

CSUMB DOT EDU

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100 Campus Center ■ Seaside ■ California 93955-8001
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THE IDENTITY OF THE UNIVERSITY
WILL BE FRAMED BY SUBSTANTIVE
COMMITMENT TO
MULTILINGUAL,
MULTICULTURAL,
GENDER-EQUITABLE LEARNING.

THE EDUCATION PROGRAMS AT

CSUMB WILL RE

THE IMPORTANCE

OF GLOBAL INTERDEPENDENCE

AND INVEST IN LANGUAGES

AND CROSS-CULTURAL

COMPETENCE.

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ON THE COVER

EXPERIENCE FUSION

CSUMB brings so many elements together in so many unique and powerful ways, that we felt compelled to find a word that would reflect that fact. After long discussions among the members of the CSUMB Creative Team, someone mentioned fusion and everyone in the room immediately said, "That's it!"

Though fusion has lots of specific dictionary definitions ranging from the atomic to the musical, they all seem to connote added power and effectiveness achieved by combining previously unconnected elements. That is exactly what CSUMB does! If you turn to President Peter Smith's welcome on page 11, you can read his articulate explanation of several primary examples of CSUMB fusion.

As far as the cover and chapter page artwork go, we gave our art director, Steve Zmak, broad creative license to fuse actual CSUMB and area images in unique ways using the power of PhotoShop and Illustrator. The results go beyond reality, but not as far as you might think. True, we don't have lecture tables hovering over the waters of the Monterey Bay, but we do have classes that meet on boats and beaches. Likewise, we don't have actual sea otters popping up on the campus quad, but, as our campus community grows, CSUMB Otters are popping up everywhere. And, like their sea otter counterparts who store rocks under their arms for cracking open shellfish as the only mammals to regularly use tools, CSUMB Otters learn to use the best and latest tools, both tangible and intangible, to succeed in their careers and lives thanks to the powerful fusion they experience while here.

We've also carried over a few of Steve's facial collages from last year's catalog to reflect the fact that the most powerful fusion on our campus comes from the diverse individuals who bring their heads together as our students, staff employees, and faculty members. The many "Faces of CSUMB" photos scattered throughout the catalog also reflect this rich mix of individuals.

We hope that you enjoy the artistic fusion. More importantly, we hope that you will take the opportunity to experience the fusion that is CSUMB!

CSUMB 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 programs 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 systems, including student fees, will provide for efficient and effective operation of the university.
- University governance will be exercised with a substantial amount of autonomy and independence within a very broad CSU systemwide policy context.
- Accountability will emphasize careful evaluation and assessment of results and 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 by 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 California with responsible and creative leadership for the global 21st century.

—SEPTEMBER 27, 1994



MAKING CONTACT AT CSUMB

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

MAILING ADDRESS

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

- 100 Campus Center
Seaside, CA 93955-8001

EMAIL ADDRESSES

As a general rule, if the first and last names of an individual member of the campus community are known, the person's email address can be determined. Those using FirstClass on campus may start by typing a person's first or last name then hitting "enter." The person's complete email address will either automatically be entered or a list of possible names will 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. 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 for various offices and programs are listed throughout this catalog. General email inquiries may be sent to the Campus Service Center which serves as the One Stop Shop for student information:

- onestop@csumb.edu

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 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-####).

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

- 831-582-3518

The general CSUMB number to call for other information is:

- 831-582-3000

TTY/TDD LOCATIONS AND NUMBERS

Location	Number
Building 01 President's Office	831-582-4657
Building 12 ASAP	831-582-3951
Building 12 Library	831-582-4655
Building 16 Dining Commons	Pay Phone
Building 23 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 & Records	831-582-3373
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

WEBSITE

CSUMB maintains a comprehensive official Web domain (CSUMB.EDU). Extensive unofficial pages maintained by students, staff, and faculty may also be found in the csumb.edu domain. Details may be found in the IT@CSUMB.EDU chapter of this catalog, as well as on the Web itself.



OBTAINING INFORMATION ABOUT CSUMB

MAKING CONTACT

- Campus Service Center
 - Location. Building 47
 - Weekday Hours 8:00 a.m. to 6:00 p.m.
 - Information 831-582-5100
 - Fax 831-582-5110
 - Email onestop@csumb.edu
 - Website. CSUMB.EDU/onestop
- Student Outreach and Recruitment
 - Location. Building 47
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3738
 - Fax 831-582-3783
 - Email information@csumb.edu
 - Website CSUMB.EDU/info

WHO DO I CONTACT TO GET INFORMATION ABOUT CSUMB?

The Campus Service Center has been established as the One Stop Shop to provide information about the university to **current CSUMB campus community** members—students, staff, and faculty. The One Stop will either provide requested information or refer you to the most appropriate campus department.

Student Outreach and Recruitment (SOAR) provides information about the university to **prospective students** and the family members, counselors, and teachers who guide them as they select a college. SOAR will either provide requested information or refer you to the most appropriate campus department.

WHAT INFORMATION IS AVAILABLE?

- 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; and 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: fees and tuition (where applicable); 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 the student is enrolled or has 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 IN THIS CATALOG

Much of the information listed above is provided in this catalog. Although every effort has been made to ensure the accuracy of the information, students and others who use this catalog should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of statutes enacted by the Legislature or rules and policies adopted by the Board of Trustees of the California State University, by the chancellor or designee of the California State University, or by the CSUMB president or designee.

Further, it is not possible in a publication of this size to include all of the rules, policies, and other information which pertain to the student, the institution, and the California State University system. More current or complete information may be obtained from the Student Information Center or the appropriate department, school, or administrative office as identified under the Making Contact header in each catalog section.

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.

INFORMATION ON THE CSUMB WEBSITE

A great deal of information about CSUMB may also be found on the Web (www.csumb.edu). Users should be sure to note the distinction between official CSUMB and unofficial CSUMB pages and information on the Web as explained on the website (www.csumb.edu/search).

ALTERNATE FORMATS

To obtain this catalog in an alternate format such as large print, electronic, audiotape, or Braille, please contact:

CSUMB OFFICE OF STUDENT DISABILITY RESOURCES (SDR)

Location Building 47
Telephone 831-582-3672
Fax/TTY 831-582-4024
Email student_disability_resources@csumb.edu
Website CSUMB.EDU/student/sdr



Academic Calendar

Dates are subject to change. For an updated academic calendar, please refer to CSUMB.EDU/academic/calendar.

SUMMER 2002 SESSION

May 6	Summer registration begins
May 20	Summer session parking permits go on sale
June 1	Residence hall move-in day
June 3	Summer courses begin ~ Summer session parking permits required
June 28	End of first four-week summer session
July 26	Last day of summer courses
August 2	Grades due ~ End of summer 2002 session

FALL 2002 SEMESTER

March 1	Fall Planner Web advising opens
April 15	Fall semester registration begins for continuing students
May 1	First day to apply for May graduation ~ First day to apply for August graduation
May 13	Fall semester registration begins for new students
May 18	Fall new student orientation, advising, and registration event
May 30	Last day for fall early registration and fee payment for continuing students ~ Last day to apply for financial aid and have fees deferred for fall early registration
June 29	Fall new student orientation, advising, and registration event
August 1-31	Spring semester application initial filing period
August 5	ELM and EPT registration deadline for August tests
August 18	Dining Commons opens for dinner
August 18-20	Residence hall move-in days
August 19	Academic year begins ~ Fall semester parking permits go on sale
August 19-23	Faculty orientation and planning
August 19-24	Fall Welcome/Orientation Week
August 20	ELM and EPT tests
August 23	Last day to officially cancel registration or drop all courses and receive a full refund of mandatory fees ~ Last day to apply for Installment Payment Plan (IPP) ~ Last day to register without a \$25 late registration fee ~ Last day to apply for financial aid and have fees deferred for fall 2002 semester
August 26	Fall semester courses begin
September 2	Labor Day holiday ~ Campus closed
September 3	Fall semester parking permits required
September 9	Last day to add/drop courses without petition and a "W" (withdraw) grade for fall 2002
September 10	First day to drop courses for serious and compelling reasons ("W" grade assigned)
September 23	Enrollment census date
September 27	ELM and EPT registration deadline for October tests
September 30	Last day to apply without a late fee and petition for May and August graduation ~ Last day to apply with a late fee and petition for December graduation
October 1	Spring Planner Web advising opens
October 7-11	Fall break for students ~ Faculty planning week
October 12	ELM and EPT tests
November 1	Last day to officially withdraw or cancel all courses and receive a pro-rata refund of mandatory fees ~ 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 11	Spring semester registration begins for continuing students
November 16	ELM and EPT registration deadline for November tests
November 25	Last day to drop courses for serious and compelling reasons ("W" grade assigned)
November 28-29	Thanksgiving holiday ~ Campus closed
November 30	ELM and EPT tests
December 9	Spring semester registration begins for new students
December 13	Last day of fall courses

December 16-22	Assessment period
December 20	Residence halls close
December 25-31	Holidays ~ Campus closed
January 1	New Year's Day holiday ~ Campus closed
January 3	Grades due ~ End of fall semester

WINTER 2003 SESSION

December 2-20	Registration for winter session
January 2	Winter courses begin
January 20	Martin Luther King Day holiday ~ Campus closed
January 23	Last day of winter courses
February 13	Winter grades due

SPRING 2003 SEMESTER

January 21	Spring semester parking permits go on sale
January 21-24	Faculty planning days ~ Pre-instructional activities
January 22	Residence hall move-in day ~ Dining Commons opens for dinner
January 23-24	New student orientation, advising, and registration
January 24	Last day to officially cancel registration or drop all courses and receive a full refund of mandatory fees ~ Last day to apply for Installment Payment Plan (IPP) ~ Last day to register without a \$25 late registration fee ~ Last day to apply for financial aid and have fees deferred for spring 2002 semester
January 27	Spring semester courses begin
February 3	Spring semester parking permits required
February 10	Last day to add/drop courses without petition and a "W" (withdraw) grade for spring 2002
February 11	First day to drop courses for serious and compelling reasons ("W" grade assigned)
February 21	Enrollment census date
February 28	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 17-21	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 fall fee deferral for financial aid students ~ Last day to have fees paid without a Business & Finance hold placed on account
April 4	Last day to officially withdraw or cancel all courses and receive a pro-rata refund of mandatory fees
May 5	Last day to drop courses for serious and compelling reasons ("W" grade assigned)
May 16	Last day of spring courses
May 19-25	Assessment period
May 22-23	Capstone festival
May 24	Commencement ~ Residence halls close
May 26	Memorial Day holiday ~ Campus closed
May 28-30	Faculty planning days ~ End of academic year
June 6	Grades due ~ End of spring semester

SUMMER 2003 SESSION

May 5	Summer session registration begins
May 19	Summer session parking permits go on sale
May 31	Residence hall move-in day
June 2	Summer courses begin ~ Summer session parking permits required
July 3	End of first four-week session
July 25	Last day of summer courses
August 15	Grades due ~ End of summer session

Leadership Messages

Dr. Peter Smith, President

Peter Smith



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 18, 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 we are building our first completely new building—the \$24.5 million Science/Academic Center. 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, 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 fusion of experiences during your college years at CSUMB that will give you the power 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, a reentry student, or a 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 off 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

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 (see page 4). 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

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. These outcomes are organized under four themes:

- A pluralistic academic community
- Student learning
- Support for learning
- An engaged campus

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.

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 Freshman ProSeminar and later refined during the Major ProSeminar, guides a personalized CSUMB education for each student.

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 disperse 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.

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.

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. Freshman ProSeminar orients students to CSUMB as they draft their Individualized 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.

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 acronym guide on pages 296-297 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 chapter describes the GE requirements. The following chapter describes 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 traditional fields of learning that interest them on the Major Quickfind guide on pages 17-18 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 29 included concentrations are:

- 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 American Multicultural Studies
 - Concentration in Chicana/o-Latina/o Studies
 - Concentration in Creative Writing and Social Action
 - Concentration in English Single Subject Waiver
 - Concentration in Journalism, Communication, and Media Studies
 - Concentration in Literary and Cultural Studies
 - Concentration in Narrative, History, and Memory
 - Concentration in Practical and Professional Ethics

- Concentration in Pre-Law
- Concentration in Women's Studies
- Integrated Studies Special Major, B.A.
- Liberal Studies, B.A.
- Management and International Entrepreneurship, B.S.
 - Concentration in Accounting
 - Concentration in Electronic Commerce & Information Technology
 - Concentration in Entrepreneurship/Intrapreneurship
 - Concentration in Management & International Business
- 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.

The current CSUMB minors are:

- Earth Systems Science & Policy
- Health and Wellness
- Human Communication
- Human Movement: Adapted Physical Activity
- Japanese Language and Culture
- Mathematics
- Music
- Outdoor Education/Recreation
- Spanish Language and Culture
- Sport Management

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. Likewise, the minors require students to display achievement of a set of Learning Outcomes (LOs). The Undergraduate Degree Programs chapter of this catalog lists 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.

MAJOR QUICKFIND GUIDE

Because CSUMB places strong emphasis on preparing well-rounded students who will thrive when faced with the constantly changing demands of the 21st century workplace, we offer interdisciplinary majors that connect several traditional fields of study together in meaningful ways. As a result, we have only 12 undergraduate majors and each has a unique name that reflects the breadth of its scope. Our unique majors cover over a hundred areas of study.

Because you are likely to be more familiar with those traditional field names, we have provided this Quickfind Guide to help you locate the CSUMB major that incorporates each. To use the guide, simply locate a field of interest on the left, then look to the right to see the related CSUMB major and the page number where its description starts in this catalog. If the field of study on the left appears as all caps then that is the name of the CSUMB academic program and only the page number will be listed to the right.

Field of Study	CSUMB Academic Program, Page Number of Description
Accounting	See Management and International Entrepreneurship, page 55
American Studies	See Human Communication, page 42
Anthropology	See Social and Behavioral Sciences, page 59
Archaeology	See Social and Behavioral Sciences, page 59
Art	See Visual and Public Art, page 75
Audio/Radio Broadcasting	See Teledramatic Arts and Technology, page 71
Behavioral Sciences	See Social and Behavioral Sciences, page 59
Biology	See Earth Systems Science and Policy, page 32
Business Administration	See Management and International Entrepreneurship, page 55
Business Computing	See Telecommunications, Multimedia and Applied Computing, page 65
Chicana/o - Latina/o Studies	See Human Communication, page 42 See also World Languages and Cultures, page 79
Cinema	See Teledramatic Arts and Technology, page 71
COLLABORATIVE HEALTH AND HUMAN SERVICES, B.A.	PAGE 28
Communication	See Human Communication, page 42
Comparative Literature	See Human Communication, page 42
Computer Networking	See Telecommunications, Multimedia and Applied Computing, page 65
Computer Science	See Telecommunications, Multimedia and Applied Computing, page 65
Creative Writing	See Human Communication, page 42
Criminal Justice	See Social and Behavioral Sciences, page 59
Cultural Anthropology	See Social and Behavioral Sciences, page 59
Cultural Studies	See Human Communication, page 42
Drama	See Teledramatic Arts and Technology, page 71
Earth Sciences	See Earth Systems Science and Policy, page 32
EARTH SYSTEMS SCIENCE AND POLICY, B.S.	PAGE 32
Ecology	See Earth Systems Science and Policy, page 32
Elementary Teaching Content Preparation	See Liberal Studies, page 51
English Composition	See Human Communication, page 42
English	See Human Communication, page 42
Entrepreneurship	See Management and International Entrepreneurship, page 55
Environmental Biology	See Earth Systems Science and Policy, page 32
Environmental Education	See Earth Systems Science and Policy, page 32
Environmental Science	See Earth Systems Science and Policy, page 32
Environmental Studies	See Earth Systems Science and Policy, page 32
Environmental Systems	See Earth Systems Science and Policy, page 32
Ethics	See Human Communication, page 42
Ethnic Studies	See Human Communication, page 42
Filmmaking	See Teledramatic Arts and Technology, page 71
Geographic Information Systems	See Social and Behavioral Sciences, page 59 See also Earth Systems Science and Policy, page 32
Geosciences	See Earth Systems Science and Policy, page 32
GLOBAL STUDIES, B.A.	PAGE 38
HEALTH AND WELLNESS, NONDEGREE PROGRAM	See also Social and Behavioral Sciences, page 59 PAGE 84
Health Services	See Collaborative Health and Human Services, page 28

The CSUMB Experience

Field of Study	CSUMB Academic Program, Page Number of Description
History	See Human Communication, page 42 See also Social and Behavioral Sciences, page 59
HUMAN COMMUNICATION, B.A.	PAGE 42
Human Services	See Collaborative Health and Human Services, page 28 See also Social and Behavioral Sciences, page 59
Humanities	See Human Communication, page 42
Instructional Technology	See Telecommunications, Multimedia and Applied Computing, page 65
INTEGRATED STUDIES, B.A.	PAGE 48
Interdisciplinary Studies	See Integrated Studies, page 48
International Studies	See Global Studies, page 38
Japanese	See World Languages and Cultures, page 79
Journalism	See Human Communication, page 42
Language Studies	See World Languages and Cultures, page 79
Latin American Studies	See World Languages and Cultures, page 79
Latino/Mexican Studies	See Social and Behavioral Sciences, page 59
Liberal Arts	See Human Communication, page 42 See also Liberal Studies, page 51
LIBERAL STUDIES, B.A.	PAGE 51
Literature	See Human Communication, page 42
MANAGEMENT AND INTERNATIONAL ENTREPRENEURSHIP, B.S.	PAGE 55
Management	See Management and International Entrepreneurship, page 55
Marine Science	See Earth Systems Science and Policy, page 32
Marketing Management	See Management and International Entrepreneurship, page 55
Media Studies	See Human Communication, page 42
Multimedia	See Telecommunications, Multimedia and Applied Computing, page 65
Music and Performing Arts, Nondegree program	page 94
Natural Resources	See Earth Systems Science and Policy, page 32
Natural Science	See Earth Systems Science and Policy, page 32
New Media Production	See Teledramatic Arts and Technology, page 71
Oral History	See Human Communication, page 42
Performance and Design	See Teledramatic Arts and Technology, page 71
Political Economy	See Social and Behavioral Sciences, page 59
Pre-Law	See Human Communication, page 42 See also Social and Behavioral Sciences, page 59
Psychology	See Social and Behavioral Sciences, page 59
Public Health	See Collaborative Human Services, page 28
Radio/Audio Broadcasting	See Teledramatic Arts and Technology, page 71
Rhetoric	See Human Communication, page 42
Science Education	See Earth Systems Science and Policy, page 32
SERVICE LEARNING, NONDEGREE PROGRAM	PAGE 125
Social and Behavioral Sciences, B.A.	page 59
Social Work	See Collaborative Human Services, page 28
Sociology	See Social and Behavioral Sciences, page 59
Spanish	See World Languages and Cultures, page 79
Speech Communication	See Human Communication, page 42
Telecommunications and Film	See Teledramatic Arts and Technology, page 71
TELECOMMUNICATIONS, MULTIMEDIA AND APPLIED COMPUTING, B.S.	PAGE 65
TELEDRAMATIC ARTS AND TECHNOLOGY, B.A.	PAGE 71
Television/Video Production	See Teledramatic Arts and Technology, page 71
Theater Arts	See Teledramatic Arts and Technology, page 71
Theater Production	See Teledramatic Arts and Technology, page 71
Video/Television Production	See Teledramatic Arts and Technology, page 71
VISUAL AND PUBLIC ART, B.A.	PAGE 75
Watershed Management	See Earth Systems Science and Policy, page 32
Women's Studies	See Human Communication, page 42
WORLD LANGUAGES AND CULTURES, B.A.	PAGE 79

GRADUATE DEGREE PROGRAMS

CSUMB offers three master's degree programs. The Graduate Programs and Teaching Credentials chapter of this catalog provides specific information regarding admission and curriculum requirements for these programs:

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

TEACHING CREDENTIAL PROGRAMS

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

- Fulltime CLAD/BCLAD Multiple Subject Teaching Credential Program
- Teaching Internship Program (CTIP)
- CalStateTEACH
- Single Subject (Grades 6-12) Teaching Credential (Traditional and Internship)
- Special Education Program



Sci Now



CHAPTER CONTENTS

- General Education

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 AND WHAT CAN I EXPECT TO LEARN AS I COMPLETE EACH ONE?

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.

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.

CREATIVE AND ARTISTIC EXPRESSION (ARTSCOM)

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.

CULTURE AND EQUITY (CULTURE)

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.

DEMOCRATIC PARTICIPATION (DEMPART)

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.

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).

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.

ETHICS

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.

LANGUAGE (LANG)

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.

LITERATURE AND POPULAR CULTURE (LIT)

OUTCOMES

- Students analyze, interpret, and appreciate literature and diverse forms of popular culture as artistic and cultural representation.
- 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.

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.

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.

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.

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.

TECHNOLOGY INFORMATION (TECH)

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.

U.S. HISTORIES (HIST)

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 historians.
- 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.

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.

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.

OUTCOME: ACTIVITY

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

HOW DO I SATISFY THE ULRs?

To satisfy the ULRs, you may:

- Pass designated courses that provide built-in assessment.
- Transfer articulated courses from other institutions.
- Enroll in appropriate alternate assessment courses in order to demonstrate and get credit for your prior learning.

WHAT DESIGNATED COURSES PROVIDE BUILT-IN ASSESSMENT FOR THE VARIOUS ULRs?

Sorry, we cannot provide a list here because this printed catalog is too static to keep up with the list of courses which changes from one semester to the next as we continuously review course offerings to offer you the best possible options. You should always select your courses based on the current listing of courses offering built-in assessment for the various ULRs at the time that you register. A current listing of courses may be obtained at any time from the Academic Advising office in Building 47, or at the CSUMB.EDU/advising website

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

Once you successfully complete courses and built-in assessment modules, you will receive credit for satisfying the related ULRs. If a course is later removed from the list, 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 GE REQUIREMENTS

- 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 (no lab)
 - Methods B1 or B2 with lab
- 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
- Political Science
 - F1: U.S. History



Undergraduate Programs



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- Undergraduate Degree Programs
 - Collaborative Health and Human Services (CHHS)
 - Earth Systems Science & Policy (ESSP)
 - Global Studies (GS)
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 - Social and Behavioral Sciences (SBS)
 - Telecommunications, Multimedia, and Applied Computing (TMAC)
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 - Visual and Public Art (VPA)
 - World Languages and Cultures (WLC)
- Undergraduate Nondegree Programs
 - Freshman ProSeminar (PROS)
 - Health and Wellness (HWI)
 - International Programs
 - Mathematics and Statistics
 - Music and Performing Arts (MPA)
 - Study at Sea (S@S)

IMPORTANT NOTES

CSUMB has no impacted programs, so admission to the university will allow you to earn your undergraduate degree in any the programs listed here if you meet the requirements for becoming an officially declared major.

Undergraduate Programs

UNDERGRADUATE DEGREE PROGRAMS

COLLABORATIVE HEALTH AND HUMAN SERVICES (CHHS)

MAKING CONTACT

- Institute for Community Collaborative Studies (ICCS)
 - 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

None

SPONSORING COLLEGE

College of Professional Studies

WHY IS THIS ACADEMIC FIELD IMPORTANT?

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 attitudes for health and human service delivery, as well as the methodologies of innovation, leadership, collaboration, and organizational change.

WHAT IS THE COLLABORATIVE HEALTH AND HUMAN SERVICES 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 COLLABORATIVE HEALTH AND HUMAN SERVICES AT CSUMB?

Our program will equip you with the fundamental skills needed for an entry-level position in a public health or social service organization of the 21st century. 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 community health, social work, social welfare, public safety, public and nonprofit management, and related professions.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN COLLABORATIVE HEALTH AND HUMAN SERVICES 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 COLLABORATIVE HEALTH AND HUMAN SERVICES 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 COLLABORATIVE HEALTH AND HUMAN SERVICES 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 COLLABORATIVE HEALTH AND HUMAN SERVICES 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 continuing student, complete a change of major form and submit it to the CHHS office for signature.

HOW IS THE CURRICULUM OF THE COLLABORATIVE HEALTH AND HUMAN SERVICES MAJOR 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 or 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 and Research Methods; Conflict Resolution, Negotiation, and Mediation; Introduction to Health and Social Policy; Systems and Financial Management; and an Advanced Practice Seminar in Community Health and/or Social Work.*

WHAT WILL I LEARN AS A COLLABORATIVE HEALTH AND HUMAN SERVICES 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.

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- **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 COLLABORATIVE HEALTH AND HUMAN SERVICES 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 COLLABORATIVE HEALTH AND HUMAN SERVICES OFFER?

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

CHHS 300	4 credits	<i>Major ProSeminar</i>
CHHS 305	1 credit	<i>Information Management for Health and Human Services</i>
CHHS 310	4 credits	<i>Introduction to Social Work</i>
CHHS 310S	1 credit	<i>Introduction to Social Work—Field Practicum</i>
CHHS 320	4 credits	<i>Introduction to Community Health</i>
CHHS 320S	1 credit	<i>Introduction to Community Health—Field Practicum</i>

CHHS 330	4 credits	<i>Collaborative Community Leadership</i>
CHHS 340	4 credits	<i>Conflict Resolution and Collaborative Negotiation</i>
CHHS 350	4 credits	<i>Personal and Professional Ethics</i>
CHHS 396	1 credit	<i>Junior Field Practice Seminar</i>
CHHS 400	2 credits	<i>Senior Capstone Seminar</i>
CHHS 410	4 credits	<i>Advanced Social Work Practice</i> OR
CHHS 420	4 credits	<i>Advanced Community Health Education and Promotion</i>
CHHS 430	4 credits	<i>Public and Nonprofit Systems Management</i>
CHHS 440	4 credits	<i>Public and Nonprofit Financial Management</i>
CHHS 450	4 credits	<i>Health and Social Policy Analysis</i>
CHHS 496	3 credits	<i>Senior Field Practice Seminar</i>
SBSC 366/367	5 credits	<i>Research Methods & Data Analysis</i>
STAT 200	4 credits	<i>Introductory Statistics</i>

WHAT ARE THE UNIQUE FEATURES OF THE COLLABORATIVE HEALTH AND HUMAN SERVICES 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-maleficence.

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 400 hours in self-selected field practice sites in the community. You begin the field experience in your junior year by enrolling in an "S" component of one or more of the core CHHS courses. Each course with an "S" component requires an average of six hours in the field each week throughout the semester. The senior year field placement requirement usually increases to an eight hour per week commitment.

The field practice experience provides students with opportunities to apply concepts and skills acquired in coursework, as well as to address MLOs. You and your field instructors/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 COLLABORATIVE HEALTH AND HUMAN SERVICES 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 instructor’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 THE COLLABORATIVE HEALTH AND HUMAN SERVICES MAJOR 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 THE COLLABORATIVE HEALTH AND HUMAN SERVICES MAJOR 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 (MPH), social work (MSW), criminal justice (MA or MS), or public administration (MPA). Applicants to these programs are expected to be successful because of the major’s commitment to the philosophical foundations mentioned above.

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FULLTIME FACULTY

- Kim Judson, Dr.P.H., Interim 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.
Field Practice Program ~ field placement ~ social welfare
- Jennifer Lagier, M.A., M.L.I.S.
Applications of computer technology in health and human services settings

ICCS is deeply committed to students understanding health and human service systems from a cross-disciplinary perspective and to their developing skills to intervene in those systems on behalf of clients in an ethical and culturally appropriate manner. Field-based learning is an essential approach to acquiring this major’s learning outcomes.

—DR. BRIAN SIMMONS, ICCS FACULTY MEMBER

Undergraduate Programs

EARTH SYSTEMS SCIENCE & POLICY (ESSP)

MAKING CONTACT

- Earth Systems Science & Policy Institute
 - Location Building 46
 - 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

SPONSORING COLLEGE

College of Science, Media Arts, and Technology

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 EARTH SYSTEMS SCIENCE & POLICY MAJOR ALL ABOUT?

Earth Systems Science and Policy is the study of the processes and functions that support life on earth in the context of human economies and global change. By linking 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 EARTH SYSTEMS SCIENCE & POLICY 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 EARTH SYSTEMS SCIENCE & POLICY 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 EARTH SYSTEMS SCIENCE & POLICY 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 statistics and 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 EARTH SYSTEMS SCIENCE & POLICY AS MY MAJOR?

If you intend to be an ESSP major, you should select ESSP or any science on the CSU application. Although the university won't consider you an official ESSP major until you complete ESSP 300 during your junior year, ESSP faculty, staff, and peer advisors will treat you as part of the ESSP family as soon as you enter and begin to complete the lower division ESSP "foundations" courses that fulfill the first two ESSP Major Learning Outcomes (MLOs), which are listed below.

WHAT STEPS MUST I TAKE TO DECLARE EARTH SYSTEMS SCIENCE & POLICY 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 student, you should visit the ESSP advising office in Building 47 and request a change of major via the "Planner Web" online advising system. Prospective ESSP majors may visit the ESSP advising office at any time (office hours for each semester are posted on the door), or communicate with peer advisors via email (essp_peer_advisors@csumb.edu).

HOW IS THE CURRICULUM OF THE EARTH SYSTEMS SCIENCE & POLICY MAJOR 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. Student-designed concentrations may differ from the three formal ESSP concentrations mainly in MLO 7 (Area of Concentration MLO) and MLO 8 (Scientific Inquiry MLO). The petition procedure for designing your own concentration is described in the ESSP Advising Guide.

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 EARTH SYSTEMS SCIENCE & POLICY 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 Skills ~ ability to present clearly, in written and oral formats, analyses of complex ESSP issues

- **ESSP MLO 10** Systems Approach to Applied Problem Solving ~ ability to 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 EARTH SYSTEMS SCIENCE & POLICY 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, 387
- MLO 5: ESSP 350 or 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 423, 330, 332
 - Group II: ESSP 342, 345
 - Group III: ESSP 331, 433, both 434 and 436, 440, 441, 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, 308, 309; **AND** both ESSP 400 and 403.
- MLO 11: One of the following: ESSP 349S, 369S, 384S, 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, 387
- MLO 5: ESSP 350
- 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 434 and 436, 440, 441, 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); **AND** both ESSP 400 and 403
- MLO 11: One of the following: ESSP 349S, 369S, 384S, 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: One of the following: ESSP 340 or 342 (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 332, 350, or 442
- MLO 6: ESSP 320
- MLO 7 & MLO 8: Students pursuing the Science Education concentration should meet with an ESSP advisor to develop a sequence of upper division concentration courses that fulfills the requirements of the California Commission on Teacher Credentialing.
 - Biological Sciences Emphasis: Each of the following: ESSP 305, 310, 311, 341
 - Geological Sciences Emphasis: Each of the following: ESSP 304, 360, 460, and a course approved by your advisor
- MLO 9: Each of the following: ESSP 300, 400, 403
- MLO 10: One of the following: ESSP 301, 303L, 308, 309; **AND** both ESSP 400 and 403
- MLO 11: One of the following: ESSP 349S, 369S, 384S, 386S, 396S, 397S, 497S

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, 260, 271, 272, 280, 241
- MLO 3: ESSP 340 or 342
- 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: 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 338, 339, 332S
 - ~ GIS: ESSP 434 and 436
 - Group II: Teaching Experience: ESSP 349S, 369S, 395S, 396S

- Group III: Natural History: ESSP 304, 305, 342, 345, 360; MLML 512, 513
- Group IV: Multiculturalism: GS 320, GS 330, HCOM 227, HCOM 240, HCOM 330, HCOM 335, HCOM 350, HCOM 355S, LS 391, LS 394, SBST 350, VPA 307, VPA 308
- MLO 9: Each of the following: ESSP 300, 400, 403
- MLO 10: One of the following: ESSP 301, 303L, 308, 309; **AND** both ESSP 400 and 403
- MLO 11: One of the following: ESSP 349S, 369S, 384S, 386, 395S, 396S, 397S, 497S; LS 394S; CST 362S; TAT 332S

ARE THERE OTHER WAYS FOR ME TO ACHIEVE THE EARTH SYSTEMS SCIENCE & POLICY 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 EARTH SYSTEMS SCIENCE & POLICY OFFER?

Upper division courses include: *Reading, Writing, and Critical Thinking in ESSP; Ecosystems Services; California Transect; Environmental Geology; Aquaculture and Fisheries Systems; Science and Policy of Global Change; Biochemical Systems; Organic Chemistry; Intro to Systems and Systems Modeling; Electronic Projects for Environmental Measurements; Marine Robotics; Intro to GIS and GPS; Ecological Systems; Evolutionary Biology and Population Genetics; California Ecosystems; Physical Marine Ecology; Marine Science; Interpreting Monterey Bay Natural History; Quantitative 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 Political Process, and the Environment; Science and the Political Process; Water Resources Assessment, Law, and Policy; Environment as Integrated Context for Learning; Signal Processing and Applications to Earth Systems; Applications of Marine Science Technologies; Intro to Remote Sensing and Image Processing; Advanced Remote Sensing and Image Processing; Ecological Modeling; Global Biogeochemical Cycles; Vernal Pools of Fort Ord; Physical Marine Ecology; Physical Hydrology; and Watershed Systems Restoration.*

WHAT ARE THE UNIQUE FEATURES OF THE EARTH SYSTEMS SCIENCE & POLICY 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.

Undergraduate Programs

WATERSHED INSTITUTE

CSUMB, MIML, 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.

SIVA CENTER

The Spatial Information Visualization and Analysis (SIVA) Center serves as a regional cooperative extension facility for students and members of local, state and federal agencies to gain hands-on experience in applying innovative spatial information technologies. SIVA, along with participating federal, state, and local governments, is developing a publicly accessible regional digital spatial library for receiving, filtering, and disseminating data about spatially variable attributes such as weather, soil, topography, land use, vegetation cover, water resources, point and non-point source pollution, ocean currents, economic development, population, and more.

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?

CSUMB's state-of-the-art Media Learning Complex gives you unlimited access to the latest computer technology. Our Spatial Information, Visualization, and Analysis (SIVA) Center provides access to geographical information systems (GIS), Global Positioning System (GPS), remote sensing/image processing, and data acquisition and visualization technologies.

Though we enjoy these superb facilities on campus, we emphasize applied, 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 EARTH SYSTEMS SCIENCE & POLICY 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 Advis-

ing Office in Building 47 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 EARTH SYSTEMS SCIENCE & POLICY DEGREE?

To graduate with a B.S. degree in ESSP, you must fulfill the state requirement of completing 128 to 132 credits, and also meet all 11 of the ESSP Major Learning Outcomes and satisfy all of CSUMB's ULRs. As described earlier in this program description, 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 MLO 1 and MLO 2 by the middle of your junior year because many of the classes that fulfill those two MLOs 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 THE EARTH SYSTEMS SCIENCE & POLICY MAJOR PREPARE ME TO PURSUE?

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

WHAT ADVANTAGES WILL THE EARTH SYSTEMS SCIENCE & POLICY MAJOR 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.

HOW DO I COMPLETE A MINOR IN EARTH SYSTEMS SCIENCE & POLICY?

The ESSP minor provides academic recognition to undergraduates pursuing their interests in Earth Systems Science & Policy outside of their major program. 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 Foundations courses. At least 12 credits must be drawn from any two of the five upper-division LOs.

SCIENCE FOUNDATIONS

You should choose a minimum of eight credits from the following courses. In many cases these lower-division, foundational courses may be prerequisites to the upper-division courses contained in LOs 2-6. (Note: /L following a course number denotes that a 1-credit lab must be taken in association with the 3-credit course.)

■ 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 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 387

■ ESSP Minor LO 4 Data Acquisition, Analysis, and Display Competency

ESSP 330/330L, ESSP 331/L, ESSP 332/L, ESSP 350/L, ESSP 423, ESSP 433/L, ESSP 434, ESSP 436, ESSP 440

■ ESSP Minor LO 5 Systems Approach to Applied Problem Solving

ESSP 301, ESSP 303/L, ESSP 308, ESSP 309, ESSP 320, ESSP 387, ESSP 461

■ ESSP Minor LO 6 Earth Systems Service Learning

ESSP 349S, ESSP 369S, ESSP 384S, ESSP 396S

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 ~ math and computer modeling ~ marine science
- Michael Dalton, Ph.D.
Environmental and resource economics ~ ecological and economic modeling

- Daniel Fernandez, Ph.D.
Physics ~ electrical engineering ~ radar ~ physical oceanography
- Chris Hasegawa, Ph.D.
Science Education ~ instructional technology ~ teacher education
- William Head, Ph.D.
Aquaculture ~ economics and marketing ~ tropical and temperate marine ecology
- Henrik Kibak, Ph.D.
Biochemistry ~ cell biology ~ molecular biology ~ molecular evolution
- Rikk Kvittek, Ph.D.
Marine ecology ~ environmental science ~ GPS
- Steven Moore, Ph.D.
Physical biology ~ math and computer modeling ~ growth and function of biological shapes ~ engineering ~ coral reefs
- Renee R. Perry, Ph.D.
Population biology and ecological modeling ~ stochastic models of biological control
- Lars Pierce, Ph.D.
Ecology ~ global biogeochemistry ~ computer modeling ~ remote sensing
- Liese Schultz, Ph.D.
Chemistry ~ soil chemistry ~ environmental studies
- Daniel Shapiro, Ph.D.
Invertebrate zoology ~ tropical marine ecology ~ marine science field methods ~ evolutionary biology ~ environmental ethics
- Douglas Smith, Ph.D.
River processes and restoration ~ geology ~ sedimentology ~ tectonics
- David Takacs, Ph.D.
Environmental ethics ~ justice ~ history ~ literature ~ environmental policy ~ writing and critical thinking
- Swarup Wood, Ph.D.
Biogeochemical cycling ~ problem-based learning ~ science education
- Suzanne Worcester, Ph.D.
Biology ~ field ecology ~ marine biology

ADJUNCT FACULTY (PARTIAL LIST)

WATERSHED INSTITUTE

- Robert Curry, Ph.D.
- Laura Lee Lienk, M.S.
- Fred Watson, Ph.D.

RECRUITMENT IN SCIENCE EDUCATION (RISE) PROGRAM

- Debbie Delatour, B.A.
- Hester Parker, Ph.D.

The Earth Systems Science & Policy program extends learning beyond the classroom into hands-on experiences. Global processes are placed into the context of our diverse local marine, coastal, and watershed systems, and framed by economic and policy considerations.

—DR. WILLIAM HEAD, FOUNDING ESSP DIRECTOR

Undergraduate Programs

GLOBAL STUDIES (GS)

MAKING CONTACT

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

ASSOCIATED ACADEMIC FIELDS

International Studies

DEGREE OFFERED

Bachelor of Arts

CONCENTRATIONS OFFERED

None

MINORS OFFERED

None

SPONSORING COLLEGE

College of Arts, Humanities, and Social Sciences

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 Global Studies major 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 economic, political, technological, social, and environmental issues as well as basic global concerns about physical survival, health, justice, peace, and security. Virtually every aspect of contemporary human existence is affected by the increasing interdependency of humanity. We, therefore, equip you with a comprehensive awareness of the multidimensional nature of this process of globalization. You will acquire 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 all aspects of the increasing global integration of humanity. We expose you to widely diverse worldviews and ideologies. We also examine critical issues of 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?

The number and variety of career opportunities available to graduates with broad-based learning of global issues is increasing phenomenally. Our program will give you the cognitive, behavioral, and affective competencies that are needed to qualify for entry level managerial and administrative positions in government, nonprofit service, education, business, or any other organization involved in international or transnational affairs. The program provides excellent preparation 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 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.



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*, *GS 315 Global History*, *GS 320 Global Issues in the Third World*, *GS 335 Global Governments*, *GS360 Intercultural Communications* before your junior year. Successful completion of these courses will assess you for several of CSUMB's 13 University Learning Requirements, 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 will officially become a Global Studies major upon successful completion of the Major ProSeminar in Global Studies, involving a detailed individual 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 CURRICULUM OF THE GLOBAL STUDIES MAJOR 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 and field studies, and, when possible, independent study projects.

If you enter the major during the Fall 2002 semester or later, you will be required to fulfill 10 core requirements and be free to choose two electives as described below. 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 14 Major Learning Outcomes (MLOs):

- **GS MLO 1** Planning for global learning and careers
- **GS MLO 2** Understanding of the genealogy of globalization
- **GS MLO 3** Understanding of major worldviews
- **GS MLO 4** Understanding of gender and violence in global life
- **GS MLO 5** Language competence
- **GS MLO 6** Understanding of global political economy
- **GS MLO 7** Global politics
- **GS MLO 8** Understanding of earth, social systems, and global life
- **GS MLO 9** Global Organizations, Model United Nations and Service Learning
- **GS MLO 10** Synthesis and evaluation of Global Studies learning
- **GS MLO 11** Elective 1
- **GS MLO 12** Elective 2

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

The following is a list of the major courses that constitute the core curriculum of the Global Studies program and offer assessment for the 12 MLOs:

- **MLO 1** *GS 300 Major ProSeminar and Professional Assessment Lab*
- **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** *Language Competence*
- **MLO 6** *GS 370 Global Political Economy*
- **MLO 7** *GS 390 Global Politics*
- **MLO 8** *GS 385 Earth and Social Systems*
- **MLO 9** *GS 380S Global Organizations and Model United Nations*
- **MLO 10** *GS 400 Senior Capstone Experience*
- **MLO 11** Elective 1
- **MLO 12** Elective 2

OPTIONS FOR SATISFYING THE ELECTIVE 1 AND ELECTIVE 2 REQUIREMENTS

- *GS 200 Politics of Everyday Life*
- *GS 314 Global History: Ancient to Early Modern*
- *GS 315 Global History: Modern to Current*
- *GS 320 Global Issues in the Third World*
- *GS 335 Global Governments*
- *GS 340 Global Media and Communication*
- *GS 345 Global Political Theory and Philosophy*
- *GS 360 Intercultural Communications*
- *GS 380 Global Organizations and Model United Nations*

Undergraduate Programs

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 completed 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 Language Proficiency*; *Service Learning in Global Affairs*; *Global Political Economy*; *Global History*; *Global Organizations and the Model United Nations*; *Global Politics*; and *Special Topics in Global Studies*.

WHAT ARE THE UNIQUE FEATURES OF THE GLOBAL STUDIES CURRICULUM?

Our program is **broadly interdisciplinary and learner-centered**. In fact, we cross the 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 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 GPA in the major 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.

The **Major ProSeminar** will guide you in completing an Individualized Learning Plan. It will acquaint you with the theories, values, and models 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 presents a global community as unbounded as the Pacific Ocean to our west. 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 successful 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 you with broad-based preparation for graduate studies in international studies, cultural studies, economics, 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 ~ 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

ADJUNCT FACULTY

- Angelic Cricchio, M.A.
The politics of identity ~ queer theory/queer politics ~ lesbian and gay studies ~ gender studies ~ civil rights ~ social justice
- 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

Our Global Studies program grew out of an assessment of sweeping changes at the end of the century. Global in nature, these developments range from rapid demographic, technological, and environmental changes to political transformations that have radically altered the ways we think about the world. Global Studies narrows the gap between the changing world we live in and the focus and content of our educational programs.

—DR. ROBINA BHATTI, INSTITUTE DIRECTOR

Undergraduate Programs

HUMAN COMMUNICATION (HCOM)

MAKING CONTACT

- Institute for 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

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

DEGREE OFFERED

Bachelor of Arts

CONCENTRATIONS OFFERED

Practical and Professional Ethics
American Multicultural Studies
Chicana/o - Latina/o Studies
Literary and Cultural Studies
Creative Writing and Social Action
Narrative, History, and Memory
Women's Studies
Pre-Law
Journalism, Communication, and Media Studies (being developed)
Single Subject in English Waiver

MINORS OFFERED

None

SPONSORING COLLEGE

College of Arts, Humanities, and Social Sciences

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 THE HUMAN COMMUNICATION MAJOR 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, 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, we combine them in our interdisciplinary program.

Within this integrated overall curriculum, you will be able to select and achieve competency in one of the following concentrations:

- Practical and Professional Ethics
- American Multicultural Studies
- Chicana/o - Latina/o Studies
- Literary and Cultural Studies
- Creative Writing and Social Action
- Narrative, History, and Memory
- Women's Studies
- Pre-Law
- Journalism, Communication, and Media Studies (being developed)
- Single Subject in English Waiver



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

Majoring in HCOM will prepare you to meet the demands of career flexibility in the new century. Most graduates in the next decade are expected to change professions at least five times. 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.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN HUMAN COMMUNICATION 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.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN HUMAN COMMUNICATION 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. 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.

WHAT CSUMB COURSES AND REQUIREMENTS SHOULD I COMPLETE BEFORE DECLARING HUMAN COMMUNICATION 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 HUMAN COMMUNICATION 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 Admissions & Records.

HOW IS THE CURRICULUM OF HUMAN COMMUNICATION MAJOR 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* (meets MLO 2), *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 and 2, which are included in the Core, the breadth requirements include achievement of HCOM MLOs 3, 4, 5, 6, 7, and 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 emphasis from one of the ten areas listed above. The depth concentration may be fulfilled through three learning experiences designated for a particular emphasis. 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.

Undergraduate Programs

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

WHICH COURSES SHOULD I TAKE TO ACHIEVE EACH HUMAN COMMUNICATION MLO?

The following is a general guide and is updated every semester.

- **MLO 1** HCOM 312 *Cooperative Argumentation*; HCOM 317 *Advanced Composition and Composition Theories*; HCOM 317S *Advanced Composition and Composition Theories: Service Learning*
- **MLO 2** HCOM 300 *ProSeminar*; HCOM 474 *Research Methods*
- **MLO 3** HCOM 304 *Relational Ethics*; HCOM 306 *Gender and Communication*; HCOM 307 *The Social Impact of the Mass Media*; HCOM 307S *The Social Impact of the Mass Media: Service Learning*; HCOM 309 *Intercultural Communication: Relating to Whiteness*; HCOM 310 *Free Speech and Responsibility*; HCOM 316 *Media Ethics*; 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 Experiences*; HCOM 345 *Chicano Life and History*; HCOM 346 *African American Life and History*; HCOM 348 *Race, Colonialism, and Film*; HCOM 406 *Philosophy According to the Movies*; HCOM 426 *Travel Narratives*; HCOM 440 *Leadership in Multicultural Communities*; HCOM 443 *Womanist Theory*; 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 328 *Latina Life Stories*; HCOM 329 *Autobiografías*; 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 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): Canon and Context*; HCOM 452 *Literature into Film*
- **MLO 7** HCOM 352 *History According to the Movies*; HCOM 353 *California at the Crossroads*; HCOM 354 *Whose America? Contested Memories in Public History*; HCOM 355 *Women's History of Monterey Bay*; HCOM 355S *Peoples and Cultures of Monterey Bay: Service Learning*; HCOM 356 *Multicultural History in the New Media Classroom*; HCOM 357 *Constitutional Law*
- **MLO 8** HCOM 330 *Introduction to Creative Writing*; HCOM 330S *Introduction to Creative Writing: Service Learning*; HCOM 331 *Creative Writing and Visual Art*; HCOM 433 *Life Stories & Life Writing*

Courses applicable to each Depth Concentration are listed in the Advising Handbook for HCOM majors.

ARE THERE OTHER WAYS FOR ME TO ACHIEVE THE HUMAN COMMUNICATION 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 HUMAN COMMUNICATION OFFER?

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

New courses include: *Introduction to Chicana/o Studies*; *Jewish Holocaust Literature*; *Restorative Justice*; *Philosophy and Sexualities*; *Philosophy According to the Movies*; *Multicultural Conflict Resolution*; *Contemporary Chicana Poetry*; *Life Stories & Life Writing*; *Literature of Sexualities*; *Author(s): Canon and Context*; *Literature into Film*; *Advanced Interdisciplinary Studies*; and *Senior Seminar*.

Courses offered for a number of years include: *Ways of Knowing*; *Cooperative Argumentation*; *Intercultural Communication: Relating to Whiteness*; *Gender and Race 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 Experiences*; *Chicano Life and History*; *Womanist Theory*; *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*; *Social Impact of the Mass Media*; *Media Ethics*; *News Writing*; and *Investigative Reporting*.

WHAT ARE THE UNIQUE FEATURES OF THE HUMAN COMMUNICATION 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, create learning communities, and explore graduate education, professional opportunities, and specific career paths.

Your **Senior Capstone** will give you 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, Communication, and Media Studies Program** (currently in development) 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** on March 8. Speakers have included Bettina Aptheker, Magdalen Hsu-Li, Akasha Gloria Hull, and June Jordan.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

The HCOM learning environment is interdisciplinary, collaborative, and inviting. We stress interactive learning and use the latest technology resources. Above all, we strive to create a safe space where students and faculty know each other and experience "equality in terms of personal value, where students and professors respect each other as persons and where this respect affects all aspects of the interaction and learning in the class" (Cynthia Griffin and Sonja Foss). 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 HUMAN COMMUNICATION MAJORS?

Human Communication 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 Individual 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 concentration 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.

Undergraduate Programs

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

In order to receive your HCOM degree, 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 in English Waiver Concentration 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 for accurate evaluation.

WHICH CAREERS WILL THE HUMAN COMMUNICATION MAJOR 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 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 THE HUMAN COMMUNICATION MAJOR 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

- 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 Caldwell, Ph.D.
African American Studies
- Renée Curry, Ph.D., Director
Coordinator of Single Subject in English Waiver ~ American and British literature ~ postcolonial theory ~ film studies
- Ilene Feinman, Ph.D.
American studies ~ politics ~ women's studies
- Diana García, M.F.A.
Chicana/o studies ~ creative writing ~ English literature
- 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
- Tomás Sandoval, A.B.D.
Chicana/o studies ~ history
- Qun Wang, Ph.D.
American literature ~ Asian American literature ~ African American literature

ADJUNCT FACULTY

- Gabriel Brahm, Ph.D.
Democratic participation ~ politics
- Debra Busman, M.F.A.
HCOM Coordinator of Service Learning ~ creative writing ~
American literature
- Marie Campbell, Ph.D.
English communication
- Bernice Craig-pires, M.Ed
Linguistics ~ adolescent literatures ~ British literature
- Paul Fotsch, Ph.D.
Epistemology ~ U.S. history ~ research skills
- Sharlene Gregg, M.A.
Communication studies ~ speech communication
- Annette March, M.A.
English composition ~ linguistics ~ service learning
- Margo McBane, Ph.D.
U.S. history ~ cultural studies
- Gayle McCallum, M.A.
English composition
- Paul Sanford, J.D.
Law ~ politics
- Brenda Shinault, M.A.
Media studies ~ media ethics ~ service learning
- Lisa Watson, M.A.
Journalism ~ news writing
- Lené Whitley-Putz, M.A.
Communication ~ ethics ~ rhetoric
- Gary Young, M.F.A
Creative writing

STAFF

- Yolanda Pérez
Administrative Analyst/Specialist
- Stacy Kanne
Administrative Support Coordinator
- Jennifer Reeves
Program Outreach and Advising Coordinator

Human Communication is cutting-edge humanities for the 21st century. It is the study of culture, communication, and creative expression. Our faculty members include world-renowned historians, creative writers, philosophers, journalists, literary and cultural critics, and specialists in communication, ethnic, and women's studies. Our program provides students with a broad interdisciplinary education applicable to many professions and walks of life. When in doubt, come to HCOM!

—DR. RINA BENMAYOR, FORMER INSTITUTE DIRECTOR

Undergraduate Programs

INTEGRATED STUDIES SPECIAL MAJOR (ISSM)

MAKING CONTACT

- Integrated Studies
 - Location Building 82D Room 108
 - Information 831-582-4211
 - Fax 831-582-3737
 - Email richard_harris@csumb.edu

ASSOCIATED ACADEMIC FIELDS

Interdisciplinary Studies

DEGREE OFFERED

Bachelor of Arts

CONCENTRATIONS OFFERED

None

MINORS OFFERED

None

SPONSORING PROGRAM

Universitywide Programs

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 a limited number of 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 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 advisors.
- 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 get 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 get 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 ProSeminar.

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

You develop your own Individualized Learning Plan in the ISSM 300 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 (MLOs). 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 and ISSM 400.

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.

Undergraduate Programs

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?

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

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.

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, INTEGRATED STUDIES PROGRAM COORDINATOR

LIBERAL STUDIES (LS)

MAKING CONTACT

- Institute for 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 Program (LSDC)
 - Information 831-582-4500
 - Email ls_online@csumb.edu
 - Website <http://online.csumb.edu>

ASSOCIATED ACADEMIC FIELDS

Elementary Teaching Content Preparation

DEGREE OFFERED

Bachelor of Arts

CONCENTRATIONS OFFERED

None

MINORS OFFERED

None

SPONSORING COLLEGE

College of Professional Studies

WHY IS THIS ACADEMIC FIELD IMPORTANT?

Society of the 21st century calls for well-rounded and broadly prepared elementary teachers 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?

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 subject area that is commonly taught in elementary classrooms. 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, 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.

If you want a shorter route to an elementary credential, by fall 2003 you will have a choice of the **Blended Liberal Studies, Multiple Subject, and Special Education Credential**. In four calendar years (and perhaps an additional summer), you will be able to earn a Bachelor of Arts degree, a Multiple Subject Credential, and a Level I Mild/Moderate Special Education Credential.

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 CSUMB Student Outreach and Recruitment 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; introduction to teaching (if offered at your community college); information processing (computer operations); three or more years of a second language; natural sciences (life, physical, and earth); geography literacy (local and global); world history, philosophy, or ethics; U.S. history; government (U.S. and California); literature (multicultural focus); and a physical education activity.



Undergraduate Programs

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 ~ Ethics ~ Technology/ Information ~ Mathematics Communication ~ Science/Physical (ESSP 122) and Science/Life (ESSP 204 or ESSP 305) ~ U.S. Histories ~ Vibrancy (Physical Education for the Elementary Classroom Teacher) ~ Vibrancy Activity ~ 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 major advisor and counselor. Each ProSeminar instructor becomes the official advisor to all students in that section of Major ProSeminar 300.

HOW IS THE CURRICULUM OF THE LIBERAL STUDIES MAJOR STRUCTURED?

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

You are strongly advised 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, completing the comprehensive examination, and 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 be guided toward 15 Major Learning Outcomes (MLOs) within five domain areas. You will achieve competence in the following:

DOMAIN AREA A: FOUNDATIONS AND PERSPECTIVES IN THE MAJOR

- **LS MLO A1 Completion of LS 300 Major ProSeminar** including ~ completion of academic orientation to and perspectives underlying Liberal Studies ~ basic and advanced writing across different genres ~ completion of the Academic Learning Plan and a learning portfolio
- **LS MLO A2 Social foundations of education** including ~ knowledge of the history of education in the United States, with emphasis on multicultural education ~ issues and conditions regarding schooling in a multicultural and linguistically diverse society

DOMAIN AREA B: DIVERSITY AND MULTICULTURALISM

- **LS MLO B1 Cross-cultural competence** including ~ knowledge and understanding of one's own ethnic or cultural heritage, power relations and equity, U.S. cross-cultural relations, and socioeconomic and cultural experiences of U.S.-based ethnic groups ~ cross-cultural competence contextualized by the experiences of a specific ethnic or cultural group

DOMAIN AREA C: LIBERAL LEARNING ACROSS THE DISCIPLINES

- **LS MLO C1 English communication, advanced** including ~ applied abilities in advanced reading, and written and oral communication ~ scholarly reasoning, argumentation, problem solving, and research skills
- **LS MLO C2 Literary analysis and criticism in multicultural children's literature** including ~ ability to analyze literature in cultural, social, and historical contexts
- **LS MLO C3 Technology communication** including ~ proficiency and ethics in technology use ~ study and utilization of current and emerging technologies
- **LS MLO C4 Social sciences** including ~ knowledge and analysis of human interactions and change in sociological, psychological, multicultural, and educational contexts ~ literacy in U.S. and world history, government, economics, and geography
- **LS MLO C5 Quantitative literacy** including ~ knowledge and application of mathematical skills for K-8 elementary instruction ~ applied technology in elementary mathematics instruction
- **LS MLO C6 Natural sciences** including ~ ability to analyze complex scientific problems by applying and synthesizing concepts from the physical, earth, and life sciences
- **LS MLO C7 Visual and performing arts** including ~ appreciation for and ability to produce in the arts by creating and/or performing in art, music, drama, and dance
- **LS MLO C8 Human growth and development** including ~ understanding of the developmental needs of learners—applying psychological, sociological, physical, and multicultural theories of human development and change ~ understanding the role of physical education in learning

- **LS MLO C9 Linguistics and language development** including ~ knowledge of principles and theories of language and language acquisition ~ application of knowledge-base in real-world literacy instruction
- **LS MLO C10 A Subject area concentration** including ~ completion of a 12-semester unit upper-division concentration in a subject area commonly taught in K-8 classrooms

DOMAIN AREA D: ETHICAL REFLECTION AND SOCIAL RESPONSIBILITY

- **LS MLO D1 Field-based service learning** including ~ ability to recognize, analyze, and resolve real-world ethical problems in communities and schools ~ contribution to development of productive university-schools partnerships

DOMAIN AREA E: SYNTHESIS AND ASSESSMENT IN THE MAJOR

- **LS MLO E1 Capstone assessment** demonstrating cognitive achievement across disciplines through a comprehensive examination, scholarly research and writing, and refinement of the Major ProSeminar 300 portfolio

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

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. Notice that specific courses are required for the teaching 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 comprehensive examination and 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, passing the Graduation Writing Assessment Requirement (GWAR), 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 by enrolling in the Liberal Studies Distributed Degree Completion (LSDC) program.

WHAT COURSES DOES LIBERAL STUDIES OFFER?

The titles of our courses paint a great picture of our curriculum. Recent classes offered have included: *Integrated Physical Science*; *Introduction to Life Science*; *Environmental Geology for Teachers*; *Service Learning in the Schools*; *Expressive Arts (music, dance, and drama)*; *Visual and Public Arts for Teachers*; *Hispanic Children's Literature*; *Life Span Development*; *Infancy and Early Childhood*; *Adolescence: Context, Culture, and Development*; *Multicultural Children's Literature*; *Child Development*; *Physical Education for the Elementary Teacher*; *Culture and Cultural Diversity*; *Nature of Language and Language Acquisition*; *Introduction to Teaching in a Multicultural Society*; *Social Foundations of Education*; *Computers in the Schools*; and *Mathematics for K-8 Instruction*.

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, and a comprehensive examination as a demonstration of your cumulative learning. In the Capstone, you will also refine, if necessary, your ProSeminar portfolio.

Field-based service learning will give you hands-on experience helping and learning from schools, young learners, and community 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?

At CSUMB, when you major in Liberal Studies, the "liberal" does not apply to class size. Ours are small and highly interactive. Though your learning will be general in scope, your education will be highly individualized. Our vibrant, culturally diverse, and technologically advanced "21st CSU campus for the 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.

Undergraduate Programs

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 required of prospective elementary teachers. This Liberal Studies Teaching pathway requires you to demonstrate competency in 15 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. Demonstrated competency in the Graduation Writing Assessment Requirement (GWAR) 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 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, or middle school instructor.

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 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 portions of 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.

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

- Deborah Ramirez Lango, Ed.D.
International and multicultural education
- Betty McEady, Ed.D., Institute 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
- Paoze Thao, Ph.D.
Historical foundations of education ~ linguistics ~ English as a second language (ESL) ~ interpersonal and intercultural communication
- Robert Weisskirch, Ph.D.
Human development

ADJUNCT FACULTY

- Linda Bynoe, Ed.D.
International multicultural education
- Jennifer Colby, Ph.D.
Humanities
- David Gegeo, Ph.D.
Political anthropology ~ sociolinguistics
- Marcy Stites, Ph.D.
Psychology and child development
- Terri Wheeler, M.A.
Behavioral sciences ~ cross-cultural emphasis
- Additional adjunct faculty who are also public school teachers or administrators

Our Liberal Studies program holds to a philosophy and an approach to teaching and learning that provide a multidisciplinary intellectual experience while simultaneously fostering support for student success from entry into the major to graduation. Through Major ProSeminar and Senior Capstone, the program forges a link between the academic and professional worlds, giving particular emphasis to building a seamless connection between subject-matter preparation and teacher credentialing studies.

—DR. BETTY MCEADY, INSTITUTE DIRECTOR

MANAGEMENT AND INTERNATIONAL ENTREPRENEURSHIP (MIE)

MAKING CONTACT

- Institute for Management and International Entrepreneurship
 - 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

Business Administration ~ e-Commerce and Information Technology ~ Entrepreneurship ~ Management ~ Marketing Management

DEGREE OFFERED

Bachelor of Science

CONCENTRATIONS OFFERED

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

MINORS OFFERED

None

SPONSORING COLLEGE

College of Professional Studies

WHY IS THIS ACADEMIC FIELD IMPORTANT?

The dawn of the 21st century promises 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 MANAGEMENT AND INTERNATIONAL ENTREPRENEURSHIP MAJOR ALL ABOUT?

The MIE major prepares students for careers in business or in other careers where management skills are important. Many MIE majors go on to start their own businesses. Some pursue careers in international business, but all graduates leave with a global and multicultural perspective.

HOW DOES THE MANAGEMENT AND INTERNATIONAL ENTREPRENEURSHIP MAJOR DIFFER FROM A TRADITIONAL BUSINESS DEGREE?

As an MIE major, you will gain the same business skills and knowledge as do students at traditional schools of business. In addition, you will acquire behavioral skills that contribute to superior enterprise performance. Typically you will acquire these skills through a combination of structured classroom education and hands-on field-based learning including internships and service work in community nonprofit organizations.

WHAT WILL I GAIN BY CHOOSING TO MAJOR IN MANAGEMENT AND INTERNATIONAL ENTREPRENEURSHIP 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 that shows them they can make a difference. Our faculty members, most of whom have initiated and managed their own businesses or innovative nonprofit organizations, provide extensive one-on-one exchange and coordinate small group interaction with business and community leaders and your student peers. Our goal is for you to graduate not just with skills and knowledge, but with this transforming experience.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN MANAGEMENT AND INTERNATIONAL ENTREPRENEURSHIP 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.



Undergraduate Programs

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN MANAGEMENT AND INTERNATIONAL ENTREPRENEURSHIP 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. You should also try to complete at least one year of a foreign language. As a prospective MIE major, you will be right on track if you complete courses in macroeconomics, microeconomics, financial accounting, managerial accounting, college algebra or precalculus, and business statistics with a grade of "C" or above. If you arrive at CSUMB without these prerequisites, you can still declare MIE as your major while fulfilling them as quickly as possible.

WHAT CSUMB COURSES AND REQUIREMENTS SHOULD I COMPLETE BEFORE DECLARING MANAGEMENT AND INTERNATIONAL ENTREPRENEURSHIP AS MY MAJOR?

All MIE majors must complete with a "C" or better, at CSUMB or another institution, six **lower-division** prerequisite courses: macroeconomics, microeconomics, financial accounting, managerial accounting, college algebra or precalculus, and statistics. Junior college students considering becoming MIE majors at CSUMB are encouraged but not required to complete these prerequisites before graduating from junior college.

WHAT STEPS MUST I TAKE TO DECLARE MANAGEMENT AND INTERNATIONAL ENTREPRENEURSHIP AS MY MAJOR?

To declare MIE as your major, you should fill out an Academic Program Change form which may be obtained from the CSUMB Admissions and Records department.

HOW IS THE CURRICULUM OF THE MANAGEMENT AND INTERNATIONAL ENTREPRENEURSHIP MAJOR STRUCTURED?

The Bachelor of Science in Management and International Entrepreneurship requires a minimum of 128 units of which 56 must be upper-division units taken within the MIE major (including approved courses offered by other academic programs). You must receive a grade of "C" or better in all MIE core courses required for graduation as an MIE major. As part of the 128 units, you must complete the University Learning Requirements (ULRs), MIE lower division prerequisite course requirements, MIE core courses, and approved electives.

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

- Macroeconomics
- Microeconomics
- Financial Accounting
- Managerial Accounting
- College Algebra or Precalculus
- Statistics

In addition to the above prerequisites, **lower-division** MIE majors at CSUMB are required to complete MIE 211 *Reading, Writing and Critical*

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

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

- *Major ProSeminar* (2 credits, concurrent with *Reading, Writing and Critical Thinking for Business II*) – development of Individualized Learning Plan
- *Reading, Writing and Critical Thinking for Business II* (4 credits, concurrent with *Major ProSeminar*)
- *Principles of Management* (4 credits)
- *Fundamentals of Marketing* (4 credits)
- *Finance* (4 credits including 1 credit for integrated case studies and projects)
- *Computer Information Systems* (4 credits)
- *Principles of Operations Management* (4 credits)
- *Senior Capstone* (4 credits)

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

CONCENTRATIONS

In consultation with your advisor, you select one of three concentrations within the MIE 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 four to six elective courses from a menu of options intended to enable you both to attain base-level competency in all eleven MLOs and to deepen your level of competency in the identified concentration.

ELECTIVES

We offer a wide variety of electives paralleling the MLOs. Where doing so would best further your learning, you may also complete approved 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 MENTORING

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

WHAT WILL I LEARN AS A MANAGEMENT AND INTERNATIONAL ENTREPRENEURSHIP MAJOR?

As you complete your degree, you will be guided toward 11 Major Learning Outcomes (MLOs):

- **MIE 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
- **MIE 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
- **MIE 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
- **MIE 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
- **MIE MLO 5 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
- **MIE MLO 6 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
- **MIE MLO 7 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
- **MIE MLO 8 Communication effectiveness** including ability to ~ use oral, written, and electronic communication to inform, persuade, and influence others ~ effectively employ various models of negotiation and conflict resolution ~ work effectively and empathetically with others inside and outside your primary culture
- **MIE MLO 9 Teamwork skills** including ability to ~ support multicultural team decision making and problem solving ~ direct a team to achieve its objectives

- **MIE MLO 10 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

- **MIE MLO 11 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

HOW DO I ACHIEVE THE MANAGEMENT AND INTERNATIONAL ENTREPRENEURSHIP MLOS?

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

WHAT COURSES DOES MANAGEMENT AND INTERNATIONAL ENTREPRENEURSHIP OFFER?

Current electives include: *Participation in Community Economic Development*; *Electronic Commerce: Marketing*; *Product Management and Marketing for Startups*; *Human Resources Management*; *Leadership in the Global Business Environment*; *Teamwork and Communication*; *Diversity and Equity in Organizations*; *Business Law*; *International Financial Management*; *Database Management*; *Global Marketing*; *Entrepreneurship*; *International Comparative Management*; *Geographic Information Systems for Demographic Analysis*; *International Financial Management*; *Personal Financial Management*; *Financial Markets and Institutions*; *Organizational Behavior*; *Ethics and Social Justice*; *Marketing Research*; *Management of Nonprofit Organizations*; *Venture Formation and Finance*; *Financing, Start-up, and Growth of Technical Ventures*; *Electronic Commerce: System Management and Strategies*; *Decision Support Systems*; *Information Technology Management*; *Electronic Commerce: Design and Development*; *Visual Basic for Business Applications*; and *Internship*.

Undergraduate Programs

WHAT ARE THE UNIQUE FEATURES OF THE MANAGEMENT AND INTERNATIONAL ENTREPRENEURSHIP CURRICULUM?

We have, and deeply value, a very **diverse student body** which 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 regional, national, and even international businesses and nonprofit organizations.

Collaboration with other majors allows you to concurrently acquire skills in computer or environmental sciences, the arts, or any of a number of other academic fields along with your MIE expertise.

Our graduates' entrepreneurial and leadership traits, combined with their business skills and knowledge, have enabled them to launch their own businesses or to get **high-potential jobs** and then to move up in their respective organizations.

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 all of Asia, is two hours up the Pacific coast. To the south, Mexico provides near-by connection with a developing economy. 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 MANAGEMENT AND INTERNATIONAL ENTREPRENEURSHIP MAJORS?

Faculty and staff advisors and mentors from the local business community help you craft your academic program and career development strategies. MIE students also take advantage of universitywide services including the Academic Skills Achievement Program (ASAP), Migrant Student Support Services (MSSS), and the Personal Growth and Counseling Center (PGCC).

WHAT MUST I DO IN ORDER TO GRADUATE WITH A MANAGEMENT AND INTERNATIONAL ENTREPRENEURSHIP DEGREE?

Incoming juniors with all prerequisites satisfied should be able to graduate in two years.

WHICH CAREERS WILL THE MANAGEMENT AND INTERNATIONAL ENTREPRENEURSHIP MAJOR PREPARE ME TO PURSUE?

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

WHAT ADVANTAGES WILL THE MANAGEMENT AND INTERNATIONAL ENTREPRENEURSHIP MAJOR 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 MIE majors also have gone directly to graduate school and done well there.

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FACULTY

- Colleen Mullery, Ph.D., Director
Management ~ strategy ~ social environment of business
- 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

SCHOOL OF BUSINESS STAFF

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

We seek to create an environment within which students can discover where and how they can make a difference in life, whether in business or the nonprofit sector. Most of our graduates can point to truly transforming experiences, usually through a combination of hands-on experience and faculty-assisted reflection and learning based on that experience. It works!

—DR. SANDY HALE, SCHOOL OF BUSINESS FACULTY

SOCIAL AND BEHAVIORAL SCIENCES (SBS)

MAKING CONTACT

- Social and Behavioral Sciences
 - Location. Building 17
 - Information 831-582-3890
 - Assessment Specialist. 831-582-3520
 - Fax 831-582-3566
 - Website CSUMB.EDU/academic/centers/sbsc
 - 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

MINORS OFFERED

None

SPONSORING COLLEGE

College of Arts, Humanities, and Social Sciences

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 THE SOCIAL AND BEHAVIORAL SCIENCES MAJOR ALL ABOUT?

We believe that human behavior and the social institutions framing it can be approached through diverse theories and methodologies from multiple social and behavioral science disciplines. We are committed to understanding contemporary society in its local and national dimensions, as well as its global manifestations. Our curriculum, characterized by a balanced mix of theory and applications, 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, Querétaro Project, Senior Capstone Festival, Professional Assessment Labs, and Geographic Information Systems Day.

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
- Sociology
- Social History

SBS can also prepare you to meet the state-mandated requirements of the single subject credential track in history and social science. Whether you desire to undertake coursework that addresses the state-mandated fourth-grade teaching emphasis on early California history, particularly regarding California Indians and the Spanish mission system, or you wish to focus on U.S. and California history, political economy, and geography, the SBS curriculum provides one option for addressing the state-mandated requirements.



Undergraduate Programs

WHAT WILL I GAIN BY CHOOSING TO MAJOR IN SOCIAL AND BEHAVIORAL SCIENCES 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 all of them and their imaginable combinations as possible specializations within an interdisciplinary whole.

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 interrelated 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 SOCIAL AND BEHAVIORAL SCIENCES 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 SOCIAL AND BEHAVIORAL SCIENCES 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. 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 SOCIAL AND BEHAVIORAL SCIENCES 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. Third year and junior transfer students should enroll in SBSC 308 *Professional Assessment Lab I*, where you will develop an Individualized Learning Plan (ILP) and petition to major in SBS, and SBSC 309 *Professional Assessment Lab II*. SBSC 308 should be taken concurrently with SBSC 300 *Major ProSeminar*.

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 required to complete the upper division graduation learning outcomes (or GLOs) 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, ENG-COM, Science Methods, 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 SOCIAL AND BEHAVIORAL SCIENCES 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 the Institute, you are matriculated as a "candidate" for the major rather than as a "major." The Institute 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 outcomes-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 CURRICULUM OF THE SOCIAL AND BEHAVIORAL SCIENCES MAJOR 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*, SBSC 105 *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, SBSC 308, SBSC 309, and at least one of the project-based learning seminars and labs. 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 A SOCIAL AND BEHAVIORAL SCIENCES 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 under-represented 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

Undergraduate Programs

WHICH COURSES SHOULD I TAKE TO ACHIEVE EACH SOCIAL AND BEHAVIORAL SCIENCES 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 SOCIAL AND BEHAVIORAL SCIENCES 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 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 SOCIAL AND BEHAVIORAL SCIENCES OFFER?

Recent course offerings have included: *Applications of GIS to Social Sciences and Business*; *Applied Research and Writing in the Social Sciences*; *Art of the Aztec Empire*; *Archaeology: From Map to Museum*; *Photography and Digital Imaging for the Social Sciences*; *Ancient Maya Civilizations*; *Ethnographic Research: Methods and Analysis*; *Introduction to Global Economics*; *Cross Cultural Human Development*; *Abnormal Psychology from a Multicultural Perspective*; *Archaeological Thought in the Americas*; *Introduction to Geography: People, Places and Environment*; *Community Ethnography*; *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*; *Cultural Contexts of Bilingual Education*; *Virtual Archaeology and GIS*; *GIS for Demographic Analysis in Business and Social Sciences*; *Computing Skills for the Social Sciences*; *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*.

WHAT ARE THE UNIQUE FEATURES OF THE SOCIAL AND BEHAVIORAL SCIENCES 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 mountains. 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 SOCIAL AND BEHAVIORAL SCIENCES 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 A SOCIAL AND BEHAVIORAL SCIENCES 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 assessment 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 THE SOCIAL AND BEHAVIORAL SCIENCES MAJOR 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 activist, civic policy maker, teacher, public health official, cultural resources manager, or community development advisor.

WHAT ADVANTAGES WILL THE SOCIAL AND BEHAVIORAL SCIENCES MAJOR 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 and anthropology. SBS students have reported the unique advantages of the interdisciplinary approach found in the Institute 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

- Armando A. Arias, Jr., Ph.D.
Social psychology ~ global networking ~ social design engineering ~ virtual learning and research
- George Baldwin, Ph.D.
Sociology ~ psychology ~ manpower economics ~ social psychology of online behavior ~ contemporary American Indian affairs ~ research methodology
- 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
- 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.
Comparative political economy ~ socioeconomics and politics of Asian Pacific Rim and Socialist countries ~ Vietnamese political economy ~ research methodology ~ global-local worker and gender issues

Undergraduate Programs

ADJUNCT FACULTY

- 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
- Adrian P. Hull, Ph.D.
Political science ~ comparative politics ~ democracy ~ Black politics ~ development studies ~ party politics in postcolonial nations ~ Black social and political movements ~ research methods and data analysis
- Caroline Haskell, M.S.W.
Psychology ~ social work ~ health education ~ counseling ~ multicultural leadership development ~ team building ~ conflict resolution ~ group process/dynamics ~ trainer development
- 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
- Gary Rodriguez, B.A.
Psychology ~ peer education ~ crisis intervention ~ harm reduction associated with alcohol/other drug use
- 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

INSTITUTE STAFF

- John Klein
Student Services Professional
- Lilly Martinez
Administrative Analyst/Specialist
- Charlie Wallace
Instructional Technologies Consultant
- Myisha Washington
Administrative Support Coordinator

The social and behavioral sciences all share a common body of theory and method. This is so obvious that it is highly controversial!

—DR. GEORGE BALDWIN, CSUMB FACULTY

TELECOMMUNICATIONS, MULTIMEDIA, AND APPLIED COMPUTING (TMAC)

MAKING CONTACT

- Institute for Communications Science and Technology (ICST)
 - 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
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 - Peer Advising Email icstpeer_advising@csumb.edu
 - Website <http://icst.csumb.edu>

ASSOCIATED ACADEMIC FIELDS

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

DEGREE OFFERED

Bachelor of Science

CONCENTRATIONS OFFERED

None

MINORS OFFERED

None

SPONSORING COLLEGE

College of Science, Media Arts, and Technology

WHY IS THIS ACADEMIC FIELD IMPORTANT?

As we charge into the new millennium, 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 THE TELECOMMUNICATIONS, MULTIMEDIA, AND APPLIED COMPUTING MAJOR 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 TELECOMMUNICATIONS, MULTIMEDIA, AND APPLIED COMPUTING AT CSUMB?

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 both design software and write the code. 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 our 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 TELECOMMUNICATIONS, MULTIMEDIA, AND APPLIED COMPUTING 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 TELECOMMUNICATIONS, MULTIMEDIA, AND APPLIED COMPUTING 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.

Undergraduate Programs

WHAT CSUMB COURSES AND REQUIREMENTS SHOULD I COMPLETE BEFORE DECLARING TELECOMMUNICATIONS, MULTIMEDIA, AND APPLIED COMPUTING 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 TELECOMMUNICATIONS, MULTIMEDIA, AND APPLIED COMPUTING AS MY MAJOR?

When you register for CST 300, the Major ProSeminar, we automatically add you to our major list. You do need to fill out a declaration of major form at Admissions and Records to be officially declared a TMAC major. Prior to that time, you are urged to discuss your curriculum plans with a TMAC faculty advisor or one of the TMAC peer advisors.

HOW IS THE CURRICULUM OF THE TELECOMMUNICATIONS, MULTIMEDIA, AND APPLIED COMPUTING MAJOR 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 TELECOMMUNICATIONS, MULTIMEDIA, AND APPLIED COMPUTING MAJOR?

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

- **Core outcomes** (required of all graduates)
- **Design outcomes** (required of those graduates choosing the design specialization)
- **Technology outcomes** (required of those graduates choosing the technology specialization)
- **Advanced outcomes** (required of all graduates)

If you wish to integrate both technology and design in your specialization, then you must submit a written Individualized Learning Plan (ILP) incorporating MLOs from both specializations to a faculty advisor for approval.

CORE MLOS

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

- **TMAC Entry MLO** including ~ 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** including ~ knowledge of how a computer represents and transmits information, its parts and peripherals, and how they are organized and interfaced ~ ability to install and run applications and to manage and navigate files on a variety of platforms and operating systems
- **TMAC MLO C2 Design skills** including ~ ability to use computer-based tools to demonstrate knowledge of design principles in conceiving, planning, and communicating the solutions for multimedia and instructional technology problems ~ ability to manipulate digital images, sound, motion, text, and interactions
- **TMAC MLO C3 Programming skills** including ~ solid grounding in the concepts and practice of programming as displayed by competency in at least one programming language, such as C++
- **TMAC MLO C4 Telecommunications skills** including ~ broad 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 skills** including ~ fundamental understanding of at least two mathematical areas selected from probability and statistics, logic, calculus, discrete math, linear algebra, and combinatorics ~ ability to apply mathematical understanding to the solution of problems in a chosen area
- **TMAC MLO C6 Social and ethical dimensions** including ~ 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 Competency in planning and management** of design projects including ~ 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 Ability to apply principles of interactive media design** to the production of projects combining digital audio, video, and imagery
- **TMAC MLO D3 Ability to produce projects using a variety of delivery systems for communication** including desktop video, print, web, video conferencing, and multimedia

- **TMAC MLO D4 Understanding of instructional design principles** including ~ 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 Understanding of aesthetics and design principles** including ~ 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 for students in the technology specialization of the TMAC major are:

- **TMAC MLO T1 Programming skills** including ~ understanding of the theory and practice of key programming principles that are common to many programming languages
- **TMAC MLO T2 Software design capabilities** including ~ 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 Understanding of operating systems** including ~ 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 Understanding of principles of telecommunications** including ~ 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 skills** including ~ fundamental understanding of at least two mathematical areas selected from probability and statistics, logic, calculus, discrete math, linear algebra, and combinatorics ~ ability to apply mathematical understanding to the solution of problems in a chosen area

- **TMAC MLO T6 Interface capabilities** such as ~ graphics and imaging skills ~ sensing and control skills
- **TMAC MLO T7 Computing capabilities** such as ~ Internet programming skills ~ database skills ~ embedded programming skills ~ compiler and language skills
- **TMAC MLO T8 Networking capabilities** such as ~ advanced networking skills ~ understanding of communications standards and industry ~ networking management skills ~ understanding of network protocols for multimedia
- **TMAC MLO T9 Understanding and ability to apply advanced mathematical concepts** in areas related to TMAC, some of which are linear algebra, statistics and probability, and differential equations
- **TMAC MLO T10 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 are:

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

WHICH COURSES SHOULD I TAKE TO ACHIEVE EACH TELECOMMUNICATIONS, MULTIMEDIA, AND APPLIED COMPUTING MLO?

CORE MLOS

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

- **TMAC Entry MLO** 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 *Problem Solving and Programming*, or CST 232 *MS Visual Basic Programming*
- **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 Computers and Technology*, or CST 371 *Current Issues in Communications and Technology*

Undergraduate Programs

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** Complete one course from the intermediate level (CST 304 *Publication Design*, CST 321 *Multimedia I*, CST 324 *Multimedia Integration*, CST 351 *Web Design*) and one course from the practicum level (CST 404 *Publication Workshop*, CST 422 *Multimedia II*, CST 424 *Multimedia Workshop*, CST 442 *Advanced Instructional Design*, CST 451 *Web Production*)
- **TMAC MLO D4** CST 341 *Instructional Design*; CST 442 *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.

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*; CST 332 *Computer Imaging*
- **TMAC MLO T7** CST 336 *Internet Programming*; CST 436 *Advanced Internet Programming*; MIE 363 *DB Management: Methods & Applications*; CST 463 *Electronic Commerce System Development*
- **TMAC MLO T8** CST 312 *Telecommunication Standards*; CST 313 *Telecom Management*; CST 334 *UNIX X Windows*; CST 482 *Study at Sea Global Communications*
- **TMAC MLO T9** MATH 330 *Linear Algebra & Applications*; MATH 320 *Probability and Statistics*; MATH 340 *Differential Equations*
- **TMAC MLO T10** CST 434 *Advanced UNIX Systems Administration*; CST 610 *Web-Based System Analysis and Design*; CST 640 *Electronic Commerce: System Management and Strategies*; CST 650 *E-Commerce: Business Models and Strategies*; CST 655 *Electronic Commerce Design and Development*

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*; CST 362S *Technology and Communities*
- **TMAC MLO A6** CST 400, 401 *Senior Capstone & Lab*

ARE THERE OTHER WAYS FOR ME TO ACHIEVE THE TELECOMMUNICATIONS, MULTIMEDIA, AND APPLIED COMPUTING 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
- Prior experiences captured in an outcomes portfolio for faculty evaluation according to set standards

WHAT COURSES DOES TELECOMMUNICATIONS, MULTIMEDIA, AND APPLIED COMPUTING 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*; *Web-Based System Analysis and Design*.

WHAT ARE THE UNIQUE FEATURES OF THE TELECOMMUNICATIONS, MULTIMEDIA, AND APPLIED COMPUTING 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 TELECOMMUNICATIONS, MULTIMEDIA, AND APPLIED COMPUTING 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 TELECOMMUNICATIONS, MULTIMEDIA, AND APPLIED COMPUTING 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 THE TELECOMMUNICATIONS, MULTIMEDIA, AND APPLIED COMPUTING MAJOR 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
Electronic commerce ~ information system development and management ~ distributed learning ~ software engineering
- John Ittelson, Ph.D.
Multimedia ~ telecommunications ~ instructional design
- Doug Macintire, Ph.D.
Graphics programming ~ scientific visualization ~ UNIX/Linux systems administration ~ data networks ~ parallel computers
- R. William Maule, Ph.D.
Information technology ~ multimedia ~ telecommunications ~ human-computer interaction ~ systems analysis and design
- Marsha Moroh, Ph.D. (currently serving as College Dean)
Applied computing ~ computer literacy ~ discrete mathematics ~ service learning
- 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
- Roberta Long, M. F. A.
Graphic design and multimedia
- Terence Ahern, Ph.D.
Instructional technology ~ Internet programming

ADJUNCT FACULTY

- Adrian Andrade, B.A.
Computer literacy
- Autumn Aquinaldo, B.S.
Computer programming
- Heather Bressler, B.S.
Computer literacy
- Kevin Cahill, M.A.
Creative design ~ design management
- Leanne Complin, B.S.
Web design ~ digital creation
- Justine Dean, B.S.
Computer literacy
- Kathleen Dorsey, M.A.
Computer literacy
- Jerry Giamona, M.A.
Computer literacy
- Carolee Kahn, M.S.
Computer literacy
- Chris Khan, B.S.
ProSeminar ~ advising
- Arlene Krebs, M.A.
Distance learning/e-learning ~ new media and communications technology ~ grant writing and fundraising
- Jennifer Lagier, M.A.
Internet literacy ~ Web design
- Don Livermore, M.A.
Computer literacy

Undergraduate Programs

- Nicole Mendoza, B.S.
Computer literacy
- 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
- Steve Rubin, M.B.A.
Computer literacy
- Carolyn Sabin, M.A.
Instructional technology ~ multimedia
- Paul Seagal, M.S.
Computer literacy
- George Station, B.S.
Computer literacy
- Natalie Stauffer, B.S.
Computer literacy
- Rosalie Strong, Ph.D.
Computer literacy ~ freshman ProSeminar
- Don Sullivan, B.S.
Computer science ~ programming ~ Unix
- Eric Sustaita, B.S.
Computer literacy
- Ken Wanderman, M.S.
Computer literacy ~ multimedia
- Pat Watson, M.A.
Creative design ~ computer graphics
- Don Williams, B.S.
Computer literacy
- Mike Yee, M.S.
Telecommunications and information management

The CST faculty has designed an integrated and collaborative curriculum, which prepares students to be future leaders in the fields of telecommunications, multimedia, and computing. Students work with faculty to assemble a portfolio of learning experiences that bridge traditional technology disciplines. Students combine this technological knowledge with design, communication, and management skills in the development of customized university experiences pertinent to their career interests and ambitions and to the needs of a global, multicultural society.

—DR. ERIC Y. TAO, INSTITUTE DIRECTOR

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

ASSOCIATED ACADEMIC FIELDS

Theatre Production ~ Filmmaking ~ Video/Television Production ~ Radio/Audio Production ~ New Media Production

DEGREE OFFERED

Bachelor of Arts

CONCENTRATIONS OFFERED

None

MINORS OFFERED

None

SPONSORING COLLEGE

College of Science, Media Arts, and Technology

WHY IS THIS ACADEMIC FIELD IMPORTANT?

The evolution of entertainment in the 20th century took us from stage to screen, from black and white to color, from AM to FM, and from mono to Dolby surround sound. Our 21st century promises dramatic new revolutions in worldwide communication, artistic expression, and creative storytelling that will enhance the way we, as a global society, connect with one another. Dramatic content will be at the heart, creative human performance will provide the soul, and technology will be the body. The Institute for Teledramatic Arts and Technology is a place that explores these evolving possibilities.

WHAT IS THE TELEDRAMATIC ARTS AND TECHNOLOGY MAJOR ALL ABOUT?

TAT is an innovative undergraduate program offering integrated, multi-disciplinary study of theatre production, filmmaking, video/television production, radio/audio production and new media production (Internet, CD, and DVD). 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.

WHY MAJOR IN TELEDRAMATIC ARTS AND TECHNOLOGY AT CSUMB?

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.

Your learning will be experiential and project-based. You will work alongside practicing professionals who will expose you to real-world realities of writing, directing, designing, acting, filming, videotaping, broadcasting, editing, producing, and transmitting created artistic work over a variety of distribution outlets.

TAT seeks bright, 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’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 TELEDRAMATIC ARTS AND TECHNOLOGY 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 broadcasting, web development, creative writing, multimedia production, and computer graphic design. In addition to coursework, participation in any of these activities will be highly beneficial.



Undergraduate Programs

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN TELEDRAMATIC ARTS AND TECHNOLOGY 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 and 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 TELEDRAMATIC ARTS AND TECHNOLOGY AS MY MAJOR?

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

WHAT STEPS MUST I TAKE TO DECLARE TELEDRAMATIC ARTS AND TECHNOLOGY AS MY MAJOR?

Students must first consult with a major advisor from TAT. After approval and a signature is secured from that advisor, the student must then fill out the appropriate forms from the CSUMB Office of Admissions and Records.

HOW IS THE CURRICULUM OF THE TELEDRAMATIC ARTS AND TECHNOLOGY MAJOR STRUCTURED?

The curriculum and courses are designed around Major Learning Outcomes based on five phases of production that are necessary to create a teledramatic work. These phases are: 1) research and development, 2) preproduction, 3) production, 4) postproduction, and 5) distribution. Scheduled courses, applicable and quantifiable life and professional experiences, directed study, practicums, projects, internships and apprenticeships, and special research topics 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 a track or emphasis at the beginning of your junior year such as the following: writing, directing, performing, filming, editing, broadcasting, and producing.

TAT challenges you to develop meaningful stories drawn from your world, then create and produce vibrant works using teledramatic technologies. TAT courses teach you to use the teledramatic platforms of theatre, film, video/television, radio/audio, and new media as they converge in our new digital age. TAT's goal is to graduate critical thinkers, dynamic storytellers, content developers, educated risk takers, proficient 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 TELEDRAMATIC ARTS AND TECHNOLOGY MAJOR?

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

■ 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 created 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 TELEDRAMATIC ARTS AND TECHNOLOGY MLO?

In a class called the 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 courses. The Major ProSeminar class will help you understand and properly use them so that you can design and plan your education according to your needs.

ARE THERE OTHER WAYS FOR ME TO ACHIEVE THE TELEDRAMATIC ARTS AND TECHNOLOGY 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 TELEDRAMATIC ARTS AND TECHNOLOGY 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; and DVD Authoring and Production.*

WHAT ARE THE UNIQUE FEATURES OF THE TELEDRAMATIC ARTS AND TECHNOLOGY CURRICULUM?

Creative partnerships enhance TAT's entrepreneurial links and multiply the possibilities for creative filmmaking, radio and television programming, theatre productions, film exhibitions, and new media productions.

The **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 teledramatic fields.

Your **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?

You will be trained on state-of-the-art electronic and digital equipment housed in our production facilities. These include five Avid nonlinear 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 and digital video supported by industry-standard software packages for postproduction and Internet, including Final Cut Pro, DVD Studio Pro, After Effects, and Flash. TAT operates a television studio and has access to CSUMB's 457-seat World Theatre. We regularly stream content over the Internet and on our on-campus television cable channel. All of our facilities are fiberoptic and microwave linked. We also possess 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 TELEDRAMATIC ARTS AND TECHNOLOGY MAJORS?

Each student is assigned an advisor once the TAT major is declared. Consultation, mentoring, and support services by TAT faculty and staff are also available.

WHAT MUST I DO IN ORDER TO GRADUATE WITH A TELEDRAMATIC ARTS AND TECHNOLOGY DEGREE?

You must complete your course curriculum established in your advisor approved and signed Individualized Learning Plan (ILP), successfully complete a Senior Capstone Project, and demonstrate your understanding, knowledge, and experience in TAT's Major Learning Outcomes (MLOs).

WHICH CAREERS WILL THE TELEDRAMATIC ARTS AND TECHNOLOGY MAJOR PREPARE ME TO PURSUE?

Depending on individual 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, webcasting, multimedia, education, and other teledramatic industries.

WHAT ADVANTAGES WILL THE TELEDRAMATIC ARTS AND TECHNOLOGY MAJOR 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.

Undergraduate Programs

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FULLTIME FACULTY

- Will Shephard, Ph.D., TAT Institute Director
Producer ~ director ~ actor ~ playwright ~ screenwriter ~ filmmaker
- John C. Ittelson, Ph.D.
Multimedia producer ~ instructor of management and design, distance online learning, and advanced technology
- Caitlin Manning, M.F.A.
Award-winning filmmaker and cinematographer ~ instructor of film and video production, theory, and history
- Michelle Riel, M.F.A.
New media designer ~ Internet artist ~ art director ~ theatre artist
- 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
- Karen Davis, M.F.A.
Cinema and video producer ~ writer ~ director ~ film historian
- Shannon Edwards, M.F.A.
Instructor of expressive arts, ethics, storytelling, and TAT for teachers ~ stage director
- Phil Esparza III
World Theatre operations manager ~ producer ~ teledramatic artist
- Steven Levinson, M.A.
Instructor of video/television and radio/audio production, computer graphics, and nonlinear editing
- Marco Martinez-Galarce, M.F.A.
Filmmaker ~ producer ~ videographer
- Reine-Claire Morrison, M.A.
Film editor ~ filmmaker
- Ingrid Schulz, M.F.A.
Producer ~ director ~ filmmaker ~ editor

STAFF

- Chris Carpenter
Media Production Specialist ~ executive producer ~ television operations manager ~ broadcast editor
- Karen Roth, M.A.
Administrative Assistant
- Cherie Visosky, B.B.A.
Administrative Analyst/Specialist

Storytelling is at the heart of human communication. It comes from an instinctual urge to express in vibrant, living terms the essence of our experience. From the ancient world to modern times, we've used storytelling to transmit history, ideas, myths, dreams, and legends as a form of cultural narrative. Through the imagination and skill of the artist, storytelling elevates individual experiences into the realm of the universal, embracing the spirit of our local communities and the world around us. The digital age has given us unprecedented opportunities to expand the range of storytelling through technology, empowering a greater range of voices than ever before, and TAT is playing a leading role in that exploration.

—WILL SHEPHARD, INSTITUTE DIRECTOR

VISUAL AND PUBLIC ART (VPA)

MAKING CONTACT

- Institute for Visual and Public Art
 - Location Buildings 71-73
 - Information 831-582-3005
 - Fax 831-582-3310
 - Email. amalia_mesa-bains@csumb.edu
 - Website. <http://vpa.csumb.edu>

ASSOCIATED ACADEMIC FIELDS

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

SPONSORING COLLEGE

College of Arts, Humanities, and Social Sciences

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 THE VISUAL AND PUBLIC ART MAJOR 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 participant 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)
- Arts Education (in progress)

WHAT WILL I GAIN BY CHOOSING TO MAJOR IN VISUAL AND PUBLIC ART AT CSUMB?

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 VISUAL AND PUBLIC ART 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 classes in drawing, painting, art history, and research.

WHAT COURSES SHOULD I TAKE TO PREPARE TO MAJOR IN VISUAL AND PUBLIC ART 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.



Undergraduate Programs

WHAT CSUMB COURSES AND REQUIREMENTS SHOULD I COMPLETE BEFORE DECLARING VISUAL AND PUBLIC ART 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, 2-D, or 3-D course.

WHAT STEPS MUST I TAKE TO DECLARE VISUAL AND PUBLIC ART AS MY MAJOR?

You may informally petition to enter the major by meeting with an advisor, presenting a portfolio, and developing 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 CURRICULUM OF THE VISUAL AND PUBLIC ART MAJOR 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.

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 VISUAL AND PUBLIC ART 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 VISUAL AND PUBLIC ART 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 307 *Diverse Histories in Contemporary Art* and VPA 308 *Ways of Seeing*; VPA 313 *Regional Art History*; VPA 396 *Field Studies*; VPA 397 *Independent Study*; VPA 405 *Senior Capstone*

■ **MLO 2 Community and audience understanding**

VPA 317S *Community Research Service Learning*; VPA 306S *Large-Scale Digital Mural workshop*; VPA 313 *Regional Art History*; VPA 317S *Community Research Service Learning*; 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*; VPA 306S *Large-Scale Digital Mural Workshop 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 I*; VPA 321S *Museum Studies II*

■ **MLO 4 Production skills**

VPA 301 *Two-Dimensional Fundamentals of Painting and Drawing*; VPA 303 *Three-Dimensional Fundamentals of Sculpture*; VPA 306S *Large-Scale Digital Mural Workshop Service Learning*; VPA 304 *Advanced Painting and Mural*; VPA 401 *Installation and Performance*; VPA 405 *Senior Capstone*; VPA 315 *Life Drawing*; VPA 403 *Advanced Sculpture*

■ **MLO 5 Critical and evaluative skills**

VPA 304 *Advanced Painting and Mural*; VPA 306S *Large-Scale Digital Workshop Service Learning*; VPA 317S *Community Research Service Learning*; 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 I*; VPA 321S *Museum Studies II*

■ **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 I*; VPA 321S *Museum Studies II*

ARE THERE OTHER WAYS FOR ME TO ACHIEVE THE VISUAL AND PUBLIC ART MLOS?

Assessment of learning outcomes is based on your portfolios of course work 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 VISUAL AND PUBLIC ART OFFER?

Recent courses offered have included: *California Regional Art History*; *Introduction to Public-Scale Sculpture, Installation, and Site-Specific Production*; *Ways of Seeing: Seminar on Philosophy and Ethical Thinking in Public Art*; *Large-Scale Digital Mural Workshop*; *Mixed Media Drawing*; *Diverse Histories in Contemporary Art*; *Visual Arts Education for Teachers*; *Three-Dimensional Fundamentals of Sculpture/Installation*; *Advanced Painting and Mural*; *Life Drawing*; *Community Research*; *Installation Art and Performance*; and *Advanced Sculpture and 3-D Design*.

WHAT ARE THE UNIQUE FEATURES OF THE VISUAL AND PUBLIC ART 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.

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 community 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.

Undergraduate Programs

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 VISUAL AND PUBLIC ART 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 VISUAL AND PUBLIC ART DEGREE?

You must achieve all Major Learning Outcomes and complete your Senior Capstone.

WHICH CAREERS WILL THE VISUAL AND PUBLIC ART MAJOR 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 THE VISUAL AND PUBLIC ART MAJOR 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.

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.

COMMUNITY FACULTY

The community faculty consists of artists, activists, and cultural leaders from the local region who have skills related to the CSUUMB VPA and Music and Performing Arts programs. They will serve for one or two semesters providing lectures, workshops, demonstrations, and residencies both in the community and on campus.

- 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 Technologist

Our VPA program helps you integrate your individual skills with collaborative models. Our projects are hands-on and you have the opportunity to work on campus in interdisciplinary activities where you can solve problems, use technology, and apply your art. Come join us as we transform this campus and serve our neighboring communities.

—DR. AMALIA MESA-BAINS, INSTITUTE DIRECTOR

WORLD LANGUAGES AND CULTURES (WLC)

MAKING CONTACT

- Institute for 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://llanguageLab.csumb.edu>

ASSOCIATED ACADEMIC FIELDS

Japanese ~ Language Studies ~ Latin American Studies ~ Spanish ~ Chicano Studies

DEGREE OFFERED

Bachelor of Arts

CONCENTRATIONS OFFERED

None

MINORS OFFERED

Japanese Language and Culture

Spanish Language and Culture

SPONSORING COLLEGE

College of Arts, Humanities, and Social Sciences

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 THE WORLD LANGUAGES AND CULTURES MAJOR 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 Chinese. 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 WORLD LANGUAGES AND CULTURES AT CSUMB?

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 WORLD LANGUAGES AND CULTURES 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 WORLD LANGUAGES AND CULTURES 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.



Undergraduate Programs

WHAT CSUMB COURSES AND REQUIREMENTS SHOULD I COMPLETE BEFORE DECLARING WORLD LANGUAGES AND CULTURES 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 WORLD LANGUAGES AND CULTURES 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 CURRICULUM OF THE WORLD LANGUAGES AND CULTURES MAJOR STRUCTURED?

Our curriculum includes beginning through advanced courses in American Sign Language, Japanese, and Spanish. We also offer opportunities in Italian and Mandarin Chinese 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 WORLD LANGUAGES AND CULTURES 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 ~ advanced proficiency in speaking, listening, reading, and writing the emphasized world language (advanced level proficiency as defined by the American Council on the Teaching of Foreign Languages)
- **WLC MLO 5 Cultural knowledge** including ~ reasonable understanding of two areas from the philosophical perspectives (ideas, beliefs, attitudes, values), the behavioral practices (patterns of social interactions), and the tangible and intangible cultural products (art, literature, music, cuisine, vestments) of the societies or major cultures represented by the emphasized language
- **WLC MLO 6 Cross-cultural competency** including ~ general knowledge of a sociocultural group other than the one emphasized by the major ~ basic understanding of one area from the philosophical perspectives, the behavioral practices, and the tangible and intangible cultural products of the second culture
- **WLC MLO 7 Cultural praxis** including ~ active participation in the culture of the emphasized language at an intermediate level
- **WLC MLO 8 Technology skills** including ~ ability to use multimedia technology and the Internet to support interactive linkages and distance learning activities with individuals and organizations in countries where the emphasized language is primary

In addition to these Major Learning Outcomes, you will enhance the major via an area of emphasis. 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 deeper 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 WORLD LANGUAGES AND CULTURES 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 WORLD LANGUAGES AND CULTURES 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 WORLD LANGUAGES AND CULTURES 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; Japanese Literature in Translation; Economic History of Japan; Business in Japan; Spanish for Spanish Speakers; Contemporary Chicano Literature; Spanish Composition and Oral Practice; History and Phonetic Structure of the Spanish Language; 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; Latina Life Stories in Comparative Context; Auto-biografías; The Chicano 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 WORLD LANGUAGES AND CULTURES 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, Mexican, 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 WORLD LANGUAGES AND CULTURES 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 WORLD LANGUAGES AND CULTURES 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 THE WORLD LANGUAGES AND CULTURES MAJOR 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 THE WORLD LANGUAGES AND CULTURES MAJOR 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.

Undergraduate Programs

HOW DO I COMPLETE A MINOR IN SPANISH LANGUAGE AND CULTURE, OR JAPANESE LANGUAGE AND CULTURE?

Like our major, the WLC minors in Spanish Language and Culture, and Japanese Language and Culture are outcomes oriented. That is, each entails a rather high level of language proficiency (Intermediate-High according to ACTFL guidelines) and requires a fairly reasonable understanding of the cultures addressed by the minor. Aside from having to attain and demonstrate the intermediate-high level of proficiency in the target language, students 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 cultures addressed by the learning experiences.

MINOR 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 provide a comparative description and basic analysis of the peoples, history, and culture of the sociocultural group specified by the minor. Specifically, students engage in the learning of cultural customs, the cultural practices, products (e.g. literature, art, music), and perspectives (e.g. *Weltanschauung*, worldviews, cultural values, national and cultural identity, etc.); and other skills necessary for cross cultural communication.

MINOR IN JAPANESE LANGUAGE AND CULTURE

You must complete 16 credits of upper-division Japanese language and culture to include:

- One upper-division Japanese language course from JAPN 301 *Advanced Japanese I*, JAPN 302 *Advanced Japanese II*, JAPN 303 *Business Japanese*, and JAPN 304 *Technical Japanese*
- 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

MINOR IN SPANISH LANGUAGE & CULTURE

You must complete 16 credits of upper-division Spanish language and culture to include:

- One upper-division Spanish language course from SPAN 301 *Spanish Composition and Oral Practice*, SPAN 303 *Advanced Spanish Grammar*, SPAN 305 *Spanish for the Professions*
- SPAN 306 *Introduction to the Cultures and Civilizations of Hispanic Latin America*
- Two additional upper-division learning experiences from the Spanish curriculum, at least one of which must be culture oriented

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FULLTIME FACULTY

- Donaldo W. Urioste, Ph.D., Director
Spanish
- Rafael Gomez, Ph.D.
Spanish
- Yoshiko Saito-Abbot, 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
- Maria Victoria Porras, M.A.
Spanish
- 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
- Beatrice Toro, M.A.
Spanish
- Maria Tringali, Ph.D.
Italian
- Rita Vidal de Moreno, M.A.
Spanish
- Marilyn Wang-Chakwin, M.S.
Chinese (Mandarin)

STAFF

- Monica Carrasco
Administrative Assistant
- Gus Leonard
Language Lab Coordinator
- Gail Salgado
Administrative Coordinator

UNDERGRADUATE NONDEGREE PROGRAMS

FRESHMAN PROSEMINAR (PROS)

MAKING CONTACT

- ProSeminar
 - Location Building 21
 - Information 831-582-3806
 - Fax 831-582-3873
 - Email gwenda_plaisance@csumb.edu
 - Website (for faculty) <http://classes.csumb.edu/PROS/PROS100/world/>
 - FirstClass Conference PROSEMINAR100

DEGREE OFFERED

None

CONCENTRATIONS OFFERED

None

MINORS OFFERED

None

SPONSORING PROGRAM

Universitywide Programs

WHAT IS FRESHMAN PROSEMINAR ALL ABOUT?

ProSeminar 100 is your initial 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 Individualized Learning Plan (ILP) to begin to chart your progress toward fulfillment of your personal, academic, and professional goals.

WHAT WILL I GAIN THROUGH MY PROSEMINAR 100 STUDIES?

When you complete ProSeminar 100 you will have the beginning of an Individualized Learning Plan (ILP) that charts your progress through your four years at CSUMB. This ILP will be refined in your major-specific ProSeminar 300 junior year learning experience. ProSeminar 100 introduces you to the CSUMB Vision and explores the resources available to you as a student.



IS EVERY STUDENT REQUIRED TO TAKE PROSEMINAR 100?

If you enter CSUMB with more than 29 transferable credits, you do not have to take ProSeminar 100.

WHAT WILL I LEARN AS A STUDENT PARTICIPATING IN PROSEMINAR 100?

You will be guided toward achievement of five Learning Outcomes (LOs) through ProSeminar 100:

- **PROS LO 1** Indicated awareness of both personal contribution to the CSUMB Vision and the Vision's contribution to one's own academic and personal development
- **PROS LO 2** Demonstrated college-level oral and written communication skills
- **PROS LO 3** Demonstrated skills in gathering and assessing information in a multicultural context
- **PROS LO 4** Applied understanding of CSUMB University Learning Requirements (ULRs) to develop an Individualized Learning Plan (ILP)
- **PROS LO 5** Demonstrated collaborative learning skills, and understanding of the importance of collective work.

WHAT ARE THE UNIQUE FEATURES OF THE PROSEMINAR 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 ProSeminar sections are taught in smart classrooms, technologically enhanced to support your learning.

WHAT SUPPORT SERVICES ARE PROVIDED FOR PROSEMINAR STUDENTS?

The primary resource for ProSeminar 100 students is the Academic Skills Achievement Program (ASAP). ASAP offers you group and individual tutoring for your writing assignments.

HOW DOES PROSEMINAR HELP ME WITH CAREER PREPARATION?

As an introductory course, ProSeminar 100 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, especially writing ~ statistics ~ evolution
 - ~ ecology, especially field methods

The first semester at a university is a crucial time for students. It's a time of many transitions. ProSeminar 100 guides the transition into the academic life of CSUMB.

—RENEE PERRY, DIRECTOR

Undergraduate Programs

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

ASSOCIATED ACADEMIC FIELDS

Health ~ Physical Education ~ Sport Management ~ Recreation and Leisure Studies ~ Sport Sociology ~ Wellness ~ Sport Tourism

DEGREE OFFERED

None

CONCENTRATIONS OFFERED

None

MINORS OFFERED

Health and Wellness
Human Movement: Adapted Physical Activity
Outdoor Education/Recreation
Sport Management: Management Track
Sport Management: Coaching Track

SPONSORING COLLEGE

College of Professional Studies

WHY IS THIS ACADEMIC FIELD IMPORTANT?

Among the many things in life that we value, where do health and wellness fit? Health is seen as a resource for everyday life, not the objective of living. Wellness, on the other hand, 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. You work toward becoming the best you can be, without traditionally accepted limitations regarding your age, your race, or your genetic blueprint. You may continually work on learning and on making changes that will enhance your state of wellness; you can take the reins. Everyone despite physical limitations, disease, and ability can enjoy wellness. Wellness is a full integration of physical, mental, emotional, social, spiritual, interpersonal and social, and environmental wellbeing—a complex interaction of the factors that lead to a *quality of life*. The message of this academic field is that wellness is something that *everyone* can have. Achieving it requires knowledge, self-awareness, motivation, determination, and effort, but the benefits last a lifetime.

WHAT IS THE HEALTH AND WELLNESS PROGRAM ALL ABOUT?

The knowledge content of the Health and Wellness program is delivered at two levels—personal and professional.

At the personal level, the Health and Wellness program provides learning experiences that enable students to accept a definition of health that goes beyond mere freedom from disease and encompasses the field of wellness. Inherent in that task is the recognition that behavior and decisions—physical, mental, emotional, social, environmental, and spiritual—play key roles not only in the development of disease, but in our ability to resist disease and maintain optimum health. The Health and Wellness program delivers learning experiences focused on enabling students, faculty, and staff to achieve

lifelong knowledge and wellness through health and wellness education, movement education, and fitness and recreation studies.

At the professional level, the Health and Wellness program provides curriculum, pedagogy, and programming that prepares professionals to deliver the knowledge and skills in all of the related areas of Health and Wellness—from the teaching of children about movement to the motivation of seniors around fitness and nutrition; from the concept of learning how 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 and exercising decisions.

WHAT WILL I GAIN BY CHOOSING TO STUDY HEALTH AND WELLNESS AT CSUMB?

- You will be offered a curriculum and program that provides you opportunities to develop and understand theoretical, practical, and abstract concepts related to a healthy lifestyle with emphasis given to nutrition, stress management and fitness.
- You will enhance your self-confidence, develop team and group competencies, and learn cooperation and collaboration through physical and leisure challenges.
- You will be able to apply knowledge gained through practice and experience to your personal health and wellness goals.
- You will have a chance to discover career opportunities in related fields and to begin to prepare for those career possibilities.

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 Learning Outcomes (LOs) through the Health and Wellness program. Learning experiences can also lead you to specific emphases required in Liberal Studies. Check with your Liberal Studies advisor to get information regarding specific learning outcomes and the Health and Wellness course options to satisfy each.

HOW DO I COMPLETE A MINOR IN HEALTH AND WELLNESS?

The health and wellness minor allows you to study the breadth and depth of various dimensions of health, including stress management, human sexuality, nutrition and fitness, comprehensive wellbeing, relationship issues, stress management, nutrition, human sexuality, and drugs and alcohol. Though the majority of learning experiences for this minor are provided through the Health and Wellness Institute, you will also have access to offerings from other academic programs.

To successfully meet the standards of the minor, after completion of the prerequisite Vibrancy ULR, you must complete 12 units of upper-division content and practice related to health and wellness. Practical application of your work will include an internship in relevant faculty-approved labs.

This minor will prepare you to evolve personally and professionally in a challenging and dynamic field. Depending on your major and interests, you will be prepared for entry-level health and wellness related programs and services to a broad range of individuals, providers, and organizations such as school, preschool, 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.

MINOR LEARNING OUTCOMES

■ **LO 1 Knowledge and Perspectives in Health and Wellness**

Students demonstrate understanding of the fundamental principles and issues common to the field of health and wellness. This includes, but is not limited to 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 in order 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.

SATISFYING THE MINOR 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. At least two of the courses must be offered by HWI.

- HWI 362 *Fundamentals of Nutrition* (LO 1)
- HWI 363 *Human Sexuality* (LO 2)
- HWI 374 *Physical Education for the Elementary School Child* (LO 1, LO 4)
- HWI 461 *Effectively Managing Stress* (LO 1)
- HWI 464 *Patterns and Dynamics in Relationships* (LO 3, LO 4)
- HWI 465 *Special Topics in Health & Wellness [internship]* (LO 4)
- CHS 313 *Community Health Education* (LO 3)
- CHS 314 *International and Multicultural Women's Health* (LO 4)
- CHS 395 *Peer Counseling Practices* (LO 2, LO 3)
- ED 550 *Health Education for Teachers* (LO 1, LO 4)
- GS 320 *Third World Issues in Global Affairs* (LO 4)
- GS 350 *Gender and Violence in Global Life* (LO 2, LO 4)

HOW DO I COMPLETE A MINOR IN HUMAN MOVEMENT: ADAPTED PHYSICAL ACTIVITY?

The Human Movement: Adapted Physical Activity minor allows you to study the breadth and depth of various dimensions of human movement, specifically adapted physical activity. You will be prepared to provide programming within the framework of movement that includes the cognitive, affective, and psychomotor domains. This minor particularly enhances classroom teachers' skills to provide an active curriculum resulting in higher academic and social success for their students. The adapted physical activity minor develops teachers who understand Public Law 94-142 [IDEA: Individual Disability Education Act] and truly are able to provide services to children who need attention within this area. 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.

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 related to the examination of a child's motor behavior and the academic learning process. With this minor, you will be of great help to the child who does not receive special funding for being atypical. In essence, a trained individual within the adapted domain provides an environment and atmosphere for children to learn at their own pace alongside their peers. With this in mind, the teachers with adapted physical activity and human movement training should be able to teach and help children in such a way as to keep them out of the special education system all together.

If you choose this minor, 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. The most commonly occurring neurological, physical, and emotional impairments as well as health, sensory, and learning impairments will be examined. You will be prepared to work with individuals with a range of disabilities in educational and community settings. The minor will benefit your preparation for elementary school teaching, middle school teaching, preschool teaching, social work, child advocacy, mental health work, group home work, the fitness profession, family counseling, coaching, outdoor education, and other positions impacting special children and their families

MINOR LEARNING OUTCOMES

■ **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; contraindicators for specific disabilities; program development and facilitation; and the connections between 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 for skill development 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.

SATISFYING THE MINOR LEARNING OUTCOMES

You will satisfy the four minor LOs by successfully completing the following course requirements or by completing alternate assessments aligned with the course content.

- HWI 374 *Physical Education for the Elementary School Child* as a prerequisite course to begin the minor (also required for LS majors in the teaching pathway)
- HWI 376 *Physical Education for Children with Disabilities*
- Two of the following:
 - HWI 372 *A Sociological Perspective on Sport and Marginality w/ Emphasis on Disability*
 - HWI 377 *Neurological Impairment*
 - HWI 378 *Assessment, Evaluation and Curriculum Program Design*
 - HWI 465 *Special Topics in Adapted Physical Activity*

Undergraduate Programs

HOW DO I COMPLETE A MINOR IN OUTDOOR EDUCATION?

The outdoor education minor allows you to 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 currently exist which provide you with a theoretical core of study plus field experiences in terrestrial and aquatic activities.

CSUMB offers an ideal location for a minor in outdoor education. The Monterey Bay area and nearby sites are world famous for their recreational resources.

This minor prepares you for further study and employment in such areas of focus as maritime studies, wilderness leadership, and administration of outdoor recreational programs, while providing outdoor skills for environmental researchers and educators.

MINOR LEARNING OUTCOMES

■ 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 Diversity and Multiculturalism.

Students understand the aspects of social identity (i.e. race and gender) and the role of oppression, power, and equity around access and opportunity in outdoor education and recreation.

■ LO 3 Collaboration.

Students work in teams and across disciplines and cultures in order to contribute to the development of social, personal, and professional transformation via adventure.

■ LO 4 Leadership and Social Responsibility.

Students recognize and examine adventure and exploration and its influences on society.

SATISFYING THE MINOR LEARNING OUTCOMES

You will satisfy the four minor LOs by successfully completing the following requirements or by completing alternate assessments aligned with the course content:

- First Aid and CPR certification [or equivalent]
- HWI Theory Courses
 - HWI 382 *Wilderness Leadership*
 - HWI 383 *Foundations of Experiential Education*
 - HWI 384 *Outdoor Recreation Uses*
 - HWI 385 *Outdoor Education/Recreation Program Administration*
 - HWI 465 *Special Topics in Outdoor Education/Recreation*
- HWI Skills Oriented Courses: one maritime activity class and one terrestrial activity class minimum
 - HWI 149 *Surfing*
 - HWI 151 *Sailing I*
 - HWI 152 *Sailing II*
 - HWI 180 *Backpacking and Hiking*
 - HWI 252 *Intermediate Keelboat Sailing*
 - HWI 280 *Scuba Diving*
 - HWI 254 *Sea Kayaking*
 - HWI 281 *Rock Climbing*

HOW DO I COMPLETE A MINOR IN SPORT MANAGEMENT?

Only recently has sport management been acknowledged as an academic pursuit with accreditation standards established by the National Association of Sport and Physical Education (NASPE). A multidisciplinary field that includes business, sport studies, history, and sociology, sport management focuses on the functions of planning, organizing, directing, and controlling facilities; hotels and resorts; public and private fitness and racquetball clubs; merchandising; and scholastic, collegiate, and professional sports programs.

The curriculum includes business, communications, and technology topics. These include management, marketing, accounting, economics and finance, computer science, public relations, advertising, interpersonal communications, and business writing. Topics addressed specific to sport include history and philosophy, culture, sociology, psychology, ethics, compliance, officiating, law, marketing, administration, facility design and management, and finance and economics. You will acquire field experience through internships and service learning experiences.

The sport management minor offers two tracks: management and coaching.

MINOR LEARNING OUTCOMES

■ LO 1 Knowledge and Perspectives in Sport Management and 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, 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.

SATISFYING THE MINOR LEARNING OUTCOMES

You will satisfy the four minor LOs by successfully completing the requirements for your chosen track as listed here, or by completing alternate assessments aligned with the course content.

MANAGEMENT TRACK

- HWI 345 *Sport Ethics* as a prerequisite (may be taken concurrently)
- A minimum of 12 credits earned through the following courses, including HWI 465
 - HWI 380 *Modern Sports Administration* ~ 3 credits
 - HWI 381 *Legal Issues and Sport Liability* ~ 3 credits
 - HWI 382 *Promotion and Marketing of Sport Programs* ~ 3 credits

- HWI 383 *Accounting, Budgeting & Fund Raising in Sport* ~ 3 credits
- HWI 384 *Sport Facility Design and Management* ~ 3 credits
- HWI 465 *Special Topics in Sport Management [Internship]* ~ 2-4 credits

COACHING TRACK

- HWI 345 *Sport Ethics* as a prerequisite (may be taken concurrently)
- A minimum of 12 credits earned through the following courses, including at least one of the HWI 320 courses and HWI 465
 - HWI 310 *Conditioning and Strength Training* ~ 2 credits
 - HWI 320 [Section 1] *Theory and Analysis of Individual Sports* ~ 2 credits
 - HWI 320 [Section 2] *Theory and Analysis of Field Sports* ~ 2 credits
 - HWI 320 [Section 3] *Theory and Analysis of Team Sports* ~ 2 credits
 - HWI 320 [Section 4] *Theory and Analysis of Track and Field* ~ 2 credits
 - HWI 335 *Foundations of Coaching* ~ 3 credits
 - HWI 345 *Sport Ethics* ~ 4 credits
 - HWI 410 *Care and Prevention of Athletic Injuries* ~ 3 credits
 - HWI 465 *Special Topics in Sport Management [Internship]* ~ 2-4 credits

WHAT COURSES DOES HEALTH AND WELLNESS OFFER?

The Otter Days experience, *Introduction to Strength Training; Swimming for Fitness; Wake-Up Workouts for Fitness; Adapted Physical Activity, Aquatics; Adapted Physical Activity, Dry Land; CPR/First Aid; Weight Management/Step Aerobics; Step Aerobics; Taiko 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; Sailing; Foundations of Wellness; Backpacking and Hiking; Foundations of Wellness: Psychobiology of Eating Disorders; Swing Dance; Advanced Competitive Dance; Awaken Healing Energy; Advanced Competitive Volleyball; Advanced Competitive Basketball; Advanced Competitive Soccer; Advanced Competitive Cross Country; Advanced Competitive Golf; Techniques of Officiating Fall Sport; Techniques of Officiating Spring Sport; Intermediate Keelboat Sailing; Sea Kayaking; Effectively Managing Stress; Foundations of Wellness: Nutrition; Foundations of Wellness: Women's Health Issues; Foundations of Wellness: Human Sexuality; Responding to Emergencies: Community First Aid and CPR; Scuba Diving; Rock Climbing; Sport Ethics; Developing Teaching Skills in Physical Education; Leadership, Life-Skills, Citizenship; Foundations of Wellness through Community Participation; Women's Health Issues; Human Sexuality; Marriage and Family; Death and Dying; Peer Counseling; Drugs in Modern Society; A Sociological Perspective of Sport and Marginality with Emphasis on Disability; Motor Behavior; Physical Education for the Elementary School Child; Physical Education for Children with Disabilities; Neurological Impairment; Assessment, Evaluation and Curriculum Program Design; Wilderness Leadership; Foundations of Experiential Education; Outdoor Recreation and the Uses of the Wilderness Experience; Outdoor Education/Recreation Program Administration; Fundamentals of Eco-Tourism; Conditioning and Strength Training; Theory and Analysis of Individual Sports; Theory and Analysis of Field Sports;*

Theory and Analysis of Team Sports; theory and Analysis of Track and Field; Fundamentals of Coaching; Modern Sports Administration; Legal Issues and Sport Liability; Care and Prevention of Athletic Injuries; Effectively Managing Stress; Patterns and Dynamics in Relationships; Internships in Health and Wellness; Human Movement: Adapted Physical Activity; Outdoor Education/Recreation; Sport Management and Coaching; Sport Facility Design and Management; Promotion and Marketing of Sport Programs; Accounting, Budgeting & Fund Raising in Sport; Special Topics; and Independent Study.

WHAT ARE THE UNIQUE FEATURES OF THE HEALTH AND WELLNESS CURRICULUM?

The Health and Wellness curriculum provides experiential learning opportunities for students and embraces an active applied pedagogical learning approach.

WHAT WILL MY LEARNING ENVIRONMENT BE LIKE?

You will be exposed to a variety of physical environments (from the beaches to the mountains to the gymnasium to the classroom) 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?

Taken in conjunction with an approved CSUMB major such as Liberal Studies, Collaborative Health and Human Services, Global Studies, Management and International Entrepreneurship [Business], Earth Systems Science & Policy, or Integrated Studies, Health and Wellness courses could help launch you toward a successful career in areas including teaching, community health, coaching, recreation, sensory motor specialties, adapted physical education, corporate health and wellness, and more.



Undergraduate Programs

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FULLTIME FACULTY

- bobbi bonacé, Ph.D.
Physical education pedagogy ~ sport ethics ~ sport management ~ coaching ~ health and wellness
- Jo Ann Cannon, D.P.H.
Health and wellness ~ stress management ~ nutrition ~ health education pedagogy

ADJUNCT FACULTY

- Denise Castro
Activity classes ~ motor development ~ foundations of wellness
- Ikuyo Conant
Taiko drumming
- Rochelle Davis
Yoga
- Frank Degnan
Scuba diving ~ CPR/First-Aid
- Christine Derr
Self defense for women ~ foundations of wellness
- Robert Furney
Sailing
- Noah Greenberg
Surfing
- Jerry Gregg
Women's volleyball
- Leonard Han
Tai Chi ~ meditation
- Stencil Johnson
Disc golf
- Marcia Juergens
Women's golf
- Marcia R. Karwas, Ph.D.
Motor development ~ neurology ~ sensory integration/learning ~ adapted physical education ~ sport sociology ~ special education

- Mikyong Kim
Swing dance
- Amber Magner
Women's basketball
- Yi Mao
Cross country ~ strength training ~ adapted physical activity
- Bill McClintock
Men's basketball
- Greg Meyer
Backpacking and hiking ~ recreation studies ~ sea kayaking
- Bill Paulson
Men's golf
- Erin Roberts
Women's soccer
- Barbara Sayad
Health and wellness ~ human sexuality ~ women's health issues ~ marriage and family
- Mark Tanous
Roller hockey
- Nathan Troskey
Baseball
- Hector Uribe
Men's soccer

STAFF

- Ruth Paget
Faculty support

The faculty of the Health and Wellness Institute are committed to developing well rounded individuals and professionals who possess the knowledge and skills to choose 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.

—bobbi bonacé, Institute Director

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_burn@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

SPONSORING PROGRAM

CSU International Programs



PROGRAM OVERVIEW

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

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

STUDY LOCALES

AUSTRALIA

- The University of Western Sydney

CANADA

- The universities of the Province of Quebec including:
 - Université de Montréal
 - Concordia University
 - Université Laval
 - McGill University
 - Université du Quebec system
 - Bishop's University, i.a.

CHILE

- Pontificia Universidad Católica de Chile (Santiago)

DENMARK

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

FRANCE

- Institut des Etudes Françaises pour Étudiants Étrangers
- Université de Droit, d'Economie et des Sciences d'Aix-Marseille (Aix-en-Provence)
- Mission interuniversitaire de coordination des échanges franco-américains, Universités de Paris III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII, the Institute of Oriental Languages and Civilizations, and 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

ITALY

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

JAPAN

- Waseda University (Tokyo)

KOREA

- Yonsei University (Seoul)

Undergraduate Programs

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 Chengchi University (Taipei)

UNITED KINGDOM

- Bradford University
- Bristol University
- Hull University
- Kingston University
- Sheffield University
- University of Wales, Swansea

ZIMBABWE

- University of Zimbabwe (Harare)

TUITION AND ADMINISTRATIVE COSTS

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

ADMISSIONS

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



MATHEMATICS AND STATISTICS

MAKING CONTACT

- Institute for Mathematical Sciences and Applications (IMSA)
 - 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

None

CONCENTRATIONS OFFERED

None

MINORS OFFERED

Mathematics

SPONSORING COLLEGE

College of Science, Media Arts, and Technology

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 which 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



Undergraduate Programs

HOW DO I COMPLETE A MINOR IN MATHEMATICS?

If you wish to minor in mathematics, you must complete 20 credits during which you 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.

MINOR LEARNING OUTCOMES

- **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.

SATISFYING THE MINOR 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 151 and Math 151 L *Calculus I* (4 credits)
- Math 152 and Math 152 L *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 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; 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
Mathematics ~ mathematics education
- Honge Hu
Mathematics
- Ken Nishita
Statistics
- Maggie Rathouz
Mathematics ~ mathematics education

Mathematics is a form of communication that complements natural language as a tool for describing, defining, expressing, and answering questions about the natural world. Mathematics is a compact, carefully defined symbolic language that facilitates modeling, solving, and communicating problems from a wide variety of disciplines, not only science and technology.

—DONALD PIERCE, INSTITUTE DIRECTOR

Undergraduate Programs

MUSIC AND PERFORMING ARTS (MPA)

MAKING CONTACT

- Music and Performing Arts Institute
 - 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

SPONSORING COLLEGE

College of Arts, Humanities, and Social Sciences

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 AND PERFORMING ARTS PROGRAM 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 STUDY MUSIC AND PERFORMING ARTS AT CSUMB?

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.

WHAT COURSES SHOULD I TAKE TO PREPARE FOR THE MUSIC AND PERFORMING ARTS 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. To get a head start on musicianship courses, you should also take as many theory and harmony classes as your schedule will allow.

WHAT COURSES SHOULD I TAKE TO PREPARE FOR THE MUSIC AND PERFORMING ARTS 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. As a prospective performing artist or music teacher, 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 IS THE MUSIC AND PERFORMING ARTS 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?

The music minor serves students with a background and interest in the performing arts and students with a strong desire to increase their knowledge and skills in music. The music minor augments other major fields of study and will support you in any field of study in which a documented background in music is desirable. It is a flexible program of study, providing a focus for music activities and a background in history, theory, and performance. You must fulfill three Learning Outcomes while completing 16-20 credits, 12 of which must be upper division. The final number of credits will be determined by your educational goals. Course outcomes are required and a plan must be prepared in conference with an MPA advisor prior to beginning the program.

WHAT WILL I LEARN AS A STUDENT PARTICIPATING IN MUSIC AND PERFORMING ARTS?

If you are a Liberal Studies major interested in pursuing a career as a performing artist or music teacher, you will be guided toward achievement of five 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 analyze community, societal, and pedagogical issues in teaching and the production of music and artistic presentations.
- **MPA LO 3 Comparative Analysis:** Students analyze music in a social, historical, and cultural context, and compare and contrast music of at least four different cultural traditions, including non-eurocentric traditions.
- **MPA LO 4 Performance/Production Skills:** Students compose and perform (or produce) music and/or dance for an audience (or market) within fiscal and other resource constraints.
- **MPA LO 5 Critical and Evaluative Skills:** Students evaluate and critique music and/or dance from the past to the contemporary.

WHAT COURSES DOES MUSIC AND PERFORMING ARTS OFFER?

Recent course offerings have included: *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*; *Jazz Big Band*; *Music Production and Artistic Development*; *Instrumental Music*; *Performance Studies*; *Independent Study: Directed Experiences in Music*; and *Field Research Methods*; *Ballet Folklorico*; *Modern Dance*; *Ballet*; and *Jazz Dance*.

WHAT ARE THE UNIQUE FEATURES OF THE MUSIC AND PERFORMING ARTS CURRICULUM?

Our **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 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.

We are developing an emphasis in **dance** and encourage interested students to participate through our *Expressive Arts*, *Ballet Folklorico*, *Modern Dance*, *Beginning and Advanced Ballet*, and *Jazz Dance* courses.

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.

Undergraduate Programs

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 MUSIC AND PERFORMING ARTS 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 STUDYING MUSIC AND PERFORMING ARTS 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., Institute 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

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
- Katy Moore, M.A.
Expressive arts
- Juan Sanchez, M.A.
Community research ~ service learning
- Fran Spector-Atkins, M.F.A.
Dance
- Walter White, M.A.
Dance ~ expressive arts

INSTITUTE STAFF

- Shirlene Campbell
Administrative Analyst/Specialist

The learning philosophy of MPA promotes pluralism, teamwork, collaboration, flexibility, and appreciation and respect for others' ideas and personal expressions. Students are expected to learn fundamental skills of hearing and moving by recording, self-expressing, interpreting, and relating the critical understanding of sound and movement to the social environment.

—RICHARD BAINS, INSTITUTE DIRECTOR

SERVICE LEARNING

MAKING CONTACT

- Service Learning Institute (SLI)
 - Location Buildings 8 & 46A
 - Information 831-582-3644
 - Fax 831-582-3568
 - Email service_learning_institute@csumb.edu
 - Website <http://service.csumb.edu>

WHAT IS SERVICE LEARNING?

Service learning combines service—the desire and practice of contributing to a more just and equitable society—and learning—the desire and practice of personal growth, intellectual inquiry, and skill development. Service learning is active, engaged learning. Through involvement in real-world activities, you learn citizenship, academic subjects, skills, and values. You also learn about yourself, and your relationship to the world around you. Service learning builds reciprocal relationships with community groups, furthers your understanding of community assets and needs, and prepares you for your role as an active community leader.

WHAT ARE THE BENEFITS 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 IS THE 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. Service learning courses are identified by an "S" following the course number (e.g. LS 393S).

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!

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>

SPONSORING COLLEGE

College of Science, Media Arts, and Technology

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.

Graduate Programs and Teaching Credentials



CHAPTER CONTENTS

- Graduate Programs Overview
 - Admissions Procedures and Policies
 - Advancement to Degree Candidacy
 - Official Changes in Graduate Degree Programs
 - Course Credit Time Limit
- Graduate Degree Programs
 - Master of Arts in Education (MAE) with Emphasis in Curriculum and Instruction
 - Master of Arts in Education (MAE) with Emphasis in Special Education
 - Master of Science in Management and Information Technology (MSMIT)
 - Master of Science in Marine Science
- Teaching Credentials
 - Multiple Subject Teaching Credential
 - Single Subject (Grades 6-12) Teaching Credential
 - Special Education Program (SPED)

GRADUATE PROGRAMS OVERVIEW

California State University, Monterey Bay currently offers master's degrees in education; management and information technology; and marine science. 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 post-baccalaureate 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 college. 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 colleges also may require completion of the core courses and thesis plan or special project plan.
- **Graduate Fully Classified:** The applicant meets all conditions outlined under conditionally classified status and fulfills all professional, personal, and scholastic standards, including qualifying exams, prescribed by the degree program.

TOEFL REQUIREMENT

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

GRADUATE TEST REQUIREMENTS

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



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 college in which the degree is sought.

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

OFFICIAL CHANGES IN GRADUATE DEGREE PROGRAMS

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

COURSE CREDIT TIME LIMIT

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

- Request, through the 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

- Institute for Advanced Studies in Education
 - 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

SPONSORING COLLEGE

College of Professional Studies

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 teachers 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. Further, school districts need teachers who have earned the CLAD 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 MASTER OF ARTS IN EDUCATION PROGRAM ALL ABOUT?

This program prepares 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.

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 a multicultural perspective. 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 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 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.

If you begin the program during fall semester, it will take between a year and a half (minimum) and three years to finish the program depending on how many courses you take each semester. The program is designed to begin with fall semester. Starting with the 2002-2003 academic year though, you will be able to begin during spring or fall.

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 subject credential programs, please contact the office of Field-Based Teacher Education (831-582-3639). For more information about our single subject and special education credential programs, call Jacqueline Means (831-582-4612).

WHAT ARE THE REQUIREMENTS FOR ADMISSION INTO THE MASTER OF ARTS IN EDUCATION PROGRAM?

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.)
- Completion of BTSA (if applicable to your situation) and two years of successful teaching experience. (This criterion may be waived for compelling reasons.)

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.
- If desired, submit Graduate Record Examination scores. A GRE test is strongly recommended if you intend to pursue a Ph.D. elsewhere in the future.

HOW IS THE CURRICULUM OF THE MASTER OF ARTS IN EDUCATION STRUCTURED?

As the foundation for your master's work, you will complete three core courses: ProSeminar, a research methods course, and the 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.

On top of the core, you must demonstrate competency in a second language through fourth-semester level. Coursework in a second language is available as needed, as is assistance in determining level of language competency. Students who enter the program with the requisite second language proficiency are not required to complete additional coursework. 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 five specialty area courses, each of which is organized around a learning outcome. 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*, *Integrating the Arts into the Classroom*, *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 a CLAD certificate through specialty area coursework; CLAD 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 core Learning Outcomes (LOs) all students complete 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.

Each specialty area course is structured around one learning outcome.

ARE THERE OTHER WAYS FOR ME TO ACHIEVE THE MASTER OF ARTS IN EDUCATION OUTCOMES?

You may transfer in up to six credits of graduate work, in consultation with your academic advisor. If you have extensive prior experience, you may prepare portfolio assessment based on one or two learning outcomes.

WHAT COURSES DOES THE MASTER OF ARTS IN EDUCATION PROGRAM 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*; *Math plus Equity Equals Radical Equations*; *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 MASTER OF ARTS IN EDUCATION CURRICULUM?

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

The MAE program is launching **off-campus cohorts**. We currently have a cohort of students who have an emphasis on constructivist education, and a cohort of students in Watsonville whose focus is mainly on teaching in bilingual schools.

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. So far two of our graduates have applied to and been accepted into doctoral programs.

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FULLTIME FACULTY

- Christine Sleeter, Ph.D., Director
Multicultural education ~ teacher education
- Kani Blackwell, Ed.D.
Culture and cognition ~ human development ~ foundations of education ~ arts education ~ constructivist teaching
- Lou Denti, Ph.D.
Special education ~ inclusion ~ youth at risk ~ policy
- 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
- 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 ~ bi-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
- Esteban Hernandez, M.A.
Bilingual education ~ assessment
- Jane Meade-Roberts, M.A.
Child development ~ constructivist pedagogy
- Bill Jones, Ph.D.
Linguistics and language acquisition
- Linda Turner Bynoe, Ph.D.
Schools and community

The program is designed to empower teacher-leaders who are well grounded in teaching strategies, theory, and research related to teaching in culturally and linguistically diverse settings. The faculty has extensive experience teaching in culturally diverse settings, and is well versed in the most recent scholarly work related to teaching in a culturally and linguistically diverse society. The program attempts to challenge you to think, create, reflect, examine your own work, and collaborate with colleagues in pursuit of pedagogical practices that empower the diverse children of tomorrow's schools.

—DR. CHRISTINE SLEETER, INSTITUTE DIRECTOR



MASTER OF ARTS IN EDUCATION (MAE) WITH EMPHASIS IN SPECIAL EDUCATION

MAKING CONTACT

- Institute for Advanced Studies in Education
 - Location Building 3
 - Information 831-582-4612 or 831-582-5034
 - Fax 831-582-3585
 - Email jacqueline_means@csumb.edu or
lou_denti@csumb.edu
 - Web <http://www.csumb.edu/academic/graduate/education>

DEGREE OFFERED

Master of Arts

SPONSORING COLLEGE

College of Professional Studies

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—especially those with special needs—while acting on their commitments to equity and social justice. A Master of Arts in Education with Emphasis in Special Education affords greater opportunities for teachers 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. Further, school districts need teachers who have earned the CIAD 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 MASTER OF ARTS IN EDUCATION WITH EMPHASIS IN SPECIAL EDUCATION ALL ABOUT?

This program prepares 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 with special needs—who bring cultural or linguistic diversity to schools. As such, the MAE with an emphasis in special education affords you an opportunity to deepen your understanding of the field of special education. Through applied research on a topic of particular interest, you will expand your skill and knowledge base. Students and faculty explore, analyze, and discuss the latest trends and theories in the field in a scholarly environment that honors the free exchange of ideas, thoughts, and insights.

WHAT WILL I GAIN BY CHOOSING TO EARN MY MASTER OF ARTS IN EDUCATION WITH EMPHASIS IN SPECIAL 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 a multicultural perspective. 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 theoretical and conceptual perspectives of curriculum and instruction, because one of our goals is to help you achieve excellence in classroom instruction. Furthermore, with enhanced knowledge in curriculum, pedagogy, and research, you will be better prepared to assume leadership roles in schools and in agencies serving students and families with disabilities. The MAE with Emphasis in Special Education also provides you with a solid background in legal and policy issues related to advocacy issues in the field.

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 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 WITH EMPHASIS IN SPECIAL EDUCATION?

The program consists of nine graduate classes. 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.

If you begin the program during fall semester, it will take between a year and a half (minimum) and three years to finish the program depending on how many courses you take each semester. The program is designed to begin with fall semester. Starting with the 2002-2003 academic year though, you will be able to begin during spring or fall.

CAN I EARN MY TEACHING CREDENTIAL THROUGH THIS PROGRAM?

Yes, you may apply six units of credit or two courses from your Preliminary Level I Education Specialist Credential and 12 units of credit or four courses from your Professional Level II Education Specialist Credential toward your MAE degree.

For more information about our special education credential programs, please consult the section on teaching credentials in the CSUMB catalog or call Jacqueline Means (831-582-4612).

WHAT ARE THE REQUIREMENTS FOR ADMISSION INTO THE MASTER OF ARTS IN EDUCATION WITH EMPHASIS IN SPECIAL EDUCATION?

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.)
- Completion of BTSA (if applicable to your situation) and two years of successful teaching experience. (This criterion may be waived for compelling reasons.)
- Exemplary performance in the special education certification program

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.
- If desired, submit Graduate Record Examination scores. A GRE test is strongly recommended if you intend to pursue a Ph.D. elsewhere in the future.

HOW IS THE CURRICULUM OF THE MASTER OF ARTS IN EDUCATION WITH EMPHASIS IN SPECIAL EDUCATION STRUCTURED?

As the foundation for your master's work, you will complete three core courses: ProSeminar, a research methods course, and the Capstone Seminar. The core courses help you develop a theoretical and research base for successful teaching in pluralistic contexts and special education environments. In the research course, you initiate a research project. You complete it in the Capstone Seminar.

On top of the core, you must demonstrate competency in a second language through fourth-semester level. Coursework in a second language is available as needed, as is assistance in determining level of language competency. Students who enter the program with the requisite second language proficiency are not required to complete additional coursework. You will also need to demonstrate basic technology competence; coursework is available as part of the program.

In addition to the three core courses there are four required Level II special education courses. The four Level II courses are as follows: *Current and Ongoing Research, Policy, and Practice in Special Education*; *Advanced Assessment, Curriculum, and Instruction for Students with Learning Challenges*; *Advanced Behavioral, Emotional, and Environmental Supports for Students with Challenges*; and *Advanced Collaboration and Consultation*. Two courses from the Preliminary Level Credential may apply towards the MAE. Students begin conceptualizing their action thesis in ProSeminar and research methods course and continue to work on it while completing their special education coursework. Students complete their thesis in their Capstone Seminar. You can explore thesis topics of our graduates from the MAE with Emphasis in Curriculum and Instruction online (CSUMB.EDUacademic/graduate/education/thesis/Thesis_topics.html).

WHAT WILL I LEARN AS I EARN MY MASTER OF ARTS IN EDUCATION?

The core Learning Outcomes (LOs) all students complete 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.

Each specialty area course is structured around one learning outcome.

CAN I TRANSFER CREDITS FROM ANOTHER UNIVERSITY?

Yes, in consultation with a graduate faculty advisor in the special education program, you may transfer up to six credits of graduate work. The graduate level classes must be in the field of special education and pertain to your area of interest.

WHAT COURSES DOES THE MASTER OF ARTS IN EDUCATION PROGRAM OFFER?

Our courses are offered in late afternoon or evening, and some are offered on the weekend. For course offerings, please refer to the CSUMB catalog or call Jacqueline Means (831-582-4612).

WHAT ARE THE UNIQUE FEATURES OF THE MASTER OF ARTS IN EDUCATION WITH EMPHASIS IN SPECIAL EDUCATION CURRICULUM?

The program honors the working special education professional by providing a high quality MAE program that can be completed with 30 credits of coursework. The MAE program values special education certification as a viable pathway for completion of a Master of Education degree.

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 WITH EMPHASIS IN SPECIAL 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 with Emphasis in special education complete a culminating project/thesis you will develop research and writing skills as a normal part of proceeding through the program.

WHO WILL GUIDE MY LEARNING EXPERIENCES?

FULLTIME FACULTY

- Christine Sleeter, Ph.D., Director
Multicultural education ~ teacher education
- Kani Blackwell, Ed.D.
Culture and cognition ~ human development ~ foundations of education ~ arts education ~ constructivist teaching
- Lou Denti, Ph.D.
Special education ~ inclusion ~ youth at risk ~ policy
- 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
- 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 ~ bi-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
- Esteban Hernandez, M.A.
Bilingual education ~ assessment
- Jane Meade-Roberts, M.A.
Child development ~ constructivist pedagogy
- Bill Jones, Ph.D.
Linguistics and language acquisition
- Linda Turner Bynoe, Ph.D.
Schools and community

I believe that our students at CSUMB qualify in every aspect to take on the rigor and complexity of a quality MAE with an emphasis in special education degree. The special education faculty looks forward to the journey with you.

—DR. LOU DENTI, COORDINATOR OF SPECIAL EDUCATION

MASTER OF SCIENCE IN MANAGEMENT AND INFORMATION TECHNOLOGY (MSMIT)

MAKING CONTACT

- Master of Science in Management and Information Technology (MSMIT)
 - Location Building 18, Room 150
 - Information 831-582-3621
 - Student Services 831-582-4791
 - Fax 831-582-4484
 - General Email msmit@csumb.edu
 - Website CSUMB.EDU/msmit

ASSOCIATED ACADEMIC FIELDS

Business, Management, Information Technology, Information Systems

DEGREE OFFERED

Master of Science

SPONSORING PROGRAMS

Institute for Communications Science and Technology (ICST) and
Institute for Management and International Entrepreneurship (IMIE)

SPONSORING COLLEGES

College of Professional Studies and
College of Science, Media Arts, and Technology

WHY IS THIS ACADEMIC FIELD IMPORTANT?

"An Analysis of the Workforce Gap in Silicon Valley," a recent 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. This Workforce Study found that the current workforce gap is significant and growing. The top reason cited by survey respondents as the driver for the workforce gap was the limited supply of qualified candidates. 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 ineffectual 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 1650 or GMAT 550
- 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 from both Institutes 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). Start this process at least six months before intended enrollment date.

ALL of the items listed above must be received by the CSUMB Office of Admissions and Records 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 directors. 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.
- Approval by the graduate advisor.

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. 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.

Elective courses must have the approval of a graduate advisor. 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:** MIE/CST 600 *Graduate ProSeminar*
- LO 1:** MIE/CST 610 *Information System Analysis and Design* and MIE/CST 670 *Database Management: Methods and Applications*
- LO 2:** MIE/CST 655 *Electronic Commerce: Design and Development*
- LO 3:** MIE/CST 640 *Electronic Commerce: System Management and Strategy*
- LO 4:** MIE/CST 660 *Organizational Behavior in Knowledge-Based Organizations*
- LO 5:** MIE/CST 651 *Venture Formation and Financial Strategy*
- LO 6:** MIE/CST 700 *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: Introduction to E-Commerce, Information Technology, and Research Methodology*; *Information System Design and Analysis*; *E-Commerce: System Management and Strategy*; *Venture Formation and Financial Strategy*; *Electronic Commerce: Design and Development*; *Organizational Behavior in Knowledge-based Firms*; *Database Management: Methods and Applications*; and *Graduate Capstone*.

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 startup, 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 DIRECTORS

- Colleen Mullery, Ph.D., Director, Institute for Management and International Entrepreneurship
- Eric Y. Tao, Ph.D., Director, Institute for Communications Science and Technology

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
- Doug MacIntire, Ph.D.
Graphics programming ~ scientific visualization ~ UNIX/Linux systems administration ~ data networks ~ parallel computers

- 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

Information technology has become an essential part of every business. High-tech corporations have found that technology itself, without sound business strategies and execution, will not keep the company afloat. To be successful in the increasingly competitive, global marketplace, corporations are looking for employees that have solid knowledge and training in both business management and information technology. CSUMB's Master of Science in Management and Information Technology provides exactly that.

— ERIC TAO, DIRECTOR OF THE INSTITUTE FOR COMMUNICATIONS SCIENCE AND TECHNOLOGY



MASTER OF SCIENCE IN MARINE SCIENCE

MAKING CONTACT

- CSUMB Earth Systems Science & Policy Institute
 - Location Building 46
 - Information 831-582-4110
 - Fax 831-582-4122
 - Email essp_comments@csumb.edu
 - Website <http://essp.csumb.edu>
- Moss Landing Marine Laboratories (MLML)
 - Address Assistant Director's Office
Moss Landing Marine Laboratories
8272 Moss Landing Road
Moss Landing, CA 95039
 - Information 831-632-4400
 - 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

SPONSORING COLLEGE

CSUMB College of Science, Media Arts, and Technology in conjunction with Moss Landing Marine Laboratories (MLML)

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 your Graduate Records Examination (GRE) scores.
- 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 Vertebrates*; *Biology of Seaweeds*; *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, paleoceanography, 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.
Phycology ~ marine ecology ~ impact of oil on marine plants and animals
- Jonathan B. Geller, Ph.D.
Invertebrate zoology ~ molecular marine ecology ~ evolutionary biology
- 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
- John N. Heine, M.A.
Antarctic ecology ~ kelp forest and marine plant ecology ~ scientific diving training standards
- Lester H. Lange, Ph.D., Emeritus Professor of Mathematics and Emeritus Dean of Science
- 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

- 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 ~ undersea technology
- James W. Rote, Ph.D.
Marine policy ~ resource economics ~ coastal zone and ocean management

The MLML mission is to: "Provision the Pioneers of the Future." We do this through a hands-on, field-oriented approach to our curriculum, which places our graduate students at the frontiers of marine science where discoveries are being made.

—KENNETH COALE, DIRECTOR MLML

TEACHING CREDENTIALS

CSUMB offers academic programs leading to the Multiple Subject Teaching Credential, the Single Subject Teaching Credential, and the Education Specialist Mild/Moderate Needs Level I and Level II Credential. This section provides specific information regarding program admission and curriculum requirements.

MAKING CONTACT

- Fulltime CLAD/BCLAD Multiple Subject Teaching Credential Program
 - Location Building 3
 - Information 831-582-3639
 - Tollfree. 1-866-TEACHMB
 - Fax 831-582-3585
 - Email teachmb@csumb.edu
 - Website <http://teach.csumb.edu>
- Teaching Internship Program (CTIP)
 - Location Building 3
 - Information 831-582-4624
 - Fax 831-582-3585
 - Email bob_hughes@csumb.edu
 - Website. <http://teach.csumb.edu/intern>
- CalStateTEACH
 - Website calstateteach.net
- Single Subject (Grades 6-12) Teaching Credential (Traditional and Internship)
 - Location Building 3
 - Information 831-582-5024
 - Fax 831-582-3585
 - Email beverly_carter@csumb.edu
 - Website <http://teach.csumb.edu>
- Special Education Program
 - Location Building 3
 - Information 831-582-4612
 - Fax 831-582-4568
 - Email jacqueline_means@csumb.edu
 - Website <http://teach.csumb.edu>

MULTIPLE SUBJECT TEACHING CREDENTIAL

MAKING CONTACT

- Fulltime CLAD/BCLAD Multiple Subject Teaching Credential Program
 - Location Building 3
 - Information 831-582-3639
 - Tollfree. 1-866-TEACHMB
 - Fax 831-582-3585
 - Email teachmb@csumb.edu
 - Website <http://teach.csumb.edu>
- Teaching Internship Program (CTIP)
 - Location Building 3
 - Information 831-582-4624
 - Fax 831-582-3585
 - Email bob_hughes@csumb.edu
 - Website <http://teach.csumb.edu/intern>

ASSOCIATED ACADEMIC FIELDS

Education, Teacher Education

CREDENTIAL OFFERED

Multiple Subject with CLAD/BCLAD

SPONSORING COLLEGE

College of Professional Studies

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 TEACHING CREDENTIAL 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 a cross-cultural language and academic development (CLAD) emphasis or a bilingual cross-cultural language and academic development (BCLAD) emphasis.



Both the CLAD and BCLAD 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 CLAD 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 a CLAD 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.

WHY EARN MY MULTIPLE SUBJECT TEACHING 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 TEACHING CREDENTIAL 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)
- Six 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 Multiple Subject Assessment for Teachers (MSAT) 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.

HOW LONG WILL IT TAKE TO EARN MY CREDENTIAL?

In the traditional multiple subjects credential program, you can earn your credential in two consecutive 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 TEACHING CREDENTIAL 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 for the first ten weeks of each semester in conjunction with parttime student teaching. The last five weeks of each term are dedicated to more intensive student teaching.

The part-time teaching internship program includes the same courses with additional experiences tailor-made for the internship experience. In this program, classes are distributed over 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 CSTP?

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 TEACHING CREDENTIAL 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 TEACHING CREDENTIAL 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 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 COUNSELING AND SUPPORT SERVICES ARE PROVIDED FOR STUDENTS IN THE MULTIPLE SUBJECT TEACHING CREDENTIAL 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 CLAD/BCLAD program prepares you to step into rewarding careers as elementary and middle school teachers. 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
- Margaret (Peggy) Laughlin, Ed.D.
Language and literacy ~ bilingual methodology ~ critical pedagogy
- Jean Mitchell, Ph.D.
Mathematics education
- Irene Nares-Guzicki, Ph.D.
Literacy and special education
- Mark O'Shea, Ed.D.
Science education
- Claudia Peralta-Nash, Ph.D.
Bilingual education ~ children's literature
- Patricia Whang, Ph.D.
Psychological foundations of teaching and learning

ADJUNCT FACULTY

- Judy Cortes, Ph.D.
Hispanic languages and literature
- Delbert Meyer, M.A.
Teaching and learning ~ foundations of education
- Barbara Novelli, M.A.
Science and math education
- Eric Bull, Ed.D.
Science Education

CSUMB's teacher preparation programs reflect the Vision Statement of the university. We use a constructivist approach to the development of new teachers for pluralistic classrooms reflective of California's diverse student population. We take pride in our emphasis on preparing teachers to meet the language learning needs of students for whom English is a second language.

—DR. MARK O'SHEA, INSTITUTE DIRECTOR

SINGLE SUBJECT (GRADES 6-12) TEACHING CREDENTIAL

MAKING CONTACT

- Single Subject (Grades 6-12) Teaching Credential (Traditional and Internship)
 - 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 CLAD/BCLAD (BCLAD in Spanish)

SPONSORING COLLEGE

College of Professional Studies

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 TEACHING 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 a cross-cultural language and academic development (CLAD) emphasis or a bilingual cross-cultural language and academic development (BCLAD) emphasis for Spanish language. Both the CLAD 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 CLAD authorizes you to teach only in settings where instruction is provided primarily through English.

WHY EARN MY SINGLE SUBJECT TEACHING 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 TEACHING CREDENTIAL 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 in U.S. Government that includes U.S. Constitution
- A course in linguistics
- A course in culture and cultural diversity
- Six semester units 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 an English Waiver program. Others are in the design phases. If you graduated from another California institution, check with its teacher education program to see if they offer a waiver program in your subject area.
2. Passing the appropriate state-required examinations in the subject area. Most subject areas require that you pass three or four standardized tests (both multiple choice and essay). These tests come from two testing companies. In most cases, you will need to take tests from both companies.
 - A. Educational Testing Service PRAXIS II Subject Assessments609-771-7395
 - B. California Single Subject Assessments for Teaching (SSAT)916-928-4003

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.

You can obtain registration materials at the CSUMB Single Subject Program office or by calling 916-928-4001.

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.

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 needed to meet the prerequisites. 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 CTIP alternative.

HOW IS THE CURRICULUM OF THE SINGLE SUBJECT TEACHING CREDENTIAL 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 admission 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 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, and observation reports of your teaching will be included in your portfolio as well. Your achievement of the CSTPs will be demonstrated through the portfolio.

Alternative means for achieving CSTPs may be negotiated with instructors of courses to which CSTPs are attributed and through the recommendation of the program coordinator and concurrence of the director of teacher education and the dean of the College of Professional Studies. A professional portfolio will be required in all cases.

WHAT COURSES DOES THE SINGLE SUBJECT TEACHING CREDENTIAL 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 linguistics; a course in culture and cultural diversity; six 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 TEACHING CREDENTIAL 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 TEACHING CREDENTIAL 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 a professional portfolio and a seminar presentation. In addition, you will be expected to faithfully 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 CLAD/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 Single subject
Social science education ~ teacher education
- Robert (Bob) Hughes, Ph.D., Internship Coordinator
English education ~ single subject
- Kani Blackwell, Ed.D.
Teaching and learning ~ foundations of education
- Lou Denti, Ph.D.
Lawton Love Distinguished Professor in Special Education
- Margaret (Peggy) Laughlin, Ph.D.
Language and literacy ~ bilingual methodology ~
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

Teacher quality counts. It is one of the most critical elements influencing successful student learning. Good teaching is not obvious or simplistic. It takes a thorough knowledge of student and subject, the ability to make complex ideas understandable, and professional judgment. The CSUMB single subject program prepares talented individuals to become teaching professionals equipped to serve youth in linguistically and culturally diverse classrooms such as those in the Monterey Bay area.

—BEVERLY CARTER, PROGRAM DIRECTOR

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>

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

SPONSORING COLLEGE

College of Professional Studies

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 by completing ED 616, ED 617, and ED 609 (see catalog descriptions). Students who have completed coursework in a university approved teacher education waiver program are exempt from taking the MSAT or SSAT exams.

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. 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 students with an opportunity to expand their knowledge and skill base as a practicing special education teacher. Courses in the Level II apply towards a Master of Arts in Education with an emphasis in Special Education.

HOW IS THE CURRICULUM OF THE SPECIAL EDUCATION PROGRAM STRUCTURED?

The program is structured around the working classroom teacher. Courses are offered in the evenings, on weekends, during intersession, 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 candidate and 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: *Mainstreaming the Exceptional Child*; *Reading Diagnosis & Preferred Practices for Students with Learning Challenges*; *Curriculum Development & Preferred Practices for Students with Learning Challenges*; *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*.

WHAT ARE THE UNIQUE FEATURES OF THE SPECIAL EDUCATION PROGRAM 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
- 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
- Jennifer B. Madigan, M.A.
Pedagogy ~ curriculum development ~ preferred practices

INSTITUTE STAFF

- Jacqueline Means
Administrative Support Assistant

Preparing teachers at CSUMB to serve students with learning challenges and their families affords the university an opportunity to realize its mission in a visible and viable way. Our teachers help students develop their potential by capitalizing on the strengths of our diverse cultural and linguistic educational community. In doing so, we embrace the true essence of service so integral to our vision as a university. For it is what you do to reach the hearts and minds of students that truly makes the teaching profession so rewarding.

—DR. LOU DENTI, COORDINATOR

Support for Students and Learning

A model pluralistic academic community where all learn and teach one another in an atmosphere of mutual respect.



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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
 - Fax 831-582-5110
 - Email onestop@csumb.edu
 - Website CSUMB.EDU/onestop

SERVICES

The Campus Service Center located in Building 47—better known as the One Stop Shop—serves the entire campus community by anticipating and meeting the administrative (nonacademic) needs of students, faculty members, and staff personnel. The customer-committed staff at the One Stop Shop provides services in the areas of admissions and records, financial aid, payroll and benefits, cashiering, keys and access, ottercard/ID cards, and facilities services. Many of the services available in person are also accessible online at the CSUMB.EDU/onestop website.

STUDENT DISABILITY RESOURCES

MAKING CONTACT

- Student Disability Resources (SDR)
 - 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
 - FirstClass Conference Disability Conference
 - Website <http://www.csumb.edu/student/sdr>
 - Services Obtaining effective and reasonable accommodations
 - Consultation and course collaboration on disability issues
- We Care About Disability (WCAD) a student organization
 - Information 831-582-3845
- ADA/504 Coordinator / Equal Opportunity Officer
 - Information 831-582-3610
 - TTY 831-582-4657
 - 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 or 831-582-3587
 - Services Housing accommodations

ACCOMMODATIONS

As a model, pluralistic, academic community, CSUMB supports the full integration of diverse segments of the campus community into campus life. Students with a temporary or permanent disability will find faculty and staff throughout campus who 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.



ACADEMIC ENHANCEMENT SERVICES

MAKING CONTACT

- Academic Enhancement Services
 - Location Building 47
 - Information 831-582-4451
 - Director 831-582-3940
 - Fax 831-582-4329
 - Email steve_brown@csumb.edu
 - Website <http://advising.csumb.edu>
- Student Academic 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 831-582-3841
 - 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 831-582-3303
 - Email migrant_support@csumb.edu
 - Director carlos_gonzales@csumb.edu

SERVICES

Academic Enhancement Services is an academic support unit that houses Student Academic 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 serve all lower-division students in one student-centered environment.

STUDENT ACADEMIC ADVISING

Student Academic Advising is a campuswide advising team whose primary function is to advise all 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 students are required to go through the web-based electronic course advising process at CSUMB called PLANNER Web. They either receive course advice through Student Academic Advising as a lower-division or undeclared student, or through the major as an upper-division student. Student Academic Advising supports all students who are lower-division by helping plan how they will fulfill their ULRs and exploring prospective majors through workshops, group interaction, and individual peer counseling. Student Academic Advising also supports CSUMB students who have declared majors plan how to fulfill ULRs and general graduation requirements, and assists CSUMB students who become sidetracked to find ways to become more academically successful.

Student Academic Advising helps students in various important ways through multiple advisement channels:

- Selecting courses—helping students select courses to reach individual goals
 - Internet-based course advising
 - Visits to the Student Academic Advising office
- Connecting to the campus—helping students become comfortable with CSUMB as their new home
 - Phonecalls
 - Online questions and answers provided electronically
 - Student Academic Advising webpage
 - Live video conferencing
- 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 peer counseling—students sit down with a peer counselor 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, our 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 a personal retention 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, and enriched technology, research, and math workshops. 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. Excel students are regularly admissible to the CSU, and are selected and provided with a personal 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 ray_gonzales@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 course work 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 PROS 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 note-taking, 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.

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 underserved 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.

PROSEMINAR (PROS)

MAKING CONTACT

- ProSeminar (PROS)
 - Location Building 21
 - Information 831-582-3806
 - Fax 831-582-3873
 - Email gwendaplaisance@csumb.edu

PROGRAM OVERVIEW

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

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

PROSEMINAR 100

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

MAJOR PROSEMINAR

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

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



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
. holly_mcmorries@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

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

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

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.

FACULTY DEVELOPMENT AND STUDENT SUPPORT

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

STUDENT OUTREACH AND RECRUITMENT

MAKING CONTACT

- Student Outreach and Recruitment (SOAR)
 - Location Building 47
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3738
 - Main Desk 831-582-3738
 - Fax 831-582-3783
 - Email information@csumb.edu
 - Website CSUMB.EDU/info

SERVICES

SOAR is committed to meeting your individual needs by offering a variety of services to promote enrollment at CSUMB and in higher education as a whole.

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

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

Additional services available through SOAR include:

- General information about CSUMB
- Tours of the campus
- Campus maps
- Help with completing admissions, financial aid, and loan applications
- Drop box for official documents for the Admissions and Records, Financial Aid, and Student Outreach and Recruitment offices
- Status checks on admissions and financial aid applications
- Information on current degree programs and other educational and training programs



EARLY OUTREACH PROGRAMS

MAKING CONTACT

- Early Outreach Programs
 - Location Building 86B & 86C
 - Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-4600
 - Director 831-582-3657
 - Fax 831-582-3663
 - Email jose@csumb.edu
 - Website http://pci.csumb.edu
- Early Outreach Educational Opportunity Program (EOEOP)
 - Information 831-582-4600
- Collaborative Academic Preparation Initiative (CAPI)
 - Information 831-582-3771
- High School Equivalency Program (HEP)
 - Information 831-582-3770
- Educational Talent Search (ETS)
 - Information 831-582-3662
- Precollegiate Academic Development (PAD)
 - Information 831-582-4089
- Upward Bound (UB)
 - Information 831-582-4600

SERVICES

EDUCATIONAL OPPORTUNITY PROGRAM EARLY OUTREACH

Designed to improve awareness and access for low-income and educationally disadvantaged students, the Early Outreach Educational Opportunity Program (EOEOP) provides informational and motivational workshops to elementary and middle school aged children and their parents. The program also hosts campus visitations for potential Educational Opportunity Program (EOP) eligible student groups.

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.

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 a high school diploma (GED). HEP also helps students prepare to transition to higher education, job training, and onto more stable and better-paid forms of employment.

COLLABORATIVE ACADEMIC PREPARATION INITIATIVE

California State University-High School Collaborative Academic Preparation Initiative (CAPI) is a grant-funded partnership initiative. Its goal is to increase the academic performance of high school students entering CSU who require remediation in math and English.

CSUMB has established a collaborative partnership with three target schools. The collaborative is made up of CSU faculty, high schools, and university and high school students. The main focus of the program is to provide equal opportunity to low-income and potential first-generation college-bound students.

PRECOLLEGIATE ACADEMIC DEVELOPMENT

PAD is a unique program created by the California State University system to help middle and high school students to prepare for college level courses as well as provide information and skills to enhance the student's access to a higher education. Trained PAD tutors provide personalized academic enrichment in math, reading, and writing for students in the selected middle and high schools to ensure their success in college level courses.

CAMPUS HEALTH CENTER

MAKING CONTACT

- Campus Health Center (CHC)
 - Location Building 80
 - Weekday hours 8:00 A.M. to 5:00 P.M.
 - 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, x-rays, immunizations, allergy injections, and loaned equipment that is lost or damaged. There is a processing charge for obtaining copies of medical records. Missed appointments also result in a charge.

Faculty, staff, 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 9:00 P.M.
 - Information 831-372-6700
- Doctors on Duty, Monterey
 - Location 501 Lighthouse Avenue
 - Hours Open 365 days/year, 8:00 A.M. to 9:00 P.M.
 - Information 831-649-0770



STUDENT HEALTH INSURANCE

MAKING CONTACT

- Office of Residential Life
 - Location Building 84E
 - Hours Monday to Friday, 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3378
 - Fax 831-582-3523
 - Email christy_moore@csumb.edu
 - FirstClass Conference Housing
 - Website www.csumb.edu/general/housing
- 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 and all international students must have medical coverage. Please note that the Campus Health Center (CHC) and Student Health Insurance are separate programs. Whether or not 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 an insurance waiver form prior to registration and return it to the Residential Life Office.

If you do NOT have medical insurance prior to coming to CSUMB and you live on campus, you will need 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.

CHILD DEVELOPMENT CENTER

MAKING CONTACT

- Child Development Center (CDC)
 - Location Building 91
 - Monday-Thursday Hours 7:45 A.M. to 6:00 P.M.
 - Friday Hours 7:45 A.M. to 5:15 P.M.
 - Information 831-582-3525
 - CSUMB Child Development Center 831-582-4550
 - Fax 831-582-4551
 - Email child_care@csumb.edu
 - FirstClass Conference Child Development Center Services
 - Website <http://www.csumb.edu/student/child/>

SERVICES

CSUMB provides the Child Development Center on campus for children ages 12 weeks to 5 years old. Enrollment is limited, so early registration is advised. Fees are based on a sliding scale according to family income. Questions about child development services may be directed to the site supervisor of the Child Development Center. Applications for enrollment are available at the CSUMB Child Development Center or at the CDC website.

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.

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 831-582-3969
 - 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 nonjudgmental 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
 - Address PO Box 1296, Carmel, CA 93921
 - Information 831-394-1312
 - Email aprange@juno.com
- Office of Student Activities and Career Development (SACD)
 - Location Building 44 (Sixth Avenue)
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3845
 - Coordinator 831-582-3329
 - Fax 831-582-3093
 - Email s_activity@csumb.edu
 - Website <http://www.csumb.edu/student/activities>

MISSION

The mission of the Campus Ministry Council is to:

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

SERVICES

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

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

OTTER CARD SERVICES

MAKING CONTACT

- Otter Card Services
 - Location Campus Service Center, Building 47
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Operations Manager 831-582-3589
 - Technical Support 831-582-5155
 - Fax 831-582-4300
 - Email ottercard@csumb.edu
 - Website <http://ottercard.csumb.edu>

SERVICES

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. It also may be used as a debit card for use at all dining facilities, Residence Hall laundry rooms, the campus bookstore, and selected 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. Otter Cards are available at the Campus Service Center in Building 47 with proof of registration fee payment. 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.



UNIVERSITY BOOKSTORE

MAKING CONTACT

- University Bookstore
 - Location Building 29, University Center
 - Weekday Hours 8:30 A.M. to 5:00 P.M.
 - Weekend Hours 10:00 A.M. to 3:00 P.M. Saturdays (during semesters)
 - 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 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 program, 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 Cashier's Office or 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 students who drive more than one vehicle and do not wish to transfer a permit among the vehicles or desire to provide occasional parking privileges to family members. Supplementary permits cost \$10 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 Cashier's Office and 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 thirty minutes, with fifteen-minute service planned for implementation by Fall 2002.

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 Cashier's Office or 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.

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.



Library and Technology Resources

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Library and Technology Resources

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 - Technology Classes
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- Technology Service Learning
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- Academic Technology & Media Services
- Acceptable Use of Computing and Information Technology Resources

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 52,700+ books, 375+ print journals, and 1,550+ 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 12,625 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?

- Fall and Spring Semester Building Hours
 - Monday to Thursday 8:00 A.M. to 10:00 P.M.
 - Friday 8:00 A.M. to 5:00 P.M.
 - Saturday 1:00 P.M. to 5:00 P.M.
 - Sunday 1:00 P.M. to 8:00 P.M.
- Fall and Spring Semester Reference Hours
 - Monday to Thursday 9:00 A.M. to 8:00 P.M.
 - Friday 9:00 A.M. to 5:00 P.M.
 - Saturday 1:00 P.M. to 5:00 P.M.
 - Sunday 4:00 P.M. to 8:00 P.M.
- Fall Break, Spring Break, Winter Session, Summer Session Building and Reference Hours
 - Monday to Friday 8:00 A.M. to 5:00 P.M.

Note: Hours are subject to change. For current library hours, check the library website (<http://library.csumb.edu/about/hours.php>).



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
 - Location Building 43
 - Weekday 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
 - IT@CSUMB.EDU website <http://it.csumb.edu>
 - Help Desk website <http://it.csumb.edu/help>
 - ulink website <http://csumb.edu/ulink>

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 direct Ethernet connection from the residence halls and via modem from off-campus locations. Now we have added the convenience of anytime, anywhere wireless access on our main campus.

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 which 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

Though the campus provides multiple computer labs as part of an assured access commitment for all, we have discovered that students often become much more productive using 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. Consequently, we highly recommend that you take advantage of our ulink program, detailed below, to get your own PC or Apple laptop computer with wireless card.

If you already have a personal computer, you should assure that it has the hardware features necessary to connect to the Internet (via LAN, modem, or wireless card) and can support Web browsers such as Netscape and Internet Explorer. Computer purchase, connectivity, and computability questions may be directed to the Help Desk, or you can check the IT@CSUMB.EDU website.

ULINK PROGRAM

To access the CSUMB wireless network, students may:

- Use a current laptop computer, adding a wireless card if necessary
- Purchase a laptop computer and wireless card through special vendor agreements, buying online at discount prices and applying for financial aid if needing financial assistance with the purchase price.
- Qualify for a computer loan through the CSUMB Presidential Access Loan Program.

You will find detailed information on the CSUMB.EDU/ulink website.

FINANCIAL ASSISTANCE

If you need financial assistance in purchasing a laptop computer, you should apply for financial aid. You must complete the FAFSA (Free Application for Federal Student Aid) to discover programs you qualify for. 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.

Stafford Student Loans provide the most common form of aid available for students to purchase a computer. Parents of dependent undergraduate students may also qualify for the Federal Parent Loan for Undergraduate Students (PLUS). You might also qualify for our CSUMB Presidential Access Loan Program.

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 equal zero 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

You will have access to an e-commerce website to purchase your computer or additional laptop 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 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.

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 MINIMUM SOFTWARE VERSIONS

As part of a special Microsoft agreement, CSUMB students can borrow select Microsoft software products from the library for up to three days for installation on their home or laptop computers.

RECOMMENDED NETWORK CONNECTION CAPABILITIES

RESIDENCE HALLS ONLY¹

- Ethernet (10Base-T) network card and Category 5 Ethernet cable with RJ-45 connectors (10Base-T) **OR**
- Standards-compliant wireless network card

EAST CAMPUS²

- 56K bps modem recommended
- 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. If the computer only has an AUI Ethernet connector, then an AUI to RJ45 transceiver will also be needed.*
- 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.*

IT@CSUMB.EDU SERVICE GROUPS

OFFICE OF THE CHIEF TECHNOLOGY OFFICER

The Office of the CTO 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. Just call 582-HELP.

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.

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 Technology 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 Sunspace2000
- 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 CENTERS

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

ACADEMIC TECHNOLOGY & MEDIA 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.



ACCEPTABLE USE OF COMPUTING AND INFORMATION TECHNOLOGY RESOURCES

When using university computing resources, CSUMB community members must abide by the *Acceptable Use of Computing and Information Technology Resources* and the *Student Code of Conduct*. 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 *Acceptable Use of Computing and Information Technology Resources* is available on the CSUMB Policy website (<http://policy.csumb.edu>).



CHAPTER CONTENTS

- Residential Life
- Dining Services
- Student Activities and Career Development
- Student Center
- Athletics, Sports Recreation & Health (ASRH)
- A Brief History of the CSUMB Campus Land

DINING HOURS

DINING COMMONS

- 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

- Monday to Friday 11:30 a.m. to midnight
- Weekends 2:00 p.m. to midnight

OTTER BAY CAFÉ

- Weekdays 11:30 A.M. to 9:00 P.M.

BLACK BOX CABARET (BBC)

- Monday to Friday 10:00 a.m. to midnight*
 - *Closing time varies depending on entertainment schedule
- Weekends varies depending on activities and events scheduled

RESIDENTIAL LIFE

MAKING CONTACT

- Office of Residential Life
 - Location Building 84E
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3378
 - Fax 831-582-3523
 - Email rebecca_morrow@csumb.edu
 - FirstClass Conference Housing
 - Website CSUMB.EDU/general/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.

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 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, hookups for Internet access, cable television, and telephone services.

Residence Halls 202, 203, 204, 205, 206, 208, and 210 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, hookups for 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
Residence Hall ### (corresponding hall number)
Room ### (corresponding room number)
CSU Monterey Bay
100 Campus Center
Seaside, CA 93955-8025

Students living in the Frederick Park apartments need to contact the Marina Post Office 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 93933-5055

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 Residential Life Office.

HOW DO I APPLY?

Upon acceptance to CSUMB, a housing packet will be sent to you. Complete and return the housing application, assignment profile, and medical insurance form along with a \$125 refundable security deposit for the residence halls, and/or a \$100 reservation deposit for the apartments. Checks for the residence hall security deposit are payable to CSUMB. Checks for the apartment reservation deposit are payable to FOAM. Both the security and reservation deposits can be made using all major credit cards by going online to CSUMB.EDU/payments or by contacting the CSUMB Campus Service Center at 831-582-5100.

WHAT ARE THE DEADLINE DATES FOR RESIDENCE HALL APPLICATIONS?

- May 1 for fall semester
- December 15 for spring semester

Students submitting a security deposit after the priority deadline are accommodated on a space-available basis.

DINING SERVICES

MAKING CONTACT

- Dining Commons
 - Location Building 16
 - Hours See schedule below
 - Information 831-582-3838
 - Email ray_lee@csumb.edu
 - FirstClass Conference Dining Commons
- Otter Express
 - Location Building 14
 - Hours See schedule below
 - Information 831-582-3838
 - Email ray_lee@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 ray_lee@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 AND CAREER DEVELOPMENT

MAKING CONTACT

- Office of 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/>
- 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>

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
- Challenge Course

STUDENT ORGANIZATIONS

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

Currently CSUMB has 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 professional staff at SACD is dedicated to assisting all clubs in their efforts.

STUDENT ORGANIZATION/CLUB OBJECTIVES

- Complement in-class learning by giving students opportunities for real-world applications.
- Provide structured social outlets.
- Offer students an opportunity to build leadership skills.
- Give students a chance to challenge themselves in new areas of interest.
- Build workforce skills that can enhance a student's professional development.

RESPONSIBILITIES

- The organization must not have discriminatory rules or policies that inhibit membership based on race, religion, gender, national origin, disability, sexual orientation, or political affiliation.
- The purpose of the organization must be consistent with the CSUMB Vision (generally, that means the club is social, educational, cultural, or recreational). If you have a question about this policy, contact the Student Activities Office.
- The organization must maintain a membership of at least eight registered students.
- A CSUMB faculty or staff member must act as an advisor.
- The organization and its members will be held accountable for any violations of CSUMB policies, and state and federal laws.
- Maintain official recognition.

BENEFITS OF OFFICIAL RECOGNITION

Recognized CSUMB student organizations meet long term interests, having educational missions that reflect some of the larger educational, social, recreational, and cultural goals of the institution. Recognized student organizations promote student events and activities, as well as student-to-student, student-to-CSUMB community, and student-to-outside community interaction. Official organization status provides for the negotiation of common purposes, accountability, support, sanctions, responsibilities, and expectations necessary for affiliation.

RECOGNIZED CSUMB STUDENT ORGANIZATION PRIVILEGES:

- May use the name of the university in all publications other than legal contracts
- May use the CSUMB Logo
- May schedule classrooms and university facilities for meetings
- May sponsor events on campus
- May be included in campus publications, webpages, and FirstClass Conferences
- May become eligible for funding through Student Voice and ICC (except Ad Hoc)
- May receive assistance in working with group development issues
- May obtain assistance in event program planning and proposals for funds
- May obtain an organization mailbox
- May coordinate fundraising activities
- May utilize the services of the SACD office including copy machine, fax, computer lab, poster machine, popcorn machine, and coffeemaker
- May obtain office space and telephone with voicemail (except Ad Hoc)
- May participate in activities designed to recruit new club members (except Ad Hoc)

Recognition does not imply that California State University, Monterey Bay approves of, supervises, sanctions, or takes responsibility for the actions and activities of the organization. The university neither encourages nor condones illegal or dangerous activities. Individuals involving themselves in student organizations do so at their own risk. Recognized student organizations must adhere to this policy document; all other policies of CSUMB; all CSU Trustee policies; and federal, state and local laws. Organizations must conduct their actions and activities in accordance with the *CSUMB Mission Statement* and *CSUMB Vision Statement*.

LOSS OF UNIVERSITY AFFILIATION STATUS AND LOSS OF ORGANIZATION REGISTRATION PRIVILEGES

- The university can place a student organization on probation for failure to observe regulations and responsibilities in accordance with university policies; trustee regulations; and federal, state, and local laws.
- A student organization's affiliation status may be withdrawn or suspended by either Student Activities and Career Development or Athletics, Sports Recreation & Health following a review of written charges presented to or by either office.
- If a student organization loses its university affiliations or organization registration privileges as a result of action taken by Student Activities and Career Development or ASRH, said organization may appeal to the Vice President of Student Affairs.

CONDUCT PROCESS

Should any students acting as representatives of a student organization fail to adhere to the policies and procedures set forth in this handbook, the following conduct process will be put into action:

- The individual or group of students will receive written notification of said violation. At this time, the individual student or group of students will be asked to meet with the Student Activities Coordinator to review the content of written violation notice.
- The final written notification will go in the student organization's file along with any reparations or sanctions agreed upon between the Student Activities Coordinator and the individual student or group of students. This group will now be considered on probation for the rest of the academic year or, if at the end of the spring semester, on probation for the next fall.

A second violation in the same academic year by the same student organization regardless of whether the violation came from the same individual student or group of students will cause the automatic suspension of the student organization's official status. This means the loss of all student organization privileges.

- Again, the student organization will receive written notification of the suspension and violation.
- The student organization will be asked to meet with the Student Activities Coordinator to determine the final sanctions for the group.

SACD OFFICE ROLE

- Communicate responsibilities of club leaders, both verbally and in writing.
- Provide guidance with all event planning.
- Offer opportunities for club leaders to improve their leadership skills.
- Advise clubs on liability issues.
- Assist, as needed, with club development issues including organization structure, group dynamics, and decision-making procedures.
- Provide direction on club travel.
- Offer assistance on fundraising including development of ICC proposals.
- In consultation with clubs and departments, establish and implement policies and procedures.
- Assist with promotion of club meetings and activities.
- Coordinate recruitment fairs.
- Assist in the completion of club forms.

- Keep club members advised of campus and California State University policies and procedures.
- Assist with the recruitment of an advisor and provide clarification of advisory role as needed.

STUDENT ORGANIZATION OBLIGATIONS

- Keep all appropriate recognition forms filled out completely, up-to-date, and on file at SACD, which includes filing a new registration card each semester.
- Demonstrate financial responsibility with all club funds, university allocations, and club fundraising according to established policies.
- Maintain a roster of at least eight interested CSUMB student members.
- Understand policies outlined in this manual and make an honest effort to abide by them.
- Attend mandatory club orientation sessions.
- Register current club officers and attend mandatory club meetings.
- Develop a constitution so club members will know what is expected of them. Continuity of positive leadership is very important. This includes following the constitutional by-laws set up by each club.

NEW STUDENT ORGANIZATION RECOGNITION

Below you will find a list of the ten easy steps to recognition. Copies of all forms mentioned in the ten steps can be found in the appendix of the Club Handbook. Having a minimum of eight students interested in creating the student organization is a requirement. If those who want to start a club are unsure about the interest of others, surveying other students either via hard copy or via FirstClass can help identify the need.

All student organizations, including recreational and sport clubs, will need to follow these basic guidelines to become recognized.

1. Students become interested in starting a student organization.
2. Students come to speak with a Student Activities representative in building 44 to acquire necessary paperwork, including Club Handbook, or obtain paperwork from the Web.
3. A SACD representative schedules and conducts an initial interview to determine basic information about the organization.
4. Students complete the Student Interest Petition and submit to SACD.
5. If faculty/staff advisors have not already been determined, the representative helps to identify one.
6. Students meet with advisors and schedule an organizational meeting for all interested students.
7. The Student Activities representative is available for the initial meetings and as needed for discussing how other groups have formed, to give additional information, and answer questions.
8. The student organization completes the following paperwork:
 - A. Organization Registration Card.
 - B. Constitution or purpose statement
 - C. Off-campus group affiliation information if applicable, including constitution
9. The student organization submits paperwork to SACD and sets up an orientation meeting for club officers and a SACD representative.
10. After the orientation, the student organization receives official club recognition letter which signifies access to benefits, club mailbox, copier code, folder on FirstClass, and listing on CSUMB webpages.

Note: Some clubs, such as recreational and sport clubs, will need to follow some additional steps.

RECOGNIZED STUDENT ORGANIZATIONS

- All in the "Family" (gay, lesbian, bisexual and allies organization)
- American Sign Language (ASL)
- Angler's Anonymous
- Animator's Club
- Anime Club
- Art Club
- Baseball Club
- Bilingual Education Student Organization
- Black Students United (BSU)
- Broadcasting and Digital Audio Streaming (BADAS)
- CAMP
- Chat the Movies
- Chicano/Latino Graduation Association
- Cinema Productions
- CSUMB Cheerleading
- CSUMB Dance Team
- Danza Azteca
- Disc Golf
- Electronic Music Club (E=MC²)
- Energia
- Forum for International Issues
- Inter Club Council (ICC)
- Japan Club
- Latin Language Club
- MBASE (Monterey Bay for A Sustainable Environment)
- MEChA (Movimiento Estudiantil Chicano de Aztlán)
- Men's Rugby
- Mujeres de Mais
- Multicultural Feminist Group
- Newman Catholic Community
- Ollin
- Otter Christian Fellowship
- Otter Outdoor Adventures
- Otter Realm (campus newspaper)
- Otter Roller Hockey
- Project: Bass
- Raza Unida
- Road Runners
- Sailing Club
- Seascumb (Skateboarding Club)
- Slow Pitch Softball Club
- Social and Behavioral Sciences Association
- Softball Club
- Spanish Club
- Student Activities' Coalition
- Sustainable Energies Club
- Teachers of Tomorrow
- Teatro Esperanza
- Vietnamese Club
- We Care About Disabilities
- Women's Rugby
- Wrestling Club

LEADERSHIP DEVELOPMENT

Many students hold leadership roles in their various positions across campus such as club officers, Service Learning Advocates, Resident Advisors, tutors, Orientation Leaders, peer counselors, Student Voice officers, and Residence Hall Association leaders. To assist students in these roles and those they fill beyond CSUMB such as parent, coworker, and community member, SACD offers skill-building opportunities in a variety of formats including workshops, seminar series, and retreats. Topics covered include communication, decision making, goal setting, value clarification, and group dynamics.

CSUMB also has its own Challenge Course that is often used to enhance experiential learning opportunities in leadership development programs for students and off-campus clients. Students may be trained to become facilitators in addition to participating in the leadership programs that use the Challenge Course.

NEW STUDENT ORIENTATION

The Student Activities office coordinates a comprehensive program to welcome, advise, and facilitate the transition of new students into the CSUMB campus community. Each spring, continuing students are selected and engaged in leadership training for their roles in the planning and delivery of orientation programs and activities as leaders of new student groups. 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), the Associated Students (AS) of CSU Monterey Bay. Student Voice consists of a Board of Directors/Student Senate, elected officers and representatives to the students, and numerous committees for students to get involved in shared university governance. Student Voice contributes to student organizations through the Inter Club Council (ICC) and provides funding to a planning committee known as the Events WorkGroup for events and programs such as speakers, films, concerts, and dances. Student Voice serves as the representative group for student advocacy and university policy formation.

The Associated Students hold Board of Director meetings Mondays at 12:30 p.m. in the University Center. Meetings are advertised at least 72 hours in advance and all students are encouraged to attend. Advertisements are posted on FirstClass, the Student Voice website, and in the bulletin board cases in Building 14.

Each spring semester, elections are held to select the next year's Associated Students Board of Directors. Students must adhere to a minimum required unit load as described below, have a 2.5 or higher GPA, and be in good academic standing to hold student government office.

MINIMUM ACADEMIC QUALIFICATIONS FOR STUDENT OFFICE HOLDERS

CANDIDATE RESIDENCY

Undergraduate and graduate candidates must currently be enrolled at CSUMB.

CANDIDATE UNIT LOAD

Candidates must maintain ten semester credits per term while seeking office. Graduate student candidates must maintain six semester credits per term while seeking office.

INCUMBENT UNIT LOAD

Undergraduate students must earn ten semester credits per term while holding office. Graduate students must earn six semester credits per term while holding office.

INCUMBENT MAXIMUM ALLOWABLE UNITS

Undergraduate students are allowed to earn a maximum of 150 semester credits. Graduate students are allowed to earn a maximum of 50 semester credits. Students holding over that number of credits will no longer be eligible for major student government office.

INTER CLUB COUNCIL

The purpose of the Inter Club Council is to serve as a central force bringing together all of the student organizations for resource appropriation, advocacy, and networking. The Council is comprised of representatives from each recognized club or student organization and meets twice per month on Wednesday evenings in the University Center. The council representatives select officers each semester.

EVENTS AND PROGRAMS

With the assistance of SACD, student organizations and Student Voice offer many activities. Some of these events include bands on the quad, cultural celebrations, poetry and performance nights, environmental awareness programs, electronic music, dance and concert events, and a film series. Additionally, SACD coordinates a number of other special events such as Spring Break activities, New Student Orientation, Club Showcase and Recognition Reception, and GradFest for graduating seniors.

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

MAKING CONTACT

- Office of Student Activities and Career Development (SACD)
 - 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

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 fooseball 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
 - FirstClass 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

WHY IS THIS PROGRAM IMPORTANT?

As we charge forward into 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.

WHAT IS THE MISSION OF ASRH?

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 nine 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, 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.
- 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 NAIA.
- 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

The 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 not-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, wet-suits, 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. Miles of mountain biking and hiking trails and several grassy fields and park areas 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 SPORTS RECREATION 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 McClintock
- 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
- Co-Head Coaches, women's soccer ~ Erin Roberts and Heidi Covington
- Head Coach, men's soccer ~ Hector Uribe
- Outdoor Activities Coordinator ~ Cynthia d'Vincent
- Intramural and Recreational Sports Coordinator ~ Amber Magner
- Sports Information, Promotion, and Marketing Coordinator ~ Sarah Bernson

A BRIEF HISTORY OF THE CSUMB CAMPUS LAND

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 and Elvis Presley, had received their basic training at Fort Ord. At its peak, more than 35,000 people lived and worked on the base.
- 1988 Base Realignment and Closure (BRAC) legislation was passed by Congress. Perhaps because of the Gulf War and "Operation Desert Storm," Fort Ord was not immediately put on the closure list although civilian workers did begin to lose their jobs. Cleanup of the base's former landfill, firing ranges, and artillery practice "impact zone" began.
- 1990 Fort Ord was placed on the Environmental Protection Agency (EPA) National Priority List which enabled the Army to access the EPA "Superfund" Trust Fund to increase the speed and extent of the cleanup.
- 1991 The decision to close Fort Ord was made. Of the hundreds of bases targeted for closure across the country, Fort Ord was one of four selected by the Federal Government to be a model for conversion to peacetime use.
- 1994 Fort Ord officially closed. The fort was the largest U.S. military base to be closed at the time.

THE CSUMB YEARS

- 1994 Approximately 1,365 acres and 4.4 million square feet of facilities and accompanying infrastructure including 106 buildings and 1,253 housing units, were sold to the State of California for one dollar and subsequently given to the California State University (CSU) system. Though one of the largest university campuses in California, CSUMB only occupies 5 percent of the former Fort and 20 percent of its usable land.
- 1994 The Fort Ord redevelopment effort includes upgrading and rebuilding water systems, improving roads, and cleaning the land for civilian use. The properties conveyed to the CSU were thoroughly inspected for health and environmental hazards and certified "clean" and safe for occupancy by all applicable state and federal standards.
- 1998 The landfill, which is not located on CSUMB property, was capped. Periodic testing and monitoring of the land, water, and air in the areas adjacent to the CSUMB campus have consistently been found safe by EPA monitors. The cleanup continues on various parts of the base and includes controlled burns, and periodic detonation of unexploded ordnance on land which is not part of the CSUMB campus.

ENVIRONMENTAL SUMMARY

All properties that have been and will be conveyed to CSU have been thoroughly inspected for health and environmental hazards by federal, state, and regional environmental regulatory agencies, and they are certified as "clean" and safe for occupancy. Adjacent to CSUMB's boundary, the Fort Ord installation's landfill has been thoroughly cleaned and capped, pursuant to all applicable local, state, and federal standards. The campus property does not include the base's former landfill, the firing ranges, or the "impact zone" used for artillery practice.

Water for campus use comes from the same community water company which serves Seaside, Marina, and other Monterey County communities. Domestic water for CSUMB does not come from local wells or aquifers.

More information about the CSUMB campus land and the reuse of Fort Ord may be found on the CSUMB.EDU website.





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IMPORTANT NOTES

- **Applications**
 - Applications are available at every California high school, community college, and California State University.
 - You may also obtain an application by contacting CSUMB Student Outreach and Recruitment (SOAR).
 - Electronic versions of the CSU undergraduate and graduate applications are accessible on the Web (www.csumentor.edu).
- **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.
- **Impacted Programs**
 - There are currently no impacted programs at CSUMB.

MAKING CONTACT

- Office of Admissions and Records
 - Location. Building 47
 - Weekday Hours. 8:00 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
- Office of Transfer Articulation
 - Location. Bldg. 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 <http://www.calstate.edu>
 - Electronic Applications <http://www.csumentor.edu>
- The College Board (SAT I)
 - Address Registration Unit, Box 6200
Princeton, NJ 08541
 - Information 609-771-7588
 - Website <http://www.collegeboard.org>
- ACT
 - Address. Registration Unit, PO Box 414
Iowa City, IA 52243
 - Information 319-337-1270
 - Website <http://www.act.org>
- Selective Service System
 - Address. Data Management Center, P.O. Box 94638
Palatine, IL 60094-4638
 - Information 847-688-6888
 - Fax 703-605-4106
 - Email Information@sss.gov

ADMISSIONS AND RECORDS SERVICES

CSUMB Student Outreach and Recruitment (SOAR) assists students with any questions regarding admissions, financial aid, and pre-admissions counseling. SOAR offers campus maps, tours, academic calendars, status checks for admissions and financial aid, and help completing all CSUMB application forms.

CSUMB's Office of Admissions and Records is responsible for processing admissions applications, determining admissions eligibility, evaluating transfer credits, administering the Entry-Level Mathematics (ELM) and English Placement Test (EPT) examinations, registering students, posting grades, processing graduation applications, and producing official transcripts. The Office of Admissions and Records has official signatory power as the campus Registrar 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.

Electronic versions of the CSU undergraduate and graduate applications are accessible on the Web (www.csumentor.edu). The CSU Mentor system 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 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 part-time 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.

IMPACTED PROGRAMS

There are currently no impacted programs at CSUMB.

The CSU designates programs as impacted when more applications are received in the 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 which programs are impacted and the supplementary criteria campuses will use. That announcement will be published in the *CSU Review*, distributed to high school and college counselors, and available online (<http://www.calstate.edu/AR/csureview/>). Information about the supplementary criteria is also 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 two or more campuses, you must file an application to each.

SUPPLEMENTARY ADMISSION CRITERIA

Each campus with impacted programs uses supplementary admissions criteria in screening applicants. Supplementary criteria may include ranking on the freshman eligibility index, the overall transfer grade point average, 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., master's degree applicants, those seeking credentials, and those interested in taking graduate level courses for personal or professional growth) must file a complete graduate application as described in the graduate and postbaccalaureate admission booklet. Applicants 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. Applications may be obtained from the graduate studies office or the admissions office of any California State University campus. An electronic version of the CSU graduate application is available on the Web (www.csumentor.edu).

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 until capacities are reached. If applying after the initial filing period, consult CSUMB Student Outreach and Recruitment for current information.

APPLICATION ACKNOWLEDGEMENT

You may expect to receive an acknowledgment from your first choice campus within two to four weeks of filing the application. The notice will also include a request that you submit the records necessary for the campus to evaluate your qualifications. You may be assured of admission if the evaluation of your qualifications indicates that you meet CSU admission requirements and campus requirements for admission to an impacted program. 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 Office of Admissions and Records, in care of the Exceptional Admission Committee, regarding specific policies governing hardship admission.

UNDERGRADUATE ADMISSIONS REQUIREMENTS

FRESHMAN REQUIREMENTS

Generally, applicants will qualify for regular admission as a first-time freshman if they:

1. Are a high school graduate, and
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 SAT. Your grade point average is based on grades earned during your final three years of high school (excluding physical education and military science) and bonus points for approved honors courses. Beginning with admission for Fall 2004, the high school grade point average will be based solely on courses taken in the final three years of high school that satisfy the comprehensive pattern of college preparatory subject requirements.

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.

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.

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

PROVISIONAL ADMISSION

CSUMB may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and planned for the senior year. The campus will monitor the senior year of study to ensure that those so admitted complete their senior year of studies satisfactorily, including the required college preparatory subjects, and graduate from high school.

SUBJECT REQUIREMENTS

The California State University requires that first-time freshman applicants complete, with grades of C or better, a comprehensive pattern of college preparatory study totaling 15 units. A "unit" is one year of study in high school. Within the 15 units completed, up to one unit (one year) in visual and performing arts or foreign language may be missing and offset by a college preparatory course(s) in other areas. The missing unit of visual and performing arts or foreign language must be completed either prior to or by the end of the first year, of CSU enrollment. This provision is effective through the 2003-2004 academic year.

- English, 4 years
- Mathematics, 3 years: algebra, geometry, and intermediate algebra
- U.S. history or U.S. history and government, 1 year
- Science, 1 year with laboratory: biology, chemistry, physics, or other acceptable laboratory science
- Foreign language, 2 years in the same language (subject to waiver for applicants demonstrating equivalent competence)
- Visual and performing arts, 1 year: art, dance, drama/theater, or music
- Electives, 3 years: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and agriculture

Applicants seeking admission as first-time freshmen for the fall 2004 or later terms will have the same preparatory course requirements for admission to either the California State University or the University of California. The preparatory course admission requirements will be the completion of the following courses with a grade of C or better:

- English, 4 years
- Mathematics, 3 years: algebra, geometry, and advanced algebra
- Social science including one year of U.S. history, 2 years
- Laboratory science (including one year of life science and one of physical science), 2 years
- Foreign language, 2 years
- Visual and performing arts, 1 year
- Electives, 1 year chosen from one of the areas above

WAIVER OF FOREIGN LANGUAGE SUBJECT REQUIREMENT

The foreign language subject requirement may be waived for applicants who demonstrate competence in a language other than English equivalent to or higher than expected of students who complete two years of foreign language study. For further information, students should consult with a school counselor or any CSU campus admissions or school relations office.

SUBJECT REQUIREMENT SUBSTITUTION FOR STUDENTS WITH DISABILITIES

Applicants with disabilities are encouraged to complete college preparatory course requirements. In certain circumstances, if an applicant is judged unable to fulfill a specific course requirement because of a disability, alternate college preparatory courses may be substituted for specific subject requirements. Substitutions may be authorized on a case-by-case basis after review of disability documentation and academic records and recommendation by the applicant's academic advisor or guidance counselor in consultation with the director of a CSU disabled student services program. Students should be aware that failure to complete the courses required for admission may limit later enrollment in certain majors, particularly those involving mathematics. For further information and substitution forms, please contact the CSUMB Office of Student Disability Resources.

HIGH SCHOOL STUDENTS

Students still enrolled in high school will be considered for enrollment in certain special programs if recommended by the principal and the appropriate campus department chair and if preparation is equivalent to that required of eligible California high school graduates. Such admission is only for a given program and does not constitute the right to continued enrollment.

TRANSFER REQUIREMENTS

Students who have completed fewer than 56 transferable semester college credits (fewer than 84 quarter credits) are considered lower division transfer students. Student who have completed 56 or more transferable semester college credits (84 or more quarter credits) are considered upper division transfer students. Students who complete college credits 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 credits 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 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 the Office of 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 credits will be considered equivalent to one year of high school study.
- Earn acceptable scores on specified examinations.

Please consult with any CSU admissions office for further information about alternative ways to satisfy the subject requirements.

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) in all transferable credits attempted; and
- They are in good standing at the last college or university attended; and they have completed at least 30 semester credits of college coursework with a grade of C or better in each course to be selected from courses in English, arts and humanities, social science, science, and mathematics at a level at least equivalent to courses that meet general education requirements. The 30 credits must include all of the general education requirements in communication in the English language and critical thinking (at least 9 semester credits) and the requirement in mathematics/quantitative reasoning (usually 3 semester credits) **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.

TEST REQUIREMENTS

Freshman and transfer applicants who have fewer than 56 semester or 84 quarter credits of transferable college credit must submit scores, unless exempt (see “Eligibility Index”), from either the ACT or the SAT I. 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 or ACT are available from school or college counselors or from a CSU campus testing office. Or students may write to or call:

The College Board (SAT I) Registration Unit, Box 6200 Princeton, New Jersey 08541 (609) 771-7588 www.collegeboard.org	ACT Registration Unit P.O. Box 414 Iowa City, Iowa 52240 (319) 337-1270 www.act.org
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TOEFL REQUIREMENT

All undergraduate applicants, regardless of citizenship, who have not attended schools at the secondary level or above for at least three years full time where English is the principal language of instruction must present a score of 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 the Office of Admissions and Records.

ENGLISH PLACEMENT TEST (EPT)

The 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 (ELM) PLACEMENT EXAMINATION

The ELM 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 ADMISSIONS REQUIREMENTS

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

GENERAL REQUIREMENTS

The minimum requirements for admission to graduate and postbaccalaureate studies at a California State University campus are in accordance with university regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations. Specifically, a student shall: (1) have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or shall have completed equivalent academic preparation as determined by appropriate campus authorities; (2) be in good academic standing at the last college or university attended; (3) have attained a grade point average of at least 2.67 (A=4.0) in the last 60 semester (90 quarter) credits attempted; and (4) satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe. In unusual circumstances, a campus may make exceptions to these criteria.

If you meet the minimum requirements for graduate and postbaccalaureate studies, you will be considered for admission in one of the four following categories:

- **Postbaccalaureate Unclassified**—To enroll in graduate courses for professional or personal growth, you must be admitted as a postbaccalaureate unclassified student. By meeting the general requirements, you are eligible for admission as a postbaccalaureate unclassified student. Some departments may restrict enrollment of unclassified students because of heavy enrollment pressure. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any graduate degree or credential program.
- **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 AND POSTBACCALAUREATE TOEFL REQUIREMENT

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

The CSU must assess the academic preparation of foreign students. For this purpose, "foreign students" include those who hold U.S. visas as students, exchange visitors, or in other nonimmigrant classifications.

The CSU uses separate requirements and application filing dates in the admission of foreign students. Verification of English proficiency (see the section on TOEFL Requirement for undergraduate applicants), financial resources, and academic performance are all important considerations for admission. Academic records from foreign institutions must be on file at least eight weeks before registration for the first term and, if not in English, must be accompanied by certified English translations.

Priority in admission is given to residents of California. 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, as a condition of receiving an I-20 or IAP-66 form, all F-1 and J-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment in the CSU. Such insurance must be in amounts as specified by the United States Information Agency (USIA) and NAFSA: Association of International Educators.

FINANCIAL VERIFICATION FOR INTERNATIONAL STUDENTS

CSUMB is required to verify that funds are available to support a foreign student's CSUMB enrollment before issue of the I-20 Certificate of Eligibility of Nonimmigrant (F-1) Student Status. Applicants will be required to provide bank statements and other pertinent supporting documentation verifying that at least one year's funds (approximately \$16,000) are available. After application to CSUMB, applicants will receive the financial statement form used to verify financial support.

OTHER APPLICANTS

SUMMER SESSION APPLICANTS

Although CSUMB is not on year-round operation, the campus does offer distinctive summer programs. 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 semesters must apply for readmission and must submit all forms for consideration of reinstatement and transcripts of any college work completed in the interim. Readmissions decisions will be based on a review of the student's academic status and personal situation by appropriate campus officials. 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 the Office of Admissions and Records.

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

All new and readmitted students born after January 1, 1957 will be notified of the requirement to present proof of measles and rubella immunizations. All students 18 years of age or younger shall be required to present proof of immunization against hepatitis B. All incoming freshmen 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 they have chosen to receive the vaccination. These are **not** admission requirements, but shall be required of students as conditions of CSU enrollment. Proof of measles and rubella immunizations shall also be required for certain groups of enrolled students who have increased exposure to these diseases.

Immunization documentation should be mailed or brought to the CSUMB Campus Health Center (CHC).

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 the Office of Admissions and Records in accordance with Title 5 of the California Code of Regulations, Section 40409: "A maximum of 70 semester credits earned in a community college may be applied toward the undergraduate degree, with the following limitations:

- No upper-division credit may be allowed for courses taken at a community college.
- No credit may be allowed for professional courses in education taken in a community college, other than an introduction to education course."

Credits earned in regionally accredited colleges will be evaluated by CSUMB's Office of Admissions and Records and advanced standing allowed on the basis of the evidence submitted. Credit toward the fulfillment of graduation requirements will be allowed only insofar as the courses satisfactorily completed meet the standards and the requirements of the basic course pattern of the college.

Credits earned in nonaccredited colleges may be accepted as a basis for advanced standing only to the extent that the applicant can demonstrate for CSUMB's approval that a satisfactory degree of proficiency has been attained in the course in question.

ADVANCED PLACEMENT

CSUMB grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement program of the College Board. Students who present scores of three or better will be granted up to six college semester credits.

CREDIT BY EXAMINATION

Students may challenge courses by taking examinations developed at CSUMB. Credit shall be awarded to those who pass them successfully. Contact the Office of Admissions and Records for complete information.

CREDIT FOR NONCOLLEGIATE INSTRUCTION

CSUMB grants undergraduate degree credit for successful completion of noncollegiate instruction, either military or civilian, appropriate to the baccalaureate degree, that has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education. The number of credits allowed are those recommended in the Guide to the Evaluation of Educational Experience in the Armed Services and the National Guide to Educational Credit for Training Programs.

ASSESSMENT OF PRIOR LEARNING

CSUMB grants credit for learning, knowledge, or skills-based experience that has been documented and evaluated via the assessment process. Complete information is available from the Student Academic Advising Office. Students should be aware, however, that policies for earning credit for prior learning vary from campus to campus in the CSU.

IMMIGRATION REQUIREMENTS FOR LICENSURE

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 68000-68084, 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 California State University website (www.calstate.edu).

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 68070-68120 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 for each term. They are:

- FallSeptember 20
- SpringJanuary 25
- SummerJune 1

The residence determination dates for the four stages of CalStateTEACH are as follows:

- Stage 1September 20
- Stage 2January 5
- Stage 3June 1
- Stage 4September 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 the Office of 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 delay admission or not permit registration or attendance until receipt of final transcripts and admission eligibility can be verified.

All transcripts submitted for admission and transfer credit purposes must be official and sent directly from the originating school or college to the Office of Admissions and Records. Transcripts submitted by the student are not acceptable unless submitted in a sealed envelope. All records submitted become the property of CSUMB, part of the student's file, and will not be released. If a student does not complete the admission application or enroll, the records will be kept on file for two years only.

It is suggested that students order a set of transcripts for themselves at the same time that they order them for admission so that transcripts are available for advising purposes.

UNDERGRADUATE TRANSFER APPLICANTS

Transfer applicants who have earned fewer than 56 transferable semester credits must file one complete official transcript from the high school of graduation and the ACT or SAT results in addition to a transcript of the college credits attempted.

Transfer applicants who have completed 56 or more semester credits of transferable courses and who are applying to CSUMB need not file the high school transcript. However, applicants are cautioned that if, during the evaluation process, it is determined that fewer than 56 semester credits of transferable courses were earned, processing will stop. The applicants will be notified that the high school transcript and ACT or SAT scores are required and admission consideration will again be given only at the time these documents are received and the record is complete.

All undergraduate transfer applicants must file one official transcript from each college in which they have enrolled. This includes special sessions, correspondence, and audited courses, as well as any college in which the student was enrolled and withdrew without earning credit.

Applicants to postbaccalaureate and credential programs are required to file one official transcript from each and every college in which they have enrolled. Transcripts must be sent directly from the originating institution to the Office of Admissions and Records. Transcripts submitted by the student are not acceptable unless submitted in a sealed envelope. All college work must be reported.

SELECTIVE SERVICE SIGNUP

The federal Military Selective Service Act (the "Act") requires most males residing in the United States to present themselves for registration with the Selective Service System within thirty days of their eighteenth birthday. Most males between the ages of 18 and 25 must be registered. Males born after December 31, 1959, may be required to submit a statement of compliance with the Act and regulations in order to receive any grant, loan, or work assistance under specified provisions of existing federal law. In California, students subject to the Act who fail to register are also ineligible to receive any need-based student grants funded by the state or a public 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 letter 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 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. 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. A "UW" will appear on the student's transcript for the course when the instructor drops the student for nonattendance.

WITHDRAWING FROM THE INSTITUTION

Students who find it necessary to withdraw from CSUMB after enrolling for any academic term are required to follow the official withdrawal procedures. Failure to follow formal withdrawal procedures may result in the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term.

Students 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 the Campus Service Center.

Students wishing to withdraw from CSUMB after the course adjustment period may do so for serious and compelling reasons; 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 refunds or repayment of grant or loan assistance received for that academic term. If a recipient of financial assistance under federal Title IV financial aid programs withdraws from the institution during a payment period the amount of grant or loan assistance received is subject to refund provisions governed by federal law.

Requests for refunds after the first two weeks of the semester are subject to Title V regulations (copy available at the Cashier's Office).

CLASSIFICATION OF STUDENTS

- Lower-division students are:
 - Freshmen who have earned a total of fewer than 30 semester credits
 - Sophomores who have earned a total of 30 through 59 semester credits
- Upper-division students are:
 - Juniors who have earned from 60 through 89 semester credits
 - Seniors who have earned 90 semester credits or more
 - Second baccalaureate students who possess a recognized baccalaureate degree and are enrolled in an undergraduate degree program
 - Students with graduate standing who possess a recognized baccalaureate degree and are enrolled in graduate studies or in school credential programs

COURSE NUMBERING SYSTEM

- Precollegiate01-99
 - Lower Division100-299
 - Upper Division300-499
 - Upper Division/Graduate*300-499
 - Post Baccalaureate/Graduate500-699
- * 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. 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—I, IC, IP, W, and UW—apply to the grades assigned for various categories of enrollment.

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 point average and progress point computation.

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 the Office of Admissions and Records during the Add/Drop period. The grade of Audit does not indicate completion of the learning experience.

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

UW (UNAUTHORIZED WITHDRAWAL)

The symbol "UW" 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. Each grade appears on the student's permanent academic record.

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).

ACADEMIC PROBATION

An undergraduate student is placed on Academic Probation if at any time the cumulative grade point average in all college work or a cumulative grade point average at CSUMB falls below a 2.0 (C average). Students on Academic Probation will be notified by the Office of Admissions and Records. Students will remain on Academic Probation until the cumulative and CSUMB grade point average is a 2.0 (C average) or until the student has been Academically Disqualified.

ACADEMIC DISQUALIFICATION

Disqualification means that the 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).

Students who have been academically disqualified will be notified by the Office of Admissions and Records.

STANDARDS OF PROGRESS FOR VETERANS

A veteran or eligible person who remains on probation for grade point deficiency below a 2.0 cumulative GPA beyond two semesters will have veteran's benefits discontinued and any further certification of benefits terminated.

GRADUATION

APPLICATION 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 the Office of Admissions and Records. Completing this application requires a meeting with the academic advisor to finalize the Individualized Learning Plan (ILP). Following submission of all the necessary materials, students receive a summary of the requirements which need to be fulfilled prior to the awarding of the degree.

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 2003

- Filing Period.....May 1 - September 30, 2002
 - Late Filing Period with Petition and Late Fee .October 1, 2002 - February 28, 2003
- Graduate December 2003
- Filing Period.....December 1, 2002 - March 31, 2003
 - Late Filing Period with Petition and Late Fee.....April 1 - September 31, 2003

DIPLOMAS

Diplomas are mailed to graduates via certified mail, approximately six 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 College of Professional Studies. 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

- Freshman ProSeminar: Students who enter CSUMB with less than 30 credits are required to enroll in Freshman ProSeminar 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 WRITING ASSESSMENT REQUIREMENT (GWAR)

All students must demonstrate competency in writing skills as a requirement for graduation. Information regarding available ways to meet this graduation requirement may be obtained from the CSUMB Writing Program Director or the Office of Admissions and Records.

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 (taxpayer identification numbers) in designated places on applications for admission pursuant to the authority contained in Section 41201, Title 5, California Code of Regulations, and Section 6109 of the Internal Revenue Code. The university uses the social security number to identify students and their records 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 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

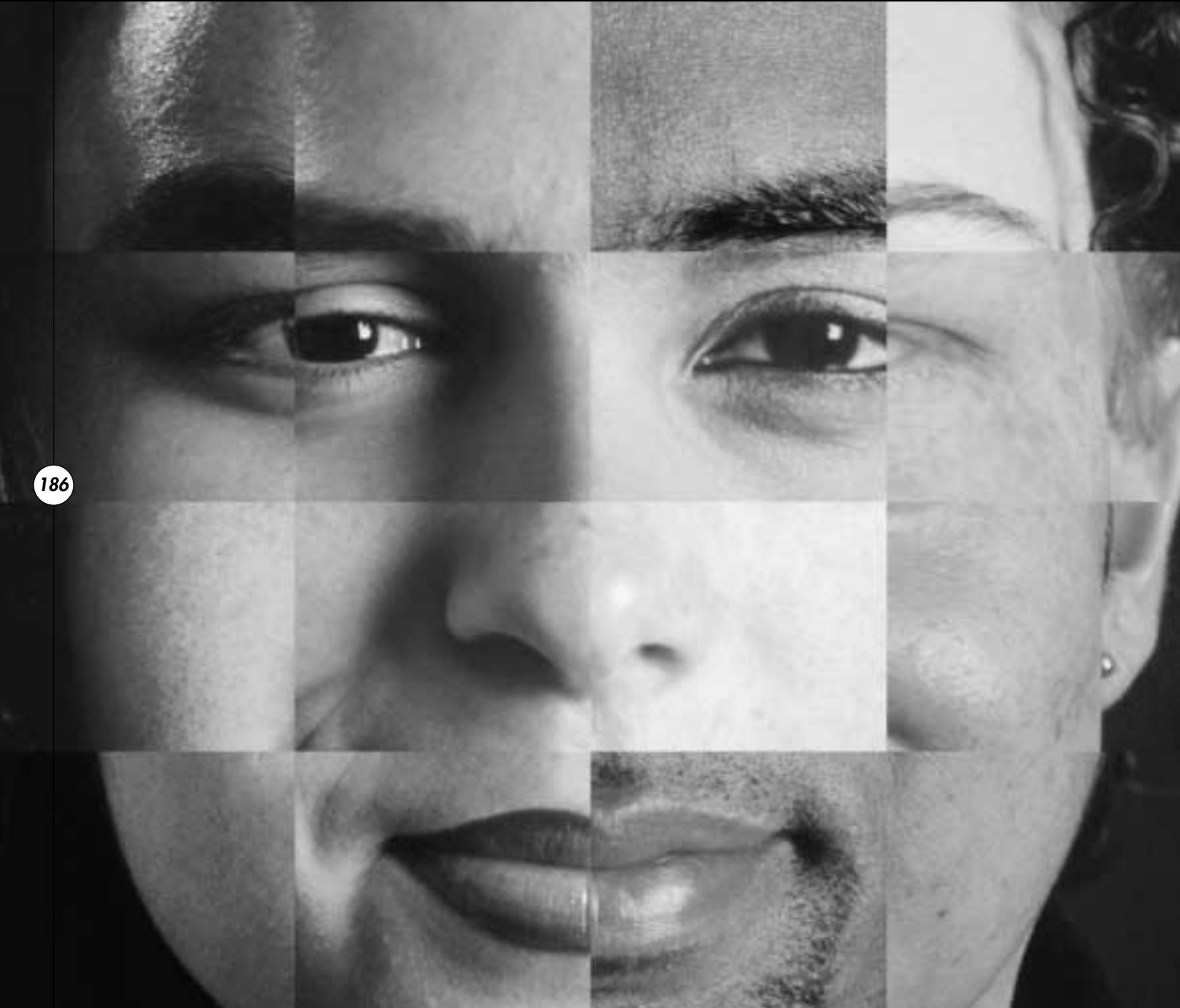
CSUMB participates in ASSIST. ASSIST is legislatively designated as California’s official repository of articulation and transfer information. As such, ASSIST carries all of CSUMB’s course-to-course articulation information as well as major preparation information for the following majors: TMAC (CST), ESSP, MIE, SBS, and WLC.

OTHER POLICIES AND PROCEDURES

Some of the policies and procedures governing the operations of CSUMB’s Office of Admissions and Records include:

- Privacy Rights of Students’ Education Records
- Nondiscrimination Policy
- Student Discipline
- Changes in Rules and Policies

For more information on these policies, please refer to the Policies and Procedures chapter of this catalog.



CHAPTER CONTENTS

- Registration Fees
- Nonresident Tuition
- Other Fees and Charges
- Student Health Insurance
- State University Fee Installment Payment Plan (IPP)
- Fee Collection
- Financial Aid Fee Deferrals
- Late Registration Fee
- Late Payment Fee
- Refund of Fees Including Nonresident Tuition
- Fees and Debts Owed to CSUMB
- Tuition and Fee Payment Deadlines

IMPORTANT NOTES

- Systemwide mandatory fees are waived for those individuals who qualify for such exemption under the provisions of the Alan Pattee Scholarship Act (Ed Code, Section 68120).
- Systemwide mandatory fees are waived for those individuals who qualify for such exemption under the provision of Education Code, Section 32320 (Children of deceased disabled veterans).
- All fees and expenses are those in effect at the time this publication was printed. Fees are subject to change by the Trustees of the California State University without advance notice.

MAKING CONTACT

- Cashier's Office / Administration and Finance Office
 - Location Building 84C
 - Weekday Hours 9:00 A.M. to 4:00 P.M.
 - Information 831-582-3719
 - Fax 831-582-3741
 - Email cashiers_office@csumb.edu
 - Website <http://www.csumb.edu/general/bf/accounting/cashiering/html>
- Satellite Cashier's Station
 - Location Campus Service Center, Building 47
 - Information 831-582-5100
- Student Accounts Receivable
 - Location Building 84C
 - Information 831-582-4728
 - 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
or 916-314-5500
 - Fax 916-314-5525
 - Email somerton@worldnet.att.net
 - Website www.ssi-incorporated.com

REGISTRATION FEES

ALL STUDENTS

Registration fees must be paid prior to registering for classes. Students who register after the registration period for new students (August 23, 2002, for the fall semester and January 24, 2003, for the spring semester) will be charged a \$25.00 late registration fee. All fees and expenses are those in effect at the time this publication was printed. Fees are subject to change by the trustees of the California State University without advance notice. Fees for auditing are the same as for credit. For Fall 2002 and Spring 2003, semester registration fees consist of the following:

UNDERGRADUATE FEES

UP TO 6 CREDITS

- State University Fee..... \$414.00
- Materials, Services, and Facilities Fee.....\$145.50
- Associated Student Body Fee.....\$48.00
- Student Union Fee\$20.00
- Total..... \$627.50

MORE THAN 6 CREDITS

- State University Fee..... \$714.00
- Materials, Services, and Facilities Fee.....\$145.50
- Associated Student Body Fee.....\$48.00
- Student Union Fee\$20.00
- Total..... \$927.50

GRADUATE FEES

UP TO 6 CREDITS

- State University Fee..... \$438.00
- Materials, Services, and Facilities Fee.....\$145.50
- Associated Student Body Fee.....\$48.00
- Student Union Fee\$20.00
- Total..... \$651.50

MORE THAN 6 CREDITS

- State University Fee..... \$753.00
- Materials, Services, and Facilities Fee.....\$145.50
- Associated Student Body Fee.....\$48.00
- Student Union Fee\$20.00
- Total.....\$966.50

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

All nonresidents (out-of-state and foreign visa students) are required to pay tuition fees in addition to registration fees. Nonresident tuition is charged on a per-credit basis with no maximum credit limit. The current charge is \$246.00 per credit. (A fee increase effective for Fall 2002 is under consideration by the CSU Board of Trustees.) Authority for this fee is found in the California Education Code, Section 89705.

DETERMINATION OF RESIDENCE FOR NONRESIDENT TUITION PURPOSES

For more information about how nonresident status is determined, refer to the Admissions and Records chapter of this catalog.

OTHER FEES AND CHARGES

- Parking Fee (per semester).....\$54.00
- 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 offered through the Health and Wellness Institute (HWI) which are held offsite or have a significant offsite component have an additional course fee, as does the Film Production course offered through Teledramatic Arts and Technology (TAT) which includes the production of a demo tape. Contact HWI or TAT for more information.

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 Campus Service 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 Cashier's Office. A \$33.00 nonrefundable administrative fee (dictated by legislation) will be assessed to cover costs associated with the IPP including, but not limited to, interest income lost to the state of California.

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. Payments may be made by cash, check, money order, or credit card at the Cashier's Office. A satellite cashier station for accepting registration payments also is planned to be fully operational in the Campus Service Center by the fall of 2002. Credit card payments can be made over the Web using SmartPay. Please refer to the CSUMB.EDU/payments webpages for instructions. A drop box is also available at the front of Building 84C for deposits at any time (please do not use the drop box for cash payments). VISA, MasterCard, American Express, or Discover credit cards may be used for payment of student fees. Payments made by check will be accepted by mail (please do not mail cash or money orders); the cancelled check serves as receipt.

FINANCIAL AID FEE DEFERRALS

The last day to apply for financial aid and receive a fee deferral for the semester is August 23, 2002 for the fall semester and January 24, 2003 for the spring semester. Fees will be deferred until the financial aid is received or until November 1, 2002, for the fall semester and until April 1, 2003, for the spring semester, whichever is earlier. If the financial aid is insufficient to cover the fees that are due, the student is responsible for payment of the fee balance within 10 days 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.

LATE REGISTRATION FEE

Students who register after the registration period for new students (August 23, 2002, for the fall semester and January 24, 2003, for the spring semester) will be charged a \$25.00 late registration fee.

LATE PAYMENT FEE

A \$20.00 administrative late payment fee will be charged for each fee payment that is not received by the due date.

REFUND OF FEES 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.

In order to receive a full refund of mandatory fees, including nonresident tuition, a student must cancel registration or drop all courses prior to the first day of instruction for the term. For the Fall 2002 semester, the deadline for canceling registration or dropping all courses is 5:00 p.m. on Friday, August 23, 2002; for the Spring 2003 semester, the deadline is 5:00 p.m. on Friday, January 24, 2003. 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 (November 1, 2002 for fall semester and April 4, 2003 for spring semester) 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 prior to the end of the add/drop period (September 9, 2002 for the fall semester, and February 10, 2003 for the spring semester) 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 (November 1, 2002 for fall 2002, and April 4, 2003 for spring semester), 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 Cashier's Office 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.

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 to 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. Students may use current semester student loan checks to pay prior balances provided that each student signs an Authorization for Deductions from Financial Aid Award form. These forms are available at the Cashier's Office.

RETURNED CHECKS

Students paying by personal check for any university-related fees or services will be assessed a \$25.00 service charge if the bank dishonors a check for any reason. The amount of the original dishonored check plus the \$25.00 fee becomes a financial obligation of the student to CSUMB. A \$20.00 late fee may also apply. 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.

TUITION AND FEE PAYMENT DEADLINES

FALL 2002 SEMESTER

- August 23: Last day to officially cancel registration or drop all courses and receive a full refund of mandatory fees; last day to apply for Installment Payment Plan (IPP); last day to register without a \$25.00 late registration fee; last day to apply for financial aid and have fees deferred.
- September 9: Last day of the designated drop period.
- November 1: Last day to officially withdraw or cancel all courses and receive a pro-rata refund of mandatory fees; last day of fee deferment for financial aid students.

SPRING 2003 SEMESTER

- January 24: Last day to officially cancel registration or drop all courses and receive a full refund of mandatory fees; last day to apply for Installment Payment Plan (IPP); last day to register without a \$25.00 late registration fee; last day to apply for financial aid and have fees deferred.
- February 10: Last day of the designated drop period.
- April 1: Last day of fee deferment for financial aid students.
- April 4: Last day to officially withdraw or cancel all courses and receive a pro-rata refund of mandatory fees.

*The campus will be
distinctive in serving
the diverse people
of California*



CHAPTER CONTENTS

- Financial Aid Application
- Costs of Education
- Expected Family Contribution
- Award Notification
- Grants
- Scholarships
- Work-Study
- Student Loan Programs
- Other Financial Aid
- Financial Aid Qualification
- Financial Aid Revision
- Financial Aid Renewal

IMPORTANT NOTES

- The priority financial aid application deadline date is March 2.
- The completed forms cannot be mailed before January 1.

MAKING CONTACT

- Financial Aid Office
 - Location Building 47
 - Weekday Hours 8:00 A.M. to 5:00 P.M.
 - Information 831-582-3518
 - 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

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). These applications are available in late December, but they cannot be mailed before January 2. Due to limited funds not all students with need will receive grants, as aid is awarded on a first come, first served basis. Therefore, students should mail applications as early as possible after January 1.

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 may also apply online (www.fafsa.ed.gov).

Students should keep a photocopy of their completed FAFSA for their records. They should also 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 CSUMB Student Outreach and Recruitment.

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 2001-2002 are listed below. These costs are based on average student expenses for the nine-month academic year. They will be adjusted for 2002-2003.

	Living with Parents	Living on Campus	Living off Campus
Fees*	\$1,855	\$1,855	\$1,855
Books/Supplies	\$846	\$846	\$846
Room/Board	\$2,592	\$6,186	\$8,046
Misc./Personal	\$1,710	\$1,584	\$1,746
Transportation	\$756	\$630	\$864
Total	\$7,759	\$11,101	\$13,357

* Students who are not California residents pay an additional \$246 per credit in tuition charges. Postbaccalaureate student fees are \$1,932.

COMPUTER ALLOWANCE

The cost of education can be increased to reflect the cost of purchasing a computer. The amount allowed is \$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 INTERSESSION

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 \$3,750 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. Awards range from \$200 to \$1,000, and are prorated for students attending less than fulltime.

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 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 2001-2002 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.

ALAN PATTEE SCHOLARSHIPS

Pursuant to the Alan Pattee Scholarship Act, Education Code Section 68120, children of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of law enforcement or fire suppression duties are not charged mandatory systemwide fees or tuition of any kind at any California State University campus. Students who may qualify for these benefits should contact CSUMB Admissions and Records for an eligibility determination.

WORK-STUDY

Work-study is financial aid that is earned through parttime 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.

STATE WORK-STUDY

State Work-Study is employment funded by the State of California. Students will be placed in jobs that will help them explore their career goals. Students must demonstrate financial need to qualify for this program. Funding is limited.

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 status, 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.

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's 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 bachelors, and teaching credential programs, and \$73,000 for Masters degrees (includes amounts borrowed for undergraduate study.)

Dependent students are not eligible for additional unsubsidized loans, but parents of dependent students may borrow the PLUS (see below).

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's 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, UW, 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, 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.



CHAPTER CONTENTS

- Nondiscrimination Policy
- Sexual Harassment and Sexual Assault Nontolerance Policy
- Privacy Rights of Students in Education Records
- Student Conduct
- Grade Appeals
- Alcohol and Illicit Drug Policies
- No-Smoking Policy
- Public Safety Policies
- Housing Policies
- Interim Policy for Library Services to the General Public
- Procedure for the Establishment or Abolishment of a Student Body Fee
- Changes in Rules and Policies

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.

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 Student Conduct
 - Location Building 99, room 104
 - Weekday Hours 8:00 a.m. to 5:00 p.m.
 - Information 831-582-3617
 - Fax 831-582-4384
 - Email. student_conduct@csumb.edu

NONDISCRIMINATION POLICY

RACE, COLOR, NATIONAL ORIGIN, AND DISABILITY

The California State University complies with the requirements of Title VII of the Civil Rights Act of 1964 as amended by the Americans with Disabilities Act and the regulations adopted thereunder. No person shall, on the basis of race, color, national origin, or disability, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University. The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Section 504 of the Rehabilitation Act of 1973, as amended, and the regulations adopted thereunder and the Americans with Disabilities Act prohibit such discrimination. The Director of Student Disability Resources has been designated to coordinate the efforts of CSUMB to comply with these Acts and their implementing regulations. Inquiries concerning compliance may be addressed to this person at the campus address and phone number listed at the beginning of this catalog section.

SEX

The California State University does not discriminate on the basis of sex in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted thereunder prohibit discrimination on the basis of sex in education programs and activities operated by CSUMB. Such programs and activities include admission of students and employment. Inquiries concerning the application of Title IX to programs and activities of CSUMB may be referred to the Director of Student Conduct or the Director of Equal Employment Opportunity, the campus officers assigned the administrative responsibility of reviewing such matters or to the Regional Director of the Office of Civil Rights, Region IX, 50 United Nations Plaza, Room 239, San Francisco, California 94102.

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

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 such 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, D.C. 20202-4605.

CSUMB is authorized under FERPA to release "directory information" concerning students. "Directory information" includes 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, degrees and awards received, and the most recent previous educational agency or institution attended by the student. The above-designated information is subject to release by the campus at any time unless the campus has received prior written objection from the student specifying information the student requests not be released. Written objections should be sent to the 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 are those who have responsibilities in the campus's academic, administrative, or service functions and who 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; to other institutions to which the student is transferring).

CAREER PLACEMENT

CSUMB may furnish, upon request, information about the employment of students who graduate from programs or courses of study preparing students for a particular career field. This information includes data concerning the average starting salary and the percentage of previously enrolled students who obtained employment. The information may include data collected from either CSUMB graduates or graduates of all 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 blackjack, sling shot, billy, sandclub, sandbag, metal knuckles, any dirk, dagger, switchblade knife, pistol, revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club.
 - (4) The term "behavior" includes conduct and expression.
 - (5) The term "hazing" means any method of initiation into a student organization or any pastime or amusement engaged in with regard to such an organization which causes, or is likely to cause, bodily danger, or physical or emotional harm, to any member of the campus community; but the term "hazing" does not include customary athletic events or other similar contests or competitions.
- (o) This section is not adopted pursuant to Education Code Section 89031.
- (p) Notwithstanding any amendment or repeal pursuant to the resolution by which any provision of this Article is amended, all acts and omissions occurring prior to that effective date shall be subject to the provisions of this Article as in effect immediately prior to such effective date.

41302. DISPOSITION OF FEES: CAMPUS EMERGENCY; INTERIM SUSPENSION

The president of the campus may place on probation, suspend, or expel a student for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such student for the semester, quarter, or summer session in which he or she is suspended or expelled shall be refunded. If the student is readmitted before the close of the semester, quarter, or summer session in which he or she is suspended, no additional tuition or fees shall be required of the student on account of the suspension.

During periods of campus emergency, as determined by the president of the individual campus, the president may, after consultation with the chancellor, place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

The president may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to insure the maintenance of order. A student so placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within 10 days of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission of the president or designated representative, enter any campus of the California State University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

41303. CONDUCT BY APPLICANTS FOR ADMISSION

Notwithstanding any provision in this Chapter 1 to the contrary, admission or readmission may be qualified or denied to any person who, while not enrolled as a student, commits acts which, were that person enrolled as a student, would be the basis for disciplinary proceedings pursuant to Sections 41301 or 41302. Admission or readmission may be qualified or denied to any person who, while a student, commits acts which are subject to disciplinary action pursuant to Section 41301 or Section 41302. Qualified admission or denial of admission in such cases shall be determined under procedures adopted pursuant to Section 41304.

41304. STUDENT DISCIPLINARY PROCEDURES FOR THE CALIFORNIA STATE UNIVERSITY

The chancellor shall prescribe, and may from time to time revise, a code of student disciplinary procedures for the California State University. Subject to other applicable law, this code shall provide for determinations of fact and sanctions to be applied for conduct which is a ground of discipline under Sections 41301 or 41302, and for qualified admission or denial of admission under Section 41303; the authority of the campus president in such matters; conduct related determinations on financial aid eligibility and termination; alternative kinds of proceedings, including proceedings conducted by a Hearing Officer; time limitations; notice; conduct of hearings, including provisions governing evidence, a record, and review; and such other related matters as may be appropriate. The chancellor shall report to the Board actions taken under this section.

ENFORCEMENT PROCESS

The Director of Student Conduct represents the university community's interests during the enforcement process. The Director of Student Conduct is empowered to investigate the allegations against the student, to decide whether or not sufficient evidence exists to file a complaint, and to represent CSUMB at the hearing.

The Director of Student Conduct and other members of the university community may also work with students to resolve the issues in question before a hearing becomes necessary. Detailed information about student conduct policies and procedures is available from the Office of Student Conduct.

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.

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 Student Conduct or a housing staff member. The Student Conduct Code and Interim Policies booklet contains a full text of the policies.

Substance abuse prevention and assistance programs are available for employees and students. Employees should contact the Human Resources Office and students should contact the Personal Growth and Counseling Center for information about specific programs.

NO-SMOKING POLICY

Smoking is prohibited in state-owned buildings and leased space including atriums, balconies, stairwells, and other similar building features. Smoking is also prohibited in state-owned vehicles.

Smoking is permitted outdoors in areas that are at least 15 feet away from doorways and ground-level, air intake structures. Smoking is not permitted anywhere in the residence halls. This includes individual rooms.

PUBLIC SAFETY POLICIES

BOUNDARY OBSERVANCE

CSUMB is surrounded by federal land and is located within a former U.S. Army facility. Federal police have complete jurisdiction on federal property and persons entering onto federal lands are subject to all attendant laws and regulations. Trespassing in posted federal areas is strictly prohibited. Unexploded ordnance is a serious hazard in the wilderness areas on federal land. These areas are off limits.

FIREARMS

Possession of a loaded or unloaded firearm by a student on university property is a felony and a violation of university policy. Violators are subject to criminal prosecution and disciplinary action. [See subsection (I) of Student Discipline.]

BICYCLES

Every person riding a bicycle on university grounds is afforded all the rights and is subject to all the responsibilities of a driver of a motor vehicle. The riding or parking of bicycles inside any university building is prohibited with the exception of the Schoonover Park and Frederick Park housing areas. Bicycle riding is prohibited within the campus quad and on any landscaped or lawn areas.

SKATEBOARDS, ROLLERSKATES, AND ROLLERBLADES

Rollerblading, skating, and skateboarding are prohibited on university grounds with the exception of the Schoonover Park and Frederick Park housing areas.

WILDLIFE

University property and the surrounding area are home to an abundance of wildlife including mountain lions, deer, foxes, skunks, opossums, raccoons, squirrels, birds, and reptiles. Wildlife should not be approached or fed. Wild animals are unpredictable and can be dangerous. Hunting or intentionally harming wildlife is illegal and may result in criminal prosecution.

HOUSING POLICIES

There are specific housing policies in effect for all on-campus residents of CSUMB. These policies assure safety, legal compliance, and effective community living. A complete listing of these policies can be found in the housing contract. Copies of the housing contract and additional information are available from the Residential Life Office.

INTERIM POLICY FOR LIBRARY SERVICES TO THE GENERAL PUBLIC

For purposes of this policy, "general public" refers to all persons who are not members of any of the following CSUMB or CSU affiliated groups: currently enrolled students; current faculty and staff; retired faculty and staff; alumni association members; or current students, faculty, and staff at local institutions which have cooperative borrowing agreements with the CSUMB Library.

The general public may consult or photocopy library materials. At present, library materials may not be checked out to the general public. Library materials include books, periodicals, microforms, reference materials, audiovisual equipment, and course reserve items. The CSUMB Library is currently exploring options for a fee-based borrowing program for the general public.

Interlibrary loan and document delivery services are available only to CSUMB students, faculty, and staff. The general public may print or download items from the Internet and from commercial databases licensed by the Library (except Lexis-Nexis) using computers in the library reference area; however, priority access to these computers will be given to CSUMB students, faculty, and staff. Use of CSUMB computer labs (including Library 125 and Library 152) is limited to CSUMB students, faculty, and staff.

Access to commercial databases licensed by the CSUMB Library via off-campus computers with Internet capabilities is limited to CSUMB students, faculty, and staff. CSUMB neither provides nor sells dialup access to CSUMB library resources to the general public. The general public may access the CSUMB Website by using computers in the Library reference area or by using off-campus computers with Internet access.

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 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 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 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 assure the accuracy of the information in this catalog, students and others who use this catalog should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of statutes enacted by the Legislature or rules and policies adopted by the Board of Trustees of the California State University, by the chancellor or designee of the California State University, or by the CSUMB president or designee 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.



CHAPTER CONTENTS

- About the CSU
- Trustees of the California State University
- Office of the Chancellor
- Campuses of the California State University
- Average Annual Cost of Education and Sources of Funds per Fulltime Equivalent Student

MAKING CONTACT

- The California State University (CSU)
 - Address 401 Golden Shore
Long Beach, CA 90802-4275
 - Information 562-951-4000
 - Website <http://www.calstate.edu>

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 most recently opened campus—California State University, Monterey Bay—began admitting students in the fall of 1995. The 23rd campus, CSU Channel Islands, will open 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 actual implementation at the campus level taking place through broadly based consultative procedures. The Academic Senate of the California State University, made up of elected representatives of the faculty from each campus, recommends academic policy to the Board of Trustees through the chancellor.

Academic excellence has been achieved by the California State University through a distinguished faculty whose primary responsibility is superior teaching. While each campus in the system has its own unique geographic and curricular character, all campuses, as multipurpose institutions, offer undergraduate and graduate instruction for professional and occupational goals as well as broad liberal education. All the campuses require for graduation a basic program of "General Education Requirements" regardless of the type of bachelor's degree or major field selected by the student.

The CSU offers more than 1,600 bachelor's and master's degree programs in some 240 subject areas. Many of these programs are offered so that students can complete all upper division and graduate requirements by part-time, late afternoon, and evening study. In addition, a variety of teaching and school service credential programs are available. A number of doctoral degrees are offered jointly with the University of California and with private institutions in California.

Enrollments in fall 2000 totaled 368,252 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. Some 1.94 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 Robert Hertzberg Speaker of the Assembly
 - Address State Capitol, Sacramento, CA 95814
- The Honorable Delaine Eastin State Superintendent of Public Instruction
 - Address 721 Capitol Mall, Sacramento, CA 95814
- Dr. Charles B. Reed Chancellor of the California State University
 - Address 401 Golden Shore, Long Beach 90802-4210

OFFICERS OF THE TRUSTEES

- The Honorable Gray Davis President
- Laurence K. Gould, Jr. Chair
- Debra Farar Vice Chair
- Richard P. West Treasurer
- Christine Helwick Secretary

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 D. Campbell (2003)
- Daniel Cartwright (2002)
- Martha C. Fallgatter (2003)
- Debra S. Farar (2006)
- Robert Foster (2006)
- Murray L. Galinson (2007)
- Harold Goldwhite (2003)
- Laurence K. Gould Jr. (2002)
- William Hauck (2009)
- Ricardo F. Icaza (2008)
- Shailesh J. Mehta (2005)
- Dee Dee Myers (2005)
- Ralph R. Pesqueira (2004)
- Frederick W. Pierce IV (2002)
- Erene S. Thomas (2003)
- Kyriakos Tsakopoulos (2009)
- Anthony M. Vitti (2005)
- Stanley T. Wang (2002)

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 <http://www.calstate.edu>

CSU SYSTEM OFFICERS

- Dr. Charles B. Reed Chancellor
- Dr. David S. Spence Executive Vice Chancellor
and Chief Academic Officer
- Dr. Gary Hammerstrom Associate Vice Chancellor,
Academic Affairs
- Ms. Jackie McClain Vice Chancellor, Human Resources
- Mr. Richard P. West Executive Vice Chancellor
and Chief Business Officer
- Mr. Louis Caldera Vice Chancellor,
University Advancement
- Ms. Christine Helwick General Counsel

CAMPUSES OF THE CALIFORNIA STATE UNIVERSITY

- California State University, Bakersfield
 - Address 9001 Stockdale Highway
Bakersfield, CA 93311-1099
 - Information 661-664-2011
 - President Dr. Tomas A. Arciniega
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San Bernardino, CA 92407-2397
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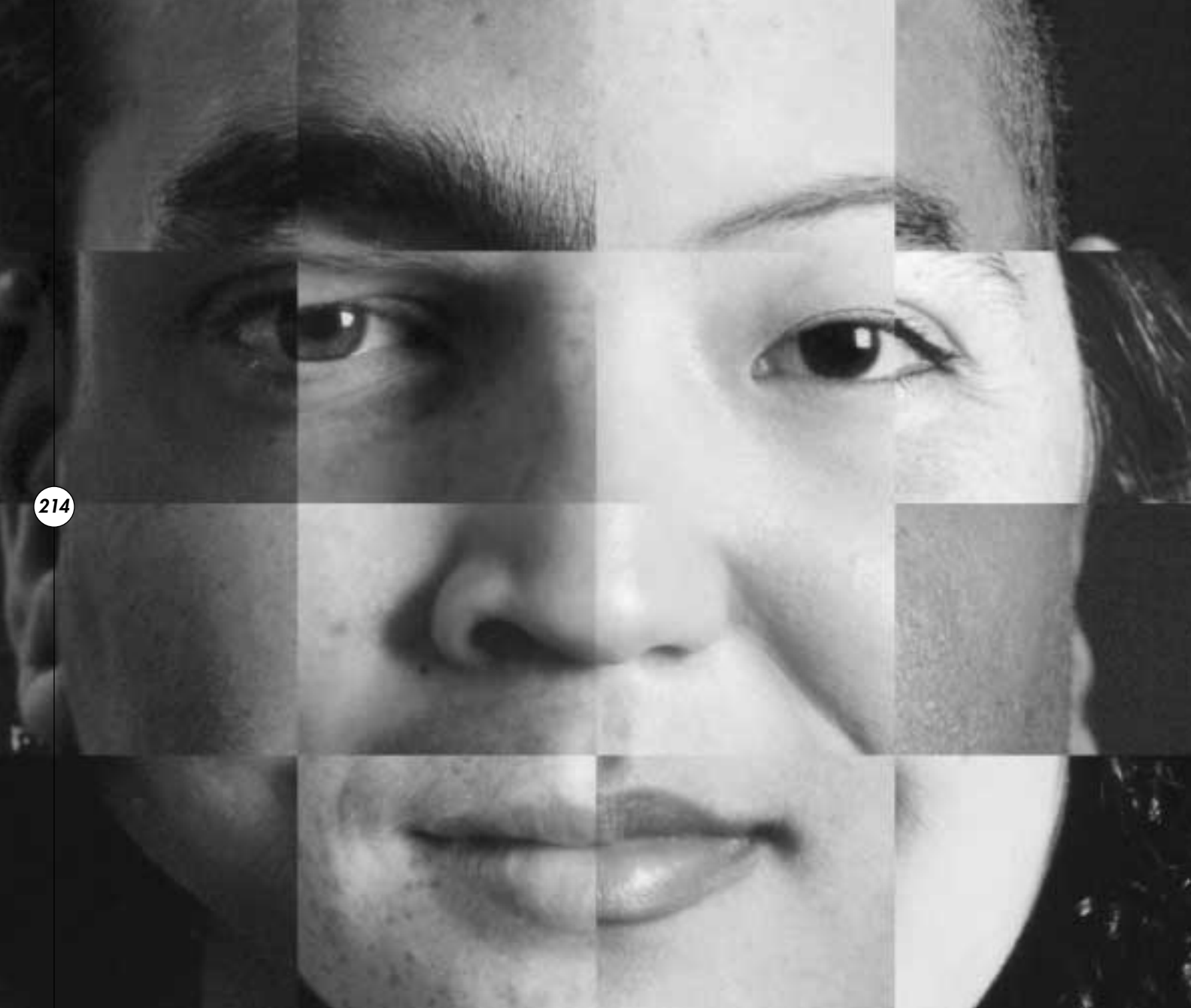
- San Diego State University
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 - Information 805-756-1111
 - President Dr. Warren J. Baker
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San Marcos, CA 92096-0001
 - Information 760-750-4000
 - President Dr. Alexander Gonzalez
- Sonoma State University
 - Address 1801 East Cotati Avenue
Rohnert Park, CA 94928-3609
 - Information 707-664-2880
 - President Dr. Ruben Armñiana
- 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 2001-2002 state General Fund appropriation to the CSU (not including capital outlay funding) is \$2,607,425,000 and campus budgeted State University Fee Revenue is \$509,417,000 for a total of \$3,116,842,000. The \$3,116,842,000 total cost of education for CSU must provide support for a projected 305,854 fulltime equivalent students (FTES). The number of full-time 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 2001-2002 systemwide cost of education per fulltime equivalent student is \$10,191. Of this amount, the average student fee support per FTE is \$1,876. (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 \$1,876, 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 and deposit fee types).

2000-2001	Amount	Average Cost per FTE Student	Percentage
■ Total Cost of Education	\$3,116,842,000	\$10,191	100
□ State Appropriation	2,607,425,000	8,525	84
□ Student Fee Support	509,417,000	1,666	16



CHAPTER CONTENTS

- Accreditation
- Degree Approval
- Academic Organization
- College of Arts, Humanities, and Social Sciences (AHSS)
- College of Professional Studies
- College of Science, Media Arts, and Technology (SMART)

Academic Overview

UNIVERSITY DIVISIONS

Office of the President

Academic Affairs

Student Affairs

Administration and Finance

University Advancement

CABINET-LEVEL ADMINISTRATORS

Peter Smith, President

Diane Cordero de Noriega, Vice President and Provost

Karen Mendonca, Vice President

Dan Johnson, Vice President

Scott Warrington, Vice President

COLLEGES AND DEANS

Arts, Humanities, and Social Sciences

INSTITUTES

Global Learning
 Human Communication

- Oral History and Community Memory and Archives

 Music and Performing Arts
 Social and Behavioral Sciences

- Archaeology
- Community Networking
- GIS and Spatial Analysis
- Mexico and U.S./Mexican Studies
- Pacific Rim Studies
- Research and Instructional Technologies for the Social and Behavioral Sciences
- Social History

 Social History
 Visual and Public Art (VPA)
 World Languages and Cultures

DEGREE/CREDENTIAL PROGRAMS

Bachelor of Arts in Global Studies
 Bachelor of Arts in Human Communication

 Bachelor of Arts in Social and Behavioral Sciences

 Bachelor of Arts in Visual and Public Art
 Bachelor of Arts in World Languages and Cultures

Professional Studies

Advanced Studies in Education
 Community Collaborative Studies

 Field-Based Teacher Education

 Health and Wellness
 Liberal Studies
 Management and International Entrepreneurship

 Professional Development

Master of Arts in Education
 Bachelor of Arts in Collaborative Health and Human Services
 Mild/Moderate Education Specialist—Levels I and II
 Multiple Subject Teaching Credential
 Single Subject Teaching Credential

 Bachelor of Arts in Liberal Studies
 Bachelor of Science in Management and International Entrepreneurship
 Master of Science in Management and Information Technology*

Science, Media Arts, and Technology

Communications Science and Technology

 Earth Systems Science & Policy

 Indigenous Science, Language, and Culture
 Mathematical Sciences and Applications
 Teledramatic Arts and Technology

Bachelor of Science in Telecommunications, Multimedia, and Applied Computing
 Master of Science in Management and Information Technology*
 Bachelor of Science in Earth Systems Science & Policy
 Master of Science in Marine Science

 Bachelor of Arts in Teledramatic Arts and Technology

*Joint offering

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 awarded for a maximum period of four years. Candidacy 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 will take 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 12 undergraduate and 2 graduate degrees. Each of these degree programs has been approved by the CSU and endorsed by the California Postsecondary Education Commission (CPEC) as required by law. Any student graduating from CSUMB has been awarded a CSU and CPEC approved degree.

ACADEMIC ORGANIZATION

COLLEGES

California State University, Monterey Bay's degree programs and academic support units are organized into three colleges. Each of the colleges coordinates the contributions of several academic programs. The university offers a total of 12 undergraduate degree programs, 9 undergraduate minors, 3 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 may be seen in the chart to the left and in the following list:

- College of Arts, Humanities, and Social Sciences (AHSS)
 - Institute for Global Learning
 - Bachelor of Arts in Global Studies (GS)
 - Institute for Human Communication (HCOM)
 - Bachelor of Arts in Human Communication (HCOM)
 - Institute for Oral History and Community Memory and Archives (OHCM)
 - Music and Performing Arts Institute (MPA)
 - Minor in Music
 - Social and Behavioral Sciences Institute
 - Bachelor of Arts in Social and Behavioral Sciences
 - 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)
 - Minor in Japanese Language and Culture
 - Minor in Spanish Language and Culture
- College of Professional Studies
 - Institute for Advanced Studies in Education
 - Master of Arts in Education (MAE) with Emphasis in Curriculum and Instruction
 - Master of Arts in Education (MAE) with Emphasis in Special Education
 - Institute for Community Collaborative Studies (ICCS)
 - Bachelor of Arts in Collaborative Health and Human Services (CHHS)
 - Institute for Field-Based Teacher Education
 - California Teacher Internship Program (CTIP)
 - Mild/Moderate Education Specialist—Levels I and II
 - Multiple Subject Teaching Credential
 - Single Subject Teaching Credential

- Health and Wellness Institute (HWI)
 - Minor in Health and Wellness
 - Minor in Human Movement: Adapted Physical Activity
 - Minor in Outdoor Education/Recreation
 - Minor in Sport Management: Management Track
 - Minor in Sport Management: Coaching Track
- Institute for Liberal Studies
 - Bachelor of Arts in Liberal Studies (LS)
 - Liberal Studies Distributed Degree Completion Program (LSDC)
- Institute for Management and International Entrepreneurship (IMIE)
 - Bachelor of Science in Management and International Entrepreneurship (MIE)
 - Master of Science in Management and Information Technology (MSMIT) [offered 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) [offered jointly with IMIE]
- Earth Systems Science & Policy Institute (ESSP)
 - Bachelor of Science in Earth Systems Science & Policy
 - Master of Science in Marine Science (MSMS)
 - Minor in Earth Systems Science & Policy
 - Watershed Institute
- Institute for Indigenous Science, Language, and Culture (ISLC)
- Institute for Mathematical Sciences and Applications (IMSA)
 - Minor in Mathematics
- Institute for Teledramatic Arts and Technology (TAT)
 - Bachelor of Arts in Teledramatic Arts and Technology
- Study at Sea (S@S)

ADMINISTRATIVE GROUPS

A full array of academic support units and one undergraduate degree program are administered within a number of broad administrative groups:

- Academic Planning and Budget
 - Academic Scheduling
 - Academic Information Resources (AIR)
- Academic Programs and Learning Support
 - Academic Skills Achievement Program (ASAP)
 - Integrated Studies
 - Bachelor of Arts in Integrated Studies Special Major (ISSM)
 - International Programs
 - ProSeminar (PROS)
 - Service Learning Institute (SLI)
 - Student Academic Support
 - Advising
 - Excel
 - Migrant Student Support Services (MSSS) and College Assistance Migrant Program (CAMP)
 - Summer Bridge/Educational Opportunity Program (EOP)
 - Student Disability Resources (SDR)
 - University Learning Requirements (ULR) Program
 - Writing Program
- Accreditation and Policy Development
- Chief Technology Officer
 - IT@CSUMB
- Collaborative for Learning, Assessment, and Information Resources
 - Academic Technology and Media Support
 - Center for Teaching, Learning, and Assessment
 - CSUMB Library
 - Distributed Learning and Extended Education (DLEE)
- Institutional Assessment and Research (IAR)
- Provost's Chief of Staff
 - Budget Administration
 - Grants and Contracts
 - Ombudsperson
 - World Theater

COLLEGE OF ARTS, HUMANITIES, AND SOCIAL SCIENCES (AHSS)

MAKING CONTACT

- College of Arts, Humanities, and Social Sciences
 - Location Building 6
 - Information 831-582-4133
 - Fax 831-582-4132
 - Email ahss@csumb.edu
 - Website <http://www.csumb.edu/academic/colleges>

ACADEMIC PHILOSOPHY

The College of Arts, Humanities, and Social Sciences provides conceptual understanding and skills training in visual and public arts, humanities, liberal arts, movement studies, music, film, theater, ethnic studies, gender studies, and critical cultural studies. The college's programs and services are designed to prepare students for creative, ethical, and successful reflection and practice in a continuously evolving technological, multicultural, global, and entrepreneurial environment.

AHSS programs provide a comprehensive and inclusive exploration of:

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

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

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

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

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

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

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 Robina Bhatti 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 intercultural 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 emphases in communication, literature, and social studies. HCOM collaborates with other Institutes, such as Visual and Public Art (VPA), World Languages and Cultures (WLC), Music and Performing Arts (MPA), Teledramatic Arts and Technology (TAT), and Management and International Entrepreneurship (MIE).

APPLIED RESEARCH PROGRAMS

HCOM provides the following applied research opportunities:

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

- The 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 studies. 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 Minor in Music.

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 info@zapata.csumb.edu
 - Website <http://www.csumb.edu/academic/centers/sbsc>
- SBS Assessment Component
 - Location Building 17
 - Information 831-582-3890
 - Specialist 831-582-3520
 - Fax 831-582-3566
 - Website <http://villa.csumb.edu>

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 R. Mendoza 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 G. Baldwin 831-582-3625
 - Fax 831-582-3566
 - Email george_baldwin@csumb.edu
 - Website <http://indian.csumb.edu/icn/>
<http://www.icn.org>

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 *DIA Financial Journal*, a multiethnic financial journal
 - American Indian Alaskan Native Census Information Center
 - National Museum of the American Indian's strategic plan for information technology
 - Tri-county nonprofit and government agency community information sites

INSTITUTE OF GIS AND SPATIAL ANALYSIS

MAKING CONTACT

- Institute of GIS and Spatial Analysis
 - Location. Building 17
 - Information 831-582-3890
 - Director Y. Lao 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 georeferenced information. GIS integrates digital maps with any kind of attribute data that have important spatial significance such as land use, population, housing, road network, natural resources, crime rates, and diseases. As GIS develops further and its applications multiply, GIS education is becoming very popular in colleges and universities around the country. Most recently, the term Geographic Information Science has emerged to represent the science of spatial data processing which includes the theory and method of spatial data acquisition, storage, analysis, and visualization.

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

INSTITUTE CONTRIBUTIONS

CURRICULUM

The study of Geographic Information Systems (GIS) requires a basic core of knowledge, in-depth understanding of state-of-the-art technology, computer proficiency, and demonstrated ability to conduct complex spatial analysis. This Institute offers nationally certified GIS training courses both at introductory and advanced level. Service Learning opportunities are also offered, giving students experiences in real world GIS applications. CSUMB has developed cooperative arrangements with the Census Bureau and serves as an electronic repository and collection point for U.S. Census Tiger Files and general socioeconomic statistics (SES) information shared on CD-ROM with the American Indian and Alaskan Native Census Information Center of CSUMB (<http://indian.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 M. Carlos 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 A. Tran 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 J. Gutierrez 831-582-3520
 - Director A. Arias 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 G. Shenk 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. Telecommunications, world trade agreements, worldwide emergencies, and economic interdependence are quickly drawing the diverse peoples of the planet closer together. This compels the development of proficiency in languages other than English and the understanding of and involvement in multiple cultures.

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>

MISSION

The College of Professional Studies provides access to excellence in undergraduate, teaching credential, and graduate programs that are learning-centered, interdisciplinary, collaborative, and diversity-oriented. In keeping with CSUMB's Vision Statement, the programs equip students with knowledge, skills, and values that are indispensable to professional competence and quality of personal life in an ever-changing, pluralistic, and technological society. To ensure the attainment of this goal, students engage in active learning experiences in an array of school, community, and business contexts.

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

ACADEMIC PROGRAMS

The 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; three credential programs (Multiple Subject; Single Subject; 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
 - 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 earn their CLAD certification 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 throughout 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
 - Degree offered . . . Bachelor of Arts in 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>

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 professionals working in integrated delivery systems. 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 the methodologies of innovation, leadership, collaboration, and organizational change. The CHHS curriculum provides 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 services 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 CURRICULUM

ICCS's interprofessional educational program offers a Bachelor of Arts in Collaborative Health and Human Services.

UNIVERSITY LEARNING REQUIREMENTS (ULRS)

The Institute offers several courses that satisfy various ULRs including Culture and Equity and Democratic 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 throughout the Monterey Bay area. The ICCS Advisory Board which is composed of leaders from Tri-county public and nonprofit health and human services agencies, guides the Institute's Community and Academic Programs. Through grant-funded and contractual projects, ICCS faculty and staff provide students with multiple learning opportunities to become involved in important community leadership, community development, and evaluation projects.

INSTITUTE FOR FIELD-BASED TEACHER EDUCATION

- Institute for Field-Based Teacher Education
 - Credential offered CLAD/BCIAD Multiple Subject
 - Location Building 3
 - Information 831-582-3639
 - CTIP 831-582-4479
 - Fax 831-582-3585
 - Email minerva_estassi@csumb.edu
- Special Education Program
 - Credential offered Mild/Moderate Education Specialist—Level I
 - 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

CLAD/BCLAD MULTIPLE SUBJECT CREDENTIAL CURRICULUM

The Institute offers two alternatives for earning a multiple subject credential.

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.

SPECIAL EDUCATION PROGRAM

A Special Education credential (mild to moderate) is projected to begin in Fall 2001. 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.

HEALTH AND WELLNESS INSTITUTE (HWI)

- Health and Wellness Institute
 - Location Building 82D
 - Information 831-582-4259
 - Fax 831-582-3737
 - Email amy_tomasi@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, 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.

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 831-582-3981
 - LS Advising Center 831-582-4559
 - Director 831-582-3763
 - Fax 831-582-3356
 - Email priscilla_angulo@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 90 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 10 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 several courses that satisfy CSUMB's Culture and Equity ULR as well as the Literature and Popular Culture ULR.

INSTITUTE FOR MANAGEMENT AND INTERNATIONAL ENTREPRENEURSHIP (IMIE)

MAKING CONTACT

- Institute for Management and International Entrepreneurship
 - Degree offered Bachelor of Science
 - 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 MIE program provides grounding in traditional business disciplines, but it also differs in important respects from most undergraduate schools of business. The MIE program is:

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

INSTITUTE CONTRIBUTIONS

BACHELOR OF SCIENCE CURRICULUM

The Institute for Management and International Entrepreneurship offers a Bachelor of Science degree in Management and International Entrepreneurship.

UNIVERSITY LEARNING REQUIREMENTS (ULRS)

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

SUPPORT OF OTHER UNIVERSITY PROGRAMS

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

INSTITUTE FOR PROFESSIONAL DEVELOPMENT

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 18 Room 159
 - Information 831-582-3524
 - Fax 831-582-3311
 - Email smart@csumb.edu
 - Website <http://smart.csumb.edu>

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
 - Degree offered Bachelor of Science in Telecommunications, Multimedia, and Applied Computing (TMAC)
Master of Science in Management and Information Technology (MSMIT)
 - 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, and a Master of Science in Management and Information Technology jointly with the Institute for Management and International Entrepreneurship.

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 (see CSUMB.EDU /advising).

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
 - Degrees offered Bachelor of Science
Master of Science in Marine Science*
(In conjunction with Moss Landing Marine Lab)
 - Location. Building 46
 - Fax 831-582-4122
 - Information 831-582-4110
 - Email essp_comments@csumb.edu
 - Website <http://essp.csumb.edu>
- Moss Landing Marine Laboratories (MLML)
 - Degree Offered Master of Science in Marine Science
 - Address 8272 Moss Landing Road, Moss Landing, CA 95039
 - Information 831-632-4400
 - 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 (see <http://www.csumb.edu/academic/advising/>).

PARTNERSHIPS AND COLLABORATIONS

The ESSP Institute has established formal partnerships with the Watershed Institute and with the Spatial Information Visualization and Analysis Center, both of which are research and public outreach organizations that share facilities with ESSP faculty and students. In addition to these on-campus partnerships, 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 82C
 - 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 relevance 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

MINOR IN MATHEMATICS

The Institute offers a minor in Mathematics 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.

SUPPORT OF OTHER UNIVERSITY PROGRAMS

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

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



CABINET

Smith, Peter P.

President

Ed.D. ■ Administration Planning and Social Policy ■ Harvard University

M.A. ■ Teaching ■ Harvard University

B.A. (magna cum laude) ■ American History ■ Princeton University

Cordero de Noriega, Diane

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

Johnson, Dan

Vice President for Administration and Finance

M.B.A. ■ University of Phoenix

B.A. ■ Business Management ■ St. Mary's College (California)

Mendonca, Karen

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

Warrington, Scott

Vice President for University Advancement

M.A. ■ English, Writing Option ■ Pennsylvania State University

B.A. ■ Art, Graphics/Painting ■ Pennsylvania State University

DEANS

Larkin, Joe

Interim Dean, College of Arts, Humanities, and Social Sciences

Ph.D. ■ Urban Education ■ University of Wisconsin-Milwaukee

M.S. ■ Urban Affairs ■ University of Wisconsin-Milwaukee

B.A. ■ Philosophy ■ Marquette University

Lloyd, Dorothy M.

Dean, College of Professional Studies

Ed.D. ■ Curriculum and Instruction ■ UC Los Angeles

M.S. ■ Education Administration and Educational Psychology ■ USC

B.A. ■ Elementary Education ■ CSU Los Angeles

Moroh, Marsha

Interim 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

FACULTY

The description of each academic program includes a listing of its faculty (please see the *Undergraduate Programs* and *Graduate Programs and Teaching Credentials* chapters).

For expanded biographical information, please visit these websites:

- CSUMB.EDU/academic/admin
- CSUMB.EDU/academic/faculty



COURSE DESCRIPTION ABBREVIATIONS

- ASAPAcademic Skills Achievement Program
- ASLAmerican Sign Language
- ASMTAssessment
- CHHSCollaborative Health and Human Services
- CHINChinese
- CSTCommunications Science and Technology
- EDEducation
- EDIEducation Internship Program
- ESSPEarth Systems Science & Policy
- GSGlobal Studies
- HCOMHuman Communication
- HWIHealth and Wellness
- IDInterdisciplinary Studies
- ISSMIntegrated Studies Special Major
- ITALItalian
- JAPNJapanese
- KORKorean
- LSLiberal Studies
- MAEMaster of Arts in Education
- MATHMathematics
- MIEManagement and International Entrepreneurship
- MLMLMoss Landing Marine Laboratories
- MPAMusic and Performing Arts
- PORTPortuguese
- PROSProSeminar
- SBSCSocial and Behavioral Sciences
- SLService Learning
- SPANSpanish
- SPEDSpecial Education
- STATStatistics
- TATTeledramatic Arts and Technology
- VPAVisual and Public Art
- WLCWorld Languages and Cultures

OTHER TERMS

- GEGeneral Education
- MLOMajor Learning Outcome
- ULRUniversity Learning Requirement

Course Descriptions

ASAP 95 ~ Tutorial Workshop: Special Topics ~ 1-6 credits

Provides additional and/or focused supplemental instruction 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.

ASAP 98 ~ Tutorial Workshop: MATH 98 ~ 1 credit

Provides supplemental instruction 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. Enrollment may be required by an instructor, program, or as part of the ELM university mathematics assessment. Corequisite(s): MATH 98.

ASAP 99 ~ Tutorial Workshop: MATH 99 ~ 1 credit

Provides supplemental instruction 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. Enrollment may be required by an instructor, program, or as part of the ELM university mathematics assessment. Corequisite(s): MATH 99.

ASAP 100 ~ Tutorial Workshop: ProSeminar 100: Foundations for Lifelong Learning ~ 1 credit

Provides tutorial support for ProSeminar 100 course. Students work in writing groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments, readings, and study skills. Groups meet between fifty to ninety minutes per week. Corequisite(s): ProSeminar 100.

ASAP 101 ~ Tutorial Workshop: ENGCOM A ~ 1 credit

Provides tutorial support for HCOM 211 course. Students work in writing groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments, readings, and study skills. Groups meet between fifty to ninety minutes per week. Credit/no credit only. Corequisite(s): HCOM 211.

ASAP 102 ~ Tutorial Workshop: ENGCOM B ~ 1 credit

Provides tutorial support for HCOM 212 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments, readings, and study skills. Groups meet between fifty to ninety minutes per week. Corequisite(s): HCOM 212.

ASAP 103 ~ Tutorial Workshop: Language Development ~ 1 credit

Provides supplemental instruction for lower-division courses. Students work in writing groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments focusing on sentence, paragraph, and essay structure. Groups meet between fifty to ninety minutes per week. Prerequisite(s): instructor consent.

ASAP 104 ~ Tutorial Workshop ~ 1 credit

Provides supplemental instruction for lower-division courses. Students work in writing groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments, readings, and study skills. Groups meet between fifty to ninety minutes per week. Prerequisite(s): instructor consent.

ASAP 105 ~ Tutorial Workshop: Language Development ~ 1 credit

Provides supplemental instruction for lower-division courses. Students work in writing groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments, readings, and study skills. Groups meet between fifty to ninety minutes per week. Prerequisite(s): instructor consent.

ASAP 110 ~ Tutorial Workshop: MATH 100 ~ 1 credit

Provides supplemental instruction for MATH 100 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of the ELM university mathematics assessment. Corequisite(s): MATH 100.

ASAP 111 ~ Tutorial Workshop: MATH 130 ~ 1 credit

Provides supplemental instruction for MATH 130 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of the ELM university mathematics assessment. Corequisite(s): MATH 130.

ASAP 112 ~ Tutorial Workshop: STAT 200 ~ 1 credit

Provides supplemental instruction for STAT 200 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of the ELM university mathematics assessment. Corequisite(s): STAT 200.

ASAP 113 ~ Tutorial Workshop: STAT 201 ~ 1 credit

Provides supplemental instruction for STAT 201 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of the ELM university mathematics assessment. Corequisite(s): STAT 201.

ASAP 114 ~ Tutorial Workshop: STAT 204 ~ 1 credit

Provides supplemental instruction for STAT 204 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of the ELM university mathematics assessment. Corequisite(s): STAT 204.

ASAP 115 ~ Tutorial Workshop: MATH 155 ~ 1 credit

Provides supplemental instruction for MATH 155 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments, readings, and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor or program. Corequisite(s): MATH 155.

ASAP 116 ~ Tutorial Workshop: MATH 156 ~ 1 credit

Provides supplemental instruction for MATH 156 course. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments, readings, and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor or program. Corequisite(s): MATH 156.

ASAP 117 ~ Tutorial Workshop: MATH 150 ~ 1 credit

Provides supplemental instruction for lower-division mathematics or statistics courses. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP), and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of university assessment. Corequisite(s): lower division mathematics or statistics course.

ASAP 118 ~ Tutorial Workshop: MATH 151 ~ 1 credit

Provides supplemental instruction for lower-division mathematics or statistics courses. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP), and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of university assessment. Corequisite(s): lower division mathematics or statistics course.

ASAP 119 ~ Tutorial Workshop: MATH 110 ~ 1 credit

Provides supplemental instruction 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. Enrollment may be required by an instructor, program, or as part of the ELM university mathematics assessment. Corequisite(s): MATH 110.

ASAP 120 ~ Tutorial Workshop: ESSP 110 Chemistry I ~ 1 credit

Provides supplemental instruction for ESSP 110: Chemistry I. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP), and receive assistance on course assignments, laboratory writeups, and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor or program. Corequisite(s): ESSP 110.

ASAP 121 ~ Tutorial Workshop: ESSP 111 ~ 1 credit

Provides supplemental instruction for ESSP 111: Chemistry II. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP), and receive assistance on course assignments, laboratory writeups, and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor or program. Corequisite(s): ESSP 111.

ASAP 122 ~ Tutorial Workshop: ESSP 220 Physics I ~ 1 credit

Provides supplemental instruction for ESSP 220 Physics I. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP), and receive assistance on course assignments, laboratory writeups, and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor or program. Corequisite(s): ESSP 220.

ASAP 123 ~ Tutorial Workshop: ESSP 240 Biology I ~ 1 credit

Provides supplemental instruction 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. Corequisite(s): ESSP 240.

ASAP 130 ~ Tutorial Workshop: CST 101 Technology Tools ~ 1 credit

Provides supplemental instruction for CST 101. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be recommended by an instructor or program. Corequisite(s): CST 101.

ASAP 195 ~ Tutorial Workshop: Special Topics ~ 1-6 credits

Provides additional and/or focused supplemental instruction 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.

ASAP 300 ~ Tutorial Workshop ~ 1-6 credits

Provides supplemental instruction for upper-division courses. Students work in small groups with a tutor from the Academic Skills Achievement Program (ASAP), and receive assistance on course assignments, readings, and study skills. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of university assessment. Prerequisite(s): instructor consent.

ASAP 303 ~ Tutorial Workshop: Language Development ~ 1 credit

Provides supplemental instruction for upper-division courses. Students work in writing groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments focusing on sentence, paragraph, and essay structure. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of university assessment. Prerequisite(s): instructor consent.

ASAP 395 ~ Tutorial Workshop: Special Topics ~ 1-6 credits

Provides additional and/or focused supplemental instruction 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.

ASAP 400 ~ Tutorial Workshop: Senior Capstone ~ 1-3 credits

Provides supplemental instruction 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 one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of university writing assessment. Prerequisite(s): instructor consent.

ASAP 403 ~ Tutorial Workshop: Language Development ~ 1-3 credits

Provides supplemental instruction for upper-division courses. Students work in writing groups with a tutor from the Academic Skills Achievement Program (ASAP) and receive assistance on course assignments focusing on sentence, paragraph, and essay structure. Groups meet one hour per week. Credit/no credit only. Enrollment may be required by an instructor, program, or as part of university writing assessment. Prerequisite(s): instructor consent. Corequisite(s): ASAP 400

ASL 101 ~ Beginning American Sign Language I ~ 4 credits

Teaches basic signs and hand parameters in American Sign Language (ASL). Practices visual comprehension, signing, and basic expressive and receptive skills supports in laboratory setting. Teaches glossing system for written ASL. Uses class and extracurricular activities to teach the cultural aspects of ASL and the deaf culture.

ASL 102 ~ Beginning American Sign Language II ~ 4 credits

Continues study and practice of basic skills initiated in ASL 101. Emphasizes comprehending, signing, developing receptive skills, and using the glossing system for written ASL. Interactive and extracurricular activities increase understanding of ASL and the deaf culture. Prerequisite(s): ASL 101 or equivalent.

ASL 197 ~ Independent Study ~ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic center. Prerequisite(s): instructor consent.

ASL 201 ~ Intermediate American Sign Language I ~ 4 credits

Continues the study of American Sign Language (ASL). Practices developing visual comprehension, signing, writing with gloss system, and using basic expressive and receptive skills in laboratory setting. Studies readings and videos. Classes and extracurricular activities teach the aspects of ASL and the deaf culture. Prerequisite(s): ASL 102 or equivalent.

ASL 202 ~ Intermediate American Sign Language II ~ 4 credits

A continuation of ASL 201. Prerequisite(s): ASL 201 or equivalent.

ASL 301 ~ Advanced American Sign Language I ~ 4 credits

Taught in American Sign Language (ASL) for extensive study in developing visual comprehension, signing, writing with gloss system, and using expressive and receptive skills. Enhances understanding of deaf communities and deaf culture. Prerequisite(s): ASL 202 or equivalent.

ASL 302 ~ Advanced American Sign Language II ~ 4 credits

A continuation of ASL 301. Prerequisite(s): ASL 301 or equivalent.

ASL 497 ~ Independent Study ~ 2 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic center. Student and faculty member select topic of study and number of credits. Prerequisite(s): instructor consent.

ASMT 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 ENGCOR ULR ~ 1 credit

Alternative assessment of the English Communication (ENGCOR) 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 ~ 1 credit

Alternative assessment of the Language (LANG) University Learning Requirement.

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.

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ASMT 430 ~ Assessment of the TECH ULR ~ 1 credit

Alternative assessment of the Technology and Information (TECH) University Learning Requirement.

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.

CHHS 210 ~ 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.

Corequisite(s): CHHS 210S.

CHHS 210S ~ Introduction to Social Work—Field Practicum ~ 1 credit

Provides individualized student placement for in-depth field study related to social work practices. Core course for Knowledge of Health and Human Services Practice MLO. Credit/no credit only. Corequisite(s): CHHS 210.

CHHS 215 ~ 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. Basic sentence structure and writing fundamentals will be covered, 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 will equip students with needed skills to achieve those outcomes.

CHHS 220 ~ 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, models and goals of health education and health promotion programs, demography, epidemiology, environmental health, nutrition, and the health of diverse populations throughout the lifespan. Methods of assessing the health status of populations are emphasized.

Prerequisite(s): STAT 200 or equivalent; can be taken concurrently.

Corequisite(s): CHHS 220S.

CHHS 220S ~ Introduction to Community Health—Field Practicum ~ 1 credit

Provides individualized student placement for in-depth field study as related to the introduction to community health. Credit/no credit only. Core course for Knowledge of Health and Human Services Practice, and Cross-Cultural Competency MLOs.

Corequisite(s): CHHS 220.

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 will examine these policies from historical and political perspectives and think critically about alternative approaches.

CHHS 230 ~ Collaborative Community Leadership ~ 4 credits

Provides students with an opportunity to develop competency in collaborative practice and 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 will gain an understanding of the foundations of government and citizenship.

CHHS 250 ~ 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 they will face in professional settings.

CHHS 260 ~ International and Multicultural Women's Health and Social Issues ~ 4 credits

Provides students with an opportunity to understand 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. Prerequisite(s) CHHS 220 or a Global Studies course or equivalent recommended.

CHHS 270 ~ 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.

CHHS 280 ~ 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 will 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.

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 will also prepare their Individualized Learning Plans (ILPs).

CHHS 305 ~ Information Management for the Health and Human Services ~ 1-2 credits

Provides students with an opportunity to learn and apply computer skills to health and human service delivery. Emphasis is on improving skills in the use of database management, financial spreadsheet, and presentation software. State-of-the-art health and human service software will be introduced.

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. Corequisite(s): CHHS 310S and 396.

CHHS 310S ~ Introduction to Social Work—Field Practicum ~ 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. Corequisite(s): CHHS 310 and 396.

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. Basic sentence structure and writing fundamentals will be covered, 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 will equip students with needed skills to achieve those outcomes.

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 are emphasized. Corequisite(s): CHHS 320S and CHHS 396.

CHHS 320S ~ Introduction to Community Health—Field Practicum ~ 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. Corequisite(s): CHHS 320, and CHHS 300 or CHHS 396.

CHHS 330 ~ Collaborative Community Leadership ~ 4 credits

Provides students with an opportunity to develop competency in collaborative practice and 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 government and citizenship.

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 will participate in experiential exercises, learning how to facilitate collaborative negotiations.

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 the their own, and develop skills to analyze and respond to ethical problems they will face in professional settings.

CHHS 360 ~ International and Multicultural Women's Health and Social Issues ~ 4 credits

Provides students with an opportunity to understand 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. 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.

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 will 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.

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 will be multidisciplinary and will include problem assessment, goal and objective setting, design of implementation activities and methods of evaluation.

CHHS 395 ~ Special Topics in Collaborative Health and Human Services ~ 1-4 credits

Explores a particular topic in collaborative health and human services. May be repeated for credit when topics vary. Prerequisite(s): instructor consent.

CHHS 396 ~ Junior Field Practice Seminar ~ 1 credit

Introduces new students in the CHHS major to the field practice process. Discussion will include 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. Credit/no credit only.

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.

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. Corequisite(s): must be taken both semesters of senior year with CHHS 496.

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. Prerequisite(s): CHHS 310 and senior standing or instructor consent.

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. Prerequisite(s): CHHS 320 and senior standing or instructor consent.

CHHS 430 ~ Public and Non-Profit Systems Management ~ 4 credits

Offers an introduction to the management of health and human service delivery systems. Students will gain knowledge and skill in developing and assessing the outcomes related to an agency's vision, mission, and service delivery goals on the local, state, and federal levels. Provides information and experience in health and human service cross-system initiative participation.

CHHS 440 ~ Public and Nonprofit Financial Management ~ 4 credits

Offers an overview of budgeting and financial management of public and nonprofit agencies. Students will gain knowledge and skills in developing budgets and collaborative grants, and assessing the budgeting process. Students will also develop an understanding of and skills in analyzing financial statements, current public finance issues, and resource development in political environments.

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.

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 will include advanced healthcare organizational analysis, design, evaluation, and leadership. 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.

CHHS 480 ~ Law and Social Welfare ~ 2-4 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.

CHHS 485 ~ Applied Statistics and Research Methods ~ 5 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 will be introduced and utilized in designing student projects. Prerequisite(s): STAT 200 or equivalent; may be taken concurrently.

CHHS 490 ~ Advanced Evaluation Design ~ 1-4 credits

Provides students with an opportunity to apply the concepts, methods, and rationale of evaluation theory. Students will 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. 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. Prerequisite(s): instructor consent.

CHHS 496 ~ 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 will 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. Corequisite(s): must be taken both semesters of senior year with CHHS 400.

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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.
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.
Prerequisite(s): instructor consent and graduate standing.

CHHS 596 ~ Graduate Field Practice Seminar ~ 1-6 credits

Provides graduate students with an opportunity to complete internship hours. Credit/no credit only.

CHHS 597 ~ Independent Study ~ 1-6 credits

Offers students independent learning opportunities in a selected specialty area. May include fieldwork.
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 Pinyin Romanization system, and Chinese characters.

CHIN 102 ~ Beginning Chinese II (Mandarin) ~ 4 credits

Continues work on the four basic skills within a proficiency format. Emphasizes building lexicon in spoken and written forms, and using context and strategies to ascertain meaning without knowing the structures and lexicon of an authentic text.
Prerequisite(s): CHIN 101 or equivalent.

CHIN 103 ~ Beginning Chinese Conversation I ~ 2 credits

Introduces conversational ability using daily life, structures, and vocabulary.
Corequisite(s): CHIN 101.

CHIN 104 ~ Beginning Chinese Conversation II ~ 2 credits

Continues developing conversational ability using daily life, structures, and vocabulary.
Prerequisite(s): CHIN 103 or instructor consent.
Corequisite(s): CHIN 102.

CHIN 195 ~ Special Topics ~ 1-6 credits

Studies a particular topic in the Chinese language and/or culture.
Prerequisite(s): instructor consent.

CHIN 197 ~ Independent Study ~ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic center.
Prerequisite(s): instructor consent.

CHIN 201 ~ Intermediate Chinese I (Mandarin) ~ 4 credits

Continues the four basic skills within a proficiency format. Emphasizes building lexicon in spoken and written forms, and using context and strategies to ascertain meaning without knowing the authentic text.
Prerequisite(s): CHIN 102 or equivalent, or instructor consent.

CHIN 202 ~ Intermediate Chinese II (Mandarin) ~ 4 credits

Continues the four basic skills within a proficiency format. Emphasizes building lexicon in spoken and written forms, and using context and strategies to ascertain meaning without knowing the authentic text.
Prerequisite(s): CHIN 201 or equivalent, or instructor consent.

CHIN 203 ~ Intermediate Chinese Conversation I ~ 2 credits

Enhances skills in speaking Mandarin Chinese. Emphasizes conversational ability using daily life, structures, and vocabulary.
Prerequisite(s): CHIN 102.
Corequisite(s): CHIN 201 and CHIN 202.

CHIN 204 ~ Intermediate Chinese Conversation II ~ 2 credits

Continues skills in speaking Mandarin Chinese. Emphasizes conversational ability using daily life, structures, and vocabulary.
Prerequisite(s): CHIN 102
Corequisite(s): CHIN 201 and 202.

CHIN 297 ~ Independent Study ~ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic center.
Prerequisite(s): instructor consent.

CHIN 301 ~ Advanced Chinese (Mandarin) ~ 4 credits

Concentrates on language mastery using spoken and written materials such as newspaper articles, modern expository prose, TV, plays, and movies.
Prerequisite(s): CHIN 202 or equivalent.

CHIN 302 ~ Advanced Chinese (Mandarin) ~ 4 credits

Continues concentration on language mastery using spoken and written materials such as newspaper articles, modern expository prose, TV, plays, and movies.
Prerequisite(s): CHIN 202 or equivalent.

CHIN 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 ~ 4 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.
Prerequisite(s): none.

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.
Prerequisite(s): some basic familiarity with computers (Mac or PC), or instructor consent.

CST 196 ~ Field Studies ~ 1-6 credits

Field study opportunities. Topics of study and credits arranged between student and faculty.
Prerequisite(s): instructor consent.

CST 197 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

CST 201 ~ Media Tools ~ 4 credits

Explores computer-based tools used in the design and creation of electronic media. Includes designing, creating, and editing electronic images, sounds, videos, text, and motion. Integrates multimedia authoring to design, manage, and execute a multimedia project.
Prerequisite(s): CST 101 or completion of the Tech/Info ULR, or instructor consent.

CST 231 ~ Problem Solving and Programming ~ 4 credits

Laboratory course that develops problem solving techniques while examining numerical and non-numerical problems from various disciplines. Students design solutions and learn to program in the C++ language.

Prerequisite(s): CST 101 or completion of the Tech/Info ULR, or instructor consent.

CST 232 ~ MS Visual Basic Programming ~ 4 credits

Learn the fundamentals of Microsoft Visual Basic (VB)—an easy-to-learn programming environment for Microsoft Windows. Learn how to develop simple standalone Windows applications. This course includes PC laboratory time for a hands-on learning experience.

Prerequisite(s): familiarity with using Microsoft Windows, or instructor consent.

CST 233 ~ Intermediate Programming in MS Visual Basic ~ 4 credits

Focus on more advanced Microsoft Windows programming with Visual Basic in this hands-on, practical course. Students also explore the use of Visual Basic for work with databases and for interfacing with other applications.

Prerequisite(s): CST 232 or equivalent, 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.

Prerequisite(s): CST 101 or completion of the Tech/Info ULR, or instructor consent.

CST 300 ~ Major ProSeminar ~ 4 credits

Helps students identify and articulate personal, professional, and social goals. Provides an integrated view of the telecommunications, multimedia, and applied computing major and its requirements. Students develop a plan for their learning goals. Note: required for entry into the major.

Prerequisite(s): junior or senior status; CST 101 or completion of the Tech/Info ULR, or instructor consent.

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.

Prerequisite(s): CST 101 or completion of the Tech/Info ULR, or instructor consent.

CST 304 ~ Publication Design ~ 4 credits

Project-based course introduces page layout design for print and screen. Students work in QuarkXpress and Adobe Acrobat, but competency in Adobe Illustrator and Photoshop is essential. Emphasizes use of type, typesetting techniques, legibility, and design composition. Covers scanning, importing files, and mastering digital prepress production. Some field trips.

Prerequisite(s): CST 328 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.

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.

Prerequisite(s): CST 101 or completion of 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 internetworking 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.

Prerequisite(s): CST 101 or completion of 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.

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.

Prerequisite(s): CST 311 or concurrent enrollment in CST 311, or instructor consent.

CST 314 ~ Telecommunications Regulations, Policy, and Social Issues ~ 4 credits

Covers global changes in telecommunications, regulatory policies, and the integration of telecommunications with wireless systems, video distribution, and the Internet. Addresses the global and ethical impact of telecommunications on individuals, societies, and cultures.

Prerequisite(s): CST 311 or instructor consent.

CST 315 ~ Internetworking Protocols ~ 4 credits

Explores TCP/IP, security, firewalls, bridging, routing, and other aspects of Internetworking.

Prerequisite(s): CST 312 or CST 313, or instructor consent.

CST 321 ~ Multimedia I ~ 4 credits

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.

Prerequisite(s): CST 201, CST 308, and CST 328, 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.

Prerequisite(s): CST 321 or instructor consent.

CST 324 ~ Multimedia Integration ~ 4 credits

Covers the creation, management, and manipulation of multimedia assets: text, graphics, videos, sounds, and other digital resources. Focuses on software and hardware for standalone and Web-based products. Includes the integration of desktop video, music (MIDI), and media conversion and compression.

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.

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.

Prerequisite(s): C/C++, CST 231 or equivalent, or instructor consent.

CST 332 ~ Computer Imaging ~ 4 credits

Project-based course explores imaging applications, vision systems, and video equipment.

Prerequisite(s): C/C++, CST 231 or equivalent, or instructor consent.

CST 334 ~ UNIX and X Windows ~ 4 credits

Introduces the UNIX operating system, X Windows environment, and its interface layers.

Prerequisite(s): C/C++, CST 231 or equivalent, or instructor consent.

CST 336 ~ Internet Programming ~ 4 credits

Introduces topics of Internet programming. Covers Java and PERL languages.

Prerequisite(s): UNIX, C/C++, CST 231 or equivalent, or instructor consent.

CST 337 ~ Computing Architectures and Environments ~ 4 credits

Studies computer architectures, operating systems, and computer systems management. Includes data representation, memory, registers, and internals of common computers and user system interfaces. Knowledge of C/C++ programming helpful but not mandatory.

Prerequisite(s): CST 101 or completion of 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.

Prerequisite(s): C/C++, CST 231 or instructor consent.

CST 341 ~ Introduction to Instructional Design ~ 4 credits

Introduces instructional design to create training and educational materials in business and education. Includes the principles of design for job aids, videos, programming, and computer-based training.

Prerequisite(s): instructor consent.

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CST 351 ~ Web Design ~ 4 credits

Focuses on Web-based design and project management emphasizing color, bandwidth, layout, type, creative design, and multimedia publishing on the Web. Introduces GIF animation and JavaScript.

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.

Prerequisite(s): CST 101 or completion of the Tech/Info ULR, or instructor consent; junior or senior standing.

CST 362S ~ Technology and Communities Service Learning ~ 4 credits

A Service Learning course in which students apply design, network, database or programming skills to assist nonprofit organizations and community agencies. Past projects include: Websites, CD-ROMs, and print graphics; database development; network design and development; and various programming projects. Note: students must also participate in required service placements with hours to be arranged.

Prerequisite(s): CST 201 or instructor consent.

CST 371 ~ Current Issues in Communications and Technology I ~ 4 credits

Studies the political, social, and economic issues of communication and new technology. Focuses on written critical reviews, debate, public presentations, and collaborative work.

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 Pacific Region. 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 EESP 272, CST 482.

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.

Prerequisite(s): 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.

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.

Prerequisite(s): instructor consent.

CST 395 ~ Special Topics: 3D Animation ~ 4 credits

Teaches students to model, animate, and render using Maya animation tools and techniques. Includes a foundation for developing character animation and special effects sequences. May be repeated for more advanced study.

Prerequisite(s): instructor consent.

CST 396 ~ Field Studies ~ 1-6 credits

Student and faculty member select topic of field study and number of credits.

Prerequisite(s): instructor consent.

CST 397 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

CST 397S ~ Independent Study Service Learning ~ 1-6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

CST 400 ~ Senior Capstone Project Planning ~ 4 credits

Students create and execute a detailed ICST Capstone project plan with the approval of the student's advising committee. Meets two hours per week for discussion and advisement. Credit/no credit only. Formerly Senior Capstone Project.

Prerequisite(s): senior standing in the 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.

Credit/no credit only.

Prerequisite(s): CST 400.

CST 404 ~ Publication Workshop ~ 4 credits

This is an advanced design class dealing with principles of visual hierarchy and the sequencing of information as part of an overall systems approach. The course also focuses on the practical issues of traditional print and emerging electronic production skills.

Prerequisite(s): CST 304 or instructor consent.

CST 415 ~ Multimedia Networking ~ 4 credits

Covers design, management, and characteristics of multimedia traffic and its delivery over the Internet, LAN, and WAN.

Prerequisite(s): CST 315 or instructor consent.

CST 416 ~ Advanced Networking ~ 4 credits

Focuses on wireless, ATM, personal satellite communications, high-speed Ethernet, and new versions and applications of Internet protocols. Includes hands-on experience with telecommunication equipment.

Prerequisite(s): CST 311 or instructor consent.

CST 424 ~ Multimedia Workshop ~ 4 credits

Advanced course covering complex issues brought about through integrated multimedia, Web, print, and video projects. Students explore specialized software used in integrating multimedia applications for complex interactive presentations. May be associated with capstone or service learning projects.

Prerequisite(s): CST 324 or instructor consent.

CST 431 ~ Advanced Computer Graphics: Selected Topics and Projects ~ 4 credits

Project-based course discusses ray tracing and modeling with splines and nurbs and includes a semester-long project which can evolve into a senior capstone project.

Prerequisite(s): some calculus and algebra, CST 331, or instructor consent.

CST 432 ~ Advanced Computer Imaging: Selected Topics and Projects ~ 4 credits

Discusses areas of image understanding and frequency domain analysis of images. Focuses on the analysis, design, and implementation of imaging tools.

Prerequisite(s): some calculus and algebra, CST 331 or CST 332, 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.

Prerequisite(s): CST 334 or instructor consent.

CST 442 ~ 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.

Prerequisite(s): CST 342 or instructor consent.

CST 443 ~ Multimedia Instruction Practicum ~ 4 credits

Applies computer-based delivery systems, multimedia tools, and resources to develop interactive, multimedia solutions specific to communications problems.

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.

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.

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.

Prerequisite(s): instructor consent.

CST 596 ~ Field Studies ~ 1-6 credits

Student and faculty member select advanced topic of field study and number of credits.

Prerequisite(s): instructor consent.

CST 597 ~ Independent Study ~ 1-6 credits

Student and faculty member select advanced topic of study and number of credits.

Prerequisite(s): instructor consent.

CST 600 ~ Graduate ProSeminar ~ 4 credits

Introduction to e-commerce, information technology, and research methodology. See also MIE 600.

Prerequisite(s): 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. See also MIE 610.

Prerequisite(s): CST 251 or CST 351, or instructor consent.

CST 640 ~ Electronic Commerce: System Management and Strategy ~ 4 credits

Analysis of electronic commerce systems and technologies with the strategic needs of system administrator and management. Focuses on analysis and assessment of technologies, their potentialities and impact on electronic commerce, and the development of methodological tools. See also MIE 640.

Prerequisite(s): instructor consent.

CST 650 ~ Electronic Commerce: Business Models and Strategies ~ 4 credits

As businesses invest in the commercialization of the 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 focuses on the marketing issues surrounding commercialization of computer-mediated environments (CMEs) like the Web and other emerging electronic media.

See also MIE 650.

Prerequisite(s): instructor consent.

CST 651 ~ Venture Formation and Financial Strategy ~ 4 credits

Examines venture formation and growth following completion of a business plan. Focuses on ongoing marketing, decision making, and accounting and financial management. Students examine startup and growth management issues faced by real-life ventures and meet with entrepreneurs, small business lawyers, and accountants, and investors. Students also receive assistance in approaching potential sources of capital and other resources. See also MIE 651.

Prerequisite(s): MIE 307 for non-MIE majors, or instructor consent.

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. See also MIE 655.

Prerequisite(s): MIE 308; MIE 363 (or concurrent enrollment), or instructor consent.

CST 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. See also MIE 660.

Prerequisite(s): MIE 305 or instructor consent.

CST 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. See also MIE 670.

Prerequisite(s): MIE 308 and MIE 363, or instructor consent.

CST 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. See also MIE 690.

Prerequisite(s): instructor consent.

CST 700 ~ 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. See also MIE 700.

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.

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.

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.

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 ELD techniques for teaching in our diverse population.

ED 590 ~ Remedies for Reading Disability ~ 2 credits

An in-depth study of remedies for reading disability including students of dyslexia. Strategies for building phonemic awareness and analytic language instruction for students with reading disabilities.

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.

Course Descriptions

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.

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.

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.

ED 595 ~ Special Topics ~ 1-8 credits

Studies a particular topic in education. May be repeated for credit when topics vary. Prerequisite(s): admission to CLAD/BCLAD credential program and instructor consent.

ED 596 ~ Seminar on Transformative Literacy ~ 4 credits

An invitation to build cross-cultural linguistic experiences with Zapotec traditions in Teotitlan del Valle, Oaxaca, Mexico. Participants will explore the many dimensions of transformative Education with seminar focus on teachers as researchers, co-teaching in local schools, and indigenous/family knowledge. Prerequisite(s): completed application packet and instructor approval.

ED 597 ~ Independent Study ~ 1-6 credits

Student and faculty member select advanced topic of study and number of credits. Prerequisite(s): admission to CLAD/BCLAD credential program and instructor consent.

ED 598 ~ Instructional Strategies Through ITI for English Language ~ 3 credits

This course will strengthen the practicing classroom teacher's expertise in teaching various instructional strategies (bilingual methodology, SDAIE, ELD, reciprocal teaching) through Integrated Thematic Instruction (ITI) in multiple curricular areas for English Language Learners.

ED 601 ~ Stage I Student Teaching 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. Prerequisite(s): admission to CLAD/BCLAD 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 CLAD/BCLAD multiple subject credential program or director's consent. 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. Prerequisite(s): admission to multiple subject CLAD/BCLAD 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. Prerequisite(s): admission to multiple subject CLAD/BCLAD 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. Corequisite(s): ED 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. Taught by experienced teachers. Prerequisite(s): admission to single subject credential program and coordinator consent. Corequisite(s): ED 625 and ED 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. 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.

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.

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. Prerequisite(s): admission to CLAD/BCLAD 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. Prerequisite(s): admission to CLAD/BCLAD 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. Prerequisite(s): admission to CLAD/BCLAD 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 and two hours of fieldwork weekly for the first ten weeks of an academic semester. Prerequisite(s): admission to CLAD/BCLAD 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. Prerequisite(s): admission to CLAD/BCLAD 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. 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.
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.
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.
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.
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.
Prerequisite(s): ED 628, admission to single subject credential program, and coordinator 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.

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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.
Prerequisite(s): instructor consent.

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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 ELD techniques for teaching in our diverse population.

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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.

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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.

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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.

EDI 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.

EDI 595 ~ Special Topics ~ 1-8 credits

Studies a particular topic in education. May be repeated for credit when topics vary.
Prerequisite(s): admission to CLAD/BCLAD credential program and instructor consent.

EDI 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.
Prerequisite(s): completed application packet and instructor approval.

EDI 597 ~ Independent Study ~ 1-6 credits

Student and faculty member select advanced topic of study and number of credits.
Prerequisite(s): admission to CLAD/BCLAD credential program and instructor consent.

EDI 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.

EDI 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 collaborative work in school classrooms.
Prerequisite(s): admission to CLAD/BCLAD multiple subject credential program or director's approval.
Corequisite(s): EDI 602.

EDI 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 CLAD/BCLAD multiple subject credential program or director's consent.
Corequisite(s): EDI 601.

EDI 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.
Prerequisite(s): admission to multiple subject CLAD/BCLAD credential program or director's consent.
Corequisite(s): EDI 604.

EDI 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.
Prerequisite(s): admission to multiple subject CLAD/BCLAD credential program or instructor consent.
Corequisite(s): EDI 603.

Course Descriptions

EDI 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. Corequisite(s): EDI 624.

EDI 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. Taught by experienced teachers. Prerequisite(s): admission to single subject credential program and coordinator consent. Corequisite(s): EDI 625 and EDI 626.

EDI 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. Prerequisite(s): admission to single subject credential program and coordinator consent.

EDI 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.

EDI 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.

EDI 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. Prerequisite(s): admission to CIAD/BCLAD multiple subject credential program or instructor consent.

EDI 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. Prerequisite(s): admission to CIAD/BCLAD multiple subject credential program or instructor consent.

EDI 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. Prerequisite(s): admission to CIAD/BCLAD multiple subject credential program or instructor consent.

EDI 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. Prerequisite(s): admission to CIAD/BCLAD multiple subject credential program or instructor consent.

EDI 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. Prerequisite(s): admission to CIAD/BCLAD multiple subject credential program or instructor consent.

EDI 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. Prerequisite(s): admission to single subject credential program and coordinator consent. Corequisite(s): EDI 605.

EDI 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.

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. 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. 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. 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. 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. 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. 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. Prerequisite(s): instructor consent.

ESSP 200 ~ Nature Photography ~ 4 credits

How to create captivating photographs of animals, plants, and other natural subjects. Explores images of nature as tools for communicating with diverse audiences. Students must supply camera with manual exposure and interchangeable (or zoom) lenses as well as slide film/processing (or digital camera). Does not cover video or darkroom techniques. Spring semester.

ESSP 201 ~ The Nature of Science ~ 3 credits

Introduces science as a method of studying and understanding the manifest universe. Promotes critical thinking, problem solving, and scientific literacy through an understanding of the process and product of scientific inquiry. For non-science majors. Fall and spring semesters. Prerequisite(s): ENGCOM 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. Corequisite(s): ESSP 201.

ESSP 202 ~ Human Interactions with the Environment ~ 4 credits

Surveys local and global environmental problems and solutions including water resources, human population growth, biodiversity, pollution, and recycling. For non-science majors. Spring semester. Prerequisite(s): ENGCOM ULR part A and completion of or concurrent enrollment in MATH 100 or MATH 130, or equivalents; completion of ESSP 201 recommended.

ESSP 204 ~ Introduction to Life Sciences ~ 4 credits

Emphasizes life sciences using hands-on activities, experimentation, and computers to learn about structure of living cells and their function (physiology and cell biology); living and nonliving components in environments (ecology); and life cycle, reproduction, and evolution (genetics and evolution). For nonscience majors, particularly Liberal Studies majors. Fall and spring semester. Prerequisite(s): MATH 100 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. Fall and spring semesters. Prerequisite(s): MATH150 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. 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. 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. Prerequisite(s) ESSP 220 and ESSP 220L, or equivalents. Corequisite(s): ESSP 221.

ESSP 230 ~ Electronic Projects for MATE ~ 4 credits

An introduction to practical electronics and environmental measurement for students enrolling through the Marine Advanced Technology and Education (MATE) Center. Students design, build, and test their own electronic instruments to measure and record environmental variables. Fall semester of even years. Prerequisite(s): instructor consent. Corequisite(s): ESSP 230L.

ESSP 230L ~ Electronic Projects for MATE Lab ~ 1 credit

Required laboratory course for ESSP 230. Fall semester of even years. Corequisite(s): ESSP 230.

ESSP 231 ~ Marine Robotics for MATE ~ 4 credits

An introduction to practical marine electronics for students enrolling through the Marine Advanced Technology and Education (MATE) Center. Students design, build, and test instrumentation and control systems for a remotely operated underwater vehicle (ROV) used to explore Monterey Bay. Fall semester of odd years. Prerequisite(s): instructor consent. Corequisite(s): ESSP 231L.

ESSP 231L ~ Marine Robotics for MATE Lab ~ 1 credit

Required laboratory course for ESSP 231. Fall semester of odd years. Corequisite(s): ESSP 231.

ESSP 240 ~ Biology 1: 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. Fall and spring semesters. Prerequisite(s): ESSP 110 and ESSP 110L, or equivalent. Corequisite(s): ESSP 240L.

ESSP 240L ~ Biology 1 Laboratory ~ 1 credit

Required lab course for ESSP 240. Focus is on doing scientific experiments and writing in the scientific style. 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. Fall semester of odd years. 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. Fall semester of odd years. 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. 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. 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. 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. 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. Fall and spring semesters. Prerequisite(s): MATH150, MATH155, 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 nonscience majors. Fall semester.

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. Spring semester. Prerequisite(s): PROS 100.

ESSP 294 ~ Lower-Division Internship ~ 1 or 4 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 meet individualized and core internship outcomes. 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. Prerequisite(s): varies with different topics.

ESSP 297 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits. Prerequisite(s): instructor consent.

ESSP 300 ~ Reading, Writing, and Critical Thinking in Earth Systems Science & Policy ~ 4 credits

Introduces students to the modes and methods of scientific written discourse and library research skills that they will need to complete their senior capstone project. Students develop a learning plan that integrates their ESSP concentration, capstone interests, and personal and professional goals. Fall and spring semesters. Prerequisite(s): Part 1 of ENG COM ULR, or equivalent.

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. Fall and spring semesters. Corequisite(s): ESSP 300, or prior completion of ESSP 300.

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. Fall semester. Prerequisite(s): MATH150 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). Spring semester. May require one weekend fieldtrip. 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. Summer course involves camping and hiking. Fee charged for food, transportation, and camping. 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. 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 afterschool program is required. 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. Prerequisite(s): CST 101 and MATH 99, or equivalents; Part 2 of SCI ULR. Corequisite(s): ESSP 305L.

ESSP 305L ~ Inquiry-Based Life Science for Teachers Lab ~ 1 credit

Required lab course for ESSP 305. Corequisite(s): ESSP 305.

ESSP 308 ~ Aquaculture and Fisheries Systems ~ 4 credits

Case study examination of the ecological, economic, and regulatory aspects of aquaculture and fisheries. Analyses will focus on the linkages between fisheries and aquaculture systems and apply statistical and modeling methodologies to examine environmental and economic interactions. Not offered in 2002-2003. Prerequisite(s): ESSP 111, ESSP 240, ESSP 280, and MATH150 or 155, or equivalents; STAT 250 recommended.

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. Spring semester of even years. Prerequisite(s): ESSP 240, ESSP 260, and ESSP 280, or equivalents.

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. 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. 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. 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. 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. Spring semester of odd years. Prerequisite(s): ESSP 311 or equivalent.

ESSP 312L ~ Organic Chemistry II Lab ~ 1 credit

Lab course for ESSP 312. 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. Fall and spring semesters. Prerequisite(s): MATH150 or 155, CST 101, ESSP 240, and ESSP 280.

ESSP 330 ~ Electronic Projects for Environmental Measurement ~ 4 credits

An introduction to practical electronics and environmental measurement. Students design, build, and test their own electronic instruments to measure and record environmental variables. Fall semester of even years. Prerequisite(s): MATH151 or 156, or equivalent. Corequisite(s): ESSP 330L.

ESSP 330L ~ Electronic Projects for Environmental Measurement Lab ~ 1 credit

Required lab course for ESSP 330. Fall semester of even years. Corequisite(s): ESSP 330.

ESSP 331 ~ Marine Robotics ~ 4 credits

An introduction to practical marine electronics. Students design, build, and test instrumentation and control systems for a small remotely operated underwater vehicle (ROV) used to explore Monterey Bay. Fall semester of odd years. Prerequisite(s): MATH151 or 156, or equivalent. Corequisite(s): ESSP 331L.

ESSP 331L ~ Marine Robotics Lab ~ 1 credit

Laboratory course for ESSP 331. Fall semester of odd years. Corequisite(s): ESSP 331.

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 (ArcView) and Global Positioning System (GPS). Course completion results in ArcView certification from ESRI and GPS Mapping certification from Trimble Navigation (GeoExplorer). 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. 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. 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.
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. 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. 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. Spring semester.
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. 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. Fall semester.
Corequisite(s): ESSP 345.

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. Fall semester.

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. Fall semester.

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. 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. Spring semester.

Prerequisite(s): ESSP 240 and ESSP 260, or equivalents; completion of or concurrent enrollment in STAT 250 or equivalent.
Corequisite(s): ESSP 350L.

ESSP 350L ~ Quantitative Field Methods Lab ~ 1 credit

Required lab course for ESSP 350. Spring semester.
Corequisite(s): ESSP 350.

ESSP 360 ~ Geomorphic Systems ~ 3 credits

Examines past and current geologic processes as reflected in the shape of landforms. Focuses on weathering and erosion, soil formation and classification, river processes, coastal processes, landslides, tectonics, and how landforms reflect changes in climate. May include one or more weekend field trips. Fall semester.

Prerequisite(s): ESSP 260 and MATH150 or 155, or equivalent; or instructor consent.
Corequisite(s): ESSP 360L.

ESSP 360L ~ Geomorphic Systems Lab ~ 1 credit

Required lab course for ESSP 360.
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. Spring semester.

Prerequisite(s): SCI ULR.

ESSP 383 ~ Environmental Ethics and Environmental Policy ~ 4 credits

Studies the intellectual framework for thinking about environmental ethics. Develops personal statements of environmental ethics combining analysis with introspection. Applies developing environmental ethics to case studies of environmental problems. Includes collaborative exercises in reading, writing, and critical thinking. Fall semester.

Prerequisite(s): ENGCOCOM A ULR, and either ESSP 280 or SCI ULR; and instructor consent.

ESSP 384S ~ Environmental Justice and Environmental Policy Service Learning ~ 5 credits

Analyzes case studies in environmental justice reflecting on students' personal connection to the issues considered. Questions the identity of those empowered (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. Spring semester.

Prerequisite(s): ENGCOCOM A ULR, and either ESSP 280 or SCI ULR; instructor consent.

ESSP 385 ~ Social and Environmental History of California ~ 4 credits

Studies past and present human societies and their relationships with the land. Analyzes how history can aid in understanding present-day policy issues and political involvement. Fall semester of odd years.

Prerequisite(s): completion of ENGCOCOM ULR; instructor consent.

ESSP 386 ~ Science, the Environment, and the Political Process ~ 4 credits

Examines how science becomes policy in the real world. Emphasis on case studies and experiential learning. Fall 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. Fall 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. Fall semester.

Prerequisite(s): ENGCOCOM A ULR, and SCI ULR or ESSP 260 and 280.

Course Descriptions

ESSP 394 ~ Junior Internship ~ 1 or 4 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. 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.
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. Fall semester.
Prerequisite(s): SCI ULR.
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.
Corequisite(s): ESSP 396S

ESSP 397 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

ESSP 397S ~ Independent Study: Earth Systems Service Learning ~ 1-6 credits

Students work with public and private organizations on projects that integrate scientific skills with needs of multicultural communities.
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. 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. 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. Spring semester of odd years.
Prerequisite(s): MATH 156 or equivalent, one course in statistics, or instructor consent.

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). 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.
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, georecognition, and quantitative information extraction from multispectral and other image data. 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. 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 2002-2003.
Prerequisite(s): ESSP 156, 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. 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.
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. Fall semester of odd years.
Prerequisite(s): MATH 156, 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.
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. Spring semester.
Prerequisite(s): ESSP 360.
Corequisite(s): ESSP 460L.

ESSP 460L ~ River Hydrology Lab ~ 1 credit

Required lab course for ESSP 460.
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. 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.
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.
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.
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.
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 ArcView) and Global Positioning Systems (GPS). Course completion results in ArcView 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. 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.
Corequisite(s): ESSP 532.

ESSP 536 ~ Remote Sensing and Image Processing ~ 3credits

Applications of geospatial information technology and geodata manipulation and analysis in the management of natural resources, including remote sensing, aerial photography, image processing, georeferencing, georecertification, and quantitative information extraction from multispectral and other image data. 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. 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. 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.
Corequisite(s): ESSP 561.

ESSP 595 ~ Special Topics in Earth Systems Science & Policy ~ 1-6 credits

Studies a particular topic in Earth Systems Science & Policy. May be repeated for credit when topics vary. Prerequisite(s): varies with different topics; instructor consent.

ESSP 597 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits. Prerequisite(s): instructor consent. Prerequisite(s): admission to single subject credential program and coordinator consent. Corequisite(s): EDI 626 and EDI 606.

EDI 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. Prerequisite(s): admission to single subject credential program and coordinator consent. Corequisite(s): EDI 625 and EDI 606.

EDI 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. Prerequisite(s): admission to single subject credential program and coordinator consent.

EDI 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. Prerequisite(s): admission to single subject credential program and coordinator consent.

EDI 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. Prerequisite(s): EDI 628, admission to single subject credential program, and coordinator consent.

GS 195 ~ Water and Humanity ~ 8 credits

Learning community on water and humanity. Analyzes the scientific, ecological, social, cultural, economic, political & ethical issues related to water usage, access, pollution, and conservation. Examines water-related issues at local, state, regional, national and global levels. Combines classroom learning with field studies on how to prevent further degradation of watersheds and oceans and how to promote water resources management, biodiversity, environmental justice and equitable access to clean water. Corequisite(s): GS 195L.

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.

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 which 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.

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 global studies majors.

GS 305 ~ Practicum/Assessment ~ 1-6 credits

Practicum for assessment of prior learning and all independent assessments in the major. Prerequisite(s): instructor consent.

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.

GS 314 ~ Global History: Ancient to Early Modern ~ 4 credits

Examines the past 5000 years of history from a global perspective. Adopts a comparative, historical, and global perspective of ancient to early modern societies. Designed for students who need preparation in the "Ancient to Early Modern" sections of World History described in the History/Social Science Content Standards for K-12, but offered as an elective for Global Studies majors.

GS 315 ~ Global History: Modern to Current ~ 4 credits

Examines the late modern to current history of the 21st century from a global perspective. Focuses on a broad range of global economic, political, technological, social, and environmental concerns and events of the past 100 years. The 20th century is also known as the "American Century" and reasons for this will be examined. Required as a follow up to the Major ProSeminar for Global Studies majors.

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.

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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.

GS 335 ~ Global Governments ~ 4 credits

Engages a comparative study of government and politics from around to the world to understand the forms of government that have endured to the 21st century. Designed for students who need preparation and background in the Comparative Government and Politics sections of the History/Social Science Content Standards for K-12, but offered as an elective for Global Studies majors.

GS 340 ~ Global Media and Communications ~ 4 credits

Examines on a global scale how contemporary mass communications media 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.

GS 345 ~ Global Political Theory and Philosophy ~ 4 credits

Introduces students to various political theories and philosophies that underpin the thinking, culture, and societies in the 21st century. Explores political thinking from all parts of the world. Designed for students who need preparation and background in Political Theory and Philosophy sections of the History/Social Science Content Standards for K-12, but offered as an elective for Global Studies majors.

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.

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 differing cultural norms in various cultural and intercultural settings.

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.

GS 370 ~ Global Political Economy ~ 4 credits

Examines origins of global economy. Analyzes and evaluates the interrelationship among global, political, and economic conditions. Studies global economy through 1) historical development, 2) current patterns of changes, 3) effects of globalization on the quality of life, 4) solutions and alternatives to inequity, and 5) the students' place in the global economy. Imparts comprehension, analysis, and evaluation of major structures, processes, and effects of evolving global economy.

GS 380S ~ Global Organizations and The Model United Nations ~ 2-4 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.

GS 385 ~ Earth & Social Systems ~ 4 credits

This course integrates the study of earth systems with social systems by examining natural and social systems that are global. It combines the perspectives, concepts and methods of the physical, biological, and social sciences in a holistic analysis and evaluation of the biological, social, cultural, economic, political, and ethical issues related to resource access, use, pollution, and conservation by human communities in the local and global regions.

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.

GS 395 ~ Special Topics in Global Studies ~ 1-6 credits

Studies a particular topic in global studies. May be repeated for credit when topics vary. Prerequisite(s): instructor consent.

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.

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. Prerequisite(s): PROS 100.

HCOM 212 ~ Reasoning and Communication ~ 4 credits

Introduction to practical reasoning and argumentation. Students develop empathic and critical listening, reading, writing, and speaking skills for cooperative deliberation and problem solving practices; they anticipate and assess various perspectives, alternatives, and their consequences for all who are affected by the decision-making process. Prerequisite(s): satisfactory completion of the English Communication ULR Level A.

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. Prerequisite(s): satisfactory completion of the English Communication ULR Level A.

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. Prerequisite(s): satisfactory completion of the English Communication ULR Level A.

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.

Prerequisite(s): satisfactory completion of the English Communication ULR Level A.

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.

Prerequisite(s): satisfactory completion of the English Communication ULR Level A.

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.

Prerequisite(s): satisfactory completion of the English Communication ULR Level A.

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.

Prerequisite(s): satisfactory completion of the English Communication ULR Level A.

HCOM 231 ~ The Chicana/o Creative Writing Workshop ~ 4 credits

An introduction to the craft of writing fiction, creative nonfiction, 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.

Prerequisite(s): satisfactory completion of the English Communication ULR Level A.

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.

Prerequisite(s): satisfactory completion of the English Communication ULR Level A.

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.

Prerequisite(s): satisfactory completion of the English Communication ULR Level A.

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 US 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.

Prerequisite(s): satisfactory completion of the English Communication ULR Level A.

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.

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.

Prerequisite(s): satisfactory completion of the English Communication ULR Level A.

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.

Prerequisite(s): satisfactory completion of the English Communication ULR Level A.

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."

Prerequisite(s): satisfactory completion of the English Communication ULR Level A.

HCOM 286 ~ News Writing ~ 4 credits

Prepares students to write news articles for the mass media. Covers concepts of journalistic interviewing, information gathering, critical understanding of news sources, ethical decision making, and the process of writing news, editorial, and feature articles for print and electronic media.

Other Realm students are strongly encouraged to enroll.

Prerequisite(s): satisfactory completion of the English Communication ULR Level A.

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. Course offers built-in assessment of HCOM MLO 2.

Prerequisites: satisfactory completion of the English Communication, Ethics, U.S. Histories, Democratic Participation, and Literature and Popular Culture ULRs (or equivalent General Education courses for junior transfers).

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.

Prerequisite(s): satisfactory completion of the English Communication ULR.

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.

Prerequisite(s): satisfactory completion of the English Communication and Ethics ULRs.

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; American Multicultural Studies; Women's Studies; or Journalism, Communication, and Media Studies.

Prerequisite(s): satisfactory completion of the English Communication ULR.

HCOM 307 ~ The Social Impact of the Mass Media ~ 4 credits

Explores the relationship between the mass media and contemporary social problems. Issues such as media violence are explored from the perspective of consumers. Outcomes include raising awareness of the impact of media messages, developing effective media literacy tools, and preparing to critically analyze the cultural products we consume. Offers built-in assessment in HCOM MLO 3 or the concentrations in Practical and Professional Ethics or Journalism, Communication, and Media Studies.

Prerequisite(s): satisfactory completion of the English Communication ULR.

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 3 or the concentrations in Practical and Professional Ethics or Journalism, Communication and Media Studies.

Prerequisite(s): satisfactory completion of the English Communication ULR.

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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 American Multicultural Studies or Practical and Professional Ethics.

Prerequisite(s): satisfactory completion of the English Communication ULR.

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, Communication, and Media Studies.

Prerequisite(s): satisfactory completion of the English Communication ULR.

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.

Prerequisite(s): satisfactory completion of the English Communication ULR.

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 3 or the concentrations in Journalism, Communication, and Media Studies or Practical and Professional Ethics.

Prerequisite(s): satisfactory completion of the English Communication ULR.

HCOM 317 ~ Advanced Composition and Composition Theories ~ 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 and meets the Single Subject in English Waiver Communication Skills Requirement.

Prerequisite(s): satisfactory completion of the English Communication ULR.

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 and meets the Single Subject in English Waiver Communication Skills Requirement.

Prerequisite(s): satisfactory completion of the English Communication ULR.

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 postcolonial 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.

Prerequisite(s): satisfactory completion of the English Communication ULR.

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 American Multicultural Studies; Literary and Cultural Studies; or Narrative History and Memory.

Prerequisite(s): satisfactory completion of the English Communication ULR; 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 Cultural Studies or American Multicultural Studies.

Prerequisite(s): satisfactory completion of the English Communication ULR.

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 Narrative, History, and Memory; Literary and Cultural Studies; or American Multicultural Studies.

Prerequisite(s): satisfactory completion of the English Communication ULR.

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 Cultural Studies; American Multicultural Studies; Narrative, History, and Memory; or Chicana/o - Latina/o Studies.

Prerequisite(s): satisfactory completion of the English Communication ULR; satisfactory completion of the U.S. Histories ULR, the Literature and 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 Cultural Studies; Narrative, History, and Memory; or American Multicultural Studies.

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 Cultural Studies and meets the Single Subject in English Waiver Literary Histories, Theories, and Praxis Requirement.

Prerequisite(s): satisfactory completion of the English Communication ULR; a literature course from the Literature and Popular Culture ULR is highly recommended.

HCOM 328 ~ Latina Life Stories ~ 4 credits

Latina life stories speak about being Chicana, Puertorriqueña, Cubana, Dominicana, Centro or Sudamericana, or mixed heritage in the US. Explores themes of memory, childhood, family, ethnicity, race, sexuality, migration, work, education, and community. Offers built-in assessment in HCOM MLO 6 or the concentrations in American Multicultural Studies; Women's Studies; Literary and Cultural Studies; Chicana/o - Latina/o Studies; or Narrative, History, and Memory.

Prerequisite(s): satisfactory completion of the English Communication ULR; a literature course from Literature and Popular Culture ULR is recommended.

HCOM 329 ~ Autobiografías ~ 4 credits

Emphasizes life writing and conversation through auto/biography, testimonials, life history, and telenovelas. Students analyze texts in all these genres, keep journals, and do life writing. The class is conducted in Spanish. Offers built-in assessment in HCOM MLO 6 or the concentrations in Literary and Cultural Studies or Chicana/o - Latina/o Studies.

Prerequisite(s): satisfactory completion of the English Communication ULR; ability to speak, read, and write in Spanish with relative ease.

HCOM 330 ~ Introduction to Creative Writing ~ 4 credits

An introductory creative writing course that focuses on ethnicity, gender, and "witness" writing. Examination of the writing process, what roadblocks create silence, how to remove them. Cross-cultural readings in multicultural poetry, fiction, and nonfiction. Offers built-in assessment in HCOM MLO 8.

Prerequisite(s): satisfactory completion of the English Communication ULR.

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. Prerequisite(s): satisfactory completion of the English Communication ULR.

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. Prerequisite(s): satisfactory completion of the English Communication ULR.

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 concentrations in Creative Writing and Social Action or Narrative, History, and Memory. Prerequisite(s): satisfactory completion of the English Communication ULR and HCOM MLO 8, 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; Women's Studies; or Narrative, History, and Memory. Prerequisite(s): satisfactory completion of the English Communication ULR and HCOM MLO 8, or instructor consent.

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 concentrations in Creative Writing and Social Action or Narrative, History, and Memory. Prerequisite(s): satisfactory completion of the English Communication ULR and HCOM MLO 8, 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 American Multicultural Studies or Literary and Cultural Studies. Prerequisite(s): satisfactory completion of the English Communication ULR.

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 Cultural Studies or Women's Studies. Prerequisite(s): satisfactory completion of the English Communication ULR, and a literature course from the Literature/Popular Culture ULR.

HCOM 337 ~ Women's Literature ~ 4 credits

Examines, through literature, how women writers are rewriting the myths and scripts of their / our lives, and how writing is a way of taking action. Explores how women have moved from repression to resistance, from silence to voice, from socially constructed divisiveness toward community. Offers built-in assessment in HCOM MLO 6 or the concentrations in Literary and Cultural Studies; Women's Studies; or Narrative, History, and Memory. Prerequisite(s): satisfactory completion of the English Communication ULR; a literature course from the Literature/Popular Culture ULR is recommended.

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 Cultural Studies. Prerequisite(s): satisfactory completion of the English Communication ULR.

HCOM 340S ~ Topics in Social Movements: Leadership and Empowerment Service Learning ~ 6 credits

Students will 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 American Multicultural Studies. Prerequisite(s): satisfactory completion of the English Communication ULR.

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; Literary and Cultural Studies; or American Multicultural Studies. Prerequisite(s): satisfactory completion of the English Communication ULR.

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 American Multicultural Studies. Prerequisite(s): satisfactory completion of the English Communication ULR.

HCOM 344 ~ Chicana/Latina Experiences ~ 4 credits

Explores the impact of Chicana/Latina feminist discourse on the formation of Chicana/Latina identities. Presents critical and theoretical analyses of historical and contemporary issues facing Chicanas and other Latinas. Offers built-in assessment in HCOM MLO 5 or the concentrations in Chicana/o - Latina/o Studies; American Multicultural Studies; Literary and Cultural Studies; Narrative History and Memory; or Women's Studies. Prerequisite(s): satisfactory completion of the English Communication ULR.

HCOM 345 ~ Chicano Life and History ~ 4 credits

Intensive introduction to the various historical and sociological elements that have and continue to define Mexican American culture. Course has two objectives: provide students with analytical tools to interpret the variety and particularity of Chicano experiences; and expose students to an array of experiences that have constituted Chicana/o identity. Offers built-in assessment in HCOM MLO 5 or the concentrations in American Multicultural Studies; Literary and Cultural Studies; Narrative, History and Memory; or Chicana/o - Latina/o Studies. Prerequisite(s): satisfactory completion of the English Communication ULR.

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 5 or the concentrations in American Multicultural Studies or Narrative, History, and Memory. Prerequisite(s): satisfactory completion of the English Communication ULR.

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 concentration in American Multicultural Studies. This course also satisfies the Liberal Studies requirement in Multicultural Literature(s). Prerequisite(s): satisfactory completion of the English Communication ULR.

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 the concentrations in Narrative, History and Memory; Literary and Cultural Studies; or Chicana/o - Latina/o Studies. Prerequisite(s): satisfactory completion of the English Communication and U.S. Histories ULRs.

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 the concentrations in Narrative, History and Memory; Literary and Cultural Studies; or Chicana/o - Latina/o Studies. Prerequisite(s): satisfactory completion of the English Communication and U.S. Histories ULRs.

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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 American Multicultural Studies; Narrative, History and Memory; or Journalism, Communication, and Media Studies.

Prerequisite(s): satisfactory completion of the English Communication ULR.

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 American Multicultural Studies or Narrative, History and Memory.

Prerequisite(s): satisfactory completion of the English Communication ULR.

HCOM 354 ~ Whose America? Contested Memories in Public History ~ 4 credits

Explores struggles over who 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 American Multicultural Studies or Narrative, History and Memory.

Prerequisite(s): satisfactory completion of the English Communication ULR.

HCOM 355 ~ Women's History of Monterey Bay ~ 4 Credits

Explores women's migration, settlement, assimilation, and resistance to the Monterey Peninsula from the first settlement by Spain and Mexico to the mid-twentieth century labor migrations of Japanese, Filipino, Mexican, Sicilian, and Portuguese. Examines how women adapted to the new environment and exercised power as they altered the cultural, social, and political landscape of Monterey. Offers built-in assessment in HCOM MLO 7 or the concentrations in Women's Studies; American Multicultural Studies; or Narrative, History, and Memory.

Prerequisite(s): satisfactory completion of the English Communication ULR.

HCOM 355S ~ Peoples and Cultures of the Monterey Bay Service Learning ~ 6 credits

Chronicles the waves of immigration and adaptation of Old World cultures. Compares the recurring cycles of racism and prejudice (1850s lynchings of Californios, anti-Filipino race riots, the KKK in the 1920s, and removal of the Japanese during WW II), to contemporary anti-immigrant sentiments. Offers built-in assessment in HCOM MLO 7 or the concentrations in American Multicultural Studies or Narrative, History, and Memory.

Prerequisite(s): satisfactory completion of the English Communication ULR.

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 HCOM MLO 7 or the concentrations in American Multicultural Studies; Literary and Cultural Studies; or Narrative, History and Memory. Meets the Single Subject in English Waiver Teaching with New Media Requirement.

Prerequisite(s): satisfactory completion of the English Communication ULR.

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 American Multicultural Studies.

Prerequisite(s): satisfactory completion of the English Communication ULR.

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 American Multicultural Studies.

Prerequisite(s): satisfactory completion of the English Communication ULR.

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 the concentration in Journalism, Communication, and Media Studies.

Prerequisite(s): satisfactory completion of the English Communication ULR.

HCOM 386 ~ News Writing ~ 4 credits

Prepares students to write news articles for the mass media. Outcomes include learning basic concepts of journalistic interviewing, information gathering, critical understanding of new sources, ethical decision making, as well as writing news, editorial, and feature articles for print and electronic media. Students working on the Otter Realm are strongly encouraged to enroll. Offers built-in assessment in the concentration in Journalism, Communication, and Media Studies.

Prerequisite(s): satisfactory completion of the English Communication ULR.

HCOM 387 ~ Media Production Lab ~ 4 credits

Prepares students to successfully design, layout, and publish journalistic products. Outcomes include learning the basic concepts of visual communication and journalistic production, including magazine and newspaper publishing, as well as desktop publishing techniques and software. Students working on the Otter Realm are strongly encouraged to enroll. Offers built-in assessment in the concentration in Journalism, Communication, and Media Studies.

Prerequisite(s): satisfactory completion of the English Communication ULR.

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, Communication, and Media Studies.

Prerequisite(s): satisfactory completion of the English Communication ULR.

HCOM 395 ~ Special Topics ~ 1-6 credits

Studies a particular topic in Human Communication, including the Otter Realm Newspaper and the oral history of the Fort Ord Conversion Project.

Prerequisite(s): instructor consent.

HCOM 395S ~ Student-Directed Teaching Experience Service Learning ~ 4 credits

With faculty sponsorship and oversight, students design, develop, and teach a particular topic in Human Communication.

Prerequisite(s): instructor consent.

HCOM 396 ~ Field Studies ~ 1-6 credits

Opportunities for independent field research projects involving oral history, social action writing, archival research, or investigative journalism.

Prerequisite(s): instructor consent.

HCOM 396S ~ Field Studies Service Learning ~ 1-6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

HCOM 397 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

HCOM 397S ~ Independent Study Service Learning ~ 1-6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

HCOM 403 ~ Ethical Issues in the Professions ~ 4 credits

Through exploration and application of diverse moral frameworks, students acquire knowledge, skills, and abilities needed to identify and ethically resolve complex moral issues commonly associated with a variety of professions. Participants will also gain insight into how to help establish and sustain environments conducive to ethical reflection and practice. Offers built-in assessment in HCOM MLO 3 or the concentrations in Pre-Law or Practical and Professional Ethics.

Prerequisite(s): satisfactory completion of the English Communication ULR.

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.

Prerequisite(s): satisfactory completion of the English Communication ULR.

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.
Prerequisite(s): satisfactory completion of the English Communication ULR.

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 5 or the concentrations in Practical and Professional Ethics; Journalism and Media Studies; American Multicultural Studies; or Literary and Cultural Studies.
Prerequisite(s): satisfactory completion of the English Communication ULR.

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.
Prerequisite(s): satisfactory completion of the English Communication ULR.

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 HCOM Single Subject in English Waiver Language and Linguistic Theories and Praxis Requirement.
Prerequisite(s): satisfactory completion of the English Communication ULR.

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 American Multicultural Studies; Literary and Cultural Studies; or Narrative, History and Memory.
Prerequisite(s): satisfactory completion of the English Communication, and U.S. Histories ULRs; a literature course from the Literature/Popular Culture ULR is recommended.

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 Cultural Studies, and meets the English Single Subject Waiver Literary Histories, Theories, and Praxis Requirement.
Prerequisite(s): satisfactory completion of the English Communication ULR; a literature course from the Literature/Popular Culture ULR is recommended.

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 Cultural Studies; Chicana/o - Latina/o Studies; or Women's Studies.

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) the concentrations in Creative Writing and Social Action or Narrative, History, and Memory.
Prerequisite(s): satisfactory completion of the English Communication ULR and HCOM MLO 8, or instructor consent.

HCOM 432S ~ Social Action Writing Service Learning ~ 6 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 concentrations in Creative Writing and Social Action or Narrative, History and Memory.
Prerequisite(s): satisfactory completion of the English Communication ULR and HCOM MLO 8, 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; Narrative, History, and Memory; or Literary and Cultural Studies.
Prerequisite(s): satisfactory completion of the English Communication ULR.

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 Cultural Studies or American Multicultural Studies.
Prerequisite(s): satisfactory completion of the English Communication ULR.

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 Cultural Studies, and meets the English Single Subject Waiver Literary Histories, Theories, and Praxis Requirement.
Prerequisite(s): satisfactory completion of the English Communication ULR.

HCOM 438 ~ Author(s): Canon and Context ~ 4 credits

Students analyze the works of one or more authors and study the historical, social, and political determinants that designate this work either inside or outside of "the literary canon." Offers built-in assessment in HCOM MLO 6 or the concentration in Literary and Cultural Studies.
Prerequisite(s): satisfactory completion of the English Communication ULR.

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 American Multicultural Studies; Chicana/o - Latina/o Studies; Practical and Professional Ethics; Women's Studies; or Pre-Law.
Prerequisite(s): satisfactory completion of the English Communication ULR.

HCOM 443 ~ Womanist Theory ~ 4 credits

Students survey the history of womanist (black feminist) philosophy and practice in the United States. They identify, analyze, and evaluate past and present issues of identity, empowerment, community, and alliances utilizing womanist political, literary, theological or other disciplinary frameworks. Offers built-in assessment in HCOM MLO 5 or the concentrations in American Multicultural Studies; Literary and Cultural Studies; or Women's Studies.
Prerequisite(s): satisfactory completion of the English Communication ULR.

HCOM 446 ~ Cultural Citizenship: Theory and Practice ~ 4 credits

An advanced theory and practice course. Through theoretical readings and case studies, students explore how marginalized, excluded, immigrant, or new cultural communities (ethnic, racial, class, gender, sexual, generational, and cross-cultural) construct, claim, and struggle for human, social, and cultural rights and identities. Readings include Latina/o, African American, and comparative transnational experiences. Offers built-in assessment in the concentrations in Chicana/o - Latina/o Studies and Pre-Law. See also HCOM 546.
Prerequisite(s): satisfactory completion of HCOM MLO 1, MLO 5 and MLO 7; also United States Histories, Culture and Equity, and Democratic Participation ULRs.

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 Cultural Studies.
Prerequisite(s): satisfactory completion of the English Communication ULR.

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; American Multicultural Studies; or Narrative, Memory, and History.
Prerequisite(s): satisfactory completion of the English Communication ULR and prior instructor consent.

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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. Prerequisite(s): satisfactory completion of the English Communication ULR.

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 the professor. May be repeated for credit when topics vary. Prerequisite(s): satisfactory completion of the English Communication ULR.

HCOM 474 ~ Research Methods ~ 4 credits

An optional HCOM pre-Capstone research seminar designed to help students carry out the complex research necessary for their Senior Capstone projects. Students should have their Capstone project defined prior to taking the seminar. Offers built-in assessment in HCOM MLO 2. Offered in the fall semester only. Recommended prior to HCOM 475 Senior Capstone.

HCOM 475 ~ Senior Capstone ~ 4 credits

Students produce a senior project related to an issue within the Human Communication major by meeting with the Capstone instructor and producing a Capstone prospectus. Students present their project in a public senior Capstone Festival. Required for all HCOM majors applying for graduation. Prerequisite(s): application for graduation; instructor consent; completion of all but one MLO; MLOs to be integrated in the Capstone project must have been completed prior to enrolling in Senior Capstone.

HCOM 495 ~ Special Topics ~ 1-6 credits

Studies a particular topic in Human Communication. May be repeated for credit when topics vary. Prerequisite(s): instructor consent.

HCOM 495S ~ Special Topics Service Learning ~ 1-6 credits

Studies a particular topic in Human Communication. May be repeated for credit when topics vary. Prerequisite(s): instructor consent.

HCOM 496 ~ Field Studies ~ 1-6 credits

Opportunities for independent field research projects involving oral history, social action writing, archival research, or investigative journalism. Prerequisite(s): instructor consent.

HCOM 496S ~ Field Studies Service Learning ~ 1-6 credits

Student and faculty member select topic of study and number of credits. Prerequisite(s): instructor consent.

HCOM 497 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits. Prerequisite(s): instructor consent.

HCOM 497S ~ Independent Study Service Learning ~ 1-6 credits

Student and faculty member select topic of study and number of credits. 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 and PreLaw. See also HCOM 446. 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 American Multicultural Studies. 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. Prerequisite(s): graduate standing and instructor consent.

HCOM 596 ~ Field Studies ~ 1-6 credits

Opportunities for independent field research projects involving oral history, social action writing, archival research, or investigative journalism. Prerequisite(s): graduate standing and instructor consent.

HCOM 597 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits. Prerequisite(s): graduate standing and instructor consent.

HWI 100 ~ Otter Days Experience ~ 1 credit

Designed for freshmen and sophomore students through participation in the extended new student orientation outdoor retreat called "Otter Days." Includes introduction to overnight camping, introduction to hiking in the Ventana Wilderness and Los Padres national Forest, introduction to boating, introduction to cooperative group initiatives, and community drum circle activity. Credit/no credit only.

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 only.

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 only. 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.

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.

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.

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.

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.

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.

HWI 123 ~ Step Aerobics & Fitness Lab ~ 2 credits

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.

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.

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.

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.

HWI 131 ~ Tai Chi Chi Kung I ~ 2 credits

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.

HWI ~ 132 Tai Chi Chi Kung II ~ 2 credits

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. 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. Includes defense grabs, chokes, and smothering.

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. Prerequisite(s): HWI 134 or instructor consent.

HWI 139 ~ Yoga ~ 2 credits

Stretch and relax with a technique of gentle yoga and t'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 t'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.

HWI 141 ~ Disc Golf ~ 1 credit

Introduces women and men to disc golf. Students develop techniques, skills, scoring, and team strategies.

HWI 142 ~ Kick-boxing ~ 1 credit

Introduces students to the skill of kick-boxing as a means of developing and maintaining fitness.

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.

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.

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.

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.

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.

HWI 148 ~ Running ~ 1 credit

Introduces women and men to efficient running technique, basic nutrition for runners, and various training methods.

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. 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.

HWI 151 ~ Sailing I ~ 2 credits

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. Prerequisite(s): must be able to swim.

HWI 152 ~ Sailing II ~ 2 credits

Students apply theory to practice in keelboats. Covers rules of the road, sailing language, knots, and water safety. Includes skipper skills such as anchoring, docking, navigating, and tide and weather consideration. American Sailing Association and U.S. Sailing certificate course that includes lecture and extensive on the water experience. 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.

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.

HWI 180 ~ Backpacking and Hiking ~ 2 credits

Introduces the basics of backpacking. Requires one weekend trip into Big Sur.

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. 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. 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. 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. Prerequisite(s): instructor consent.

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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.
Prerequisite(s): HWI 131 suggested but not required.

HWI 243 ~ Advanced Competitive Volleyball ~ 1 credit

Students develop personal skills and learn advanced strategy and tactics. Focuses on the quality of participation and competitive outcomes. For students who wish to participate on the competitive volleyball team.
Prerequisite(s): instructor consent.

HWI 244 ~ Advanced Competitive Basketball ~ 1 credit

Students develop personal skills and learn advanced strategy and tactics. Focuses on the quality of participation and competitive outcomes. For students who wish to participate in competitive team sports.
Prerequisite(s): instructor consent.

HWI 247 ~ Advanced Competitive Soccer ~ 1 credit

Students develop personal skills and learn advanced strategy and tactics. Focuses on the quality of participation and competitive outcomes. For students who wish to participate in competitive team sports.
Prerequisite(s): instructor consent.

HWI 248 ~ Advanced Competitive Cross Country ~ 1 credit

Students develop and refine their running skills and technique and focus on advanced strategy and race tactics. Focuses on the quality of participation and competitive outcomes. For students who wish to participate on the competitive cross country team.
Prerequisite(s): instructor consent.

HWI 249 ~ Advanced Competitive Golf ~ 1 credit

Students develop personal skills and learn advanced training and coaching. Focuses on the quality of participation and competitive outcomes. For students who wish to participate in a competitive sport activity.
Prerequisite(s): instructor consent.

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.

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.

HWI 252 ~ Intermediate Keelboat Sailing ~ 2 credits

Develops skipper and crew skills to manage a vessel on a bare boat charter. Devotes 30 percent to lecture and 70 percent to on-the-water experiences. Course completion satisfies ASA certification to bare boat allowing vessel charter.
Prerequisite(s): instructor consent.

HWI 253 ~ Advanced Dinghy Sailing ~ 2 credits

Covers the advanced elements of dinghy sailing.

HWI 254 ~ Kayaking ~ 2 credits

Introduces skills for covering equipment, technique, navigation, weather, hydrology, surf zone, and rescue. Includes the fundamentals of paddling. Requires field trips.
Prerequisite(s): must be a competent swimmer.

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 fieldtrips.

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. Students analyze the impact of exercise, relaxation, nutrition, stress, and substance abuse. 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.
Corequisite(s): HWI 260L.

HWI 260L ~ Exercise and Fitness Lab ~ 1 credit

Physical activity learning lab focusing on fitness testing and fundamental exercise physiology.
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.
Corequisite(s): HWI 261L.

HWI 261L ~ Ability to Manage Stress Lab ~ 1 credit

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. Focuses on nutrition, stress management, and physical fitness.

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.

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.

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.

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.

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.

HWI 280 ~ Scuba Diving ~ 2 credits

Introduces equipment, dive physiology, and techniques, and culminates in receiving PADI certification. Requires classroom, pool, and field trips.
Prerequisite(s): must be a competent swimmer.
Corequisite(s): HWI 280L.

HWI 280L ~ Scuba Diving Lab ~ 1 credit

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.

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.

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.

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 championships on and off the field; the inner game; recruiting; and evaluating. Offers an opportunity to explore the culture of coaching.

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.

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.

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.

HWI 362 ~ Fundamentals of Nutrition ~ 3 credits

A lecture course with usage of videos and learning team discussions, nutritional experiential labs combined with student-driven practical projects. Developed to not only present content, but to have students seriously look at nutrition and exercise patterns to set action steps to improve eating and exercise choices. A baseline medical lab screen will be offered to all students enrolling in the course with another baseline screen at the end of the course.

Corequisite(s): HWI 362L.

HWI 362L ~ Special Topics in Nutrition Lab ~ 1 credit

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.

Corequisite(s): HWI 363L.

HWI 363L ~ Special Topics in Human Sexuality Lab ~ 1 credit

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.

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/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)

Corequisite(s) HWI 374L.

HWI 374L ~ Special Topics in Physical Education Lab/Practicum ~ 1 credit

Corequisite(s): HWI 374.

HWI 375 ~ Motor Behavior ~ 4 credits

An interdisciplinary approach focusing on the foundations of motor learning, motor control, and motor development.

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.

Prerequisite(s): HWI 374.

Corequisite(s): HWI 376L.

HWI 376L ~ Special Topics in Physical Education Lab ~ 1 credit

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.

Prerequisite(s): HWI 374 and HWI 376.

Corequisite(s): HWI 377L.

HWI 377L ~ Neurological Impairment Lab ~ 1 credit

Corequisite(s): HWI 377.

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.

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.

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.

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.

Prerequisite(s): backpacking experience or instructor consent.

Corequisite(s): HWI 382L.

HWI 382L ~ Special Topics in Outdoor Education Lab ~ 1 credit

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.

Prerequisite(s): backpacking experience or instructor consent.

Corequisite(s): HWI 383L.

HWI 383L ~ Special Topics in Outdoor Education Lab ~ 1 credit

Corequisite(s): HWI 383.

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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.

Prerequisite(s): backpacking experience or instructor consent.
Corequisite(s): HWI 384L.

HWI 384L~ Special Topics in Outdoor Education Lab ~ 1 credit.

Corequisite(s): HWI 384.

HWI 385 ~ Outdoor Education/Recreation Program Administration ~ 3 credits

Covers the design, logistics, and business aspects of adventure program administration.
Corequisite(s): HWI 465.

HWI 395 ~ Special Topics ~ 2-4 credits

Check with the Health and Wellness Institute for specific topics.

HWI 397 ~ Independent Study/Special Topics ~ 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.

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 only.
Corequisite(s): 461L.

HWI 461L ~ Special Topics in Health and Wellness Lab ~ 1 credit

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.

HWI 465 ~ Special Topics in Health and Wellness [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 topics.

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.
Corequisite(s): HWI 476L.

HWI 476L ~ Special Topics in Physical Education Practicum Lab ~ 1 credit

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.

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.

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.

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.
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): graduate admission to interdisciplinary studies and instructor consent.

ID 501 ~ Research Methodology ~ 4 credits

The seminar introduces Interdisciplinary Studies students to methodologies used in ethnographic as well as critical and cultural studies. Both practical application and theoretical discussions will animate this seminar in which students are expected to conduct an independent research project of their own design. The course will cover scientific research design (hypothesis building and testing) and research methods emanating from humanities.
Prerequisite(s): graduate admission to interdisciplinary studies and instructor consent.

ID 560 ~ Truth and Method in History: A Social History Learning Lab ~ 4 credits

This course is a hands-on practicum in advanced qualitative and quantitative methods for research and analysis in social history. Students work both collaboratively and individually on a major research project in social history. Topics vary according to student interests. Classes are conducted in seminar style and emphasize the collaborative development of critical thinking in framing effective research questions and choosing the research methods that are most appropriate to the questions asked.
Prerequisite(s): graduate admission to interdisciplinary studies and instructor consent.

ID 595 ~ Special Topics ~ 1-6 credits

This course enables graduate students to enrich 300 or 400 level courses to satisfy graduate level requirements. Prior to enrolling in this course, students must seek instructor's permission, provide a description of the course content and submit a proposal to explain how additional and enriched graduate level assignments will be implemented. The course needs to be approved by the faculty advisor, the instructor of the course, the college dean and the program coordinator.
Prerequisite(s): graduate admission to interdisciplinary studies and instructor consent.

ID 597 ~ Independent Study ~ 1-6 credits

This course can fulfill individualized Graduate Learning Outcomes and IDS graduation requirements. Prior to enrolling in the course, students need to develop a detailed proposal outlining the content of the proposed study and submit a description of how the course can meet Graduate Learning Outcomes, specific measurable objectives and specific enabling assignments. The course need to be approved by the faculty advisor, the instructor of the course and the college dean.
Prerequisite(s): graduate admission to interdisciplinary studies and instructor consent.

ID 598 ~ Graduate Seminar Series ~ 2 credits

This course provides graduate students with a forum to develop and present seminars on selected interdisciplinary topics. Seminars will be presented by graduate students focusing on the discussion of research interests, progress in the program, and Capstone projects. It will aid students in planning research, carrying out fieldwork, and writing up and presenting research outcomes such as course papers, conference papers and Capstone projects.
Prerequisite(s): graduate admission to interdisciplinary studies and instructor consent.

ID 599 ~ Graduate Capstone Seminar ~ 1 credit

This is a supervised course designed to assist graduate students in completing their graduate Capstone project. It introduces guidelines for structuring the project and offers guidance in preparation with graduate faculty advisors. This course is required.
Prerequisite(s): graduate admission to interdisciplinary studies and instructor consent.

ISSM 300 ~ Major ProSeminar ~ 2 credits

Develops 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 ~ ISSM Learning Community Special Topics ~ 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 Service Learning SL ~ 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): senior standing in the integrated studies program and instructor consent.

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.

ITAL 102 ~ Beginning Italian II ~ 4 credits

Continues the study of the Italian language emphasizing the mastery of oral communication and use of the written language. Includes the fundamentals of grammar, speaking, reading, and pronunciation, supported by regular laboratory-type practice.
Prerequisite(s): ITAL 101.

ITAL 201 ~ Intermediate Italian I ~ 4 credits

Offers a review of the fundamentals of Italian grammar and continues the development of speaking, listening, reading, and writing skills through the study and discussion of short reading selections.
Prerequisite(s): ITAL 102 or equivalent.

ITAL 202 ~ Intermediate Italian II ~ 4 credits

Continues to instruct on the fundamentals of Italian grammar, and continues the development of speaking, listening, reading, and writing skills through the study and discussion of short reading selections.
Prerequisite(s): ITAL 201 or equivalent.

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.

JAPN 100 ~ Introduction to Japanese Language and Culture ~ 2 credits

Introduces the background knowledge and basic concepts of language and culture for Japanese. Includes movies, guest speakers, and field trips. Involves mastering the Japanese phonetic alphabets and basic Kanji. Covers word processing and Internet access in Japanese. Provides Japanese-oriented career information.

JAPN 101 ~ Beginning Japanese I ~ 4 credits

Introduces the Japanese language for students with no prior Japanese by developing listening, speaking, reading, and writing (Hiragana, Katakana, and Kanji). Looks at Japanese society and the features of Japanese culture that influence the use of the language in daily life. Students learn useful expressions for communicating with native speakers.

JAPN 102 ~ Beginning Japanese II ~ 4 credits

Continues to teach the Japanese language by developing listening, speaking, reading, and writing (Hiragana, Katakana, and Kanji). Looks at Japanese society and the features of Japanese culture that influence the use of the language in daily life. Students learn useful expressions for communicating with native speakers.
Prerequisite(s): JAPN 101 or equivalent.

JAPN 103 ~ Elementary Japanese Reading I ~ 2 credits

Introduces contemporary Japanese through reading and writing Kana and Kanji.
Corequisite(s): JAPN 101.

JAPN 104 ~ Elementary Japanese Reading II ~ 2 credits

Continues to teach contemporary Japanese through reading and writing Kana and Kanji.
Corequisite(s): JAPN 102.

JAPN 195 ~ Special Topics ~ 1-6 credits

Studies a particular topic in the Japanese language and/or culture.
Prerequisite(s): instructor consent.

JAPN 197 ~ Independent Study ~ 1-6 credits

Allows lower-division students to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research.
Prerequisite(s): instructor consent.

JAPN 201 ~ Intermediate Japanese I ~ 4 credits

Develops proficiency in listening, speaking, reading, writing, and developing cultural awareness. Students learn useful expressions and communication strategies for everyday situations in Japanese. Integrates the use of technology for Japanese word processing and Internet access. For students with one year of Japanese.
Prerequisite(s): JAPN 102 or equivalent, or instructor consent.
Corequisite(s): JAPN 203 when offered.

JAPN 202 ~ Intermediate Japanese II ~ 4 credits

Continues to develop proficiency in listening, speaking, reading, writing, and developing cultural awareness. Students learn useful expressions and communication strategies for everyday situations in Japanese. Integrates the use of technology for Japanese word processing and Internet access. For students with one year of Japanese.
Prerequisite(s): JAPN 201 or equivalent, or instructor consent.
Corequisite(s): JAPN 204 when offered.

JAPN 203 ~ Intermediate Japanese Reading I ~ 2 credits

Continuation of JAPN 103-104. Intermediate courses in the reading and writing of Kana and Kanji of contemporary Japanese. Required, must be taken concurrently with JAPN 201-202.
Prerequisite(s): JAPN 102 or instructor consent.
Corequisite(s): JAPN 201-202.

JAPN 204 ~ Intermediate Japanese Reading II ~ 2 credits

Continuation of JAPN 103-104. Intermediate courses in the reading and writing of Kana and Kanji of contemporary Japanese. Required, must be taken concurrently with JAPN 201-202.
Prerequisite(s): JAPN 201 or instructor consent.
Corequisite(s): JAPN 202.

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JAPN 205 ~ Introduction to Japanese Culture and Civilization ~ 4 credits

Introduces Japanese culture, history, and geography using Japanese art forms, literature, philosophy, customs and traditions, economy, and politics. Covers family life, education, occupations, and work. Includes the infrastructure of modern Japan, the cities, homes, transportation, and rural Japan. Explores traditional cultural arts such as the tea ceremony, flower arrangements, Noh drama, music, and Matsuri. Examines contemporary culture including cinema, music, literature, and pop culture topics such as Manga and Anime.

JAPN 301 ~ Advanced Japanese I ~ 4 credits

Continues to build proficiency as defined by the ACTFL Proficiency Guidelines. Develops listening, speaking, reading, and writing using content-based instruction on Japanese geography, climate, transportation, communication systems, agriculture, fisheries, and trading. Integrates Japanese word processing and Internet activities. For students with two or more years of proficiency. Prerequisite(s): JAPN 202 or equivalent.

JAPN 301S ~ Advanced Japanese I: Service Learning ~ 4 credits

Expands upon JAPN 301 content with an experience that enhances the students' language skills through extensive aural, reading, writing, and cultural presentation experience in Japanese. Prerequisite(s): JAPN 202 or equivalent.

JAPN 302 ~ Advanced Japanese II ~ 4 credits

Continuation of JAPN 301.
Prerequisite(s): JAPN 301 or instructor consent.

JAPN 303 ~ Business Japanese ~ 4 credits

Advanced conversation course that focuses on the situations and events that occur in the daily business environment including formal introductions, interviewing, telephone skills, making appointments, and requesting or refusing requests. Presents and expands on cultural concepts as they impact the business world using Internet business culture and videos from Japan. Prerequisite(s): JAPN 202 or equivalent.

JAPN 304 ~ Technical Japanese ~ 4 credits

Develops reading and writing skills by introducing frequently used technical vocabulary related to computers and science. Emphasizes Kanji and Katakana technical words along with grammar for reading technical reports, documents, and journals. Covers acquisition of: 1) technical Japanese grammar, 2) reading skills and strategies, 3) speaking and listening skills, and 4) writing skills. Includes roleplaying activities, developing presentation skills, and writing activities for faxes, letters, and resumes. Prerequisite(s): JAPN 201 or equivalent.

JAPN 305 ~ Introduction to Japanese Culture and Civilization ~ 4 credits

For world languages and cultures majors emphasizing Japanese language and culture. See course description for JAPN 205.

JAPN 306 ~ The Japanese Mind ~ 4 credits

Project-based course that looks behind the social mask the Japanese present to the outside world by examining the people, their life, and their "inner culture." Covers modes of thinking and communicating, negotiating, and decision making; ethical systems; the central role of social status and consequent hierarchical relationships; patterns of making friends and influencing others; psychological factors such as dependence and duty; and the Japanese addiction to perfection.

JAPN 307 ~ The Japanese American Experience ~ 4 credits

Focuses on the Japanese American experience from the 1860s to the present day as an ongoing study in ethnographic assimilation. Includes early immigration and the U.S. response; immigration and labor laws; property rights; and WWII internment. Students identify issues of the ethics of assimilation, racial and ethnic discrimination, educational opportunity, social justice, and cultural identity. Students evaluate these issues according to when they occurred, by contemporary standards, and their own values.

JAPN 308 ~ Japanese Pop Culture, Anime, and Multimedia ~ 4 credits

Explores post WWII Japanese music, literature, artistic media, and hi-tech products. Investigates social themes ranging from post-holocaust Japan to adult hedonism to childhood by looking at adult comic books (Manga) and animated movies (Anime). Includes popular music from Enka to Rock to Karaoke, fashion and style, popular technology, consumerism, and environmental issues. Explores the evolution of pop culture and its impact on society. Examines the development of multimedia technology in Japan and America.

JAPN 309 ~ Japanese Literature in Translation ~ 4 credits

Taught in English and covers Japanese literature translated into English including The Tale of Genji, the works of Yukio Mishima, Yasunari Kawabata, the legend of Miyamoto Musashi, and others.

JAPN 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. Prerequisite(s): instructor consent.

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. Prerequisite(s): upper-level course(s) or equivalent.

JAPN 402 ~ Advanced Japanese IV ~ 4 credits

Project-based course continues to develop advanced proficiency in listening, speaking, reading, and writing, using authentic materials. Prerequisite(s): JAPN 401 or instructor consent.

JAPN 405 ~ Economic History of Japan ~ 4 credits

Examines the evolution of Japanese economic institutions emphasizing the foundations of institutions necessary to the sequential stages of economic development. Includes the emergence of merchant families and banking houses during the Edo and Meiji eras. Explores the development of currency systems, institutions of public finance, transportation, international trade, the economic structure and institutions of modern Japan, and Japan's role as a leading industrial nation.

JAPN 408 ~ Business in Japan ~ 4 credits

Focuses on the Japanese business world from the rebirth of Japan after WWII into a modern industrial, technological, and economic super power. Includes the development of technology, trade strategies and policies, and Japan in the 21st century.

JAPN 497 ~ Independent Study ~ 2-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic center. Prerequisite(s): instructor consent.

JAPN 595 ~ Special Topics ~ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic center. May be repeated for credit when topics vary. Prerequisite(s): instructor consent.

JAPN 597 ~ Independent Study ~ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic center. Prerequisite(s): instructor consent.

KOR 101 ~ Beginning Korean I ~ 4 credits

Introduces basic spoken and written structures of standard Korean, and develops basic aural and oral skills emphasizing cultural context. Uses videotapes and audiotapes inside and outside of class.

KOR 102 ~ Beginning Korean II ~ 4 credits

Continues introducing basic spoken and written structures of "standard" Korean, and develops basic aural/oral skills emphasizing cultural context. Uses videotapes and audiotapes inside and outside of class. Prerequisite(s): KOR 101 or equivalent, or instructor consent.

KOR 197 ~ Independent Study ~ 1-6 credits

Allows lower-division students to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research. Prerequisite(s): instructor consent.

KOR 395 ~ Special Topics: Korean History ~ 2 credits

This course provides a general and comprehensive knowledge of Korea for students interested in Korean studies. It provides to military and civilian personnel a convenient compilation of basic facts about social, economic, political and military institutions and practices of North and South Korea.

LS 195 ~ Special Topics ~ 1-6 credits

Studies a particular topic in the liberal studies major. May be repeated for credit when topics vary. Prerequisite(s): instructor consent.

LS 196 ~ Field Studies ~ 1-6 credits

Student and faculty member select topic of field study and number of credits. Prerequisite(s): instructor consent.

LS 197 ~ Independent Study ~ 1-6 credits

Allows lower-division students to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research. Prerequisite(s): instructor consent.

LS 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. Prerequisite to LS 398 and 398S.

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. Prerequisite(s): junior level status and completion of college level reading, writing, critical thinking, and ethics or philosophy.

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.

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, astrobiohistorical tradition and its significance for gender equity, ecological awareness, Earth stewardship, and a cross-cultural appreciation for the important role women have played in all aspects of human history.

LS 351 ~ Human Development Across the Life Span ~ 4 credits

Surveys various theoretical perspectives on the biological and environmental determinants of human growth and development across the life span and draws from current social science research in examining the complex array of social, political, and cultural forces that combine to determine each individual's life course. Emphasizes applications to real world settings and provides opportunities for self-reflection as well as for field observation as a basis for integrative reflection.

LS 356 ~ Infancy and Early Childhood ~ 4 credits

Focuses on psychoanalytic, behavioral, and other psychological theories in providing a rigorous introduction to the various biological, social, and cultural factors known to contribute to human growth and development, during the initial phases of life (prenatal to preschool). Readings emphasize research and application, and field sites are designated for ongoing observation of children in preschool service settings. (Human Development Concentration Course) Prerequisite(s): LS 360.

LS 360 ~ Child Development ~ 4 credits

Surveys theory and research on various aspects of child growth and development with a focus on multicultural, cross-cultural, and social policy issues. Addresses the current conditions of children in the United States and globally, and emphasizes the need for diverse and culturally competent policies and practices. (Liberal Studies Core Requirement)

LS 360S ~ Child Development Service Learning ~ 4 credits

Surveys theory and research on various aspects of child growth and development with a focus on multicultural, cross-cultural, and social policy issues. Addresses the current conditions of children in the United States and globally, and emphasizes the need for diverse and culturally competent policies and practices. Requires completion of a community service project. (Liberal Studies Core Requirement)

LS 361 ~ Middle-Late Childhood ~ 4 credits

Focuses on behavioral and social learning theories as applied to such developmental issues of elementary school aged children as individual differences in coping, adjustment, and achievement. Explores the ways children learn to negotiate the often-competing demands of the home and schooling cultures. Readings emphasize research and application, and field sites are designated for ongoing observation of children in schools and other community settings.

LS 361S ~ Middle-Late Childhood Service Learning ~ 4 credits

Focuses on behavioral and social learning theories as applied to such developmental issues of elementary school aged children as individual differences in coping, adjustment, and achievement. Explores the ways children learn to negotiate the often-competing demands of the home and schooling cultures. Readings emphasize research and application, and field sites are designated for ongoing observation of children in schools and other community settings. Requires completion of an approved community service project.

LS 362 ~ Southeast Asian History and Culture ~ 4 credits

Introduces the history and culture of the Southeast Asians (SEA) who have migrated to the United States since 1975. Students develop the knowledge and skills of cross-cultural competencies in a pluralistic and global society.

LS 365 ~ Adolescence: Context, Culture, and Development ~ 4 credits

Focuses on cognitive, ecological, and other psychological theories in examining the impact of culture and context on adolescent development. Devotes particular attention to the relationship between identity development, moral development, and motivation for achievement. Readings emphasize research and application, and field sites are designated for ongoing observation of teens in schools and other community settings. (Human Development Concentration Course) Prerequisite(s): LS 360.

LS 365S ~ Adolescence: Context, Culture, and Development Service Learning ~ 4 credits

Focuses on cognitive, ecological, and other psychological theories in examining the impact of culture and context on adolescent development. Devotes particular attention to the relationship between identity development, moral development, and motivation for achievement. Readings emphasize research and application, and field sites are designated for ongoing observation of teens in schools and other community settings. Requires completion of a community service project. (Human Development Concentration Course) 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.

LS 371 ~ Adulthood & Aging ~ 4 credits

Focuses on the theories and understanding of early adulthood, middle adulthood, and elderhood. 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. Prerequisite(s): LS 360 or LS 351.

LS 377 ~ Geriatrics and Gerontology ~ 4 credits

Examines the key issues, complexities and challenges all persons encounter in coming to terms with their mortality. Addresses the etiology of life altering events, quality of life for the elderly, and end of life choices. Issues are addressed from multicultural and universal perspectives.

LS 391 ~ Culture and Cultural Diversity ~ 4 credits

Develops competency in cross-cultural analysis, involving a working knowledge of one's own ethnic heritage and the ability to make constructive comparisons with at least one other ethnic group. Addresses a conceptual understanding of culture, methodologies for studying and understanding culture, knowledge of cross-cultural relations in the United States, sociocultural experiences of U.S.-based social/ethnic groups, power relations and equity, and sociopolitical systems and effects on "status" of a cultural group.

LS 391S ~ Culture and Cultural Diversity Service Learning ~ 4 credits

Develops competency in cross-cultural analysis, involving a working knowledge of one's own ethnic heritage and the ability to make constructive comparisons with at least one other ethnic group. Addresses a conceptual understanding of culture, methodologies for studying and understanding culture, knowledge of cross-cultural relations in the United States, sociocultural experiences of U.S.-based social/ethnic groups, power relations and equity, and sociopolitical systems and effects on "status" of a cultural group. Requires completion of an approved community service project.

LS 392 ~ Nature of Language and Language Acquisition ~ 4 credits

Examines basic elements of language, universals and differences. Includes theory and research in first- and second- language development, models of language analysis for understanding language acquisition and reading development. Includes an overview of language systems in terms of phonetics, phonology, morphology, syntax, semantics, and pragmatics.

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LS 392S ~ Nature of Language and Language Acquisition Service Learning ~ 1 credit

Examines basic elements of language, universals and differences. Includes theory and research in first- and second- language development, models of language analysis for understanding language acquisition and reading development. Includes an overview of language systems in terms of phonetics, phonology, morphology, syntax, semantics, and pragmatics. Requires completion of an approved community service project.
Prerequisite(s): concurrent or previous enrollment in LS 392.

LS 394 ~ Multicultural Children's Literature ~ 4 credits

Familiarizes students with diverse and award-winning children's literature from various cultural groups. Engages students in identifying bias-free literature, shared readings, reading aloud activities, and opportunities to learn effective storytelling techniques. Examines literature within historical, sociopolitical, cultural, and psychological contexts with emphasis on differential power relationships.

LS 394S ~ Multicultural Children's Literature Service Learning ~ 4 credits

Familiarizes students with diverse and award-winning children's literature from various cultural groups. Engages students in identifying bias-free literature, shared readings, reading aloud activities, and opportunities to learn effective storytelling techniques. Examines literature within historical, sociopolitical, cultural, and psychological contexts with emphasis on differential power relationships. Requires completion of an approved community service project.

LS 395 ~ Special Topics ~ 1-8 credits

Studies a particular topic in the liberal studies major. May be repeated for credit when topics vary.
Prerequisite(s): upper-division class standing and instructor consent.

LS 396 ~ Field Studies ~ 1-8 credits

Upper-division students and faculty member select advanced topic of field study and number of credits.
Prerequisite(s): instructor consent.

LS 397 ~ Independent Study ~ 1-8 credits

Allows upper-division students to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research.
Prerequisite(s): instructor consent.

LS 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.
Prerequisite(s): instructor and program director consent

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. Formerly LS 393.
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. Formerly LS 393S.
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.
Prerequisites: 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.
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. This course contributes toward the BCLAD certificate.

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.
Prerequisite(s): admission to Master of Arts in Education program, and MAE 600.

MAE 622 ~ Qualitative 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.
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.
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.
Prerequisite(s): completion of a multiple subject credential program, or instructor consent.

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. This course contributes toward CLAD certification.

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.
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
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. This course contributes toward CLAD certification.

MAE 635 ~ Bilingual 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. This class is taught in Spanish.

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. This course contributes toward CLAD certification.

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.

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. This course meets the Level 2 credentialing requirements of the California Commission on Teacher Credentialing.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

MATH 98 ~ Mathematics Review I ~ 4 credits

Review of basic algebra skills intended primarily to prepare students for MATH 99. Focuses on topics from basic algebra and on effective communication of quantitative concepts and results. Not for baccalaureate credit.

Prerequisite(s): two years high school algebra and appropriate score on the EUM examination.

MATH 99 ~ Mathematics Review II ~ 4 credits

Refreshes algebra skills required for college-level math courses. Focuses on applications of linear, quadratic, exponential, and logarithmic equations stressing graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena. Not for baccalaureate credit.

Prerequisite(s): MATH 98 or instructor consent.

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.

Prerequisite(s): passing score on EUM 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 EUM 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.

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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.

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 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.

(CAN MATH 16)

Prerequisite(s): passing grade on EUM test.

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. (CAN MATH 18)

Corequisite(s): MATH 150L.

Prerequisite(s): MATH 130 or equivalent, or a satisfactory score on the Mathematics 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.

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. (CAN MATH 20)

Corequisite(s): MATH 151L.

Prerequisite(s): MATH 150 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.

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.

Prerequisite(s): passing grade on EUM test, MATH 130 or instructor consent.

MATH 197 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

MATH 250 ~ Multivariate Calculus ~ 4 credits

Vectors in three dimensions, solid analytic geometry, partial differentiation, multiple integration, differentiation under the integral sign, vector field theory. (CAN MATH 22)

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. (CAN MATH 26)

Prerequisite(s): MATH 130 or equivalent, with a C or better.

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 100 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.

Prerequisite(s): MATH 100 or equivalent, and 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.

Prerequisite(s): MATH 100 or equivalent, and instructor consent.

MATH 308 ~ Elementary Mathematics from an Advanced Viewpoint A ~ 4 credits

Intended for future elementary teachers. Students in this course will develop an in-depth understanding of key concepts in K-8 mathematics and of students' learning of K-8 mathematics concepts including: the base 10 number system, models and algorithms for whole-number operations, basic concepts and operations of fractions, problem solving, and mathematical inquiry.

Prerequisite(s): MATH 100 or equivalent.

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. This course will focus on rational numbers (decimals, ratio and proportion, percents), integers, variables and functions, and topics in geometry.

Prerequisite(s): MATH 308 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 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 a 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 math teachers in classroom instruction by serving as math tutors and mentors to students in local middle and high schools. Focuses on understanding the basic mathematical principles, techniques, and methodologies for effective tutoring. For students interested in classroom instruction and helping young students learn mathematics.

Prerequisite(s): satisfaction of MATH ULR, and SL 200.

MATH 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 597 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

MIE 200 ~ Introduction to Business Computing ~ 4 credits

Students demonstrate proficiency in business computing and problem solving skills. Topics to be covered: Basic characteristics of PC hardware and software; Seal Server for file/information exchange; Internet/Library resources; MS Word as a tool for effective writing; formulating simple algebraic equations, understand the basic quantitative concepts and use MS Excel as a tool to create effective spreadsheets capable of what-if analysis.

Prerequisite(s): MATH 110 (or concurrent enrollment).

MIE 201 ~ Macro Economics ~ 3 credits

Introduction to economics; analysis and theory of national income; money and banking; public finance and taxation; and international trade. Primary concentration on market-based systems and the United States economy.

Prerequisite(s): MATH 110 (or concurrent enrollment).

MIE 202 ~ Micro Economics ~ 3 credits

Theory of prices and markets; industrial organization; public policy; income distribution; and contemporary problems of labor and business.

Prerequisite(s): MATH 110 (or concurrent enrollment); MIE 201 recommended.

MIE 203 ~ Financial Accounting ~ 4 credits

Accounting principles and concepts essential to an understanding of the role of accounting in the collection, interpretation and use of business data. While attention is given to the uses of accounting data by investors, emphasis is on the needs of management and the limitations and usefulness of accounting data for purposes of planning and controlling business activities.

Prerequisite(s): MIE 200 (or concurrent enrollment).

MIE 204 ~ Business Statistics ~ 4 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 MIE 300 Major ProSeminar. Develops proficiency in the use of data in tables, graphs, and elementary descriptive statistical applications; linear correlation and regression models; probability theory and probability distributions; hypothesis testing and statistical inference; and computer techniques using software packages.

Prerequisite(s): college algebra or Math 110 recommended, MIE 200.

MIE 205 ~ Managerial Accounting ~ 4 credits

Managerial uses of accounting data. Topics covered include budgeting and profit planning, cost-volume-product relationships, principles and purposes of accounting information systems, designing and using internal cost control systems, identifying and tracking product costs, cost standards and variance analysis, and management reporting and decision making.

Prerequisite(s): MIE 203.

MIE 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. They develop ability in business writing including letters, emails, memos, and informal reports. In addition, students develop critical thinking skills through the objective analysis of one business issue.

Prerequisite(s): PROS 100 or concurrent enrollment.

MIE 212 ~ Business Communication ~ 4 credits

Focuses on the development of critical listening, speaking, reading, and writing skills within the business environment. Engages students in activities such as oral and written analysis of current business problems; case study analysis; and debate and negotiation involving real business issues. Public speaking skills and business etiquette are also explored.

Prerequisite: MIE 211.

MIE 299 Excel Assessment ~ 2 units

For students who have completed the Tech/Info ULR by taking a course other than MIE 200 Introduction to Business Computing to assess that they have the Excel Spreadsheet skills that will be needed in the upper-division MIE courses.

MIE 300 ~ Major ProSeminar ~ 2 credits

Students explore course option in various fields of business and entrepreneurship. Additionally, students complete an assessment of their learning style strengths and weaknesses, life/career interests, and current level of competency in each of the Major Learning Outcomes. With this data, students develop a Learning Plan that will guide their learning experiences at CSUMB and their continuing professional development.

Prerequisite(s): MATH 110, MIE 200, 201, 202, 203, 204, 205, 211; second-semester sophomore or junior standing in the MIE major.

Corequisite(s): MIE 304.

MIE 303S ~ Participation in Community Economic Development ~ 4 credits

Students explore concepts of culture and cultural identity, differential power relationships among cultural groups, and ways to achieve greater equity and social justice. They do so in the context of community development in Monterey region. As an integral aspect of learning, students work with the community and reflect on that experience.

Prerequisite(s): MIE 300 and 304.

MIE 304 ~ Reading, Writing, and Critical Thinking for Business II ~ 4 credits

Students refine their critical thinking skills through the analysis of several case studies. They apply diverse approaches to practical reasoning and gain ability in listening, reading, writing, and responsible and effective advocacy. Students also develop resumes as they prepare to proceed through the MIE major.

Prerequisite(s): MIE 211 or an approved lower-division course on reading, writing and critical thinking; second-semester sophomore or junior standing in the MIE major.

Corequisite(s): MIE 300.

MIE 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.

Prerequisite(s): all lower division MIE prerequisites; MIE 300 and 304 (or concurrent enrollment).

MIE 306 ~ Fundamentals of Marketing ~ 4 credits

Identification of market opportunities, market and competitive analysis, consumer behavior and demographics, marketing tools, development of marketing plans and programs, management of the marketing and distribution value chain, product management, ethical and legal aspects of marketing. Applications of Internet marketing are illustrated. Individually, in teams, or in case studies, students perform market analysis and develop marketing plans as part of multi-course business planning process.

Prerequisite(s): all lower division MIE prerequisites; MIE 300 and 304 (or concurrent enrollment).

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MIE 307 ~ Finance ~ 4 credits

Overview of financial markets and institutions. Financial planning and analysis, acquisition and allocation of financial resources, risk management, and other aspects of building shareholder value. Relationship to other aspects of enterprise management. International aspects of financial management. Individually and in teams, students develop a business plan for a new or expanding enterprise and defend that plan before real-world financial officers.
Prerequisite(s): all lower division MIE prerequisites; MIE 300 and 304.

MIE 308 ~ Computer Information Systems ~ 4 credits

Understand the importance of computers in our lives and in business; discuss the various elements of computer hardware and software in use today; understand the various types of operating systems; understand the use of spreadsheets as a problem solving tool, what-if analysis and decision making tool; understand the use of list management for information search and collation; use of Internet telecommunication; and use information as a tool for gaining competitive advantage.
Prerequisite(s): all lower division MIE prerequisites; MIE 300 and 304.

MIE 309 ~ Principles of Operations Management ~ 4 credits

Overview of the transformation process, from materials to distribution of goods and services, in domestic and international enterprises. Examines principles and real life application of operations management tools such as total quality management, continuous productivity improvement, just-in-time inventory management, supply chain management, and enterprise resource management. Students use PC-based operations analysis and management tools to analyze case studies and to develop operations management components of multidisciplinary business plans.
Prerequisite(s): all lower division MIE prerequisites; MIE 300 and 304.

MIE 310 ~ Entrepreneurship ~ 4 credits

Focuses on the entrepreneurial process, opportunity recognition, entry strategies, market opportunities and marketing, creation of a successful business plan, financial projections, venture capital, debt and other forms of financing, external assistance for startups and small businesses, legal and tax issues, intellectual property, franchising, and entrepreneurship economics. Internet and eCommerce examples are provided.
Prerequisite(s): MIE 305, 306, and 307; instructor consent for non-MIE majors.

MIE 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.
Prerequisite(s): MIE 306; for non-MIE majors, instructor consent.

MIE 322 ~ Product Management and Marketing for Startups ~ 4 credits

Two million new enterprises are launched each year, but 70 percent fail. Success requires not only effective personal skills but also effective managerial and marketing skills. This course will focus on the necessary characteristics to understand the wants and needs of customers and tools/techniques to be successful, such as trade shows, online marketing, going global, advertising, sales, public relations, publicity, customer relations and financing.
Prerequisite(s): MIE 306; instructor consent for non-MIE majors.

MIE 330 ~ Human Resources Management ~ 4 credits

Examines human resource management challenges confronting decision makers in a rapidly changing global environment. Knowledge areas include: motivation, cross-cultural communication, recruitment, selection, compensation, benefits, health and safety in the workplace, legal requirements and limitations, affirmative action, and career development.
Prerequisite(s): MIE 305.

MIE 331 ~ Organizational Behavior ~ 4 credits

Explores individual and organizational behavior in the context of the environment, including structures, processes, and systems. Knowledge areas include: communication, personality, group dynamics, organization change and development, conflict and conflict resolution, multiculturalism, ethics, leadership, decision making, and motivation. Abilities to apply include: communication skills, decision making, problem solving, teamwork, handling ambiguity, taking initiative, and interpersonal sensitivity, including understanding of cross-cultural differences.
Prerequisite(s): MIE 305.

MIE 340 ~ Teamwork and Communication ~ 4 credits

Examines models of team development, group dynamics, and communication within a multicultural and cross-cultural organizational environment. Knowledge areas include: theories of group dynamics and development, communication, conflict resolution, problem solving and decision making, barriers to effective communication, cultural perspectives to teamwork and communication. Abilities include development of empathy, social objectivity, verbal and nonverbal communication, interpersonal sensitivity, and handling ambiguity.
Prerequisite(s): MIE 300; instructor consent for non-MIE majors.

MIE 342S ~ Diversity and Equity in Organizations Service Learning ~ 4 credits

Students develop a critical awareness of issues of race, ethnicity, culture, age, gender, sexual orientation, and disability in the context of interpersonal, intragroup, and intergroup power relationships within organizations. Students identify the dominant cultural characteristics in organizations and society and their impact on individuals and groups in organizations; learn to communicate across cultures; and learn how to create a multicultural organization. This course satisfies the upper-division Service Learning requirement.
Prerequisite(s): MIE 305.

MIE 351 ~ Business Law ~ 4 credits

Examines aspects of domestic and international commercial law which include selection of a form of organization and legal creation of that type of organization; powers, responsibilities, and potential liabilities of corporate shareholders, board directors, and officers; accounting requirements; contracts, joint ventures and other agreements; mergers and acquisitions; issuance of securities; and taxation. Aspects of international commercial law include international accounting standards, international tax planning and management, and legal aspects of international financial and capital markets.
Prerequisite(s): MIE 300; instructor consent for non-MIE majors.

MIE 354 ~ Geographic Information Systems for Demographic Analysis ~ 4 credits

The business community is rapidly becoming one of the largest users of Geographic Information Systems (GIS) technology. Industry analysts predict that GIS will be a commonly used application in business. This learning experience introduces the fundamentals of GIS and its business applications and provides students with hands-on experience of solving a variety of common business problems with GIS. Some examples are: creating and analyzing markets; locating retail outlets; identifying target markets; conducting drive time analysis.
Prerequisite(s): MIE 308 (or concurrent enrollment) or instructor consent.

MIE 355 ~ International Financial Management ~ 4 credits

Examines financial management and accounting aspects of doing business in global markets. Applies international financial management techniques to practical problems of trade finance, evaluation of direct foreign investment, international project finance, reduction of political and other risks unique to international investment or lending, foreign exchange management, working capital management, and international tax planning. Also examines roles of major international financial markets and institutions. Emphasis is on real life problems faced by small or mid-sized enterprises.
Prerequisite(s): MIE 307; instructor consent for non-MIE majors.

MIE 356 ~ Personal Financial Management ~ 2-4 credits

Student will explore savings and investment strategies, costs, and other terms of borrowing alternatives, tax planning, self-employment options, and estate planning.
Prerequisite(s): MATH 110, MIE 200, 201, 202, 203, 204, 205, 211.

MIE 357 ~ Financial Markets and Institutions ~ 4 credits

Examines depository institutions and other financial intermediaries. 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.
Prerequisite(s): MIE 307.

MIE 363 ~ Database Management ~ 4 credits

Examines relational database design and implementation using microcomputer database tools. Data management concepts and terminology currently in practice in the business world are discussed, 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.
Prerequisite(s): MIE 308 or instructor consent.

MIE 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. This course satisfies upper-division Service Learning requirement.
Prerequisite(s): MIE 300, 304, and 305.

MIE 421 ~ Marketing Research ~ 4 credits

A practical, comprehensive, applied, and managerial approach to both quantitative and qualitative marketing research. A step-by-step framework to defining problems, preparing a research design and sampling, information gathering, interpretation, and analysis and report preparation in a domestic and international context are explored.
Prerequisite(s): MIE 306, 320, and 321 or 322; instructor consent for non-MIE majors.

MIE 425 ~ Global Marketing ~ 4 credits

Examines the global marketing imperative, global marketing environment, developing global readiness, and global marketing strategies. Each student will also be engaged in a specific country's market analysis, developing marketing strategies and marketing of a specific product or service. Prerequisite(s): MIE 306 and instructor consent.

MIE 431 ~ Leadership in the Global Business Environment ~ 4 credits

This course focuses on (1) different theories and models of leadership effectiveness, and the various global business and cultural contexts appropriate to different leadership styles by examining leader-follower interaction, effective use of power, politics and influence, and understanding what motivates followers; (2) process of mobilization and sustaining organizational vision, mission, core values, and ethical practices; and (3) development of organizational culture and change through effective communication. Prerequisite(s): MIE 305 and instructor consent.

MIE 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 will engage in Service Learning in a designated community organization. This course satisfies the upper-division Service Learning requirement. Prerequisite(s): MIE 305; instructor consent for non-MIE majors.

MIE 451 ~ Venture Formation and Finance ~ 4 credits

Examines venture formation and growth following completion of a business plan. Focuses on ongoing marketing, decision making, and accounting and financial management. Students examine startup and growth management issues faced by real life ventures and meet with entrepreneurs, small business lawyers and accountants, and investors. Students also will receive assistance in approaching potential sources of capital and other resources. Prerequisite(s): MIE 307; instructor consent for non-MIE majors.

MIE 453 ~ Financing, Startup and Growth of Technical Ventures ~ 4 credits

Prepares students from IMIE or other Institutes to pursue technology-based new venture opportunities. Topics include opportunity recognition and evaluation; new venture strategies and formation; marketing; financial management; entrepreneurial finance; and the process of sustaining organizational vision. Students will prepare and defend a business plan and identify sources of financing. If they have a promising opportunity, students will receive assistance in approaching potential sources of capital and other resources. Prerequisite(s): MIE 307; instructor consent for non-MIE majors.

MIE 461 ~ Decision Support Systems ~ 4 credits

Examines the structure and applications of decision support systems for entrepreneurial or managerial problem solving and decision making. Theory, methodology, and implementation of computer-based decision support models are presented. Computer-based decision models involve an integration of quantitative tools and concepts and computing. Emphasis is on the structure and development of such models for managerial decision making. Students will apply the DSS software to develop these models and implement those in real-world systems. Prerequisite(s): MIE 308 and 309.

MIE 462 ~ Information Technology Management ~ 4 credits

This course focuses on the technological innovation and entrepreneurial processes within business organizations. Students examine the interaction among markets, technology, and organization which fosters innovation as the basis for commercially viable, sustainable new market initiatives. Primary emphasis is on information technology. Prerequisite(s): MIE 308 (or concurrent enrollment).

MIE 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 will gain hands-on experience using the hardware, software, and applications in establishing and developing an e-commerce site. The course focuses on learning various technology and design issues and building a prototype of an e-commerce site. Prerequisite(s): MIE 308; MIE 363 (or concurrent enrollment).

MIE 464 ~ Visual Basic for Business Applications ~ 4 credits

Computer technology makes it possible to combine computer programming and development of user-interactive screens with minimal effort and limited knowledge of programming techniques and languages. Microsoft Visual Basic is used to develop a complete application, including buttons, menus, and other objects on the screen that prompt the user for feedback and facilitate user-interaction. Course covers fundamentals of systems analysis and program development using top-down design, structured programming, debugging/testing/implementation, and elementary data structures. Prerequisite(s): MIE 308; for non-IMIE Majors, instructor consent.

MIE 490 ~ Portfolio Assessment and Review ~ 2 credits

Provides guidance in the development of the Capstone Portfolio and assesses the attainment of each of the MIE Major Learning Outcomes required for graduation. Credit/no credit only. Prerequisite(s): instructor consent. Corequisite(s): MIE 499.

MIE 493 ~ International Comparative Management ~ 4 credits

This course focuses on differences and similarities between management concepts and practices across the cultures and geographic boundaries; the role and impact of multinational corporations (MNCs) on global economy; cultural influences and impacts on global management practices; comparative leadership studies; global competitive strategies; intercultural communication; political risks analyses; negotiations; human resources development across the cultures; labor relations; and ethics and social responsibility. Prerequisite(s): MIE 305, two MIE upper-division electives, and instructor consent.

MIE 495 ~ Special Topics: Practicum in Managerial and International Entrepreneurship ~ 1-4 credits

The Practicum provides students a practical opportunity to apply—as a team with faculty members—the entrepreneurial concepts, principles and practices they have learned in the classroom in a real world organizational context. Prerequisite(s): MIE 305-309 and instructor consent.

MIE 498 ~ Internship ~ 4 credits

Internship under the direction of a faculty member. Faculty will assist students in clarifying internship objectives, identifying candidate organizations within which to conduct an internship, and structuring and negotiating internship agreements. They also will act as hands-on mentors throughout the internship. As a matter of Institute policy, except in highly unusual situations, only paid internships are accepted. The student must prepare an internship proposal approved by the appropriate faculty member prior to registration. Prerequisite(s): MIE 305-309 and instructor consent.

MIE 499 ~ MIE Senior Capstone ~ 4 credits

Capstone course integrating all MIE 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. Prerequisite(s): MIE 300, 304-309, 8 units of MIE upper-division electives, and instructor consent. Corequisite(s): MIE 490.

MIE 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. Prerequisite(s): MIE 308; instructor consent for non-MIE majors.

MIE 595 ~ Special Topics: Graduate ~ 1-6 credits

Contact the academic program office for further information. Prerequisite(s): bachelor degree and instructor consent.

MIE 597 ~ Independent Study—Graduate Level ~ 4 credits

Graduate level independent study under the direction of a faculty member. The student must prepare a study proposal approved by the appropriate faculty member and graduate advisor prior to registration. Prerequisite(s): bachelor degree and instructor consent.

MIE 600 ~ Graduate ProSeminar ~ 4 credits

Introduction to e-commerce, information technology, and research methodology. See also CST 600. Prerequisite(s): instructor consent.

MIE 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. See also CST 610. Prerequisite(s): instructor consent.

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MIE 640 ~ Electronic Commerce: System Management and Strategy ~ 4 credits

Analysis of electronic commerce systems and technologies with the strategic needs of system administrator and management. Focuses on analysis and assessment of technologies, their potentialities and impact on electronic commerce, and the development of methodological tools. See also CST 640.

Prerequisite(s): instructor consent.

MIE 650 ~ Electronic Commerce: Business Models and Strategies ~ 4 credits

As businesses invest in the commercialization of the 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 focuses on the marketing issues surrounding commercialization of computer-mediated environments (CMEs) like the Web and other emerging electronic media. See also CST 650.

Prerequisite(s): instructor consent.

MIE 651 ~ Venture Formation and Financial Strategy ~ 4 credits

Examines venture formation and growth following completion of a business plan. Focuses on ongoing marketing, decision making, and accounting and financial management. Students examine startup and growth management issues faced by real-life ventures and meet with entrepreneurs, small business lawyers, and accountants, and investors. Students also receive assistance in approaching potential sources of capital and other resources. See also CST 651.

Prerequisite(s): instructor consent.

MIE 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. See also CST 655.

Prerequisite(s): instructor consent.

MIE 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. See also CST 660.

Prerequisite(s): instructor consent.

MIE 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. See also CST 670.

Prerequisite(s): instructor consent.

MIE 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. See also CST 690.

Prerequisite(s): instructor consent.

MIE 700 ~ 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. See also CST 700.

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 fall semesters.

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 alternate spring semesters.

Prerequisite(s): upper-division college vertebrate zoology, or instructor consent.

MLML 503 recommended.

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 semesters.

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 semesters.

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 spring semesters.

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 semesters.

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 semesters.
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 semesters.
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 alternate spring semesters.
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, sub-sampling, 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 alternate fall semesters.
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 on demand.
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.

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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. Offered alternate spring semesters.
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 semesters.
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 spring semesters.
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.

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 spring and fall semesters. Prerequisite(s): graduate standing and instructor consent.

MPA 100 ~ Introduction to Music - 1 ~ 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 (this course is taught only during fall semesters).

MPA 101 ~ Musicianship and Theory - 1 ~ 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.

MPA 102 ~ Musicianship and Theory - 2 ~ 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.
Prerequisite(s): MPA 101; students who wish to take this course and have not taken MPA 101 should consult the instructor.

MPA 121 ~ Introduction to Modern Dance 1 ~ 1 credit

Explores modern dance based on Laban Movement Analysis. Focuses on principals of movement, personal expression, and creative exploration. Includes floor work to build inner awareness and fundamental understanding of body mechanics, standing technique to build strength, range of motion, and a vocabulary for movement to build coordination, musicality, use of space, and phrasing.

MPA 122 ~ Beginning Ballet ~ 1 credit

Assumes that the student has no prior knowledge of ballet. Explores the fundamentals of ballet including alignment, turn out, breathing, and balancing of strength and flexibility. Ballet vocabulary will be introduced and there will be a focus on coordination, movement quality, and self-expression.

MPA 123 ~ Advanced Beginning Ballet ~ 1 credit

Assumes that the student has some knowledge of ballet. Classes will continue to practice the fundamentals of ballet including: alignment, turn out, breathing and balancing of strength and flexibility. A methodical progression of ballet vocabulary will continue to be developed. There will be an increased focus on coordination, movement quality, and musicality and self-expression.

MPA 124 ~ Introduction to Modern Dance 2 ~ 1 credit

Builds upon the material covered in Introduction to Modern Dance I. Floor work, standing technique, and movement across the floor require increased physical capacity and more complex sequences of movement. Creative exploration develops from an improvisation base to include introduction to choreographic process.

MPA 196 ~ Field Studies ~ 1-6 credits

Individualizes student placement for field study as related to music and performing arts.
Prerequisite(s): Instructor consent.

MPA 197 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

MPA 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.

MPA 226 ~ Beginning Movement and Theatre Design ~ 3 credits

Designed for students interested in an introductory study in movement with emphasis in integrating relating arts. Combines movement learning with studio experiences in the integration of dance, music, drama and literature. The projects resulting from this course provide learning experiences in the arts and humanities.

MPA 227 ~ Jazz Dance 1 ~ 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.

MPA 228 ~ Jazz Dance 2 ~ 1 credit

Continues the study of jazz dance techniques at an advanced level.
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.

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.

MPA 301 ~ Music for Children ~ 4 credits

Provides an overview of musical materials, concepts, and skills appropriate for teaching music in elementary school classrooms. Teaches music fundamentals with the applied development of basic skills on such instruments as guitar and piano.
Prerequisite(s): upper-division students preparing for a career in elementary education.

MPA 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.

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.

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.
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.

MPA 310 ~ Gospel Choir ~ 2 credits

Studies the performance, practice, and historical evolution of contemporary Gospel music in America via the performance medium.

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.

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.

MPA 330 ~ Voice Training ~ 2 credits

Studies the basic techniques of tone production, breathing, and related skills in interpreting vocal music of various periods and styles. May be repeated for up to four semesters.

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.

MPA 340 ~ Music Production and Artistic Development ~ 2 credits

To provide band and solo artists an opportunity to develop their sound, song writing, production skills, stage presence and other assets required to be successful in the music business. Students will be required to record and produce.

MPA 350 ~ Performing Big Band ~ 1 credit

Emphasizes the study, rehearsal, and preparation of professional level materials for performance for the large jazz ensemble. Includes classic pieces from historical jazz to contemporary developments in the jazz form. Includes performances at collegiate jazz festivals throughout California. May be repeated for credit.
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.

MPA 390 ~ Musical Theater Production ~ 4 credits

This is a course where students will be a part of and participate in a fullscale musical production. There will be open auditions for all roles and technical crew.
Prerequisite(s): instructor consent.

MPA 395 ~ Special Topics ~ 1-6 credits

Studies a particular topic in the music and performing arts major. May be repeated for credit when topics vary.
Prerequisite(s): instructor consent.

MPA 397 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

MPA 399S ~ Service Learning ~ 2 credits

Focuses on the development of performance and/or administrative skills while working with community organizations. Students work on community projects geared to the production of a live performance.
Prerequisite(s): instructor consent.

MPA 410 ~ Instrumental Music ~ 1 credit

Studies the fundamentals in the playing of a musical instrument such as guitar, piano, saxophone, or flute. Note: May be required to provide an audition or tape of performance.
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.
Prerequisite(s): ability to read music or knowledge of music and consent of advisor or director of institute for MPA.

MPA 497 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

Course Descriptions

MPA 498 ~ American Musical Theatre ~ 4 credits

The study of American musical theatre from the early 1900's to present. Scene performance required. Prerequisite(s): Instructor consent.

MPA 499 ~ Directed Experiences in Music ~ 1-3 credits

Students conduct directed research, observation, or experience in a specific area of music concentration. May be repeated for a total of six credits. Prerequisite(s): advisor and supervising instructor consent.

MPA 595 ~ Special Topics ~ 4 credits

Studies a particular topic in the music and performing arts major. May be repeated for credit when topics vary. Prerequisite(s): instructor consent.

MPA 596 ~ Field Research Methods ~ 1-6 credits

Focuses on the basic techniques of oral history collection and preservation. Includes instruction in developing research plans, interview techniques, operation of recording equipment, and archival procedures. Prerequisite(s): upper-division or graduate standing, and instructor consent.

MPA 597 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and number of credits. Prerequisite(s): instructor consent.

MPA 632 ~ Integrating the Arts into the Classroom ~ 4 credits

This course is designed to be team-taught by specialists such as a musician, an artist, and a dramatist with special focus on an interdisciplinary approach to extending arts across the curriculum. Students will learn to use and develop theater, mime, roleplaying, dramatics, music, visual art, and movement as vehicles for the development of instruction. They will integrate the arts as a natural base for instruction and develop public presentation skills which focus on diverse audiences. Prerequisite(s): instructor consent.

PORT 101 ~ Beginning Portuguese 1 ~ 4 credits

Introduces Portuguese emphasizing the development of oral and aural skills; and the fundamentals of grammar, speaking, reading, and pronunciation using laboratory practice.

PROS 95 ~ Writing Workshop ~ 2 credits

Provides support for students with low English Placement Test (EPT) scores. Provides assignments, guidance, and feedback to strengthen writing skills. ASAP tutors are available to guide peer study groups. Required course for students with EPT scores less than 150 who do not enroll in ASAP 100, or do not pass ASAP 100 or ProSeminar 100. Other students are welcome to register, but first priority will be given to those needing to meet the EPT requirement. (Note: course units do not count toward graduation.)

PROS 100 ~ ProSeminar 1: Foundations for Lifelong Learning ~ 4-6 credits

Provides an introduction to academic life at CSUMB and a foundation to learning as a lifelong process. Students develop an individualized learning plan by identifying the knowledge, skills, and abilities they will need to meet their personal, social, academic, and professional goals. The course establishes learning communities for ongoing advising and academic support. Required for all entering first-year students and transfers with 29 or fewer semester units.

SBSC 100 ~ Introduction to Archaeology and Physical 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.

SBSC 105 ~ Introduction to Psychology ~ 4 credits

Designed to provide students with an introductory level understanding and appreciation of the psychological approach to human behavior, thought, and action; and to provide the basic conceptual framework necessary for studying the cognitive, emotional, and social aspects of human activity.

SBSC 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.

SBSC 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.

SBSC 195 ~ Special Topics ~ 1-6 credits

Student and faculty member select lower division topics of study and the total number of credit hours. Prerequisite(s): instructor consent.

SBSC 197 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and total number of credit hours. Prerequisite(s): instructor consent.

SBSC 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.

SBSC 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.

SBSC 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. Prerequisite(s): PROS 100

SBSC 218 ~ 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.

SBSC 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.

SBSC 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.

SBSC 227S ~ Introduction to Geographic Information Systems (GIS) Service Learning ~ 4 credits

Introduces basic concepts and applications of Geographic Information Systems (GIS) such as GIS data input, raster and vector data management, spatial relationships, analysis, and Web-based GIS. Students apply GIS technology in real world projects and complete a contracted number of off-campus service hours with the sponsoring agency. Upon successful completion of the course, students will earn a nationally recognized GIS certificate in ArcGIS software.

SBSC 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.

SBSC 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.

SBSC 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.

SBSC 248 ~ Ancient Maya Civilization ~ 4 credits

Examines the social, cultural, economic, political, and religious underpinnings of the Maya dynastic tradition in comparative and cross-cultural terms and from the perspective of landmark archaeological projects and glyphic interpretations. Studies their respective significance in deciphering the larger Maya life. Uses virtual software-based glyphic translation and astronomical and calendrical correlation programs to probe the literary, artistic, and historical traditions of texts and monuments.

SBSC 252 ~ World Regional Geography: Culture, Society, and Space ~ 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.

SBSC 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.

SBSC 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.

SBSC 261 ~ Archaeology Projects Lab ~ 2-4 units

Required for all students participating in the SBSC 260S/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.

SBSC 281 ~ Vietnam and the United States: Political Economy and Social History since 1880 ~ 4 units

Provides comparative historical analysis of society, political economy, and culture in the U.S. and Viet Nam since 1880. 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.

SBSC 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.

SBSC 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.

SBSC 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.

SBSC 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.

SBSC 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.

SBSC 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.

SBSC 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.

SBSC 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.

SBSC 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.

SBSC 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. Corequisite(s): SBSC 300.

SBSC 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.

SBSC 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.

Course Descriptions

SBSC 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.

SBSC 315 ~ Growth and Conflict in the U.S. 1776-1919 ~ 4 credits

Examines the development of government institutions and U.S. economic expansion up to the end of World War I from the perspectives of people of color, immigrants, women, and the working class. Students read slave narratives, immigrant memoirs, women's diaries, American Indian accounts of U. S. expansion, and testimony from industrial workers. Emphasizes using these histories to understand pressing 21st-century issues.

SBSC 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.

SBSC 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.

SBSC 325 ~ Art of the Aztec Empire ~ 4 credits

The Aztec, or Aztlaneca Mexico, 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.

SBSC 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 relationships, analysis, and Web-based GIS. Upon successful completion of the course, students will earn a nationally recognized GIS certificate in ArcView software.

SBSC 327S~ Introduction to Geographic Information Systems (GIS) Service Learning ~ 4 credits

Introduces basic concepts and applications of Geographic Information Systems (GIS) such as GIS data input, raster and vector data management, spatial relationships, analysis, and Web-based GIS. Students will apply GIS technology in real world projects and complete a contracted number of off-campus service hours with the sponsoring agency. Upon successful completion of the course, students will earn a nationally recognized GIS certificate in ArcGIS software.

SBSC 328 ~ Advanced Theoretical Applications in The Social Sciences ~ 4 units

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.

Prerequisite(s): SBSC 300 recommended.

SBSC 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.

SBSC 331 ~ 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.

SBSC 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.

SBSC 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 inquires into economic issues affecting the lives of children, women, and men.

SBSC 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.

SBSC 336 ~ Advanced Topics in Cultural Anthropology ~ 4 units

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.

SBSC 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. Prerequisite(s): instructor consent.

SBSC 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. Social psychology allows the social scientist to "marry" theories and methods that view the Self and society as intrinsic to each other. Students experience a set of tasks that allow them to discover the "role of the other." Offered both in-class and online.

SBSC 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.

SBSC 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.

SBSC 348 ~ Ancient Maya Civilization ~ 4 credits

Examines the social, cultural, economic, political, and religious underpinnings of the Maya dynastic tradition in comparative and cross-cultural terms and from the perspective of landmark archaeological projects and glyphic interpretations. Studies their respective significance in deciphering the larger Maya life. Uses virtual software-based glyphic translation and astronomical and calendrical correlation programs to probe the literary, artistic, and historical traditions of texts and monuments.

SBSC 350 ~ Domination and Resistance in the Americas: Social Histories ~ 4 credits

Applies Critical Race Theory, Critical Ecological Feminism, Queer Theory, and Subaltern Studies to the study of legal traditions and systems of social power in the Americas since European contact. Explores conquests, colonial power, imperialism, and resistance to domination emphasizing struggles over land and resources. Prerequisite(s): HCOM 211 or equivalent.

SBSC 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, global production structure, division of labor by gender, income distribution, poverty, sustainable development to examine the usefulness of theory in explaining real-life events, and their implications in developed and developing countries. Integrates scientific method with ethical considerations and contemporary case studies. Corequisite(s): SBSC 351L.

SBSC 351L ~ Introduction to Global Economics: Ethical and Scientific Decision Making Processes Lab ~ 2 credits

Corequisite(s): SBSC 351.

SBSC 352 ~ World Regional Geography: Culture, Society, and Space ~ 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.

SBSC 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.

SBSC 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, from 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.

SBSC 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.

SBSC 361 ~ Archaeology Projects Lab ~ 2-4 units

Required for all students participating in the SBSC 260s/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.

SBSC 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.

SBSC 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.

SBSC 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.

SBSC 366 ~ Research Methods and Data Analysis ~ 4 credits

Covers both quantitative and qualitative research methods including research design, data collection, analyses, and the communication of findings. 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.

SBSC 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.

SBSC 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.

Prerequisite(s): instructor consent.

SBSC 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.

SBSC 374 ~ Abnormal Psychology from a Multicultural Perspective ~ 4 credits

Covers a spectrum of 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.

SBSC 381 ~ Vietnam and the United States: Political Economy and Social History since 1880 ~ 4 units

Provides comparative historical analysis of society, political economy, and culture in the U.S. and Viet Nam since 1880. 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.

SBSC 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.

SBSC 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.

SBSC 385 ~ Social and Environmental History of California ~ 4 credits

Applies theories of race, ethnicity, gender, class, and qualitative methodologies to study historical relationships between the human and nonhuman worlds of California. Focuses on past and present human societies and their respective relationships to the land. Explores the ways in which history can aid in understanding present-day policy issues. Prerequisite(s): instructor consent.

Course Descriptions

SBSC 395 ~ Special Topics ~ 1-6 credits

Student and faculty member select upper-division topics of study and total number of credit hours.
Prerequisite(s): instructor consent.

SBSC 397 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and total number of credit hours.
Prerequisite(s): instructor consent.

SBSC 397S ~ Independent Study Service Learning ~ 1-6 credits

Student and faculty member select topic of study and number of credit hours.
Prerequisite(s): instructor consent.

SBSC 400 ~ Senior Capstone Seminar: Social and Behavioral Sciences I ~ 2 credits

Intended for students seeking specialty tracks in the individual disciplines and allied fields that comprise the social and behavioral sciences.
Prerequisite(s): SBSC 300, SBSC 308, and SBSC 309.
Corequisite(s): SBSC 401.

SBSC 400S ~ Senior Capstone Seminar: Social and Behavioral Sciences/ Service Learning I ~ 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.
Prerequisite(s): preapproved Individualized Learning Plan and/or Capstone proposal, SBSC 300, SBSC 308, SBSC 309.
Corequisite(s): SBSC 401

SBSC 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.
Corequisite(s): SBSC 400 or SBSC 400S.

SBSC 402 ~ Senior Capstone Seminar: Social and Behavioral Sciences II ~ 2 credits

Intended for students seeking specialty tracks in the individual disciplines and allied fields that comprise the social and behavioral sciences.
Prerequisite(s): SBSC 300, SBSC 308, and SBSC 309.
Corequisite(s): SBSC 403

SBSC 402S ~ Senior Capstone Seminar: Social and Behavioral Sciences/Service Learning II ~ 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.
Prerequisite(s): SBSC 300, SBSC 308, and SBSC 309; preapproved Individualized Learning Plan and/or Capstone proposal.
Corequisite(s): SBSC 403

SBSC 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.
Corequisite(s): SBSC 402 or SBSC 402S.

SBSC 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.
Prerequisite(s): SBSC 300 SBSC 302, SBSC 308, and SBSC 309; pre-approved Individualized Learning Plan and Senior Capstone project proposal on file.

SBSC 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.
Prerequisite(s): SBSC 327S or SBSC 371.

SBSC 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.

SBSC 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.

SBSC 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.

SBSC 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, intergovernmental fiscal relations, and monetary and fiscal policy.

SBSC 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.

SBSC 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.

SBSC 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.

SBSC 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.

SBSC 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.

SBSC 495 ~ Special Topics in 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.
Prerequisite(s): SBSC 327S or SBSC 436.

SBSC 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.

SBSC 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.

SBSC 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.

SBSC 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, intergovernmental fiscal relations, and monetary and fiscal policy.

SBSC 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.

SBSC 597 ~ Independent Study ~ 1-6 credits

Student and faculty member select topic of study and total number of credit hours. Prerequisite(s): instructor consent.

SBSC 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.

SL 200S ~ Introduction to Service Learning in Multicultural Communities ~ 4 credits

Seeks to foster the development of self-reflective, culturally aware, and responsive community participants. Students gain hands-on experience, knowledge, and skills about local communities and community organizations. Students learn how to work with communities sensitively, and to participate in multicultural community service settings. Requires a minimum of 30 hours of community service work, in addition to class time, during the semester. Each section has a specific service theme. See current course schedule for details.

SL 201S ~ Introduction to Service Learning in Multicultural Communities—After-School Recreation ~ 4 credits

Fosters the development of self-reflective, culturally aware, and responsive community participants. Students gain hands-on experience, knowledge, and skills about after-school programs and local communities. Students learn how to work with communities sensitively and to participate in multicultural after-school service settings. The focus of the service is recreation activities. Corequisite(s): SL 201LS

SL 201LS ~ After-School Programs Service Learning Lab: Recreation ~ 0 credits

Required lab for SL 201S. Students participate in after-school recreation programs for a minimum of 30 hours. Corequisite(s): SL 201S

SL 202S ~ Introduction to Service Learning in Multicultural Communities—After School The Arts ~ 4 credits

Fosters the development of self-reflective, culturally aware, and responsive community participants. Students gain hands-on experience, knowledge, and skills about after-school programs and local communities. Students learn how to work with communities sensitively, and to participate in multicultural after-school service settings. The focus of the service is music, art, and drama activities. Corequisite(s): SL 202LS

SL 202LS ~ After-School Programs Service Learning Lab: The Arts ~ 0 credits

Required lab for SL 201S. Students will participate in after-school music, art, and drama programs for a minimum of 30 hours. Corequisite(s): SL 202S

SL 203S ~ Introduction to Service Learning in Multicultural Communities—After-School Science/Math ~ 4 credits

Fosters the development of self-reflective, culturally aware, and responsive community participants. Students gain hands-on experience, knowledge, and skills about after-school programs and local communities. Students learn how to work with communities sensitively, and to participate in multicultural after-school service settings. The focus of the service is math and science activities. Corequisite(s): SL 203LS

SL 203LS ~ After-School Programs Service Learning Lab: Science/Math ~ 0 credits

Required lab for SL 203S. Students will participate in after school math and science programs for a minimum of 30 hours. Corequisite(s): SL 203S

SL 295S ~ Service Learning Special Topics: Staff America Reads ~ 2 credits

Provides a structured opportunity for CSUMB staff and faculty to tutor elementary school children in reading as part of the America Reads Challenge. All participants are involved in direct one-on-one tutoring at local elementary schools and participate in a weekly class meeting to reflect on their experiences as tutors with regard to issues of diversity, justice, compassion, and social responsibility.

SL 300S ~ Service Learning Leadership Development ~ 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 pedagogy. Requires completion of a service learning action project and commitment to serve as a University Service Advocate for at least one semester. Prerequisite(s): successful completion of at least one service learning experience, and instructor consent.

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. Prerequisite(s): participation in the Precollegiate Academic Development (PAD) Program, or PAD coordinator consent.

SL 394S ~ Service Learning Pedagogy & Partnership Support ~ 1-4 credits

Provides hands-on experience in practicing skills developed in SL 300S (or Summer of Service Leadership Academy). Students work closely with service learning faculty members, community partners, other students, and staff to develop and facilitate meaningful service learning experiences. Students meet weekly to receive support, training, and development opportunities regarding best practices in service learning. Course requires a community service placement or project. Prerequisite(s): successful completion of the Summer of Service Leadership Academy or SL 300, and instructor consent.

SL 491S ~ 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.

SL 492S ~ 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. Prerequisite(s): instructor consent.

SL 497S ~ 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. Prerequisite(s): instructor consent.

Course Descriptions

SPAN 101 ~ Beginning Spanish I ~ 4 credits

Introduces Spanish emphasizing the development of oral and aural skills; and the fundamentals of grammar, speaking, reading, and pronunciation using laboratory practice.

SPAN 102 ~ Beginning Spanish II ~ 4 credits

Continues the study of Spanish emphasizing the development of oral and aural skills; and the fundamentals of grammar, speaking, reading, and pronunciation using laboratory practice.

Prerequisite(s): SPAN 101 or equivalent, or instructor consent.

SPAN 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.

SPAN 195 ~ Special Topics ~ 1-6 credits

Studies a particular topic in Hispanic language and/or culture.

Prerequisite(s): instructor consent.

SPAN 196 ~ Field Studies ~ 1-6 credits

Opportunity for independent field studies.

Prerequisite(s): instructor consent.

SPAN 197 ~ Independent Study ~ 1-6 credits

Allows lower-division students to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research. Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

SPAN 200 ~ Beginning Spanish Conversation ~ 4 credits

Introduces Spanish conversation to support, develop, and strengthen skills in Spanish oral communication. Implements extensive speaking practice using everyday experiences.

Prerequisite(s): SPAN 102.

SPAN 200S ~ Beginning Spanish Conversation 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.

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.

Prerequisite(s): SPAN 102 or equivalent, or instructor consent.

SPAN 202 ~ Intermediate Spanish II ~ 4 credits

Continues to develop the fundamentals of Spanish grammar. Emphasizes the development of speaking, listening, reading, and writing skills by studying and discussing short reading selections.

Prerequisite(s): SPAN 201 or equivalent, or instructor consent.

SPAN 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.

SPAN 212 ~ Spanish for Spanish Speakers I ~ 4 credits

For heritage speakers who have an oral/aural knowledge of the Spanish language. Conducted in Spanish, the course emphasizes the enhancement of Spanish grammar, reading, and writing skills via intensive reading, written, and oral presentations on Latino culture and literature.

Prerequisite(s): oral/aural fluency in Spanish or instructor consent.

SPAN 213 ~ Spanish for Spanish Speakers II ~ 4 credits

Continues to focus on developing the heritage speaker's reading, writing, and grammar skills. Conducted in Spanish, the course emphasizes the enhancement of advanced grammar and language skills via intensive reading and oral presentations on Latino culture and literature.

Prerequisite(s): SPAN 212 or instructor consent.

SPAN 261 ~ Contemporary Chicano Literature: A Survey ~ 4 credits

Surveys Chicano literature by introducing the principal genres of poetry, theater, the novel, the short story, and the essay. Introduces students to such writers as Rudolfo Anaya, Tomás Rivera, Sandra Cisneros, Ana Castillo, Ron Arias, José Antonio Burciaga, Luis Valdez, and Alurista. Prior knowledge of Spanish not required. Requires Spanish majors to do assignments in Spanish.

SPAN 301 ~ Spanish Composition and Oral Practice ~ 4 credits

Continues to build proficiency as defined by the ACTFL Proficiency Guidelines. Content-based instruction develops communicative language skills in listening, speaking, reading, and writing through readings and discussions of authentic Hispanic cultural and literary texts. For students with two or more years of Spanish or an intermediate level of Spanish language proficiency.

Prerequisite(s): SPAN 202 or equivalent.

SPAN 301S ~ Spanish Composition and Oral Practice Service Learning ~ 4 credits

Builds on the content of SPAN 301 where students enhance skills via extensive oral, reading, writing, and cultural presentation experience in Spanish.

Prerequisite(s): SPAN 202 or equivalent.

SPAN 302 ~ History and Phonetic Structure of the Spanish Language ~ 4 credits

Surveys the development of modern Castilian and Latin American Spanish, its evolution as a Romance language, the Roman period, Visigoth and Arab influences, Native American contributions, and its modern language diversity. Describes the phonology and morphology of modern Spanish. Recommended for students interested in teaching Spanish.

Prerequisite(s): SPAN 202 or instructor consent.

SPAN 303 ~ Advanced Spanish Grammar ~ 4 credits

Reviews all phases of communication skills with practice in understanding, speaking, and writing grammatically correct Spanish. Teaches specific components of Spanish grammar: the Spanish verbal system, the subjunctive, *ser* versus *estar*, and other problematic aspects of grammar. For students planning to teach Spanish.

Prerequisite(s): SPAN 202 or 213 or instructor consent.

SPAN 304 ~ Introduction to Hispanic Literatures ~ 4 credits

Conducted in Spanish, the course introduces the principles of literary analysis, based on reading and discussion of Hispanic literary texts. Includes fiction, drama, essay, and poetry from Spain and Spanish America.

Corequisite(s): SPAN 301 or instructor consent.

SPAN 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.

SPAN 306 ~ Cultures and Civilizations of Spanish-Speaking Latin America ~ 4 credits

Taught in Spanish, presents an historical and cultural overview of Hispanic Latin America from its pre-Columbian origins to the present through works of literature, art, music, and videos. Taught in Spanish.

Prerequisite(s): SPAN 202, SPAN 213, or instructor consent.

SPAN 307 ~ History and Politics of Mexico ~ 4 credits

Examines Mexico's history and its peoples from indigenous periods to the arrival of Europeans and Spanish colonization including the mission system and *rancherías* of California, New Mexico, and Colorado. Focuses on the independence movement and Mexico's relationship with the United States during westward expansion. Examines the 20th century by focusing on the Mexican Revolution and the factors which have resulted in continuous northern migration. Taught in English with Spanish readings for Spanish majors.

SPAN 308 ~ History and Culture of Aztlan: The Southwestern United States ~ 4 credits

Covers the story of indigenous peoples of the southwestern United States: Aztlan, the Spanish colonial period, the Mexican period, and the acquisition and settlement by the United States. Seeks the exposition of indigenous and Hispanic historical and cultural foundations of the region and the confluence with other Asian and European influences. Taught in English with Spanish readings for Spanish majors. Also available online.

SPAN 309 ~ History and Politics of Latin America ~ 4 credits

Surveys Latin American history focusing on the development of political and social structures since the independence movements of the 19th century. Emphasizes Latin phenomenon as caudillismo, indigenismo, the Church and liberation theology, and the revolutionary movements in the 20th century.

Prerequisite(s): upper-division status recommended or instructor consent.

SPAN 310 ~ Hispanic Children's Literature ~ 4 credits

Introduces Hispanic children's literature using fairy tales, poetry, essays, and drama. Presents the elements of children's narrative: characterization, setting, narrative structure and pictures, and drawings. Students practice working these basic elements in individual and collaborative group writing and reading exercises. Includes brief, written analytic responses.

Prerequisite(s): SPAN 202 or equivalent, or instructor consent.

SPAN 311 ~ U.S. Foreign Policy in the Pacific Rim and Third World Countries ~ 4 credits

Focuses on the success and/or failure of U.S. diplomatic and military interventions in such regions of the world as Central America, The Caribbean, and the Asia/Pacific region. Analyzes U.S. economic and diplomatic relations with Japan, Korea, China, Viet Nam, from a postbellum perspective. Examines the U.S. role during the 20th century revolutionary movements in Cuba, El Salvador, Nicaragua, and Guatemala. Taught in English.

Prerequisite(s): upper-division status or instructor consent recommended.

SPAN 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.

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.

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.

Prerequisite(s): ability to speak, read, and/or write in Spanish with relative ease.

SPAN 365 ~ The Chicano Novel ~ 4 credits

Focuses on the reading and analysis of selected Chicano writers whose novels have left a distinctive mark on Chicano literature. Emphasizes the understanding of Chicano cosmology (society, culture, behavior, values) through the literary texts. No prior knowledge of Spanish required. Requires Spanish majors to do assignments in Spanish. Also available online.

SPAN 370 ~ The Chicano Community ~ 4 credits

Examines the cultural, social, economic, and political aspects of the Chicano community in an historical and contemporary context. Incorporates field observation and community studies.

Prerequisite(s): upper-division status recommended.

SPAN 395 ~ Special Topics ~ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic center. May be repeated for credit when topics vary. Optional grading.

Prerequisite(s): SPAN major and upper-division standing.

SPAN 396 ~ Field Studies ~ 1-6 credits

Individualizes student placement for in-depth field study.

Prerequisite(s): WLC major and instructor consent.

SPAN 397 ~ Independent Study ~ 1-6 credits

Allows upper-division students to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research.

Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

SPAN 397S ~ Independent Study: Service Learning ~ 1-4 credits

Allows upper-division students to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research.

Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

SPAN 425 ~ La Literatura Mexicana ~ 4 credits

Exposes students to Mexican literature from its indigenous and Hispanic origins to its more contemporary expressions. Examines and discusses representative authors from all literary periods.

Prerequisite(s): SPAN 304 or instructor consent.

SPAN 426 ~ La Narrativa Hispanoamericana Contemporánea ~ 4 credits

Taught in Spanish, the course studies Spanish American writers of the 20th century by emphasizing short stories and novels from the last 50 years. Uses literary texts to gain an understanding of Latino cultures, societies, and values.

Prerequisite(s): SPAN 304 or instructor consent.

SPAN 427 ~ Latin American Women Writers ~ 4 credits

Taught in Spanish, the course focuses on reading and analyzing works from Latin American women writers. Examines fiction by and about women from varied sociocultural backgrounds to discover the diversity and the commonality of female experience in different geographical regions. Students examine the narrative strategies employed by these writers in interpreting social, political, cultural, and religious forces that create gender, class, and ethnic barriers in Latin American society.

Prerequisite(s): SPAN 304 or instructor consent.

SPAN 428 ~ La Literatura Afro-Latina ~ 4 credits

Exposes students to noteworthy poems and narratives by such 20th century writers as Fortunato Vizcarrondo, Luis Pales Matos, Carmen Colón, Manuel del Cabral, 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.

SPAN 497 ~ Independent Study ~ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic center. Student and faculty member select topic of study and number of credits.

Prerequisite(s): instructor consent.

SPAN 595 ~ Special Topics ~ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students must design a study proposal with appropriate faculty and obtain authorization from their academic center. May be repeated for credit when topics vary.

Prerequisite(s): WLC major and upper-division standing, instructor consent.

SPAN 596 ~ Field Studies ~ 1-6 credits

Individualizes student placement for in-depth field study.

Prerequisite(s): WLC major or instructor consent.

SPAN 597 ~ Independent Study ~ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic center. Student and faculty member select topic of study and number of credits.

Prerequisite(s): WLC major and instructor consent.

SPED 560 (Level I) ~ Mainstreaming the Exceptional Child ~ 3 credits

Provides participants with the required competencies to assist in teaching exceptional students, and information needed to meet federal and state mandates for serving children and youth with disabilities in schools. The course includes exploration of educational laws, IEP's, service delivery systems, modification of instructional methods, and assessment processes to support inclusion and mainstreaming of students with exceptionalities in regular education environments. Fulfills state requirement for clear credential and MA in Education.

SPED 560S (Level I) ~ Mainstreaming the Exceptional Child with Service Learning ~ 1 credit

Usually taken as a corequisite with SPED 560. When taken concurrently it applies towards the Master of Arts in Education.

SPED 561 (Level I) ~ Reading Diagnosis & Preferred Practices for Students with Learning Challenges ~ 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.

Course Descriptions

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SPED 562 (Level I) ~ Curriculum Development & Preferred Practices for Students with Learning Challenges ~ 3 credits

Based on current research which introduces important contemporary issues, such as the relationship between identification, assessment, and program planning for students with mild/moderate 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.

SPED 564 (Level I) ~ Formal & Informal Assessment for Diverse Student Population ~ 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.

SPED 565 (Level I) ~ Supervised Field Experiences in General Education ~ 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.

SPED 566 (Level I) ~ Behavioral 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.

SPED 567 (Level I) ~ Practicum/Professional Induction Planning ~ 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.

SPED 568 (Level I) ~ Methodologies for Culturally & Linguistically Diverse Students with Learning Challenges ~ 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.

SPED 680 (Level II) ~ Induction Plan/Professional Growth and Assessment for the Education Specialist ~ 2 credits

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.

SPED 681 (Level II) ~ Advanced Behavioral, Emotional, and Environmental Supports for Students with Challenges ~ 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.

SPED 682 (Level II) ~ Advanced Assessment and Curricula Instruction for Students with Learning Challenges ~ 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.

SPED 683 (Level II) ~ Advanced Collaboration and 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.

SPED 684 (Level II) ~ Current and Ongoing Research, Policy, and Practice in Special Education ~ 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.

SPED 685 (Level II) ~ Transition and Career Development for the Education Specialist ~ 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.

STAT 200 ~ Introduction to Statistics ~ 4 credits

Includes organization and classification of data, graphic representation, measures of central tendency and variability, percentiles, normal curves, standard scores, correlation and regression, introduction to statistical inference, and the use of microcomputers for statistical calculations. Prerequisite(s): satisfaction of the ELM requirement.

STAT 201 ~ Elementary Statistics: Descriptive Statistics ~ 1 credit

This is the first course in the modular series for elementary statistics (STAT 201, 202, 203). This beginning course introduces the elementary statistical procedures used by researchers in the behavioral, health and social science professions and other related disciplines. This course emphasizes the use of tables, graphs and elementary descriptive statistical applications. The course also introduces the student to the basic skills for using computers in statistical analyses. Prerequisite(s): satisfaction of the ELM requirement.

STAT 202 ~ Elementary Statistics: Probability Distributions and Inference ~ 2 credits

This is the second course in the modular series for elementary statistics. The course is designed to extend the student's depth of knowledge in elementary descriptive statistical analyses and introduces the student to concepts of variance, probability theory, and probability distributions, and hypothesis testing and statistical inference. Presentations explaining the theory and concepts of elementary statistical inference procedures are accompanied by intensive instruction in the applications of computer statistical software. Prerequisite(s): satisfaction of the ELM requirement; STAT 201 or an elementary statistics preparatory course.

STAT 203 ~ Elementary Statistics: Hypothesis Testing ~ 1 credit

This is the third course in the modular series for elementary statistics. The course is designed to extend the student's breadth and depth in parametric and nonparametric hypothesis testing methods. The course will emphasize hypothesis testing theory and strategy for one- and two-sample designs as well as introductory presentations in analysis of variance. Presentation of commonly used experimental models is accompanied by intensive instruction in the applications of advanced computer statistical software. Prerequisite(s): completion of STAT 201 and 202 or an elementary statistics course that is equivalent to the CSU General Education Breadth Area B4: Mathematics/Quantitative Reasoning requirement.

STAT 204 ~ Business Mathematics and Statistics ~ 4 credits

Designed to provide an overview of the basic mathematics skills and elementary statistical procedures used in business applications and applied research settings. Places special preparatory emphasis on the quantitative reasoning skills for entry to MIE 300 Major ProSeminar. Develops proficiency in the use of data in tables, graphs, and elementary descriptive statistical applications; linear correlation and regression models; probability theory and probability distributions; hypothesis testing and statistical inference; and computer techniques using software packages. Prerequisite(s): college algebra or MATH 110.

STAT 250 ~ Applied Statistics for Science and Technology ~ 4 credits

Provides the models and methods used in a career in technology, engineering, and natural and biological sciences. Emphasizes the use of tables, graphs, and elementary descriptive statistical applications. Introduces statistical inferences through parameter estimation and regression modeling. Introduces students to the basic skills for using computers in statistical analyses. This is the first course in statistics for CST and ESSP majors. Prerequisite(s): Calculus I or instructor consent.

STAT 300 ~ Intermediate Statistics ~ 4 credits

Includes statistical analysis at the intermediate level; chi-square, analysis of variance, correlation and regression, and topics in experimental design; use of microcomputers for statistical calculations. Prerequisite(s): elementary statistics or instructor consent.

STAT 301 ~ Mathematical Statistics ~ 4 credits

Probability models and statistical methods for analyzing data 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 302 ~ Statistical Literacy ~ 4 credits

This course is designed to promote statistical literacy across campus.

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, step-wise regression, analysis of variance (one way and two way), multiple comparisons, random and fixed effects models, residual analysis, and computing packages.
Prerequisite(s): STAT 200 and STAT 301, or instructor consent.

STAT 597 ~ Independent Study Graduate Level ~ 1-6 credits

Student and faculty member select topic of study and number of credits.
Prerequisite(s): instructor consent.

TAT 222 ~ Funny Business! Animation for the TV Generation ~ 4 credits

Introduces the origins, history, production techniques, art, and commerce of animation, from the earliest motion picture cartoons to 21st century digital graphics, special effects, Webtoons, and virtual reality environments. Explores historical and international perspectives, as well as the social, cultural, and political utilizations of the medium as a serious—and often hilarious—means of creative expression. Outcomes focus on the development of critical-thinking skills as well as oral and written expression.

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 all TAT majors assisting them in acquiring the understanding of and requirements in the TAT major needed for successful graduation. Also focuses on the ethical implications of various teledramatic fields, including future career courses and their implications, advertising, fundraising, 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 302 ~ Fundamentals of Film and Video Editing ~ 4 credits

Teaches the fundamentals of film and video editing. Examines the principles and art of editing techniques as they are used to advance story development. Includes training in off-line linear video editing systems.
Prerequisite(s): CST 101 and TAT 337, or instructor consent.

TAT 307 ~ Fundamentals in Digital Audio ~ 4 credits

Students produce a CD-ROM using CD and DAT standards, sound file formatting/editing tools, and embedded sound in video (QuickTime, AVI, and PC). They explore sound cards, direct-to-disk recording, digital signal processing/editing, three-dimensional sound technologies, and audio compression methods.
Prerequisite(s): TAT 337.

TAT 310 ~ Fundamentals of Production Sound ~ 4 credits

Studies how sound is captured, recorded, manipulated, and edited into final form across a broad range of media disciplines: from film sound to broadcast video and Internet audio.
Prerequisite(s): TAT 337.

TAT 311 ~ Teledramatic History I ~ 4 credits

History of storytelling from the origins of theatre, film, radio, and television broadcast, to the development of new media. Survey of major historical events, artists, and genres, and their inter-relationship with technological, historical and social change. (First part of a two-semester sequence along with TAT 312.)

TAT 312 ~ Teledramatic History II ~ 4 credits

History of storytelling through development of theatre, film, radio, and television broadcast, to the contemporary impact of new media. Survey of major historical developments (events, artists, genres) and their interrelationship with technological, historical, and social change. (Second part of a two-semester sequence along with TAT 311.)

TAT 314 ~ Critical Studies in Teledramatics ~ 4 credits

Survey course in visual and written teledramatic works. Analysis and criticism of rotating topics including Performance Theory, Experimental Film and Video, Art and Commercial Media, Women and Performance, and The Role of Media in Emerging Nations and Cultures.

TAT 315 ~ Introduction to Design for TAT ~ 4 credits

Introduction to set design, production design, and art direction. Aesthetic principles and basic visualization techniques for theatre, television/video, film and new media, including visual conceptualizing, storyboarding, and spatial design communication.

TAT 320 ~ Introduction to New Media ~ 4 credits

Introduces the basic theory, concepts, and practice of new media narrative production. Students learn narrative principles and technical application of interactivity and media design.
Prerequisite(s): CST 201.

TAT 321 ~ New Media Production ~ 4 credits

Focuses on selected aspects of new media production, emphasizing the skills, tools and techniques of webcasting. Students develop aesthetic and technical skills of producing audio/video content for Internet-based, new media narratives. Includes demonstrations of new media work; readings on media theory, history, aesthetics, practice, and ethics; and investigation into issues related to the emergence of new media, such as the societal impact of cyberculture and interactive digital storytelling.
Prerequisite(s): TAT 320.

TAT 330 ~ Introduction to Storytelling ~ 4 credits

Teaches the fundamentals of telling a good story and how to apply those skills to the storytelling mediums of theatre, film, video/TV, radio, and new media. Students will explore different story forms using sound, images, and text, and will investigate such critical storytelling components as character, plot, action, theme, metaphor, dramatic structure, spectacle, language, rhythm, and target audience.

TAT 332S ~ Teledramatic Arts and Technology for Teaching Service Learning ~ 4 credits

This service learning course introduces teledramatic principles and tools into classroom education to help teachers of young people make learning more creative, alive, interactive, and fun for their students. Using theatre games, improvisations, story dramatizations, and creative dramatics, students build collaborative groups and stretch both their imaginations and their problem-solving skills. Future arts educators gain the tools to produce, write, direct, act, design, and present teledramatic works for children.

TAT 333 ~ World Film History I: The Early Years ~ 4 credits

Offers a global historical overview of story content, film production techniques, audience, and distribution, focusing on the early years of film history (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 global equity.

TAT 334 ~ Introduction to Teledramatic Arts ~ 4 credits

Defines TAT's teledramatic philosophies and concepts, and provides examples of teledramatic creative processes and artistic works as well as career opportunities in the professional fields of entertainment and global communication. The gateway to understanding the innovations of TAT and its unique, integrated training in its five storytelling mediums: theatre, film, video/TV, radio, and new media.

TAT 335 ~ TAT Technical Lab ~ 4 credits

Provides opportunities for advanced TAT majors to research and develop teledramatic concepts and programming.
Prerequisite(s): instructor permission.

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TAT 336 ~ World Film History II: Contemporary Era ~ 4 credits

Offers a global historical overview of story content, film production techniques, audience, and distribution, focusing on the contemporary era of film history (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 global equity.

TAT 337 ~ Introduction to Video/TV Production ~ 4 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, editing, and distribution, culminating in actual video/TV production.

TAT 338 ~ Introduction to Radio: History, Programming, and Internet Streaming ~ 4 credits

Introduces the history, theory, and practice of both broadcast and Internet radio in today's global society. It includes the study of the history, the uses, and current status of radio and Internet audio throughout the world. Students learn the basics of audio production, including field and studio production, nonlinear editing, research, and interviewing skills.

TAT 339 ~ Advanced Video Production ~ 4 credits

A hands-on, real world, project-based course in advanced video production. Provides Betacam-SP certification. Emphasis on shooting video, but will also touch upon all aspects of video production, including scripting PSAs and pitching concepts and ideas. PSAs will be chosen and produced. Final projects involve the creation of demo tapes and preparation of resumes. Prerequisite(s): TAT 202 and TAT 337.

TAT 340 ~ Script Writing ~ 4 credits

An overview of the script writing process, focusing on the basics of dramatic writing which can be applied to the mediums 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). Highlights preparation for documentary, narrative screenwriting, feature length and short film formats, and stage plays. Requires extensive reading and creative writing. Prerequisite(s): TAT 330 and TAT 334, or instructor consent.

TAT 341 ~ Directing for the Camera ~ 4 credits

Teaches the tools of the 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 and practice techniques for working with actors on camera and organizing the production from the preproduction phase to post-production. Prerequisite(s): TAT 337 or TAT 374.

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, and research assignments, as well as hands-on exploration of each student's theatrical imagination.

TAT 351 ~ Voice Production and Speech for the Teledramatic Actor ~ 4 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.

TAT 352 ~ Theatre as Social Action ~ 4 credits

A lecture/demonstration course featuring some of the world's most 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. Provides living examples of the wide range of possibilities in the "Theatre of Social Action" which entertains, instructs, and catalyzes change. Students will also be asked to research, improvise and perform their own theatre as social action scenes.

TAT 355 ~ The Actor's Process ~ 4 credits

Provides a fundamental understanding of the practical aspects of what acting is. 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. This class is 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: Avid Xpress ~ 4 credits

Students learn digital nonlinear editing, an overview of Media Log, and the concepts of digitizing, editing, and outputting material on the Avid Xpress system. Students practice on this editing tool through three exercises with graduating degrees of difficulty. Prerequisite(s): TAT 302 or instructor consent.

TAT 374 ~ Introduction to Film Production ~ 4 credits

Students learn how to work with 16mm motion picture film, including how to operate a professional synch sound 16 camera, film lighting, and film editing. Students write, shoot, and edit several short films during the semester. Prerequisite(s): TAT 337, or instructor consent.

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. Prerequisite(s): TAT 340 and TAT 374, or instructor consent.

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, and then produce a short documentary on video. Prerequisite(s): TAT 337.

TAT 380 ~ TAT Creative Lab ~ 4 credits

Project-driven course develops and researches programming based on teledramatic concepts, and investigates the integration of cross-disciplinary media: theatre, film, broadcast television, radio, drama, and Internet video. Prerequisite(s): TAT 320 or instructor consent.

TAT 384S ~ Radio Production and Streaming Audio Service Learning ~ 4 credits

Radio/audio production, as well as broadcast and Internet distribution. Students work on live music and talk shows, and do field recording and nonlinear post-production editing. Students learn the technologies of both broadcast radio and Internet streaming, and work with local community organizations in the development and distribution of their radio/audio productions. Prerequisite(s): TAT 338 or instructor consent.

TAT 388 ~ Advanced Radio Production and Internet Streaming ~ 4 credits

Hands-on course involving students in audio productions that are broadcast and/or cybrcast. These include live studio talk shows, live music programs, radio theatre, and weekly programs that the students DJ. Students learn field and studio production, nonlinear editing, on-air vocal techniques, and radio administration. Prerequisite(s): TAT 338.

TAT 390 ~ Introduction to Theatre Production—Acting ~ 4 credits

For actors performing in full-scale, professionally directed plays on the World Theatre stage, student theatrical productions, staged readings, and smaller teledramatic projects. Prerequisite(s): audition.

TAT 391 ~ Introduction to Technical Theatre Production and Producing ~ 4 credits

Provides the technical and production support for the professionally directed plays, student productions, staged readings, and smaller teledramatic projects produced by the TAT Institute. Involves hands-on experience in set design and construction, lighting design, props, makeup, sound design, crewing shows as stage hands, stage management, production assisting, production organization, PR, marketing and audience development, and related technical support areas.

TAT 392 ~ Advanced Theatre Production—Acting ~ 4 credits

For experienced students of acting, performing in professionally directed plays, student theatrical projects, staged readings, and teledramatic projects. Prerequisite(s): TAT 390 or instructor consent.

TAT 393 ~ Advanced Theatre Production—Technical ~ 4 Credits

Provides the technical and production support for the professionally directed full-scale plays, student productions, staged readings, and smaller teledramatic projects performed by the TAT 392 acting class. Prerequisite(s): TAT 391, or instructor consent.

TAT 395 ~ Special Topics Study ~ 1-6 credits

A select group of students choose specialized study of a particular topic in Teledramatic Arts and Technology. Prerequisite(s): instructor consent.

TAT 396 ~ TAT Internship ~ 4 credits

Provides students with internship opportunities in teledramatic fields. By interview.

TAT 397 ~ Independent Study ~ 1-6 credits

Student researches, develops, writes, and completes a proposed project in a chosen topic in Teledramatic Arts and Technology as part of an approved Individualized Learning Plan. Prerequisite(s): advisor and instructor consent.

TAT 397S ~ Advanced Video/TV Production and Broadcasting ~ 4 credits

Focuses on the production and broadcast of teledramatic programs. Students write, produce, crew, and edit selected teledramatic programs. Prerequisite(s): TAT 337 and TAT 339, or instructor consent.

TAT 398 ~ The Art of Producing/Presenting ~ 4 credits

Students receive hands-on experience in the basics of presenting, promoting, and distributing teledramatic events (film festivals, Internet streaming, together with television, 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 391 or instructor consent.

TAT 399S ~ Teledramatic Arts and Technology in the Community Service Learning ~ 4 credits

Integrates theatre production, film production, video/television production, radio production, and/or new media production with community-based organizations. Students participate in service activities or projects with external communities and integrate the experience with specific outcomes through written reflections, discussion, and evaluation.

TAT 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. Prerequisite(s): TAT 320 or instructor consent.

TAT 422 ~ Animation for Teledramatic Production ~ 4 credits

Project-based course developing aesthetic and technical skills of producing Flash Animation content for teledramatic narratives including delivery to Internet, film/video, and broadcast. Prerequisite(s): TAT 320 or instructor consent.

TAT 435 ~ Digital Studio Production ~ 4 credits

Focuses on the production, broadcast, and streaming of digital studio productions. Students are assigned positions to write, produce, direct, edit, and/or crew selected teledramatic studio broadcasts. Students learn advanced skills in camera operation, lighting, audio, linear editing, and distribution. Prerequisite(s): TAT 337 and TAT 339, or instructor consent.

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. Prerequisite(s): TAT 340.

TAT 455 ~ Advanced Acting ~ 4 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. Prerequisite(s): TAT 355 or audition.

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. Prerequisite(s): TAT 355 or instructor consent.

TAT 461 ~ Advanced Non-Linear Editing ~ 4 credits

Involves continued practice in advanced editing. Students practice digitizing media from a scene provided to them on Avid Xpress, edit from rough cut to fine cut, work with effects and titles, and output in different formats. Prerequisite(s): TAT 361.

TAT 490 ~ Capstone Preproduction and Portfolio Development ~ 4 credits

Students conceive, research, develop, plan, coordinate, schedule, and budget the preproduction phases of their Senior Capstone projects. TAT Senior Capstone projects are artistic/technical storytelling projects that demonstrate the culmination of their learning while studying at TAT and their mastery of TAT's five Major Learning Outcomes (MLOs).

TAT 491 ~ Capstone Completion and Portfolio Assessment ~ 4 credits

Students implement and produce their Capstone projects that were conceived and planned in their TAT 490 Capstone Preproduction and Portfolio Development class, completing the TAT MLO processes of production, postproduction, and distribution. Students present their completed projects to the public at the annual TAT Capstone Festival. Prerequisite(s): TAT 490.

TAT 497 ~ Directed Study for Seniors ~ 4 credits

Permits graduating seniors to design unique learning sequences that are pertinent to their learning plans and not covered in current course offerings. Students design an independent study proposal with the facilitation of an appropriate faculty member, and obtain authorization for the proposal. Prerequisite(s): senior standing and instructor consent.

TAT 590 ~ Graduate Capstone Preproduction and Portfolio Development ~ 4 credits

Graduate students conceive, research, develop, plan, coordinate, schedule, and budget the preproduction phases of their graduate Capstone projects. TAT graduate Capstone projects are artistic/technical storytelling projects that demonstrate the culmination of students' learning while studying at TAT and their mastery of TAT's five Major Learning Outcomes (MLOs). Prerequisite: instructor consent.

TAT 591 ~ Graduate Capstone Completion and Portfolio Assessment ~ 4 credits

Graduate students implement and produce their graduate Capstone projects that were conceived and planned in their TAT 590 Graduate Capstone Preproduction and Portfolio Development class, completing the TAT MLO processes of production, postproduction, and distribution. Graduate students present their completed projects to the public at the annual TAT Capstone Festival. Prerequisite(s): TAT 590.

TAT 595 ~ Special Topics ~ 1-6 credits

Graduate students choose specialized study of a particular topic in Teledramatic Arts and Technology. Prerequisite: instructor consent.

TAT 597 ~ Independent Study ~ 1-6 credits

Involves graduate-level study of chosen topics in Teledramatic Arts and Technology as part of an approved learning plan. Prerequisite(s): advisor and instructor consent.

VPA 195 ~ Special Topics ~ 1-4 credits

Studies a particular topic in the visual and public art major. May be repeated for credit when topics vary. Prerequisite(s): instructor consent.

VPA 196 ~ Field Studies ~ 1-4 credits

Field Studies opportunities. Topics of study, as well as number of credits, arranged between student and faculty member. Prerequisite(s): instructor consent.

VPA 197 ~ Independent Study ~ 1-4 credits

Independent study opportunities. Topics of study, as well as number of credits, arranged between student and faculty member. Prerequisite(s): instructor consent.

VPA 215 ~ Beginning Drawing - 4 credits

Introduces entering VPA students to the fundamentals of drawing, including line, perspective, composition, and beginning drawing skills.

VPA 300 ~ Visual and Public Art 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. Prerequisite(s): course restricted to majors only.

VPA 301 ~ Two-Dimensional Fundamentals of Painting and Drawing ~ 4 credits

Students learn fundamentals of drawing and painting including line, perspective, color theory, and beginning drawing skills. Students work individually and in collaboration on a special campus project.

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VPA 302 ~ Visual and Public Art 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.

VPA 303 ~ Three-Dimensional Fundamentals of Sculpture/Installation ~ 4 credits

Presents the fundamentals of construction using basic sculpture methods and materials. Introduces the concepts of installation. Students work individually toward a class-developed collaboration on a specific campus project. Formerly known as VPA 303 Home-Based Studio three-dimensional and four-dimensional: Introduction to Public-Scale Sculpture, Installation, and Site-Specific Production.

VPA 304 ~ Advanced Painting and Mural ~ 6 credits

Provides students opportunities to develop individual portfolio, team, and large-scale collaborative class projects on or off campus. Students work with a variety of materials in public scale and on special projects with visiting artists.

Prerequisite(s): two semesters of Fundamentals and Home-Based Studio; instructor consent.

VPA 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.

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.

VPA 307 ~ Diverse Histories in Contemporary Art ~ 4 credits

Surveys contemporary art and cultural production reflective of diverse U.S. communities. Emphasizes issues of race, culture, gender, and sexuality in the production of contemporary visual and public art. Helps students develop the knowledge, skills, and abilities applicable to the understanding of culture and history.

VPA 308 ~ Ways of Seeing: Seminar on Philosophy and Ethical Thinking in Public Art ~ 4 credits

Surveys the field of contemporary ethical theory in visual and public arts. Students follow controversial cases in public art. Uses guest artists, slide lectures, videos, and field trips as resources to understand and analyze cases.

VPA 309 ~ Media and Materials ~ 2 credits

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.

VPA 310 ~ Mixed Media Drawing ~ 4 credits

Provides beginning and intermediate drawing skills using media. Students work from models, still life, landscape/outdoor fieldwork, photographs, and mixed media collage. Students study techniques, proportion, composition, light/shadow, perspective, color, and scale, and do collaborative drawing projects.

VPA 312 ~ Visual Arts for Teaching ~ 4 credits

Helps prepare teachers and others in the visual arts education field with lesson plans developed in conjunction with VPA projects, visiting artists, and museum arts education models. Formerly known as Visual Arts Education for Teachers.

VPA 313 ~ Regional Art History ~ 4 credits

Traces the arts and culture development of the Monterey Bay region. Emphasis on cultural groups, artists, and arts groups as well as popular cultures that are unique to the natural and human landscape of the region. Hands-on research, guest lectures, films, fieldtrips, and guest artists.

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.

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.

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.

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.

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.

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.

VPA 320S ~ Museum Foundation Studies Service Learning I ~ 4 credits

Critical theory in Museum Studies, Arts Education, and Social Community and Service. Guest lecturers from the field, collaborative peer group activities, and related readings. Students work in a lab setting through hands-on learning in the field of museum studies. Collaborating with the Monterey History & Art Association, instruction offers basic knowledge of operations, conservation application, exhibit content and interpretation, design, installation, collections management, and oral history interviewing. Two semesters required.

VPA 321S ~ Museum Foundation Studies Service Learning II ~ 4 credits

Critical theory in Museum Studies, Arts Education, and Social Community and Service. Guest lecturers from the field, collaborative peer group activities, and related readings. Students work in a lab setting through hands-on learning in the field of museum studies. Collaborating with the Monterey History & Art Association, instruction offers basic knowledge of operations, conservation application, exhibit content and interpretation, design, installation, collections management, and oral history interviewing. Two semesters required.

VPA 396 ~ Field Studies ~ 1-4 credits

Provides students opportunities for independent work in the field with professional artists and includes visiting artist projects.

Prerequisite(s): instructor's consent.

VPA 397 ~ Independent Study ~ 1-4 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 specific projects.

Prerequisite(s): instructor consent.

VPA 401 ~ Installation Art and Performance ~ 4 credits

Students create and exhibit works at on- and off-campus sites. Draws upon the artistic genres of environmental art, performance art, light and projection art, sacred art, and mixed media assemblage. Students take field trips to studios of working professionals. Visiting artists come to the VPA studios to talk about their own work and to give critiques.

VPA 403 ~ Advanced Sculpture and Three Dimensional Design ~ 6 credits

Students pursue individual and team projects in large-scale, public sculpture and mixed media installation using a variety of materials including work construction, metal work, stone, and ceramic. Students develop individual work and the class takes on a large-scale project on or off campus.

VPA 405 ~ Senior Capstone ~ 4 credits

Allows students to design, curate, and present their own senior exhibition/project as a display of their cumulative learning in the major. Exhibitions may take place in a community setting within their public art focus; two semester's required in major. Formerly known as VPA 405 Special Project Senior Capstone.

Prerequisite(s): course restricted to majors only.

VPA 495 ~ Special Topics ~ 1-4 credits

Specialized study of a particular topic in visual and public arts. May be repeated for credit when topics vary.
Prerequisite(s): instructor consent.

VPA 497 ~ Independent Study Assessment Portfolio Review ~ 4-6 credits

Assessment study for student portfolio review, please contact the academic program office for further information.
Prerequisite(s): instructor consent.

VPA 497S ~ Independent Study Service Learning ~ 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.
Prerequisite(s): instructor consent.

VPA 595 ~ Special Topics ~ 1-6 credits

Independent studies in upper division level; focus is determined by student in collaboration with the Institute of Visual and Public Art. Contact the academic program office for further information.
Prerequisite(s): course is open to Graduate Students only; 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.
Prerequisite(s): course is open to 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.
Prerequisite(s): course is open to 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.
Prerequisite(s): junior standing.

WLC 395 ~ Special Topics ~ 1-6 credits

Students design unique learning sequences that are pertinent to their learning plans and not covered in current courses. Students design a study proposal with appropriate faculty and obtain authorization from their academic center. May be repeated for credit when topics vary. Optional grading.
Prerequisite(s): upper-division standing and instructor consent.

WLC 397 ~ Independent Study ~ 1-6 credits

Allows upper-division students to pursue courses on special topics. May involve such activities as readings and reaction papers, term papers, reports on life experiences, and action research. Student and faculty member select topic of study and number of credits.
Prerequisite(s): upper-division standing and instructor consent.

WLC 400 ~ World Languages and Cultures Major Capstone ~ 4 credits

Students work with the instructor, other students, and WLC faculty mentors to assemble their final Capstone projects. For world languages and cultures majors.
Prerequisite(s): senior standing in WLC major and instructor consent.



Glossary of CSUMB Acronyms

- A&R Admissions and Records
- AA Academic Affairs
- AAC Academic Affairs Council
- AF Administration and Finance
- AHSS College of Arts, Humanities, and Social Sciences
- ALC Apartment Living Coordinator
- ASAP Academic Skills Achievement Program
- 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
- CLAD Cross-cultural language and Academic Development
- 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 California Teacher Internship Program
- CTO Chief Technology Officer
- D&C Design and Construction
- DC Dining Commons
- DLEE Distributed Learning and Extended Education
- EEO Equal Employment Opportunity
- 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
- FOAM Fort Ord Asset Management
- FS&O Facilities Services and Operations
- GE General Education
- GIS Geographic Information Systems
- GPS Global Positioning System
- GS Global Studies
- HCOM Human Communication
- HR Human Resources
- HWI Health and Wellness Institute
- 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
- 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
- ISSM Integrated Studies Special Major
- IST Integrated Studies Tracks
- IT IT@CSUMB.EDU
- LS Liberal Studies
- M.A. Master of Arts
- MAE Master of Arts in Education
- MIE Management and International Entrepreneurship
- MLC Media Learning Complex
- MLML Moss Landing Marine Laboratories
- MLO Major Learning Outcome
- MPA Music and Performing Arts
- MPS Media Production Studio
- 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
- 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
- PROS ProSeminar
- PRS Pacific Rim Studies
- RA Resident Advisors
- RF Resident Fellows
- RLC Residential Life Coordinator
- S@S Study at Sea
- SAAP Student Academic Advising Program
- 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
- SV Student Voice
- TAPS Transportation and Parking Services
- TAT Teledramatic Arts and Technology
- TLA Teaching, Learning, and Assessment
- TMAC Telecommunications, Multimedia, and Applied Computing
- UA University Advancement
- UC University Center
- ULR University Learning Requirement
- UPD University Police Department
- VPA Visual and Public Art
- WLC World Languages and Cultures



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