

CSU Monterey Bay Campus Plans for Facilitating Graduation

To: Dr. Keith Boyum, Associate Vice Chancellor, Academic Affairs

From: Marsha Moroh, Provost, California State University, Monterey Bay

Subject: Campus Plans for Facilitating Graduation

Date: December 2, 2005

This report responds to the CSU Chancellor's Office Coded Memo: AA-2005-21. It describes the actions taken by the faculty, staff and administrators at CSUMB to insure compliance with the CSU initiative on Facilitating Graduation, and improve our students' success and progress to degree. We appreciate the opportunity to respond to these important initiatives. We will continue to take action towards facilitation of graduation, and provide periodic reports to the Chancellor's Officer when requested.

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I. Efficiency in Academic Program Design

1. Reduction of Required Units in Programs Leading to the Baccalaureate Degree

CSUMB has a clearly articulated Vision and set of core values that drive our outcomes based Academic Model. The Academic Model was carefully and purposefully developed to prepare students for meaningful and successful lives in the 21st century. Among the underpinnings of our Academic Model are service learning, cross-cultural competency and second language proficiency, technological competency and information literacy. We require these of all students, both freshman and transfer, for graduation. We believe, and the National Survey on Student Engagement data is showing us, that student satisfaction with our academic model is higher than student satisfaction at other CSU's and above the national average. Our students consistently rated CSUMB higher or at par with the CSU and national average in every category of "Active and Collaborative Learning," indicating satisfaction with CSUMB's model for applied and engaged learning.

All of our degrees are outcomes-based, and each student in consultation with an advisor develops an individualized learning plan prescribing courses and/or assessments to meet the outcomes. The number of units to graduation for each student therefore varies according to the pathway they choose. Some students satisfy requirements via assessment (portfolio or examination); this approach does not negatively impact time to degree. Others choose to follow a more traditional path and complete their degree via course requirements.

Our first-generation, low-income students often benefit the most from our outcomes-based methodology. Many of our students are bilingual and are able to complete the language requirement by independent assessment, thereby reducing time to degree. Similarly, the technology requirement is often satisfied by many of our students via independent assessment submission of an electronic portfolio.

Attachment A is a snapshot of the website for the TECH Assessment that students use to create their assessment portfolios for the TECH/INFO graduation requirement.

Actions Taken:

We are currently examining the issues related to reduction of units to graduation in such a way that we can both preserve our educational model and at the same time provide shorter pathways to graduation for our students. In our January 2005 report to the Chancellor's Office, we reported three degree programs with pathways that exceeded 120 units: Earth System Science

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and Policy, Business Administration, and our newest degree program, Music and Performing Arts. The Music and Performing Arts degree this Fall 2005 addressed the need to reduce units to 120, decreasing the degree requirements to now total 120 units. For those two remaining majors, the upper division component of the major is 60 credits or fewer; it is other CSUMB graduation requirements and characteristics that affect the 120-credit limit. We are seeking solutions that reduce units to graduation without eroding our Academic Model, or negatively impacting the content requirements of the majors, while also complying with Title V requirements.

In September 2005, upon receipt of the Chancellor's Office memo on Facilitating Graduation, the Provost formally charged the faculty to establish a plan to reduce all degree pathways to 120 units. The charge included the requirement to decrease lower division course requirements and units, and to evaluate upper division courses that serve as university learning requirements for course content. The faculty have held multiple meetings this Fall semester to address this charge and discuss options that will bring all our degree programs into compliance. Under consideration are the reduction of the language requirement from 2 years to 1 for technical majors, reduction of the technology/ information literacy requirement or combining it with another requirement, and reduction in the number of units of many of our interdisciplinary general education courses. By the end of the 2005-06 academic year these decisions will be made and recommendations for reductions will be implemented.

Action Plan Template for Item #1			
Undergraduate Degree Programs Requiring More than 120 Semester Units			
Name	Earth System Science and Policy	Business Administration	Music and Performing Arts
Units required for the major	48 upper division	56 upper division	60 total
Free Elective Units	Aligned with outcomes; varies with student learning plans		
Total Units	128	128	120
Is the program accredited?	No	No	No
Date of most recent program review	Spring 2000	Spring 2000	Approved new program: August 2004
Outcome of that review: were units reduced?	Yes; to 128	Yes; to 128	N/A
Date of next-upcoming program review	2007-2008	2007-2008	2009-2010

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2. Selective Reduction of Campus Graduation Requirements

As noted earlier, the curriculum at CSUMB is outcomes based. As such, all of our majors and major requirements are expressed in terms of learning outcomes. Students choose courses or assessments, in consultation with their advisors, to fulfill the outcomes of their degree programs and the other graduation requirements. Consequently, we do not make the distinction between “free” and “guided” electives used by students to fulfill the outcomes in their learning plans. This approach provides students with the opportunity to elect a number of different courses and related pathways to graduation.

Actions Taken:

CSUMB is examining its lower-division graduation requirements in consideration of this Facilitating Graduation mandate, and also in light of our core values. Two advantages of our interdisciplinary General Education curriculum is that it allows students to (1) choose courses that address two GE requirements, and (2) choose courses that double count for both GE and major requirements. Examples include Environmental Ethics, a major requirement for our science majors that also satisfies the Ethics requirement, and articulates with GE Area A-3, Critical Thinking; and our Digital Art and Design course that satisfies both an Art GE requirement and a major requirement for our Telecommunications, Multimedia, and Applied Computing majors. Some are concerned, however, that the students are getting most of their general education within their own major degree paradigm (the scientists through the science lens, for example) rather than a broad liberal learning paradigm. This is a question with which we continue to grapple, and intend to address through our deliberations on curriculum.

II. *Supporting Students in Choosing an Efficient Pathway to the Baccalaureate*

3. **Emphasis on Graduation in Orientation Sessions for New Students (First-time Freshmen; Transfers)**

Orientation at CSUMB is one of the primary events to connect new students with the academic mission of the University and launch their pathway to graduation.

Actions Taken:

In Fall 2003, we established a unit within Student Affairs titled “New Student Orientation” specifically designed to manage Orientation and events related to incoming students. A new orientation format was created, and launched the following summer. With the current structure, incoming freshmen and their parents are invited to a full day event where students meet the President, Provost, deans and faculty, academic advisors, residence hall staff, financial aid counselors, career counselors and other campus service representatives. The orientation day includes a Student Fair where students and parents talk with staff from the Career Development Office, Student Health Center, Personal Growth and Counseling Center, Disability Student

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Services and many others. Students also participate in a campus tour that includes these service areas.

The content of many of the revised orientation sessions revolves around students' academic goals. Students are encouraged to review the degree options at CSUMB, determine how to best advance through the academic pathways, and to utilize the services that will help them progress to graduation. Our President and Provost speak directly to students and parents about graduation.

Our transfer student orientation follows a similar pattern as the one described for new freshmen, with an increased emphasis on degree pathways to graduation. Students meet with faculty representatives for their major and receive on-site advising. The most significant effort of the transfer student orientation is to ensure that our transfer students initiate a planned degree pathway and clearly understand how to progress to graduation.

The Orientation advisory committee, established in Fall 2004, will review the Orientation program this winter to determine if there are any additional strategies that can be utilized to ensure students progress efficiently and successfully toward graduation. We will be sure to re-emphasize the need to tie Orientation to graduation, and to provide sessions that show students how to achieve a 120 unit pathway.

Attachment B presents the new student orientation agenda.

Attachment C includes sample major-advising handouts that address career possibilities.

4. Strengthened Support for both General Education and Life / Career Goal Clarification for Lower-Division Students

From our beginnings, CSUMB has taken academic and career planning for students very seriously. We designed our curriculum to offer two introductory courses, one for freshmen upon entry to the university, called First Year Seminar, and a second called Major ProSeminar, required upon entry into a major. In both students design an individualized academic plan that leads to a determined academic and career pathway. We also resource a number of support units that provide information and counseling about careers to our lower division students: Career Development Office, Lower Division Advising, Faculty Mentor Program, and Personal Growth and Counseling Center.

Actions Taken:

In 2003, CSUMB established the College of University Studies and Programs (initially titled College of Undergraduate Studies) in order to consolidate and strengthen our management of lower division student learning support programs. The mission of the College of University Studies and Programs is to enhance students' ability to be effective self-directed learners and socially responsible community members, and is particularly focused on lower division student needs. The College oversees a number of lower division support services, including our First

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Year Seminar program, Lower Division Advising and the Faculty Mentor Program, a mentoring program for students. Additionally, the College serves in a coordinating capacity to ensure alignment and effectiveness of our support services to students, particularly as we help them align their academic plans with their career goals.

The specific areas on campus where we connect career planning with academic pursuit have existed since our initial operation, and continue to serve us well in meeting the above initiative. In the First Year Seminar classes, each student prepares an academic learning plan, and in many classes a career inventory (Eureka) is administered as part of the learning plan development to tie degree pathways to career plans. A similar connection between career inventory and the individual learning plan occurs in lower division advising. Our Career Development Office conducts workshops and maintains a career reference library. The Faculty Mentor Program works with the students in its program to help identify career goals. The Personal Growth and Counseling Center incorporates life and career objectives when counseling students.

By design, career exploration and planning are infused into CSUMB's academic program and in our student support structure. We intend to further strengthen our support for career goal clarification for lower division students by improving our advising practices, better resourcing our student services areas and exploring ways to increase student participation in the existing activities. We have a team of advisors now meeting regularly to improve our advising practices (in alignment with clearer degree pathways), and make recommendations to the Provost. We also have included several new positions in the 2006/2007 budget request to better resource our Career Development Office, Personal Growth and Counseling Center, and EOP support services.

5. Prominent Association of Career Outcomes with Degree Majors in Catalogs, and Other Student Informational Materials & Resources

CSUMB explicitly aligns all our degree programs with career pathways. This is evident to students when they first make contact with CSUMB in person, via our website, or course catalog. All our literature matches particular professions or areas of occupation with specific degrees, using a standardized format. This format allows a student to quickly match career options to major choices.

Actions Taken

Our current student information materials and resources support this initiative. As evidence, our Undergraduate Website offers students two methods for researching career pathways tied to degree. The first, "Career Preparation Quickmatch Guide" provides an alphabetical listing of possible careers, the appropriate major, and a direct link to the website for the major. This site also provides links to CSUMB's Career Development Office and each degree program.

Attachment D is a page from the Career Preparation Quickmatch Guide.

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Each major also outlines career pathways for the student. Information regarding occupations, employment location of CSUMB alumni, graduate schools attended by CSUMB alumni of that major, and appropriate areas of graduate study, are readily available through each major's website, university catalog (electronic and hardcopy), and Factsheets for each degree program.

Attachment E is a page from the Earth Systems Science and Policy Major website showing the tie between this degree and careers.

In addition to career information available in the catalog and website, CSUMB's Career Development Office offers a number of services related to career planning and employment. These services include career advising, major choice advising, career "days," job fairs, employer information sessions, professional development workshops and numerous other related services. Our intention in 2006/2007 is to increase the number of career planning activities for our students.

6. Choice of Degree Major Required at a Reasonable, Early Juncture

CSUMB understands that the Chancellor's Office, in conjunction with the CSU Academic Senate, will be proposing a systemwide policy designating when a student will be required to declare a major.

Actions Taken

CSUMB established a policy in 1998 entitled "Declaration of Major and Minor", and recently revised it in June 2005. The revised policy outlines degree declaration requirements for majors and minors with stipulations that a student may declare a major at any time upon entry to the University. The policy states that students must declare a major prior to enrollment in the Major Proseminar course, the initial entry class into the major. The revised policy also outlines specific situations whereby students may need to declare a major early in their academic career (student athletes or specific technical degrees, for example). It additionally denotes pre-major status and minor degree declaration guidelines.

In alignment with this policy, students receive on-going academic advising throughout their tenure at CSUMB. This process has been reinforced and expanded with the formation of our College of University Studies and Programs. The establishment of this College enabled us to create a better spectrum of advising as students prepared to declare a major.

Our advising pathway is this: advising on when and how to declare a major begins in the First Year Seminar course, compulsory for all freshmen, and generally taken in their first semester at CSUMB. In this course, students explore academic and career pathways. The option to declare a major, as well as guidance about this process, is simultaneously available through our academic advising. Students are also encouraged to speak with advisors in the major as they prepare to enter a degree program.

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As also noted earlier, declaration of a major is required by the time students enroll in Major ProSeminar. CSUMB uses all the tools available – orientation, career guidance planning, planning resources and tools, and policies and procedures -- to ensure that students establish a successful pathway to graduation. We plan to continue to focus on and improve our advising practices to ensure students plan effectively for their major and for graduation.

III. Tools to Keep Students on Efficient Pathways to the Baccalaureate

7. Wide Promulgation of Roadmaps to Degree in an Official, Centrally-Archived, Graphically Authoritative Format

CSUMB realized in early 2001 that we needed more obvious and clear roadmaps for our degree programs. A motion was brought before our Academic Senate, and a committee was formed to establish roadmaps with a common template, fact sheet, and checklist for advisors and students.

Action Taken

By the spring of 2004, all majors at CSUMB had established roadmaps to degree that were available to students through the academic departments. In spring 2005, the faculty approved a new course approval policy, and draft templates were designed for the roadmaps. In this Fall 2005 semester, a model web page that provides for centrally archived, graphically authoritative roadmaps is under development. The existing departmental roadmap data are being entered into the model. The model creates a chronological scheme term-by-term that articulates University Learning Requirements (general education) and Major Learning Outcomes (major requirements) with specific courses or course options. Each pathway is prefaced with a link to an explanation of how these course patterns meet required outcomes. After each department has reviewed and approved the accuracy of the data entry into the pathway model, the pathway will go live on the roadmap template set aside in the on-line university catalog. The bulk of these official, centrally archived, and graphically authoritative roadmaps will be on an easily accessible campus web site by the end of Spring 2006 semester.

Attachment F includes a draft roadmap for the major Earth Systems Science and Policy.

8. Alignment of Class Schedules to Roadmaps

Class schedules are developed within each academic department, and reflect the academic plans established for each degree program. Academic departments plan their course schedules from 12-24 months in advance.

Action Taken

As roadmaps are being developed, developers are aligning their contents with the schedule patterns of their majors. This ensures that the courses on the roadmaps are available to students during the semester in which they anticipate completing such courses. This advance planning

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also enables departments to work together in a proactive manner to ensure that we avoid, whenever possible, “bottlenecks” or other roadblocks to course availability.

9. Provision in Policy of Mandatory Individual Student Study Plans to the Degree

CSUMB’s outcomes-based educational model describes the degree requirements for each major in terms of knowledge, skills and abilities that the student must be able to demonstrate in order to achieve each outcome of the major. Each outcome can be fulfilled in one or two ways: successful completion of a course or courses, or independent assessment. Each student creates a lower division individual learning plan in First Year Seminar, and then creates a major individual learning plan in Major Proseminar, the first course in their major, in which they specify the individual pathway that they will take to achieve each outcome and graduate. Every student is required to complete an individual learning plan before embarking on a significant portion of their major.

Actions Taken

Our in-house staff developed an on-line advising tool called PLANNER WEB to support and automate academic advising for all students. The program provides the opportunity for students to store their individual academic learning plans on PLANNER WEB. The program also requires that each semester all students submit their proposed schedules electronically to their faculty advisor prior to registration; their faculty advisor reviews their proposed schedule, and either approves it on-line, or submits comments back to the student recommending changes or a personal conference. Students cannot register without the advisor’s electronic authorization.

PLANNER WEB does not require face-to-face advising appointments, and allows for 24-7 on-line advising. As a web-based tool, PLANNER WEB provides advisors with an instant link to the student’s transcript. Our intent in utilizing PLANNER WEB is to provide the advisor appropriate student data and to facilitate effective advising.

For the most part, PLANNER WEB has served its purpose as both a student learning plan storage site, and an advising tool. We expect to replicate and even improve our interface to the individual learning plans as we develop our CMS implementation via the student information system. We would like to expand our use of electronic storage and automated advising in a more integrated fashion, and plan to have CMS provide that option for us.

Attachment G includes a sample individual learning plan for a student in the Telecommunications, Multimedia and Applied Computing Major.

10. Use of Cumulated Individual Student Study Plans in Planning Class Schedules

CSUMB plans course schedules 12-18 months in advance, and builds each year on the previous year’s course offerings.

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Action Taken

Several years ago we streamlined our course scheduling processes through stronger academic scheduling deadlines and a three-year academic calendar, and now have regular intervals during which academic departments input their course offerings. This process has improved our ability to meet student academic needs and more accurately plan for courses and sections. Student learning plans contain specific courses and lay out the particular semester in which the courses should be taken. In the aggregate, these learning plans project student demand for courses and sections, and can be used to develop schedules.

As stated in section 9, we intend to continue to use electronic student learning plans as we implement CMS, and to utilize the functions of CMS that will enable us to further our efforts in planning class schedules.

11. Adoption of Strategies for Student Success and Learning Support: Tutoring; Technology-mediated Supplementary Learning; and Similar Tactics

We noted earlier that in 2003 CSUMB established the College of University Studies and Programs in order to consolidate and manage our student learning support programs. To that end, the College of University Studies and Programs has a number of well-established programs to support student success and to provide learning support: The Academic Skills Achievement Program, the Writing Program, and the Faculty Mentor Program.

Action Taken

Under the direction of the Dean, the College of University Studies and Programs has since its inception aimed to enhance and expand the scope of services that support student learning and success. The result of the streamlining of these services is that we are now able to serve a greater number of students in these programmatic areas. As examples, the Academic Skills Achievement Program (ASAP) provided 8,976 tutorial contact hours in AY 2004-2005 in Writing, Math, Science, Technology, and Language. The tutorial services in each of these areas include workshops, drop-in study halls, study groups, semester-long appointments, individual appointments, and supplemental tutorials for specific classes. In Fall 2005, the Writing Program began an English Language Development Tutorial Program. It has 37 students participating in workshops and individual tutorials with a professional tutor qualified to teach English to speakers of other languages (TESOL). This program is projected to grow significantly over the next year.

The Faculty Mentor Program, in which faculty provide mentoring and support to students, serves 150 to 250 students each year and provides approximately 18 workshops on academic success strategies per year averaging 20 students each. The Faculty Mentor Program also matches students with peer and faculty mentors who, among other things, help students access learning resources. The Faculty Mentor Program also serves a group of about 740 students each year with on-line mentoring using Blackboard.

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In addition to the programs in the College of University Studies and Programs, the Student Success Center in the Division of Student Affairs coordinates the Educational Opportunity Program, Peer Mentor Program, Summer Bridge, Educational Talent Search, and Upward Bound, all of which provide various forms of academic assistance. These programs provide essential tutoring and related student support services to this cohort.

And finally, in keeping with the CSUMB Vision to "integrate modern learning technology" in education, the Center for Academic Technologies (CAT) was established in Spring 2005 to provide service and leadership to the campus in the use of technologies in the academic environment. CAT supports academic technology research and innovation, operational and creative services, distributed education services, assistive technologies services and support, as well as general training to faculty, students and staff. Academic technology specialists also work collaboratively with the Director of the Teaching, Learning and Assessment Center in planning and offering "scholarship of teaching" cooperatives that support and train faculty in integrating appropriate technologies with effective teaching strategies.

12. Renewed Enforcement of Policies that Limit or Discourage Drops, Withdrawals, Grades of Incomplete

In August 2000, CSUMB established a formal Matriculation policy that describes the protocol used on campus regarding course enrollment, including add/drops, course audits, incomplete grades, in-progress reports, withdrawals, and many other relevant items related to the management of CSUMB learning experiences.

Action Taken

The Matriculation policy was reviewed and updated in September 2002, to be reviewed again in 2007. It is reviewed on a five-year cycle. In creating this policy, CSUMB had the good fortune to be able to talk with other CSU campuses and universities across the nation to gather national best practices and implement them at CSUMB. We believe our policy addresses the needs of the student, while at the same time meets the campus' need to have a sound operational policy. The campus adheres to the policy, and enforces it consistently across the campus with clearly publicized deadlines and procedures, and easily available on-line forms.

Furthermore, a Matriculation Committee was established in 1998 when CSUMB was first establishing policy and procedures related to matriculation, specifically those related to drops, withdrawals and grades of incomplete. This committee continues to meet and includes representatives from across the institution. The intent of the committee is to draft additional policies needed regarding matriculation issues, and to continually improve practices related to matriculation. In our most recent meeting, the committee reviewed draft guidelines for course repeats, grade changes, and planned educational leave absence requests.

Attachment H provides the Matriculation policy.

Attachment I includes the chart we post on-line for students with all registration deadlines.

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13. Adoption or Renewed Enforcement of Policy that Limits the Number of Course Repetitions

CSUMB understands that the Chancellor's Office, in conjunction with the CSU Academic Senate, will be proposing a systemwide policy on drops and withdrawals, grades of Incomplete and course repetition.

Action Taken

CSUMB continues to move forward in finalizing our campus procedures for Course Repeat and GPA Adjustment, while we wait for a CSU system-wide policy. We implemented a temporary set of procedures in 2002 to address this issue, and continue efforts to formalize the policy. The current campus procedures provide standard regulations for course repeats and describe the method used for calculating the student's GPA for repeated courses. Under discussion is a policy which will regulate when a student may repeat a course, the total number of times a single course may be repeated, the minimum grade required to request a course repeat, and the total number of repeat courses allowed in a student's academic career at CSUMB.

IV. *Strong Advising Strategies and Practices*

14. Campus Provision of a Rich CMS Information and Communications Environment for Major Advising

As noted earlier, CSUMB is a BANNER campus, and is in the planning stages of CMS "Student Administration". Our use of PLANNER WEB provides us with the ability to advise students electronically each semester as they progress to degree.

Action Taken

CSUMB has a formal CMS "Student Administration" implementation committee that meets regularly to plan protocols for this student support system. They work in collaboration with five other CSU campuses to bring CMS "Student Administration" into operation by Fall 2008. We expect CMS "Student Administration" to include a major advising/degree audit system, and our team is working with the other campuses to incorporate best practices in this area. We are hopeful that CMS will provide us with the opportunity to strengthen our on-line advising capabilities, and improve management of our automated major advising practices.

15. Strong, Timely Major Advisement, Including Mandatory Advisement upon Declaring or upon Changing a Major

CSUMB recognized the need for strong major advising in the early stages of students' academic career when we initially established our curriculum in 1995. This was one of the purposes of our First Year Seminar and Major Proseminar courses.

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Action Taken

In recent years, CSUMB has reviewed our efforts to ensure timely major advisement, and worked to implement better processes for major student advising. We have taken several actions to improve our advising practices.

To start, we have continued our mandatory Major Proseminar course as the first course when entering the major; it is in this course where students receive their initial major advising. In the Major Proseminar course, students explore career opportunities in the field, assess their own aptitudes and interests in the area, and develop an individualized academic learning plan and path to degree to help them achieve their professional goals through the major. We addressed faculty workload issues related to major advising by having the Major Proseminar instructor serve as the initial advisor.

Upon completion of the Major Proseminar, each student is assigned a major advisor who will continue to advise him or her through completion of the major. These faculty provide on-going support for the student as he/she progresses toward graduation. In many cases, the Proseminar instructor remains the student's academic advisor throughout their tenure in the major. The ability for students to stay connected to their Proseminar faculty ensure that these faculty are able to track and guide students as they prepare for graduation.

In 2002, we conducted an analysis of our advising practices with the intention to improve our advising services to students, and ensure a smooth transition from lower division to major advising. As a result of that study, we have revised the structure of our Advising Center, hiring a Coordinator of Advising and lower division Academic Advisor; bought out time of two faculty members to work part-time in our advising office; established a degree audit implementation team to address issues related to an automated degree audit system implementation and initiate the automated degree audit system in BANNER; and, finally, formed an academic advising team, comprised of lower division and major advisors, who will meet regularly to streamline processes to facilitate straightforward advising.

16. Frequent Use of Degree Audits

CSUMB uses our on-going academic advising system and the individual learning plan to audit a student's progress to degree. As noted earlier, students complete an individual academic plan during their first semester at CSUMB in the First Year Seminar course, and again at the Major Proseminar. Prior to registration each semester, the students submit the upcoming semester's enrollment plan electronically on PLANNER WEB to their faculty advisor, where they receive advising and guidance. This process provides a continuing semester-by-semester opportunity for faculty-student interaction on the student's academic plan, as well as academic oversight on the student's progress to degree.

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In the semester prior to graduation, students are required to submit an “Application to Graduate,” where a graduation counselor reviews the student’s course record to ensure all degree requirements are met. This provides a final opportunity for correction and alignment to degree requirements.

Action Taken

CSUMB is addressing the need to improve our use of degree audits in two ways: revision of our internal process and participation in the CMS collaboration. Internally, we are reviewing our course management processes, and determining appropriate revisions that will ease the degree audit process and facilitate graduation. As noted in number 15, we initiated a task force in September 2005 to address the need to automate our degree audit process. This task force is standardizing a format for data-entry and electronic storage regarding course input, with the intent to ensure that our BANNER system will allow us to automate the degree audit. The template, once complete, will serve as the foundation of an automated degree audit system. Furthermore, in response to the Chancellor’s Office request that all campuses initiate a mid-career degree audit for native freshmen reaching upper division status, in Spring 2005 we funded an additional “Graduation Counselor” to manually audit each student. This is an ad-hoc response in absence of an automated process.

We look to CMS “Student Administration” as an option for further automation of the degree audit and advising processes. We have an on-going dialogue with the CMS campus team regarding the implementation of the degree audit portion of CMS.

We are also participating in the Lower Division Transfer Project to guarantee easy articulation and transition for community college transfer students.

17. Mandatory Degree Audits not later than at 70 Semester Units (or Quarter-unit Equivalent)

As noted, CSUMB’s Major Proseminar course serves as our stop-gap degree audit system for upper division students. All students, both native and transfer, are required to take a Major Proseminar course when they enter the major. This course is typically taken when a student has completed between 45 and 60 credit hours. It is in this course where the students’ individual learning plans are developed, reviewed and revised. Faculty instructing our Major Proseminar courses take seriously the responsibility of appropriately advising students to timely graduation, and work closely with enrollees to ensure that appropriate courses are taken.

Action Taken

As stated in number 16, CSUMB has taken several steps to enhance our degree audits and advising practices before students earn 70 semester units. Currently, a Graduation Counselor visits the Major Proseminar course and walks the students and faculty advisor through the degree audit process. Students play an active role in their own degree audit, with the typical result being that they become more proactive in moving toward degree completion. Additionally, of our

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“Graduation Counselors” positions, one is focused on students midway through their degree program. Other methods utilized were mentioned earlier: our students receive on-going semester by semester advising through PLANNER WEB and our registration practices; and we have created a task force to move us to an automated degree audit system.

18. Mandatory and If Needed Intrusive Advisement as Student Approaches / Exceeds Minimum Units Required for the Degree

Currently CSUMB has not operationalized an automated system that denotes students who have completed 120 units without submitting an Application for Graduation. However, we are hiring an additional Graduation Counselor, and establishing a process where students who are nearing 120 units would be automatically “tagged” in the system, and required to see their faculty advisor before they register for the next semester. We have also begun to run lists by major each semester of students who have earned between 104-119 units, and 120 units; these lists will be delivered to each Department Chair, asking them to work with their faculty and major advisors to follow up with these students. We respect the need to ensure timely graduation and are actively seeking ways to comply with this request.

V. Campus Monitoring and Feedback

19. Development and Use of “Dashboard Indicators” for Campus-wide Monitoring of Graduation

The Office of Institutional Effectiveness at CSUMB is committed to the use of technology to monitor institutional effectiveness and create a culture of evidence at CSUMB. We have an active team of people who collaborate to provide and use data for institution-wide monitoring of progress toward graduation. We also have initiated several actions this year that improve our ability to support campus-wide monitoring of graduation.

Action Taken

CSUMB has had an office of Institutional Effectiveness since 2002, although this position had until recently been inactive for 18 months. For Fall 2005, we revised and recruited for the position of Associate Vice President of Institutional Effectiveness, and charged this position with the leadership responsibility to improve and increase use of automated data systems to monitor institutional effectiveness. A portion of the new Associate Vice President’s responsibility is to work with appropriate groups on campus to devise practices that support tracking of student progress to graduation.

Our new Associate Vice President of Institutional Effectiveness has immediately initiated efforts to leverage institutional effectiveness through the use of technology. The Office of Institutional Effectiveness created and is now recruiting for a new position for a technically-skilled administrative analyst/specialist who will be responsible for developing and supporting technology-based solutions that integrate data from multiple data sources in support of unit

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business and research data needs, to include interactive web-based business intelligence tools and development of a dashboard reporting system that organizes and summarizes progress on strategic plan performance indicators and outcomes.

CSUMB, under the direction of the new AVP for Institutional Effectiveness, has also recently begun a strategic planning renewal process. One of the first tasks the AVPIE charged the members of the Strategic Planning Renewal Committee with was to review CSUMB's four, five and six-year graduation rates and to consider using graduation rates as one of the performance indicators for the Strategic Plan. This committee is also being asked to collaborate with CSUMB's Enrollment Management Council to set specific graduation and retention rate targets for the five-year period between this strategic planning renewal process and the next. The five-year goals of the Office of Institutional Effectiveness include the creation of a comprehensive data infrastructure to inform progress on the Strategic Plan, which is summarized through the use of a dashboard reporting system. Graduation and retention rates will serve as Strategic Plan performance indicators, and will be summarized and disseminated through dashboard indicators. The CSUMB Office of Institutional Assessment and Research is already utilizing dashboards for the reporting of application and enrollment data.

20. Review by CSU Academic Peers of How Efforts at Encouraging Graduation are Succeeding, by Degree Program

CSUMB welcomes the opportunity to receive peer review, as well as contribute to the peer review process by participating in peer reviews at other CSU campuses.

VI. Assuring the Priority of Facilitating Graduation

21. Provide the Board of Trustees with periodic reports

22. Provide appropriate funding, support

CSUMB will anticipate requests for periodic updates and progress reports from the Chancellor's Office and Board of Trustees on campus actions to facilitate graduation. CSUMB also will continue to use our Strategic Plan, Master Plan and academic planning process to direct resource allocations.

CSU Monterey Bay Campus Plans for Facilitating Graduation
Attachment A

CST 430
*Technology and Information
Assessment*

[What's New](#)

[Important
Deadlines](#)

[Tech/Info](#)

[ULR](#)

[Outcomes](#)

(PDF opens in new
window)

[Example](#)

[Portfolio](#)

[Requirements](#)

(opens in new window)

What's New in CST 430

** FALL 2005 SESSION ORIENTATION DATE & LOCATION
CHANGE:**

There is one orientation scheduled for the assessment process. This will be **Thursday, August 25 from 6-7 PM at Room 170, Building 18** (see [campus map](#)).

Questions concerning the course should be directed to CST430-01@csumb.edu

The assessment will be available and will be directed through the CSUMB Blackboard Course Management System at <http://blackboard.csumb.edu/>

Welcome to CST430. This is an assessment process designed to help students complete the Technology/Information University Learning Requirement ([Tech/Info ULR](#)) at CSUMB.

This is an independent assessment class and no formal instruction will be done. It is assumed that the student already has the knowledge necessary to complete the assessment of the ULR or can learn the material independently during the semester. If you feel that you need a class where teaching is done to complete the ULR, please take a [class that satisfies the ULR](#).

CST430 is mostly on-line. Here's how it works:

Register for the class as you would any other class.

Read your **CSUMB email** often at the start; it is the only way we have to communicate at the outset. After the course begins, communication will occur using Blackboard discussion.

CSU Monterey Bay Campus Plans for Facilitating Graduation Attachment A

Blackboard will contain all of the Portfolio Items as well as forums where questions can be asked.

Submit a portfolio of work by the deadlines specified.

Satisfactorily complete the final exam given at the scheduled times. **You must complete the portfolio satisfactorily BEFORE you are eligible to take the exam.** This is the only part that's not on-line. You will be given Credit for the the class and for completing the Technology/Information ULR if you complete **both** the portfolio and pass the in-person assessment.

If you do not complete the portfolio or do not pass the assessment, you will receive a grade of No Credit. **No grades of incomplete will be given.**

Updated August 16, 2005

CSU Monterey Bay Campus Plans for Facilitating Graduation Attachment B



California State University, Monterey Bay *New Student Otter Orientation*

- 8:30 – 9:30 **Check-In (Students & Parents)**
Bldg. 29 Lobby
Pick up the New Student Otter Orientation Agenda and materials for the day.
- 9:30 – 10:00 **An Otter Welcome (Students & Parents)**
Bldg. 29 Ballroom
Join us for a special welcome to CSUMB.

Student Program

- 10:00 – 12:15 **Student Otter Workshops**
Students will meet new friends and attend several workshops with their Orientation Leaders. Orientation Leaders will lead new students through the following series of workshops:
- Residential Life – Bldg. 46/102
 - Otter Experience – Campus Tour
 - Intro to Planner/Banner Advising – UC Conf. Rooms
 - Financial Aid Loan Counseling – Music Hall
- 12:15 – 1:00 **BBQ Lunch with Orientation Leaders**
Divarti Quad
New Students eat lunch with Orientation Leaders and new friends.
- 1:15 – 4:00 **Advising & Registration (Students only)**
Computer Labs: Bldg. 18 Rooms 106, 110, 156
Register for classes with the assistance of peer advisors, course registration advisors and orientation leaders.
- 2:00 – 5:00 **ID Station at Campus Service Center in Building 47**
After you have registered for classes, stop by the One Stop Shop to get your picture taken for your Otter Id.
- 3:00 – 4:00 **Student Services Fair at University Center Living Room**
How do I get an on-campus job? Where do I go if I get sick? What do I do if I get depressed? Who really is keeping the campus safe? Where do I go to find about disability resources? Find out the answers at the Student Services Fair!!

Reunite with Family at University Center

-
- *8:30 – 4:00 **Residential Life Trouble Shooting**
Otter Bay Conference Room, Bldg. 29
Residential Life staff is available today from 8:30 – 4:00 to answer your individual questions concerning the living community at CSUMB.
- *8:00 – 5:00 **One Stop Shop**
Bldg. 47, Campus Service Center
The One Stop Shop is open today to assist with payment for fees, residential hall payments, pre-payment for parking permits and taking Otter ID pictures.

CSU Monterey Bay Campus Plans for Facilitating Graduation Attachment B



California State University, Monterey Bay New Student Otter Orientation Family Program

- 10:00 – 10:45 What’s Unique about CSUMB**
Bldg. 29 Ballroom
Learn more about CSUMB’s academic programs and why we are “different” from other universities.
- 10:50 – 11:30 Letting Go**
Bldg. 29 Ballroom
The transition from being the parent of a high school student to the parent of a college student can be a difficult and stressful time for a family. This workshop will present some information to ease this transition.
- 11:35 – 12:15 Lunch (provided)**
Bldg. 29 Otter Bay Café
- 12:20 – 12:45 Student Advising Info**
Rachel Wood - Lower Division Advising
Learn a little about the Academic Advising process at CSUMB.
- 12:45 – 1:30 Housing Info Session**
Bldg. 29 Ballroom
Residential Life staff will present Housing information and answer your questions concerning the living community at CSUMB.
- 1:30 – 2:15 Cross Campus Representatives**
Bldg. 29 Ballroom
This is your opportunity to ask general questions about various campus issues such as public safety, computer policies, campus service center, etc. A panel consisting of staff and administrators from various departments will be present to answer your questions.
- 2:15 – 3:00 Student View**
Bldg. 29 Ballroom
Hear what our current students wish their parents knew about the transition from home to college life.
- 3:15 – 5:00 Campus tours**
Meet in University Center Lobby – tours leave at 3:15, 3:45, 4:15
- 3:00 – 4:00 Student Services Fair**
Bldg. 29 Living room
How does a student get an on-campus job? Where does a student go if he/she is sick?
What does a student do if he/she is depressed? Who really is keeping the campus safe?
Where does a student go to learn about disability resources? Find out the answers at the Student Services Fair!!

Reunite with Student at University Center

Earth Systems Science & Policy, B.S.



Nature Hike

Launch a Successful Career

An innovative interdisciplinary program, ESSP offers education and training in science, economics, environmental policy, and spatial data analysis. We prepare you for entry-level careers in a wide array of resource assessment and resource management positions including environmental consulting/planning; marine technology; marine habitat mapping; hydrology/water quality technology; land use consulting; GIS analysis; science teaching; watershed management; marine research; marine mammal husbandry; environmental health; aquarium science/management; natural/interpretive guiding; land surveying; technical writing; wetlands biology; scientific illustration; and native plant restoration.

The organizations hiring ESSP graduates have included the National Park Service; Monterey Bay Aquarium; Monterey Bay Aquarium Research Institute; Seafloor Systems; Monterey Bay National Marine Sanctuary; U.S. Department of Agriculture; U.S. Army Corps of Engineers; Monterey Peninsula Water Management District; Catalina Island Marine Institute; Secor Environmental Consulting; SRA International; MEC Analytical Systems; California State Parks; Swanson Environmental Consulting; California Department of Fish & Games; Monterey County; Wetlands Research Associates; National Marine Fisheries Service; Sierra Club; Whitson Engineers; LandWatch Monterey; Rana Creek Ranch; Entrix Inc.; Jones & Stokes Environmental Planning; and Granite Construction.

...Or Go to Graduate School

ESSP graduates have attended a variety of graduate institutions including Scripps Institute; UC Santa Cruz; San José State; Nevada, Las Vegas; UC Davis; UC Santa Barbara; Colorado State; Oregon State; Maryland; Tufts; Hawaii; UC Berkeley; and Boston University.

They have continued their education in many fields of graduate and professional study, including watershed science; marine science; environmental toxicology; biology; environmental geology; law; public health; veterinary medicine; osteopathic medicine; environmental studies; and ecology.

About the Program

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. The ESSP program utilizes hands-on, field-based learning, as well as cutting-edge technology and multimedia tools, all of which are marketable upon graduation.

Included Academic Fields

To give you an edge in the 21st-century workplace by arming you with broad and adaptable knowledge, skills, abilities, and attitudes, at CSUMB we have replaced traditional majors with dynamic multiple-focus degree programs. As a result, ESSP integrates all of the following fields of study:

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

Concentrations

To focus your studies within the interdisciplinary ESSP major, you can choose one of the following concentrations or areas of emphasis.

- ~ Environmental Policy Concentration
- ~ Marine & Coastal Ecology Concentration
- ~ Science Education Concentration
- ~ Science and Social Justice Concentration
- ~ Watershed Systems Concentration
- ~ Informal Science Education Emphasis
- ~ Pre-Med Emphasis

Associated Courses

You can read descriptions of our courses online by visiting either the CSUMB.EDU/catalog or CSUMB.EDU/schedule website. The courses associated with this major begin with the following prefixes:

BIO ~ CHEM ~ GEOL ~ ESSP ~ PHYS

Online Components

Taking advantage of our sophisticated campus technologies, to make learning opportunities as convenient as possible for you, some courses are offered in whole or in part online.

Distinguishing Features

ESSP emphasizes the application of science and policy to real-world problems, offering you **hands-on learning** in courses, internships, and research projects.

Your **Senior Capstone** project may be part of an applied research program, done in conjunction with an internship, or completed as a real-world experience at a local institute or research center.

The **Watershed Institute** at CSUMB provides hands-on opportunities to participate in applied watershed research, restoration projects, policy decisions, and education.

The **Seafloor Mapping Lab** specializes in high-resolution acoustic remote sensing for coastal habitats. Combining research and education with state-of-the-art geospatial technology, it offers unique hands-on, field-to-finish experience conducting professional habitat mapping surveys along the continental margins.

The **National Ocean Economics Program** provides data on ocean-related economic activities and resource trends to government, businesses, and individuals.

Regional partnerships with nearby worldclass research and technology centers—Moss Landing Marine Laboratories, Monterey Bay Aquarium Research Institute, Stanford's Hopkins Marine Station, and NASA/Ames Research Center—create outstanding opportunities for students.

Learning Environment

ESSP emphasizes applied, hands-on, field-oriented learning that takes full advantage of the unparalleled array of environmental resources, technologies, and world-class research institutions in our region.

Biological habitats—including the largest marine sanctuary in the country, estuaries, wetlands, grasslands, woodlands, deserts, and redwood forests—are accessible just beyond our doors.

The Monterey Peninsula, Big Sur coast, and Salinas Valley are living laboratories for learning about the scientific, economic, and political dimensions of land use and water resource issues.

The Chapman Science Academic Center, opened in 2004, offers state-of-art labs for teaching, learning, and student research.

Nationally, CSUMB ranks as one of the top "20 schools that create a campus culture that fosters student success." USA Today 8/29/05



CALIFORNIA STATE UNIVERSITY
Monterey Bay

Attachment C

Getting In

Getting into the ESSP major starts with getting into CSUMB. You can find all of the information you need to do that on the CSUMB.EDU/info website, and you can apply on the CSUmentor.edu website.

To be well prepared for entry into the program, we recommend the following coursework.

High School

Precalculus; Calculus; Chemistry; Physics; Biology

First Two Years of College

If you attend a community college: Complete all General Education requirements; Precalculus and Calculus; Chemistry; Biology

If you enter CSUMB as a freshman: Begin taking MATH and ESSP courses during your first year.

Getting Through

Academic Advising and Support

If you intend to be an ESSP major, you should select ESSP or any science on the CSU application. You may declare ESSP as your major as soon as you enter CSUMB. If you are a CSUMB student who wishes to become an ESSP student, you should request a change of major via the Planner Web online advising system.

Students interested in the ESSP major should consult an ESSP advisor as soon as possible. We welcome inquiries from both current and prospective students. You are strongly encouraged to meet in person with your ESSP advisor each semester. Your advisor will help you plan your CSUMB courses.

Semester Credits Required

- ~ Total credits: 128
- ~ Credits at CSUMB: 30
- ~ Total credits in the major: 36
- ~ Upper-division credits in the major: 18

What You'll Learn

The following Major Learning Outcome titles briefly sketch the knowledge, skills, and abilities that you must obtain before you graduate as an ESSP major. For detailed descriptions, please visit the CSUMB.EDU/catalog website or consult the printed CSUMB Catalog.

- ~ Quantitative Foundations
- ~ Earth Systems Science & Policy Foundations
- ~ Natural Science Competency
- ~ Policy Competency
- ~ Data Acquisition, Analysis, and Display
- ~ Systems Approach to Environmental Decision Making
- ~ Area of Concentration
- ~ Scientific Inquiry
- ~ Effective Communication
- ~ Service Learning

Faculty

ESSP faculty members have garnered numerous awards, landed millions in grants, and filled publications with their work. Most importantly though, they love to work with students like you. This list tells you who they are and what they teach.

Steven Moore, Ph.D., Chair and Professor
Zoology ~ biomechanics ~ developmental biology ~ electronics ~ nature photography

Susan Alexander, Ph.D., Associate Professor
Ecology ~ ecosystem modeling ~ marine science

Sharon Anderson, Ph.D., Associate Professor
Environmental chemistry ~ water quality ~ soil chemistry ~ pesticide fate

Carla Bundrick Benejam, M.A., Lecturer
Human evolution ~ primate behavior ~ science education

Robert Curry, Ph.D., Lecturer
Watershed science ~ river restoration ~ geology ~ law and policy

Michael Dalton, Ph.D., Assistant Professor
Economics ~ fisheries management ~ climate change

Daniel Fernandez, Ph.D., Associate Professor
Physics ~ ocean remote sensing ~ science education

William Head, Ph.D., Professor
Marine ecology ~ marine policy ~ aquaculture ~ critical thinking

Jenifer Hurley, Ph.D., Lecturer
Animal behavior ~ marine mammalogy ~ science education ~ physiology

Kathleen Johnson, Ph.D., Lecturer
Geochemistry ~ volcanology

Rebecca Kersnar, M.A., Lecturer
Biology (botany) ~ academic writing and reading ~ environmental ethics ~ TESOL

Henrik Kibak, Ph.D., Associate Professor
Science education ~ systems biology ~ biochemistry ~ entomology

Judith T. Kildow, Ph.D., Rote Distinguished Professor
Coastal and marine studies ~ policy analysis ~ oceans and coastal economics ~ coastal management

Rikk Kvitek, Ph.D., Professor
Marine science ~ geospatial technology (GIS/GPS) ~ seafloor mapping

Laura Lee Lienk, M.S., Lecturer
Watershed restoration ~ service learning ~ science education

Don Mautner, M.S., Lecturer
Meteorology ~ oceanography

Liese Murphree, Ph.D., Lecturer
Chemistry ~ soil chemistry ~ environmental science

Lars Pierce, Ph.D., Lecturer
Ecology ~ global biogeochemistry ~ computer modeling ~ remote sensing

Kevin Raskoff, Ph.D., Lecturer
Marine Science ~ deep-sea ecology ~ K-12 science education ~ invertebrate zoology ~ deep-sea technology

Daniel Shapiro, Ph.D., Assistant Professor
Environmental ethics ~ writing ~ Senior Capstone coordinator

Douglas Smith, Ph.D., Associate Professor
Watershed processes and restoration ~ geology ~ sedimentation

Aparna Sreenivasan, Ph.D., Lecturer
Cell cycle ~ fungal pathogenesis ~ ecology ~ science writing and education

David Takacs, Ph.D.,
Environmental ethics ~ justice and policy ~ writing and critical thinking

Lisa Uital, M.S., Lecturer
Intermarine science education ~ deep sea biology

Fred Watson, Ph.D., Lecturer
Hydrology ~ ecology ~ modeling ~ monitoring ~ software development

Swarup Wood, Ph.D., Associate Professor
Nutrient cycling ~ wetlands ~ science education

Suzanne Worcester, Ph.D., Associate Professor
Biology ~ field ecology ~ wetlands ~ marine biology

Natalie Zayas, M.A., Lecturer
Online education ~ water quality ~ science education

The CSUMB community shares "an unshakeable focus on student learning..." USA Today 8/29/05

CSUMB DOT EDU

Admissions Information

Admissions & Recruitment

- ~ Building 47
100 Campus Center
Seaside, CA 93955-8001
- ~ 831-582-3738
- ~ TTY/TDD 831-582-3372

Published September 2005 by
CSUMB Marketing & Publications for
CSUMB Admissions & Records

Division of Science and Environmental Policy

- ~ Building 53, Room S314
100 Campus Center
Seaside, CA 93955-8001
- ~ 831-582-4120
- ~ Fax 831-582-4122
- ~ essp_comments@csumb.edu
- ~ <http://essp.csumb.edu>

Alternate Formats

CSUMB will provide this information in alternate formats upon request to:

Student Disability Resources

- ~ 831-582-3672
- ~ Fax/TTY 831-582-4024
- ~ student_disability_resources@csumb.edu
- ~ CSUMB.EDU/accessible



CSU Monterey Bay Campus Plans for Facilitating Graduation Attachment D

Career Preparation Quickmatch Guide

To prepare well-rounded students who thrive when faced with the constantly changing demands of the 21st-century workplace, we offer interdisciplinary programs that connect several traditional fields of study in meaningful ways. As a result, our interdisciplinary academic programs provide clear pathways to over 200 careers.

Because you likely have a career or two in mind, we have provided this Quickmatch Guide to help you locate one or more CSUMB degree programs that can help you reach each. If you've been thinking in terms of fields of study rather than specific careers, you'll find those listed here, too.

To use the guide, simply locate a field of interest, and look below it for related CSUMB academic programs.

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

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

A

Acting

Teledramatic Arts, B.A.

Adapted Physical Education

Human Performance and Wellness, B.S.

Adult Education

Liberal Studies, B.A.

Education, M.A.: Curriculum and Instruction

Advertising

Human Communication, B.A.

Advocacy

Human Communication, B.A.

Social and Behavioral Sciences, B.A.

African American Studies

Human Communication, B.A.

Agribusiness

Business Administration, B.S.

CSU Monterey Bay Campus Plans for Facilitating Graduation
Attachment D

American Sign Language

World Languages and Cultures, B.A.

American Studies

Human Communication, B.A.

Animation

Telecommunications, Multimedia, and Applied Computing, B.S.

Anthropology

Global Studies, B.A.

Social and Behavioral Sciences, B.A.

Audio

Teledramatic Arts, B.A.

Archaeology

Social and Behavioral Sciences, B.A.

Archives

Social and Behavioral Sciences, B.A.

Art

Visual and Public Art, B.A.

Arts

Music B.A.

Arts Administration

Visual and Public Art, B.A.

Arts Education

Visual and Public Art, B.A.

Arts Management

Visual and Public Art, B.A.

Arts Policy

Visual and Public Art, B.A.

Audio

Music, B.A.

B

Biological Oceanography

Marine Science, M.S.

CSU Monterey Bay Campus Plans for Facilitating Graduation
Attachment D

Biology

Earth Systems Science & Policy, B.S.

Budget Analysis

Business Administration, B.S.

Public Policy, M.S.

Business

Business Administration, B.S.

Mathematics, B.S.

Management and Information Technology, M.S.

C...Z

CSU Monterey Bay Campus Plans for Facilitating Graduation

Attachment E

Earth Systems Science & Policy, B.S. ~ Careers and Graduate Study

Careers

ESSP graduates have pursued successful careers in fields such as environmental consulting/planning; marine technology; marine habitat mapping; hydrology/water quality technology; land use consulting; GIS analysis; science teaching; watershed management; marine research; marine mammal husbandry; environmental health; aquarium science/management; natural/interpretive guiding; land surveying; technical writing; wetlands biology; scientific illustration; and native plant restoration.

The organizations hiring ESSP graduates have included the National Park Service; Monterey Bay Aquarium; Monterey Bay Aquarium Research Institute; Seafloor Systems; Monterey Bay National Marine Sanctuary; U.S. Department of Agriculture Natural Resources Conservation Service; U.S. Army Corps of Engineers; Monterey Peninsula Water Management District; Monterey County Water Resources Agency; Catalina Island Marine Institute; Secor Environmental Consulting; SRA International; MEC Analytical Systems; California State Parks; Swanson Environmental Consulting; California Department of Fish & Games; Monterey County Planning Office; Wetlands Research Associates; National Marine Fisheries Service; Sierra Club; Whitson Engineers; LandWatch Monterey; Rana Creek Ranch; Entrix Inc.; Jones & Stokes Environmental Planning; and Granite Construction.

Graduate Study

ESSP graduates have attended a variety of graduate institutions including Scripps Institute; UC Santa Cruz; Montana; San Jose State; Nevada, Las Vegas; UC Davis; UC Santa Barbara; Colorado State; Oregon State; Maryland; Tufts; Hawaii; UC Berkeley; and Boston University.

They have continued their education in many fields of graduate and professional study, including watershed science; marine science; environmental toxicology; biology; environmental geology; law; public health; veterinary medicine; osteopathic medicine; environmental studies; and ecology.

CSU Monterey Bay Campus Plans for Facilitating Graduation

Attachment F

Earth Systems Science & Policy B.S. ~ Pathways Marine & Coastal Ecology Concentration Pathway for Entering Freshmen

Because we have built our academic programs on an outcomes-based education model, you have lots of latitude to design your Individual Learning Plan to achieve your personal target outcomes while also satisfying University Learning Requirements, Graduation Learning Outcomes, and Major Learning Outcomes. Given that, you should consider the degree pathway provided here only as a possibility.

This pathway serves as a tool, not a prescribed program of study. Before enrolling, you can use it to get a feel for what you can do in this major and concentration. After enrolling, you and your advisors can use it as a starting point for building your personalized outcomes-based ILP.

Because CSUMB is outcomes-based, this chronological pathway lists the target outcomes first. It then shows courses aligned with those outcomes along with credits and an indication of when they are offered.

	MLO Covered	ULR/GLO Covered	Course	When Offered	CR
FALL	1	MATHCOM	MATH 130/130L	Every fall	4
	-	TECHINFO	CST 101	Every semester	4
	-	-	FYS 100	Every semester	4
	-	LANGUAGE	Any approved 101	Every semester	4
	-	-	-	-	16
SPRING	1	-	MATH 150/150L	Every semester	4
	2	-	CHEM 110/110L	Every semester	4
	-	ENGCOM ETHICS	ESSP 286	Every spring	4
	-	LANGUAGE	Any 102	Every semester	4
	-	VIBRANCY activity	Any approved	Every semester	1
	-	-	-	-	17
FALL	1	-	MATH 151/151L	Every semester	4
	2	-	CHEM 111/111L	Every semester	4
	-	LANGUAGE	Any 201	Every semester	3
	2	-	ESSP 272	Every semester	3
	-	CREATIVE CULTURE	Any approved	Every semester	3
	-	-	-	-	17
	-	-	-	-	

CSU Monterey Bay Campus Plans for Facilitating Graduation
Attachment F

S P R I N G	-	VIBRANCY	HPWE 361S	Every semester	4
	2	-	BIO 240/240L	Every spring	4
	2	-	ESSP 260/260L	Spring even years	4
	-	LANGUAGE	Any 202	Every semester	4
	-	-	-	-	16
F A L L	2	-	ESSP 280	Every semester	3
	9	GWAR	ESSP 300	Every fall	3
	3	-	BIO 340/340L	Every semester	4
	2	-	BIO 241	Every fall	3
	2	-	ESSP 271	Fall odd years	4
	-	-	-	-	17
S P R I N G	1	-	STAT 250	Every semester	3
	8	-	ESSP 350/350L	Every semester	4
	5	-	ESSP 332/332L	Every semester	4
	9	-	ESSP 400	Every spring	3
	-	-	-	-	14
F A L L	2	-	PHYS 220/220L	Every fall	4
	7	-	BIO 345 or 346	Every semester	4
	-	DEMPART HISTORY	Any approved	Every semester	4
	6 or 7	-	Any approved	Every semester	4
	-	-	-	-	16
S P R I N G	9	-	ESSP 403	Every semester	3
	10	CULTURE ENGCOM COMMUNITY	ESSP 384S	Every spring	3
	9	-	Any approved	Every semester	3
	7	-	Any approved	Every semester	3
	6 or 7	-	-	-	3
	-	-	-	-	15

Fall 2004

Telecommunications, Multimedia, and Applied Computing TMAC Individualized Learning Plan (ILP)

School of Information Technology and Communications Design

Name (last, first) _____ , _____

ID _____

Peer Advisor Review: _____ Date _____ Track: Tech Design Custom Program: Day Evening

Faculty Advisor Assignment _____

Advisor Approval _____ Date _____

ITCD Information and Contacts:

Mail Address: CSUMB
School of Information Technology and Communications Design
Building 18 Room 150,
100 Campus Center, Seaside, Ca. 93955

ITCD Website: <http://itcd.csumb.edu>

Email: itcd@csumb.edu

Phone Numbers: Office: (831) 582-3621

Fax: (831) 582-4484

ITCD Peer Advising: (831) 582-3789

MLOs	Add to ILP	Course Number	Title	Prerequisites and Notes	Alternate Pathway * (approval form attached for each alternate path)	Term (Planned)
Core MLOs	Fulfill CST 300: Major ProSeminar and C1-C6					
C0 Professional Communication and Development		CST 300	Major ProSeminar	Not open to Freshmen. Completion of the Tech/Info ULR and the EngCom ULR, or instructor consent. This course fulfills the GVAR requirement		
C1 & C4 Knowledge of Computers & Telecommunications		CST 337	Computing Architectures and Environments	CST 101 or completion of the Tech/Info ULR or instructor consent. (This course also fulfills MLO T3)		
C2 Design		CST 201	Media Tools	CST 101 or completion of the Tech/Info ULR or instructor consent. (This course also fulfills the Creative and Artistic Expression ULR)		
C3 Programming (choose one)		CST 221	Programming: Scripting for Multimedia	CST 201, or instructor consent		F
		CST 231	Problem Solving and Programming with C++	CST 101 or completion of the Tech/Info ULR or instructor consent (This course also fulfills MLO T1 required for students in the Tech Track)		
		CST 232	MS Visual Basic Programming	Familiarity with using Microsoft Windows or instructor consent		S
C5 Mathematics	Fulfill any two of five areas: Area 1 - Logic, Area 2 - Combinatorics, Area 3 - Statistics, Area 4 -Linear Algebra, Area 5 - Calculus (MATH 170 fulfills Areas 1&2), (STAT 200 and STAT 250 each fulfill Area 3), (MATH 260 fulfills Area 4), (MATH 150 and 151 together fulfill Area 5), (C5 also fulfills MLO T5)					
		MATH 170	Discrete Mathematics	Passing grade on ELM test, MATH 130 or instructor consent. (This course also fulfills MLO T5)		
C6 Social & Ethical Dimensions		CST 373	Ethics in Communication and Technology	Instructor consent. (This course also fulfills the Ethics ULR)		

AND either: Tech MLOs	(T1, T3 AND T5 are satisfied in the CORE) AND five additional courses from at least two additional MLO's from T2,T4,T6,T7,T8,T9 (max 2),T10				
T2 Software Design Issues		CST 338	Software Design	C/C++, CST 231 or instructor consent.	S
T4 Principles of Telecommunications		CST 311	Introduction to Telecommunications	CST 101 or completion of the Tech/Info ULR or instructor consent	
T6 Interface Outcome		CST 331	Computer Graphics	C/C++, CST 231 or equivalent, or instr. consent.	F
T7 Computing Outcome		CST 336	Internet Programming	UNIX, C/C++, CST 231 or equiv, or instructor consent.	F
		CST 363	Introduction to Database Management Systems	CST 101 or completion of the Tech/Info ULR, or instructor consent.	S
T8 Networking Outcome		CST 312	Telecommunications Standards	CST 311. Recommended: C/C++, Visual Basic, or equivalent programming exp. or instr. consent.	F
		CST 313	Telecommunications Management	CST 311 or concurrent enrollment in CST 311, or instructor consent.	S
		CST 384	Advanced LAN/WAN Systems Integration	CST 101 or completion of the Tech/Info ULR, CST 311, CST 312, or instructor consent.	S
T9 Advanced Math (choose no more than 2)		MATH320	Probability and Statistics	MATH 151 with C or better.	
		MATH330	Linear Algebra	MATH 250 with a C or better.	
		MATH340	Differential Equations	MATH 250 with a C or better.	
		MATH370	Logic and Computation	MATH 151 with a C or better, MATH 170 with a C or better.	
T10 Information System Management		CST 334	Introduction to Operating Systems with UNIX	C/C++, CST 231 or equivalent, or instr. consent.	
		CST 434	Advanced Systems Administration	CST 334 or instructor consent.	S
		CST 551	Web Databases and Services	CST 251 or CST 351, and CST 363 or BUS 363, or instructor consent	S
~ OR ~ Design MLOs	D1, AND D4, AND D5, AND one course from D2, D3 Intermediate level, AND one course from D2, D3 Practicum level				
D1 Planning & Mgmt of Design Projects		CST 308	Management and Design	CST 201 or instructor consent.	
D2,D3 Intermediate Interactive Media, Communication through a Variety of Electronic Delivery Systems (choose one)		CST 304	Publication Design	CST 328 or instructor consent.	F
		CST 305	Modeling and Animation	CST 328 or instructor consent.	F
		CST 321	Multimedia Game Design I	CST 308, CST 328, or instructor consent.	F
		CST 351	Web Design	CST 308 and CST 328, or instructor consent.	
D2,D3 Practicum Interactive Media, Communication through a Variety of Electronic Delivery Systems (choose one)		CST 404	Publication Workshop	CST 304 or instructor consent.	S
		CST 405	Animation Workshop	CST 305 or instructor consent.	S
		CST 421	Multimedia Game Design II	CST 321 or instructor consent.	S
		CST 441	Adv Instr. Design	CST 341 or instructor consent.	S
		CST 451	Web Production	CST 201, CST 308, CST 328, CST 351 or equivalent, or instructor consent.	S
D4 Instructional Technology Principles		CST 341	Introduction to Instructional Design	Instructor consent.	
D5 Aesthetic & Design Principles		CST 328	Digital Art and Design	CST 201 or instructor consent. (This course also fulfills the Creative and Artistic Expression ULR)	

~ OR ~ Custom MLOs		An approved custom plan of at least five courses fulfilling at least three MLO's from: (T2, T4, T6, T7, T8, T9, T10, D1-D5)				
List chosen MLO's	Faculty Advisor Custom Plan Approval _____				Date _____	
		Course	Explanation for Custom Pathway (attach additional pages if needed)	Alternate Pathway	Term	
~ AND ~ Advanced MLOs		Fulfill A1, A2, A3, A4, A6 AND A5 AND A7				
A1, A2, A3, A4, A6 (all four courses required)		CST 400	Capstone Project Planning	Senior standing in the TMAC major or instructor consent.		
		CST 496	Capstone Lecture Directed Study	Senior standing in the TMAC major or instructor consent.		
		CST 401	Capstone Lab	CST 400 or instructor consent.		
		CST 496	Capstone Lab Directed Study	CST 400 or instructor consent.		
A5 Service Learning (choose one)		CST 361S	Technology Tutors	CST 101 or completion of the Tech/info ULR or instructor consent; Junior or Senior standing. (Fulfills the Culture and Equity ULR/GLO and the Service Learning GLO)		
A7 TMAC Elective*				*Any upper division (300 or 400 level) CST course		

ILP Worksheet

Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr
Win	Sum	Win	Sum	Win	Sum	Win	Sum	Win	Sum

Additional Requirements:

At least 9 units of upper division ULR/GE/GLO credit (must be taken in the junior or senior year to fulfill the requirement):							
	CST 300 (4 units)		CST 361S (4 units)		CST 373 (4 units)		CST 328 (4 units)
	CST 430 (4 units)		Language Assessment (4 units)		Other		Other

University Learning Requirements (ULR) Worksheet

University Learning Requirement	ULR courses completed	ULR courses in progress	ULR courses planned	CST courses that fulfill the ULR
Community Participation				
Creative / Artistic Expression				CST 201 CST 328
Democratic Participation				CST 273
English Communication A				CST 211
English Communication B				CST 212
Ethics				CST 373
Literature / Popular Culture				CST 271
Mathematics				
Science Content				
Science Methods				
U. S. Histories				
Vibrancy Theory				
Vibrancy Activity				

Graduate Learning Outcomes

Culture and Equity				CST 361S
Language through 3rd level (4th level if you entered CSUMB with less than 56 units):				
Service Learning				CST 361S
Technology Information				CST 101 CST 102 CST 430

Additional ILP forms can be found at: <http://itcd.csumb.edu/newsite/students/forms/ILP.pdf>

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Matriculation Policy

The intent of this policy is to establish guidelines for the matriculation, management, and assessment of learner progress toward degree.

1.000 Purpose

The purpose of this policy is to provide learners and the University with ways to pro-actively manage and assess a learner's progress toward degree in an outcomes-based model of education. This policy is intended to reflect the University's commitment to the principles, goals, and ideals described in the CSUMB Vision Statement and to its core values.

2.000 Management of Learning Experiences

Learners enrolled in learning experiences shall be responsible for the management of those experiences and make every reasonable effort to progress toward a degree. Learners shall consult with faculty and other non-faculty advisors and mentors to manage and assess reasonable progress toward degree.

3.000 Learning Experience Enrollment

Learners may, where appropriate, add and drop, audit (AU), request an incomplete (I), and withdraw (W) from learning experiences. These designations shall not be included in a learner's grade point average although they may affect enrollment. Faculty may issue, where appropriate, a designation of Withdrawal Unauthorized (WU) consistent with the requirements of Section 3.700 of this policy. The symbol "WU" shall be identified as a failing grade in the transcript legend and shall be counted as units attempted but not passed in computing grade point average.

3.100 Add/Drop

Learners may add and drop learning experiences within established course adjustment periods for the term. The responsibility for adding and dropping any learning experience rests solely with the learner except in those instances where the learner did not attend or contact the instructor by the second meeting of the learning experience.

Learners may add learning experiences within the published course adjustment period with the approval of the instructor. Course adjustment periods may vary and shall be published in the "Schedule of Learning Experiences." Beyond the course adjustment period the learner may petition the appropriate instructor to add a learning experience. An approval requires the signature of the appropriate instructor.

Learners may drop learning experiences during the published course adjustment period without approval of the instructor. Instructors shall not drop the learner on the first day of the learning experience if the learner did not attend or contact the instructor.

If a learner wishes to drop a learning experience after the course adjustment period has expired, the learner may do so by petition that provides sufficient reasons. If the learner's petition is

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granted the learner's transcript shall reflect a withdrawal (W). If the learner's petition is not granted or the learner does not drop the learning experience within the course adjustment period the learner's transcript shall reflect a Withdrawal Unauthorized (WU) from the learning experience.

3.200 Audit

Learners may add a course for audit purposes with the instructor's permission after the first day of instruction and by no later than the end of the course adjustment period for the term.

Permission of the instructor shall be based on space needed for regular enrollment. Learners may not switch audit designation to assessment designation after the course adjustment period for the term. Learners may not switch from assessment designation to audit after the course adjustment period for the term.

Auditors shall pay all fees associated with course enrollment.

3.300 Incomplete

The "incomplete" (I) is a temporary assessment that may be assigned only with the approval of the instructor and only when certain criteria apply. Those criteria shall be as follows:

- learner requesting an incomplete and an instructor approving an incomplete shall do so if and only if the learner has completed a majority of the learning experience requirements as determined by the instructor;
- the learner has experienced unforeseen and extenuating circumstances that prevent fulfillment of the remaining learning experience requirements no later than the end of the term; and,
- the learner shall be making satisfactory progress toward achieving learning experience outcomes.

An Incomplete shall not be assigned when it is necessary for the learner to attend a major portion of the class when it is next offered. An Incomplete is also prohibited where the normal practice requires extension of the course requirements beyond the close of the term, e.g., thesis or project type courses. In such cases, use of the Report in Progress (RP) symbol is required.

Learners shall be responsible for providing the instructor with evidence to support the request for an "I" no later than the published "Last Day of Instruction" for that term.

Learner and instructor shall agree on how and when the remaining learning experience requirements shall be completed and enter into a written contract describing those requirements. Completion of the learning experience requirements and evaluation shall take place no later than one academic year from the date of the approved "I". An extension of the one-year time limit may be granted for contingencies such as intervening military service and serious health or personal problems. Final assessment shall be given when the work agreed upon has been completed and evaluated in a timely manner.

If the conditions of the written contract have not been satisfied by the deadline, the assessment of incomplete will automatically change to a grade of "IC" and be recorded on the learner's transcript, unless the faculty member assigns a specific letter grade at the time the Incomplete is

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assigned. Then the letter grade would replace the “I” in the learner’s transcript at the end of the academic year deadline.

Official record of the written contract shall be maintained by the Institute or unit responsible for the learning experience. If the instructor of record is no longer available, the Institute Director shall ensure that the instructor’s obligations are fulfilled.

3.400 Incomplete Charged

The Incomplete Charged (IC) symbol shall be used when a learner who received an Incomplete has not completed the required course work within the allowed time limit. The “IC” replaces the “I” and is counted as a failing grade for grade point average and progress point computation.

3.500 Report in Progress

Report in Progress (RP) shall be used in connection with thesis, project, or similar courses in which assigned work frequently extends beyond a single academic term and may include enrollment in more than one term. The “RP” symbol shall be replaced with the appropriate final grade within one academic year of its assignment except for master’s thesis enrollment, in which case the time limit shall be established by the appropriate campus authority. The president or designee may authorize extension of the established time limits.

3.600 Withdrawal

Learners may officially withdraw (W) from learning experiences after the published course adjustment period has expired. Learners may withdraw from learning experiences only for serious and compelling reasons and with the approval of the instructor and the Institute Director and/or Center Dean.

Withdrawals shall not be permitted during the final twenty percent of instruction except in cases, such as accident or serious illness, where the cause of the withdrawal is due to circumstances clearly beyond the learner’s control. Withdrawals of this sort may involve total withdrawal from the campus or may involve only one course, except that course grade and credit or an Incomplete may be assigned for courses in which sufficient work has been completed to permit an evaluation to be made. Withdrawal under these circumstances must be approved by Director of Admissions and Records in addition to the instructor and Institute Director and/or Dean.

The withdrawal does not reflect the quality of the learner’s performance and shall not be used in the calculation of the learner’s grade point average.

3.700 Withdrawal Unauthorized

Faculty shall issue a designation of withdrawal unauthorized (WU) when a learner did not properly withdraw from the learning experience.

The instructor shall report the last known date of attendance by the learner.

The symbol “WU” shall be identified as a failing grade in the transcript legend and shall be

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counted as units attempted but not passed in computing grade point average. In courses which are graded Credit/No Credit or in cases where the learner has elected Credit/No Credit evaluation, use of the symbol “WU” shall not be used and “NC” shall be used instead.

4.000 Assessment of Progress To Degree

Each learner shall be responsible for managing and self-assessing progress toward degree. Assessed competency in the University Learning Requirements, the Major Learning Outcomes, and the Graduation Learning Requirements constitute the basis for assessing progress to degree and shall include the graduation requirements set out at Sections 4.710 through 4.740 of this policy.

Learners shall consult with faculty and non-faculty advisors, in reviewing official transcripts, and revise and update learning plans in a continuous effort to manage and self-assess progress to degree.

4.100 Evidence of Satisfactory Progress

Satisfactory progress to degree shall be evidenced by ongoing and timely assessment to determine progress toward completion of the University Learning Requirements, the Graduation Learning Outcomes, the Major Learning Outcomes, and other requirements as described in this policy.

The institution shall develop a standard of satisfactory progress for all students to determine progress to degree and where appropriate provide intervention to support individual student success based on evidence of satisfactory progress. This standard shall be consistent with Section 4.500 of this policy.

Learners receiving financial aid shall also comply with the terms and conditions of any financial award issued to demonstrate satisfactory progress to degree. These terms and conditions may include standards for satisfactory progress imposed by the University and other funding sources.

4.200 Continuous Enrollment

Learners may be considered continuously enrolled in the University so long as the absence from the university does not exceed one semester. Learners may formally request a leave of absence from the university for those absences beyond one semester no more than twice during the learner’s matriculation through graduation.

Learners may discontinue enrollment in the University without cause. If a learner discontinues enrollment from the University and re-enters, the learner shall be subject to all entrance requirements and fees.

4.300 Assessment Symbols, Values and Translation

Learners may choose a letter grade or a designation of credit/no credit in any learning experience offered by the University, unless the learning experience has been specifically designated as a credit/non-credit or letter graded learning experience. Learners, in an effort to make an informed choice, may consult with faculty and non-faculty advisors about assessment options.

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Faculty shall assign learners the appropriate assessment symbols in a timely and reasonable manner. Assessment symbols include letter grades A, B, C, D, F, with plus or minus designations or CR/NC to represent credit or non-credit. Learners shall earn an assessment equivalent to a letter grade of C or better to receive a designation of CR in a learning experience.

Learners shall obtain a letter grade of C or better in any learning experience taken to satisfy a University Learning Requirement. Learners earning the designations of C-, D+, D, or D- in any learning experience taken to satisfy a University Learning Requirement shall be determined to have completed the learning experience but not to have satisfied the University Learning Requirement.

The Grade Point Average 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 values are assigned to each assessment symbol:

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, and an F, 0.0. Designations of C/NC (credit and non-credit) I (incomplete), W (withdrawal), RP (report in progress), and AU (audit) shall not be calculated in the grade point average. Designations of IC (incomplete charged) and WU (withdrawal unauthorized) shall be counted as a failing grade for grade point average and progress to completion.

Other than the change in an incomplete (I), a change of assessment symbol shall be made only in the case of a clerical error or other administrative grading error. Learners seeking to challenge final assessments based on other grounds shall follow the policy and procedures set out in the Assessment Appeals Policy.

4.400 Academic Honors

Baccalaureate academic honors shall be awarded based on the learner's cumulative grade point average. The designations shall be as follows:

Summa cum Laude 3.90 or better

Magna cum Laude 3.75 to 3.89

Cum Laude 3.50 to 3.74.

Learners shall complete a minimum of 3 semesters in residence at CSUMB and a minimum of two-thirds of earned credits shall be based on letter grades to qualify for academic honors.

Institutes offering degree programs may confer "Distinction in the Major" honors to learners meeting the criteria developed by the institute faculty. The criteria shall be officially published by each institute and widely circulated to learners in each of the appropriate majors.

4.500 Academic Standing, Probation and Disqualification

Undergraduate learners are expected to maintain a cumulative and University grade point average of at least a 'C' (2.0) average and to demonstrate satisfactory progress to degree consistent with Section 4.100 of this policy.

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An undergraduate learner 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 'C' (2.0) average. The Office of Admissions and Records shall notify learners on Academic Probation. Learners shall remain on Academic Probation until the cumulative and CSUMB grade point average is a 'C' average or until the learner has been Academically Disqualified.

Title 5 of the California Code of Regulations mandates the following definition and formula for academic disqualification:

Academic Disqualification means that the learner has not maintained satisfactory academic standards and is involuntarily separated from the University.

Academic Disqualification means that the learner has not maintained satisfactory academic standards and is involuntarily separated from the University. Undergraduates on academic probation are subject to Academic Disqualification when*:

- As a freshman (fewer than 30 semester hours of college work completed) the student falls below a grade point average of 1.50 in all units attempted or in all units attempted at the campus where enrolled.
- As a sophomore (30-59 semester hours of college work completed) the student falls below a grade point average of 1.70 in all units attempted or in all units attempted at the campus where enrolled.
- As a junior (60-89 semester hours of college work completed) the student falls below a grade point average of 1.85 in all units attempted or in all units attempted at the campus where enrolled.
- As a senior (90 or more semester hours of college work completed) the student falls below a grade point average of 1.95 in all units attempted or in all units attempted at the campus where enrolled.

Learners that have been Academically Disqualified shall be notified by the Office of Admissions and Records of the disqualification and of the right to petition the University for reinstatement.

A veteran or eligible person who remains on probation for a grade point deficiency below a 2.0 cumulate GPA beyond two semesters, shall have his/her veteran's benefits discontinued and any further certification of benefits shall be terminated.

* Updated to comply with Chancellor's Office Executive Order No. 823.

4.600 Athletic Eligibility

In order to remain eligible to compete in athletics, learner-athletes shall comply with NAIA and NCAA standards and other appropriate University policies and procedures.

4.700 Graduation Requirements

Academic graduation requirements shall include satisfactory completion of the Freshmen and Major ProSeminars, the University Learning Requirements (ULRs), the Major Learning Outcomes (MLOs), the Capstone experience, the graduation learning outcomes (GLOs) and the

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California State University requirements mandated by Title 5 of the California Code of Regulations.

4.710 University Learning Requirements

Learners entering the University as freshmen shall meet all the University Learning Requirements (ULRS) and those learners that transfer from other educational institutions shall have general education requirements certified, where appropriate, except in Language, Culture and Equity, Information/Technology, and Service Learning.

Transfer students with partial General Education Certification shall fulfill the remaining ULRS in the appropriate areas, satisfy the Graduation Learning Requirements consistent with Section 4.730 of this policy and any other applicable requirements.

4.720 ProSeminar/Individual Learning Plans/Capstones

Learners entering the University as freshmen shall take the Freshmen ProSeminar. Learners shall successfully complete Freshmen ProSeminar before entering a Major ProSeminar.

Learners shall enroll in and successfully complete a Major ProSeminar in the learner's major. Each learner shall develop and update, in partnership with a faculty advisor, an individualized learning plan that, among other things, describes the pathways the learner intends to follow to satisfy the major learning outcomes. Only successful completion of the Major ProSeminar constitutes official entry into the major in compliance with University policy on entering majors.

To complete the fulfillment of the academic program requirements for award of a baccalaureate degree learners shall complete a Senior Capstone in the learner's major.

4.730 Graduation Learning Outcomes

There are four Graduation Learning Outcomes: Culture and Equity, Service Learning, Information/Technology, and Language. The Graduation Learning Requirements shall not be fulfilled by general education certification.

To fulfill the CSUMB language requirement, learners entering the University as freshmen or with less than 56 transferable units shall demonstrate language competence at the fourth level. Transfer students transferring 56 or more semester units at the time of transfer shall demonstrate third level language competence at the third level. Both levels of competence shall be consistent with the requirements established by the Institute for World Languages and Culture.

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Transfer students transferring 56 or more semester units at the time of transfer shall participate in at least one Major Service Learning experience.

4.740 California State University System Requirements

The California State University and Title 5 of the California Code of Regulations mandates that a learner shall complete a specified minimum number of units in upper division learning experiences, in the learner's major and at the campus awarding the degree. In addition, the learner shall achieve a minimum grade point average of 2.00 in cumulative total units attempted, including all transfer courses; all units attempted in the major; and, all units attempted at CSUMB. Learners shall also successfully complete the English Placement Test (EPT) and the Entry-Level Mathematics (ELM) requirements and the Graduate Writing Assessment Requirement (GWAR).

5.000 Renewal and Improvement

Learners may renew and improve their academic standing through compliance with systemwide and University policies. Learners attempting to do so shall comply with the procedures set out by the University.

5.100 Academic Renewal

Learners may improve their grade point average through a program of academic renewal established by the Trustees of the California State University. In those instances where a learner is having difficulty meeting graduation requirements because of a grade point deficiency, the learner may petition to have up to two semesters or three quarters of previous college work discounted from all considerations associated with meeting requirements for the baccalaureate degree.

Academic renewal is intended only for CSUMB learners and is not applicable to individuals who already possess a baccalaureate degree or who meet graduation requirements without the approval of a petition for Academic Renewal.

5.200 Conditions for Academic Renewal

In order to qualify for Academic Renewal each of the following conditions established by the Trustees of the California State University shall be met:

- The learner shall petition the chief academic officer or designee
- The learner shall present evidence in the petition that the coursework to be disregarded was substandard and not representative of the learner's present scholastic ability and level of performance due to extenuating circumstances.
- The learner shall present evidence that if the petition is denied, it would be necessary for the learner to enroll in additional learning experiences involving one or more additional terms in order to qualify for graduation. The learner shall include the specific learning

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experiences or requirements involved and normally shall have completed 90 units prior to filing the petition.

- Five years shall have elapsed since the term(s) to be disregarded were completed. Terms taken at any institution may be disregarded.
- Since completion of the term(s) to be disregarded, the learner shall have completed learning experiences at CSUMB of at least one of the following: 15 semester units with at least a 3.00 GPA, 30 semester units with at least a 2.50 GPA, or 45 semester units with at least a 2.00 GPA.

If and when a petition is granted, the learner's permanent academic record shall be annotated to reflect that no work taken during the disregarded term(s), even if satisfactory, shall apply toward baccalaureate graduation requirements. All work shall remain on the learner's academic record to insure a true and complete academic history.

5.300 Repeat of Learning Experience for Assessment Improvement

Undergraduate learners may repeat learning experiences in order to fulfill degree requirements, enhance previously acquired learning, or both. Learners shall seek academic advisement before deciding to repeat any course.

The higher assessment shall be counted in the learner's grade point average. Once the learner elects to count the higher assessment, the lower assessment(s) is not counted in the grade point average computation. Each assessment appears on the learner's permanent academic record.

Learners may not improve assessments or courses taken at other institutions by repeating them at CSUMB, nor may learners improve assessments of courses taken at CSUMB by repeating them elsewhere.

6.000 Continuous Renewal

This policy shall be assessed in five years from its effective date to determine its effectiveness and appropriateness. This policy may be assessed before that time as necessary to reflect substantial organizational, physical, or academic changes at CSUMB or any change required by law.

s/ Peter Smith
President or Designee

Effective Date: September 1, 2002

Certification of Process:

Reviewed by: Matriculation Work Group (Brown, B., Brown, V., Brown, S., Nishita, K., Stamps, L., Villanueva, H.), Academic Senate Executive Committee, Academic Senate, Policy Facilitation Team, Student Voice, Provost, Educational Planning and Policy Committee

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Registration Deadlines

Fall 2005

Aug 19	Last day to officially cancel registration or drop all courses on-line and receive full refund of mandatory fees Last day to register without a \$25.00 late registration fee Last day to ADD courses online
Aug 22	Fall semester courses begin Add / Drop two week period begins (Au. 22 – Sept. 6) ADD courses with completed Schedule Adjustment Form and submit form to the Campus Service Center Drop courses online by Sept 6
Sept 5	<i>Labor Day holiday observed- Campus Closed</i>
Sept 6	Last day to add/drop courses without petition and a “W” (withdraw) grade for Fall semester Last day to change grade mode to CR/NC Last day to officially take a Leave of Absence for the Fall 2005 Last day to drop from full-time to part-time and receive a full refund of the state fee difference (nonresident students also receive a full refund of tuition)
Sept 7	First day to withdraw from courses for serious & compelling reason (“W” grade assigned). Must submit supporting documentation. Last day for Open University students to drop and receive a pro-rated refund

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Oct 10	Spring 2006 Planner Web Advising opens
Oct 20	Last day for students to appeal for Spring 2005 grades
Oct 27	Last day to officially withdraw or cancel ALL courses and receive a pro-rated refund of mandatory fees
Oct 31	Winter Session registration begins
Nov 14	Spring 2006 priority registration begins for continuing students
Nov 16	Spring 2006 registration begins for continuing students
Nov 18	Last day to withdraw from a courses for serious & compelling reason (“W” grade assigned). Must submit supporting documentation.
Nov 21-23	<i>FALL BREAK</i>
Nov 24-27	<i>Thanksgiving Holiday observed- Campus Closed</i>
Dec 9	Last day of Fall courses. Spring 2006 registration begins for NEW students.
Dec 12-18	Fall Assessment period.
Dec 26-30	<i>Holidays Observed-Campus Closed</i>
Jan 2	<i>New Year's Day Observed- Campus Closed</i>

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Jan 3	<p>Fall Grades Due</p> <p>Incomplete grades from Fall 2004 expire</p> <p>End of Fall semester</p>
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Winter 2006

Jan 3	Winter courses begin
Jan 16	<i>Martin Luther King Day Observed- Campus Closed</i>
Jan 20	Last day of Winter courses
Jan 27	<p>Winter grades Due</p> <p>Incomplete grades from Winter 2005 expire</p>

Spring 2006

Jan 20	<p>Last day to officially cancel registration or drop all courses on-line and receive full refund of mandatory fees. Last day to register without a \$25.00 late registration fee.</p> <p>Last day to ADD courses online.</p>
Jan 23	<p>Spring courses begin.</p> <p>ADD / DROP two-week period begins (Jan 23- Feb. 6)</p> <p>ADD courses with completed Schedule Adjustment Form and submit form to the Campus Service Center</p> <p>Drop courses online by Feb 6</p>
Feb 6	Last day to add/drop courses without petition and a “W” (withdraw) grade for Spring

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	<p>semester</p> <p>Last day to change grade mode to CR/NC</p> <p>Last day to officially take a Leave of Absence for the Spring 2006</p> <p>Last day to drop from full-time to part-time and receive a full refund of the state fee difference (nonresident students also receive full refund of tuition)</p>
Feb 7	<p>First day to withdraw from courses for serious & compelling reason (“W” grade assigned). Must submit supporting documentation</p> <p>Last day for Open University students to drop and receive a pro-rated refund</p>
March 13	Fall 2006 Planner web advising opens
March 20-24	<i>SPRING BREAK</i>
March 23	Last day for students to appeal for Fall 2005 grades
March 31	<i>Cesar Chavez Day observed- Campus closed</i>
April 7	Last day to officially withdraw or cancel all courses and receive pro-rated refund of mandatory fees.
April 17	Fall 2006 priority registration begins for continuing students.
April 19	Fall 2006 registration begins for continuing students
April 28	Last day to withdraw from a course for serious & compelling reason (“W” grade assigned). Must submit supporting documentation

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May 1	Summer registration begins.
May 12	Last day of Spring courses.
May 15-21	Spring Assessment period
May 29	<i>Memorial Day observed ~ Campus Closed.</i>
June 2	Spring grades due. End of Spring semester. Incomplete grades from Spring 2005 expire End of 2005-2006 Academic Year
June 19	Fall 2006 New Student registration begins.

Summer 2006

May 1	Summer registration begins
June 5	Summer courses begin
June 30	End of first four-week Summer Session
July 3	Second four-week Summer Session begins
July 4	<i>Fourth of July observed- Campus closed</i>

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July 28	Last day of Summer courses
Aug 11	Summer grades due End of Summer Session Incomplete grades from Summer 2005 expire