language mastery using spoken and written materials such as newspaper articles, modern expository prose, TV, plays, and movies. (Offered only as interest warrants.)

Prerequisite(s): CHIN 202 or equivalent.

CHIN 302 ~ Advanced Chinese (Mandarin) II ~ 4 credits

Continues concentration on language mastery using spoken and written materials such as newspaper articles, modern expository prose, TV, plays, and movies. (Offered only as interest warrants.)

Prerequisite(s): CHIN 202 or equivalent.

CHIN 395 ~ Special Topics: Introduction to China/Tibet ~ 4 Units

Provides preparation for a brief travel abroad experience in Lhasa and central Tibet in June.

CHIN 397 ~ Independent Study ~ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic center.

Prerequisite(s): instructor consent.

CHIN 497 ~ Independent Study ~ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic center.

Prerequisite(s): instructor consent.

CHIN 596 ~ Field Studies ~ 1-6 credits

Individualizes student placement for in-depth field study.

Prerequisite(s): WLC major or instructor consent.

CHIN 597 ~ Independent Study ~ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic center.

Prerequisite(s): instructor consent.

CST 101 ~ Technology Tools ~ 2 credits

Learn to use computers creatively, effectively, and ethically. Provides hands-on experiences using computers for electronic communication and presentations, and to design and create documents using word processing, spreadsheets, and image manipulation. Students will also become competent in information literacy including Internet searching, the research process, and the correct citation of reference material. (Offered every semester.)

Corequisite(s): CST 101L.

CST 101L ~ Technology Tools Lab ~ 2 credits

Must be taken concurrently with the CST 101 lecture section. (Offered every semester.)
Corequisite(s): CST 101.

CST 102 ~ The Internet ~ 4 credits

Online laboratory course that examines the management and organizational structure of the Internet, its topography, transmission media, and participants. Covers Web authoring, FTP, Telnet, newsgroups, electronic mail, Netiquette, online research, evaluating information resources, correctly citing Internet resources, and weekly online discussions. (Offered only as interest warrants.)
Prerequisite(s): some basic familiarity with computers (Mac or PC), or instructor consent.

CST 201 ~ Media Tools ~ 2 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. (Offered every semester.)
Prerequisite(s): CST 101 or successful completion of coursework that satisfies the Tech/Info ULR, or instructor consent.
Corequisite(s): CST 201L.

CST 201L ~ Technology Tools Lab ~ 2 credits

Must be taken concurrently with the CST 201 lecture section. (Offered every semester.)

Prerequisite(s): CST 101 or successful completion of coursework that satisfies the Tech/Info ULR, or instructor consent.
Corequisite(s): CST 201.

CST 203 ~ Technology for Faculty and Staff ~ 4 credits

Designed to help CSUMB staff and faculty use available technology in their work. Consists of a series of projects centered around various computer-based technologies, such as digital images and cameras, webpages, digital sound, FirstClass email, and PowerPoint among other topics of interest. Students are encouraged to bring in work-related projects. Focuses on both technical aspects and effective use of technology. Students can choose Windows or Macintosh computers. (Offered only as interest warrants.)
Prerequisite(s): ability to use basic computer functions such as email, Internet, and word processing.

CST 221 ~ Programming: Scripting for Multimedia ~ 4 credits

Students learn Flash Action Scripting and apply solid programming techniques to create dynamic multimedia content. Students learn the fundamental concepts of Object Oriented Programming plus designing, coding, testing, debugging, and documenting of computer programs. Using Flash Action Scripting, students apply those concepts to create programs utilizing digital media, including images, animation, audio, video and text. This is a laboratory class using Windows or Macintosh computers. (Offered fall semester.)

Prerequisite(s): CST 201 including basic knowledge of Macromedia Flash, or instructor consent.

CST 228 ~ Digital Imaging: Creating & Manipulation ~ 2 credits

Digital image creation and manipulation is an important skill set that enables website graphic design, print design, and digital photography. Explores digital imaging techniques through the use of photo manipulation software, learn to use photo editing and color correction tools, create special effects, and work with a variety of file formats. Also covers practical aspects and steps to create digital images for a variety of outputs including audience analysis, material acquisition, and legal and ethical concerns. (Offered only as interest warrants.)

Prerequisite(s): CST 101 or completion of the Tech/Info ULR, or instructor consent.

CST 231 ~ Problem Solving and Programming with C++ ~ 2 credits

Introductory course that develops problem solving techniques while examining numerical and non-numerical problems from various disciplines. Students design solutions and learn to program in the C++ language. (Offered every semester.)

Prerequisite(s): CST 101 or successful completion of coursework that satisfies the Tech/Info ULR, or instructor consent.
Corequisite(s): CST 231L.

CST 231L ~ Problem Solving and Programming with C++ Lab ~ 2 credits

Must be taken concurrently with the CST 231 lecture section. (Offered every semester.)

Corequisite(s): CST 231.

CST 232 ~ Problem Solving and Programming with Visual Basic ~ 4 credits

Furnishes students with a problem-solving framework for developing stand-alone .NET (or Windows) runtime event-driven applications. They learn to translate a problem description into appropriate logic structures and coding statements. The event-driven nature of Visual Basic.Net requires that students learn how to organize their code into appropriate events related to Graphical User Interface Objects. (Offered spring semester.)

Prerequisite(s): familiarity with using Microsoft Windows, or instructor consent.

CST 251 ~ Basic Web Design ~ 4 credits

Focuses on Web-based design emphasizing color, bandwidth, layout, type, and creative design. Introduces GIF animation and JavaScript. Reviews multimedia publishing on the Web. Open to TMAC majors and non-majors. (Offered only as interest warrants.)

Prerequisite(s): CST 101 or successful completion of coursework that satisfies the Tech/Info ULR, or instructor consent.

CST 271 ~ Digital Culture ~ 4 credits

Focuses on the philosophical roots (as evidenced in literature) of contemporary digital culture. From Armageddon to the Matrix; from Frankenstein to Lawnmower man; from the library at Alexandria to the archives of the Internet; the world of the digital intelligentsia owes its vision and mythology to the resonant themes found in literature and philosophy. Explores the essence of humanity that defines the natural world and strives to remake it in a more perfect fashion. (Offered every semester.)

Prerequisite(s): CST 101 or successful completion of coursework that satisfies the Tech/Info ULR, or instructor consent.

CST 300 ~ Major ProSeminar ~ 2 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; fulfills the GVAR requirement. (Offered every semester.)

Prerequisite(s): CST 101 or successful completion of coursework that satisfies the Tech/Info ULR, or instructor consent.

Corequisite(s): CST 300L.

Registration restriction(s): junior or senior level.

CST 300L ~ Major ProSeminar Lab ~ 2 credits

Students learn writing, presentation, and critical thinking skills within the context of the Telecommunications, Multimedia, and Applied Computing (TMAC) major. Research and project topics stem from knowledge of the TMAC design and technology curriculum. Students learn how to analyze, predict, and articulate trends in the academic, public service, and private enterprise fields of the TMAC industry. Students write two major papers and give a combination oral/multimedia presentation before both a small and large audience. (Offered every semester.)

Prerequisite(s): CST 101 or successful completion of coursework that satisfies the Tech/Info ULR, or instructor consent.

Corequisite(s): CST 300.

Registration restriction(s): junior or senior level.

CST 303 ~ Computers in Schools ~ 4 credits

Presents an overview of computer technology and its applications. Discusses processes 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. (Offered only as interest warrants.)

Prerequisite(s): CST 101 or successful completion of coursework that satisfies the Tech/Info ULR, or instructor consent.

CST 304 ~ Publication Design ~ 4 credits

Introduces page layout design for print and screen. Students work in Adobe InDesign and Adobe Acrobat. Emphasizes use of type, typesetting techniques, legibility, and design composition. Covers scanning, importing files, and mastering digital prepress production. Field trips to printers and design offices. (Offered fall semester.)

Prerequisite(s): CST 328 or instructor consent.

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CST 305 ~ 3D Modeling and Animation ~ 4 credits

Teaches students to model, animate, and render using current digital 3D modeling and animation technology. Includes a foundation for developing character animation and special effects sequences. (Offered fall semester.)

Prerequisite(s): CST 328 or instructor consent.

CST 308 ~ Management and Design ~ 4 credits

Focuses on the design process and management tools to facilitate the creation of multimedia and 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. (Offered every semester.)

Prerequisite(s): CST 201 or instructor consent.

CST 310 ~ Telecommunications and Society ~ 4 credits

Overview of Telecommunications and Data communications technology for the non-specialist. Includes basic communications technology principles and types of networks, historical trends, existing and emerging technologies, social and economic impact, future trends. (Offered every semester.)

Prerequisite(s): CST 101 or successful completion of coursework that satisfies the Tech/Info ULR, or instructor consent.

CST 311 ~ Introduction to Telecommunications ~ 4 credits

Survey of Telecommunication and Data communications technology fundamentals, Local Area Networks, Wide Area Networks, Internet and internet-working protocols including TCP/IP, network security and performance, emerging industry trends such as voice over the network and high speed networking. Designed as a foundation for students who wish to pursue more advanced telecommunications studies including certificate programs. Includes hands-on networking labs that incorporate Cisco CCNA module 1 as a lab component. (Offered every semester.)

Prerequisite(s): CST 101 or successful completion of coursework that satisfies the Tech/Info ULR, 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. Focuses on the theory, technology, and operation of OSI Layer 3 (routing). Includes hands-on lab that incorporates Cisco CCNA module 2 as a lab component. (Offered fall semester.)

Prerequisite(s): CST 311; C/C++, Visual Basic, or equivalent programming experience recommended, or instructor consent.

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. (Offered spring semester.)

Prerequisite(s): CST 311 or concurrent enrollment in CST 311, or instructor consent.

CST 321 ~ Multimedia I ~ 4 credits

Presents the principles of interactive multimedia design. Students design and create multimedia documents using computer-based authoring tools. Includes project management and production, and asset management of images, text, sound, animation, and computer code. (Offered fall semester.)

Prerequisite(s): CST 308, and CST 328, or instructor consent.

CST 328 ~ Digital Art and Design ~ 4 credits

Project-based approach to creating graphics in digital format and exploring the aesthetics of electronic publishing. Includes typography, layout, proportion, and color. (Offered every semester.)

Prerequisite(s): CST 201 or instructor consent.

CST 331 ~ Computer Graphics ~ 4 credits

Laboratory-based course that presents tools for designing and developing computer graphic scenes and systems to create computer graphics programs. (Offered fall semester.)

Prerequisite(s): C/C++, CST 231 or equivalent, or instructor consent.

CST 334 ~ UNIX and X Windows ~ 4 credits

Introduces the UNIX operating system, X Windows environment, and its interface layers. (Offered every semester.)

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. (Offered fall semester.)

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. (Offered every semester.)

Prerequisite(s): CST 101 or successful completion of coursework that satisfies the Tech/Info ULR, 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. (Offered spring semester.)

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. (Offered every semester.)

Prerequisite(s): instructor consent.

CST 351 ~ Web Design ~ 4 credits

Covers web design aesthetics, layout, and structure; user-interface design and interaction; database interaction and web application service design; and web animation and interactivity. (Offered every semester.)

Prerequisite(s): CST 308 and CST 328, or instructor consent.

CST 361S ~ Technology Tutors Service Learning ~ 4 credits

A service learning course in which students apply computer literacy, multimedia design, and technology to assist schools, nonprofit organizations, and community agencies. The theme for the course is "Bridging the Digital Divide." Note: students must participate in required service placements with hours to be arranged. (Offered every semester.)

Prerequisite(s): CST 101 or successful completion of coursework that satisfies the Tech/Info ULR, or instructor consent; junior or senior standing.

CST 363 ~ Database Management ~ 4 credits

Examines relational database theory, design, implementation, and management. Covers logical and physical database design, SQL, 3-tier architecture, database administration, and distributed databases. Students develop their own database to solve a real-world problem. (Offered spring semester.)

Prerequisite(s): CST 101 or successful completion of coursework that satisfies the Tech/Info ULR, or instructor consent.

CST 372 ~ Study at Sea Current Issues ~ 4 credits

Examines how progress in science and technology has affected the cultural, economic and physical ecology of the regions to be visited in the upcoming cruise. Special focus on ethical and social dimensions of technology-based change. Includes classroom instruction and two-month study voyage on board the TS Golden Bear. Also see ESSP 272, CST 482. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

CST 373 ~ Ethics in Communication and Technology ~ 4 credits

Investigates through an ethical perspective how communication technology affects our lives. Discusses individual and institutional values represented through technological choices. Using case studies and current events, explores such issues as intellectual property rights, information access and privacy, and the digital divide. (Offered every semester.)

Prerequisite(s): instructor consent.

CST 384 - Advanced LAN/WAN Systems Integration ~ 4 credits

Teaches key applications, LAN/WAN protocols, and systems integration culminating with a final project emphasizing the integration of LAN/WAN equipment from several vendors, such as Alcatel, Cisco, and Netgear. Covers the IP and IPX routing protocols, layer 2 switching and VLANs, Wide Area Network services, and Wide Area Network protocols. Introduces basic network security, using router access lists. Incorporates the third and fourth courses in the CCNA curriculum, as well as additional material. (Offered spring semester.)

Prerequisite(s): CST 101 or successful completion of coursework that satisfies the Tech/Info ULR, CST 311, CST 312, or instructor consent.

CST 394 ~ Internship ~ 1 to 4 credits

Students work with practicing professionals in the community in a volunteer or paid internship that requires critical thinking and specialized telecommunication, multimedia, or applied computing skills. The amount of academic work done, not total hours of internship commitment, determines the amount of academic credit. (Offered every semester.)

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 additional credit when topics vary and as subjects permit. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

CST 397 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

CST 397S ~ Independent Study Service Learning ~ 1-6 credits

Student and faculty member select topic of study and number of credits. (Offered only as interest warrants.)

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. Letter grade only. Formerly Senior Capstone Project. (Offered every semester.)

Registration restriction(s): senior standing in the TMAC major.

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. Letter grade only. (Offered every semester.)

Prerequisite(s): CST 400.

CST 404 ~ Publication Workshop ~ 4 credits

This is an advanced design class dealing with principles of visual hierarchy and the sequencing of information as part of an overall systems approach. The course also focuses on the practical issues of traditional print and emerging electronic production skills. (Offered spring semester.)

Prerequisite(s): CST 304 or instructor consent.

CST 405 ~ 3D Animation Workshop ~ 4 credits

Teaches students the techniques and strategies for developing complex animation projects, such as short features, real-time interactive navigation, virtual reality walk-throughs, scientific simulations, and other advanced utilizations. Students are expected to work collaboratively. (Offered spring semester.)

Prerequisite(s): CST 305 or instructor consent.

CST 421 ~ Multimedia II ~ 4 credits

Continues the development of interactive multimedia design and production through collaborative projects with clients. Emphasizes multimedia design and production skills. Addresses project critique and the proper application of basic principles of multimedia design and development. (Offered spring semester.)

Prerequisite(s): CST 321 or instructor consent.

CST 434 ~ Advanced Systems Administration ~ 4 credits

Focuses on UNIX Systems Administration and is designed to be a sequel to the CST334 Unix and X Windows course. Covers advanced topics related to setup, configuration, and maintenance of UNIX servers, including system security, Perl scripts, and server backups. (Offered spring semester.)

Prerequisite(s): CST 334 or instructor consent.

CST 441 ~ Advanced Instructional Design ~ 4 credits

Application of systematic instructional design and development techniques. Student functions as an instructional planner and performs key instructional design/product development tasks: assessing instructional needs and developing detailed design specifications, prototypes, and final instructional products. Emphasis on developing products for incorporation into an instructional design portfolio. (Offered spring semester.)

Prerequisite(s): CST 341 or instructor consent.

CST 451 ~ Web Production ~ 4 credits

Web-based design and project management continuing the development of skills and techniques introduced in CST 351. Includes integration of GIF animation, JavaScript, Acrobat, Shockwave, audio, and video. (Offered spring semester.)

Prerequisite(s): CST 351 or equivalent, or instructor consent.

CST 472 ~ Video and Teleconferencing Practicum ~ 4 credits

Students manage and produce multimedia presentations and video conferencing solutions to communications problems. (Offered only as interest warrants.)

Prerequisite(s): CST 321 or CST 324 or CST 351; instructor consent.

CST 482 ~ Study at Sea Global Communications ~ 4 credits

Overview of global communications technologies with special emphasis on satellite and wireless communications including marine and amateur applications. Examines technologies and issues in developing regions. Prepares students to receive a General Radio License. Includes two-month study voyage on board the TS Golden Bear. Also see ESSP 272, CST 372. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

CST 551 ~ Web Databases, Portals, and Services ~ 4 credits

Focuses on enterprise systems, Web services, and applications. Students design a Web-enabled enterprise database system and Web portal. Student presentations focus on emerging concepts in Web enterprise systems and services. (Offered spring semester.)

Prerequisite(s): CST 351; or CST 463; or CST 251 and (CST 363 or BUS 363); or instructor consent.

CST 597 ~ Independent Study ~ 1-6 credits

Student and faculty member select advanced topic of study and number of credits. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

CST 600 ~ Graduate ProSeminar ~ 4 credits

Entry point for the Master of Science in Management and Information Technology program. Introduction to e-commerce, information technology for businesses, and research methodology. Cross-listed as BUS 600. (Offered fall semester.)

Prerequisite(s): admission to the MSMIT program or instructor consent.

CST 610 ~ Web-based System Analysis and Design ~ 4 credits

Focuses on analysis of the acquisition, development, and evaluation of a web-based information system. Formal methodologies are introduced to improve the system planning, analysis, and architecture design. Usability test of the system and human-computer interaction issues are examined. (Offered every third semester.)

CST 655 ~ Electronic Commerce: Design and Development ~ 4 credits

Electronic commerce (e-commerce) has emerged as a crucial business medium allowing a business to expand markets, offer instant service, and forge close links with customers, partners, and vendors. Course provides both the strategic and technical essentials of developing an e-commerce initiative. Students gain hands-on experience using hardware and system software, and learn various technology and design issues by building a prototype of an e-commerce site. (Offered every third semester.)

Prerequisite(s): instructor consent.

CST 699 ~ Graduate Capstone ~ 4 credits

A capstone contributes to the disciplines or the professions by adding to technical/professional knowledge or by providing an original application of technical/professional knowledge in the professional field. Examples include a field study, a project, applied research, or a professional article of publishable quality. Cross-listed as BUS 699. (Offered spring semester.)

Prerequisite(s): instructor consent.

ED 550 ~ Health Education for the Classroom Teacher ~ 2 credits

Focus is on health topics as they relate to teaching and learning environments (preschool to adult). Current issues and problems of individual, family, and community health concerns are identified in the social and school context. Theories, organization, methods, and materials for the understanding and the teaching of health education are explored. This course fulfills the California health education requirement for the clear credential. The state CPR requirement is not part of this course. (Offered only as interest warrants.)

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ED 560 ~ Mainstreaming the Exceptional Child ~ 3 credits

Provides participants with the required competencies to assist in teaching exceptional students and information needed to meet federal and state mandates for serving children and youth with disabilities in schools. The course includes exploration of educational laws, Individual Education Programs (IEPs), service delivery systems, modification of instructional methods, and assessment processes to support inclusion and mainstreaming of students with exceptionality in regular education environments. Fulfills state requirement for clear credential. (Offered only as interest warrants.)

ED 570 ~ Teacher's Preliminary Placement ~ 3 credits

Required introductory course for the single subject program. Practical application of teaching theory, methodology, and pedagogy for middle and high school. Includes observation, participation, planning, and practice teaching in a local middle school or high school. (Offered only as interest warrants.)
Prerequisite(s): instructor consent.

ED 575 ~ Teacher's Academy ~ 2 credits

Practical applications of teaching theory, methodology, and pedagogy of learning. This course is co-taught by university professor(s), local classroom teachers, and specialists in the field of K-12 teaching. Content covers classroom management, lesson plans, Education Law, and instructional strategies in curriculum content areas with a special emphasis on SDAIE and ELA techniques for teaching in our diverse population. (Offered only as interest warrants.)

ED 590 ~ Remedies for Reading Disability ~ 2 credits

An in-depth study of remedies for reading disability including students of dyslexia. Strategies for building phonemic awareness and analytic language instruction for students with reading disabilities. (Offered only as interest warrants.)

ED 591 ~ Phonics and Beyond ~ 2 credits

An in-depth study of the importance of explicit, multisensory phonics instruction in developing literacy skills. Both phonics theory and practical suggestions will be covered in this class. Addresses derivational morphology as another important language structure in reading and spelling development. (Offered only as interest warrants.)

ED 592 ~ Reading Academy ~ 3 credits

Focus will be on examining the different reading models for preferred practices in teaching reading to K-8 students based upon the new reading standards and the reading/language arts framework. (Offered only as interest warrants.)

ED 593 ~ Math Academy ~ 3 credits

Focus will be on examining preferred practices for the teaching of math to K-8 students. Participants will address and correlate the new curriculum math standards through teaching for concept understanding, problem solving, and critical thinking. (Offered only as interest warrants.)

ED 594 ~ Science Academy ~ 3 credits

Focus will be on examining preferred practices for the teaching of science to K-8 students. Participants will address the new curriculum science standards through teaching science as a hands-on, experiential learning process. Science programs that promote learning through a constructivist approach will be explored. (Offered only as interest warrants.)

ED 595 ~ Special Topics ~ 1-8 credits

Studies a particular topic in education. May be repeated for credit when topics vary.
Prerequisite(s): admission to credential program and instructor consent.
(Offered only as interest warrants.)

ED 596 ~ Seminar on Transformative Literacy ~ 4 credits

An invitation to build cross-cultural linguistic experiences with Zapotec traditions in Teotitlan del Valle, Oaxaca, Mexico. Participants will explore the many dimensions of transformative Education with seminar focus on teachers as researchers, co-teaching in local schools, and indigenous/family knowledge. (Offered only as interest warrants.)
Prerequisite(s): completed application packet and instructor approval.

ED 597 ~ Independent Study ~ 1-6 credits

Student and faculty member select advanced topic of study and number of credits.
Prerequisite(s): admission to credential program and instructor consent. (Offered only as interest warrants.)

ED 598 ~ Instructional Strategies Through ITI for English Language ~ 3 credits

This course will strengthen the practicing classroom teacher's expertise in teaching various instructional strategies (bilingual methodology, SDAIE, ELD, reciprocal teaching) through Integrated Thematic Instruction (ITI) in multiple curricular areas for English Language Learners. (Offered only as interest warrants.)

ED 601 ~ Stage I Student Teaching for Multiple Subject ~ 3 credits

Includes observation, participation, planning, and practice teaching in public school classrooms. Discusses issues, concerns, and solutions to problems encountered in practice teaching. Requires a minimum of 160 hours of co-laborative work in school classrooms. (Offered fall and spring semesters.)
Prerequisite(s): admission to multiple subject credential program or director's approval.
Corequisite(s): ED 602.

ED 602 ~ Stage I Student Teaching Seminar for Multiple Subject ~ 1 credit

Discusses issues, concerns, and problems arising from student teaching for analysis and problem solving. Links theory to practice.
Prerequisite(s): admission to multiple subject credential program or director's consent. (Offered fall and spring semesters.)
Corequisite(s): ED 601.

ED 603 ~ Stage II Student Teaching for Multiple Subject ~ 8 credits

Continuation of Student Teachers' multiple subject field-based experience in their own classroom. The Student Teacher will have full responsibility for planning and instruction in all subject areas at their grade level. The cooperating teachers and university supervisor will support the Student Teacher. Includes a minimum of 280 contact hours in school classrooms. (Offered fall and spring semesters.)
Prerequisite(s): admission to multiple subject credential program or director's consent.
Corequisite(s): ED 604.

ED 604 ~ Stage II Student Teaching Seminar for Multiple Subject ~ 1 credit

Discuss issues, concerns, and problems arising from student teaching for analysis and problem solving. Links theory to practice. (Offered fall and spring semesters.)
Prerequisite(s): admission to multiple subject ELA/BCIAD credential program or instructor consent.
Corequisite(s): ED 603.

ED 605 ~ Curriculum and Instruction in the Secondary Content Area: Part I ~ 3 credits

Approaches to teaching subject content in secondary schools. Separate sections for English, foreign language (Spanish and Japanese), math, science, and social science. *Prerequisite(s): admission to single subject credential program and coordinator consent.* (Offered fall semester.)
Corequisite(s): ED 624 or EDI 624.

ED 606 ~ Curriculum and Instruction in the Secondary Content Area: Part II ~ 3 credits

Continuation of approaches to teaching subject content in secondary schools. Separate sections for English, foreign language (Spanish and Japanese), math, science, and social science. (Offered spring semester.)
Prerequisite(s): admission to single subject credential program and coordinator consent.
Corequisite(s): ED 625 or EDI 625, and ED 626 or EDI 626.

ED 607 ~ Adolescent Development and Learning ~ 3 credits

Examines physical, cognitive, social, and moral development of adolescents in grades 6-12, with an emphasis on the relationship to learning in diverse cultural contexts. Students consider the nature of the learning process, the connection between learning strategies and learning outcomes, and the psychological principles underlying congruent pedagogy as related to teaching. (Offered only as interest warrants.)
Prerequisite(s): admission to single subject credential program and coordinator consent.

ED 608 ~ Social Studies and Science Methods ~ 4 credits

Introduces multiple subject students to theory and practice for teaching science and social studies. Students identify appropriate methods and resources for each subject area, and also learn how they may be integrated in elementary classrooms. Includes six hours of coursework and two hours of fieldwork weekly for the first ten weeks of an academic semester. (Offered fall and spring semesters.)

ED 609 ~ Math Methods ~ 3 credits

Introduces multiple subject students to theory and practice for teaching mathematics in elementary classrooms. Helps students further their understanding of the mathematics they will be teaching as well as how to teach it. Includes four hours of coursework and two hours of fieldwork weekly for the first ten weeks of an academic semester. (Offered fall and spring semesters.)

ED 611 ~ Teaching and Learning ~ 3 credits

Introduces the learning process in public schools. Examines the connection between human development learning strategies and cultural context, and the psychological principles underlying culturally congruent pedagogy. Includes four hours of coursework and two hours of fieldwork weekly for the first ten weeks of an academic semester. (Offered fall and spring semesters.)
Prerequisite(s): admission to multiple subject credential program or instructor consent.

ED 612 ~ Pedagogy for Linguistic Diversity ~ 3 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. Includes four hours of coursework and two hours of fieldwork weekly for the first ten weeks of an academic semester. (Offered fall and spring semesters.)
Prerequisite(s): admission to multiple subject credential program or instructor consent.

ED 615 ~ Methodology for Bilingual Instruction ~ 3 credits

Examines the philosophical assumption of the models and organization of bilingual instruction and their effectiveness with students of diverse backgrounds. Discusses research in dual language instruction and the application of research in instructional planning. Includes four hours of classroom experience and two hours of fieldwork weekly for the first ten weeks of an academic semester. (Offered fall and spring semesters.)
Prerequisite(s): admission to multiple subject credential program or instructor consent.

ED 616 ~ Language and Literacy Across the Curriculum I ~ 3 credits

Introduces approaches to the development of language and literacy in an elementary school. Develops the theoretical foundations of literacy development and the skills and strategies for teaching reading and writing school across the curriculum. Includes four hours of classroom experience weekly and two hours of fieldwork for the first ten weeks of an academic semester. (Offered fall and spring semesters.)
Prerequisite(s): admission multiple subject credential program or instructor consent.

ED 617 ~ Language and Literacy Across the Curriculum II ~ 3 credits

Introduces approaches to the development of language and literacy in an elementary school. Develops the theoretical foundations of literacy development and the skills and strategies for teaching and assessing reading and writing across the school curriculum. Includes four hours of classroom experience and two hours of fieldwork weekly for the first ten weeks of an academic semester. (Offered fall and spring semesters.)
Prerequisite(s): admission to multiple subject credential program or instructor consent.

ED 624 ~ Stage I Supervised Teaching for Single Subject ~ 6 credits

Includes observation, participation, planning, and practice teaching in public school classrooms. Discusses issues, concerns, and solutions to problems encountered in supervised teaching. Requires the equivalent of a half-time daily placement in program approved secondary classrooms throughout the semester. (Offered fall semester.)
Prerequisite(s): admission to single subject credential program and coordinator consent.
Corequisite(s): ED 605.

ED 625 ~ Stage II Supervised Teaching for Single Subject ~ 5 credits

Includes observation, participation, planning, and practice teaching in public school classrooms. Discusses issues, concerns, and solutions to problems encountered in supervised teaching. Requires the equivalent of a half-time daily placement in program approved secondary classrooms for ten weeks of the semester. (Offered spring semester.)
Prerequisite(s): admission to single subject credential program and coordinator consent.
Corequisite(s): ED 626 and ED 606.

ED 626 ~ Stage III Supervised Teaching for Single Subject ~ 4 credits

Includes observation, participation, planning, and practice teaching in public school classrooms. Discusses issues, concerns, and solutions to problems encountered in supervised teaching. Requires daily fulltime teaching placement for a minimum of five weeks (a minimum of two in independent teaching) in program approved secondary classrooms. (Offered spring semester.)
Prerequisite(s): admission to single subject credential program and coordinator consent.
Corequisite(s): ED 625 and ED 606.

ED 627 ~ Language and Literacy Development for Secondary Teachers ~ 3 credits

Provides grade 6-12 teachers with the expertise that they need to teach reading and writing in multicultural and multiethnic classrooms. Includes approaches and guidelines for teaching students who are struggling readers and writers. (Offered only as interest warrants.)
Prerequisite(s): admission to single subject credential program and coordinator consent.

ED 628 ~ Foundations for Teaching Culturally and Linguistically Diverse Secondary Students ~ 3 credits

Examines issues and solutions involved in the education of students from diverse language backgrounds. Explores the theoretical foundations of language acquisition as well as strategies and approaches for working effectively with English learners. (Offered only as interest warrants.)
Prerequisite(s): admission to single subject credential program and coordinator consent.

ED 629 ~ Methodologies for Culturally and Linguistically Diverse Secondary Students ~ 3 credits

Examines the philosophical assumptions of models for bilingual instruction and their effectiveness with students of diverse backgrounds. Students develop and teach lesson plans for primary language development and ELD instruction, using SDAIE strategies. Taught in Spanish for those electing BCLAD. (Offered only as interest warrants.)
Prerequisite(s): ED 628, admission to single subject credential program, and coordinator consent.

EDCT ~ CalStateTEACH

Please check the CalStateTEACH.net website for information.

EDI 575 ~ Teacher's Academy ~ 2 credits

Practical applications of teaching theory, methodology, and pedagogy of learning. This course is co-taught by university professor(s), local classroom teachers, and specialists in the field of K-12 teaching. Content covers classroom management, lesson plans, Education Law, and instructional strategies in curriculum content areas with a special emphasis on SDAIE and ELA techniques for teaching in our diverse population. (Offered only as interest warrants.)

EDI 601 ~ Stage I Intern Teaching for Multiple Subject ~ 3 credits

Includes observation, participation, planning, and practice teaching in public school classrooms. Discusses issues, concerns, and solutions to problems encountered in practice teaching. Requires a minimum of 160 hours of collaborative work in school classrooms. (Offered only as interest warrants.)
Prerequisite(s): admission to multiple subject intern program or director's approval.
Corequisite(s): EDI 602.

EDI 602 ~ Stage I Intern Teaching Seminar for Multiple Subject ~ 1 credit

Discusses issues, concerns, and problems arising from student teaching for analysis and problem solving. Links theory to practice. (Offered only as interest warrants.)
Prerequisite(s): admission to multiple subject intern program or director's consent.
Corequisite(s): EDI 601.

EDI 603 ~ Stage II Intern Teaching for Multiple Subject ~ 8 credits

Continuation of Student Teachers' multiple subject field-based experience in their own classroom. The Student Teacher will have full responsibility for planning and instruction in all subject areas at their grade level. The cooperating teachers and university supervisor will support the Student Teacher. Includes a minimum of 280 contact hours in school classrooms. (Offered only as interest warrants.)
Prerequisite(s): admission to multiple subject intern program or director's consent.
Corequisite(s): EDI 604.

EDI 604 ~ Stage II Intern Teaching Seminar for Multiple Subject ~ 1 credit

Discuss issues, concerns, and problems arising from student teaching for analysis and problem solving. Links theory to practice. (Offered only as interest warrants.)
Prerequisite(s): admission to multiple subject credential program or instructor consent.
Corequisite(s): EDI 603.

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EDI 624 ~ Stage I Supervised Teaching for Single Subject ~ 6 credits

Includes observation, participation, planning, and intern teaching in public school classrooms. Discusses issues, concerns, and solutions to problems encountered in supervised teaching. Requires the equivalent of a half-time daily placement in program approved secondary classrooms throughout the semester. (Offered only as interest warrants.)

Prerequisite(s): admission to single subject credential program and coordinator consent.
Corequisite(s): ED 605.

EDI 625 ~ Stage II Supervised Teaching for Single Subject ~ 5 credits

Includes observation, participation, planning, and intern teaching in public school classrooms. Discusses issues, concerns, and solutions to problems encountered in supervised teaching. Requires the equivalent of a half-time daily placement in program approved secondary classrooms for ten weeks of the semester. (Offered only as interest warrants.)

Prerequisite(s): admission to single subject credential program and coordinator consent.
Corequisite(s): EDI 626 and ED 606.

EDI 626 ~ Stage III Supervised Teaching for Single Subject ~ 4 credits

Includes observation, participation, planning, and intern teaching in public school classrooms. Discusses issues, concerns, and solutions to problems encountered in supervised teaching. Requires daily fulltime teaching placement for a minimum of five weeks (a minimum of two in independent teaching) in program approved secondary classrooms. (Offered only as interest warrants.)

Prerequisite(s): admission to single subject credential program and coordinator consent.
Corequisite(s): EDI 625 and ED 606.

ESSP 104 ~ Survey of Earth Systems Science and Policy ~ 2 credits

Lecture course designed for new and prospective ESSP majors to introduce them to the many science, resource management, and public policy issues that are studied in-depth by ESSP majors. Emphasizes the development of critical-thinking, problem-solving, and writing skills in the context of real-world issues addressed by faculty and student research and community partners. (Offered fall semester.)

ESSP 110 ~ Chemistry I ~ 3 credits

Develops problem-solving skills related to the nature of matter, chemical reactions, stoichiometry, gases, energy transformations, atomic and molecular structure, and chemical bonding. (Offered fall and spring semesters.)

Prerequisite(s): MATH 99 or equivalent.
Corequisite(s): ESSP 110L

ESSP 110L ~ Chemistry I Laboratory ~ 1 credit

Required lab course for ESSP 110. (Offered fall and spring semesters.)

Corequisite(s): ESSP 110.

ESSP 111 ~ Chemistry II ~ 3 credits

Develops problem-solving skills related to solutions, thermodynamics, kinetics, chemical equilibrium, acids and bases, organic chemistry, electrochemistry, metal complexation, and nuclear chemistry. Required of all ESSP majors. (Offered fall and spring semesters.)

Prerequisite(s): ESSP 110 and ESSP 110L, or equivalents.
Corequisite(s): ESSP 111L

ESSP 111L ~ Chemistry II Laboratory ~ 1 credit

Required laboratory course for ESSP 111. (Offered fall and spring semesters.)

Prerequisite(s): ESSP 110 and ESSP 110L, or equivalents.
Corequisite(s): ESSP 111.

ESSP 122 ~ Integrated Physical Science ~ 4 credits

Introduction to the basic principles of physical science and application of these principles in modern society. Specific topics include: nature, properties, and reactions of matter; objects at rest and in motion, energy and power, fluids, heat, light, sound, electricity, and magnetism. Course will emphasize conceptual understanding and the scientific process in an active learning environment. For non-science majors. (Offered fall and spring semesters.)

Prerequisite(s): MATH 99 or equivalent.

ESSP 150 ~ Quantitative Problem Solving for ESSP ~ 1 credit

Students develop and practice quantitative problem-solving methods applicable to ESSP problems. Designed to reinforce mathematical skills needed for Chemistry 110, but open to students in other ESSP courses. (Offered fall and spring semesters.)

ESSP 197 ~ Independent Study ~ 1-6 credits

Independent Study for first-year students. Students must obtain the signature/approval of their independent study supervisor before enrolling in ESSP 197. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

ESSP 200 ~ Nature Photography ~ 4 credits

Teaches skills and knowledge needed to create captivating photographs of animals, plants, and other natural subjects. Explores the art, history, and science of nature photography as a tool for discovery and communication. Students must supply camera with manual exposure and interchangeable lenses (or zoom) as well as color slide film and processing (or digital camera). Does not cover video or darkroom techniques. (Offered spring semester.)

ESSP 201 ~ The Nature of Science ~ 3 credits

Introduces science as a method of studying and understanding the natural world. Promotes critical thinking, problem solving, and scientific literacy through an understanding of the process and product of scientific inquiry. For non-science majors. (Offered fall and spring semesters.)

Prerequisite(s): ENGC0M ULR part A and completion of MATH 99, or equivalents.
Corequisite(s): ESSP 201L

ESSP 201L ~ The Nature of Science Laboratory ~ 1 credit

Required lab course for ESSP 201. (Offered fall and spring semesters.)

Corequisite(s): ESSP 201.

ESSP 202 ~ Human Interactions with the Environment ~ 4 credits

Surveys current scientific and environmental topics students should understand to make informed decisions in their lives. Topics may include genetically modified organisms, cloning, human population growth, water resources, pesticides, and global warming. For nonscience majors. (Offered spring semester.)

Prerequisite(s): Math 99 or equivalent

ESSP 204 ~ Introduction to Life Sciences ~ 4 credits

Surveys life science topics, including structure of living cells and their function (cell biology and physiology); life cycle, reproduction and evolution (genetics and evolution); and living and nonliving components in environments (ecology). For nonscience majors, particularly Liberal Studies majors. (Offered fall and spring semesters.)

Prerequisite(s): MATH 99 or MATH 130, and CST 101; or equivalents.

ESSP 220 ~ Physics I ~ 3 credits

Emphasizes computer-based applications, active and experiential learning, and laboratory exercises. Topics covered include motion, mechanics, energy, and fluids. (Offered fall and spring semesters.)

Prerequisite(s): MATH 150 or 155 and ESSP 110 and ESSP 110L, or equivalents; or instructor consent.
Corequisite(s): ESSP 220L

ESSP 220L ~ Physics I Lab ~ 1 credit

Required lab course for ESSP 220. (Offered fall and spring semesters.)

Corequisite(s): ESSP 220.

ESSP 221 ~ Physics II ~ 3 credits

Covers topics in electricity, magnetism, and optics. Emphasizes active and experiential learning, lab-based activities, and practical applications. (Offered spring semester of even years.)

Prerequisite(s): ESSP 220 or equivalent.
Corequisite(s): ESSP 221L

ESSP 221L ~ Physics II Laboratory ~ 1 credit

Required laboratory course for ESSP 221. (Offered spring semester of even years.)

Prerequisite(s) ESSP 220 and ESSP 220L, or equivalents.
Corequisite(s): ESSP 221.

ESSP 240 ~ Biology I: Ecology, Evolution, and Biodiversity ~ 3 credits

Examines the evolutionary and ecological relationships of organisms with their environment, as well as the breadth of biological diversity. Applies biological principles to earth systems science and policy. (Offered fall and spring semesters.)

Prerequisite(s): ESSP 110 and ESSP 110L, or equivalent.
Corequisite(s): ESSP 240L

ESSP 240L ~ Biology I Laboratory ~ 1 credit

Required lab course for ESSP 240. Focus is on doing scientific experiments and writing in the scientific style. (Offered fall and spring semesters.)

Corequisite(s): ESSP 240.

ESSP 241 ~ Biology II: Cells, Genetics, and Organisms ~ 3 credits

Introduces cellular and molecular biology, plant and animal physiology and development, and principles of genetics. (Offered fall semester.)

Prerequisite(s): ESSP 111 and ESSP 111L, or equivalents.

ESSP 241L ~ Biology II Lab: Cells, Genetics, and Organisms ~ 1 credit

Laboratory course for ESSP 241. Required of students in biological science teacher preparation concentration. (Not offered in 2003-2004.)

Corequisite(s): ESSP 241.

ESSP 260 ~ Geology and Hydrology ~ 3 credits

Introduces geology and hydrology in the Monterey Bay area. Includes the rock cycle, weathering and erosion, soil formation, mass wasting (landslides), the hydrologic cycle, and plate tectonics. May include one or more weekend field trips. (Offered fall and spring semesters.)

Prerequisite(s): ESSP 110 and ESSP 110L, or equivalents.

Corequisite(s): ESSP 260L.

ESSP 260L ~ Geology and Hydrology Lab ~ 1 credit

Required lab course for ESSP 260. (Offered fall and spring semesters.)

Corequisite(s): ESSP 260.

ESSP 271 ~ The Oceans ~ 2 credits

Introduction to the major physical, chemical, biological, and geological features and processes of the Earth's ocean. Special emphasis is placed on developing an integrated understanding of physical and biological processes and the interactions of people with the marine environment. (Offered fall and spring semesters.)

Prerequisite(s): ESSP 110 and MATH 130, or equivalents.

ESSP 272 ~ The Atmosphere ~ 2 credits

Introduction to the chemical and physical nature of the atmosphere. Topics include weather and climate, storms, general air circulation, descriptive meteorology, clouds, and atmosphere-ocean interactions. (Offered fall and spring semesters.)

Prerequisite(s): ESSP 110 and MATH 130, or equivalents.

ESSP 280 ~ Economics, Policy, and Management: Earth Systems Applications ~ 4 credits

Examines the principles of economics, natural resource limitations and management, and the role of science in public policy decision making with a focus on environmental stewardship and sustainability. Students apply economic theory and analysis to evaluate environmental problems and policies, particularly in marine and coastal ecosystems. (Offered fall and spring semesters.)

Prerequisite(s): MATH 150, MATH 155, or equivalent.

ESSP 282 ~ Monterey Bay: A Case Study in Environmental Science and Policy ~ 4 credits

Introduces the physical, biological, and geological sciences of the Monterey Bay area. Discusses human impacts on the region and the state and federal policies established to protect the Monterey Bay region. For non-science majors.

ESSP 286 ~ Harvesting Our Food: Fisheries and Agriculture ~ 4 credits

This writing-intensive course looks at the environmental and human effects of marine fisheries and agriculture. Students reflect on their own connections to these food industries while reading and discussing work written by environmentalists and those who labor to bring food to our tables. (Offered spring semester.)

Prerequisite(s): FYS 100 or PROS 100.

ESSP 294 ~ Lower-Division Internship ~ 1-8 credits

Students work with practicing professionals in the community in a volunteer or paid internship that does not require specialized science, policy, or technical skills. Academic credit is awarded for documented learning that takes place during the internship and that meets individualized and core internship outcomes. (Offered fall and spring semesters.)

Prerequisite(s): instructor consent.

ESSP 295 ~ Special Topics in Earth Systems Science & Policy ~ 2-4 credits

Studies a particular topic in Earth Systems Science & Policy. May be repeated for credit when topics vary. (Offered only as interest warrants.)

Prerequisite(s): varies with different topics.

ESSP 297 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

ESSP 300 ~ Reading, Writing, and Critical Thinking in Earth Systems Science & Policy ~ 4 credits

Students develop writing and library research skills they will need to link science to policy decisions. Students develop a learning plan that integrates their ESSP concentration, capstone interests, and personal and professional goals. Requires successful completion of coursework that satisfies the ENGC0M A ULR, or equivalent. (Offered fall and spring semesters.)

ESSP 300L ~ Reading, Writing, and Critical Thinking in ESSP Lab ~ 1 credit

Optional computer lab course for ESSP 300. Designed for students in ESSP 300 who have not previously fulfilled the Tech/Info ULR. Provides hands-on experience with information literacy and literature searches, reference evaluation, advanced word processing, electronic presentations, spreadsheet design and manipulation, and webpage development. (Offered fall and spring semesters.)

Prerequisite(s): ESSP 300 or concurrent enrollment.

ESSP 301 ~ Ecosystem Services: Scientific and Economic Analyses ~ 4 credits

Analyzes the services and goods provided by natural ecosystems in Monterey Bay. Explores the scientific framework of ecosystem services, their disruption or disturbance, economic and ecological values, methods of analyzing these values, and policy implications. (Offered fall semester.)

Prerequisite(s): MATH 150 or 155, and ESSP 240, ESSP 260, and ESSP 280, or equivalents; STAT 250 recommended.

ESSP 303 ~ California Transect Orientation ~ 2 credits

Mandatory orientation for ESSP 303L. This classroom component of California Transect prepares students for the summer field course (ESSP 303L) by introducing topics in California's scientific, cultural, and political history and current issues that will be examined in detail during the summer field course (ESSP 303L). May require one weekend fieldtrip. (Offered spring semester.)

Prerequisite(s): ESSP 240, ESSP 260, and ESSP 280, or equivalents.

ESSP 303L ~ California Transect Lab ~ 3 credits

Two-week summer field course. Students explore California's unique ecosystems using a case-studies framework emphasizing the interaction between natural processes and human impacts. Involves camping and hiking. Fee charged for food, transportation, and camping. (Offered summer session.)

Prerequisite(s): ESSP 303 and instructor consent.

ESSP 304 ~ Earth Science for Teachers ~ 3 credits

Focuses on earth science content and scientific investigation and experimentation abilities required for the multiple-subject teaching credential. Topics include Earth's atmosphere and water, structure and composition of the solid Earth, processes that change the Earth (with emphasis on plate tectonics and California geology), Earth's resources, and Earth's place in the solar system and universe. (Offered fall and spring semesters.)

Prerequisite(s): MATH 99 or equivalent.

Corequisite(s): ESSP 304L.

ESSP 304L ~ Earth Science for Teachers Lab ~ 1 credit

Required lab course for ESSP 304. Emphasizes inquiry-driven earth science investigations. Teaching science in a local school or after-school program is required. (Offered fall and spring semesters.)

Corequisite(s): ESSP 304.

ESSP 305 ~ Inquiry-Based Life Science for Teachers ~ 3 credits

Focuses on the methodology of science appropriate to K-12 education. Familiarizes future teachers with observing, questioning, testing and interpreting by using the neighborhood as a laboratory. Engages in problem-solving activities and the design of experiments children will understand. Uses current technology to develop bicultural/bilingual instructional materials. Requires successful completion of coursework that satisfies the Science ULR, Part 2: Science Content. (Offered fall and spring semesters.)

Prerequisite(s): CST 101 and MATH 99, or equivalents.

Corequisite(s): ESSP 305L.

ESSP 305L ~ Inquiry-Based Life Science for Teachers Lab ~ 1 credit

Required lab course for ESSP 305. (Offered fall and spring semesters.)

Corequisite(s): ESSP 305.

ESSP 309 ~ Science and Policy of Global Change ~ 4 credits

Examines the scientific, economic, and political dimensions of global climate change. Focuses on the "greenhouse effect," global climate change, and the implementation of the Kyoto Protocol in reducing human-induced greenhouse gas emissions. (Offered spring semester of even years.)

Prerequisite(s): ESSP 240, ESSP 260, and ESSP 280, or equivalents.

Note: The course listings in this catalog should be used only as a general guide. CSUMB reserves the right to change course titles, credits, prerequisites, corequisites, enrollment restrictions, descriptions, and frequency without prior notice. Information for the current semester/session can be found on the CSUMB.EDU/schedule website. Information for ensuing semesters/sessions will also be posted there several weeks in advance of the opening of registration, though courses listed may subsequently be canceled due to insufficient enrollment.

ESSP 310 ~ Biochemical Systems ~ 3 credits

Introduces the molecular interactions between organisms and the environment. Models energy and information pathways within and between cells and surroundings. Covers photosynthesis, respiration, biological electron transfer, membrane transport, and biomolecular structure. Assesses the toxicity of aquatic ecosystems through bioassays. (Offered spring semester of even years.)

Prerequisite(s): ESSP 111 and ESSP 240, or equivalents; ESSP 241 recommended.
Corequisite(s): ESSP 310L.

ESSP 310L ~ Biochemical Systems Lab ~ 1 credit

Required lab course for ESSP 310. (Offered spring semester of even years.)
Corequisite(s): ESSP 310.

ESSP 311 ~ Organic Chemistry I ~ 3 credits

Nomenclature, structure, bonding, and reactivity of saturated and unsaturated hydrocarbons, halogenated compounds, and alcohols. (Offered fall semester of even years.)

Prerequisite(s): ESSP 111 and ESSP 111L, or equivalents.
Corequisite(s): ESSP 311L.

ESSP 311L ~ Organic Chemistry I Lab ~ 1 credit

Required lab course for ESSP 311. (Offered fall semester of even years.)
Corequisite(s): ESSP 311.

ESSP 312 ~ Organic Chemistry II ~ 3 credits

Reactions and analysis of organic compounds, with applications to biology, biogeochemistry, and environmental science. (Offered spring semester of odd years.)

Prerequisite(s): ESSP 311 or equivalent.

ESSP 312L ~ Organic Chemistry II Lab ~ 1 credit

Lab course for ESSP 312. (Offered spring semester of odd years.)
Corequisite(s): ESSP 312

ESSP 320 ~ Introduction to Systems and Systems Modeling ~ 4 credits

Introduces general systems theory and system dynamics modeling as tools for understanding, predicting, and controlling patterns of change in biological, physical, economic, political, and other systems. (Offered fall and spring semesters.)

Prerequisite(s): MATH150 or 155, CST 101, ESSP 240, and ESSP 280.

ESSP 330 ~ Electronic Projects for Ecosystem Research ~ 4 credits

An introduction to practical electronics and environmental measurement. Students design, build, and test their own electronic instruments to measure and record ocean temperature, sunlight intensity, and other environmental parameters. (Offered fall semester.)

Prerequisite(s): MATH 151 or 156, or equivalent.
Corequisite(s): ESSP 330L.

ESSP 330L ~ Electronic Projects for Ecosystem Research Lab ~ 1 credit

Required lab course for ESSP 330. (Offered fall semester.)
Corequisite(s): ESSP 330.

ESSP 332 ~ Introduction to Geographic Information Systems (GIS) and Global Positioning Systems (GPS) ~ 3 credits

Theory and application of spatial data acquisition, analysis, and display using an integrated, hands-on, project-based approach. Covers geographic information systems (ArcMap and Global Positioning System (GPS)). Course completion results in ArcMap certification from ESRI and GPS Mapping certification from Trimble Navigation (GeoExplorer). (Offered fall and spring semesters.)

Prerequisite(s): CST 101 or equivalent.
Corequisite(s): ESSP 332L.

ESSP 332L ~ Intro to GIS and GPS Lab ~ 1 credit

Required lab course for ESSP 332. (Offered fall and spring semesters.)
Corequisite(s): ESSP 332.

ESSP 340 ~ Ecological Systems ~ 3 credits

Introduces ecological concepts and theory by exploring the marine and terrestrial ecosystems of Monterey Bay. A systems approach teaches how organisms interact with one another and with the natural world around them. Course emphasizes population, community, and ecosystem level ecology. (Offered fall and spring semesters.)

Prerequisite(s): Math 150 or 155 and ESSP 240, or equivalents.
Corequisite(s): ESSP 340L.

ESSP 340L ~ Ecological Systems Lab ~ 1 credit

Required lab course for ESSP 340. (Offered fall and spring semesters.)
Corequisite(s): ESSP 340.

ESSP 341 ~ Evolutionary Biology and Population Genetics ~ 3 credits

Emphasizes mechanisms and models of population genetics and evolutionary biology, including allelic frequency, genetic drift, adaptation and fitness, microevolutionary and macroevolutionary change, speciation, and the history of life. (Offered spring semester of odd years.)

Prerequisite(s): ESSP 240, 240L, 241, and 241L, or equivalents.

ESSP 342 ~ California Ecosystems ~ 3 credits

Surveys terrestrial and near-shore ecosystems across California. Emphasizes the biotic and abiotic factors that determine the extents of these ecosystems. Plant identification and distribution in ecosystems of the Monterey Bay area. May include one or more weekend field trips. (Offered spring semester of even years.)

Prerequisite(s): ESSP 240 and ESSP 260, or equivalents.
Corequisite(s): ESSP 342L.

ESSP 342L ~ California Ecosystems Lab ~ 1 credit

Required laboratory course for ESSP 342. (Offered spring semester of even years.)

Corequisite(s): ESSP 342.

ESSP 343 ~ Physical Marine Ecology ~ 4 credits

Replaced by ESSP 443 and 443L.

ESSP 345 ~ Marine Science ~ 3 credits

Introduces marine research topics and environmental issues by exploring the natural history of local marine habitats. (Offered fall semester.)

Prerequisite(s): CST 101, ESSP 111, and ESSP 240 or equivalent.
Corequisite(s): ESSP 345L.

ESSP 345L ~ Marine Science Lab ~ 1 credit

Required laboratory course for ESSP 345. (Offered fall semester.)

Corequisite(s): ESSP 345.

ESSP 346 ~ General Zoology ~ 4 credits

Covers the distinguishing characteristics of the major animal groups (phyla); animal development, physiology, biomechanics, and ecology; and natural history and field identification of many important marine, aquatic, and terrestrial animals of central coastal California. (Offered spring semester.)

Prerequisite(s): College biology course.
Corequisite(s): ESSP 346L.

ESSP 346L ~ General Zoology Lab ~ 1 credit

Required laboratory course for ESSP 346. (Offered spring semester.)

Corequisite(s): ESSP 346.

ESSP 347 ~ Working with Marine Mammals ~ 3 - 4 credits

Explores current topics and careers working with marine mammals. Topics include practical knowledge of captive marine mammal husbandry (care and maintenance), training, basic physiology, an overview of common research topics and techniques, as well as public display, education, and current issues in marine mammalogy. Students will intern at least one day at Moss Landing Marine Labs assisting in the care of research-trained California sea lions. Fee charged for course materials. (Offered fall semester of odd years.)

Prerequisite: ESSP 204, ESSP 240, or equivalent; instructor consent

ESSP 348 ~ Techniques and Theories of Animal Training ~ 3 - 4 credits

Explores the field of animal training from a psychological and a technical perspective. Provides a theoretical background in relevant animal behavior and psychological principles related to the practical goal of modifying captive animal behavior. Topics include the history and ethics of animal use and training, and practical animal training techniques. Students will intern at least one day at Moss Landing Marine Labs assisting in the care and training of research-trained sea lions. Fee charged for course materials. (Offered fall semester of even years.)

Prerequisite: ESSP 204 or ESSP 240 or equivalent; instructor consent

ESSP 349S ~ Interpreting Monterey Bay Natural History for the Community Service Learning ~ 4 credits

Focuses on techniques for teaching the natural and cultural history of the Monterey Bay area to different age and cultural groups. Students develop and/or present interpretive products from organizations such as CA State Parks, Bureau of Land Management, and Return of the Natives for school groups. (Offered fall semester.)

Prerequisite(s): instructor consent.

ESSP 350 ~ Quantitative Field Methods ~ 3 credits

Project-oriented course covers techniques in statistics, experimental design, and field methodology to characterize the ecological patterns in marine and terrestrial ecosystems. May include one or more weekend field trips. (Offered spring semester.)

Prerequisite(s): ESSP 240, ESSP 260, and STAT 250 or equivalents.
Corequisite(s): ESSP 350L.

ESSP 350L ~ Quantitative Field Methods Lab ~ 1 credit

Required lab course for ESSP 350. (Offered spring semester.)
Corequisite(s): ESSP 350.

ESSP 355 ~ Quantitative Field and Laboratory Methods ~ 3 credits

Project-oriented course covers techniques in experimental design, data analysis, and field and laboratory methods of soil and water analysis in the context of local soil and water chemistry problems. May include one or more weekend field trips. (Offered fall semester.)
Prerequisite(s): ESSP 111, ESSP 260 and STAT 250 or equivalents.
Corequisite(s): ESSP 355L.

ESSP 355L ~ Quantitative Field and Laboratory Methods Lab ~ 1 credit

Required lab course for ESSP 355. (Offered fall semester.)
Corequisite(s): ESSP 355.

ESSP 360 ~ Geomorphic Systems ~ 3 credits

Examines past and current geologic processes as reflected in the shape of landforms. Focuses on theory and application of landform equilibrium and evolution, weathering, erosion, hillslope processes, river processes, active tectonics, coastal processes, landslides, and how landforms reflect change in climate. May include one or more weekend field trips. (Offered fall semester.)
Prerequisite(s): ESSP 260, and MATH 150 or 156, or equivalents; or instructor consent.
Corequisite(s): ESSP 360L.

ESSP 360L ~ Geomorphic Systems Lab ~ 1 credit

Required lab course for ESSP 360. (Offered fall semester.)
Corequisite(s): ESSP 360.

ESSP 369S ~ Community Based Watershed Restoration Service Learning ~ 4 credits

Hands-on watershed restoration, landscape planning and implementation with native plants. Community service experience through projects with schools and community agencies. Requires successful completion of coursework that satisfies the Science ULR. (Offered spring semester.)

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. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered fall semester.)
Prerequisite(s): ESSP 280 or a SCIENCE ULR course.

ESSP 384S ~ Environmental Justice and Environmental Policy Service Learning ~ 5 credits

Analyzes environmental justice movement, focusing on case studies and students' personal connections to the issues considered. Questions the identity of those empowered (or not) to control environmental decision making, how power is gained and lost, the burdens of inequitable distribution of resources, and the price of environmental pollution. Service learning placements help students understand course material. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered fall semester.)
Prerequisite(s): ESSP 280 or a SCIENCE ULR course; instructor consent.

ESSP 385 ~ Social and Environmental History of California ~ 4 credits

Studies past and present California communities and their relationships with the land. Analyzes how history can aid in understanding present-day policy issues and political involvement. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered fall semester of odd years.)
Prerequisite(s): instructor consent.

ESSP 386 ~ Science, the Environment, and the Political Process ~ 4 credits

Examines how science influences policy in the real world. Emphasis on case studies and experiential learning. All students complete an environmental policy brief that they design. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered spring semester.)
Prerequisite(s): instructor consent.

ESSP 386S ~ Science, the Environment, and the Political Process Service Learning ~ 1 credit

Optional service learning course accompanies ESSP 386. Students spend a minimum of 30 hours per semester with community groups focusing on science and environmental policy. (Offered spring semester.)
Corequisite(s): ESSP 386

ESSP 387 ~ Water Resources Assessment, Law and Policy ~ 4 credits

Explores issues of water resources in western United States as a fundamental factor in economic development and policy. Geologic environments of surface and ground water, quantitative view of the hydrologic balance in the Monterey Peninsula, the development and changing interpretations of water law, policy, and economics. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered fall semester.)
Prerequisite(s): ESSP 260 and 280 or a SCIENCE ULR course.

ESSP 394 ~ Upper-Division Internship ~ 1-8 credits

Students work with practicing professionals in the community in a volunteer or paid internship that requires critical thinking and specialized science, policy, or technical skills. Academic credit is awarded for documented learning that takes place during the internship and that meets individualized and core internship outcomes. (Offered fall and spring semesters.)
Prerequisite(s): instructor consent.

ESSP 395 ~ Special Topics in Earth Systems Science & Policy ~ 1-4 credits

Studies a particular topic in Earth Systems Science & Policy. May be repeated for credit when topics vary. (Offered only as interest warrants.)
Prerequisite(s): varies with different topics, instructor consent.

ESSP 396S ~ Science After School Service Learning ~ 2 credits

Students in this service learning course will focus on fundamental issues about inclusive science curriculum design and pedagogy for multicultural populations. Requires successful completion of coursework that satisfies the SCIENCE ULR. (Not offered in 2003-2004.)
Corequisite(s): ESSP 396L

ESSP 396L ~ Science After School Lab ~ 1 credit

Students serve one or two afternoons weekly with the RISE (Recruitment in Science Education) afterschool program. (Not offered in 2003-2004.)
Corequisite(s): ESSP 396S

ESSP 397 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits. (Offered only as interest warrants.)
Prerequisite(s): instructor consent.

ESSP 397S ~ Independent Study: Earth Systems Service Learning ~ 1-6 credits

Students work with public and private organizations on projects that integrate scientific skills with needs of multicultural communities. (Offered only as interest warrants.)
Prerequisite(s): instructor consent.

ESSP 400 ~ Capstone Seminar I ~ 2 credits

Students work with the instructor, their faculty Capstone adviser, and other students to develop a proposal for their Senior Capstone project. Capstone projects must demonstrate an ability to use a systems approach to analyze and/or solve problems in Earth Systems Science & Policy. (Offered fall and spring semesters.)
Prerequisite(s): ESSP 300.

ESSP 403 ~ Capstone Seminar II ~ 2 credits

Assists students in completing the Capstone project developed in ESSP 400, including a written Capstone report and an oral presentation to ESSP faculty and students. (Offered fall and spring semesters.)
Prerequisite(s): instructor consent.

ESSP 423 ~ Signal Processing ~ 4 credits

Introduces the analysis and applications of signals, systems, and time-series data. Applies signal processing and the Matlab programming language to the location, analysis, interpretation, and enhancement of signals in communications, geophysics, biology, speech, and acoustics. Covers fast Fourier transform, digital filters, convolution, sampling and reconstruction, and spectral estimation. (Offered spring semester when sufficient demand.)
Prerequisite(s): MATH 151 or 156, or equivalent; one course in statistics; or instructor consent.

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ESSP 433 ~ Applications of Marine Science Technologies ~ 3 credits

Project-based course applies advanced technologies for data acquisition, analysis and display to current marine research initiatives and environmental issues. Hands-on application of sidescan and multibeam sonar, Geographic Information Systems (GIS), quantitative video habitat mapping, computer modeling, remote sensing, image processing, hydrographic mapping, and Global Positioning System (GPS). (Offered spring semester.)
Prerequisite(s): ESSP 220 and ESSP 332, or equivalents; ESSP 345 strongly recommended.
Corequisite(s): ESSP 433L.

ESSP 433L ~ Applications of Marine Science Technologies Lab ~ 1 credit

Required lab course for ESSP 433. (Offered spring semester.)
Corequisite(s): ESSP 433.

ESSP 436 ~ Remote Sensing and Image Processing ~ 3 credits

Applications of geospatial information technology and geodata manipulation and analysis in the management of natural resources, including remote sensing, aerial photography, image processing, georeferencing, geocertification, and quantitative information extraction from multispectral and other image data. (Offered fall semester.)
Prerequisite(s): ESSP 332 and 332L or equivalent.
Corequisite(s): ESSP 436L.

ESSP 436L ~ Remote Sensing and Image Processing Lab ~ 1 credit

Required lab course for ESSP 436. (Offered fall semester.)
Corequisite(s): ESSP 436.

ESSP 440 ~ Ecological Modeling ~ 4 credits

Covers the fundamentals of dynamic ecosystem modeling including the uses and limitations of modeling, fundamentals of model building, and analytic and computer modeling methods. (Not offered in 2003-2004.)
Prerequisite(s): MATH 151, ESSP 320, and either ESSP 340 or 342, or equivalents.

ESSP 442 ~ Vernal Pools of Fort Ord ~ 2 credits

This field-oriented course is an in-depth exploration of a local, threatened ecosystem. Students get experience doing science research projects and reading primary scientific literature on vernal pool organisms, ecology, chemistry, and soils. Focuses on organismal taxonomy. May include weekend or odd-hour field trips. (Offered spring semester of odd years.)
Prerequisite(s): ESSP 350 or equivalent; recommended completion of ESSP 340, ESSP 342, or ESSP 360.
Corequisite(s): ESSP 442L.

ESSP 442L ~ Vernal Pools of Fort Ord Lab ~ 2 credits

Required lab course for ESSP 442. (Offered spring semester of odd years.)
Corequisite(s): ESSP 442.

ESSP 443 ~ Physical Marine Ecology ~ 3 credits

Examines how differences in the physical properties of water and air have produced differences in the shape, behavior, physiology, and ecology of animals and plants living in the oceans compared to those living on land. (Offered fall semester of even years.)
Prerequisite(s): MATH 151, ESSP 220, ESSP 240, and ESSP 340, or equivalents.
Corequisite(s): ESSP 443L.

ESSP 443L ~ Physical Marine Ecology Lab ~ 1 credit

Required lab course for ESSP 443. (Offered fall semester of even years.)
Corequisite(s): ESSP 443.

ESSP 460 ~ River Hydrology, Assessment, and Monitoring ~ 3 credits

Applied topics in watershed, stream, and hillslope hydrology within the context of river management. Covers physical river assessment and monitoring, and the physical equations and field measurement of surface and subsurface flow, hydraulics, flood frequency, landscape erosion, and sediment transport. (Offered spring semester.)
Prerequisite(s): ESSP 360.
Corequisite(s): ESSP 460L.

ESSP 460L ~ River Hydrology Lab ~ 1 credit

Required lab course for ESSP 460. (Offered spring semester.)
Corequisite(s): ESSP 460.

ESSP 461 ~ Watershed Systems Restoration ~ 3 credits

Explores the rehabilitation and management of damaged ecosystems focusing on rivers, estuaries, and wetlands. Covers the systems approach, ecologic principles, hydrologic processes, soils, erosion, and improvement structures. Emphasizes real situations using case studies and experimental restoration work. Includes several weekend field trips. (Offered spring semester of odd years.)
Prerequisite(s): ESSP 111 and ESSP 360, or equivalents.
Corequisite(s): ESSP 461L.

ESSP 461L ~ Watershed Systems Restoration Lab ~ 1 credit

Required lab course for ESSP 461. (Offered spring semester of odd years.)
Corequisite(s): ESSP 461.

ESSP 495 ~ Special Topics in Earth Systems Science & Policy ~ 2-6 credits

Studies a particular topic in Earth Systems Science & Policy. May be repeated for credit when topics vary. (Offered only as interest warrants.)
Prerequisite(s): varies with different topics; instructor consent.

ESSP 497 ~ Capstone Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits. (Offered only as interest warrants.)
Prerequisite(s): instructor consent.

ESSP 497S ~ Capstone Independent Study: Earth Systems Service Learning ~ 2-4 credits

Enables students to integrate citizenship, academic subjects, skills, and values into their Senior Capstone projects. Students work with public and private organizations on projects that integrate scientific skills with needs of multicultural communities. Students maintain weekly journals covering self, community, public education, and professional community responsibility. (Offered only as interest warrants.)
Prerequisite(s): instructor consent.

ESSP 532 ~ Introduction to Geographic Information Systems (GIS) and Global Positioning Systems (GPS) ~ 3 credits

Theory and application of spatial data acquisition, analysis, and display using an integrated, hands-on, project-based approach. Covers Geographic Information Systems (basic ArcMap) and Global Positioning Systems (GPS). Course completion results in ArcMap certification from ESRI and GPS Mapping certification from Trimble Navigation. Requires advanced research project. Students who have completed ESSP 332 may not enroll for credit. (Offered fall and spring semesters.)
Prerequisite(s): CST 101 or equivalent.
Corequisite(s): ESSP 532L.

ESSP 532L ~ Intro to GIS and GPS Lab ~ 1 credit

Required lab course for ESSP 532. (Offered fall and spring semesters.)
Corequisite(s): ESSP 532.

ESSP 536 ~ Remote Sensing and Image Processing ~ 3 credits

Applications of geospatial information technology and geodata manipulation and analysis in the management of natural resources, including remote sensing, aerial photography, image processing, georeferencing, geocertification, and quantitative information extraction from multispectral and other image data. (Offered fall semester.)
Prerequisite(s): ESSP 332 and 332L or equivalent.
Corequisite(s): ESSP 536L.

ESSP 536L ~ Remote Sensing and Image Processing Lab ~ 1 credit

Required lab course for ESSP 536. (Offered fall semester.)
Corequisite(s): ESSP 536.

ESSP 561 ~ Watershed Systems Restoration ~ 3 credits

Explores the rehabilitation and management of damaged ecosystems focusing on rivers, estuaries, and wetlands. Covers the systems approach, ecologic principles, hydrologic processes, soils, erosion, and improvement structures. Emphasizes real situations using case studies and experimental restoration work. Includes several weekend field trips. Focused individual research required. (Offered spring semester of even years.)
Prerequisite(s): ESSP 111 and ESSP 360, or equivalents.
Corequisite(s): ESSP 561L.

ESSP 561L ~ Watershed Systems Restoration Lab ~ 1 credit

Required lab course for ESSP 561. (Offered spring semester of even years.)
Corequisite(s): ESSP 561.

ESSP 595 ~ Special Topics in Earth Systems Science & Policy ~ 1-6 credits

Studies a particular topic in Earth Systems Science & Policy. May be repeated for credit when topics vary. (Offered only as interest warrants.)
Prerequisite(s): varies with different topics; instructor consent.

ESSP 597 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits. (Offered only as interest warrants.)
Prerequisite(s): instructor consent.

FREN 101 ~ Beginning French I Assessment ~ 4 credits

Alternative assessment for the first semester of French. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in FREN 101, 102, 201, and 202 concurrently, except for international students who may enroll only in FREN 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in FREN 101, 102, and 201, except for international students who may enroll only in FREN 201 or 202.

FREN 102 ~ Beginning French II Assessment ~ 4 credits

Alternative assessment for the second semester of French. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in FREN 101, 102, 201, and 202 concurrently, except for international students who may enroll only in FREN 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in FREN 101, 102, and 201, except for international students who may enroll only in FREN 201 or 202.

FREN 201 ~ Intermediate French I Assessment ~ 4 credits

Alternative assessment for the third semester of French. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in FREN 101, 102, 201, and 202 concurrently, except for international students who may enroll only in FREN 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in FREN 101, 102, and 201, except for international students who may enroll only in FREN 201 or 202.

FREN 202 ~ Intermediate French II Assessment ~ 4 credits

Alternative assessment for the fourth semester of French. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in FREN 101, 102, 201, and 202 concurrently, except for international students who may enroll only in FREN 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in FREN 101, 102, and 201, except for international students who may enroll only in FREN 201 or 202.

FRSI 101 ~ Beginning Farsi I Assessment ~ 4 credits

Alternative assessment for the first semester of Farsi. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in FRSI 101, 102, 201, and 202 concurrently, except for international students who may enroll only in FRSI 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in FRSI 101, 102, and 201, except for international students who may enroll only in FRSI 201 or 202.

FRSI 102 ~ Beginning Farsi II Assessment ~ 4 credits

Alternative assessment for the second semester of Farsi. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in FRSI 101, 102, 201, and 202 concurrently, except for international students who may enroll only in FRSI 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in FRSI 101, 102, and 201, except for international students who may enroll only in FRSI 201 or 202.

FRSI 201 ~ Intermediate Farsi I Assessment ~ 4 credits

Alternative assessment for the third semester of Farsi. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in FRSI 101, 102, 201, and 202 concurrently, except for international students who may enroll only in FRSI 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in FRSI 101, 102, and 201, except for international students who may enroll only in FRSI 201 or 202.

FRSI 202 ~ Intermediate Farsi II Assessment ~ 4 credits

Alternative assessment for the fourth semester of Farsi. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in FRSI 101, 102, 201, and 202 concurrently, except for international students who may enroll only in FRSI 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in FRSI 101, 102, and 201, except for international students who may enroll only in FRSI 201 or 202.

FYS 100 ~ First Year Seminar ~ 4-6 credits

Provides an introduction to academic life at CSUMB and a foundation to learning as a lifelong process. Students identify the knowledge, skills, and abilities they will need to meet their personal, social, academic, and professional goals. As students meet course goals and outcomes, they start their transition to university life. Required for all entering first-year students and transfers with 29 or fewer semester units. Students need to enroll in this course during their first semester at CSUMB. (Offered every semester.) Formerly PROS 100.

GERM 101 ~ Beginning German I Assessment ~ 4 credits

Alternative assessment for the first semester of German. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in GERM 101, 102, 201, and 202 concurrently, except for international students who may enroll only in GERM 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in GERM 101, 102, and 201, except for international students who may enroll only in GERM 201 or 202.

GERM 102 ~ Beginning German II Assessment ~ 4 credits

Alternative assessment for the second semester of German. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in GERM 101, 102, 201, and 202 concurrently, except for international students who may enroll only in GERM 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in GERM 101, 102, and 201, except for international students who may enroll only in GERM 201 or 202.

GERM 201 ~ Intermediate German I Assessment ~ 4 credits

Alternative assessment for the third semester of German. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in GERM 101, 102, 201, and 202 concurrently, except for international students who may enroll only in GERM 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in GERM 101, 102, and 201, except for international students who may enroll only in GERM 201 or 202.

GERM 202 ~ Intermediate German II Assessment ~ 4 credits

Alternative assessment for the fourth semester of German. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in GERM 101, 102, 201, and 202 concurrently, except for international students who may enroll only in GERM 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in GERM 101, 102, and 201, except for international students who may enroll only in GERM 201 or 202.

GPP 650 ~ Money, Media and Policymaking ~ 3 credits

Examines the role of money and media in the congressional policy process; the impact of money and media on elections; the state of campaign finance laws and reforms; the influence of television and newspaper journalists on policymakers; and the impact of money and media trends on democracy. Case studies and personal experience will be used to illustrate main lessons. (Offered spring semester.)

GPP 651 ~ Budget Policy ~ 3 credits

Provides an inside view of federal, state, and local budget processes, divided into three modules, with policy experts addressing the political and economic issues important to each level of budget policymaking. Examines Constitutional powers; legislative and executive roles; key budget committees and agencies; special interest groups; federalism; bargaining strategies and consensus building; revenue sources; budget reforms; distribution and equity issues; and other topics. (Offered fall semester.)

GS 195 ~ Water and Humanity ~ 4 credits

Learning community on water and humanity. Analyzes the scientific, ecological, social, cultural, economic, political & ethical issues related to water usage, access, pollution, and conservation. Examines water-related issues at local, state, regional, national and global levels. Combines classroom learning with field studies on how to prevent further degradation of watersheds and oceans and how to promote water resources management, biodiversity, environmental justice, and equitable access to clean water. (Offered every semester.)

GS 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.

GS 197 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

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GS 200 ~ The Politics of Everyday Life ~ 4-6 credits

Looks at contemporary political life by recognizing the public, historical, and political dimensions of daily life. Examines American government and politics by analyzing historical and political events that affect people's daily lives. Focuses on power, control, alienation, decision making, and obedience to the laws and structures that govern people's lives. Course completion meets the Title V requirements of U.S. history, U.S. Constitution, and California government. (Offered every semester.)

GS 300 ~ Major ProSeminar and Professional Assessment Lab ~ 4 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. Also introduces students to research methods for Global Studies. Required for GS majors. (Offered fall semester.)

GS 310 ~ Genealogy of Globalization ~ 4 credits

Examines contemporary and historical processes of globalization from a variety of perspectives: conceptual, historical, geographic, economic, political, cultural, and sociological. Covers how capitalism, Western imperialism, colonialism, nationalism, racism, sexual exploitation, religion, environmental destruction, war, trade, technological development, international agreements, social movements, democratization, human rights, and popular struggles for social justice and equity have shaped the global order. (Offered every semester.)

GS 314 ~ Global History: The Ancient Era ~ 4 credits

Explores three themes: 1) beginnings of the cosmos, life on earth, humankind, agriculture, cities, and civilization; 2) enduring civilizations—Chinese, Indian, Islamic, Western, African, and Native American; 3) what happened when various cultures and civilizations encountered one another through trade and travel; missionary efforts; and the spread of world religions, conquest, and empire. Designed for Liberal Studies majors and others needing sections of World History as described in the K-12 History/Social Science Content Standards. (Offered every semester.)

GS 315 ~ Global History: The Worlds of Modernity ~ 4 credits

Examines what is distinctive about the modern world, created over the past three centuries by the economic breakthrough of the industrial revolution, political ideas of the French Revolution, and global conquests of Europeans. Asks whether human societies have been coming together through empire, modernization, and globalization or growing further apart through racial, religious, and ethnic conflict; the division of rich and poor; and warfare on a global scale. Designed for students needing sections of World History as described in the K-12 History/Social Science Content Standards. (Offered fall semester.)

GS 320 ~ Global Issues and the Third World ~ 4 credits

Identifies and critiques various understandings of the Third World as they relate to the categories of first world, second world, and fourth world. Students learn to analyze global issues as they relate to the third world especially the existing discourses of development. (Offered every semester.)

GS 325 ~ Global Voices ~ 4 credits

Students read narratives, short stories, newspaper/ magazine articles, and reports from around the world on issues such as global change, globalization, immigration, war, resistance, conflict resolution, and other current issues. (Offered every semester.)

GS 326 ~ United States Foreign Policy and Empire ~ 4 credits

Reviews salient periods of U.S. territorial expansion from the Mexican-American war to the declared and undeclared interventions to the present. Analyzes domestic and international charges of neo-colonialism and economic imperialism versus recurrent open calls for a civilizing American Empire, benign conquest, humanitarian interventions, and regime change. (Offered every other fall semester.)

GS 330 ~ World Views ~ 4 credits

Introduces diverse philosophical, ideological, religious, spiritual, scientific, technological, and gender views or perspectives. Focuses on the similarities and differences between worldviews and how those people interact with the world. Students study the adverse effects of ethnocentrism, reflect on their own worldview, and empathize with people with differing worldviews. (Offered fall semester.)

GS 335 ~ Comparative Governments and Politics ~ 4 credits

Compares the dominant forms of government that have endured into the 21st century and the political ideologies and economic institutions that have created them. Addresses the contest over emerging forms of global governance embodied in the two poles of neo-liberal corporate commercial/financial institutions (WTO/IMF/World Bank) on one side, and a growing global network of civil society alliances that have arisen to challenge them on the other. Examines issues of national sovereignty. Covers the K-12 History/Social Science Content Standards. (Offered fall semester.)

GS 340 ~ Global Media and Communications ~ 4 credits

Examines on a global scale how contemporary media of mass communications influence human values, events, issues, ideas, identities, opinions, government policies, consumer behavior, social relations, and ultimately the destiny of humanity. Students develop their media literacy and ability to critically evaluate the importance and effects of technologies and the communications media on contemporary economic, political, and cultural life at the global, national, and local levels. (Offered spring semester.)

GS 345 ~ Political Theory and Philosophy ~ 4 credits

Introduces students to selected political theories and philosophies and discusses how, where, and when they have influenced intellectual thought and cultural practices in the past and the present. Explores political philosophies from different parts of the world and connects them to relative climates of social diversity, political dissent, and religious tolerance. Examines the relationship between political thought and the problem of identification—individual, cultural, and national. Covers the K-12 History/Social Science Content Standards. (Offered spring semester.)

GS 350 ~ Gender and Violence in Global Life ~ 4 credits

Students learn how to analyze, and evaluate the role of women and gender violence in global life. Examines gender, race, class, and culture in relation to issues of security, power, production, reproduction, and activism in global life and related forms of violence. (Offered every semester.)

GS 360 ~ Intercultural Communications ~ 4 credits

Students learn noncoercive and cross-cultural skills of interpersonal communications for interacting with people from 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 cultural norms in various cultural and intercultural settings. (Offered spring semester.)

GS 362 ~ Global Literatures ~ 4 credits

Examines intercultural communications through a global/historical lens that encompasses encounters in colonial, post-colonial, and global contexts. A series of novels, essays, and short stories from the postcolonial world are read in which the authors project their sense of individual and collective identities formed through the colonial interface and its aftermath. Examines relationships between author/audience and student/text in a cross-cultural dialog. (Offered fall and spring semester.)

GS 365S ~ Service Learning in Global Affairs ~ 4 credits

Students engage in an individual community service learning experience involving some aspect of global/international affairs and/or global/international issues. Prepares students for effective global citizenship in the 21st century and for responsible and effective civic participation in multicultural communities. (Offered spring semester.)

GS 370 ~ Global Political Economy ~ 4 credits

Examines origins of global economy. Analyzes and evaluates the interrelationship among global, political, and economic conditions. Studies global economy through 1) historical development, 2) current patterns of changes, 3) effects of globalization on the quality of life, 4) solutions and alternatives to inequity, and 5) the students' place in the global economy. Examines major structures, processes, and effects of evolving global economy. (Offered spring semester.)

GS 375 ~ Environmental Economics ~ 4 credits

Examines the political economy of planetary resources and issues of distribution, allocation, and concentration. Engages perspectives on conservation of planetary resources referred to as global commons that are beyond the jurisdiction of nation-states, international agreements, and institutions. Analyzes alternative accounts of Northern ecological debt and Southern ecological credit. (Offered every other fall.)

GS 380S ~ Global Organizations and The Model United Nations

Service Learning ~ 4 credits

Examines the structure, workings, and politics of the United Nations and the role of the United Nations 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. Students also organize a CSUMB Model UN for area high schools for the service learning component of the course. (Offered spring semester.)

GS 385 ~ Earth & Social Systems ~ 4 credits

Integrates study of earth systems with social systems by examining global natural and social systems. Combines perspectives, concepts, and methods of physical, biological, and social sciences in a holistic analysis and evaluation of issues related to resource access, use, pollution, and conservation by human communities locally and globally. Used to denote equivalent courses fulfilled through study abroad, field studies, approved upper-division ESSP courses, and approved graduate courses at MUIS to fulfill GS MLO 9. (Offered every semester.)

GS 390 ~ Global Politics ~ 4 credits

Explores the global realm of: 1) interstate and transnational political relations; 2) Western and non-Western schools of thought about international politics; 3) gendered discourses of international relations including contributions from women, especially Third World women; and 4) environmental perspectives and 5) the structure and role of intergovernmental organizations. Introduces students to the main political concepts and ideologies that constitute the discourse of global politics. (Offered fall semester.)

GS 395 ~ Special Topics ~ 1-6 credits

Studies a particular topic in Global Studies. May be repeated for credit when topics vary.

Prerequisite(s): instructor consent.

GS 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.

GS 397 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

GS 400 ~ Senior Capstone ~ 4 credits

Students synthesize, research, and write a Capstone project that integrates: 1) course-based and experiential learning completed for the major; 2) a major research paper that demonstrates knowledge of theoretical, methodological, and philosophical undercurrent of intellectual production in Global Studies. (Offered spring semester.)

GS 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.

GS 596 ~ Field Studies ~ 1-6 credits

Individualizes student placement for field study as related to global studies.

Prerequisite(s): instructor consent global studies faculty approval.

GS 597 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits.

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 211 ~ Reading, Writing, and Critical Thinking ~ 4 credits

Through portfolio assessment, introduces students to college-level reading, writing, speaking, and listening skills. Further develops reading skills through a focus on divergent perspectives. Emphasizes the writing process to develop writings and a research paper. Develops empathic and critical listening skills through class discussion, peer workshops, interviews, and group presentations within a collaborative, interactive, and intercultural environment. (Offered every semester.)

HCOM 212 ~ Reasoning and Communication ~ 4 credits

Introduction to practical reasoning and argumentation. Students develop empathic and critical listening, reading, writing, and speaking skills for cooperative deliberation and problem solving practices; they anticipate and assess various perspectives, alternatives, and their consequences for all who are affected by the decision-making process. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered every semester.)

HCOM 213 ~ Introduction to Communication Ethics ~ 4 credits

Introduction to the ethics of communication practices. Students identify and evaluate communication dilemmas in interpersonal, small group, intercultural, organizational or mass media contexts; they assess communicative options from different ethical frameworks and apply ethical and effective alternatives in written, oral or visual communication modes; they generate a personal and communal ethic to guide communication conduct. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered every year.)

HCOM 214 ~ Interpersonal Communication and Conflict ~ 4 credits

Introduction to the dynamics of interpersonal communication and conflict resolution. Students identify and evaluate interpersonal conflicts, assess communicative options from different ethical frameworks and apply ethical and effective alternatives through conflict management and resolution practices in both oral and written communication contexts. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered every year.)

HCOM 221 ~ Global Narratives ~ 4 credits

Examines unique and transnational 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, analyze, interpret, and appreciate literature and diverse forms of popular culture as artistic and cultural representation. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered every two years.)

HCOM 225 ~ Literature, Film, and Culture ~ 4 credits

Introduces literary analysis through readings of selected American writers. Examines these writers' 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. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered every year.)

HCOM 227 ~ Multicultural Poetry ~ 4 credits

A literature course that focuses on poetry as artistic and cultural representation. Students read works by poets of many cultures, watch poets read their work on video, and talk about how and why they write. Students develop the tools to do literary and cultural analysis of poetry. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered every other year.)

HCOM 230 ~ Environmental Creative Writing Workshop ~ 4 credits

Introduces the craft of writing poetry and fiction. Students learn the basic tools to write about the environment. Cross-cultural readings and workshop format. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered every year.)

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HCOM 231 ~ The Chicana/o Creative Writing Workshop ~ 4 credits

An introduction to the craft of writing fiction, creative non-fiction, and poetry through studies, discussions, and exercises using models of Chicana/o creative writing. Students produce works in English and/or Spanish and discuss problems and issues present in Chicana/o creative production within a mutually supportive workshop environment. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered every two years.)

HCOM 232 ~ Creativity and Social Action ~ 4 credits

Examines the creative process and its application to social action. Uses guest writers and artists from local communities, videos, fieldtrips, and cross-cultural readings to understand and analyze creativity and social action. Students produce collaborative creative projects. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered every two years.)

HCOM 240 ~ American Cultural Heritages ~ 4 credits

This learning experience traces the formation and evolution of United States-American cultures and identities from the colonial period to the present. Students will explore these formations through histories, literature, cultural studies, and sociological frameworks to develop an interdisciplinary picture of United States multicultural heritages. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered every semester.)

HCOM 242 ~ Introduction to Multicultural Women's Studies ~ 4 credits

Introduces the basic concepts and perspectives in multicultural feminisms with special emphasis on the changing status of women in relationship to the U.S. and California Constitutions and political life. This learning experience provides the opportunity for students to develop analyses of the current political conditions for women and to strategize their own political participation in relation to these conditions. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered every two years.)

HCOM 244 ~ Latino USA: Identities and Experiences ~ 4 credits

Examines and compares the political experiences, cultural practices, and literary expressions of diverse Latino populations in the U.S. Topics include immigration, citizenship, demographics, work, religion, education, language, gender, and cultural rights. Readings include ethnographies, histories, novels, and films. Students design political projects. Crosslisted with SBS 244. (Offered every two years.)

HCOM 245 ~ Introduction to Chicana/o Studies ~ 4 credits

Introduces students to historical, social, philosophical, political, and cultural issues and experiences that have constituted Chicana/o identities and the field of Chicana/o studies. Provides students with analytical tools to interpret the variety and particularity of Chicana/o experiences and their relationship to other social and civil rights movements in the United States. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered every year.)

HCOM 247 ~ Introduction to African Diaspora Studies ~ 4 credits

Examines how historical, cultural, and social processes have influenced the development of African diaspora communities in the United States, Latin America, and the Caribbean. Special attention will be given to the impact of race and culture on the formation of diasporic communities. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered every two years.)

HCOM 250 ~ The History of Rock and Roll ~ 4 credits

Survey United States social and cultural history of the 20th century as analyzed through some of its popular music. Students use various methods employed by ethnic studies, history, and literature frameworks to analyze the roles that popular culture plays in the modern U.S. experience. Special emphasis is placed on the experiences of communities of color. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered every two years.)

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 U.S.-Mexican War to the present. Examines the past through the eyes of people often excluded from national narratives. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered every year.)

HCOM 255 ~ Social Movements and Communities of Color ~ 4 credits

Explores the historical, philosophical, and cultural roots of the major post-WWII social movements impacting communities of color. Topics include Civil Rights Movement, Black Power Movement, American Indian Movement, Chicana/o Student Movement, Boricua Movement, Asian American Movement, and the modern-day white supremacist movements. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered every two years.)

HCOM 260 ~ Politics and Participation: Struggles for Justice ~ 4 credits

Explores the impact of movements for social and political justice on the interpretation and content of the U.S. Constitution. Students will develop their ethical understandings of democratic participation through historical and contemporary texts and then apply these new understandings through the creation of collective political projects. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered every semester.)

HCOM 267 ~ U.S. Political Histories ~ 4 credits

Historical view of the United States through analysis of the political process from the Revolutionary War and drafting of the Constitution to the social movements of the 20th century, with emphasis on the Bill of Rights and the guarantees won by the citizens through courts, political participation, and civil disobedience. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered every two years.)

HCOM 285 ~ Introduction to Photojournalism ~ 4 credits

Introduces the use of photography as a tool in reporting and interpreting news for print media. Students learn basic camera techniques and concepts of visual storytelling. Outcomes include learning to photograph subjects for the news media and telling stories through photography. Requires successful completion of coursework that satisfies the ENGCOM A ULR. (Offered every two years.)

HCOM 300 ~ Major ProSeminar ~ 4 credits

Students are introduced to the history, debates, and definitions regarding the degree they are embarking upon: a degree in interdisciplinary studies of the humanities. Students will explore and practice in-depth research skills relevant to interdisciplinary humanities, and they will develop an Individualized Learning Plan, create learning communities, and explore graduate education, professional opportunities, and specific career paths. (Offered every semester.)

Prerequisite(s): successful completion of coursework that satisfies the ENGCOM, Ethics, U.S. Histories, Democratic Participation, and Literature and Popular Culture ULRs (or equivalent General Education courses for junior transfers).

HCOM 300L ~ Major ProSeminar Lab ~ 2 credits

Required lab course for HCOM 300. Enables students to develop and implement research plans and use technology specifically related to interdisciplinary humanities to present research findings. Helps students: deal with ethical issues related to computers and use of information; use spreadsheets to calculate GPA and units; design Individual Learning Plans (ILP); and develop a digital portfolio. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every semester.)

HCOM 301 ~ Ways of Knowing ~ 4 credits

Students survey the changing relationships among knowledge, truth, and reality in different cultural and historical contexts; they investigate, evaluate, and apply different ways of knowing such as analytic, rational, creative, spiritual, emotional, and intersubjective to substantive topics or themes. Offers built-in assessment in HCOM MLO 4. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every semester.)

HCOM 304 ~ Relational Ethics ~ 4 credits

Students survey ethical decision making processes through the care, justice, and relational philosophical frameworks; they investigate, evaluate, and apply relational communication guidelines to the ethical dilemmas in interpersonal, small group, intercultural, and organizational situations. Offers built-in assessment in HCOM MLO 3 or the concentrations in Pre-Law or Practical and Professional Ethics. Requires successful completion of coursework that satisfies the ENGCOM and Ethics ULRs. (Offered every year.)

HCOM 306 ~ Gender and Communication ~ 4 credits

Explores theoretical explanations for the construction of gender. Students may identify and examine the ways individuals communicate their gender identity to themselves and to others; they may identify, examine, and analyze the construction and communication of gender in media, interpersonal, intercultural, or rhetorical contexts in order to ethically and effectively interact with others. Offers built-in assessment in HCOM MLO 3 or the concentrations in Practical and Professional Ethics; Comparative American Studies; or Women's Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every two years.)

HCOM 307 ~ The Social Impact of the Mass Media ~ 4 credits

Explores the relationship between the mass media and contemporary social problems. Issues such as media violence are explored from the perspective of consumers. Outcomes include raising awareness of the impact of media messages, developing effective media literacy tools, and preparing to critically analyze the cultural products we consume. Offers built-in assessment in HCOM MLO 2 or the concentrations in Practical and Professional Ethics or Journalism and Media Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every other year.)

HCOM 307S ~ The Social Impact of the Mass Media—Service Learning ~ 6 credits

Explores the relationship between the mass media and contemporary social problems. Issues such as media violence will be explored from the consumer's perspective. Outcomes include raising awareness of the impact of media messages, developing effective media literacy tools, and critically analyzing the cultural products we consume. Involves students in media literacy programs in local schools and community organizations. Offers built-in assessment in HCOM MLO 2 or the concentrations in Practical and Professional Ethics or Journalism and Media Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every other year.)

Prerequisite(s): HCOM 384 or 389.

HCOM 309 ~ Intercultural Communication: Relating to Whiteness ~ 4 credits

Students study the historical construction of white identity and racial privilege in the United States and its impact on contemporary intercultural communication dynamics; they investigate and evaluate communicative options for relating to whiteness and their implications for moral and relational conduct; and they develop ethical guidelines for intercultural communication practices. Offers built-in assessment in HCOM MLO 3 or the concentrations in Comparative American Studies or Practical and Professional Ethics. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every year.)

HCOM 310 ~ Free Speech and Responsibility ~ 4 credits

Students survey the history of free speech in the United States; they examine past and present controversies such as obscenity, hate speech, and media sensationalism; they identify, evaluate, and assess human rights and responsibilities surrounding the freedom of expression from various philosophical perspectives. Offers built-in assessment in HCOM MLO 3 or the concentrations in Pre-Law; Practical and Professional Ethics; or Journalism and Media Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every year.)

HCOM 312 ~ Cooperative Argumentation ~ 4 credits

Introduction to cooperative argumentation. Students develop empathic and critical listening, reading, writing, and speaking skills for cooperative deliberation and problem solving practices; apply and assess reasoning and argumentative skills in oral and written communication contexts on various topics. Offers built-in assessment in HCOM MLO 1 or the concentrations in Pre-Law or Practical and Professional Ethics. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every semester.)

HCOM 316 ~ Media Ethics ~ 4 credits

Develops media literacy and related knowledge, skills, and abilities. Explores implications of globalization on media production, distribution, and access, as well as on the content, context, consumption, and effects of media messages. Topics include media violence, truthfulness, stereotyping, and the relationship between media and moral development. Offers built-in assessment in HCOM MLO 2 or the concentrations in Journalism and Media Studies, or Practical and Professional Ethics. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every year.)

HCOM 317S ~ Advanced Composition and Composition Theories Service Learning ~ 6 Credits

Introduces students in a service learning context to writing conventions, contemporary composition theories, and major forms of written expression such as expressive, interpretive, technical, rhetorical, argumentative, invitational, and creative. Offers built-in assessment in HCOM MLO 1. Meets the Single Subject in English Waiver Communication Skills Requirement. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every year.)

HCOM 318 ~ Advanced Composition Theory and Practice for K-8 Teachers ONLINE ~ 4 credits

Introduces students to writing conventions, contemporary composition theories, and major forms of written expression such as expressive, interpretive, technical, rhetorical, argumentative, invitational, and creative. Offers built-in assessment in HCOM MLO 1. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every other year.)

HCOM 320 ~ Grammar, Usage, and Power ~ 4 credits

Introduces the basic elements and diverse linguistic attributes of the English language, and language theories, including universals and differences. Commonly practiced grammatical concepts and conventions and theories of language acquisition are studied and applied within the contexts of imperialism and post-colonial analysis. Explores the dynamics of current issues in language, including the roles of grammar in the schools, language in advertising, and variations in language usage. Required for the Single Subject in English Waiver Language Theories and Praxis Requirement. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every other year.)

HCOM 322 ~ Asian American Literature ~ 4 credits

This course is designed to develop students' critical and analytical reading ability of literature from the perspective of the Asian American experience. The discussion of Asian American experiences, literatures, and cultures is grounded in history and theory. Offers built-in assessment in HCOM MLO 6 or the concentrations in Comparative American Studies, or Literary and Film Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every two years.)

Prerequisite(s): literature course from Literature/Popular Culture ULR is recommended.

HCOM 323 ~ American Drama ~ 4 credits

Examines the history of American drama. Explores the diverse cultures that have contributed to the shaping of the American drama. Introduces students to literary analysis through the study of the dialogical relationship between the "logical core" and the "non-logical texture." Offers built in assessment in HCOM MLO 6 or the concentrations in Literary and Film Studies, or Comparative American Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every two years.)

HCOM 324 ~ African American Narratives ~ 4 credits

Examines the development of African American literature from the colonial period to the present. Explores the quintessential role African American literature and culture have played in the development of American mainstream literature, culture, and identity. Looks at vernacular tradition, the call and response practice, and the lyrics of the blues-infused, African American literary expression. Offers built-in assessment in HCOM MLO 6 or the concentrations in Literary and Film Studies, or Comparative American Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every two years.)

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HCOM 325 ~ 20th Century Narratives of American Immigration ~ 4 credits

Through literary narratives, this course explores immigration to the United States from different cultural perspectives. It integrates a historiographic approach as the primary method for reading and critically interpreting immigrant narratives; historical events such as The Great Depression, World War I and II, and the Civil Rights Movement are used as markers for analyzing the texts. Offers built-in assessment in HCOM MLO 6 or the concentrations in Literary and Film Studies; Comparative American Studies; or Chicana/o - Latina/o Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every other year.)

Prerequisite(s): satisfactory completion of the U.S. Histories ULR, the Literature/Popular Culture ULR, and the Culture and Equity ULR also recommended.

HCOM 326 ~ Jewish Holocaust Literature ~ 4 credits

Develops students' critical and analytical reading ability of Holocaust literature from the perspective of Jewish culture. Students analyze such literature as Elie Wiesel's *Night*, Cynthia Ozick's *Shawl*, Irena Klepfisz' *Dreams of an Insomniac*, and Art Spiegelman's *Maus*, among others. Offers built-in assessment of HCOM MLO 6 or the concentrations in Literary and Film Studies, or Comparative American Studies. Requires successful completion of coursework that satisfies the ENGCOM and Literature/Popular Culture ULRs. (Offered every three years.)

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 further development of literary analysis skills. Offers built-in assessment in HCOM MLO 6 or the concentration in Literary and Film Studies. Meets the Single Subject in English Waiver Literary Histories, Theories, and Praxis Requirement. Requires successful completion of coursework that satisfies the ENGCOM ULR; a literature course from the Literature/Popular Culture ULR is highly recommended. (Offered every other year.)

HCOM 328 ~ Latina Life Stories ~ 4 credits

Explores intersections of ethnicity, race, gender, sexuality, and class through autobiographical writings by Chicana, Mexican-origin, Puerto Rican, Cuban, Dominican, and mixed-heritage Latinas in the U.S. Students produce multimedia digital stories about their own lives and identities. Offers built-in assessment in HCOM MLO 2 or the concentrations in History, Oral History, and New Media; Chicana/o Latina/o Studies; Women's Studies; or Literature and Film Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR; a literature course from the Literature/Popular Culture ULR is recommended. (Offered every year.)

HCOM 329 ~ Autobiographies/Autobiografías ~ 4 credits

A bilingual English/Spanish course on autobiography, testimonio, life histories, and telenovelas (soaps). Students read and analyze written texts and films, keep journals, and do life writing or multimedia production in either Spanish or English. Offers built-in assessment in HCOM MLO 2 or concentrations in Chicana/o Latina/o Studies; History, Oral History and New Media; or a Spanish Major Learning Outcome in World Languages and Cultures. Requires successful completion of coursework that satisfies the ENGCOM ULR and ability to understand spoken Spanish. (Offered every three years.)

HCOM 330 ~ Introduction to Creative Writing ~ 4 credits

An introductory creative writing course that focuses on ethnicity, gender, and "witness" writing. Examination of the writing process, what roadblocks create silence, how to remove them. Cross-cultural readings in multicultural poetry, fiction, and nonfiction. Offers built-in assessment in HCOM MLO 8 and half of the Liberal Studies HCOM Concentration in Creative Writing. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every semester.)

HCOM 330S ~ Introduction to Creative Writing Service Learning ~ 6 credits

An HCOM service learning course that provides students the opportunity to be actively involved in the community. Students research and examine a particular public issue, and gain hands-on experience, knowledge, and skills about community sites. Students enter and exit community sensitively, and participate in a multicultural community setting. Offers built-in assessment in HCOM MLO 8 and half of the Liberal Studies HCOM Concentration in Creative Writing. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every year.)

HCOM 331 ~ Creative Writing and Visual Art ~ 4 credits

An introductory creative writing course focusing on ethnicity, gender, and social change, in relationship to visual arts. Cross-cultural readings in poetry, fiction, and nonfiction. No previous art experience necessary. Offers built-in assessment in HCOM MLO 8. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every other year.)

HCOM 332 ~ Poetry Writing Workshop ~ 4 credits

Poems with "duende"—as Federico García Lorca says—are poems that "burn the blood like powdered glass." An intermediate level course that explores forms of poetry, both traditional and contemporary. Students analyze the creative process; move toward publishing poems. Offers built-in assessment in HCOM MLO 8 (only with prior consent of instructor) or the concentration in Creative Writing and Social Action. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every year.)

Prerequisite(s): HCOM 330, 330S, 331, or 339S; or instructor consent.

HCOM 333 ~ Women's Writing Workshop ~ 4 credits

An intermediate level creative writing workshop that peels away the layers shaping women's lives, and examines their relationship to the writing process. Includes in-class writing exercises, cross-cultural readings, discussions of the writing process, and creative writing. For women and men honing their craft of writing poetry, fiction, life-stories. Offers built-in assessment in HCOM MLO 8 (only with prior consent of instructor) or the concentrations in Creative Writing and Social Action, or Women's Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR and HCOM MLO 8, or instructor consent. (Offered every other year.)

HCOM 334 ~ Fiction/Creative Non-Fiction Writing Workshop ~ 4 credits

An intermediate level creative writing workshop that focuses on fiction writing. Students explore forms of fiction, both traditional and contemporary; move toward publishing fiction. Offers built-in assessment in HCOM MLO 8 (only with prior consent of instructor) or the concentration in Creative Writing and Social Action. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every other year.)

Prerequisite(s): HCOM 330, 330S, 331, or 339S; 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. Offers built-in assessment in HCOM MLO 6 or the concentrations in Comparative American Studies, or Literary and Film Studies. Requires successful completion of coursework that satisfies the ENGCOM and the Literature/Popular Culture ULRs. (Offered every other year.)

HCOM 336 ~ Poetry and Gender: Voices of Our Time ~ 4 credits

A literature course in contemporary multicultural poetry, with a focus on gender issues. "A new kind of man / a new kind of woman," (in the words of poet Muriel Rukeyser) names a central theme of 20th century American literature and life—the re-imagining of women's and men's lives. Students examine poets' perspectives of gender shifts. Offers built-in assessment in HCOM MLO 6 or the concentrations in Literary and Film Studies, or Women's Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR, and a literature course from the Literature/Popular Culture ULR. (Offered every two years.)

HCOM 337 ~ Women's Literature ~ 4 credits

Examines, through literature, how women writers are rewriting the myths and scripts of their / our lives, and how writing is a way of taking action. Explores how women have moved from repression to resistance, from silence to voice, from socially constructed divisiveness toward community. Offers built-in assessment in HCOM MLO 6 or the concentrations in Literary and Film Studies, or Women's Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR; a literature course from the Literature/Popular Culture ULR is recommended. (Offered every two years.)

HCOM 338 ~ Multicultural Adolescent Literature ~ 4 credits

Examines multicultural adolescent literature through the study of issues related to identity, race, culture, equity, and social justice/injustice over time. In particular, the course will provide opportunities to discuss the difficulties that young people have in coming to terms with these complicated issues. Required course for the Single Subject in English Waiver concentration, meeting the Multicultural Adolescent Literature Requirement. Offers built-in assessment in HCOM MLO 6 or the concentration in Literary and Film Studies. Requires successful completion of coursework that satisfies the ENGCOM and the Literature/Popular Culture ULRs. (Offered every other year.)

HCOM 3395 ~ Creative Writing for Teachers Service Learning ~ 6 credits

Develops creative writing competency, service learning sensitivity, and an understanding of creative writing as craft. Focuses on the relationship between creative writing, language acquisition, and cross-cultural sensitivity. Requires that students develop a set of interdisciplinary creative writing exercises and then apply them to a classroom setting as service learning partners in the schools. Offers built-in assessment for HCOM MLO 8 and half of the Liberal Studies HCOM Concentration in Creative Writing. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every other year.)

HCOM 340S ~ Topics in Social Movements: Leadership and Empowerment Service Learning ~ 6 credits

Students have the opportunity to serve multicultural community organizations in the development of learning partnerships and projects. Focuses on various modes of community building and dynamics of leadership in these organizations while exploring scholarship on the dynamics of power and empowerment, and practices of community citizenship. Offers built-in assessment in HCOM MLO 5 or the concentrations in Pre-Law; Practical and Professional Ethics; or Comparative American Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every two years.)

HCOM 342 ~ Feminist Theories and Methods ~ 4 credits

Explores modes of analysis that engage critical thinking about the intersectionality of gender, sexuality, race/ethnicity, economic class, and ability. Readings and activities will ponder the ways that different theoretical paradigms work to advance social justice. Offers built-in assessment in HCOM MLO 5 or the concentrations in Women's Studies, or Comparative American Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every two years.)

HCOM 343 ~ Race and Gender Justice ~ 4 credits

Examines the legal practices and scholarship that have intersected race and gender. We will read court cases that have shaped legal doctrine and essays that analyze and interpret that doctrine in order to understand the differing experiences of and conditions for women of all colors in relationship to gender justice. Offers built-in assessment in HCOM MLO 5 or the concentrations in Women's Studies; Pre-Law; or Comparative American Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every other year.)

HCOM 344 ~ Chicana/Latina Feminisms ~ 4 credits

Offers an intensive introduction to the roots, forms, and impacts of Chicana and Latina feminist discourses. Explores critical analyses of historical and contemporary Chicana/Latina life experiences while presenting theoretical frameworks such as transnationalism, intersectionality, and gender studies. Offers built-in assessment in HCOM MLO 5 or the concentrations in Chicana/o-Latina/o Studies; Comparative American Studies; or Women's Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every two years.)

HCOM 345 ~ Chicana/o-Latina/o Life and Culture ~ 4 credits

Intensive introduction to Chicana/o and Latina/o cultural formations. Course has two objectives: to equip students with the analytical skills necessary to interpret the variety and particularity of the Mexican American and Latin American experiences; and, to expose students to an array of cultural experiences that have contributed to the formation of Chicana/o and Latina/o identities. Offers built-in assessment in HCOM MLO 5 or the concentrations in Comparative American Studies, or Chicana/o-Latina/o Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every year.)

HCOM 346 ~ African American Life and History ~ 4 credits

An introduction to the historical and cultural narratives that shape African American identities and experiences. Offers built-in assessment in HCOM MLO 7 or the concentrations in Comparative American Studies; or History, Oral History, and New Media. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every year.)

HCOM 348 ~ Race, Colonialism, and Film ~ 4 credits

Provides an opportunity to analyze and discuss the ways that film has portrayed issues of colonialism, race, culture, equity, power relationships, and identity over the past 100 years. We view films from various countries around the world, and we examine the historical, social, political, and artistic background of each film. Offers built-in assessment for HCOM MLO 5 or the concentrations in Comparative American Studies, or Literary and Film Studies. Also satisfies the Liberal Studies requirement in Multicultural Literature(s). Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every other year.)

HCOM 350 ~ Oral History and Community Memory ~ 4 credits

Students design and conduct oral history projects in surrounding communities. Projects address social issues of significance to the student and the community involved. Interviews may become part of the CSUMB Oral History and Community Memory Archive. Offers built-in assessment in HCOM MLO 2 or the concentrations in History, Oral History and New Media; or, depending on the topic, Chicana/o-Latina/o Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR, and either the U.S. Histories or Democratic Participation ULR. (Offered every year.)

HCOM 350S ~ Oral History and Community Memory Service Learning ~ 6 credits

Working in local communities, students design and conduct a collaborative oral history project on an issue of significance to students and community alike. Interviews may become part of the CSUMB Oral History and Community Memory Archive. Offers built-in assessment in HCOM MLO 2 or the concentrations in History, Oral History and New Media; or, depending on the topic, Chicana/o-Latina/o Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR, and either the U.S. Histories or Democratic Participation ULR. (Offered every other year.)

HCOM 351 ~ Modern World History ~ 4 credits

Critical and comparative survey of modern world history since the 18th century. Focuses on social, political, and cultural histories of ordinary people and how they shaped and were shaped by state formation, global trade and exchange, capitalist transformation, industrialization, political ideologies, and nationalism. Incorporates history of the U.S.—its formation and transformation into global history framework. Offers built-in assessment in HCOM MLO 7, or the concentrations in History, Oral History and New Media; or Single Subject in History and Social Sciences Waiver. (Offered every year.)

Prerequisite(s): satisfactory completion of the English Communication ULR.

HCOM 352 ~ History According to the Movies ~ 4 credits

"It comes as a great shock to see Gary Cooper killing off the Indians and, although you are rooting for Gary Cooper, that the Indians are you" (James Baldwin, African American writer, 1965). We learn a good deal about the past by watching movies. This course explores how film shapes and reflects U.S. history. Offers built-in assessment in HCOM MLO 7 or the concentrations in Comparative American Studies; History, Oral History, and New Media; Journalism and Media Studies; or Literature and Film Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every two years.)

HCOM 353 ~ California at the Crossroads ~ 4 credits

Brings a historical perspective to contemporary issues facing California, from immigration and racism to the future of public culture and the environment. Students explore the cross-cultural history of California and participate in hands-on research into California's past. Offers built-in assessment in HCOM MLO 7 or the concentrations in Comparative American Studies; or History, Oral History, and New Media. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every year.)

HCOM 354 ~ Whose America? Contested Memories in Public History ~ 4 credits

Explores struggles over whom and what will be remembered in national and local history by involving students in hands-on research into the past. Covers the culture wars taking place in politics, the media, museums, and state parks across the country. Offers built-in assessment in HCOM MLO 7 or the concentrations in Comparative American Studies; or History, Oral History, and New Media. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every year.)

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HCOM 356 ~ Multicultural History in the New Media Classroom ~ 4 credits

Explores the complex experiences of African Americans, Asian Americans, Chicana/os, European Americans, and Native Americans in U.S. history. Combines the use of traditional written sources, such as autobiographies, with new media technologies, such as the Internet, and multimedia presentations. Requires basic computer experience. Offers built-in assessment in for HCOM MLO 7 or the concentrations in Comparative American Studies; literary and Film Studies; or History, Oral History, and New Media. Meets the Single Subject in English Waiver Teaching with New Media Requirement. Requires successful completion of coursework that satisfies the ENGCOM and Tech/Info ULRs. (Offered every two years.)

HCOM 357 ~ Constitutional Law ~ 4 credits

Introduction to constitutional law through an in-depth examination of select U.S. Supreme Court cases. Close attention to how constitutional law has shaped and been shaped by the experience of ordinary people and the impact of the court's decisions on the social, political, and economic histories of the United States from a multicultural perspective. Offers built-in assessment in MLO 7 or the concentrations in Pre-Law or Comparative American Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every other year.)

HCOM 358 ~ Law in U.S. Societies ~ 4 credits

Examines how the law has shaped U.S. history from a multicultural perspective. Topics include shifting popular understandings of the U.S. constitution, the politics of "rights" discourse; an introduction to legal research methods; race, class, gender, and the definition of "crime"; representations of the law in the news, popular music, film, and television; and how one's positionality (especially race, ethnicity, class, gender, and sexual orientation) has shaped the ability to negotiate the legal system in the United States. Offers built-in assessment in the concentrations in Pre-Law or Comparative American Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every other year.)

HCOM 359 ~ Sexuality, Law, and Cultural Histories ~ 4 credits

Examines the historical, legal, and social construction of sexuality from the perspective of multicultural communities in the United States. Emphasis on histories of gay, lesbian, bisexual, transgender, and queer communities. Offers built-in assessment in HCOM MLO 7 or the concentrations in Pre-Law; History, Oral History, and New Media; or Comparative American Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every two years.)

HCOM 365~ Chicana/o Latina/o History ~ 4 credits

Advanced introduction to the historical experiences of people of Mexican and Latin American descent in the U.S. Explores a variety of forces which have shaped and continue to shape the lives of these communities. Emphasizes the historical and sociological method used to analyze these experiences, with primary focus on the 20th century. Offers built-in assessment in HCOM MLO 7, or the concentrations in Chicana/o-Latina/o Studies; History, Oral History, and New Media; or Comparative American Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every two years.)

HCOM 384 ~ News Writing ~ 4 credits

Prepares students to write news articles for the mass media. Outcomes include learning basic concepts of journalistic interviewing; information gathering; critical understanding of news sources; ethical decision making; and writing news, editorial, and feature articles for print and electronic media. Students working on the Otter Realm are strongly encouraged to enroll. Offers built-in assessment in HCOM MLO 2 or the concentration in Journalism and Media Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every year.)

HCOM 385 ~ Reporting ~ 4 credits

Prepares students to conduct journalistic interviewing and reporting. Outcomes include learning basic and advanced journalistic interviewing techniques, information gathering, and critical understanding of news sources, as well as journalistic writing and independent research. The course focuses on the exploration of current social, economic, political and environmental issues. Offers built-in assessment in HCOM MLO 2 or the concentration in Journalism and Media Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every year.)

Prerequisite(s): HCOM 384 or 388.

HCOM 387 ~ Digital Magazine Workshop ~ 4 credits

Prepares students to successfully design, layout, and publish journalistic products. Outcomes include learning the basic concepts of visual communication and journalistic production, including magazine and newspaper publishing, as well as desktop publishing techniques and software. Students working on the Otter Realm are strongly encouraged to enroll. Offers built-in assessment in HCOM MLO 2 or the concentration in Journalism and Media Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every other year.)

HCOM 388 ~ Investigative Reporting ~ 4 credits

Prepares students to conduct in-depth and investigative reporting. Outcomes include learning advanced journalistic interviewing techniques, information gathering, and critical understanding of news sources. The course focuses on the journalistic exploration of current social, economic, political, and environmental issues. Offers built-in assessment in the concentration in Journalism and Media Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every year.)

Prerequisite(s): HCOM 384 or 389.

HCOM 389 ~ Otter Realm Workshop ~ 4 credits

Students produce The Otter Realm campus newspaper. Outcomes include learning journalistic writing and reporting techniques such as interviewing, information gathering, and writing news and feature stories, as well as media analysis skills. Upon prior consent of instructor, offers built-in assessment in HCOM MLO 2 or the concentration in Journalism and Media Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every year.)

HCOM 390 ~ Magazine Writing ~ 4 credits

Prepares students to report and write magazine articles about social issues. Outcomes include learning advanced journalistic and creative nonfiction interviewing, reporting techniques, and writing short feature and in-depth magazine stories. Focuses on training students to write a magazine story from conception and pitching the story to a magazine through reporting, organizing, writing, rewriting, and editing. Offers built-in assessment in HCOM MLO 2 or the concentration in Journalism and Media Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR and either HCOM 385, 389 or instructor consent. (Offered every two years.)

HCOM 395 ~ Special Topics ~ 1-6 credits

Studies a particular topic in Human Communication. (Offered occasionally.)

Prerequisite(s): instructor consent.

HCOM 395S ~ Special Topics: Student-Directed Teaching Experience Service Learning ~ 4 credits

With faculty sponsorship and oversight, students design, develop, and teach a particular topic in Human Communication. (Offered occasionally.)

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. (Offered occasionally.)

Prerequisite(s): instructor consent.

HCOM 396S ~ Field Studies Service Learning ~ 1-6 credits

Student and faculty member select topic of study and number of credits. (Offered occasionally.)

Prerequisite(s): instructor consent.

HCOM 397 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits. (Offered occasionally.)

Prerequisite(s): instructor consent.

HCOM 397S ~ Independent Study Service Learning ~ 1-6 credits

Student and faculty member select topic of study and number of credits. (Offered occasionally.)

Prerequisite(s): instructor consent.

HCOM 403 ~ Ethical Issues in the Professions ~ 4 credits

Through exploration and application of diverse moral frameworks, students acquire knowledge, skills, and abilities needed to identify and ethically resolve complex moral issues commonly associated with a variety of professions. Participants will also gain insight into how to help establish and sustain environments conducive to ethical reflection and practice. Offers built-in assessment in HCOM MLO 3 or the concentrations in Pre-Law or Practical and Professional Ethics. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every other year.)

HCOM 404 ~ Restorative Justice ~ 4 credits

Students explore diverse models of justice as philosophies and practices. The epistemological, ethical, political, and spiritual dimensions of restorative justice are studied in cross-cultural contexts. Offers built-in assessment for HCOM MLO 4 or the concentrations in Pre-Law or Practical and Professional Ethics. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every two years.)

HCOM 405 ~ Philosophy and Sexualities ~ 4 credits

Students explore the social construction of sexuality. Epistemological, ethical, political, and spiritual dimensions of sexuality are studied in cross-cultural contexts. Offers built-in assessment for HCOM MLO 4 or the Concentration in Practical and Professional Ethics. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every four years.)

HCOM 406 ~ Philosophy According to the Movies ~ 8 credits

In this team-taught course, students explore the different philosophical underpinnings and ideological frameworks of films. They then view the films and analyze representations of epistemological, ethical, political, and spiritual dimensions of reality. Offers built-in assessment in HCOM MLO 4 and MLO 6 or the concentrations in Practical and Professional Ethics; Journalism and Media Studies; Comparative American Studies; or Literary and Film Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every three years.)

HCOM 412 ~ Multicultural Conflict Resolution ~ 4 credits

Explores theories and methods of conflict resolution. Participants apply multicultural approaches to problem solving in personal, professional, and social contexts. Offers built-in assessment in HCOM MLO 3 or the concentrations in Pre-Law or Practical and Professional Ethics. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every two years.)

HCOM 421 ~ Social History of the English Language ~ 4 credits

A study of the history of the English language within imperialism and post-colonialism, with an emphasis on morphological changes in the language. Students explore sociolinguistic, psycholinguistic, and current linguistic theory and make practical applications. Language development theories and current issues in language are analyzed, including standardization, bilingualism, language variations, gender, literacy, and language in the schools, and methods of teaching reading. Meets the Single Subject in English Waiver Language and Linguistic Theories and Praxis Requirement. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every other year.)

HCOM 426 ~ Travel Narratives ~ 4 credits

Travel narratives relate journeys to home audiences, portray the "other," and reveal the culture and "self" of the traveler. Examines the historical, literary, and cultural significance of narratives of discovery, conquest, colonization, exploration, and tourism. Offers built-in assessment in HCOM MLO 5 or the concentrations in Comparative American Studies; or History, Oral History, and New Media. Requires successful completion of coursework that satisfies the ENGCOM and U.S. Histories ULRs; a literature course from the Literature/Popular Culture ULR is recommended. (Offered every two years.)

HCOM 427 ~ Survey of British Literature ~ 4 credits

Examines representative works by British writers from different periods: Medieval, Renaissance, Neo-Classical, Romantic, Realist, Modern and Post-Modern. Offers built-in assessment in HCOM MLO 6 or the concentration in Literary and Film Studies. Meets the Single Subject in English Waiver Literary Histories, Theories, and Praxis Requirement. Requires successful completion of coursework that satisfies the ENGCOM ULR; a literature course from the Literature/Popular Culture ULR is recommended. (Offered every other year.)

HCOM 428 ~ Contemporary Chicana Poetry ~ 4 credits

Analyzes the works of Chicana poets of the 20th and 21st centuries, among them Lorna Dee Cervantes, Pat Mora, Ana Castillo, Sandra Cisneros, Demetria Martinez, and Diana Garcia. From the rural to the urban experience, students study the historical, cultural, and political determinants that define the work as Chicana. Offers built-in assessment in HCOM MLO 6 or the concentrations in Literary and Film Studies; Chicana/o-Latina/o Studies; or Women's Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every two years.)

HCOM 432 ~ Social Action Writing ~ 4 credits

An intermediate level creative writing course in which students apply their craft to a particular public issue. Students do collaborative research and interviews in the community. They produce poetry, fiction, and creative nonfiction, and visual representations of their writings. End-of-semester project is used to educate the community. Offers built-in assessment in HCOM MLO 8 (only with prior consent of instructor) or the concentration in Creative Writing and Social Action. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every two years.)

Prerequisite(s): HCOM 330, 330S, 331, or 339S; or instructor consent.

HCOM 432S ~ Social Action Writing Service Learning ~ 6 credit

An intermediate level creative writing course in which students apply their craft to a particular public issue. Students do collaborative research and interviews in the community. They produce poetry, fiction, and creative nonfiction, and visual representations of their writings. End-of-semester project is used to educate the community. Offers built-in assessment in HCOM MLO 8 (only with prior consent of instructor) or the concentration in Creative Writing and Social Action. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every two years.)

Prerequisite(s): HCOM 330, 330S, 331, or 339S; or instructor consent.

HCOM 433 ~ Life Stories & Life Writing ~ 8 credits

In this team-taught course, we read, analyze, and create life stories. We explore memory and intersecting identities of ethnicity, race, class, gender, and sexuality through multicultural life narratives about family, migration, work, education, and community. Students develop creative writing, literary analysis, and multimedia skills. Offers built-in assessment in HCOM MLO 6 and MLO 8, or the concentrations in Creative Writing and Social Action; or Literary and Film Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every three years.)

HCOM 436 ~ Literature of Sexualities ~ 4 credits

Students analyze the literary criticism that offers criteria for defining multicultural gay, lesbian, bisexual, transsexual, and transgender literary tradition(s). They then explore canonized, non-canonical, and marginalized texts in relationship to issues of sexuality and authorship, content, genre, and form. Offers built-in assessment in HCOM MLO 6 or the concentrations in Literary and Film Studies; or Comparative American Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every three years.)

HCOM 437 ~ Shakespeare and Postcolonial Interpretations ~ 4 credits

Analyzes Shakespeare's plays from classical, modern, postmodern, and postcolonial perspectives, and meanings in the colonial and postcolonial world. Covers Shakespeare's plays from comedies and histories to tragedies and romances. Explores the symbiotic relationship between literature and film. Offers built-in assessment in HCOM MLO 6 or the concentration in Literary and Film Studies. Meets the Single Subject in English Waiver Literary Histories, Theories, and Praxis Requirement. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every other year.)

HCOM 438 ~ Author(s): Their Lives and Works ~ 4 credits

Students analyze the works of one or two authors and study the historical, social, and political contexts of their work in-depth. Varying content each semester. Please contact professor about which authors will be studied. Offers built-in assessment in HCOM MLO 6 or the concentration in Literary and Film Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every two years.)

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HCOM 440 ~ Leadership in Multicultural Communities ~ 4 credits

Explores the dynamics of American social and political structures and the relationship to culture. Examines the roots of racism, sexism, and classism with a special emphasis on leadership development and community participation. Offers built-in assessment in HCOM MLO 5 or the concentrations in Comparative American Studies; Chicana/o - Latina/o Studies; Practical and Professional Ethics; Women's Studies; or Pre-Law. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every two years.)

HCOM 443 ~ Black Feminist Theory and Praxis ~ 4 credits

Explores the development of black feminism as both a conceptual framework and form a political practice. Examines black feminism from a comparative perspective and within a global context. Special attention will be given to black feminist thought and activism in Africa, the United States, England, and Brazil. Offers built-in assessment in HCOM MLO 5 or the concentrations in Comparative American Studies; Literary and Film Studies; or Women's Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every two years.)

HCOM 445 ~ Slavery and Race in the Americas ~ 4 credits

Examines the cultural, social, and political dimensions of slavery and race relations in Latin America, the Caribbean, and the United States. Readings and class discussions explore the development of slavery in countries such as Cuba, Haiti, and Brazil. Examines the impact of nationalist ideologies on contemporary racial dynamics in the region. Offers built-in assessment in HCOM MLO 7 or the concentrations in History, Oral History, and New Media; or Comparative American Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every two years.)

HCOM 446 ~ Ethnographic Portraits in Cultural Citizenship ~ 4 credits

Through theoretical readings, films, and ethnographic case studies, students explore how racialized, colonized, and other excluded indigenous or transnational communities construct, claim, and struggle for human, social, and cultural rights and identities. Offers built-in assessment in HCOM MLO 2 or the concentrations in Pre-Law; Chicana/o-Latina/o Studies; Comparative American Studies; or History, Oral History, and New Media. Requires successful completion of coursework that satisfies the ENGCOM, U.S. Histories, Culture and Equity, and Democratic Participation ULRs. (Offered every two years.)

HCOM 452 ~ Literature into Film ~ 4 credits

Students analyze literature such as the novels of Henry James, E.M. Forster, William Burroughs, Toni Morrison, Amy Tan, and Stephen King, and they also view critically the films made from such literature. Throughout the course, students explore and revise criteria for determining both the strengths and the limitations of each art form. Offers built-in assessment in HCOM MLO 6 or the concentration in Literary and Film Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every two years.)

HCOM 455 ~ Paradigms of the Chicana/o Community ~ 4 credits

Explores emerging intellectual paradigms in the Chicano community and traces their antecedents and relationships. Provides an intensive foundation in Chicano studies theory and emergent issues. Offers built-in assessment in HCOM MLO 5 or the concentrations in Chicana/o-Latina/o Studies; or Comparative American Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR or instructor consent. (Offered every two years.)

HCOM 472 ~ Advanced Interdisciplinary Studies ~ 8 credits

Students explore an advanced interdisciplinary issue in the humanities from at least two perspectives. The course is team-taught by two faculty members. Offers built-in assessment in two MLOs or concentration(s) determined by the instructors. May be repeated for credit when topics vary. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every three years.)

HCOM 473 ~ Senior Seminar ~ 4 credits

Students explore an advanced specialty issue in Human Communication in a small, interactive, seminar format. The in-depth study required in this course directly relates to the professor's current research or pedagogy in Human Communication. This course will count toward the concentration(s) determined by HCOM. May be repeated for credit when topics vary. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every semester.)

HCOM 474 ~ Research Methods ~ 4 credits

An optional HCOM pre-Capstone research seminar designed to help students carry out the complex research necessary for their Senior Capstone projects. Students should have their Capstone project defined prior to taking the seminar. Recommended course prior to HCOM 475 Senior Capstone. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every year.)

HCOM 475 ~ Senior Capstone ~ 4 credits

Students produce a senior project related to an issue within the Human Communication major by meeting with the Capstone instructor and producing a Capstone prospectus. Students present their project in a public senior Capstone Festival. Required for all HCOM majors applying for graduation. (Offered every semester.)

Prerequisite(s): application for graduation; instructor consent; completion of all but one MLO; MLOs to be integrated in the Capstone project must have been completed prior to enrolling in Senior Capstone.

HCOM 487S ~ Community Media Project Service Learning ~ 6 credits

Explores the technical, journalistic, and social empowerment aspects of creating a mass media product. Students help a community group create a media project, such as a newsletter, public service campaign, or website. Outcomes include learning the basic concepts of visual communication and journalistic production, as well as digital media techniques when appropriate. Offers built-in assessment in HCOM MLO 2 or the concentration in Journalism and Media Studies. Requires successful completion of coursework that satisfies the ENGCOM ULR. (Offered every three years.)

Prerequisite(s): HCOM 384 or 389, or instructor consent.

HCOM 495 ~ Special Topics ~ 1-6 credits

Studies a particular topic in Human Communication. May be repeated for credit when topics vary. (Offered occasionally.)

Prerequisite(s): instructor consent.

HCOM 495S ~ Special Topics Service Learning ~ 1-6 credits

Studies a particular topic in Human Communication. May be repeated for credit when topics vary. (Offered occasionally.)

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. (Offered occasionally.)

Prerequisite(s): instructor consent.

HCOM 496S ~ Field Studies Service Learning ~ 1-6 credits

Student and faculty member select topic of study and number of credits. (Offered occasionally.)

Prerequisite(s): instructor consent.

HCOM 497 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits. (Offered occasionally.)

Prerequisite(s): instructor consent.

HCOM 497S ~ Independent Study Service Learning ~ 1-6 credits

Student and faculty member select topic of study and number of credits. (Offered occasionally.)

Prerequisite(s): instructor consent.

HCOM 546 ~ Cultural Citizenship in Latina/o Communities ~ 4 credits

A graduate-level course designed for students in the Critical Multicultural Education Masters Program. Theory and practice of cultural citizenship. How Latina/o and other marginalized or excluded communities claim rights to human, social, and cultural equality through cultural difference. Concrete applications in areas of education, welfare, housing, and other social arenas. Offers built-in assessment in the concentrations in Chicana/o-Latina/o Studies or Pre-Law. (Offered occasionally.)

Prerequisite(s): graduate standing or instructor consent.

HCOM 555 ~ Paradigms of the Chicano Community ~ 4 credits

A graduate-level course primarily designed for students in the Critical Multicultural Education Master's Program. Explores emerging intellectual paradigms in the Chicano community and traces their antecedents and relationships. Provides an intensive foundation in Chicano studies theory and emergent issues. Offers built-in assessment in HCOM MLO 5 or the concentrations in Chicana/o-Latina/o Studies or Comparative American Studies. (Offered occasionally.)

Prerequisite(s): graduate standing or instructor consent.

HCOM 595 ~ Special Topics: Fort Ord Conversion Project ~ 1-4 credits

For students interested in the oral history of the Fort Ord Conversion Project. (Offered occasionally.)

Prerequisite(s): instructor consent.

Registration restriction(s): graduate standing.

HCOM 596 ~ Field Studies ~ 1-6 credits

Opportunities for independent field research projects involving oral history, social action writing, archival research, or investigative journalism. (Offered occasionally.)

Prerequisite(s): instructor consent.

Registration restriction(s): graduate standing.

HCOM 597 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits. (Offered occasionally.)

Prerequisite(s): instructor consent.

Registration restriction(s): graduate standing.

HEBR 101 ~ Beginning Hebrew I Assessment ~ 4 credits

Alternative assessment for the first semester of Hebrew. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in HEBR 101, 102, 201, and 202 concurrently, except for international students who may enroll only in HEBR 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in HEBR 101, 102, and 201, except for international students who may enroll only in HEBR 201 or 202.

HEBR 102 ~ Beginning Hebrew II Assessment ~ 4 credits

Alternative assessment for the second semester of Hebrew. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in HEBR 101, 102, 201, and 202 concurrently, except for international students who may enroll only in HEBR 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in HEBR 101, 102, and 201, except for international students who may enroll only in HEBR 201 or 202.

HEBR 201 ~ Intermediate Hebrew I Assessment ~ 4 credits

Alternative assessment for the third semester of Hebrew. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in HEBR 101, 102, 201, and 202 concurrently, except for international students who may enroll only in HEBR 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in HEBR 101, 102, and 201, except for international students who may enroll only in HEBR 201 or 202.

HEBR 202 ~ Intermediate Hebrew II Assessment ~ 4 credits

Alternative assessment for the fourth semester of Hebrew. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in HEBR 101, 102, 201, and 202 concurrently, except for international students who may enroll only in HEBR 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in HEBR 101, 102, and 201, except for international students who may enroll only in HEBR 201 or 202.

HSP 650 ~ Social Policy Analysis ~ 3 credits

Develops theoretical perspectives on social policy, social justice, and social change, and a framework for analyzing and developing social policies. Introduces students to a selection of social problems and the social programs and policies designed to address them, and provides students with an opportunity to explore a social policy area of their choosing. (Offered fall semester.)

HSP 651 ~ Health Policy Analysis & Advocacy ~ 3 credits

Explores the complexity of health policy analysis and advocacy in the context of rapidly changing roles and expectations for healthcare institutions and providers; the interface between public health and the private medical sector; and a comparative analysis of publicly and privately financed U.S. and non-U.S. healthcare systems. Critical and historical analyses of U.S. and non-U.S. health policy form the basis of a health policy analysis assignment. (Offered spring semester.)

HWI 100 ~ Otter Days Experience ~ 1 credit

Designed for freshmen and sophomore students through participation in the new student orientation called "Otter Days." Credit/no credit option. (Offered fall semester.)

HWI 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 option. (Offered every semester.)

HWI 111 ~ Swimming for Fitness ~ 1 credit

Instructs on swim conditioning as a lifelong wellness activity. Emphasizes cardiovascular endurance and stroke efficiency. Credit/no credit option. (Offered every semester.)

Prerequisite(s): basic swimming proficiency.

HWI 112 ~ Weight Management/Exercise ~ 1 credit

Introduces the concept of weight management and exercise from a viewpoint that presents a holistic program focusing on nutrition and eating patterns, exercise and physical activity, stress management, and psychological-social relationships and communication with yourself and others that reflects on self-responsibility and readiness. Credit/no credit option. (Offered as interest warrants.)

HWI 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. Credit/no credit option. (Offered every semester.)

HWI 116 ~ Adapted Physical Activity, Aquatics ~ 1 credit

Instructs on adapting Physical Activity for each individual's unique needs through the use of the pool to enhance one's overall health and wellbeing. Course content decided upon between instructor and student. Designed especially for individuals with permanent or temporary disability. Credit/no credit option. (Offered every semester.)

HWI 117 ~ Adapted Physical Activity, Dry Land ~ 1 credit

This learning experience is designed for individuals who would like to select a physical activity program with adaptations to meet their individual needs. Course content is decided upon between instructor and student, resulting in many program options and variety. This experience, in conjunction with adapted aquatics can provide daily activity for individuals who are temporarily or permanently in need of adapted physical activity. Credit/no credit option. (Offered every semester.)

HWI 119 ~ Aquatics Activities ~ 1 credit

Provides instruction in water activity that ranges from underwater hockey to water polo.

Credit/no credit option. (Offered every semester.)

HWI 120 ~ CPR/First Aid ~ 1 credit

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 only. Conforms to American Red Cross standards. Course completion encompasses written exams and skills tests for first aid and CPR certifications. (Offered as interest warrants.)

HWI 122 ~ Weight Management/Step-Aerobics ~ 2 credits

An expanded, in-depth study of the concept of weight management through a heightened step aerobic endurance program. Instruction focuses on nutrition and eating patterns, specific exercise through step aerobics, and expanded stress management techniques. Credit/no credit option. (Offered as interest warrants.)

HWI 123 ~ Step Aerobics & Fitness Lab ~ 1 credit

A daily combination of step aerobic exercise and practical information regarding health issues including fitness, nutrition and weight management, and stress reduction techniques. The course will empower students to design their own health program and monitor their progress throughout the semester. Credit/no credit option. (Offered as interest warrants.)

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HWI 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. Credit/no credit option. (Offered every semester.)

HWI 125 ~ Taiko Drumming Class ~ 1 credit

Intensive instruction in Japanese Taiko drumming. The class introduces various aspects of Taiko drumming to create awareness of body and mind. The class helps develop rhythm and the power of mind/body integration by having students learn basic stands, forms, breathing, and full body movements. Credit/no credit option. (Offered as interest warrants.)

HWI 126 ~ Swing Dance ~ 1 credit

Prepares students to enjoy the experience of basic swing and ballroom dance. Students learn Swing, Cha Cha Cha, Foxtrot, Rumba, Waltz, Samba, and Tango dance steps. Credit/no credit option. (Offered as interest warrants.)

HWI 131 ~ Tai Chi Chi Kung I ~ 1 credit

Development of Internal Power – a short Yang style energy form. A simple but yet powerful form of Yang style Tai Chi, Tai Chi Chi Kung I teaches the principles of body mechanics through the alignment of the bone structure with the force of gravity. This course will present the Taoist principles and deep, internal work necessary for the effective practice of any form of Tai Chi. Credit/no credit option. (Offered as interest warrants.)

HWI ~ 132 Tai Chi Chi Kung II ~ 1 credit

Development of Internal Power – a fast Yang style discharge form. Tai Chi Chi Kung II is a fast discharge form which comprises the Inner Structure of Tai Chi. In this course students will learn how to move fast in five directions. While learning to move the entire body structure as one piece, they will also learn how to discharge the energy from the earth through the body structure. Credit/no credit option. (Offered as interest warrants.)

Prerequisite(s): instructor consent; HWI 131 highly suggested.

HWI 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. This class is essentially a rape-prevention course that aims to reduce fear and empower students with skills to defend themselves against sexual attacks. (Offered every semester.)

HWI 135 ~ Advanced Women's Self Defense ~ 1 credit

This advanced class is designed for students who have completed Self-Defense for Women or equivalent. The class will begin with a review of all skills and advanced practice of the verbal, psychological and physical skills covered in the introductory class. Students will practice self defense in situations ranging from verbal confrontations to attacks with weapons or by multiple attackers. (Offered as interest warrants.)

Prerequisite(s): HWI 134 or instructor consent.

HWI 139 ~ Yoga ~ 1 credit

Stretch and relax with a technique of gentle yoga and i' ai chi movements to improve strength and sense of wellbeing. Learn how to use energy to the fullest for health and immune system improvement. This class offers yoga and i' ai chi movements along with creative visualization, relaxation, and meditation techniques. Learn how to manage stress and increase endurance, balance, and general wellness. Learn about the mind/body connection and how to manage energy for longevity and rejuvenation. (Offered every semester.)

HWI 140 ~ Yoga II ~ 1 credit

Advanced class designed for students who have completed HWI 139 and wish to continue their study of Yoga. (Offered as interest warrants.)

Prerequisite(s): HWI 139.

HWI 141 ~ Disc Golf ~ 1 credit

Introduces women and men to disc golf. Students develop techniques, skills, scoring, and team strategies. Credit/no credit option. (Offered as interest warrants.)

HWI 142 ~ Kick-boxing ~ 1 credit

Introduces students to the skill of kick-boxing as a means of developing and maintaining fitness. Credit/no credit option. (Offered as interest warrants.)

HWI 143 ~ Volleyball ~ 1 credit

Introduces women and men to court/indoor volleyball. Students develop passing, blocking, and hitting skills. They learn the rules, scoring, and team strategies and tactics. (Offered as interest warrants.)

HWI 144 ~ 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. (Offered as interest warrants.)

HWI 145 ~ Softball ~ 1 credit

Introduces women and men to softball. Students develop throwing, catching, fielding, hitting, and baserunning skills while learning rules, scoring, and team strategies for offensive and defensive fastpitch and slowpitch softball. Covers the history of softball. (Offered as interest warrants.)

HWI 146 ~ 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. (Offered as interest warrants.)

HWI 147 ~ 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. (Offered as interest warrants.)

HWI 148 ~ Running ~ 1 credit

Introduces women and men to efficient running technique, basic nutrition for runners, and various training methods. (Offered as interest warrants.)

HWI 149 ~ 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. Course fee required. (Offered every semester.)

Prerequisite(s): must be a competent swimmer

HWI 150 ~ In-Line Skating/Roller Hockey ~ 1 credit

Covers inline skating and roller hockey from beginning to advanced. Students develop skills in inline skating and begin to develop a conceptual understanding of hockey strategy, tactics, and techniques. (Offered as interest warrants.)

HWI 151 ~ Sailing I ~ 1 credit

Students apply theory to practice in small centerboard type sailboats. Includes maneuvering and driving a boat, rules of the road, nomenclature, knots, developing teamwork, and practicing water and boat safety. A U.S. Sailing certificate course that includes lectures, a written examination, and extensive on-the-water experience. Course fee required. (Offered every semester.)

Prerequisite(s): must be able to swim.

HWI 152 ~ Sailing II ~ 1 credit

Students apply theory to practice in keelboats. Covers rules of the road, sailing language, knots, and water safety. Sailing skills include reefing, heaving-to, crew-overboard recovery, and changing sail while underway. Covers skills such as anchoring, docking, navigating, and tide and weather consideration. This is an American Sailing Association (ASA) certification course that includes lecture and extensive on-the-water experience. Course fee required. (Offered as interest warrants.)

Prerequisite(s): HWI 151 or instructor consent.

HWI 161 ~ Foundations of Wellness ~ 3 credits

A theory and practical based course which addresses core concepts of both health and wellness, the interrelationship and benefits of physical fitness, proper nutrition, and effective stress management levels for young adults in college. The course places emphasis on self-assessments, development and implementation of personal wellness goals/plans/actions, and self-reflection on consequences of lifestyle choices. (Offered every semester.)

HWI 162 ~ Foundations of Wellness: Nutrition ~ 3 credits

A theory and practical based course addressing core concepts of both health and wellness, the interrelationship and benefits of physical fitness, proper nutrition, and effective stress management. This section gives additional emphasis on nutritional understanding and students' actual eating decisions. Learning experiences include self-assessments, development and implementation of personal wellness goals/plans/actions, and self-reflection on consequences of lifestyle choices. (Offered every semester.)

HWI 180 ~ Backpacking and Hiking ~ 1 credit

Introduces the basics of backpacking. Requires one weekend trip into Big Sur. Course fee required. (Offered spring semester.)

HWI 197 ~ Independent Study ~ 1-4 credits

Student and faculty member select activity to be undertaken and evidence to be delivered, or topic of study and evidence to be presented, for assessment and number of credits. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

HWI 201 ~ Foundations of Wellness: Psychobiology of Eating Disorders ~ 3 credits

An overview of health and theoretical perspectives of the eating disorder illnesses, Current theories and therapeutic treatments involved in the recovery from the human eating disorders: (1) obesity, (2) AN, and (3) BN will be present in terms of a health psychology and wellness perspective. (Offered only as interest warrants.)

Prerequisite(s): a 3-credit course in introductory psychology and general biology recommended.

HWI 229 ~ Advanced Competitive Dance ~ 1 credit

Students work with a choreographer and develop skills for competition and performance. Focuses on the quality of participation, performance, and competitive outcomes. For students who wish to participate on the dance team. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

HWI 230 ~ Leadership: Mini-Corps ~ 4 credits

This learning experience is designed to provide leadership and mentoring opportunities and develop related leadership skills for California Mini-Corps students as they work in the classrooms and in the homes of migrant students in K-12. (Offered as interest warrants.)

Prerequisite(s): instructor consent.

HWI 238 ~ Awaken Healing Energy ~ 2 credits

The Foundation of Channeling Energy and Self-Empowerment. Students learn short, powerful, basic practices that can be done daily to increase and balance their life force energy. Explains theory and guides students through the practices, sharing a "map" of how to induce inner Chi flow. In this way, students learn to tap into their own energy in order to heal and detoxify their organs, and to reduce emotional and physical stress. (Offered every semester.)

Prerequisite(s): HWI 131 suggested but not required.

HWI 240 ~ Student-Athlete Seminar ~ 2 credits

Provides student-athletes with strategies and knowledge that will help them make the best possible choices in their collegiate experience. Topics include becoming a lifelong learner; goal setting and time management; self-awareness; critical and creative thinking; relating to others; managing your career and your money; moving beyond college. Exposes student-athletes to the concept that success comes from within and that knowledge is power. (Offered every semester.)

Prerequisite(s): instructor consent.

HWI 240L ~ Advanced/Competitive Athletics Lab ~ 2 credits

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 on an intercollegiate competitive team. Formerly HWI 243, HWI 244, HWI 247, HWI 248, HWI 249. (Offered every semester.)

Prerequisite(s): instructor consent.

HWI 250 ~ Techniques of Officiating Fall Sport ~ 2 credits

Presents a current, understandable, and practical framework beneficial to prospective and experienced sports officials. Focuses on the techniques, rules, and mechanics of officiating basketball, field hockey, football, soccer, volleyball and wrestling. Offers students an opportunity to become a certified official. For individuals who might want to enter the sports officiating field. (Offered only as interest warrants.)

HWI 251 ~ Techniques of Officiating Spring Sport ~ 2 credits

Focuses on the techniques, rules, and mechanics of officiating baseball, lacrosse, rugby, softball, swimming, and track and field. (Offered only as interest warrants.)

HWI 252 ~ Intermediate Keelboat Sailing ~ 1 credit

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. Course fee required. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

HWI 253 ~ Advanced Dinghy Sailing ~ 1 credit

Covers the advanced elements of dinghy sailing. Course fee required. (Offered only as interest warrants.)

HWI 254 ~ Kayaking ~ 1 credit

Introduces skills for covering equipment, technique, navigation, weather, hydrology, surf zone, and rescue. Includes the fundamentals of paddling. Requires field trips. Course fee required. (Offered fall semester.)

Prerequisite(s): must be a competent swimmer.

HWI 257 ~ Fundamentals of Eco-Tourism ~ 3 credits

Examines the parameters of the environmental tourism industry, including practical methodology, and social, legal, and political implications. Students develop interpretive skills and gain experience through frequent field trips. (Offered only as interest warrants.)

HWI 260 ~ Foundations of Wellness/Exercise and Fitness ~ 3 credits

For individuals and educators. Addresses the core concepts of health and wellness, and the benefits of physical fitness, proper nutrition, and effective stress management. - Includes self-assessments, personal wellness plans, and self-reflection on consequences of lifestyle choices. Students discover the role of physical activity in positive self-image development and of goal setting to promote lifelong participation in physical activity. Required for Liberal Studies students in Blended Program. (Offered every semester.)

Corequisite(s): HWI 260L.

HWI 260L ~ Foundations of Wellness/Exercise and Fitness Lab ~ 1 credit

Required lab course for HWI 260. Physical activity learning lab focusing on fitness testing and fundamental exercise physiology. Required for Liberal Studies students in Blended Program. (Offered every semester.)

Corequisite(s): HWI 260.

HWI 261 ~ Ability to Manage 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 manage difficult situations by utilizing and practicing a variety of stress-reduction techniques. Students participate in a supportive course to address personal and societal stresses. Credit/No Credit. (Offered fall semester.)

Corequisite(s): HWI 261L.

HWI 261L ~ Ability to Manage Stress Lab ~ 1 credit

Required lab course for HWI 261. Credit/No Credit. (Offered fall semester.)

Corequisite(s): HWI 261.

HWI 262 ~ Foundations of Wellness: Women's Health Issues ~ 3 credits

Explores the health concerns, options, and roles of women as consumers and providers of health care. Extensive coverage of nutrition, stress management, and physical fitness. (Offered fall semester.)

HWI 263 ~ Foundations of Wellness: Human Sexuality ~ 3 credits

Enlarges the personal and intellectual understanding of human sexuality. Knowledge, decision-making, responsibility, and diversity related to sexuality are integrated into all aspects of the course. Extensive coverage of nutrition, stress management, and physical fitness. (Offered only as interest warrants.)

HWI 264 ~ Foundations of Wellness: Marriage and Family ~ 3 credits

Provides a theoretical and contemporary framework for consulting relationships that are satisfying. Highlights the diversity of family structure while addressing dating, courtship, marriage, and family living. Extensive coverage of nutrition, stress management, and physical fitness. (Offered only as interest warrants.)

HWI 265 ~ Foundations of Wellness: Issues of Death and Dying ~ 3 credits

Considers basic concepts of health and wellness by exploring physical fitness, proper nutrition, and effective stress management as lifestyle choices that may influence premature death at any age. Students prepare plans of personal improvement in these areas and begin to implement them as preventive health measures. Emphasizes personal, family, cultural, religious, and professional care attitudes/practices regarding the process of dying, death, end of life care, hospice, grief, and recovery approaches. Extensive coverage of nutrition, stress management, and physical fitness. (Offered only as interest warrants.)

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HWI 266 ~ Foundations of Wellness: Drugs in Modern Society ~ 3 credits

Addresses core concepts of both health and wellness, the interrelationship and benefits of physical fitness, proper nutrition, and effective stress management. Covers self-assessments, development and implementation of personal wellness goals/plans/actions, and self-reflection on behavioral choices. Explores societal issues of various drug usage, and how and why abuse occurs so as to give students a realistic perspective of both drug-related problems and programs in modern society. Extensive coverage of nutrition, stress management, and physical fitness. (Offered fall semester.)

HWI 267 ~ Foundations of Wellness: Peer Counseling ~ 3 credits

Provides information and learning opportunities to introduce students to the philosophy, ethics, purpose, and role of peer counselors around the topics of nutrition, fitness, and stress management. Requires the development and implementation of a personal wellness plan. Extensive coverage of nutrition, stress management, and physical fitness. (Offered only as interest warrants.)

HWI 280 ~ Scuba Diving ~ 2 credits

Entry-level scuba certification intended for the student with little or no scuba experience. The aquatic content covers practical scuba skills and techniques. Students who complete all academic, pool, and open water requirements may be eligible for Scuba Diver certification through National Association of Underwater Instructors [NAUI]. One or two weekend fieldtrips may be required. Prior to participating in open-water activities, an appropriate medical release to dive must be on file. Course fee required.

*Prerequisite(s): must be a competent swimmer.
Corequisite(s): HWI 280L.*

HWI 280L ~ Scuba Diving Lab ~ 1 credit

Required lab course for HWI 280.
Corequisite(s): HWI 280.

HWI 281 ~ Rock Climbing ~ 1 credit

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. Course fee required. (Offered only as interest warrants.)

HWI 282 ~ Advanced Scuba/Rescue ~ 2 credits

Continuing education scuba course intended for the certified scuba diver. Covers advanced diving activities including night diving, deep diving, advanced dive planning, and advanced navigation. Also covers the skills for the NAUI Advanced Scuba Diver and NAUI Scuba Rescue Diver certification. Includes classroom, pool, and open-water training, and some weekend fieldtrips may be required. Prior to participating in open-water scuba activities, an appropriate Medical Release to dive is required. Course fee required. (Offered as interest warrants.)

*Prerequisites: must be a certified diver and a competent swimmer.
Corequisite(s): HWI 282L.*

HWI 282L ~ Advanced Scuba/Rescue Lab ~ 1 credit

Required lab course for HWI 282.
Corequisite(s): HWI 282.

HWI 310 ~ Conditioning and Strength Training ~ 2 credits

Covers the theoretical and philosophical concepts of conditioning and training. Areas of study include, but are not limited to, principles of strength training; the training factors [physical, technical, tactical preparation]; principles of conditioning [peaking, over-training]; stress adaptation; isometric exercise; exercises to develop speed and power; exercises to develop the body; and nutrition for conditioning and strength training. (Offered summer of odd years.)

HWI 320 ~ Theory and Analysis of Sports ~ 2 credits

Focuses on individual sports, field sports, team sports, and track and field. Check with the Health and Wellness Institute for specific sports and course details. (Offered only as interest warrants.)

HWI 335 ~ Fundamentals of Coaching ~ 3 credits

Designed for coaches of varying experience who seek the skills and techniques to be successful. Focuses on the importance of leadership, fundamentals, and scheduling; developing a coaching philosophy and the competitive edge; differences in coaching males and females; sport law and legal obligations; motivation, communication, and team cohesion; integrity; developing champions on and off the field; the inner game; recruiting; and evaluating. Offers an opportunity to explore the culture of coaching. (Offered spring semester.)

HWI 345 ~ Sports Ethics ~ 4 credits

Looks at issues in youth sport, intercollegiate sport, and professional sport. Discusses ethical questions, arguments, theories, and workable solutions for returning amateur sport to its proper place in society. Discusses the power of sport, the value of sport, and the place of sport in society. (Offered spring semester.)

HWI 347 ~ Leadership, Life-Skills, Citizenship ~ 3 credits

The purpose of the Leadership, Life-Skills and Citizenship class is to examine the social change model of leadership while building a strong repertoire of personal skills that allows the student to engage in positive change within the community. The three primary goals of this class are (1) the enhancement of the student's self-knowledge, (2) the development of leadership competence, and (3) the facilitation of social change in the community/institution that leads to functioning that is more effective and humane. (Offered only as interest warrants.)

HWI 361S ~ Foundations of Wellness Through Community Participation Service Learning ~ 6 credits

Provides an overview of factors that contribute to health and wellness while engaging in self-reflective, culturally aware and responsive community participation with community organizations. (Offered every semester.)

HWI 362 ~ Fundamentals of Nutrition ~ 3 credits

A participative and lecture course with usage of videos and learning team discussions, nutritional experiential labs combined with student-driven presentations. Developed to not only present content, but to have students seriously look at nutrition and activity patterns to set action steps to improve eating choices. A baseline medical lab screen will be offered to all students enrolling in the course at the beginning and end of the semester. Credit/No Credit option. Letter grade required for Health and Wellness minors. (Offered fall semester.)

Corequisite(s): HWI 362L.

HWI 362L ~ Fundamentals of Nutrition Lab ~ 1 credit

Required lab course for HWI 362. Credit/No Credit option. Letter grade required for Health and Wellness minors.

Corequisite(s): HWI 362.

HWI 363 ~ Human Sexuality ~ 3 credits

Addresses the physical, social, and emotional issues related to human sexuality. The goal of this course is to familiarize students with a broad spectrum of concepts so that they might better understand the nature of their own sexuality, the decisions they make, the importance of sexuality in their lives, the responsibility it involves, and the compassion which is necessary for the well being of all people. (Offered fall semester.)

Corequisite(s): HWI 363L.

HWI 363L ~ Human Sexuality Lab ~ 1 credit

Required lab course for HWI 363.

Corequisite(s): HWI 363.

HWI 372 ~ A Sociological Perspective of Sport and Marginality w/ Emphasis on Disability ~ 4 credits

Examines sports from a socio-historical perspective. Explores legislation and hierarchies of power from disenfranchised groups and individuals with special emphasis on disability. (Offered only as interest warrants.)

HWI 374 ~ Physical Education for the Elementary School Child ~ 3 credits

Focuses on the neurological foundations of movement for children preschool to eighth grade from a growth and development perspective. Emphasis is placed on physical activity and programmatic organization in the gymnasium and on the playground as it relates to problem solving and academic success; multicultural approaches to movement, moral development, and self image; and movement exploration, body/spatial awareness, and other non-locomotor skills. Also offered online. (Offered every semester.)

Corequisite(s) HWI 374L.

HWI 374L ~ Physical Education for the Elementary School Child Lab/Practicum ~ 1 credit

Required lab course for HWI 374.

Corequisite(s): HWI 374.

HWI 374 Online ~ Physical Education for the Elementary School Child ~ 4 credits

Focuses on the neurological foundations of movement for children preschool to eighth grade from a growth and development perspective. Emphasis is placed on physical activity and programmatic organization in the gymnasium and on the playground as it relates to problem solving and academic success; multicultural approaches to movement, moral development, and self image; and movement exploration, body/spatial awareness, and other non-locomotor skills. Laboratory experience is built into the online class requirements. (Offered every semester.)

HWI 375 ~ Motor Behavior ~ 4 credits

An interdisciplinary approach focusing on the foundations of motor learning, motor control, and motor development. (Offered only as interest warrants.)

HWI 376 ~ Physical Education for Children with Disabilities ~ 3 credits

Includes programming in physical education for neurologically and physically impaired individuals in the psychomotor, affective, and cognitive domains. Provides a knowledge of disabilities, an understanding of indicators and contra-indicators related to skill development (including academics), and the ability to teach integrated movement activities to preschool to eighth grade children with disabilities. (Offered spring semester.)

*Prerequisite(s): HWI 374.
Corequisite(s): HWI 376L.*

HWI 376L ~ Physical Education for Children with Disabilities Lab ~ 1 credit

Required lab course for HWI 376.
Corequisite(s): HWI 376.

HWI 377 ~ Neurological Impairment ~ 4 credits

An in-depth examination of the central nervous system in typical development and atypical development related to academic and motor success. Provides students with an understanding of the typical and atypical neurological bases underlying sensory motor development and performance, as well as the typical and atypical neurological mechanisms and processes for academic success. Includes addictions, phobias, and depression as disabilities. (Offered fall semester.)

Prerequisite(s): HWI 374 and HWI 376.

HWI 378 ~ Assessment, Evaluation, and Curriculum Program Design ~ 4 credits

Introduces and analyzes various theoretical perspectives related to assessment in the psychomotor, cognitive, and affective domains for individuals with disabilities. Provides the basis for program and curriculum design and implementation. (Offered summer session of even years.)

HWI 380 ~ Modern Sports Administration ~ 3 credits

Looks at administration as the framework and the machinery of the organization of sport. Covers guiding and managing human behavior; the fundamental functions of management; policies and procedures; strategic planning; and the business of sport including personnel issues, future directions, collegiate trademark licensing, communications, event management, media relations, and financial principles applied to sport. (Offered fall semester of even years.)

HWI 381 ~ Legal Issues and Sport Liability ~ 3 credits

Investigates event development, event participants, and event spectators in relation to the law and risk management. Topics of exploration include risk management principles; event directors and committees; what you can be liable for; waiver and medical releases; insurance; spectator concerns; alcohol; procedures for reducing the incidence of injuries; avoiding litigation through precautions, arbitration, and due care; and sports law. (Offered fall semester of odd years.)

HWI 382 ~ Wilderness Leadership ~ 3 credits

Focuses on the theoretical and practical aspects of backcountry leadership. Topics include leadership styles, group facilitation, risk management, and minimum impact camping techniques. Requires a weeklong intensive backpacking expedition to the Sierra Nevada Mountains. Course fee required. (Offered fall semester.)

*Prerequisite(s): backpacking experience or instructor consent.
Corequisite(s): HWI 382L.*

HWI 382L ~ Wilderness Leadership Lab ~ 1 credit

Required lab course for HWI 382. Course fee required.
Corequisite(s): HWI 382.

HWI 383 ~ Foundations of Adventure Education ~ 3 credits

Surveys the rise of experiential education programs and the guiding philosophy of this learning model. Methods of teambuilding and personal development will be practiced in hands-on situations. Requires a weekend backpacking expedition to the Ventana Wilderness. Course fee required. (Offered fall semester.)

*Prerequisite(s): backpacking experience or instructor consent.
Corequisite(s): HWI 383L.*

HWI 383L ~ Foundations of Adventure Education Lab ~ 1 credit

Required lab course for HWI 383.
Corequisite(s): HWI 383.

HWI 384 ~ Outdoor Recreation and the Wilderness Experience ~ 3 credits

Focuses on historical and modern responses to the power of wilderness. Examines adventure, exploration, and the development of modern environmental ethics. Surveys current uses and environmental issues in wilderness areas. Requires a weeklong intensive field expedition to the San Rafael Wilderness. Course fee required. (Offered spring semester of odd years.)

*Prerequisite(s): backpacking experience or instructor consent.
Corequisite(s): HWI 384L.*

HWI 384L ~ Outdoor Rec/Wilderness Experience Lab ~ 1 credit

Required lab course for HWI 384.
Corequisite(s): HWI 384.

HWI 385 ~ Outdoor Education/Recreation Program Administration ~ 3 credits

Covers the design, logistics, and business aspects of adventure program administration. (Offered spring semester of even years.)

HWI 395 ~ Special Topics ~ 2-4 credits

Check with the Health and Wellness Institute for specific topics.

HWI 397 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

HWI 410 ~ Care and Prevention of Athletic Injuries ~ 3 credits

An introductory course exposing students to the field of athletic training. The role of the athletic trainer is explored in relation to the physician, coach, and athlete. Emphasis is placed on prevention, recognition, and treatment of the more common sports injuries. Topics include injury management; basic evaluation procedures; head and face injuries; spinal injuries; knee injuries; and lower leg, ankle, and foot injuries. (Offered summer session of odd years.)

HWI 461 ~ Effectively Managing Stress ~ 3 credits

A theory-based and practical learning lab that combines content, practice labs, and support sessions. Uses stress research, individual inventories, perception analysis, and self-monitoring techniques to increase personal ability to manage difficult situations by utilizing a variety of stress-reduction techniques. Also addresses special issues related to college and modern life. Credit/no credit. Letter grade required for Health and Wellness minors. (Offered spring semester.)

Corequisite(s): HWI 461L.

HWI 461L ~ Effectively Managing Stress Lab ~ 1 credit

Required lab course for HWI 461. Credit/no credit. Letter grade required for Health and Wellness minors.

Corequisite(s): HWI 461.

HWI 464 ~ Patterns and Dynamics in Relationships ~ 3 credits

Provides information and experiences to help students reflect upon and make decisions about what constitutes wellbeing between partners and among families. While highlighting the diversity structures in relationships, the course provides information and tools in such areas as communication and conflict resolution, lifespan issues, sexuality, parenting, separation, and wellness. (Offered spring semester.)

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HWI 465 ~ Health and Wellness I (Internship) ~ 2-4 credits

Students complete a minimum of 80 hours of fieldwork during this program. Agencies are approved by the Health and Wellness Institute faculty based on the opportunities available for students to work on issues of importance in health and wellness, and the agency's ability to provide mentoring and organization support for the student intern. Check with the Health and Wellness Institute for specific topic. (Offered only as interest warrants.)

HWI 466 ~ Human Movement: Adapted Physical Activity [Bridging the gap between theory and practice] ~ 4 credits

Combination of theoretical base established in Adapted Physical Activity with applied experience designed for each individual interest area. (Offered only as interest warrants.)

HWI 467 ~ Outdoor Education/Recreation Internship ~ 4 credits

Combination of theoretical base established in Outdoor Education and Recreation with applied experience. (Offered only as interest warrants.)

HWI 468 ~ Sport Management: Management and/or Coaching Internship ~ 4 credits

Combination of theoretical base established in management and coaching with applied experience. (Offered only as interest warrants.)

HWI 476 ~ Physical Education Pedagogy and Theory ~ 3 credits

Specifically designed for the student pursuing a single subject teaching credential in Physical Education. Focus is on the delivery of effective physical education to diverse students with the goal of helping them sustain it. Provides the knowledge base for becoming effective in teaching physical education through a focus on curriculum, assessment, planning, and the skills and strategies for delivery in a K-12 interdisciplinary teaching model. (Offered only as interest warrants.)

Corequisite(s): HWI 476L.

HWI 476L ~ Physical Education Pedagogy and Theory Lab/Practicum ~ 1 credit

Required lab course for HWI 476.

Corequisite(s): HWI 476.

HWI 484 ~ Sport Facility Design and Management ~ 3 credits

Designed to provide a reference source for the design, construction, renovation, and/or maintenance of sports grounds and facilities. In addition to design, construction, reconstruction, renovation, and maintenance and management procedures, the course will speak to the quality, evaluation, and safety of sport facilities including equipment, layout, and lighting and energy options. (Offered fall semester of odd years.)

HWI 485 ~ Promotion and Marketing of Sport Programs ~ 3 credits

Focuses on identifying and targeting the sport consumer. Presents strategies for defining a target market and how to plan a strategy to reach that market. Explores the elements of the marketing mix and identifies ways to develop a marketing plan. Students become familiar with product usage, mass marketing, service, core product, product benefits, tradeout, discount pricing, promotional mix, public relations, publicity, sales promotion and distribution, channels of distribution, and strategic sport marketing. (Offered only as interest warrants.)

HWI 486 ~ Accounting, Budgeting & Fundraising in Sport ~ 3 credits

Explores the importance of accounting and its resulting financial statements and data in the business of sport. Considers the complexities of today's business environment and the significance of applying adequate standard accounting procedures. Defines the role of accounting in sport and fitness enterprises; investigates the accounting system; looks at partnerships, cash management, revenue generation, and budgeting; and reviews the process of fundraising and friend-raising to cultivate human and fiscal resources. (Offered only as interest warrants.)

HWI 595 ~ Special Topics ~ 1-6 credits

Designed to enable graduate students to enrich 300 or 400 level courses to satisfy graduate level requirements. Prior to enrolling in the course, students must seek instructor permission, provide a description of the course content, and submit a proposal to explain how additional and enriched graduate level assignments will be implemented. The course needs to be approved by the faculty advisor, course instructor, dean, and program director. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

ID 500 ~ Graduate ProSeminar ~ 2 credits

Required graduate-level ProSeminar for students entering the interdisciplinary studies graduate program. This learning experience introduces students to the Master of Arts Program in Interdisciplinary Studies. It provides an overview of history, theory, and practice in interdisciplinary studies, introduces students to graduate faculty, their teaching expertise and research interests, discusses courses and alternative learning experiences which will facilitate students' study in the program, and helps students design graduate learning outcomes and develop individual learning plans.

Prerequisite(s): instructor consent.

Registration restriction(s): admitted to ID program.

ID 501 ~ Research Methodology ~ 4 credits

The seminar introduces Interdisciplinary Studies students to methodologies used in ethnographic as well as critical and cultural studies. Both practical application and theoretical discussions will animate this seminar in which students are expected to conduct an independent research project of their own design. The course will cover scientific research design (hypothesis building and testing) and research methods emanating from humanities.

Prerequisite(s): instructor consent.

Registration restriction(s): admitted to ID program.

ID 560 ~ Truth and Method in History: A Social History Learning Lab ~ 4 credits

This course is a hands-on practicum in advanced qualitative and quantitative methods for research and analysis in social history. Students work both collaboratively and individually on a major research project in social history. Topics vary according to student interests. Classes are conducted in seminar style and emphasize the collaborative development of critical thinking in framing effective research questions and choosing the research methods that are most appropriate to the questions asked.

Prerequisite(s): instructor consent.

Registration restriction(s): admitted to ID program.

ID 595 ~ Special Topics ~ 1-6 credits

This course enables graduate students to enrich 300 or 400 level courses to satisfy graduate level requirements. Prior to enrolling in this course, students must seek instructor's permission, provide a description of the course content and submit a proposal to explain how additional and enriched graduate level assignments will be implemented. The course needs to be approved by the faculty advisor, the instructor of the course, the college dean, and the program coordinator.

Prerequisite(s): instructor consent.

Registration restriction(s): admitted to ID program.

ID 597 ~ Independent Study ~ 1-6 credits

This course can fulfill individualized Graduate Learning Outcomes and IDS graduation requirements. Prior to enrolling in the course, students need to develop a detailed proposal outlining the content of the proposed study and submit a description of how the course can meet Graduate Learning Outcomes, specific measurable objectives and specific enabling assignments. The course needs to be approved by the faculty advisor, the instructor of the course, and the college dean.

Prerequisite(s): instructor consent.

Registration restriction(s): admitted to ID program.

ID 598 ~ Graduate Seminar Series ~ 2 credits

This course provides graduate students with a forum to develop and present seminars on selected interdisciplinary topics. Seminars will be presented by graduate students focusing on the discussion of research interests, progress in the program, and Capstone projects. It will aid students in planning research, carrying out fieldwork, and writing up and presenting research outcomes such as course papers, conference papers and Capstone projects.

Prerequisite(s): instructor consent.

Registration restriction(s): admitted to ID program.

ID 599 ~ Graduate Capstone Seminar ~ 1 credit

This is a supervised course designed to assist graduate students in completing their graduate Capstone project. It introduces guidelines for structuring the project and offers guidance in preparation with graduate faculty advisors. This course is required.

Prerequisite(s): instructor consent.

Registration restriction(s): admitted to ID program.

ISSM 300 ~ Major ProSeminar ~ 2 credits

Develops the integrative focus of each student's special major and an Individualized Learning Plan including a path toward fulfillment of their Major Learning Outcomes and the university's graduation requirements. Completion of this course is required to continue in the Integrated Studies program.

Prerequisite(s): instructor consent.

ISSM 395 ~ Special Topics: Learning Community ~ 2 credits

The ISSM Learning Community is required of all ISSM students every semester after completion of the ProSeminar and until enrollment in the Capstone Seminar.

Prerequisite(s): ISSM 300 and instructor consent.

ISSM 396 ~ Field Studies ~ 1-6 credits

Provides students with the option of pursuing an independent field studies learning experience consistent with the focus of their special major.

Prerequisite(s): ISSM 300 and instructor consent.

ISSM 397 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): ISSM 300 and instructor consent.

ISSM 398S ~ Integrated Studies Service Learning ~ 4 credits

Provides students with the option of pursuing an independent service learning experience consistent with the focus of their special major.

Prerequisite(s): ISSM 300 and instructor consent.

ISSM 400 ~ Senior Capstone Seminar ~ 2 credits

Capstone experience for seniors in the Integrated Studies Special Major. Students produce a capstone project and compile a portfolio that integrates their course-based and experiential learning as well as internships, field studies, and/or volunteer service. Required of all ISSM students in their final semester.

Prerequisite(s): instructor consent.

Registration restriction(s): senior standing in Integrated Studies.

ISSM 496 ~ Field Studies ~ 1-6 credits

Provides students with the option of pursuing an independent field studies learning experience consistent with the focus of their special major.

Prerequisite(s): ISSM 300 and instructor consent.

ISSM 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. (Offered fall semester.)

ITAL 101 ~ Section 99 ~ Beginning Italian I Assessment ~ 4 credits

Alternative assessment for the first semester of Italian. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in ITAL 101, 102, 201, and 202 concurrently, except for international students who may enroll only in ITAL 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in ITAL 101, 102, and 201, except for international students who may enroll only in ITAL 201 or 202.

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. (Offered spring semester.)

Prerequisite(s): ITAL 101.

ITAL 102 ~ Section 99 ~ Beginning Italian II Assessment ~ 4 credits

Alternative assessment for the second semester of Italian. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in ITAL 101, 102, 201, and 202 concurrently, except for international students who may enroll only in ITAL 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in ITAL 101, 102, and 201, except for international students who may enroll only in ITAL 201 or 202.

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. (Offered fall semester.)

Prerequisite(s): ITAL 102 or equivalent.

ITAL 201 ~ Section 99 ~ Intermediate Italian I Assessment ~ 4 credits

Alternative assessment for the third semester of Italian. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in ITAL 101, 102, 201, and 202 concurrently, except for international students who may enroll only in ITAL 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in ITAL 101, 102, and 201, except for international students who may enroll only in ITAL 201 or 202.

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. (Offered spring semester.)

Prerequisite(s): ITAL 201 or equivalent.

ITAL 202 ~ Section 99 ~ Intermediate Italian II Assessment ~ 4 credits

Alternative assessment for the fourth semester of Italian. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in ITAL 101, 102, 201, and 202 concurrently, except for international students who may enroll only in ITAL 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in ITAL 101, 102, and 201, except for international students who may enroll only in ITAL 201 or 202.

ITAL 305 ~ Introduction to Italian Culture and Civilization ~ 4 units

Introduction to Italian culture, history, and geography, including art forms, literature, customs, traditions, economy, politics, music, fashion, food, and lifestyles. Challenges stereotypes, fosters cultural understanding, and strengthens ability to analyze, criticize, and discuss specific cultural topics. Encourages a comparative perspective reflecting the Italian social context, while contrasting Italian cultural issues with comparable US issues. (Offered only as interest warrants.)

Prerequisite: instructor consent.

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. (Offered only as interest warrants.)

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. (Offered fall semester.)

JAPN 101 ~ Section 99 ~ Beginning Japanese I Assessment ~ 4 credits

Alternative assessment for the first semester of Japanese. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in JAPN 101, 102, 201, and 202 concurrently, except for international students who may enroll only in JAPN 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in JAPN 101, 102, and 201, except for international students who may enroll only in JAPN 201 or 202.

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. (Offered spring semester.)

Prerequisite(s): JAPN 101 or equivalent.

JAPN 102 ~ Section 99 ~ Beginning Japanese II Assessment ~ 4 credits

Alternative assessment for the second semester of Japanese. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in JAPN 101, 102, 201, and 202 concurrently, except for international students who may enroll only in JAPN 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in JAPN 101, 102, and 201, except for international students who may enroll only in JAPN 201 or 202.

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JAPN 103 ~ Elementary Japanese Reading I ~ 2 credits

Introduces contemporary Japanese through reading and writing Kana and Kanji. (Offered fall semester.)
Corequisite(s): JAPN 101.

JAPN 104 ~ Elementary Japanese Reading II ~ 2 credits

Continues to teach contemporary Japanese through reading and writing Kana and Kanji. (Offered spring semester.)
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. (Offered fall semester.)
Prerequisite(s): JAPN 102 or equivalent, or instructor consent.
Corequisite(s): JAPN 203 when offered.

JAPN 201 ~ Section 99 ~ Intermediate Japanese I Assessment ~ 4 credits

Alternative assessment for the third semester of Japanese. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in JAPN 101, 102, 201, and 202 concurrently, except for international students who may enroll only in JAPN 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in JAPN 101, 102, and 201, except for international students who may enroll only in JAPN 201 or 202.

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. (Offered spring semester.)
Prerequisite(s): JAPN 201 or equivalent, or instructor consent.
Corequisite(s): JAPN 204 when offered.

JAPN 202 ~ Section 99 ~ Intermediate Japanese II Assessment ~ 4 credits

Alternative assessment for the fourth semester of Japanese. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in JAPN 101, 102, 201, and 202 concurrently, except for international students who may enroll only in JAPN 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in JAPN 101, 102, and 201, except for international students who may enroll only in JAPN 201 or 202.

JAPN 203 ~ Intermediate Japanese Reading I ~ 2 credits

Continuation of JAPN 103-104. Intermediate courses in the reading and writing of Kana and Kanji of contemporary Japanese. Required, must be taken concurrently with JAPN 201-202. (Offered fall semester.)
Prerequisite(s): JAPN 102 or instructor consent.
Corequisite(s): JAPN 201-202.

JAPN 204 ~ Intermediate Japanese Reading II ~ 2 credits

Continuation of JAPN 103-104. Intermediate courses in the reading and writing of Kana and Kanji of contemporary Japanese. Required, must be taken concurrently with JAPN 201-202. (Offered spring semester.)
Prerequisite(s): JAPN 201 or instructor consent.
Corequisite(s): JAPN 202.

JAPN 205 ~ Introduction to Japanese Culture and Civilization ~ 4 credits

Introduces Japanese culture, history, and geography using Japanese art forms, literature, philosophy, customs and traditions, economy, and politics. Covers family life, education, occupations, and work. Includes the infrastructure of modern Japan, the cities, homes, transportation, and rural Japan. Explores traditional cultural arts such as the tea ceremony, flower arrangements, Noh drama, music, and Matsuri. Examines contemporary culture including cinema, music, literature, and pop culture topics such as Manga and Anime. (Offered every third semester.)

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. (Offered fall semester.)
Prerequisite(s): JAPN 202 or equivalent.

JAPN 301S ~ Advanced Japanese I: Service Learning ~ 4 credits

Expands upon JAPN 301 content with an experience that enhances the students' language skills through extensive aural, reading, writing, and cultural presentation experience in Japanese. (Offered fall semester.)
Prerequisite(s): JAPN 202 or equivalent, and WLC major status.

JAPN 302 ~ Advanced Japanese II ~ 4 credits

Continuation of JAPN 301. (Offered every other spring semester.)
Prerequisite(s): JAPN 301 or instructor consent.

JAPN 303 ~ Business Japanese ~ 4 credits

Advanced conversation course that focuses on the situations and events that occur in the daily business environment including formal introductions, interviewing, telephone skills, making appointments, and requesting or refusing requests. Presents and expands on cultural concepts as they impact the business world using Internet business culture and videos from Japan. (Offered as interest warrants.)
Prerequisite(s): JAPN 202 or equivalent.

JAPN 304 ~ Technical Japanese ~ 4 credits

Develops reading and writing skills by introducing frequently used technical vocabulary related to computers and science. Emphasizes Kanji and Katakana technical words along with grammar for reading technical reports, documents, and journals. Covers acquisition of: 1) technical Japanese grammar, 2) reading skills and strategies, 3) speaking and listening skills, and 4) writing skills. Includes roleplaying activities, developing presentation skills, and writing activities for faxes, letters, and resumes. (Offered as interest warrants.)
Prerequisite(s): JAPN 201 or equivalent.

JAPN 305 ~ Introduction to Japanese Culture and Civilization ~ 4 credits

For world languages and cultures majors emphasizing Japanese language and culture. See course description for JAPN 205. (Offered every third semester.)

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. (Offered every third semester.)

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. (Offered every third semester.)

JAPN 308 ~ Japanese Pop Culture, Anime, and Multimedia ~ 4 credits

Explores post WWII Japanese music, literature, artistic media, and hi-tech products. Investigates social themes ranging from post-holocaust Japan to adult hedonism to childhood by looking at adult comic books (Manga) and animated movies (Anime). Includes popular music from Enka to Rock to Karaoke, fashion and style, popular technology, consumerism, and environmental issues. Explores the evolution of pop culture and its impact on society. Examines the development of multimedia technology in Japan and America. (Offered every third semester.)

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. (Offered as interest warrants.)

JAPN 310 ~ Japanese Cinema ~ 4 Credits

An introductory scrutiny of major Japanese directors and genres with attention to film composition, choices of subject and character, ideas of the cinematic, and the relationship of cinema to Japanese culture and society. Students will analyze and critique films. Discussion of films will deal with the production of their historical, social, and cultural context, as well as issues dealing with popular culture and equity. (Offered every third semester.)

Prerequisite(s): instructor consent.

JAPN 380 ~ Japan: Land and People On-Line ~ 4 credits

Introduces the Language and Culture of Japan in a thematic approach. Selected topics are geography, climate, population, and industries. Designed to develop Japanese language skills and introduce various aspects of Japanese culture related to course topics using technology and web-based materials. Hybrid course of synchronous and asynchronous learning.

JAPN 403 ~ Advanced Japanese Reading I ~ 2 credits

Introduces contemporary Japanese through reading and writing Kana and Kanji. (Offered fall semester.)

JAPN 395 ~ Special Topics ~ 1-6 credits

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. (Offered as interest warrants.)

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. (Offered as interest warrants.)

Prerequisite(s): JAPN 401 or instructor consent.

JAPN 404 ~ Advanced Japanese Reading II ~ 2 credits

Continues to teach contemporary Japanese through reading and writing Kana and Kanji. (Offered spring semester.)

Corequisite(s): JAPN 202 or 302.

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. (Offered as interest warrants.)

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. (Offered as interest warrants.)

JAPN 497 ~ Independent Study ~ 2-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic center.

Prerequisite(s): instructor consent.

JAPN 595 ~ Special Topics ~ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic center. May be repeated for credit when topics vary.

Prerequisite(s): instructor consent.

JAPN 597 ~ Independent Study ~ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic center.

Prerequisite(s): instructor consent.

KOR 101 ~ Beginning Korean I ~ 4 credits

Introduces basic spoken and written structures of standard Korean, and develops basic aural and oral skills emphasizing cultural context. Uses videotapes and audiotapes inside and outside of class. (Offered as interest warrants.)

KOR 101 ~ Section 99 ~ Beginning Korean I Assessment ~ 4 credits

Alternative assessment for the first semester of Korean. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in KOR 101, 102, 201, and 202 concurrently, except for international students who may enroll only in KOR 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in KOR 101, 102, and 201, except for international students who may enroll only in KOR 201 or 202.

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. (Offered as interest warrants.)

Prerequisite(s): KOR 101 or equivalent, or instructor consent.

KOR 102 ~ Section 99 ~ Beginning Korean II Assessment ~ 4 credits

Alternative assessment for the second semester of Korean. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in KOR 101, 102, 201, and 202 concurrently, except for international students who may enroll only in KOR 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in KOR 101, 102, and 201, except for international students who may enroll only in KOR 201 or 202.

KOR 197 ~ Independent Study ~ 1-6 credits

Allows lower-division students to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research.

Prerequisite(s): instructor consent.

KOR 201 ~ Section 99 ~ Intermediate Korean I Assessment ~ 4 credits

Alternative assessment for the third semester of Korean. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in KOR 101, 102, 201, and 202 concurrently, except for international students who may enroll only in KOR 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in KOR 101, 102, and 201, except for international students who may enroll only in KOR 201 or 202.

KOR 202 ~ Section 99 ~ Intermediate Korean II Assessment ~ 4 credits

Alternative assessment for the fourth semester of Korean. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in KOR 101, 102, 201, and 202 concurrently, except for international students who may enroll only in KOR 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in KOR 101, 102, and 201, except for international students who may enroll only in KOR 201 or 202.

KOR 395 ~ Special Topics: Korean History ~ 2 credits

This course provides a general and comprehensive knowledge of Korea for students interested in Korean studies. It provides to military and civilian personnel a convenient compilation of basic facts about social, economic, political and military institutions and practices of North and South Korea.

LS 195 ~ Special Topics ~ 1-6 credits

Studies a particular topic in the liberal studies major. May be repeated for credit when topics vary. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

LS 196 ~ Field Studies ~ 1-6 credits

Student and faculty member select topic of field study and number of credits. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

Note: The course listings in this catalog should be used only as a general guide. CSUMB reserves the right to change course titles, credits, prerequisites, corequisites, enrollment restrictions, descriptions, and frequency without prior notice. Information for the current semester/session can be found on the CSUMB.EDU/schedule website. Information for ensuing semesters/sessions will also be posted there several weeks in advance of the opening of registration, though courses listed may subsequently be canceled due to insufficient enrollment.

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. (Offered only as interest warrants.)
Prerequisite(s): instructor consent.

LS 298S ~ Introduction to Teaching and Learning in a Culturally and Linguistically Diverse Society Service Learning ~ 2 credits

Introduces students to the teaching profession and classroom work by examining the daily work of classroom teachers in multicultural schools. Explores student/youth issues and schooling, literacy development strategies, the dynamics of school/parent/community relationships, and the effects of educational policies and practices on culturally and linguistically diverse populations. (Offered every semester.) Prerequisite to LS 398 and 398S. Aligns with SB 2042 and LS MLOs 1,3,5,7,9.

LS 300 ~ Major ProSeminar: Orientation, Perspectives & Lifelong Learning ~ 4 credits

Focuses on academic orientation and lifelong learning skills that are applicable in academic and professional contexts: basic and advanced writing skills, critical thinking, collaborative learning, academic self-development, research, and multicultural education. In consultation with the ProSeminar instructor, students develop an Academic Learning Plan and an outcomes-based portfolio. Aligns with LS MLOs 1,3,5,6,7,9. (Offered every semester.)
Prerequisite(s): completion of college level reading, writing, critical thinking, and ethics or philosophy. Registration restriction(s): junior level status.

LS 323 ~ World Mythological Literature ~ 4 credits

Surveys world mythology and global mythologies including Hindu, Norse, Celtic, and American Indian. Examines the universal motifs which make cross-cultural stories similar in light of scholarly theory. Compares mythic literature from around the world. Aligns with LS MLOs 1,3,7. (Offered fall semester.)

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. Aligns with LS MLOs 1,3,7. (Offered spring semester.)

LS 351 ~ Human Development Across the Life Span ~ 4 credits

Surveys theoretical perspectives of human growth and development across the life span and draws from current social science research in examining the complex array of social, political, and cultural forces that combine to determine each individual's life course. Emphasizes applications to real world settings and successful passage through the lifecourse. Aligns with LS MLOs 1,4,5,7. (Offered spring semester.)

LS 356 ~ Infancy and Early Childhood ~ 4 credits

Focuses on developmental, behavioral, and other psychological theories in providing a rigorous introduction to the various biological, social, and cultural factors known to contribute to human growth and development, during the initial phases of life (prenatal to preschool). Readings emphasize research and application in family and social settings. Human Development minor and Child Development concentration course. Aligns with LS MLOs 1,4,5,7. (Offered fall semester.)
Prerequisite(s): LS 360.

LS 360 ~ Child Development ~ 4 credits

Introduction to the Human Development course series. Provides a rigorous overview of theories and research concerning child growth and development. Focuses on children's social, cognitive, and psychological development with emphasis on multicultural and social policy issues. Addresses the current conditions of children in the local community and globally, emphasizing the need for diverse and culturally competent policies and practices. Liberal Studies Core requirement. Aligns with SB 2042 and LS MLOs 1,3,4,7,10. (Offered every semester.)

LS 360S ~ Child Development Service Learning ~ 4 credits

Introduction to the Human Development course series. Provides a rigorous overview of theories and research concerning child growth and development. Focuses on children's social, cognitive, and psychological development with emphasis on multicultural and social policy issues. Addresses the current conditions of children in the local community and globally, emphasizing the need for diverse and culturally competent policies and practices. Requires completion of a community service project. Liberal Studies Core requirement. Aligns with SB 2042 and LS MLOs 1,3,4,5,7,10. (Offered only as interest warrants.)

LS 362 ~ Southeast Asian History and Culture ~ 4 credits

Introduces the concept of culture, cultures, and cultural diversity in the U.S. with a specific focus on five Southeast Asian groups that migrated to the U.S. since 1975. Students develop the knowledge and skills of cross-cultural competence in a pluralistic and global society. Aligns with SB 2042 and LS MLOs 1,3,4,7. (Offered spring semester.) Requires successful completion of coursework that satisfies the ENGCOM and Ethics ULRs, or GE equivalents.

LS 365 ~ Adolescence: Context, Culture, and Development ~ 4 credits

Focuses on psychological, biological cognitive, and other ecological theories in examining adolescent development. The impact of culture and context on identity development and on successful transition to adulthood is emphasized. Human Development minor and Child Development concentration course. Aligns with LS MLOs 1,3,4,7,8. (Offered every semester.)
Prerequisite(s): LS 360.

LS 365S ~ Adolescence: Context, Culture, and Development Service Learning ~ 4 credits

Focuses on psychological, biological cognitive, and other ecological theories in examining adolescent development. Emphasizes the impact of culture and context on identity development and on successful transition to adulthood. Requires completion of a community service project. Human Development minor and Child Development concentration course. Aligns with LS MLOs 1,3,4,7. (Offered only as interest warrants.)
Prerequisite(s): LS 360.

LS 366 ~ Observation and Assessment of Children ~ 4 credits

Introduces students to the strategies, techniques, and ethics of observing and recording student interactions in the classroom and the impact of culture upon those observations. Students are also introduced to a variety of assessment strategies and techniques. Human Development minor and Child Development concentration course. Aligns with LS MLOs 1,4,7,8. (Offered only as interest warrants.)

LS 371 ~ Adulthood & Aging ~ 4 credits

Focuses on the theories and understanding of early adulthood, middle adulthood, and late adulthood. Emphasizes the consolidation of personal identity, the primary factors of adulthood, and healthy and successful aging. Draws readings from diverse sources, including psychological and sociological research and media. Aligns with LS MLOs 1,3,4,7,8. (Offered fall semester.)
Prerequisite(s): LS 360 or LS 351.

LS 377 ~ Geriatrics and Gerontology ~ 4 credits

Examines the key issues, complexities, and challenges around changing health and service systems in the aging process. Addresses the etiology of life altering events, quality of life for the elderly, and end of life choices. Issues are addressed from multicultural and international perspectives. Aligns with LS MLOs 1,3,4,7. (Offered only as interest warrants.)

LS 391 ~ Culture and Cultural Diversity ~ 4 credits

Develops competency in cross-cultural analysis, involving a working knowledge of one's own ethnic heritage and the ability to make constructive comparisons with at least one other ethnic group. Addresses a conceptual understanding of culture, methodologies for studying and understanding culture, knowledge of cross-cultural relations in the U.S., sociocultural experiences of U.S.-based social/ethnic groups, power relations and equity, and sociopolitical systems and effects on "status" of a cultural group. Aligns with SB 2042 and LS MLOs 1,3,4,7. (Offered every semester.)

LS 391S ~ Culture and Cultural Diversity Service Learning ~ 4 credits

Develops competency in cross-cultural analysis, involving a working knowledge of one's own ethnic heritage and the ability to make constructive comparisons with at least one other ethnic group. Addresses a conceptual understanding of culture, methodologies for studying and understanding culture, knowledge of cross-cultural relations in the U.S., sociocultural experiences of U.S.-based social/ethnic groups, power relations and equity, and sociopolitical systems and effects on "status" of a cultural group. Requires completion of an approved community service project. Aligns with SB 2042 and LS MLOs 1,3,4,5,7. (Offered only as interest warrants.)

LS 392 ~ Nature of Language and Language Acquisition ~ 4 credits

An introduction to the scientific study of language, which includes theoretical concepts, e.g. structural linguistics, sociolinguistics, language development in first and second language acquisition, and application of linguistics in reading and writing development. Students develop a knowledge base in linguistics and apply it in real-world tutorial settings. Aligns with SB 2042 and LS MLOs 1,2,3,7. (Offered every semester.) Requires successful completion of coursework that satisfies the ENGCOM and ETHICS ULRs, or GE equivalents.

LS 392S ~ Nature of Language and Language Acquisition Service**Learning ~ 1 credit**

Optional field-based service learning course accompanies LS 392. Students spend a minimum of 25 hours per semester focusing on application of linguistics in reading and writing development in school settings. Requires completion of an approved community service project. Aligns with LS MLOs 1,2,3,5,7. (Offered spring semester.)

Prerequisite(s): LS 392 or concurrent enrollment.

LS 394 ~ Multicultural Children's Literature ~ 4 credits

Familiarizes students with diverse and award-winning children's literature from various cultural groups. Engages students in identifying bias-free literature, shared readings, reading aloud activities, and opportunities to learn effective storytelling techniques. Examines literature within historical, sociopolitical, cultural, and psychological contexts with emphasis on differential power relationships. Aligns with SB2042 and LS MLOs 1,2,3,4,7. (Offered only as interest warrants.)

LS 394S ~ Multicultural Children's Literature Service Learning ~ 4 credits

Familiarizes students with diverse and award-winning children's literature from various cultural groups. Engages students in identifying bias-free literature, shared readings, reading aloud activities, and opportunities to learn effective storytelling techniques. Examines literature within historical, sociopolitical, cultural, and psychological contexts with emphasis on differential power relationships. Requires completion of an approved community service project. Aligns with SB 2042 and LS MLOs 1-7. (Offered every semester.)

LS 395 ~ Special Topics ~ 1-8 credits

Studies a particular topic in the liberal studies major. May be repeated for credit when topics vary. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

Registration restriction(s): junior or senior level.

LS 396 ~ Field Studies ~ 1-8 credits

Upper-division students and faculty member select advanced topic of field study and number of credits. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

Registration restriction(s): junior or senior level.

LS 397 ~ Independent Study ~ 1-8 credits

Allows upper-division students to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

Registration restriction(s): junior or senior level.

LS 397S ~ Independent Study in Service Learning ~ 1 – 8 credits

Allows upper-division students to complete independent service learning experiences in the major. Students follow LS guidelines and requirements for service learning reflections, portfolio development, and assessment. Aligns with LS MLOs 4,5. (Offered only as interest warrants.)

Prerequisite(s): instructor and program director consent

Registration restriction(s): junior or senior level.

LS 398 ~ Social Foundations of Multicultural/Multilingual Education ~ 4 credits

Examines issues, problems, and solutions to equitable schooling in a pluralistic society. Viewing schools as social institutions that reflect the values, and sociocultural and sociopolitical dynamics of society, the course focuses on history, politics, and theories of and approaches to the schooling of culturally and linguistically diverse populations. Aligns with LS MLOs 1,2,3,7. (Offered only as interest warrants.)

Prerequisite(s): LS 298S.

LS 398S ~ Social Foundations of Multicultural/Multilingual Education Service Learning ~ 4 credits

Examines issues, problems, and solutions to equitable schooling in a pluralistic society. Viewing schools as social institutions that reflect the values, and sociocultural and sociopolitical dynamics of society, the course focuses on history, politics, and theories of and approaches to the schooling of culturally and linguistically diverse populations. Requires completion of approved service learning hours and community projects. Aligns with LS MLOs 1,2,3,5,7. (Offered every semester.)

Prerequisite(s): LS 298S.

LS 400 ~ Senior Capstone: Integration and Synthesis ~ 2 credits

As the culminating learning experience in the major, the Capstone course requires students to demonstrate depth of knowledge, and integration and synthesis of their learning across the disciplines through a well-defined research paper and project. It is also the final point of revision and presentation of the Learning Portfolio that was developed initially in LS 300 Major ProSeminar. Aligns with LS MLOs 1-10. (Offered every semester.)

Prerequisite(s): completion of LS 300; remaining units at point of Capstone must be no more than 14 semester units (including the 2-unit Capstone).

MAE 600 ~ ProSeminar in Multicultural Bilingual Education ~ 4 credits

During this required introductory seminar the cultural and political context of learning are critically examined—especially with regard to providing effective educational experiences for diverse populations. Utilizing the lens of various research traditions, participants work to contrast differing perspectives and ways of knowing. In addition to building library research skills, students actively contribute to change or the existing knowledge base by engaging in action research. (Offered fall and spring semesters.)

Prerequisite(s): admission to Master of Arts in Education program.

MAE 619 ~ Kaleidoscope of Latino Cultures ~ 4 credits

The focus of this course is predicated on the assumption that given the linguistically and culturally diverse student population of the region and state, effective teachers must align what and how they teach with the lived experiences of their students. Thus, to deepen understanding of Latino cultures and societies, participants explore significant historical periods and events in Latino cultures, with an emphasis on Mexico. Contributes toward the BCLAD certificate. (Offered occasionally.)

MAE 621 ~ Qualitative and Quantitative Research Methods in Education ~ 4 credits

Students examine frameworks, processes, and compositional approaches to designing qualitative and quantitative research studies in the field of education. Also, building upon ProSeminar experiences, participants gain a more complex understanding of the purposes and processes of action research. This understanding serves as the basis for the completion of their action thesis proposals. (Offered occasionally.)

Prerequisite(s): admission to Master of Arts in Education program, and MAE 600.

MAE 622 ~ Ethnographic Research Methods for Multicultural Education ~ 4 credits

Gives students a conceptual overview of traditional qualitative research using ethnographic methods, with an emphasis on helping students understand and describe the points of view of individuals living and working in multicultural settings. Moreover, as the basis for facilitating beneficial change in their classrooms, schools, or communities, participants use ethnographic and/or historical research skills to design their action thesis projects and complete their proposals. (Offered fall and spring semesters.)

Prerequisite(s): admission to Master of Arts in Education program, and MAE 600.

MAE 625 ~ Professional Literature Review Seminar ~ 4 credits

In a supportive and collaborative setting, participants engage in in-depth and critical analysis of professional literature as they further define and frame their interests or contextualize their action thesis projects. Students use online resources to identify important theoretical and empirical contributions that connect their research to existing professional literature. Emphasis is placed on learning the conventions of academic writing using the APA guide, as well as bringing out one's voice in the writing process. (Offered spring semester.)

Prerequisite(s): admission to Master of Arts in Education program, and MAE 600.

MAE 630 ~ Emergent Literacy ~ 4 credits

Utilizing a psycholinguistic perspective, students gain an advanced understanding of emergent literacy across the lifespan. Emphasis is also placed on developing an advanced understanding of language and language cueing systems, philosophies of reading and writing, assessment tools, current research into emergent literacy, and evaluation of appropriate learning materials and activities. Participants who are classroom teachers are encouraged to use their own class for the required fieldwork. (Offered every other fall semester.)

Prerequisite(s): completion of a multiple subject credential program, or instructor consent.

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MAE 631 ~ Applied Linguistics and Language Acquisition ~ 4 credits

Focuses on examining the nature and structure of languages, with an emphasis on mainstream American English. Participants survey recent theories and research on first language acquisition and bilingualism, especially in relation to the process of second language learning, in a social context. Students also examine how second language acquisition theories are applied in K-12 classrooms, through observing and practicing lessons in ELD and ESL settings. Contributes toward English Learner Authorization certification. (Offered fall semester.)

MAE 632 ~ Arts as Culturally Responsive Curriculum ~ 4 credits

Explores the integration of the visual and performing arts into the curriculum using an interdisciplinary approach. More specifically, students identify and apply the unique elements of each of the arts (dance, drama, music, and visual arts) to various curricular areas, in pursuit of an understanding of the arts as a way of knowing. This work is deepened through examination of the Visual and Performing Arts Framework, readings, and in-depth study of culturally responsive material. (Offered every other spring semester.)

Prerequisite(s): admission to Master of Arts in Education program, or instructor consent.

MAE 633 ~ Multicultural Literature for a Partnership World ~ 4 credits

Challenges and provokes critical insight into how children, in partnership with their teachers, become literate beings. Analytic reading, substantive discussion, reflective writing, visual representation, and dramatic enactment are used to demonstrate how the written word can be used to inform and transform worlds. A persistent theme is how to use this wonderful collection of literature as a political tool for promoting social justice, encouraging empowerment, and combating ethnocentrism. (Offered every other spring semester.)

Prerequisite(s): admission to Master of Arts in Education program, or instructor consent.

MAE 634 ~ Literacy for Linguistically Diverse Learners ~ 4 credits

Using a sociocultural and politically conscious framework, participants examine theories of teaching and learning, trends in literacy instruction, instructional strategies, and literacy assessment for linguistically diverse classrooms. Students also assess the literacy skills of first- and second-language learners, develop applications for literacy based on culturally relevant pedagogical frameworks, and apply strategies for English language development and SDAIE instruction. Contributes toward English Learner Authorization certification. (Offered spring semester.)

MAE 635 ~ Biliteracy for Spanish/English Learners ~ 4 credits

Designed for teachers in designated Spanish/English bilingual classrooms. Participants learn the processes and effective strategies for teaching reading and writing to bilingual students as well as assessment of literacy. Taught in Spanish. (Offered every other spring semester.)

Prerequisite(s): admission to Master of Arts in Education program, or instructor consent.

MAE 636 ~ Culture, Cognition, and Development ~ 4 credits

Explores the relationships between culture, child development, cognition, and experiential learning. More specifically, participants examine the learning process through the perspective of culturally different communities and families and apply theoretical principles of psychosocioemotional development to their teaching. Students also develop expertise in constructing and using culturally congruent instructional strategies. Contributes toward English Learner Authorization certification. (Offered every summer.)

MAE 637 ~ Multicultural Curriculum Design ~ 4 credits

Students critically analyze curriculum frameworks and materials that are recommended for multicultural teaching. Furthermore, participants use different models of curriculum construction to design instructional activities and analyze the impact of their teaching on students. Finally, a collection of exemplary multicultural and bilingual teaching resources, as well as networks for finding additional resources, are developed. (Offered every other fall semester.)

Prerequisite(s): admission to Master of Arts in Education program, or instructor consent.

MAE 638 ~ Technology as a Tool for Creativity in Multicultural Classrooms ~ 4 credits

Participants explore current technologies and coming trends. "Technology" in this course is more than computers and digital media. Participants also explore the issues created by these technologies. They look at tools that will help them use the potential of technology to support teaching and learning, and to develop thoughtful and powerful implementations of technologies in whatever educational setting they work. Meets the Level 2 credentialing requirements of the California Commission on Teacher Credentialing. (Offered every semester online; offered summer session face-to-face.)

Prerequisite(s): admission to Master of Arts in Education program, or instructor consent.

MAE 639 ~ Reflective Teaching Practicum ~ 4 credits

Students analyze classroom practice and the underlying theories in the context of principles of constructivist, multicultural, and critical pedagogy and classroom reform. Critical inquiry is undertaken to examine the role of standards, assessment, and environments in an effective and emancipatory classroom. This practicum entails analysis of one's teaching and it also offers opportunities for candidates seeking National Board Certification to further develop their NBTS portfolio. (Offered every other spring semester.)

Prerequisite(s): admission to Master of Arts in Education program, or instructor consent.

MAE 640 ~ Pluralism, Politics, and School Practices ~ 4 credits

Builds an understanding of how life in a classroom is a reflection of efforts to maintain power and privilege at the global, national, and local levels. That is, the politics surrounding educational policies and instructional practices are explored to uncover how they perpetuate the status quo, especially with respect to our (in)ability to address inequities based on cultural, linguistic, or gender diversity. Emphasis is placed on developing strategies for advocating for change in a politically astute manner. (Offered every other fall semester.)

Prerequisite(s): admission to Master of Arts in Education program, or instructor consent.

MAE 641 ~ Paradigms in Assessment ~ 4 credits

Situates the development and use of various forms of assessment in a historic, social, and political context. A questioning stance is assumed with regard to mandated assessments to achieve a more complex understanding. That is, the connections between how we assess and how students from diverse backgrounds come to understand learning, their world, and their place in this world are explored. Participants consider alternative paradigms for student assessment. (Offered every other fall semester.)

Prerequisite(s): admission to Master of Arts in Education program, or instructor consent.

MAE 642 ~ Multicultural Community Partnerships ~ 4 credits

Students explore relationships between schools and multicultural communities. In addition to building an understanding of the importance of such relationships for the lives of students, teachers, families, communities, and society, an emphasis is placed on determining ways of building stronger and more effective partnerships. (Offered every other summer.)

Prerequisite(s): admission to Master of Arts in Education program, or instructor consent.

MAE 643 ~ Math plus Equity equals Radical Equations ~ 4 credits

Participants explore the teaching and learning of mathematics as a critical social justice issue. This focus requires participants to expand their pedagogical repertoires to include instructional strategies that promote high mathematics achievement among historically underserved populations. Furthermore, work is done to expand pedagogical imaginations to include a deeper understanding of how mathematical ability and skills can be used to work toward achieving more widespread social justice. (Offered every other fall semester.)

Prerequisite(s): admission to Master of Arts in Education program, or instructor consent.

MAE 644 ~ Critical Social Foundations of Education ~ 4 credits

Ideal for experienced teachers who are ready to move beyond traditional conceptions of teaching and learning. Participants consider alternative conceptions of education, such as progressive and emancipatory traditions. Emphasis is placed on understanding how engaging in the practices and perspectives advocated by the major architects of alternative conceptualizations impact the living and growing of students, the material conditions that contextualize the work of teachers, and the nature of society. (Offered every other fall semester.)

Prerequisite(s): admission to Master of Arts in Education program, or instructor consent.

MAE 645 ~ Educational Policy and Advocacy for Students and Families in K-12 Schools ~ 4 credits

Explores current educational policies in public schools and their impact on students, families, and local communities. Topics covered include educational law, resource allocations, interagency relationships, and tools for advocacy. Emphasizes providing a foundation and knowledge base for developing skills in advocating for all students, specifically for students who have been historically marginalized.

MAE 651 ~ National Board Portfolio 1 ~ 4 credits

Designed for teachers currently working on their portfolio for the National Board for Professional Teaching Standards. In a structured and supportive environment, participants complete two sections of their portfolio. (Offered every semester through CSUMB Distributed Learning and Extended Education.)

Prerequisite(s): instructor consent.

MAE 652 ~ National Board Portfolio 2 ~ 4 credits

Designed for teachers completing their National Board for Professional Teaching Standards portfolio. In a structured and supportive environment, participants complete the last two sections of their portfolio. (Offered every semester through CSUMB Distributed Learning and Extended Education.)

Prerequisite(s): MAE 651 or instructor consent.

MAE 670 ~ Capstone Seminar ~ 4 credits

This is the culminating learning experience for the Master of Arts in Education. By the time students have begun this seminar they should have submitted their proposal and refined their problem statement as well as formulated the beginning of a literature review. Students share both their developing projects and development as researchers with their peers. All work is publicly presented during the MAE Capstone Festival. (Offered every semester.)

Prerequisite(s): MAE 620, MAE 622, and approved MA action thesis proposal.

MAE 690 ~ Action Thesis Advising ~ 1 credit

Students should register for one credit of this course every semester between completion of research methods and Capstone.

MAE 695 ~ Special Topics ~ 1-4 credits

Courses that are offered on a trial basis, or courses that may only appear once, are offered as special topics. Anytime a special topics course is offered, it will have a title clarifying its general focus.

MAE 697 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): admission to Master of Arts in Education program, or instructor consent.

MAND 101 ~ Beginning Mandarin I Assessment ~ 4 credits

Alternative assessment for the first semester of Mandarin. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in MAND 101, 102, 201, and 202 concurrently, except for international students who may enroll only in MAND 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in MAND 101, 102, and 201, except for international students who may enroll only in MAND 201 or 202.

MAND 102 ~ Beginning Mandarin II Assessment ~ 4 credits

Alternative assessment for the second semester of Mandarin. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in MAND 101, 102, 201, and 202 concurrently, except for international students who may enroll only in MAND 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in MAND 101, 102, and 201, except for international students who may enroll only in MAND 201 or 202.

MAND 201 ~ Intermediate Mandarin I Assessment ~ 4 credits

Alternative assessment for the third semester of Mandarin. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in MAND 101, 102, 201, and 202 concurrently, except for international students who may enroll only in MAND 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in MAND 101, 102, and 201, except for international students who may enroll only in MAND 201 or 202.

MAND 202 ~ Intermediate Mandarin II Assessment ~ 4 credits

Alternative assessment for the fourth semester of Mandarin. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in MAND 101, 102, 201, and 202 concurrently, except for international students who may enroll only in MAND 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in MAND 101, 102, and 201, except for international students who may enroll only in MAND 201 or 202.

MATH 98 ~ Mathematics Review I ~ 4 credits

An individually paced review of pre-college mathematics concepts and skills. Designed to prepare students for college-level mathematics. Focuses on basic concepts and skills and effective communication of quantitative information and concepts. Not for baccalaureate credit; however, the course grade (A-F) will show on student transcripts. (Offered fall and spring semesters, and summer session.)

MATH 99 ~ Mathematics Review II ~ 4 credits

A continuation of Math 98 for those students who have not yet satisfied the ELM requirement. Not for baccalaureate credit; however, the course grade (A-F) will show on student transcripts. (Offered fall and spring semesters, and summer session.)

Prerequisite(s): MATH 98.

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 technology as a tool to acquire, visualize, and analyze data. (Offered fall and spring semesters.)

Prerequisite(s): passing score on ELM test, or completion of MATH 99.

MATH 110 ~ Mathematics for Business ~ 4 credits

This college algebra level course covers essential mathematics for business students. Topics covered include product pricing, commercial discounts, depreciation and valuation, profits and payroll, interest, credit, bank discounts, and annuities. The course is taught in a computer lab using spreadsheet software.

Prerequisite(s): passing score on ELM test.

MATH 120 ~ Introductory Comparative Geometry ~ 3 credits

This course will develop student understanding of geometry by comparing and contrasting selected structures and theorems in Euclidean geometry with analogous or contrasting structures and theorems from at least two non-Euclidean geometries. Students will emerge with greater insight into Euclidean geometry, increased spatial understanding, appreciation of geometry as an abstract system, and knowledge of applications of both Euclidean and non-Euclidean geometrical concepts.

Prerequisite(s): instructor consent.

MATH 121 ~ Precalculus for Teachers ~ 3 credits

This course will develop students' understanding of concepts needed in preparation for calculus. Intended for teachers of mathematics in grades 6-12. Students will study linear, exponential, polynomial, and rational relations. General functional notation, graphing, data analysis, and modeling will be emphasized. Students will complete projects involving a hands-on approach.

Prerequisite(s): instructor consent.

MATH 122 ~ Mathematical Modeling ~ 3 credits

Students build on their knowledge of algebra using algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, and solve problems from various disciplines. Students use data from experiments; translate physical phenomena into equations; and analyze, solve, present, and interpret qualitative and numerical solutions. Students use a variety of representations, tools, and technologies to link modeling techniques and purely mathematical concepts, and to solve applied problems.

Prerequisite(s): instructor consent.

MATH 124 ~ The Foundations of Algebra ~ 3 credits

An in-depth look at algebra topics from grades 6-10 including algebraic operations, mathematical expressions, solving equations, and systems of equations and inequalities. The use of patterns and functions to represent and solve problems; connections among symbolic, graphic, and tabular representations; and selecting and applying appropriate technologies for problem solving.

Prerequisite(s): instructor consent.

MATH 125 ~ Algebra from a Geometric Perspective ~ 3 credits

For teachers of grades 6-12 who want to expand their knowledge of algebra and geometry. The Ancient Greeks did not distinguish between algebra and geometry as we do today. In fact, they understood much of what we now consider algebra as geometric statements about plane figures. The course shows how these geometric interpretations can be used to develop understanding of beginning and intermediate algebra.

Prerequisite(s): instructor consent.

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MATH 126 ~ The Historical Development of the Real Number System ~ 3 credits

For teachers of mathematics. Traces the historical development of the real number system. Emphasizes the evolution of mathematical thought examined in a cultural and historical framework. Students gain enhanced insight into the real numbers and operations on the real numbers by contrasting our modern notation, techniques, and procedures with those used in earlier eras.
Prerequisite(s): instructor consent.

MATH 127 ~ Foundations of Geometry ~ 3 credits

Surveys geometry topics for those interested in the presentation of mathematics at the K-9 levels. Various manipulatives and heuristic problem solving approaches are used to introduce informal geometry, transformational geometry, and measurement systems. *Prerequisite(s): instructor consent.*

MATH 128 ~ Topics in High School Geometry ~ 3 credits

Surveys geometry topics for those interested in the presentation of mathematics at grades 10-12. Focuses on representing problem situations with geometric models, applying properties of figures, and using analytic geometry and appropriate technologies to solve problems.
Prerequisite(s): instructor consent.

MATH 129 ~ Thinking Algebraically ~ 3 credits

For middle and high school teachers of algebra or mathematics courses immediately preceding algebra. Focuses on developing students' ability to use algebra as a language to model real-world situations, and to use algebraic models to analyze and gain understanding of real-world situations.
Prerequisite(s): instructor consent.

MATH 130 ~ Precalculus ~ 4 credits

Introduces precalculus using an applications-based approach to discuss functions; exponential, logarithmic, trigonometric, and linear functions; data analysis; and mathematical modeling. (Offered fall and spring semesters, and summer session.)
Prerequisite(s): completion of ELM requirement.

MATH 150 ~ Calculus I ~ 3 credits

Includes limits, continuity, derivatives including trigonometric functions, chain rule, curve sketching, extremum problems, implicit differentiation, related rates, Mean Value Theorem, logarithmic and trigonometric functions, introduction to integration, fundamental theorem of calculus, substitution, and applications. (Offered fall and spring semesters.)
Corequisite(s): MATH 150L.
Prerequisite(s): MATH 130 or equivalent, or a satisfactory score on the Calculus Advisory Test.

MATH 150L ~ Calculus I Lab ~ 1 credit

Meets two hours per week in a computer lab. The lab emphasizes the use of inductive reasoning, placing student teams in the role of researchers, as the carefully designed Mathematica activities guide them from specific real-world problems to rediscover the fundamental principals and formula of differential and integral calculus. (Offered fall and spring semesters.)
Corequisite(s): MATH 150.

MATH 151 ~ Calculus II ~ 3 credits

Includes the calculus of exponential and logarithmic functions, trigonometric and inverse trigonometric functions, techniques of integration, separable differential equations, Taylor polynomials, L'Hôpital's rule, improper integrals, series, and introduction to partial derivatives. (Offered fall and spring semesters.)
Corequisite(s): MATH 151L.
Prerequisite(s): MATH 150 with C or better, or equivalent.

MATH 151L ~ Calculus II Lab ~ 1 credit

Meets two hours per week in a computer lab. The lab emphasizes the use of inductive reasoning, placing student teams in the role of researchers, as the carefully designed Mathematica activities guide them from specific real-world problems to rediscover the fundamental principals and formula of differential and integral calculus. (Offered fall and spring semesters.)
Corequisite(s): MATH 151.

MATH 170 ~ Discrete Mathematics ~ 4 credits

Includes sets and sequences, elementary logic, relations, induction, counting principles, discrete probability, Boolean algebra, logic networks, matrices, graph theory, and trees. Applies these topics to real life and branches of science, particularly computer science. (Offered fall and spring semesters.)
Prerequisite(s): MATH 130 or equivalent, or a satisfactory score on the Discrete Mathematics Advisory Test.

MATH 197 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

MATH 250 ~ Multivariate Calculus ~ 4 credits

Vectors in three dimensions, solid analytic geometry, partial differentiation, multiple integration, differentiation under the integral sign, vector field theory. (Offered fall semester.)
Prerequisite(s): MATH 151 with C or better.

MATH 260 ~ Introductory 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, linear transformations, and eigenvector eigenvalue decompositions. Emphasizes applications to real-world issues. Students use computing technology for the course.
Prerequisite(s): MATH 130 or equivalent, with a C or better.

MATH 280 ~ Foundations of Modern Mathematics ~ 4 Credits

An introduction to the tools, terminology, and symbols of advanced mathematics. Sets, infinite unions and intersections, index sets, functions, partially ordered and totally ordered sets, axiom of choice, and number systems from the natural numbers to the complex numbers.
Prerequisite(s): MATH 250 with C or better, or concurrent registration with instructor consent.

MATH 300 ~ ProSeminar in Mathematics ~ 2 credits

The capstone process begins in Math 300. Students develop the scholarly reading, writing, and collaboration skills needed to develop, implement, and complete their capstone projects.
Prerequisite: MATH 250 with C or better, or instructor consent.

MATH 304 ~ Modern Algebra ~ 4 credits

This course develops student understanding of the power of mathematical abstraction and symbolism through the study of advanced algebraic structures. Matrices, groups, integral domains, rings, and fields are studied and their relationship to the pre-college algebra curriculum is discussed. The course emphasizes problem solving and requires students to use a variety of algebraic representations and techniques to model and analyze problem situations and solutions.
Prerequisite(s): MATH 308 or equivalent, and instructor consent.

MATH 305 ~ Modern Geometry ~ 4 credits

This course introduces Euclidean and non-Euclidean geometries as vehicles for studying axiomatic systems, for representing real world phenomena, and for visualizing mathematical ideas. The course emphasizes aesthetic and practical applications of geometry and methods of proof. Students are required to do formal constructions and proofs using compass, straightedge, and computer software. (Offered spring semester.)
Prerequisite(s): MATH 308 or equivalent, or instructor consent.

MATH 306 ~ Logic and Foundations ~ 4 credits

A careful analysis of methods of proof, axiomatic systems, consistency, the elaboration of mathematical structures from a minimal set of axioms and basic principals of symbolic logic. Students gain an understanding of the nature and purpose of axiomatic systems, and the ability to prove fundamental theorems utilizing various mathematical systems. (Offered spring semester.)
Prerequisite(s): MATH or equivalent, or instructor consent.

MATH 308 ~ Elementary Mathematics from an Advanced Viewpoint A ~ 4 credits

The first of a two-course sequence intended for future elementary teachers. Students develop an in-depth understanding of key concepts in K-8 mathematics and of students' learning of K-8 mathematics concepts. (Offered fall and spring semesters.)
Prerequisite(s): MATH 100 or equivalent, or a college level mathematics course and satisfactory score on Elementary Mathematics Advisory Test.

MATH 309 ~ Elementary Mathematics from an Advanced Viewpoint B ~ 4 credits

Second in a sequence of courses intended for future elementary and middle school teachers. Students in this course will develop an in-depth understanding of additional key concepts in K-8 mathematics and further develop their understanding of children's learning processes in mathematics in general. (Offered fall and spring semesters.)
Prerequisite(s): MATH 308 with C or better, or instructor consent.

MATH 320 ~ Probability and Statistics ~ 4 credits

Concepts of sample space, probability, random variable, expectation, moment, elementary combinatorial analysis, moment generating function, distribution, density function, estimation theory, hypothesis testing, regression, correlation, and an introduction to non-parametric statistics.
Prerequisite(s): MATH 151 with C or better.

MATH 325 ~ Number Theory ~ 4 credits

Introduces the properties of integers. Topics include the division and Euclidean algorithms, mathematical induction, congruences, fundamental theorem of arithmetic, perfect numbers, number theoretic functions, and prime number theorem.

Prerequisite(s): MATH 280 with C or better, or instructor consent.

MATH 326 ~ History of Mathematics ~ 4 credits

The history of mathematics from ancient to modern times. Students learn to solve problems using only the tools of the past. Mathematics is developed in the context of its impact on the development of science and the interaction of mathematics with other fields of human endeavor such as philosophy, arts, and social values.

Prerequisite(s): MATH 280 with C or better, or instructor consent.

MATH 329 ~ College Geometry ~ 4 credits

The Hilbert postulates and axiomatic systems, isometries in the Euclidean Plane, non-Euclidean geometries, finite geometries, and the construction of geometries from fields.

Prerequisite(s): MATH 280 with C or better, or concurrent enrollment.

MATH 330 ~ Linear Algebra & Applications ~ 4 credits

Linear equations and matrices, vector spaces, dual spaces and inner product spaces, linear transformations, determinants, eigenvalues and eigenvectors, systems of linear differential equations, and applications.

Prerequisite(s): MATH 250 with C or better.

MATH 340 ~ Differential Equations ~ 4 credits

Series solution of linear differential equations with variable coefficients, systems of differential equations, phase plane analysis, existence and uniqueness theorems, singular points, stability theory, transform analysis, and applications.

Prerequisite(s): MATH 250 with a C or better.

MATH 361S ~ Mathematics Tutors Service Learning ~ 4 credits

Upper-division course where students assist local mathematics teachers in lesson design and construction, classroom instruction, and student assessment. Students deepen their understanding of basic mathematical principles, techniques, and methodologies for effective instruction.

Prerequisite(s): satisfaction of MATH ULR, and SL 200.

MATH 362S ~ Mathematics Service Learning ~ 2 credits

Students examine their own and children's learning of elementary and middle school mathematics. Discussion focuses on issues of equity, diversity, and social justice in the context of mathematics and mathematics learning. The service component of the course may include aiding or tutoring in mathematics classes or facilitating mathematics activities in after-school programs.

Prerequisite(s): MATH 304, 305, 306, 308, or 309; or concurrent enrollment.

Corequisite(s): MATH 362LS.

MATH 362LS ~ Mathematics Service Learning Lab ~ 0 credits

Service learning component of Math 362S which may include aiding or tutoring in mathematics classes or facilitating mathematics activities in after-school programs

Corequisite(s): MATH 362S.

MATH 370 ~ Logic and Computation ~ 4 credits

An advanced study of logic and discrete structures that have application in computer science. Topics include logic, propositional and predicate calculus, proof structures, algorithms, and complexity. The course emphasizes applications to core areas of computer science, such as computer architecture, programming languages, the theory of computation, artificial intelligence, software engineering, and relational databases.

Prerequisite(s): MATH 151 with C or better, or MATH 170 with C or better.

MATH 390 ~ Advanced Topics in Applied Mathematics ~ 4 credits

An in-depth study of selected topics in applied mathematics.

Prerequisite(s): MATH 330 or MATH 340, and instructor consent.

MATH 397 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

MATH 400 ~ Capstone Seminar ~ 2 credits

Under the guidance of a faculty member, students begin research in an area of their interest.

Prerequisite(s): instructor consent.

MATH 401 ~ Capstone Seminar II ~ 4 credits

Under the guidance of a faculty member, students complete a formal write-up and present research in an area of their interest.

Prerequisite(s): instructor consent.

MATH 410 ~ Modern Algebra I ~ 4 credits

Detailed study of the theory of basic algebraic systems, groups, and rings. Topics include subgroups, permutation groups, homomorphisms, subrings, ideals, and quotient rings.

Prerequisite(s): MATH 330 with C or better, or instructor consent.

MATH 411 ~ Modern Algebra II ~ 4 credits

A rigorous treatment of rings and fields. Examples from many branches of mathematics. Ideals and quotient rings, categorization of rings, Euclidean domains, polynomial rings and fields, unique factorization domains, extension fields, and Galois theory.

Prerequisite(s): MATH 410 with C or better.

MATH 420 ~ Mathematical Analysis I ~ 4 credits

A rigorous introduction to the n-dimensional real number system. Topics include construction of the real numbers, topology of real numbers, continuity, derivatives and integration in multiple dimensions, sequences and series, and sequences and series of functions.

Prerequisite(s): MATH 280 with C or better, or instructor consent.

MATH 421 ~ Mathematical Analysis II ~ 4 credits

A continuation of MATH 420. Topics include implicit function theory, conformal mappings, Lagrange multipliers, special functions, transforms, uniform convergence of integrals, calculus of variations, Fourier series, and Lebesgue integration.

Prerequisite(s): MATH 420.

MATH 597 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

MLML 404 ~ Quantitative Marine Science (MLML Catalog: MLML 104) ~ 4 credits

Mathematical methods for analysis of biological, chemical, and physical data from the marine environment; experimental design; parametric and nonparametric statistics. Not for major credit. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. (Offered spring semester.)

Prerequisite(s): college mathematics and instructor consent.

MLML 405 ~ Marine Science Diving (MLML Catalog: MLML 105) ~ 3 credits

Skin and SCUBA diving course. Pool training culminates in ten ocean dives. Topics covered include diving physics, physiology, diving environments, night diving, and research diving. Successful completion gives NAUI and MLML certification. Not for major credit. (Offered every semester.)

Prerequisite(s): Certified SCUBA diver (or equivalency as determined by instructor), upper division science major status, thorough physical examination, ability to pass swimming test, and 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.

Prerequisite(s): instructor consent.

MLML 503 ~ Marine Ecology (MLML Catalog: MLML 103) ~ 4 credits

Field-oriented introduction to the interrelationships between marine and estuarine organisms and their environment; emphasis on quantitative data collection and analysis. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.

Prerequisite(s): ecology, statistics (or concurrent registration in MLML 404) or instructor consent.

MLML 512 ~ Marine Birds and Mammals (MLML Catalog: MLML 112) ~ 4 credits

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. (Likely to be offered every other spring semester.)

Prerequisite(s): upper-division college vertebrate zoology, or instructor consent. MLML 503 recommended.

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MLML 513 ~ Marine Ichthyology (MLML Catalog: MLML 113) ~ 4 credits

A description of 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 biotic and abiotic surroundings. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. (Offered spring semester.)

Prerequisite(s): college zoology or equivalent, or instructor consent. MLML 503 recommended.

MLML 524 ~ Marine Invertebrate Zoology I (MLML Catalog: MLML 124) ~ 4 credits

A field-oriented introduction to the structure, systematics, evolution, and life histories of the major and minor marine phyla. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. (Offered spring semester.)

Prerequisite(s): college zoology or instructor consent; MLML 503 recommended.

MLML 525 ~ Marine Invertebrate Zoology II (MLML Catalog: MLML 125) ~ 3 credits

A 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. (Offered fall semester.)

Prerequisite(s): college zoology, or instructor's consent; MLML 503 and MLML 524 recommended.

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.

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.

Prerequisite(s): instructor consent.

MLML 541 ~ Geological Oceanography (MLML Catalog: MLML 141) ~ 4 credits

A study of the 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. (Offered fall semester.)

Prerequisite(s): instructor consent.

MLML 542 ~ Physical Oceanography (MLML Catalog: MLML 142) ~ 4 credits

An introduction to the nature and causes of various oceanic motions, including currents, waves, tides, and mixing; and the physical properties of seawater. Limited use of calculus. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. (Offered fall semester.)

Prerequisite(s): college algebra, college physics recommended.

MLML 543 ~ Chemical Oceanography (MLML Catalog: MLML 143) ~ 4 credits

An introduction to 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. (Offered spring semester.)

Prerequisite(s): one year of college chemistry.

MLML 544 ~ Biological Oceanography (MLML Catalog: MLML 144) ~ 4 credits

The ocean as an ecological system. Emphasis is on the complexity of environmental influences on plankton, the transfer of organic matter between 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. (Offered spring semester.)

Prerequisite(s): general biology, general chemistry.

MLML 575 ~ Topics in Marine Sciences (MLML Catalog: MLML175) ~ 1-4 credits

The study of a selected area in the marine sciences. The subjects vary depending on student demand and availability of instructors. Can be repeated for credit when topics change. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.

Prerequisite(s): instructor consent.

MLML 601 ~ Library Research Methods in Marine Science (MLML Catalog: MLML 201) ~ 1 credit

Students gain an advanced understanding of the nature of scientific information. Lectures, discussions, and assignments provide the framework for using and evaluating a variety of information sources in marine and ocean sciences. Strong emphasis placed on developing critical skills to interweave knowledge of the history of science into the context of bibliographic tools including the digital realm. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.

Prerequisite(s): MLML graduate student and instructor consent.

MLML 602 ~ Oceanographic Instrumentation (MLML Catalog: MLML 202) ~ 4 credits

Principles of instruments used in oceanographic research, introduction to electronics, and applications of instrument measurements. Emphasis varies from CTD profilers, current meters, radiometry, and chemical measurement. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. (Offered every other spring semester.)

Prerequisite(s): MLML 541, MLML 542, and instructor consent.

MLML 604 ~ Sampling and Experimental Design (MLML Catalog: MLML 204) ~ 4 credits

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 and MLML 503.

MLML 606 ~ Molecular Biological Techniques (MLML Catalog: MLML 206) ~ 4 credits

A laboratory-based overview of concepts and techniques for the isolation, characterization, and analysis of DNA and RNA. An overview of standard methods (amplification, cloning, and sequencing), as well as selected specialized techniques (analysis of gene expression). Lectures focus on application in the marine sciences. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.

Prerequisite(s): graduate standing, college level genetics, and molecular biology; or consent of instructor.

MLML 608 ~ Scientific Methods (MLML Catalog: MLML 208) ~ 4 credits

Information and skills for graduate students beginning their research careers, such as the philosophy of science, scientific writing, design of experiments and sampling programs, and using library and other resources. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.

Prerequisite(s): MLML graduate student and instructor consent.

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.

Prerequisite(s): MLML 404, MLML 503, and MLML 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, reptiles, or mammals, emphasizing current literature and research. Topics and emphasis vary with term and instructor. May be repeated once for credit. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. (Likely to be offered every other fall semester.)

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. Topics and emphasis vary from term to term. May be repeated once for credit. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. (Offered only as interest warrants.)

Prerequisite(s): MLML 524 and instructor consent.

MLML 631 ~ Biology of Seaweeds (MLML Catalog: MLML 231) ~ 4 credits

Discussions on marine macroalgal biology with extensive reading of original literature. Ecologically oriented individual research projects involving 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

Selected topics and current issues in marine ecology. The subjects vary depending on student demand and availability of instructors. Can 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 503 and instructor consent.

MLML 634 ~ Advanced Biological Oceanography (MLML Catalog: MLML 234) ~ 4 credits

Experimental techniques in biological oceanography with emphasis on problems important in plankton ecology. The course includes lectures and labs, and discussions of current research problems. An individual research project involving the use of one or more modern analytical tools is required. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.

Prerequisite(s): MLML 544 or instructor consent.

MLML 642 ~ Plate Tectonics (MLML Catalog: MLML 242) ~ 3 credits

Historical background, modern theory, and geophysical evidence of continental drift, sea floor spreading, and plate tectonics. Examinations of 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 646 ~ Geology of the Monterey Bay Region (MLML Catalog: MLML 246) ~ 4 credits

Geology, tectonics, and active naturally occurring processes in the Monterey Bay region and in the Monterey Bay National Marine Sanctuary. The geologic and tectonic history of central California, plate tectonic processes, representative stratigraphy, and geomorphology of the Monterey Bay region. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.

Prerequisite(s): graduate standing and instructor consent.

MLML 648 ~ Marine Benthic Habitat Mapping (MLML Catalog: MLML 248) ~ 4 credits

The collection and interpretation of geophysical data used to characterize marine benthic habitats. Basic geophysical principals are reviewed. Application of techniques to identify and characterize marine benthic habitats, including echosounders, multibeam bathymetry and backscatter, sidescan sonar, seismic profiling, and GIS. A project in the collection and interpretation of geophysical data is required. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.

Prerequisite(s): graduate standing and instructor consent.

MLML 651 ~ Marine Geochemistry (MLML Catalog: MLML 251) ~ 4 credits

Geochemical processes in the oceans: thermodynamics of low temperature aqueous reactions, weathering, oxidation-reduction and 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 543, quantitative analysis, and one year of calculus; or instructor consent.

MLML 661 ~ Ocean Circulation and Mixing (MLML Catalog: MLML 261) ~ 4 credits

The mathematical description of properties (salinity, density, etc.) 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.

Prerequisite(s): MLML 542 and college physics strongly recommended, or instructor consent.

MLML 662 ~ Satellite Oceanography (MLML Catalog: MLML 262) ~ 4 credits

Physical principles of remote sensing with application to the oceans including satellite image processing methods. Labs involve use of PC and UNIX workstation. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.

Prerequisite(s): MLML 542 and MLML 544, or instructor consent; MLML 663 strongly recommended

MLML 663 ~ Applications of Computers in Oceanography (MLML Catalog: MLML 263) ~ 4 credits

Lecture, discussion, and technical programming with MATLAB for computation and visualization with applications in marine sciences. Use of existing program libraries for data I/O and analysis. Semester project required. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. (Offered fall semester.)

Prerequisite(s): college math, and instructor consent.

MLML 671 ~ Population Biology (MLML Catalog: MLML 271) ~ 3 credits

Principles of interaction among marine organisms that result in the alteration of population structures. Techniques for assessment and management of populations. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. (Offered fall semester.)

Prerequisite(s): MLML 404 and 503, or instructor consent.

MLML 672 ~ Subtidal Ecology (MLML Catalog: MLML 272) ~ 4 credits

The ecology of near-shore rocky subtidal populations and communities with emphasis on kelp forests. Lectures and discussions of original literature. Fieldwork with SCUBA including group projects on underwater research techniques and community analysis, and individual research on ecological questions chosen by the student. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.

Prerequisite(s): MLML diver certification and marine ecology; knowledge of marine algae, invertebrates, and statistics recommended.

MLML 673 ~ Marine Environmental Studies of the Gulf of California (MLML Catalog: MLML 273) ~ 4 credits

A comparative analysis of the marine environment of the Gulf of California through background lectures, readings, proposal writing, intensive field research in the Gulf, and writing a scientific paper based on the results. Topics vary depending on instructors. Course is taught in conjunction with a similar course at the Universidad Autonoma de Baja California Sur, La Paz, Mexico. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.

Prerequisite(s): instructor consent; students must be able to participate in two weeks of fieldwork in June.

MLML 674 ~ Advanced Topics in Oceanography (MLML Catalog: MLML 274) ~ 1-4 credits

The study of a selected area in oceanography. The subjects vary depending on student demand and availability of instructors. Can be repeated for credit when topics change. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.

Prerequisite(s): instructor consent.

MLML 680 ~ Scientific Writing (MLML Catalog: MLML 280) ~ 3 credits

Techniques and strategies of scientific writing used for proposals, journal submissions, and abstracts for meetings. Students develop their writing skills by preparing, editing, and rewriting manuscripts. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.

Prerequisite(s): graduate standing and instructor consent.

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MLML 685 ~ Graduate Seminar in Marine Science (MLML Catalog: MLML 285) ~ 2 credits

Seminar held on topics changing each semester. Each student is required to give at least one seminar. May be repeated for credit when subjects change. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures.

Prerequisite(s): instructor consent.

MLML 698 ~ Research in the Marine Sciences (MLML Catalog: MLML 298) ~ 1-4 credits

Independent investigations of an advanced nature for the graduate student with adequate preparation. Offered through Moss Landing Marine Laboratories (MLML); contact ESSP program office for MLML registration procedures. (Offered fall and spring semesters.)

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. (Offered fall and spring semesters.)

Prerequisite(s): graduate standing and instructor consent.

MPA 100 ~ Introduction to Music I ~ 4 credits

Introduces the student to music terminology and fundamental concepts in music theory. Course is highly recommended for students wishing to further their studies in music (Offered fall semester.)

MPA 101 ~ Musicianship and Theory I ~ 4 credits

Fundamentals of music and notation. Major, minor scales, intervals, triads, and inversions, root-position 7th chords, and the beginning harmonic analysis. Emphasis on the development of the ear and exercises of pulse, rhythm, pitch, and coordination. Dictation and sight singing. (Offered fall semester.)

MPA 102 ~ Musicianship and Theory II ~ 4 credits

Triads and 7th chords and their inversions. Introduces modes, melodic and harmonic analysis, four-part harmony, and keyboard harmony. Sight singing, ear training, and dictation. Knowledge of musical notation and scales required. (Offered spring semester.)

Prerequisite(s): MPA 101 or instructor consent.

MPA 197 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

MPA 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. (Offered every semester.)

MPA 227 ~ Jazz Dance I ~ 1 credit

Offers students the skills and movement at the high-energy caliber of the jazz flavor. Incorporates the cultural perspective of movement and dance. (Offered fall semester.)

MPA 228 ~ Jazz Dance II ~ 1 credit

Continues the study of jazz dance techniques at an advanced level. (Offered spring semester.)

Prerequisite(s): MPA 227 or equivalent, or instructor consent.

MPA 233 ~ Expressive Arts ~ 4 credits

Lecture and lab course explores the expressive nature of the human being through the study of public visual art, music, dance, and/or drama. Examines myth and ritual through history as it relates to today. (Offered every semester.)

MPA 295 ~ Special Topics ~ 1-6 credits

Studies a particular topic in the Music and Performing Arts academic program. May be repeated for credit when topics vary. (Offered only as interest warrants.)

MPA 301 ~ Music for Children ~ 4 credits

Provides an overview of musical materials, concepts, and skills appropriate for teaching music in elementary school classrooms. Teaches music fundamentals with the applied development of basic skills on such instruments as guitar and piano. (Offered fall semester.)

Prerequisite(s): upper-division students preparing for a career in elementary education.

MPA 306 ~ Music and Computers ~ 4 credits

Introduction to MIDI and MIDI sequencing using Macintosh and PC systems. Creative application of synthesizers and controllers. MIDI software applications, sound designing, effects, and mixing in a MIDI environment. Use of computer-based and hardware sequencers, MIDI orchestrating, SMPTE, and sync to video and film. Music notation scoring software and computer assisted composition. General MIDI standard and current trends; system exclusive. Formerly known as MIDI Fundamentals. (Offered fall semester.)

MPA 307 ~ Fundamentals of Digital Audio ~ 4 credits

Basic concepts of Digital Audio principals, including waveform theory, sample rates, quantization, analog-to-digital conversion, file formats, DSP, and storage mediums. Multitrack hard disk recording projects using the Digidesign ProTools workstation and DTM bus; Alesis ADAT digital modular multitrack. Capturing and design of sound effects. Incorporation of MIDI. Aesthetic and creative aspects of audio for use in music recording, post production, multimedia, video, and film. (Offered every semester.)

Prerequisite(s): MPA 306 or instructor consent.

MPA 308 ~ Audio Production ~ 4 credits

This course combines elements of MIDI and digital audio, using the computer as the "virtual recording studio" model. Fundamentals of MIDI music and sound production, using software multitrack sequencers for creation of original works, including scoring to picture are rendered. Web-based audio and current developments are applied and creative content is encouraged. (Offered spring semester.)

Prerequisite(s): MPA 307 or equivalent, or instructor consent

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. (Offered only as interest warrants.)

MPA 310 ~ Gospel Choir ~ 2 credits

Studies the performance, practice, and historical evolution of contemporary Gospel music in America via the performance medium. (Offered every semester.)

MPA 317S ~ Community Involvement Service Learning ~ 4 credits

This course seeks to foster the development of arts education programs in the local communities. Students will employ a combination of community organizing skills and arts teaching strategies to facilitate arts education programs at specific sites. Students will provide one-on-one and/or group tutoring to sites and will utilize a variety of learned skills to facilitate arts education in our surrounding communities. (Offered only as interest warrants.)

MPA 320 ~ Chorale ~ 2 credits

Studies and performs vocal repertoire for small ensembles including solo song, oratorio, opera, and ensemble music. Emphasizes the development of effective performance skills culminating in public performance. May be repeated for credit up to four semesters. (Offered every semester.)

MPA 330 ~ Voice Training I ~ 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. (Offered every semester.)

MPA 332 ~ Voice Training II ~ 2 credits

Studies intermediate/advanced techniques of vocal production, expressive interpretation, and vocal repertoire from various music styles and periods. (Offered every semester.)

Prerequisite: MPA 330 or instructor consent.

MPA 335 ~ Reflections on American Music ~ 4 credits

This course projects an insight to sound, listening, and experiencing by taking a journey through the sights, sound, and historical study of music through the American social, political, and economic arenas. (Offered every semester.)

MPA 336 ~ Jazz History ~ 4 credits

An overview of jazz development—from its roots in African music and American spirituals to the funeral bands of New Orleans—with an examination of the work and stylistic contributions of the great jazz originators—from King Oliver to Charlie Parker, John Coltrane, and Miles Davis. Emphasis on the social, cultural, and economic circumstances that influenced the art form called jazz. (Offered fall semester.)

MPA 340 ~ Music Production and Artistic Development ~ 2 credits

To provide band and solo artists an opportunity to develop their sound, song writing, production skills, stage presence, and other assets required to be successful in the music business. Students will be required to record and produce. (Offered every semester.)

MPA 345 ~ Improvisation ~ 2 credits

Examines the technique and performance practice of jazz improvisation from 1927 to the present. Students gain a greater understanding of, sensitivity to, and greater skills in the practice of improvisation. Particular emphasis is placed on each student acquiring and developing critical listening skills. All students must have a basic proficiency on their chosen musical instrument and a basic knowledge of scales, key signatures, intervals, and chords. Vocalists are acceptable. (Offered spring semester.)

MPA 350 ~ Performing Band ~ 1 credit

Emphasizes the study, rehearsal, and preparation of professional level materials for performance for the large jazz ensemble. Includes classic pieces from historical jazz to contemporary developments in the jazz form. Includes performances at collegiate jazz festivals throughout California. May be repeated for credit. (Offered every semester.)

Prerequisite(s): instructor consent.

MPA 360 ~ Survey of World Music: Online ~ 4 credits

Introduces non-Western music and arts within global sociocultural context, with an emphasis on indigenous, folk, and classical music as art forms. All work is conducted online except for four class meetings that take place on the first Tuesday of each month. (Offered every semester.)

MPA 390 ~ Musical Theater Production ~ 4 credits

This is a course where students will be a part of and participate in a fullscale musical production. There will be open auditions for all roles and technical crew. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

MPA 395 ~ Special Topics ~ 1-6 credits

Studies a particular topic in the music and performing arts major. May be repeated for credit when topics vary. (Offered only as interest warrants.)

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 410 ~ Instrumental Music ~ 1 credit

Studies the fundamentals in the playing of a musical instrument such as guitar, piano, woodwinds, bass, or flute. Note: May be required to provide an audition or tape of performance. (Offered every semester.)

Prerequisite(s): ability to read music or knowledge of fundamentals of music; some sections require instructor consent.

MPA 420 ~ Performance Studies ~ 1 credit

Studies the playing of a musical instrument or voice. Requires an audition or tape of a performance to determine placement. (Offered every semester.)

Prerequisite(s): ability to read music or knowledge of music and consent of advisor or director of institute for MPA.

MPA 495 ~ Special Topics ~ 1-6 credits

Studies a particular topic in music and performing arts. May be repeated for credit when topics vary. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

MPA 497 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

MPA 498 ~ American Musical Theatre ~ 4 credits

The study of American musical theatre from the early 1900's to present. Scene performance required. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

MPA 499 ~ Directed Experiences in Music ~ 1-3 credits

Students conduct directed research, observation, or experience in a specific area of music concentration. May be repeated for a total of six credits.

Prerequisite(s): advisor and supervising instructor consent.

MPA 632 ~ Integrating the Arts into the Classroom ~ 4 credits

This course is designed to be team-taught by specialists such as a musician, an artist, and a dramatist with special focus on an interdisciplinary approach to extending arts across the curriculum. Students will learn to use and develop theater, mime, roleplaying, dramatics, music, visual art, and movement as vehicles for the development of instruction. They will integrate the arts as a natural base for instruction and develop public presentation skills which focus on diverse audiences. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

MPP 500 ~ Masters Seminar ~ 1 credit

Provides students with an introduction to the IDMA/PP program and an organizing vehicle to develop their Individualized Learning Plan (ILP) for designing their path to graduation. This seminar will also help students begin to develop ideas for policy internships and projects. (Offered fall semester.)

MPP 510 ~ Introduction to Policy Analysis & Public Action in Diverse Communities ~ 4 credits

Introduces students to the field of policy studies and the methods of policy analysis. Faculty, students, and guests discuss policy problems facing diverse communities; explore models of social change, social justice, and market justice; and incorporate ideas of sustainability and "outcomes-based" assessment into comparative analyses of issues facing international policymakers and global communities. Students apply knowledge of multiple disciplines to analyze case studies of complex policy issues. (Offered fall semester.)

MPP 520 ~ Congressional and Presidential Politics & Policymaking ~ 4 credits

Seeks to explain the real world of policymaking by looking at several factors: key policy actors; mass media, groups, and public opinion; bargaining strategies; and sources of conflict and cooperation in congressional-presidential relations. Draws on case studies, guest speakers, and Leon Panetta's 30 years of public service experience in Washington, D.C. (Offered spring semester.)

MPP 530 ~ Applied Policy Research & Quantitative Analysis Methods ~ 4 credits

Introduces students to basic policy research methods and quantitative tools used in policy analysis. Quantitative techniques may include computer modeling and simulation, linear programming and optimization, decision theory, and statistical and econometric analysis of policy-relevant data. (Offered fall semester.)

MPP 540 ~ Collaborative Leadership and Ethical Policymaking ~ 4 credits

Introduces students to the theory and practice of collaborative and ethical leadership as they apply to the processes of local, state, national, and international policymaking. Explores the role of community stakeholders as advocates and leaders of public policy initiatives and collaborative policy analysis activities. Provides a framework for ethical consideration and reflection as a foundation to all policy analysis, development, and implementation. (Offered spring semester.)

MPP 600 A & B ~ Applied Policy Analysis Research Seminar (APAR) ~ 4 credits

Provides students with an opportunity to apply the methods, approaches, and perspectives studied throughout the program to a selected public policy issue affecting the agencies in which they are placed. Under the supervision of their advisors and the seminar instructor, students develop a policy analysis, case study, and recommendation for model legislation to address an identified problem. (Offered every semester.)

MPP 610 ~ Economic Analysis of Public Policy I ~ 3 credits

Integrates classical microeconomic reasoning with critical perspectives, e.g. ecological economics to analyze public issues, policies, and programs. Students develop the skills necessary to conduct a multidisciplinary economic analysis of selected policy problems. Considers various models of economic behavior, types of incentives, policy objectives, and instruments. (Offered fall semester.)

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MPP 620 ~ Economic Analysis of Public Policy II ~ 3 credits

Provides students with an opportunity to apply economic tools of analysis, e.g. cost-benefit analysis, to actual policy problems using their APAR internship project. Analyzes the role of government intervention and community considerations in dealing with such issues as public goods, externalities, and monopoly. (Offered spring semester.)

MPP 630 ~ Strategic Management & Systems Analysis ~ 4 credits

Provides students with the theory and practice of strategic management of organizations within systems. Explores organizational structures, goals, and behavior needed for effective individual and group functioning in organizational settings. Emphasizes interrelationships and interdependencies between levels of government and across community-based organizations. Case studies highlight examples of systems-oriented management and leadership. (Offered fall semester.)

MPP 640 ~ Financial Management & Public & Nonprofit Budgeting ~ 4 credits

Provides students with the basic concepts, terminology, and tools essential for financial, management, analysis, and budgeting in the public and nonprofit sectors. Case studies examine interactions between public budgeting at the state and local levels, and the increasing shift of responsibilities and funding to community-based nonprofit organizations for delivery of services. Requires basic familiarity with Excel software. Offered spring semester

MPP 696 A & B ~ Professional Policy Internship Seminar (PPI) ~ 6 credits

Provides students with the opportunity to continue developing knowledge and skills in their graduate internship as they complete work on their master's projects. The internship provides each student with the opportunity to participate as a working member of the staff in the daily policy-related activities of a local, state, federal, or international public agency, or a nongovernmental organization. (Offered every semester.)

MPP 699 ~ Independent Study ~ 1-6 credits

Advisors from each Concentration facilitate students' progress through the program and achievement of the IDMAPP learning outcomes. Students work with MPP 600, 690, and 696 seminar instructors to ensure continuity of application of classroom material to field-based policy projects. (Offered every semester.)

POL 101 ~ Beginning Polish I Assessment ~ 4 credits

Alternative assessment for the first semester of Polish. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in POL 101, 102, 201, and 202 concurrently, except for international students who may enroll only in POL 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in POL 101, 102, and 201, except for international students who may enroll only in POL 201 or 202.

POL 102 ~ Beginning Polish II Assessment ~ 4 credits

Alternative assessment for the second semester of Polish. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in POL 101, 102, 201, and 202 concurrently, except for international students who may enroll only in POL 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in POL 101, 102, and 201, except for international students who may enroll only in POL 201 or 202.

POL 201 ~ Intermediate Polish I Assessment ~ 4 credits

Alternative assessment for the third semester of Polish. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in POL 101, 102, 201, and 202 concurrently, except for international students who may enroll only in POL 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in POL 101, 102, and 201, except for international students who may enroll only in POL 201 or 202.

POL 202 ~ Intermediate Polish II Assessment ~ 4 credits

Alternative assessment for the fourth semester of Polish. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in POL 101, 102, 201, and 202 concurrently, except for international students who may enroll only in POL 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in POL 101, 102, and 201, except for international students who may enroll only in POL 201 or 202.

PORT 101 ~ Beginning Portuguese I ~ 4 credits

Introduces Portuguese emphasizing the development of oral and aural skills; and the fundamentals of grammar, speaking, reading, and pronunciation using laboratory practice. (Offered as interest warrants.)

PORT 101 ~ Section 99 ~ Beginning Portuguese I Assessment ~ 4 credits

Alternative assessment for the first semester of Portuguese. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in PORT 101, 102, 201, and 202 concurrently, except for international students who may enroll only in PORT 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in PORT 101, 102, and 201, except for international students who may enroll only in PORT 201 or 202.

PORT 102 ~ Section 99 ~ Beginning Portuguese II Assessment ~ 4 credits

Alternative assessment for the second semester of Portuguese. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in PORT 101, 102, 201, and 202 concurrently, except for international students who may enroll only in PORT 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in PORT 101, 102, and 201, except for international students who may enroll only in PORT 201 or 202.

PORT 201 ~ Section 99 ~ Intermediate Portuguese I Assessment ~ 4 credits

Alternative assessment for the third semester of Portuguese. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in PORT 101, 102, 201, and 202 concurrently, except for international students who may enroll only in PORT 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in PORT 101, 102, and 201, except for international students who may enroll only in PORT 201 or 202.

PORT 202 ~ Section 99 ~ Intermediate Portuguese II Assessment ~ 4 credits

Alternative assessment for the fourth semester of Portuguese. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in PORT 101, 102, 201, and 202 concurrently, except for international students who may enroll only in PORT 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in PORT 101, 102, and 201, except for international students who may enroll only in PORT 201 or 202.

PSY 100 ~ Introductory Psychology ~ 3 credits

Scientific study of behavior and mental processes through the exploration of major theories and concepts, methods, and research findings. Topics include biological bases of behavior, perception, cognition, learning, emotion and motivation, development, personality and social psychology, psychological disorders and therapies, and applied psychology.

PSY 110 ~ Human Biology and Behavior ~ 3 credits

An overview of human evolution, human anatomy, and physiology, and a holistic view of the study of human behavior. Students learn how their bodies normally function and how different systems contribute to homeostasis and good health. Topics focus on a biopsychosocial model for understanding human behavior and health management.

PSY 320 ~ Cognitive Psychology ~ 3 credits

Covers the mental processes that are involved as one acquires and uses knowledge. Explores the ways in which we attend to sensory input from our environment, interpret and store this information, and utilize this information in complex cognitive operations such as reasoning and problem solving.

Prerequisite(s): PSY 100 or equivalent.

PSY 329 ~ Psychology of Health ~ 3 credits

An overview of health issues, and different theoretical perspectives of the biological, behavioral, and social factors that influence health and health management. Health psychologists focus on prevention of illness and promote wellness through research and clinical interventions designed to foster good health and to reduce the risk of disease. Health psychology emphasizes the biopsychosocial model for prevention.

Prerequisite(s): PSY 100 and PSY 110 or equivalent.

PSY 330 ~ Introduction to Biological Psychology ~ 3 credits

Introduction to the study of the biological bases of behavior. Covers brain-behavior relationships; general neuroanatomy, neurophysiology, neurotransmission and brain function; research techniques and ethics; animal behavioral paradigms; research studies that have advanced the understanding of physiological, hormonal, and neurochemical mechanisms; brain-behavior relationships underlying sensation and perception; regulatory processes; emotion; learning and memory; and psychological disorders. Prerequisite(s): PSY 100 and PSY 110 or equivalent.

PSY 338 ~ Social Psychology ~ 3 credits

Examines various psychologies and sociologies, and identifies theoretical and methodological similarities between them. From a psychological paradigm, derives shared meanings about the interpretation of the Self. And, from a sociological paradigm reaches an understanding of the role of Self in society, as well as the role society has on shaping the Self. Students experience a set of tasks that allow them to discover the "role of the other." Offered both in-class and online.

PSY 340 ~ Crosscultural Human Development ~ 3 credits

Examines psychological and social development using a multicultural perspective. Students engage in ethical reflection and practice through self-assessment and examination of those with different backgrounds. Explores interrelations among the personal, cognitive, and social development of the individual. Students learn the basic concepts and applications of counseling psychology and demonstrate cross-cultural competence in basic counseling skills through applied learning and experimental work.

PSY 350 ~ Clinical Psychology ~ 3 credits

Provides an in-depth exploration of the field of clinical psychology and the treatment of psychological disorders. Unlike PSY 374 Abnormal Psychology, which focuses on understanding psychological disorders, this course focuses exclusively on the treatment of those disorders. Students explore the various theoretical approaches to psychological treatment and the challenges encountered by mental health professionals.

PSY 366 ~ Research Methods and Data Analysis ~ 3 credits

Covers both quantitative and qualitative research methods including research design, data collection, data analyses, and the presentation of findings in both written and oral formats. Examines both strengths and weaknesses of different research methods. Directly engages students in the design and implementation of applied research projects with an emphasis on a multi-method approach. Students learn to use SPSS to analyze and present data. Prerequisite(s): basic statistics.

PSY 374 ~ Abnormal Psychology ~ 3 credits

Covers mental and behavioral disorders using a multicultural perspective. Emphasis placed on diagnosis, assessment, and etiology. Students develop understanding of emotional disorders and their etiologies, experience working in small groups to enhance learning, develop a working relationship with the DSM IV as a diagnostic tool, gain experience with identifying and assessing various mental disorders, and develop empathy and compassion in working with individuals with psychological and behavioral difficulties.

RUS 101 ~ Beginning Russian I Assessment ~ 4 credits

Alternative assessment for the first semester of Russian. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in RUS 101, 102, 201, and 202 concurrently, except for international students who may enroll only in RUS 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in RUS 101, 102, and 201, except for international students who may enroll only in RUS 201 or 202.

RUS 102 ~ Beginning Russian II Assessment ~ 4 credits

Alternative assessment for the second semester of Russian. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in RUS 101, 102, 201, and 202 concurrently, except for international students who may enroll only in RUS 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in RUS 101, 102, and 201, except for international students who may enroll only in RUS 201 or 202.

RUS 201 ~ Intermediate Russian I Assessment ~ 4 credits

Alternative assessment for the third semester of Russian. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in RUS 101, 102, 201, and 202 concurrently, except for international students who may enroll only in RUS 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in RUS 101, 102, and 201, except for international students who may enroll only in RUS 201 or 202.

RUS 202 ~ Intermediate Russian II Assessment ~ 4 credits

Alternative assessment for the fourth semester of Russian. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in RUS 101, 102, 201, and 202 concurrently, except for international students who may enroll only in RUS 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in RUS 101, 102, and 201, except for international students who may enroll only in RUS 201 or 202.

SBS 100 ~ Understanding Biological Anthropology ~ 4 credits

Explores the fascinating scientific contributions of archaeology and physical anthropology to the study and understanding of human biological and cultural origins and evolution. This survey examines the evidence and theories that serve to explain the earliest fossil hominids of Africa and Asia, and the earliest migrations and settlements of early humans into Southwest Asia, Europe, Australia, and the Americas. Formerly known as SBSC 100.

SBS 120 ~ Introduction to Sociology ~ 4 credits

Online course designed to stimulate the interest of students in using the scientific principles of the discipline to improve understanding of one's self and the social behavior and interactions of others. "Outcomes based" course requires that students demonstrate an adequate grasp of the content knowledge of the discipline, and demonstrate the ability to use sociological methods and strategies. Formerly known as SBSC 120.

SBS 145 ~ Introduction to Cultural Anthropology I ~ 4 credits

Examines the concept of culture as key to an understanding of the diversity and depth of the human experience. Emphasizes the comparative approach as a method to understanding cultural identity and the underpinnings of the relationships of power, equity, and social justice. The connections between informal and formal relations of power are in turn reviewed. Students recognize and compare diverse approaches to ethical decision making in the context of the understanding of culture. Formerly known as SBSC 145.

SBS 195 ~ Special Topics ~ 1-6 credits

Student and faculty member select lower division topics of study and the total number of credit hours. Formerly known as SBSC 195. Prerequisite(s): instructor consent.

SBS 197 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and total number of credit hours. Prerequisite(s): instructor consent. Formerly known as SBSC 197.

SBS 200 ~ Introduction to Social and Behavioral Sciences ~ 4 credits

Introduces the basic principles, theory, and methods shared in common by the traditional sciences of anthropology, archaeology, sociology, psychology, political economy, and allied fields of inquiry. Required core course for all lower-division students majoring in Social and Behavioral Sciences. Formerly known as SBSC 200.

SBS 207 ~ Policy Challenges in the 21st Century ~ 4 credits

Examines issues related to the domestic and foreign policy challenges of the 21st century. Topics include political ideology, groups and institutions, elections, mass media, public opinion and polling, natural resource management, ethnic and religious conflict, technology, political demography, political economy, foreign policy, and the changing global system. Taught by Leon Panetta and Panetta Institute staff. Involves guest speakers from the Panetta Lecture Series who meet with students in afternoon sessions. Formerly known as SBSC 207.

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SBS 212 ~ Social and Political Histories of the United States ~ 4 credits

A collaborative exploration of the social and political histories of the United States. Students explore the intersections of race/ethnicity, gender, sexuality, class, and environment in the evolution of U.S. politics and social life. Formerly known as SBSC 212.

Prerequisite(s): FYS 100.

SBS 224S ~ Archaeology: Map to Museum Service Learning ~ 4 credits

Introduces the methods, principles, and practices of field archaeology using exercises that stress strategy, interpretation, description, information management, archaeological technologies, and the role of scientific inquiry. Introduces the hands-on manufacture and use of stone tools and the interpretation of ancient and modern material cultures. Lab options include onsite field excavations and analysis of Hispanic colonial artifacts at the Old Mission of San Juan Bautista, or a stone tools or “garbology” lab. Formerly known as SBSC 224S.

Corequisite(s): SBS 224L.

SBS 224L ~ Archaeology: Map to Museum Lab ~ 1 credit

Required lab course for SBS 224S.

Corequisite(s): SBS 224S.

SBS 225 ~ Art of the Aztec Empire ~ 4 credits

The Aztec, or Aztlaneca Mexica, took to capturing and collecting the art and culture of all those domains that they conquered and subjugated. As a result, Aztec art, thought, and culture reflect an eclectic mixture of the many peoples and cultures of the empire. Explores the origins, art, language, and culture of a Mesoamerican civilization that was unique for its emphasis on human heart excision, but exclusively Mesoamerican in its art, architecture, and ideology. Formerly known as SBSC 225.

SBS 227 ~ 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 analysis, and Web-based GIS. Students apply GIS technology in real world projects. Upon successful completion of the course, students will earn a nationally recognized GIS certificate in ArcGIS software. Formerly known as SBSC 227S.

SBS 230 ~ Crime and Violence ~ 4 credits

Examines the social and psychological foundations of violence and aggression in the context of cross-cultural perceptions of violence explored by way of a variety of martial arts styles and programs. Reviews the interrelationships obtaining between intellectual, psychological, spiritual, aesthetic, and physical health as it applies to one’s life through the philosophy of the martial arts. Provides an interdisciplinary review of the sources of social and interpersonal violence. Formerly known as SBSC 230.

SBS 231 ~ Crime and Violence Defense Lab ~ 1-2 credits

Introduces students to a holistic, interdisciplinary approach to dealing with interpersonal violence and crime. Students learn a body of techniques and philosophies in martial arts styles, including Tae Kwon Do, Karate, Aikido, Jujitsu, Tai Kick Boxing, and Greco Roman Olympic Wrestling. “High vulnerability” situations are described through behavioral science studies. Participants are introduced to the social psychology of interpersonal violence through mental imagery and relaxation. Formerly known as SBSC 231.

SBS 235S ~ The Multicultural Heritage of an Early California Community Service Learning ~ 4 credits

Explores the multicultural heritage of an early California community using primary resource documents, secondary sources, and service-based community oral history collections and narrative traditions. Using existing resources and project-based discoveries and collected works, students recover and rediscover the multicultural heritage of the early California communities of the Central Coast. Current projects include the historic photograph and documents collections of the Luck Library and Museum of San Juan Bautista. Formerly known as SBSC 235S.

SBS 244 ~ Latino USA: Identities and Experiences ~ 4 credits

Examines and compares the political experiences, cultural practices, and literary expressions of diverse Latino populations in the U.S. Topics include immigration, citizenship, demographics, work, religion, education, language, gender, and cultural rights. Readings include ethnographies, histories, novels, and films. Students design political projects.

SBS 248 ~ Ancient Maya Civilization ~ 4 credits

Examines the social, cultural, economic, political, and religious underpinnings of the Maya dynastic tradition in comparative and cross-cultural terms and from the perspective of landmark archaeological projects and glyphic interpretations. Studies their respective significance in deciphering the larger Maya life. Uses virtual software-based glyphic translation and astronomical and calendrical correlation programs to probe the literary, artistic, and historical traditions of texts and monuments. Formerly known as SBSC 248.

SBS 252 ~ World Regional Geography: Culture, Society, and Space (Online) ~ 4 credits

Applies a geographical perspective to the study of environment, culture, human societies, and their interactions. Examines world regions using a thematic approach to population, language, religion, economic development, social customs, urbanization, and resource problems. Focuses on spatial concepts, principles, and contemporary issues. Formerly known as SBSC 252.

SBS 256 ~ Introduction to Geography: People, Places, and Environment (Online) ~ 4 credits

Using the latest instructional technology, introduces scientific principles of modern geography. Features both the cultural and environmental aspects of geography at global, regional, and local levels. Teaches perspectives that go beyond a concern with “where things are,” providing discussion and analysis of basic geographical theories and methods in the context of case studies. Formerly known as SBSC 256.

SBS 260S ~ Archaeology of a California Mission Service Learning ~ 4 credits

An archaeological field school and project-based learning lab in archaeology, history, and archival research methods. Participants explore the archaeology and history of an early California mission community of the Central Coast by way of the hands-on study of archaeological and historical collections pertaining to San Juan Bautista. In addition, participants conduct archaeological excavations within the 200-year old mission and community of San Juan Bautista. Formerly known as SBSC 260S.

Corequisite(s): SBS 260L.

SBS 260L ~ Archaeology Projects Lab ~ 1 credit

Required for all students participating in the SBS 260S or other field archaeology projects offered through the CSUMB Institute of Archaeology. Consists of hands-on study of artifacts recovered through ongoing archaeological excavations. Specific projects vary. Current analysis is centered on American Indian and Spanish colonial specimens—including bone, stone tools, ceramics, glassware, metal works, and military hardware—recovered from the early California mission of San Juan Bautista. Formerly known as SBSC 361.

Corequisite(s): SBS 260S.

SBS 283 ~ Ancient African Civilizations ~ 4 credits

Examines the rise and fall of the spectacular indigenous states and civilizations of sub-Saharan or Black Africa. Reviews the comparative development and ancient contributions of pre-Colonial or Black Africa and Africa’s relations with Southwest Asia and the Mediterranean. Explores case studies and ancient cultures, kingdoms, and states from across Africa, including those of dynastic Egypt, Kush, Meroe, Axum, Jenne, Zimbabwe, the Swahili complex, and Benin and West Africa. Formerly known as SBSC 283.

SBS 284S ~ Cultural Contexts of Bilingual Education: An Overview of Values, Contents, and Experiences on Education in Mexico and the United States Service Learning ~ 4 credits

Introduces students to the diverse Mexican peoples and cultures that have emigrated to the U.S. Explores the cultural similarities and differences within such immigrant groups and compares the learning experiences of U.S. and Mexican teachers and their students. Also reviews current standards and materials used in Mexican public schools. Formerly known as SBSC 284S.

SBS 300 ~ Major ProSeminar: Theory & Method in the Social and Behavioral Sciences ~ 4 credits

Required for Social and Behavioral Sciences majors. Introduces students to the interdisciplinary approach of the major. Also offered in videotape format. *Corequisite(s):* SBSC 308 and a 300-level project-based lab or discipline-specific theory and method seminar. Formerly known as SBSC 300.

SBS 301 ~ Major Learning Outcomes: Alternative Assessment for the Core Curriculum ~ 1-4 credits

Provides alternative assessment for students working on outcomes related to the core curriculum of the Social and Behavioral Sciences major. Content and structure determined by the instructor of record in concert with enrolled students. Formerly known as SBSC 301.

SBS 303 ~ Major Learning Outcome I: Alternative Assessment for Theory ~ 1-4 credits

Provides alternative assessment for SBSC Major Learning Outcome 1—Theory. Content and structure determined by the instructor of record in concert with enrolled students. Formerly known as SBSC 303.

SBS 304 ~ Major Learning Outcome II: Alternative Assessment for Research Methodology ~ 1-4 credits

Provides alternative assessment for SBSC Major Learning Outcome 2—Research Methodology, Information Management, Retrieval, and Analysis. Content and structure determined by the instructor of record in concert with enrolled students. Formerly known as SBSC 304.

SBS 305 ~ Major Learning Outcome III: Alternative Assessment for Area / Discipline Concentration ~ 1-4 credits

Provides alternative assessment for SBSC Major Learning Outcome 3—Area/Discipline Concentration. Content and structure determined by the instructor of record in concert with enrolled students. Formerly known as SBSC 305.

SBS 306 ~ Major Learning Outcome IV: Alternative Assessment for Application ~ 1-4 credits

Provides alternative assessment for SBSC Major Learning Outcome 4—Application. Content and structure determined by the instructor of record in concert with enrolled students. Formerly known as SBSC 306.

SBS 307 ~ Policy Challenges in the 21st Century ~ 4 credits

Examines issues related to the domestic and foreign policy challenges of the 21st century. Topics include political ideology, groups and institutions, elections, mass media, public opinion and polling, natural resource management, ethnic and religious conflict, technology, political demography, political economy, foreign policy, and the changing global system. Taught by Leon Panetta and Panetta Institute staff. Involves guest speakers from the Panetta Lecture Series who meet with students in afternoon sessions. Formerly known as SBSC 307.

SBS 308 ~ Professional Assessment Lab I ~ 2 credits

First semester of a two-semester core course sequence that focuses on the mediated development of academic, technical, and communications skills for professional success in the social and behavioral sciences. Students prepare the petition to major and the Individualized Learning Plan. Formerly known as SBSC 308.

Corequisite(s): SBSC 300.

SBS 309 ~ Professional Assessment Lab II ~ 2 credits

Second semester of a two-semester core course sequence that continues the mediated development of academic, technical, and communications skills for professional success in the social and behavioral sciences. Focuses on development of a Senior Capstone proposal. Formerly known as SBSC 309.

SBS 310 ~ On-Line Learning Community for Professional Assessment Lab I ~ 1-2 credits

Complementary lab for SBSC 308. Addresses Major Learning Outcomes 1, 2, and 3. Participants engage in structured and collaborative online interactions that enhance their critical thinking skills and their ability to describe and analyze problems of theoretical relevance in the social and behavioral sciences. Formerly known as SBSC 310.

SBS 311 ~ On-Line Learning Community for Professional Assessment Lab II ~ 1-2 credits

Complementary lab for SBSC 309. Addresses Major Learning Outcomes 1, 2, and 3. Participants engage in structured and collaborative online interactions that enhance their critical thinking skills and their ability to describe and analyze problems of theoretical relevance in the social and behavioral sciences. Formerly known as SBSC 311.

SBS 315 ~ Growth and Conflict: U.S. History to 1920 ~ 4 credits

Examines the development of U.S. society, government institutions, and economic expansion from the colonial period up to World War I. Starts students on a teaching credential pathway thinking about how they might teach this content, while also serving the needs of non-credential pathway students. Emphasizes research and analysis of primary sources within the context of the broad outline for eighth grade U.S. History contained in the most recent History Social Science Framework from the State Board of Education. Formerly known as SBSC 315.

Note: The course listings in this catalog should be used only as a general guide. CSUMB reserves the right to change course titles, credits, prerequisites, corequisites, enrollment restrictions, descriptions, and frequency without prior notice. Information for the current semester/session can be found on the CSUMB.EDU/schedule website. Information for ensuing semesters/sessions will also be posted there several weeks in advance of the opening of registration, though courses listed may subsequently be canceled due to insufficient enrollment.

SBS 318 ~ Computing Skills for the Social Sciences ~ 4 credits

Covers fundamentals of computer and electronic applications necessary for success in both academia and industry. Students attain competency in the use of software and electronic communication tools to analyze and manipulate data, and present research findings. Emphasizes using multimedia technologies in the context of the social and behavioral sciences, including Web page development and design, photographic image manipulation, and web-based portfolios. Formerly known as SBSC 318.

SBS 324S ~ Archaeology: Map to Museum Service Learning ~ 4 credits

Introduces the methods, principles, and practices of field archaeology using exercises that stress strategy, interpretation, description, information management, archaeological technologies, and the role of scientific inquiry. Introduces the hands-on manufacture and use of stone tools and the interpretation of ancient and modern material cultures. Lab options include onsite field excavations and analysis of Hispanic colonial artifacts at the Old Mission of San Juan Bautista or a stone tools or "garbology" lab. Formerly known as SBSC 324S.

Corequisite(s): SBS 324L.

SBS 324L ~ Archaeology: Map to Museum Lab ~ 1 credit

Required lab course for SBS 324S.

Corequisite(s): SBS 324S.

SBS 325 ~ Art of the Aztec Empire ~ 4 credits

The Aztec, or Aztlaneca Mexica, took to capturing and collecting the art and culture of all those domains that they conquered and subjugated. As a result, Aztec art, thought, and culture reflect an eclectic mixture of the many peoples and cultures of the empire. Explores the origins, art, language, and culture of a Mesoamerican civilization that was unique for its emphasis on human heart excision, but exclusively Mesoamerican in its art, architecture, and ideology. Formerly known as SBSC 325.

SBS 327 ~ 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 analysis, and Web-based GIS. Students apply GIS technology in real-world projects. Upon successful completion of the course, students will earn a nationally recognized GIS certificate in ArcView software. Formerly known as SBSC 327.

SBS 328 ~ Advanced Theoretical Applications in The Social Sciences ~ 4 credits

Demonstrates how social scientists use theories to approach, interpret, and analyze social problems and research questions. Specific theoretical examples and social settings are used to demonstrate how to apply theories to a variety of situations and cultural and gendered contexts. Theories are treated as integral to all social science explanations, but also as social constructs that are biased by their historical context, the ideologies they represent, and the particular theorist or school of thought. Formerly known as SBSC 328.

Prerequisite(s): SBS 300 recommended.

SBS 329 ~ Psychology Of Health ~ 3 credits

An overview of health issues, and different theoretical perspectives of the biological, behavioral, and social factors that influence health and health management. Health psychologists focus on prevention of illness and promote wellness through research and clinical interventions designed to foster good health and to reduce the risk of disease. Health psychology emphasizes the biopsychosocial model for prevention.

Prerequisite(s): PSY 100 and PSY 110 or equivalent.

SBS 330 ~ Crime and Violence ~ 4 credits

Examines the social and psychological foundations of violence and aggression in the context of cross-cultural perceptions of violence explored by way of a variety of martial arts styles and programs. Reviews the interrelationships obtaining between intellectual, psychological, spiritual, aesthetic, and physical health as it applies to one's life through the philosophy of the martial arts. Provides an interdisciplinary review of the sources of social and interpersonal violence. Formerly known as SBSC 330.

SBS 331 ~ Crime and Violence Defense Lab ~ 1 credits

Introduces students to a holistic, interdisciplinary approach to dealing with interpersonal violence and crime. Students learn a body of techniques and philosophies in martial arts styles, including Tae Kwon Do, Karate, Aikido, Jujitsu, Tai Kick Boxing, and Greco Roman Olympic Wrestling. "High vulnerability" situations are described through behavioral science studies. Participants are introduced to the social psychology of interpersonal violence through mental imagery and relaxation. Formerly known as SBSC 331.

SBS 332 ~ World Prehistory ~ 4 credits

Explores the origins and consequences of the Paleolithic through Neolithic periods of human cultural development that underlie the rise of civilization and the origins of the modern state. The domestication of plants and animals, early village life, the development of metallurgy and the arts, the origins of writing and the earliest dynastic traditions, and the rise of urbanism and the state serve as the primary cultural backdrop. Formerly known as SBSC 332.

SBS 333 ~ Economic Thought: History and Contemporary Interpretations and Critique ~ 4 credits

Examines major ideas of earlier and contemporary political economists. Emphasizes concerns for gender equity in both public and private spheres. Examines contemporary feminist economic perspectives which evaluate the underlying constructs and assumptions of neo-classical economics. Provides insights into the relationships between gender and power relations in the economy and at the work place, and inquires into economic issues affecting the lives of children, women, and men. Formerly known as SBSC 333.

SBS 335S ~ The Multicultural Heritage of an Early California Community Service Learning ~ 4 credits

Explores the multicultural heritage of an early California community using primary resource documents, secondary sources, and service-based community oral history collections and narrative traditions. Using existing resources and project-based discoveries and collected works, students recover and rediscover the multicultural heritage of the early California communities of the Central Coast. Current projects include the historic photograph and documents collections of the Luck Library and Museum of San Juan Bautista. Formerly known as SBSC 335S.

SBS 336 ~ Advanced Topics in Cultural Anthropology ~ 4 credits

Provides in-depth understanding of cultural anthropology. Introduces students to contemporary issues being discussed in cultural anthropology and subdisciplines such as economic, political, and social anthropology. Reviews selected perspectives such as structuralism and symbolic, interpretive, developmental, Marxist, feminist, transnational, and visual anthropology. Explores the concept and changing meaning of "culture" as the central paradigm in anthropological analysis. Formerly known as SBSC 336.

SBS 337 ~ Applied Teaching Techniques for the Social Sciences ~ 1-4 credits

Explores the diverse pedagogies and assessment methods used within and beyond the social sciences. Students are expected to be seniors or second semester juniors and be recommended by a member of the faculty in order to register for this course. Formerly known as SBSC 337.

Prerequisite(s): instructor consent.

SBS 338 ~ Social Psychology ~ 4 credits

Examines various psychologies and sociologies, and identifies theoretical and methodological similarities between them. From a psychological paradigm, derives shared meanings about the interpretation of the Self. And, from a sociological paradigm reaches an understanding of the role of Self in society, as well as the role society has on shaping the Self. Students experience a set of tasks that allow them to discover the "role of the other." Offered both in-class and online. Formerly known as SBSC 338.

SBS 340 ~ Cross Cultural Human Development ~ 4 credits

Examines psychological and social development using a multicultural perspective. Students engage in ethical reflection and practice through self-assessment and examination of those with different backgrounds. Explores interrelations among the personal, cognitive, and social development of the individual. Students learn the basic concepts and applications of counseling psychology and demonstrate cross-cultural competence in basic counseling skills through applied learning and experimental work. Formerly known as SBSC 340.

SBS 345 ~ Introduction to Cultural Anthropology II ~ 4 credits

Examines the concept of culture as key to an understanding of the diversity and depth of the human experience. Emphasizes the comparative approach as a method to understanding cultural identity and the underpinnings of the relationships of power, equity, and social justice. The connections between informal and formal relations of power are in turn reviewed. Students will recognize and compare diverse approaches to ethical decision making in the context of the understanding of culture. Formerly known as SBSC 345.

SBS 348 ~ Ancient Maya Civilization ~ 4 credits

Examines the social, cultural, economic, political, and religious underpinnings of the Maya dynastic tradition in comparative and cross-cultural terms and from the perspective of landmark archaeological projects and glyphic interpretations. Studies their respective significance in deciphering the larger Maya life. Uses virtual software-based glyphic translation and astronomical and calendrical correlation programs to probe the literary, artistic, and historical traditions of texts and monuments. Formerly known as SBSC 348.

SBS 350 ~ Domination and Resistance: 20th Century Histories of the United States ~ 4 credits

Explores United States history in the 20th century, using contemporary critical theories to understand conquests, colonial power, imperialism, and resistance to domination. Emphasizes race, ethnicity, gender, sexuality, and struggles over land and resources. Satisfies state requirement in recent U.S. history for teaching credential subject matter preparation. Requires successful completion of coursework that satisfies the ENGCOM A ULR. Formerly known as SBSC 350.

SBS 351 ~ Introduction to Global Economics: Ethical and Scientific Decision Making Processes ~ 4 credits

Examines principles of economics through social science, gender, and global perspectives. Explores issues such as prices and markets, trade and industrial policies, labor policies, labor-management relations, global production, division of labor by gender, income distribution, poverty, sustainable development, and economic systems to examine the usefulness of theory in explaining real-life problems and their implications for people. Integrates social scientific method and economic analysis with ethics and case studies. Formerly known as SBSC 351.

Corequisite(s): SBS 351L.

SBS 351L ~ Introduction to Global Economics: Ethical and Scientific Decision Making Processes Lab ~ 1 credit

Required lab course for SBS 351. Formerly known as SBSC 351L.

Corequisite(s): SBS 351.

SBS 352 ~ World Regional Geography: Culture, Society, and Space (Online) ~ 4 credits

Applies a geographical perspective to the study of environment, culture, human societies, and their interactions. Examines world regions using a thematic approach to population, language, religion, economic development, social customs, urbanization, and resource problems. Focuses on spatial concepts, principles, and contemporary issues. Formerly known as SBSC 352.

SBS 356 ~ Introduction to Geography: People, Places, and Environment (Online) ~ 4 credits

Using the latest instructional technology, introduces scientific principles of modern geography. Features both the cultural and environmental aspects of geography at global, regional, and local levels. Teaches perspectives that go beyond a concern with "where things are," providing discussion and analysis of basic geographical theories and methods in the context of case studies. Formerly known as SBSC 356.

SBS 359S ~ Global Dimension of Political Economy: Mixed-Race Diasporas in California Service Learning ~ 4 credits

Presents theories on diasporas and their interplay with race, class, and gender. Explores the impacts of global production processes; division of labor by gender; income distribution; and social, political, and cultural factors on the lives of Amerasians, especially Black Asians, in both home and host countries. Through service learning projects, students connect with local Amerasian communities by participating in their public activities and working with them with respect to their needs. Formerly known as SBSC 359S.

SBS 360S~ Archaeology of a California Mission Service Learning ~ 4 credits

An archaeological field school and project-based learning lab in archaeology, history, and archival research methods. Participants explore the archaeology and history of an early California mission community of the Central Coast by way of the hands-on study of archaeological and historical collections pertaining to San Juan Bautista. In addition, participants conduct archaeological excavations within the 200-year old mission and community of San Juan Bautista. Formerly known as SBSC 360S.

Corequisite(s): SBS 360L.

SBS 360L ~ Archaeology of a California Mission Lab ~ 1 credit

Required for all students participating in the SBSC 360S or other field archaeology projects offered through the CSUMB Institute of Archaeology. Consists of hands-on study of artifacts recovered through ongoing archaeological excavations. Specific projects vary. Current analysis is centered on American Indian and Spanish colonial specimens—including bone, stone tools, ceramics, glassware, metal works, and military hardware—recovered from the early California mission of San Juan Bautista. Formerly known as SBSC 361.

Corequisite(s): SBS 360S.

SBS 362 ~ Ethnographic Research: Methods and Analysis ~ 4 credits

Introduces students to data collection strategies and methodologies for ethnographic field research. Uses electronically simulated field exercises in a multimedia-based interactive learning package called an Ethnographic Research Simulator (EFRS). Covers cultural navigation; observational and interview data; participation data; and field notes, diaries, and reports. Exercises may be carried out in Spanish or English. Formerly known as SBSC 362.

SBS 362L ~ Ethnographic Research Lab ~ 1-2 credits

Entails ethnographic field research experiments in a “virtual” or computer-based field research site that simulates a Mexican village. Gives students a “virtual” experience conducting international research in another culture. Students conduct field research exercises, prepare notes of their findings, and submit ethnographic reports. Features the use of a user-friendly “virtual ethnographic field research” simulation. Formerly known as SBSC 362L.

SBS 365 ~ The Black Civil Rights Movement in the South: 1954-1968 ~ 4 credits

Examines the Black Civil Rights Movement of the South during the 1950s and 1960s, placing it into the larger context of Black struggles for justice throughout the 20th century. Students focus on the importance of unique junctures of time, and participate in a 12-day tour of places in the Civil Rights Movement in Arkansas, Louisiana, Mississippi, and Alabama. Participants see social movements in their historical, social, and geographical contexts. Formerly known as SBSC 365.

SBS 366 ~ Research Methods and Data Analysis ~ 4 credits

Covers both quantitative and qualitative research methods including research design, data collection, data analyses, and the presentation of findings in both written and oral formats. Examines both strengths and weaknesses of different research methods. Directly engages students in the design and implementation of applied research projects with an emphasis on a multi-method approach. Students learn to use SPSS to analyze and present data. Formerly known as SBSC 366.

Prerequisite(s): basic statistics.

SBS 369 ~ Education for Leadership and Public Service ~ 4 credits

Student leaders from each of the 23 California State University campuses examine politics and public service life in politics. Explores theories and strategies to attract thoughtful men and women to lives of public service in politics, to inspire them to a high standard of conduct, and to equip them with the practical skills of self-government. Formerly known as SBSC 369.

SBS 370 ~ Applied Research and Writing in the Social Sciences ~ 2-4 credits

Prepares students to apply social science theories and research methods to the writing and presentation of research papers in the social sciences. Students prepare written projects for presentation in an undergraduate research conference and/or for publication in an undergraduate research journal. Formerly known as SBSC 370.

Prerequisite(s): instructor consent.

SBS 371 ~ Applications of GIS to Social Science and Business ~ 4 credits

Academic and business communities are rapidly becoming major users of Geographic Information Systems (GIS) technology. Introduces the fundamentals of GIS-supported social science and business applications. Provides students with hands-on experience solving common social and business problems with innovative GIS technology. Some examples are census data analysis, city and regional planning, crime mapping, business site selection, and marketing analysis and social science education for K-12 schools. Formerly known as SBSC 371.

Prerequisite(s): SBS 227 or 327, or instructor consent.

SBS 374 ~ Abnormal Psychology from a Multicultural Perspective ~ 4 credits

Covers mental and behavioral disorders using a multicultural perspective. Emphasis placed on diagnosis, assessment, and etiology. Students develop understanding of emotional disorders and their etiologies, experience working in small groups to enhance learning, develop a working relationship with the DSM IV as a diagnostic tool, gain experience with identifying and assessing various mental disorders, and develop empathy and compassion in working with individuals with psychological and behavioral difficulties. Formerly known as SBSC 374.

SBS 381 ~ Vietnam and the United States: Political Economy and Social History since 1880 ~ 4 credits

Provides comparative historical analysis of society, political economy, and culture in the U.S. and Viet Nam from the French colonial era in the 1880s to the present. Explores ways that these cultures and politico-economic factors shaped the course of the American/Viet Nam war and subsequent relations between the two countries. Students interact with Vietnamese scholars/activists who lived through the war, Viet Nam veterans, and former anti-war/peace activists. Formerly known as SBSC 381.

SBS 382 ~ History of Modern Africa ~ 4 credits

Highlights the changing relationship of African societies to the larger world since about 1500 with a particular focus on the 20th century. Deals with Africa and the world of the Atlantic Slave Trade, the world of European expansion and colonial rule, the world of anti-colonial struggles, and the world of nation-building and development. Focuses on the lives of African peoples and the societies they have created.

SBS 383 ~ Ancient African Civilizations ~ 4 credits

Examines the rise and fall of the spectacular indigenous states and civilizations of sub-Saharan or Black Africa. Reviews the comparative development and ancient contributions of pre-Colonial or Black Africa and Africa's relations with Southwest Asia and the Mediterranean. Explores case studies and ancient cultures, kingdoms, and states from across Africa, including those of dynastic Egypt, Kush, Meroe, Axum, Jenne, Zimbabwe, the Swahili complex, and Benin and West Africa. Formerly known as SBSC 383.

SBS 384S ~ Cultural Contexts of Bilingual Education: An Overview of Values, Contents and Experiences on Education in Mexico and the United States Service Learning ~ 4 credits

Introduces students to the diverse Mexican peoples and cultures that have emigrated to the U.S. Explores the cultural similarities and differences within such immigrant groups and compares the learning experiences of U.S. and Mexican teachers and their students. Also reviews current standards and materials used in Mexican public schools. Formerly known as SBSC 384S.

SBS 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 respective relationships to the land. Explores the ways in which history can aid in understanding present-day policy issues. Formerly known as SBSC 385.

Prerequisite(s): instructor consent.

SBS 386 ~ Social and Political History of California ~ 4 credits

Applies theories of race, ethnicity, gender, class, and qualitative methodologies to study historical relationships among the human populations of California. Focuses on past and present human societies and their respective systems of governance and politics. Explores the ways in which history can aid in understanding present-day policy issues. Formerly known as SBSC 386.

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SBS 387 ~ Revolution & Communism: Russia and China in the 20th Century ~ 4 credits

Examines the "communist experiment" in the 20th century comparing the Soviet Union and China, the two most significant communist societies. Focuses on the revolutions which gave rise to communist regimes, the effort to create societies that were both modern and socialist/Marxist while giving rise to oppressive totalitarian systems, the international impact of these efforts during the Cold War, and the reform programs that ended the Soviet Union and eroded the distinctively socialist elements of a booming Chinese economy.

SBS 395 ~ Special Topics ~ 1-6 credits

Student and faculty member select upper-division topics of study and total number of credit hours. Formerly known as SBSC 395.

Prerequisite(s): instructor consent.

SBS 397 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and total number of credit hours. Formerly known as SBSC 397.

Prerequisite(s): instructor consent.

SBS 397S ~ Independent Study Service Learning ~ 1-6 credits

Student and faculty member select topic of study and number of credit hours. Formerly known as SBSC 397S.

Prerequisite(s): instructor consent.

SBS 400 ~ Senior Capstone Seminar I ~ 2 credits

Intended for students seeking specialty tracks in the individual disciplines and allied fields that comprise the social and behavioral sciences. Formerly known as SBSC 400.

Prerequisite(s): SBS 300, SBS 308, and SBS 309.

Corequisite(s): SBS 401.

SBS 400S ~ Senior Capstone Seminar Service Learning ~ 2 credits

Students meet with faculty and community partners in supervised learning activities related to their Capstone topic and complete a contracted number of off-campus service hours with the sponsoring agency. Geared to students interested in action-oriented research. Requires preapproved Individualized Learning Plan and/or Capstone proposal. Formerly known as SBSC 400S.

Prerequisite(s): SBS 300, SBS 308, SBS 309.

Corequisite(s): SBS 401.

SBS 401 ~ Senior Capstone Directed Reading I ~ 2 credits

Emphasizes the theory, method, and scope of the social and behavioral sciences. Involves the implementation of a yearlong project to familiarize students with a specific subdiscipline of the social and behavioral sciences as well as the appropriate contemporary and historical literature of the subdiscipline under study. Formerly known as SBSC 401.

Corequisite(s): SBS 400 or SBS 400S.

SBS 402 ~ Senior Capstone Seminar II ~ 2 credits

Intended for students seeking specialty tracks in the individual disciplines and allied fields that comprise the social and behavioral sciences. Formerly known as SBSC 402.

Prerequisite(s): SBS 300, SBS 308, and SBS 309.

Corequisite(s): SBS 403.

SBS 402S ~ Senior Capstone Seminar II Service Learning ~ 2 credits

Students meet with faculty and community partners in supervised learning activities related to their Capstone topic and complete a contracted number of off-campus service hours with the sponsoring agency. Geared to students interested in action-oriented research. Requires preapproved Individualized Learning Plan and/or Capstone proposal. Formerly known as SBSC 402S.

Prerequisite(s): SBS 300, SBS 308, and SBS 309.

Corequisite(s): SBS 403.

SBS 403 ~ Senior Capstone Directed Reading II ~ 2 credits

Emphasizes the theory, method, and scope of the social and behavioral sciences. Involves the implementation of a yearlong project to familiarize students with a specific subdiscipline of the social and behavioral sciences as well as the appropriate contemporary and historical literature of the subdiscipline under study. Formerly known as SBSC 403.

Corequisite(s): SBS 402 or SBS 402S.

SBS 405 ~ Assessment Lab for Graduating Seniors ~ 1 credit

Students assemble and present evidence of completion of program requirements as determined by the approved Individualized Learning Plan. Participants meet with the academic advisor for directed research and mentorship. SBSC majors entering the second semester of the Senior Capstone curriculum must enroll in this course. Requires preapproved Individualized Learning Plan and Capstone project proposal. Formerly known as SBSC 405.

Prerequisite(s): SBS 300, SBS 302, SBS 308, and SBS 309.

SBS 436 ~ Advanced Geographic Information Systems (GIS) ~ 2-4 credits

Teaches advanced GIS skills and spatial modeling techniques. Emphasizes problems that are best solved in a raster environment, such as surface analysis and distance measurement. Upon successful completion of the course, students earn a nationally recognized GIS certificate in ArcView Spatial Analyst software. Formerly known as SBSC 436.

Prerequisite(s): SBS 327 or SBS 371.

SBS 450 ~ Congressional Internship: Administrative and Legislative Operations ~ 4 credits

Students are assigned to the office of a U.S. Representative who is a member of the California congressional delegation in Washington D.C. and spend a semester participating firsthand in American government. Participants examine administrative organization, methods, systems and procedures, problem solving, and systems analysis. Formerly known as SBSC 450.

SBS 451 ~ Congressional Internship: Communications and Politics ~ 4 credits

Students are assigned to the office of a U.S. Representative who is a member of the California congressional delegation in Washington D.C. and spend a semester participating firsthand in American government. Students examine political processes by which public policy is formulated, adopted, and implemented; political activity; election of public officials; and the political organization of government. Formerly known as SBSC 451.

SBS 452 ~ Congressional Internship: Leadership and Committee Structure of the House ~ 4 credits

Students are assigned to the office of a U.S. Representative who is a member of the California congressional delegation in Washington D.C. and spend a semester participating firsthand in American government. Participants examine the leadership of congressional committee operations and processes. Formerly known as SBSC 452.

SBS 453 ~ Congressional Internship: Budget and Appropriations Process ~ 4 credits

Students are assigned to the office of a U.S. Representative who is a member of the California congressional delegation in Washington D.C. and spend a semester participating firsthand in American government. Participants examine government budgets, budgetary process and analysis, inter-governmental fiscal relations, and monetary and fiscal policy. Formerly known as SBSC 453.

SBS 454 ~ Congressional Internship: The Role of the Press and its Relationship to the White House ~ 4 credits

Students are assigned to the office of a U.S. Representative who is a member of the California congressional delegation in Washington D.C. and spend a semester participating firsthand in American government. Students examine the nature, extent, and influence of the press on the nation's governmental process. Formerly known as SBSC 454.

SBS 473 ~ Congress & the Presidency: Panetta's Perspective on 30 Years in Washington ~ 2 credits

Taught by Leon Panetta, former California Congressman, House Budget Committee Chairman, OMB Director, and Chief of Staff to the President of the United States. Examines the relationships between the legislative and executive branches of government, the development and implementation of the federal budget, domestic and foreign policy, media issues, and political campaigns. Formerly known as SBSC 473.

SBS 475 ~ Fort Ord Historic Documents Project ~ 1-4 credits

A project-based exploration of the social history of Fort Ord. Students participate in the creation of an archive and virtual museum housed in the CSUMB Library. Activities include gathering letters, diaries, oral histories, photographs, and other documents and memorabilia from people who once lived on Fort Ord. Participants also inventory, catalog, and digitize the collected documents, and assist in building an online archive and museum. Formerly known as SBSC 475.

SBS 480 ~ Project Based Learning Lab: Ethnography in Mexico—The Querétaro Project ~ 4 credits

Focuses on the history, culture, and economy of Mexican peasant society, and mestizo-Indian interaction in Querétaro, Mexico. Complements the study opportunities in Querétaro, Mexico program for SBSC students. Formerly known as SBSC 480.

SBS 485 ~ Applied Research in Mexican Peasant Communities ~ 1-4 credits

Focuses on the field study of peasant communities in Mexico. Explores a variety of areas that are critical to peasant communities in the global age, including the impact of globalization on local economies, the formation of transnational cultural identities, and the revitalization and decline of local cultures. Students reside in at least one local community in the state of Querétaro and collect firsthand ethnographic field data, meeting as a group on a weekly basis to discuss their progress. Formerly known as SBSC 485.

SBS 495 ~ Special Topics: Geographic Information Systems ~ 2-4 credits

Covers specialized GIS techniques and applications. Possible topics include but not limited to GIS programming (Avenue, AML), Internet GIS, 3-D GIS, GPS, remote sensing and image processing. Formerly known as SBSC 495.

Prerequisite(s): SBS 327S or SBS 436.

SBS 550 ~ Congressional Internship: Administrative and Legislative Operations ~ 4 credits

Students are assigned to the office of a U.S. Representative who is a member of the California congressional delegation in Washington D.C. and spend a semester participating firsthand in American government. Participants examine administrative organization, methods, systems and procedures, problem solving, and systems analysis. Formerly known as SBSC 550.

SBS 551 ~ Congressional Internship: Communications and Politics ~ 4 credits

Students are assigned to the office of a U.S. Representative who is a member of the California congressional delegation in Washington D.C. and spend a semester participating firsthand in American government. Students examine political processes by which public policy is formulated, adopted, and implemented; political activity; election of public officials; and the political organization of government. Formerly known as SBSC 551.

SBS 552 ~ Congressional Internship: Leadership and Committee Structure of the House ~ 4 credits

Students are assigned to the office of a U.S. Representative who is a member of the California congressional delegation in Washington D.C. and spend a semester participating firsthand in American government. Participants examine the leadership of congressional committee operations and processes. Formerly known as SBSC 552.

SBS 553 ~ Congressional Internship: Budget and Appropriations Process ~ 4 credits

Students are assigned to the office of a U.S. Representative who is a member of the California congressional delegation in Washington D.C. and spend a semester participating firsthand in American government. Participants examine government budgets, budgetary process and analysis, inter-governmental fiscal relations, and monetary and fiscal policy. Formerly known as SBSC 553.

SBS 554 ~ Congressional Internship: The Role of the Press and its Relationship to the White House ~ 4 credits

Students are assigned to the office of a U.S. Representative who is a member of the California congressional delegation in Washington D.C. and spend a semester participating firsthand in American government. Students examine the nature, extent, and influence of the press on the nation's governmental process. Formerly known as SBSC 554.

SBS 597 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and total number of credit hours. Formerly known as SBSC 597.

Prerequisite(s): instructor consent.

SBS 600 ~ Continuing Education Assessment ~ 1-6 credits

Alternative assessment for graduate or undergraduate students continuing their education in this major. Content and structure determined by the instructor of record in concert with the individual students enrolled. Formerly known as SBSC 600.

SL 2005 ~ Introduction to Service in Multicultural Communities ~ 4 credits

Students learn about social justice and service through academic study and participation in local community service settings. Through exploration of identity, diversity, and social responsibility, students develop skills to be multicultural community builders. Requires a minimum of 30 hours of community service work in addition to class time. Service schedule is negotiated by the student and community partners. Each section has a specific service theme. See current course schedule for details.

(Offered every semester.)

SL 2015 ~ Introduction to Service in Multicultural Communities (Prearranged Service Learning) ~ 4 credits

Students learn about social justice and service through academic study and participation in local community service settings. Through exploration of identity, diversity, and social responsibility, students develop skills to be multicultural community builders. Requires a minimum of 30 hours of community service work in addition to class time. Service is accomplished during specific times scheduled as service learning labs. Each section has a specific service theme. See current course schedule for details. *(Offered every semester.)*

Corequisite(s): SL 201S

SL 201S ~ Service Learning Lab ~ 0 credits

Required lab for SL 201S. Students participate in prearranged community service activities for a minimum of 30 hours. *(Offered every semester.)*

Corequisite(s): SL 201S

SL 295S ~ Service Learning Leadership Training ~ 4 credits

Develops students' leadership capacities as community builders and effective service learning practitioners by deepening their understanding of themselves, the surrounding community, and service learning practice. Required training to participate in the Service Learning Institute's student leadership program. *(Offered fall semester.)*

Prerequisite(s): successful completion of at least one service learning experience, and instructor consent.

SL 300S ~ Service Learning Design and Pedagogy ~ 4 credits

Prepares students to design and lead service learning experiences. Students explore experiential education, theories of service and service learning, strategies for facilitation and effective teaching practice. A practical experience that involves students in leading service learning through community or classroom placements. Allows students to balance action with critical reflection on service learning practice. *(Offered fall semester.)*

Prerequisite(s): successful completion of at least one service learning experience.

SL 390S ~ Effective Tutoring Service Learning ~ 2 credits

Prepares students to tutor and mentor middle and high school youth in local schools. Students receive instruction on effective tutoring techniques to assist them in providing math and writing support on a one-on-one basis. Involves students in classroom observation and after-school tutoring. Course requires 3-5 hours of community service each week. *(Offered when interest warrants.)*

Prerequisite(s): participation in the Precollegiate Academic Development (PAD) Program, or PAD coordinator consent.

SL 394S ~ Service and Social Justice Service Learning ~ 1-4 credits

Students explore social movements in service and social justice to understand the linkages between these two avenues for community development and activism. Through their own service experiences, students analyze systemic elements that perpetuate oppression and injustice, and develop their own capacities as catalysts for change by engaging in meaningful and respectful community work. *(Offered spring semester.)*

Prerequisite(s): SL 300S, or instructor consent.

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SL 4915 ~ Advanced Topics in Service Learning and Civic Engagement ~ 4 credits

Students examine issues of justice, diversity, compassion, and social responsibility in the context of community service. Requires 3-5 hours of community service each week.

Prerequisite(s): instructor consent. (Offered when interest warrants.)

SL 4925 ~ Community Research Service Learning ~ 4 credits

Students work on research projects that are responsive to community needs in collaboration with community organizations. Requires 3-5 hours of community service each week. (Offered when interest warrants.)

Prerequisite(s): instructor consent.

SL 4975 ~ Service Learning Independent Study ~ 1-4 credits

Student and faculty member select topic of study and number of credits. Course requires 3-5 hours of community service each week. (Offered every semester.)

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. (Offered every semester.)

SPAN 101 ~ Section 99 ~ Beginning Spanish I Assessment ~ 4 credits

Alternative assessment for the first semester of Spanish. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in SPAN 101, 102, 201, and 202 concurrently, except for international students who may enroll only in SPAN 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in SPAN 101, 102, and 201, except for international students who may enroll only in SPAN 201 or 202.

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. (Offered every semester.)

Prerequisite(s): SPAN 101 or equivalent, or instructor consent.

SPAN 102 ~ Section 99 ~ Beginning Spanish II Assessment ~ 4 credits

Alternative assessment for the second semester of Spanish. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in SPAN 101, 102, 201, and 202 concurrently, except for international students who may enroll only in SPAN 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in SPAN 101, 102, and 201, except for international students who may enroll only in SPAN 201 or 202.

SPAN 103 ~ Beginning Intensive Spanish I & II ~ 8 Units

Intensive course designed for beginning students. Meets two hours per day for fifteen weeks. During the first hour, new material is presented and explained and skills practiced and assessed. During the second hour, students watch an episode of *Destinos*, and practice skills using CD-ROM and technology-mediated exercises. Two additional hours per week are required for working with video and audio tapes in the Language Labs. (Offered as interest warrants.)

SPAN 195 ~ Special Topics ~ 1-6 credits

Studies a particular topic in Hispanic language and/or culture.

Prerequisite(s): instructor consent.

SPAN 196 ~ Field Studies ~ 1-6 credits

Opportunity for independent field studies.

Prerequisite(s): instructor consent.

SPAN 197 ~ Independent Study ~ 1-6 credits

Allows lower-division students to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research. Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

SPAN 200 ~ Beginning Spanish Conversation ~ 4 credits

Introduces Spanish conversation to support, develop, and strengthen skills in Spanish oral communication. Implements extensive speaking practice using everyday experiences. (Offered as interest warrants.)

Prerequisite(s): SPAN 102.

SPAN 200S ~ Beginning Spanish Conversation Service Learning ~ 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. (Offered as interest warrants.)

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. Also available online. (Offered every semester.)

Prerequisite(s): SPAN 102 or equivalent, or instructor consent.

SPAN 201 ~ Section 99 ~ Intermediate Spanish I Assessment ~ 4 credits

Alternative assessment for the third semester of Spanish. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in SPAN 101, 102, 201, and 202 concurrently, except for international students who may enroll only in SPAN 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in SPAN 101, 102, and 201, except for international students who may enroll only in SPAN 201 or 202.

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. (Offered every semester.)

Prerequisite(s): SPAN 201 or equivalent, or instructor consent.

SPAN 202 ~ Section 99 ~ Intermediate Spanish II Assessment ~ 4 credits

Alternative assessment for the fourth semester of Spanish. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in SPAN 101, 102, 201, and 202 concurrently, except for international students who may enroll only in SPAN 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in SPAN 101, 102, and 201, except for international students who may enroll only in SPAN 201 or 202.

SPAN 203 ~ Intensive Intermediate SPAN I & II ~ 8 Units

An intensive intermediate-level Spanish course for highly motivated students who want to complete the equivalent of Spanish 201 and Spanish 202 in one semester. Our aim is to enable you to handle most survival language and cultural needs in a Spanish speaking context. You will be able to participate in short conversations; ask and answer questions; get into, through, and out of simple survival situations; handle routine social needs; and communicate with language. (Offered as interest warrants.)

Prerequisite(s): SPAN 102 or 103, or equivalent.

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. (Offered fall semester.)

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. (Offered as interest warrants.)

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. (Offered every fourth semester.)

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. (Offered fall semester.)

Prerequisite(s): SPAN 202 or equivalent.

SPAN 3015 ~ 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. (Offered once each academic year.)*

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. (Offered as interest warrants.)

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. (Offered every fourth semester.)

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. (Offered every fourth semester.)

Corequisite(s): SPAN 301 or instructor consent.

Span 305 ~ Spanish for the Professions ~ 4 units

Designed for students interested in developing a functional use of Spanish for the professions (business, education, law, medicine, social work, etc.), from a Hispanic cultural perspective. Students will have an opportunity to practice and develop their listening, speaking, reading, and writing skills. The Spanish speaking world will provide the cultural context, and the area of business the content area. (Offered every fourth semester.)

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. (Offered every fourth semester.)

Prerequisite(s): SPAN 202, SPAN 213, or instructor consent.

SPAN 307 ~ History and Politics of Mexico ~ 4 credits

Examines Mexico's history and its peoples from indigenous periods to the arrival of Europeans and Spanish colonization including the mission system and *rancherías* of California, New Mexico, and Colorado. Focuses on the independence movement and Mexico's relationship with the United States during westward expansion. Examines the 20th century by focusing on the Mexican Revolution and the factors which have resulted in continuous northern migration. Taught in English with Spanish readings for Spanish majors. (Offered every fourth semester.)

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. Also available online. (Offered every fall semester and online as interest warrants.)

Prerequisite(s): upper-division status recommended, or instructor consent.

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. Cannot be taken for credit if student has completed Spanish 306. (Offered every fourth semester.)

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. (Offered every fourth semester.)

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. (Offered as interest warrants.)

Prerequisite(s): upper-division status or instructor consent recommended.

SPAN 321 ~ Masterpieces in Hispanic Literature ~ 4 units

Reading and discussion of selected masterworks of literature as they reflect the historical, political, and social context of the Peninsular Spanish experience. Students will be introduced to reading and writing critically, and discussing both form and content within these works. All discussions will be carried out in Spanish. (Offered every fourth semester.)

Prerequisite(s): SPAN 304 or instructor consent.

SPAN 328 ~ Latina Life Stories in Comparative Context ~ 4 credits

Explores the themes of memory, migration, place, childhood, education, commitments to family and community, and the crossroads of identities in Latina lives. Compares Latina autobiographies to life, writing by other women of color. Examines the life stories of Latinas, in written or oral form, as they speak to experiences of being Chicana, Puertorriquea, Cubana, Dominicana, and Central/Sudamericana in the United States.

Requires successful completion of coursework that satisfies the ENGCOM ULR; a literature course from the literature and popular culture ULR is recommended.

SPAN 329 ~ Auto/biografias ~ 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. Requires successful completion of coursework that satisfies the ENGCOM ULR; and ability to speak, read, and 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. (Offered every fourth semester, and online as interest warrants.)

Prerequisite: upper-division status recommended, or instructor consent.

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. (Offered fall semester.)

Prerequisite(s): upper-division status recommended.

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SPAN 395 ~ Special Topics ~ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic center. May be repeated for credit when topics vary. Optional grading.

Registration restriction(s): WLC major and upper-division standing.

SPAN 396 ~ Field Studies ~ 1-6 credits

Individualizes student placement for in-depth field study.

Registration restriction(s): WLC major and instructor consent.

SPAN 397 ~ Independent Study ~ 1-6 credits

Allows upper-division students to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research. Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

SPAN 397S ~ Independent Study: Service Learning ~ 1-4 credits

Allows upper-division students to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research. Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

SPAN 425 ~ La Literatura Mexicana ~ 4 credits

Exposes students to Mexican literature from its indigenous and Hispanic origins to its more contemporary expressions. Examines and discusses representative authors from all literary periods. (Offered every fourth semester.)

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. (Offered every fourth semester.)

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. (Offered every fourth semester.)

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 Gonzalez. Examines the "Africanía" 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. (Offered every fourth semester.)

Prerequisite(s): SPAN 304 or instructor consent.

SPAN 497 ~ Independent Study ~ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic center. Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

SPAN 595 ~ Special Topics ~ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students must design a study proposal with appropriate faculty and obtain authorization from their academic center. May be repeated for credit when topics vary.

Prerequisite(s): instructor consent.

Registration restriction(s): WLC major and upper-division standing.

SPAN 596 ~ Field Studies ~ 1-6 credits

Individualizes student placement for in-depth field study.

Prerequisite(s): instructor consent.

Registration restriction(s): WLC major.

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): instructor consent.

Registration restriction(s): WLC major.

SPED 560 ~ (Level I) ~ Inclusionary Practices for Students with Special Needs ~ 3 credits

Provides participants with the required competencies to assist in teaching exceptional students, and information needed to meet federal and state mandates for serving children and youth with disabilities in schools. The course includes exploration of educational laws, IEPs, service delivery systems, modification of instructional methods, and assessment processes to support inclusion and mainstreaming of students with exceptionality in regular education environments. Fulfills state requirement for clear credential and MA in Education. (Offered fall and spring semesters, and summer session.)

SPED 560S ~ (Level I) ~ Inclusionary Practices w/Svc Learning ~ 1 credit

Usually taken as a corequisite with SPED 560. When taken concurrently it applies towards the Master of Arts in Education. (Offered fall and spring semesters, and summer session.)

SPED 561 ~ (Level I) ~ Reading Diagnosis & Pref Prac ~ 2 credits

Examines the fundamental structure of the English language and how to diagnose reading difficulties across the grades. Content covers how to analyze and assess reading problems for students with learning challenges and how to determine preferred practices using evidence-based programs and approaches. (Offered winter session.)

SPED 562 ~ (Level I) ~ Curr Dvlpmt/Pref Practices for Students with Mild-Severe Special Needs ~ 3 credits

Based on current research which introduces important contemporary issues, such as the relationship between identification, assessment, and program planning for students with moderate/severe disabilities. Covers formal and informal assessment, instructional strategies, curriculum design, and modifications which are relevant, age-appropriate and structured to ensure student success and independence in general education and other learner-centered environments. (Offered fall and spring semesters.)

SPED 564 ~ (Level I) ~ Formal/Infml Asmt/Dvrs Stu.Pop ~ 3 credits

Examines the role of formal and informal assessment in planning and implementing curriculum and instruction. Students learn how to interpret and use assessment information taking into consideration the unique personal, cultural, linguistic, educational, and environmental background of the individual. The course ties assessment to preferred instructional practices in order to meet the educational goals of the individual to ensure success at school, at home, and in the marketplace. (Offered fall and spring semesters.)

SPED 565 ~ (Level I) ~ Supv. Field Exp. - General Ed ~ 2 credits

Provides prospective special educators with opportunities to investigate how general educators plan, implement, modify, and monitor instruction. Students reflect on preferred practices, presentation skills appropriate to the core curriculum, and responsiveness to student needs and characteristics. (Offered winter and summer sessions.)

SPED 566 ~ (Level I) ~ Behavior Intervention/Support ~ 3 credits

Analyzes the policies and practices that assist teachers to develop and maintain positive learning environments for all students. Students learn about effective management approaches for students with learning and behavioral challenges. (Offered fall and spring semesters, and summer session.)

SPED 567 ~ (Level I) ~ Practicum/Prof Induction Plan ~ 5 credits

Emphasizes effective teaching practices, grouping strategies, behavioral planning, subject matter competency, curricular and instructional modifications, and collaboration. Student evaluations are based on an ability to develop individualized instructional plans based on assessments, teaching competency, including lesson design and implementation, management of the learning environment, and active collaboration with faculty peers. (Offered fall and spring semesters.)

SPED 568 ~ (Level I) ~ Meth Cul/Ling Diverse Students for Students with Mild-Severe Special Needs ~ 3 credits

Emphasizes a practical approach to the teaching and learning of listening, speaking, reading, and writing skills of students from culturally and linguistically diverse backgrounds. (Offered fall and spring semesters.)

SPED 680 ~ (Level II) ~ Induction/Plan ProGrowth/Asst ~ 1 credit

Development, implementation, and evaluation of the Professional Level II Induction Plan. Course assists candidates in working collaboratively with their university supervisor and district support provider in the development, implementation, and evaluation of the Induction Plan through advising and support activities. (Offered fall semester.)

SPED 681 ~ (Level II) ~ Adv Bev/Emotional/Env Support ~ 3 credits

Prepares teachers to work with students who have emotional and behavior problems. Topics covered include federal and proposed definitions, characteristics of various disorders, treatment models, assessment, strategies for managing problematic behaviors, academic instructional strategies, collaboration with mental health agency personnel, social skill instruction, methods for organizing materials, information for students, positive behavioral supports, crisis interventions, and issues for future consideration. (Offered spring semester.)

SPED 682 ~ (Level II) ~ Adv Assmt/Curricula Instruct ~ 3 credits

Candidates demonstrate the ability to adapt general education curriculum; use and evaluate a variety of group instructional strategies, such as cooperative learning and classwide peer tutoring; and design, implement, and evaluate instructional sequences for effective teaching of concepts, rules, and strategies in content areas. Each candidate demonstrates knowledge and skills in validated practices that maximize academic learning time, teacher-directed instruction, student success, and content coverage. (Offered spring semester.)

SPED 683 ~ (Level II) ~ Advanced Collab/Consultation ~ 3 credits

Assists the professional to develop effective communication skills required for successful collaboration with teachers, other school personnel, community professionals, parents, and paraeducators. The special education teacher/clinician role demands an ability to participate in problem solving with others, provide information about students with special needs to others, conduct meetings, collaborate with parents and other professionals, and supervise paraeducators. (Offered fall semester.)

SPED 684 ~ (Level II) ~ Cur/Emerg/Rsch/Policy/Practice ~ 3 credits

An advanced seminar for Master's Degree candidates to review and analyze literature related to issues in the field of special education. Students read and critique current articles in various fields including communication disorders, learning disabilities, bilingual learning handicaps, deaf and hearing impaired, blind and visually impaired, autism, traumatic brain injury, other health impaired, emotionally disturbed, mental retardation, and severe/profound handicapping conditions. (Offered fall semester.)

SPED 685 ~ (Level II) ~ Transition/Career Development ~ 1 credit

Provides the rationale for incorporating career education or academic training, vocational preparation, social skills instruction, and daily living skills into teaching practices from preschool to adult education so students are prepared for adult life. Offers opportunities to develop teaching units, strategies, and programs that can be utilized in special education programs. Class participants learn about functional vocational assessment, service learning, transition practices, self-determination skills, and self-advocacy. (Offered spring semester.)

SPED 689 ~ (Level II) ~ Induction/PlnProGrwth/Capstone ~ 1 credit

Candidates for the Level II Mild/Moderate Professional Clear Credential finalize their induction plan and demonstrate program competency through the presentation of a comprehensive professional portfolio.

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 computers for statistical calculations.

Prerequisite(s): satisfaction of the ELM requirement.

STAT 204 ~ Business Mathematics and Statistics ~ 4 credits

Designed to provide an overview of the basic mathematics skills and elementary statistical procedures used in business applications and applied research settings. Places special preparatory emphasis on the quantitative reasoning skills for entry to BUS 300 Major ProSeminar. Develops proficiency in the use of data in tables, graphs, and elementary descriptive statistical applications; linear correlation and regression models; probability theory and probability distributions; hypothesis testing and statistical inference; and computer techniques using software packages.

Prerequisite(s): college algebra or MATH 110.

STAT 205 ~ Statistics for Behavioral and Social Sciences~ 4 credits

Elementary statistical procedures used by researchers in the behavioral, health, and social science professions and other related disciplines. The theory of parametric and nonparametric distributions, statistical inference and power, linear correlation and regression, t-tests, and one-way analysis of variance. Introduces students to basic skills for using computers in statistical analyses.

Prerequisite(s): satisfaction of the ELM requirement.

STAT 250 ~ Applied Statistics for Science and Technology ~ 4 credits

Provides the models and methods used in a career in technology, engineering, and natural and biological sciences. Emphasizes the use of tables, graphs, and elementary descriptive statistical applications. Introduces statistical inferences through parameter estimation and regression modeling. Introduces students to the basic skills for using computers in statistical analyses.

Prerequisite(s): MATH 150 or instructor consent.

STAT 300 ~ Intermediate Statistics ~ 4 credits

Includes statistical analysis at the intermediate level; chi-square, analysis of variance, correlation and regression, and topics in experimental design; use of microcomputers for statistical calculations.

Prerequisite(s): elementary statistics or instructor consent.

STAT 301 ~ Mathematical Statistics ~ 4 credits

Probability models and statistical methods for analyzing data have become common practice. This class will attempt to provide a comprehensive introduction to those models and methods along with their theoretical backgrounds most likely to be encountered and used by students in their career in Science and Technology. This course will review introductory statistics and extend the scope of statistics into deeper theoretical aspects using mathematical statistics.

Prerequisite(s): Elementary Statistics, Calculus I, and Calculus II, or instructor consent.

STAT 310S ~ Statistics in Applied Learning Environments Service Learning ~ 2-6 credits

Instructs students in advanced statistical procedures and research analysis that are related to their work at Service Learning sites. Students must have a currently approved CSUMB community field study placement.

Prerequisite(s): SL 200; STAT 300 or equivalent, or instructor consent; concurrent or previous enrollment in intermediate statistics.

STAT 397 ~ Independent Study Undergraduate Level ~ 1-6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

STAT 400 ~ Applied Statistical Methods: Regression Analysis ~ 4 credits

Includes simple linear regression, multiple linear regression, variable selection techniques, stepwise regression, analysis of variance (one way and two way), multiple comparisons, random and fixed effects models, residual analysis, and computing packages.

Prerequisite(s): STAT 200 and STAT 301, or instructor consent.

STAT 597 ~ Independent Study Graduate Level ~ 1-6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

TAG 101 ~ Beginning Tagalog I Assessment ~ 4 credits

Alternative assessment for the first semester of Tagalog. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in TAG 101, 102, 201, and 202 concurrently, except for international students who may enroll only in TAG 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in TAG 101, 102, and 201, except for international students who may enroll only in TAG 201 or 202.

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TAG 102 ~ Beginning Tagalog II Assessment ~ 4 credits

Alternative assessment for the second semester of Tagalog. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in TAG 101, 102, 201, and 202 concurrently, except for international students who may enroll only in TAG 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in TAG 101, 102, and 201, except for international students who may enroll only in TAG 201 or 202.

TAG 201 ~ Intermediate Tagalog I Assessment ~ 4 credits

Alternative assessment for the third semester of Tagalog. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in TAG 101, 102, 201, and 202 concurrently, except for international students who may enroll only in TAG 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in TAG 101, 102, and 201, except for international students who may enroll only in TAG 201 or 202.

TAG 202 ~ Intermediate Tagalog II Assessment ~ 4 credits

Alternative assessment for the fourth semester of Tagalog. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in TAG 101, 102, 201, and 202 concurrently, except for international students who may enroll only in TAG 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in TAG 101, 102, and 201, except for international students who may enroll only in TAG 201 or 202.

TAT 203 ~ Pre-Production Research Methods ~ 1 unit

Seminar class addresses creative concept development and feasibility assessment of ideas. (Offered fall semester.)

TAT 204 ~ Pre-Production Planning Process ~ 1 unit

Seminar class outlines planning process, roles, tasks, timelines, budgets, and deliverables. (Offered fall semester.)

TAT 205 ~ Production Management ~ 1 unit

Seminar class outlines production management role, responsibilities, and tasks. (Offered fall semester.)

TAT 206 ~ Marketing Strategies ~ 1 unit

Seminar class provides overview of marketing, promotions, and press planning and execution. (Offered fall semester.)

TAT 207 ~ Distribution Research Methods ~ 1 unit

Seminar class examines distribution research resources and opportunities for local and global reach with a focus on an entrepreneurial approach. (Offered spring semester.)

TAT 208 ~ Business Fundamentals for Creative Producers ~ 1 unit

Seminar class provides overview of general business skills for creative production, such as not-for-profit and contractor status, contracts, etc. (Offered spring semester.)

TAT 213 ~ The New Cinema ~ 1 unit

Survey course examines the impact of digital and networked technology on cinematic narrative. (Offered fall semester.)

TAT 214 ~ 21st Century TV ~ 1 unit

Survey course examining contemporary formats in popular TV, such as the reality TV genre, innovative production techniques, and programming formats. (Offered fall semester.)

TAT 215 ~ Alternative Radio ~ 1 unit

Survey course examines current topics in radio production existing outside a corporate scope, such as pirate radio for political rights, or independent production online. (Offered fall semester.)

TAT 216 ~ Between Movies and Games ~ 1 unit

Survey course examines the relationship between movies and gaming and its impact on popular narrative. (Offered fall semester.)

TAT 217 ~ Emerging Global Ecologies of Production ~ 1 unit

Survey course examines the role of networked and global communication on narrative production. (Offered spring semester.)

TAT 218 ~ Self, Other and Electronic Media ~ 1 unit

Survey course examines the relationship of viewers and users to electronic media and contemporary social and cultural development. (Offered spring semester.)

TAT 223 ~ DVD Distribution Workshop ~ 2 units

Intensive workshop course provides basic production skills in DVD distribution. Students learn to output existing content on DVD for simple playback. Prep for TAT420. (Offered fall semester.)

TAT 225 ~ Web Distribution Workshop ~ 2 units

Intensive workshop course provides basic production skills in Web distribution. Students learn to prepare and deliver video for broadband distribution. Prep for TAT320, and TAT321. (Offered fall semester.)

TAT 231 ~ Movie Mania! ~ 4 credits

Repeatable survey course. Explores film genres by theme that may change each semester, e.g. rock 'n roll cinema, film noir, gangster movies, spaghetti westerns (check BANNER each semester for specific topics). Classic films screened in large-screen 35mm format, 16mm, DVD, laserdisc, or VHS. Course outcomes foster independent, critical perspectives on the films viewed, and help students develop a deepened understanding and appreciation of the art and craft of filmmaking.

TAT 300 ~ Teledramatic Major ProSeminar/Ethics ~ 4 credits

Foundation course for TAT majors to outline requirements in the TAT major needed for successful graduation. Addresses ethical issues in teledramatic fields, including the role of intellectual property rights, morality/censorship, privacy, free expression, and the power of teledramatic work on audiences. Emphasizes writing, reading, and critical thinking in the field of teledramatics.

TAT 309 ~ Fundamentals of Production Lighting ~ 2 credits

Students learn basics of production lighting design. Basic principles of light. Includes script analysis, basic 3 point lighting, fill, key, differences between perceived (live, stage) light, and recorded light (video, film). Addresses various formats including lighting production for video, film, theatre. (Offered spring semester.)

Prerequisite(s): TAT 337.

TAT 310 ~ Fundamentals of Production Sound ~ 2 credits

Students learn basics of production sound design. Includes script analysis, recording of original sound, and acquisition of existing audio; introduces Foley production. Addresses various formats including sound postproduction for video, film, theatre, and new media. (Offered fall semester.)

Prerequisite(s): TAT 337.

TAT 315 ~ Visual Design ~ 4 credits

Introduction to spatial and temporal visual design. Includes fundamentals of graphic design and aesthetic principles. Outlines basic visualization techniques, and spatial and temporal design communication. Introduces art and creative direction, and set and production design. (Offered fall semester.)

Prerequisite(s): CST 228.

TAT 320 ~ Introduction to New Media ~ 4 credits

Study of select history, theory, and practice. Introduces narrative principles of interactivity, non-linearity, and the role of networks in new media. Students learn to create and distribute moving image narratives online, including web video and 2D animation. (Offered fall semester.)

Prerequisite(s): CST 201.

TAT 321 ~ New Media Production ~ 4 credits

Project based course focuses on select aspects of new media production, such as web video, 2D animation, interactive storytelling, and experimental narrative. Students develop aesthetic and technical skills of conceiving, producing, and distributing Internet-based narratives. May address audio/video, still image, coding, networks, and portable devices. (Offered spring semester.)

Prerequisite(s): TAT 320, TAT 337.

TAT 330 ~ Introduction to Storytelling ~ 4 credits

Introduces fundamental concepts of storytelling and how to create teledramatic ideas and content. Students explore various story forms using sound, image, and text to investigate the critical storytelling components of character, plot, action, theme, metaphor, dramatic structure, spectacle, language, rhythm, and audience.

Prerequisite(s): TAT 234 or concurrent enrollment.

TAT 332S ~ Theatre for Teaching Service Learning ~ 4 credits

This service learning course works with a community grade school to introduce theatre principles and tools into classroom education to help teachers of young people make learning more creative, alive, interactive, and fun. Using theatre games, improvisations, story dramatizations, and creative dramatics, student collaborative groups produce plays that stretch their imaginations and their problem-solving skills. (Offered fall semester.)

TAT 333 ~ World Film History I: The Early Years ~ 4 credits

Offers a global, historical overview of narrative content and structure, production techniques, audience, and distribution, focusing on the early years (1895-1945). Screens a variety of rare and popular films, focusing on the artistic, historical, social, and cultural contexts of film production. Students develop critical thinking skills and address issues of popular culture, including race, class, gender, and equity. (Offered fall semester of even years.)

TAT 334 ~ Introduction to Teledramatic Arts ~ 4 credits

Defines teledramatic philosophies and concepts, and presents examples of teledramatic creative processes, artistic works, and career opportunities in the fields of entertainment, global communication, and entrepreneurial production. The gateway to understanding the innovations of TAT's unique, integrated training and convergence.

TAT 336 ~ World Film History II: Contemporary Era ~ 4 credits

Offers a global, historical overview of narrative content and structure, production techniques, audience, and distribution, focusing on the contemporary era (1946-2001). Screens a variety of rare and popular films, focusing on the artistic, historical, social, and cultural contexts of film production. Students develop critical thinking skills and address issues of popular culture, including race, class, gender, and equity. (Offered spring semester of odd years.)

TAT 337 ~ Introduction to Video/TV Production ~ 2 credits

Introduces the basic theory, concepts, and practice of video and television production, both in the studio and in the field. Students learn skills in camera operation, lighting, audio, and editing, to produce various video/TV productions.
Corequisite(s): TAT 337L.

TAT 337L ~ Introduction to Video/TV Production Lab ~ 2 credits

Required lab course for TAT 337.
Corequisite(s): TAT 337.

TAT 338 ~ Introduction to Radio ~ 4 credits

Introduces the history, theory, and practice of both broadcast and Internet radio in today's global society. Includes the study of the history, uses, and current status of radio and Internet audio throughout the world. Students learn the basics of audio production, including field and studio production, internet streaming, nonlinear editing, research, and interviewing skills. (Offered fall semester.)

TAT 339 ~ Advanced Video Production ~ 2 credits

A project-based course in advanced video production. Focuses on professional application of production skills and techniques, including proposal writing, production management, and postproduction arrangements. Projects include commercials, public service announcements, and TV show inserts for the university and community. Includes Betacam certification. (Offered spring semester.)
Prerequisite(s): TAT 204, TAT 205, TAT 337.
Corequisite(s): TAT 339L.

TAT 339L ~ Advanced Video Production Lab ~ 2 credits

Required lab course for TAT 339. (Offered spring semester.)
Corequisite(s): TAT 339.

TAT 340 ~ Script Writing ~ 4 credits

An overview of the script writing process focusing on the basics of dramatic writing across teledramatic disciplines. Provides preparation for documentary and narrative, short-format screenwriting and stage plays. Requires extensive reading and creative writing.
Prerequisite(s): TAT 330, TAT 334.

TAT 341 ~ Directing for the Camera ~ 2 credits

Teaches the tools of the narrative film/video director's art. Working in small production groups, students learn to break down scripted material in order to prepare to shoot dramatic scenes and sequences on camera. Students learn techniques for working with actors on camera. Applies production planning and management skills. (Offered spring semester.)
Prerequisite(s): TAT 204, TAT 205, TAT 337.
Corequisite(s): TAT 341L.

TAT 341L ~ Directing for the Camera Lab ~ 2 credits

Required lab course for TAT 341. (Offered spring semester.)
Corequisite(s): TAT 341.

TAT 350 ~ World Theatre History ~ 4 credits

Studies the distinctive traditions, practices, and rituals of theatre making by people around the world in a historical context. Students examine how various cultures explore concepts of illusion and reality and the question of what it means to be human by creating a particular form of theatre. Involves lectures, discussions, performance workshops, video screenings, attendance at theatre performances, research assignments, and exploration of each student's theatrical imagination. (Offered fall semester of odd years.)

TAT 351 ~ Voice Production and Speech for the Teledramatic Actor ~ 2 credits

Training in the principles of effective vocal production and articulation for performing actors on stage, in broadcasting, and before the camera. Involves exercises designed to free the natural voice: removing tension, increasing resonance, facilitating breathing response, and maximizing effectiveness of speech. (Offered spring semester.)

TAT 352 ~ Theatre as Social Action ~ 4 credits

A lecture/demonstration course featuring vital theatres whose work is engaged in living community interaction; work which serves as a galvanizing agent for social and political activism. Includes guest speakers, video and live presentations of theatrical work. Explores how to entertain, instruct, and catalyze change. Students research, create, and perform their own theatre as social action. (Offered spring semester.)

TAT 355 ~ The Actor's Process ~ 4 credits

Provides fundamental concepts and techniques of performing. An essential foundation for anyone wanting to act on stage and for the camera. Involves acting exercises, scene work, monologues, theatre games, reading, text analysis, and processes for creating character and creating a role. Also essential for those needing to know how to work with actors, directors, and producers of theatre, film, television, and radio.

TAT 361 ~ Introduction to Nonlinear Editing ~ 4 credits

Students learn digital nonlinear editing and the concepts of digitizing, editing, and outputting content using industry-standard software packages. Includes script analysis and working with directors. Applies techniques and principles for editing various types of projects including music video, documentary, and narrative.
Prerequisite(s): TAT 315 or 340, TAT 330, TAT 337.

TAT 374 ~ Introduction to Film Production ~ 4 credits

Students learn how to work with 16mm motion picture film, including how to operate professional synch and non-synch 16 cameras, film lighting, and film equipment. Students write and shoot several exercises and short films during the semester. (Offered fall semester.)
Prerequisite(s): TAT 315 or 340, TAT 330, TAT 337.

TAT 375 ~ Advanced Film Production ~ 4 credits

Students refine skills with an emphasis on exploring and developing cinematic style. Synch sound short films produced in class. (Offered spring semester.)
Prerequisite(s): TAT 374.

TAT 376 ~ Documentary Filmmaking: Theory and Production ~ 4 Credits

Combines study of documentary history, theory, and practice. Students learn how to plan, organize, and produce documentaries. Students produce a short documentary on video. (Offered fall semester.)
Prerequisite(s): TAT 315 or 340, TAT 330, TAT 337.

TAT 380 ~ Creative Lab ~ 4 credits

Select project is researched, developed, produced, and distributed through one or two semesters of this repeatable course. Integrates teledramatic concepts of convergence, integration, and digital distribution. Investigates cross-disciplinary media production. (Offered spring semester.)
Prerequisite(s): TAT 320, TAT 337, and instructor consent.

TAT 388 ~ Advanced Radio Production and Internet Streaming ~ 4 credits

Produces content for broadcast on KAZU public radio and OtterStream. Includes live studio talk shows, live music programs, radio theatre, and weekly internet DJ programming. Students learn field and studio production, nonlinear editing, on-air vocal techniques, and radio administration. (Offered spring semester.)
Prerequisite(s): TAT 338.

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TAT 390 ~ Introduction to Theatre Performance ~ 4 credits

For actors performing in professionally directed plays on the World Theatre stage, student productions, staged readings, and teledramatic projects. (Offered fall semester.)

Prerequisite(s): TAT 355.

TAT 391 ~ Introduction to Technical Theatre ~ 4 credits

Provides overview of technical and production support for live productions, capstones, staged readings, and projects produced by TAT. Provides experience in supporting, mounting, and crewing productions. Introduction to set design and construction, lighting design, props, makeup, sound design, crewing shows as stage hands, stage management, production assisting, production organization, and related technical support areas. (Offered fall semester.)

Prerequisite(s): TAT 355.

TAT 392 ~ Advanced Theatre Production—Acting ~ 4 credits

For experienced students of acting, performing in live teledramatic and screen productions, capstone projects, staged readings, and projects performed by TAT. (Offered spring semester.)

Prerequisite(s): TAT 390.

TAT 393 ~ Advanced Theatre Production—Technical ~ 4 Credits

Provides the technical and production support for live teledramatic productions, capstone productions, staged readings, and projects performed by TAT. (Offered spring semester.)

Prerequisite(s): TAT 391.

TAT 394 ~ Advanced TV Studio Production ~ 4 credits

Focuses on the production and broadcast of various types of studio TV programming such as talk show, drama, and situation comedy. Students collaborate with other courses to develop content, then produce, crew, edit, and broadcast programming on the TAT channel. (Offered fall semester.)

Prerequisite(s): TAT 204, TAT 205, TAT 337.

TAT 395 ~ Special Topics ~ 1-6 credits

Project based course developing and producing content in collaboration with other courses, the community, university, or others.

Prerequisite(s): TAT 337 and instructor consent.

TAT 397 ~ Independent Study ~ 1-6 credits

Student proposed course of study on select topic in Teledramatic Arts and Technology as part of an approved Individualized Learning Plan.

Prerequisite(s): instructor consent.

TAT 398 ~ The Art of Producing/Presenting ~ 4 credits

Students receive experience in the basics of presenting, promoting, and distributing teledramatic events (film festivals, Internet streaming of TV, radio, and theatre productions). Students are required to select, coordinate, supervise, and facilitate all aspects of teledramatic presentation, including leading a lecture and discussion.

Prerequisite(s): TAT 206, TAT 207.

TAT 399S ~ Teledramatic Arts and Technology in the Community, Service Learning ~ 4 credits

Working with community-based organizations, students participate in service activities or projects with external communities and integrate the service experience with specific outcomes, written reflections, discussion, and evaluation. (Offered spring semester.)

Prerequisite(s): TAT 337

TAT 420 ~ DVD Authoring and Production ~ 4 credits

Students learn the basic DVD authoring and production process, including principles of interface design for still and motion menu authoring, audio and video encoding, and disc burning. (Offered spring semester.)

Prerequisite(s): CST 228, TAT 315.

TAT 421 ~ Motion Graphics ~ 4 credits

Students learn the motion graphics design and production process, including principles of spatial and temporal graphic design as seen in film titles, TV graphics, and broadband content. Introduces compositing and special effects techniques. (Offered fall semester.)

Prerequisite(s): CST 228, TAT 315

TAT 422 ~ Animation for Teledramatic Production ~ 4 credits

Short format, animated film production. Course developing aesthetic and technical skills to manipulate live-action video and produce vector animation. Includes delivery to Internet, film/video, and broadcast. (Offered spring semester.)

Prerequisite(s): TAT 315, TAT 320.

TAT 435 ~ Digital Studio Production ~ 2 credits

Focuses on media support of digital studio productions, broadcasts, and live performances. Students learn advanced techniques such as live compositing, live fiber transmission and switching, computer projection, site-specific support, etc. Configures multimedia playback systems. Operates and maintains TAT networked lab.

TAT 437 ~ Digital Studio Distribution ~ 2 credits

Focuses on the programming and distribution (broadcast, streaming) of digital studio productions. Students are assigned to review, select, and prepare programming; develop programming schedule; and operate and maintain TAT communications (cable channel, Internet stream).

Prerequisite(s): TAT 337 and TAT 339.

TAT 440 ~ Intermediate Scriptcraft ~ 4 credits

Provides intensive editorial review and revision techniques for original scripts or teledramatic adaptations which are already in first draft form. Students learn the rewrite process and work to develop their drafts into finished scripts, ready for production. (Offered spring semester.)

Prerequisite(s): TAT 340.

TAT 455 ~ Advanced Acting ~ 2 credits

Provides advanced study of and practice in the actor's process and includes such elements as style, movement, advanced text work, and acting for the camera. (Offered spring semester.)

Prerequisite(s): TAT 391.

TAT 457 ~ Directing for the Stage ~ 4 credits

Practical aspects of stage direction, involving choice of material for production, budget management, script analysis, auditions, and casting. Practice in the evolution of a production concept from idea to performance: Early collaboration with a production team, building the rehearsal schedule, fundamentals of composition, movement, stage business, and characterization. (Offered fall semester.)

Prerequisite(s): TAT 391.

TAT 461 ~ Advanced Non-Linear Editing ~ 4 credits

Students learn form, style, pacing, and advanced techniques in editing including titles and effects work, and output in various formats. (Offered spring semester.)

Prerequisite(s): TAT 361.

TAT 490 ~ Capstone Preproduction and Portfolio Development ~ 4 credits

Capstones are productions that demonstrate the culmination of learning while studying at TAT, and mastery of TAT's five Major Learning Outcomes (MLOs). Students undertake a substantial role on a capstone in their area of concentration, prepare a Capstone Portfolio, and complete the preproduction phase.

Prerequisite(s): instructor consent.

TAT 491 ~ Capstone Completion and Portfolio Assessment ~ 4 credits

Students complete the Capstone project as conceived and planned in TAT 490. Students complete the TAT MLO processes of production, postproduction, and distribution. Completed projects are presented to the public at the TAT Capstone Festival.

Prerequisite(s): TAT 490.

THAI 101 ~ Beginning Thai I Assessment ~ 4 credits

Alternative assessment for the first semester of Thai. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in THAI 101, 102, 201, and 202 concurrently, except for international students who may enroll only in THAI 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in THAI 101, 102, and 201, except for international students who may enroll only in THAI 201 or 202.

THAI 102 ~ Beginning Thai II Assessment ~ 4 credits

Alternative assessment for the second semester of Thai. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in THAI 101, 102, 201, and 202 concurrently, except for international students who may enroll only in THAI 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in THAI 101, 102, and 201, except for international students who may enroll only in THAI 201 or 202.

THAI 201 ~ Intermediate Thai I Assessment ~ 4 credits

Alternative assessment for the third semester of Thai. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in THAI 101, 102, 201, and 202 concurrently, except for international students who may enroll only in THAI 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in THAI 101, 102, and 201, except for international students who may enroll only in THAI 201 or 202.

THAI 202 ~ Intermediate Thai II Assessment ~ 4 credits

Alternative assessment for the fourth semester of Thai. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in THAI 101, 102, 201, and 202 concurrently, except for international students who may enroll only in THAI 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in THAI 101, 102, and 201, except for international students who may enroll only in THAI 201 or 202.

TURK 101 ~ Beginning Turkish I Assessment ~ 4 credits

Alternative assessment for the first semester of Turkish. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in TURK 101, 102, 201, and 202 concurrently, except for international students who may enroll only in TURK 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in TURK 101, 102, and 201, except for international students who may enroll only in TURK 201 or 202.

TURK 102 ~ Beginning Turkish II Assessment ~ 4 credits

Alternative assessment for the second semester of Turkish. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in TURK 101, 102, 201, and 202 concurrently, except for international students who may enroll only in TURK 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in TURK 101, 102, and 201, except for international students who may enroll only in TURK 201 or 202.

TURK 201 ~ Intermediate Turkish I Assessment ~ 4 credits

Alternative assessment for the third semester of Turkish. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in TURK 101, 102, 201, and 202 concurrently, except for international students who may enroll only in TURK 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in TURK 101, 102, and 201, except for international students who may enroll only in TURK 201 or 202.

TURK 202 ~ Intermediate Turkish II Assessment ~ 4 credits

Alternative assessment for the fourth semester of Turkish. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in TURK 101, 102, 201, and 202 concurrently, except for international students who may enroll only in TURK 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in TURK 101, 102, and 201, except for international students who may enroll only in TURK 201 or 202.

VIET 101 ~ Beginning Vietnamese I Assessment ~ 4 credits

Alternative assessment for the first semester of Vietnamese. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in VIET 101, 102, 201, and 202 concurrently, except for international students who may enroll only in VIET 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in VIET 101, 102, and 201, except for international students who may enroll only in VIET 201 or 202.

VIET 102 ~ Beginning Vietnamese II Assessment ~ 4 credits

Alternative assessment for the second semester of Vietnamese. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in VIET 101, 102, 201, and 202 concurrently, except for international students who may enroll only in VIET 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in VIET 101, 102, and 201, except for international students who may enroll only in VIET 201 or 202.

VIET 201 ~ Intermediate Vietnamese I Assessment ~ 4 credits

Alternative assessment for the third semester of Vietnamese. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in VIET 101, 102, 201, and 202 concurrently, except for international students who may enroll only in VIET 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in VIET 101, 102, and 201, except for international students who may enroll only in VIET 201 or 202.

VIET 202 ~ Intermediate Vietnamese II Assessment ~ 4 credits

Alternative assessment for the fourth semester of Vietnamese. Freshmen and sophomore transfers attempting to satisfy the Language ULR through assessment must enroll in VIET 101, 102, 201, and 202 concurrently, except for international students who may enroll only in VIET 202. Junior and senior transfers attempting to satisfy the Language ULR through assessment, must enroll in VIET 101, 102, and 201, except for international students who may enroll only in VIET 201 or 202.

VPA 195 ~ Special Topics ~ 1-4 credits

Studies a particular topic in the visual and public art major. May be repeated for credit when topics vary. (Offered only as interest warrants.)
Prerequisite(s): instructor consent.

VPA 196 ~ Field Studies ~ 1-4 credits

Field Studies opportunities. Topics of study, as well as number of credits, arranged between student and faculty member.
Prerequisite(s): instructor consent. (Offered only as interest warrants.)

VPA 197 ~ Independent Study ~ 1-4 credits

Independent study opportunities. Topics of study, as well as number of credits, arranged between student and faculty member. (Offered only as interest warrants.)
Prerequisite(s): instructor consent.

VPA 210 ~ Art & Society ~ 4 credits

Examines the artist as a catalyst for social change throughout history and across diverse cultures. Designed particularly for freshmen and sophomores, introduces students to an understanding of art and artists through the ages of historic context. Learning takes place through slide lecture, vigorous classroom dialogue, fieldtrips, and selected readings and videos. (Offered fall semester.)

VPA 215 ~ Beginning Drawing ~ 4 credits

Introduces entering VPA students to the fundamentals of drawing, including line, perspective, composition, and beginning drawing skills. (Offered fall semester.)

VPA 220 ~ Museum Studies ~ 4 credits

Through a service learning approach, students examine museums' function to represent history and culture in a way that shapes the public's concept of itself, its origins, and its values. Topics include politics and ethics of museum interpretation. Class time divided between university setting and hands-on internships in local museums where students learn basic operation skills, conservation application, exhibit content, design, and interpretation. Offers an opportunity for students to begin resume development in the museum field. (Offered fall and spring semesters.)

VPA 300 ~ Major ProSeminar ~ 4 credits

Helps students acquire and develop knowledge, skills, and understanding needed to fulfill major-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 to assist them in completing their Individualized Learning Plan. (Offered fall semester.)
Registration restriction(s): VPA majors only.

VPA 301 ~ Two-Dimensional Fundamentals of Painting and Drawing ~ 4 credits

Students learn the fundamentals of drawing and painting including line, perspective, color theory, and beginning drawing skills. Students work individually and collaboratively, and participate in class critiques. (Offered fall and spring semesters.)

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VPA 302 ~ Visiting Artists Series ~ 2 credits

Students have opportunities to meet with visiting artists. Requires attending a minimum of three evening artist lectures, and developing artists' profiles and written summary essays. (Offered fall and spring semesters.)

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. (Offered fall and spring semesters.)

VPA 304 ~ Advanced Painting and Mural ~ 6 credits

Students study painting to develop individual portfolio, and team and large-scale collaborative class projects. Students work in a variety of materials and learn techniques for both studio painting and public art works. Students discuss contemporary issues in painting and site-specific art, and participate in the class critique process. (Offered fall and spring semesters.)
Prerequisite(s): VPA 301 and 303.

VPA 305 ~ Media Analysis ~ 4 credits

Students develop skills of media analysis. Emphasis placed on the analysis of media representations and ethical approaches to socio-media. Media include digital advertising, Internet, music videos, and popular culture materials influencing perception and identity. Provides theoretical approaches to a hands-on model of analysis and media intervention. (Offered fall semester.)

VPA 306S ~ Large Scale Digital Mural Workshop Service Learning ~ 4 credits

Students work with a digital approach to mural and public art project development including analysis of sites, conceptualization and collaboration using current imaging software. Students work in collaboration with specific communities to develop digital images. (Offered fall and spring semesters.)

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. (Offered spring semester.)

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. (Offered fall and spring semesters.)

VPA 309 ~ Media and Materials ~ 2 credits

Offers students a chance to learn skills in a variety of media including in welding, lighting, ceramics and woodworking. Guest artists give demonstrations as well. (Offered spring semester of odd years.)

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. (Offered spring semester.)

VPA 312 ~ Visual Arts for Teaching ~ 4 credits

Helps prepare teachers and others in the visual arts education field with lesson plans developed in conjunction with VPA projects, visiting artists, and museum arts education models. (Offered fall and spring semesters.)

VPA 313 ~ Regional Art History ~ 4 credits

Traces the arts and culture development of the Monterey Bay region. Emphasizes cultural groups, artists, and arts groups as well as popular cultures that are unique to the natural and human landscape of the region. Hands-on research, guest lectures, films, fieldtrips, and guest artists. (Offered spring semester.)

VPA 314 ~ Modernism-Postmodernism ~ 4 credits

Examines visual culture and its manifestations in art, architecture, media, and popular culture. Students work with text and visual materials applying theories of race and post-colonialism, semiotics, anthropology, gender construction, and feminism identity politics and cultural hybridity. Topics include histories of urban development, industrialization, world fairs and expositions, cultural appropriation, neo-colonialism and mass media spectacle. (Offered fall semester.)

VPA 315 ~ Life Drawing ~ 4 credits

Provides beginning and intermediate drawing skill 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. (Offered spring semester.)

VPA 316 ~ Photography as Art ~ 2 credits

Emphasizes photography as a means of artistic expression with a primary focus on photography as a means of image making much like other artistic mediums, e.g. painting, drawing, sculpture, and installation. Students study the technical, compositional, and conceptual elements of photography as a visual language as well as gain an understanding of the history and uses of photography from the mid-19th century to contemporary photographic practice. (Offered fall and spring semesters.)

Corequisite(s): VPA 316L.

VPA 316L ~ Photography as Art Lab ~ 2 credits

Students gain hands-on darkroom technique and practice through demonstrations and exercises on a weekly basis. Subject to applied lab fees for chemical and darkroom supply usage. (Offered fall and spring semesters.)

Corequisite(s): VPA 316.

VPA 317S ~ Community Research Service Learning ~ 4 credits

Students employ a combination of community organizing and art strategies to analyze and understand the situation of youth in several towns immediately adjacent to the CSUMB campus. Students work in teams assigned to a specific town, and produce cultural maps of existing resources and opportunities for art activities. (Offered spring semester.)

VPA 319 ~ Chicana/o Art History: Image, Ideology and Iconography ~ 4 credits

Provides students with a critical view of the history of Chicana/o art focusing on El Movimiento and its contemporary manifestations in art and culture. Addresses issues of cultural reclamation, public space, gender and sexuality, and rural/urban migration. Students apply strategies of iconographic and media analysis to visual materials. (Offered spring semester.)

VPA 320S ~ Museum Foundation Studies Service Learning ~ 4 credits

Through a service learning approach, students examine museums' function to represent history and culture in a way that shapes the public's concept of itself, its origins, and its values. Topics include politics and ethics of museum interpretation. Class time divided between university setting and hands-on internships in local museums where students learn basic operation skills, conservation application, exhibit content, design, and interpretation. Offers an opportunity for students to begin resume development in the museum field. (Offered fall and spring semesters.)

VPA 322 ~ Print and Media ~ 2 units

Combines traditional and contemporary modes of printmaking and media production. Emphasizes the integration of Media Literacy with the practical hands-on knowledge of digital and traditional printmaking techniques. Printing and imaging processes covered include digital imaging in combination with etching, woodcut, letterpress, and photographic techniques. (Offered spring semester of even years.)

VPA 396 ~ Field Studies ~ 1-4 credits

Provides students opportunities for independent work in the field with professional artists and includes visiting artist projects. (Offered only as interest warrants.)

Prerequisite(s): instructor's consent.

VPA 397 ~ Independent Study ~ 1-4 credits

Students pursue work in forms of public art including murals, installations, and performances, under the tutelage of practitioners in the field. Offers longterm project advisement and offsite project involvement. Note: students may enroll by faculty arrangement for critique or consultation on specified projects. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

VPA 401 ~ Installation Art and Performance ~ 4 credits

Interdisciplinary focus on the use of light in art, outdoor public art installations, and contemporary performance both on and off the CSUMB campus. Each semester brings new and exciting projects that utilize both individual and collaborative working methodologies. (Offered spring semester.)

VPA 403 ~ Advanced Sculpture and Three Dimensional Design ~ 6 credits

Students pursue individual and team projects in large-scale public art using a variety of materials including wood, metal, light, and organic substances. Students develop skills in wood construction, welding, metal connections, and mixed media fabrication. Class also creates projects on and off campus. (Offered fall semester.)

VPA 405 ~ Senior Capstone ~ 4 credits

Allows students to design, curate, and present their own senior exhibition/project as a display of their cumulative learning in the major. Exhibitions may take place in a community setting within their public art focus; two semester's required in major. (Offered fall and spring semesters.)

Registration restriction(s): VPA majors only.

VPA 495 ~ Special Topics ~ 1-4 credits

Specialized study for a particular topic in visual and public art. May be repeated for credit when topics vary. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

VPA 497 ~ Independent Study: Assessment Portfolio Review ~ 4-6 credits

Assessment study for student portfolio review, please contact the academic program office for further information. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

VPA 497S ~ Independent Study Service Learning ~ 4 credits

Independent study in service learning to be determined by student in collaboration with the Institute of Visual and Public Art. Contact the academic program office for further information. (Offered only as interest warrants.)

Prerequisite(s): instructor consent.

VPA 595 ~ Special Topics ~ 1-6 credits

Independent studies in upper division level. Focus determined by student in collaboration with the Institute of Visual and Public Art. Contact the academic program office for further information. (Offered only as interest warrants.)

Registration restriction(s): graduate students only; instructor consent required.

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. (Offered only as interest warrants.)

Registration restriction(s): graduate students only; instructor consent required.

VPA 597 ~ Independent Study ~ 1-6 credits

Students pursue work in forms of public art including murals, installations, and performances, under the tutelage of practitioners in the field. Offers longterm project advisement and offsite project involvement. Note: students may enroll by faculty arrangement for critique or consultation on specific projects. (Offered only as interest warrants.)

Registration restriction(s): graduate students only; instructor consent required.

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. (Offered fall semester.)

Registration restriction(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): instructor consent.

Registration restriction(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): instructor consent.

Registration restriction(s): upper-division standing.

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. (Offered spring semester.)

Registration restriction(s): senior standing, WLC major, and instructor consent.

Note: The course listings in this catalog should be used only as a general guide. CSUMB reserves the right to change course titles, credits, prerequisites, corequisites, enrollment restrictions, descriptions, and frequency without prior notice. Information for the current semester/session can be found on the CSUMB.EDU/schedule website. Information for ensuing semesters/sessions will also be posted there several weeks in advance of the opening of registration, though courses listed may subsequently be canceled due to insufficient enrollment.



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