Division Description

The Division of Academic Programs at California State University, Bakersfield is unique in the California State University system. It is designed to insure that the classroom and non-classroom portions of the students' University experiences complement each other.

The Division offers special General Studies courses and CSUB courses. The General Studies courses are one- or two-unit courses which focus on material unavailable in the academic departments (i.e. Test Anxiety, Study Skills Development, Peer Counseling, Career/Job Search) and on topics in which lower division students express an interest. The course format is always informal and conducive to student-faculty exchange. The course descriptions are listed at the end of this section.

The Helen Louise Hawk Honors Program

The university offers a four-year honors program to incoming freshmen and a two-year program to transfer students. It includes the following academic and extracurricular advantages: a series of special honors-only general education classes taught by the university's best faculty members; priority at registration time; honors scholarships; senior honors seminars in which students complete a project under the direct supervision of a professor in their major discipline; personalized academic and career advising; travel/education opportunities; a fully equipped honors lounge; and frequent social events that help develop a sense of camaraderie and mutual support among the participants.

Unlike most “honors” classes taught at the high school level, CSUB’s honors courses are not graded more severely than non-honors classes. Nor are honors students asked to take any extra courses as a result of being in the program (except for one senior-year Independent Study Seminar), since each of the honors classes satisfies one of the lower- or upper-division general education requirements. Students who complete the entire four-year honors program will receive credit for this achievement on their transcripts, recognition in the graduation program, and a lovely engraved silver and gold four-year honors medals to be worn at graduation. The Helen Louise Hawk Honors Program is supported by a generous one million dollar grant from local philanthropist Helen Hawk Windes.

Information regarding the Helen Louise Hawk Honors Program is available from Dr. Michael Flachmann, Professor of English and Director of University Honors Programs (FT 201D, 654-2121), or from the Office of the Associate Vice President of Academic Programs (EDUC 242, 654-3420).

The First-Year Experience Program

The CSUB First-Year Experience program has been developed as an integrated one-year program for undergraduate students in “transition.” The first-year Resources for Undergraduate Success & High-Achievement (RUSH-A) Program was created as a part of the organizational culture committed to excellence in the quality of the student experience and community engagement.

Mission: To build, nurture and sustain a vibrant educational community at CSUB committed to academic and personal success of undergraduate students "in transition": first-year college students, transfer students, and re-entry students.

First-Year Experience Program Goals:
1. To assist students “in transition” to acquire essential academic information, gain necessary technical skills, and access needed academic support services at CSUB (LEARN).
2. To assist students “in transition” to become actively engaged with CSUB through faculty “passions for the academy” (ENGAGE).

3. To provide students “in transition” structured opportunities to become actively involved with the diverse leadership of CSUB as a “student ambassador” (SERVE).

The course descriptions for the CSUB courses (101/301, 103/303, 105/305) are listed at the end of this section.

**Ronald E. McNair Post-Baccalaureate Achievement Program**

The McNair Scholars Program is a comprehensive program structured to prepare undergraduates for successful careers as graduate students, professors, and professional researchers. The program is for students who are seriously considering earning a Ph.D. degree. Every McNair Scholar makes a commitment of time and effort to develop the skills necessary for success in graduate school-while still working toward his or her bachelor’s degree. This preparation is offered in the form of classes, colloquia, advising, tutoring, faculty mentoring, and the completion of a research project.

The McNair Scholars program is a highly competitive, prestigious, and elite program on the campus of CSU Bakersfield. McNair Scholars participate in a research internship with a faculty mentor, attend conferences, present research at national conferences, learn about graduate school opportunities and careers, receive assistance with the graduate school application processes, visit various doctoral-granting institutions, and are awarded a monetary stipend.

Applicants to the McNair Scholars Program must be enrolled as a full time undergraduate at CSUB (junior or senior) who have a minimum cumulative GPA of 3.0 or higher. Applicants must be either low-income and a first generation college student or considered as underrepresented in graduate studies.

Information regarding the Ronald E. McNair Post-baccalaureate Program is available from Dr. Isabel Sumaya, Director of McNair (EDUC 247, 661-654-6618), or from the Office of the Associate Vice President of Academic Programs (EDUC 242, 661-654-3420).

**California Pre-Doctoral Program (Sally Casanova)**

The program is designed to increase the pool of university faculty by supporting the doctoral aspirations of individuals who are: current upper division or graduate students in the CSU, economically and educationally disadvantaged, interested in a university faculty career, U.S. citizens or permanent residents, and leaders of tomorrow.

Students who are chosen for this prestigious award are designated Sally Casanova Scholars as a tribute to Dr. Sally Casanova, for whom the Pre-Doctoral scholarship is named. These scholars are exposed to unique opportunities to explore and prepare to succeed in doctoral programs. CSU and UC faculty members are an integral component of this program as they work closely with scholars to prepare them for graduate studies.

Working one-on-one with faculty members from both CSU and doctoral-granting institutions, students receive funding for activities such as:
- participation in a summer research internship program at a doctoral-granting institution to receive exposure to the world of research in their chosen field
- visits to doctoral-granting institutions to explore opportunities for doctoral study
- travel to a national symposium or professional meeting in their chosen field
- Graduate school application and test fees.

Information regarding the California Pre-Doctoral Program (Sally Casanova) is available from Victoria Champion, Pre-Doc Campus Coordinator (EDUC 247, 661-654-6618).
Service Learning

Many faculty at CSUB have developed service learning components that are integrated into their courses. Students enrolled in such courses have the opportunity to be placed with a community organization in the private, public, or non-profit sector. The Community Partnerships and Service Learning office (CPSL, MB2 302, 654-2100) works cooperatively with these faculty to facilitate the placement of students so that they can receive “hands-on” experience in the real world. Students gain professional knowledge and skills and develop valuable relationships in the community through service learning while completing academic courses.

Community Service Program

The Community Service Program includes a series of General Studies courses GST 207A, B, and C in which students receive 2 units of credit for 40 hours of community service per quarter, with a total of 6 units available through the three courses. Most of the “class activities” for GST 207A, B, and C, will be completed online via WebCT. Students in “good academic standing” must work with the Community Partnerships & Service Learning Center (CPSL, MB2 302, 654-2100) to arrange for 40 hours of community service with nonprofit, governmental, educational, or community-based service organizations. Placements are designed to provide direct experience with appropriate professionals, while improving the quality of life in the community.

For more information, students should contact their faculty advisor, Department Chair, and/or the Community Service Programs office at 654-2100. Students can also access information about these programs online at www.csub.edu/csp.

Human Corps Program

The Human Corps Program provides students an opportunity to receive university credit for volunteer community service experience. Qualified students must work with the Community Partnerships & Service Learning Center (CPSL, MB2 302, 654-2100) to arrange for 30 hours of volunteer service experience with nonprofit, governmental, educational, or community-based service organizations. Placements are designed to provide direct experience with appropriate professionals, while improving the quality of life in the community.

To receive university credit, students enroll in a General Studies course, HCOR 396 (see course description below), or a departmental Human Corps course, and must complete at least 30 hours of service per quarter. One unit of Human Corps credit may be earned each quarter, and no more than 12 units of credit may be counted toward the baccalaureate.

HCOR 396 Human Corp Community Service (1)

The course provides student volunteers with an opportunity to gain community service experience working with non-profit, governmental, educational or community-based service organizations. Open to all students in good academic standing, regardless of major or class standing. A student may suggest a suitable placement or request an assignment from the Human Corps office.

Discipline-Based Internship Program

Under the Internship Program, students can receive academic credit for paid employment or non-paid service that is directly related to their academic discipline. Community Partnerships & Service Learning (CPSL, MB2 302, 654-2100) works cooperatively with the faculty sponsor to place qualified students in an internship site or to develop a partnership with their current employer. Students register for their internship credit in a discipline-based course with the units based on the number of hours being worked. The faculty sponsor in the student’s major field of study is the instructor of record for the internship course.
Cooperative Education

Cooperative Education is a type of educational experience that integrates a students’ university academic study with related work experience in a business, government, or nonprofit agency. Students participate in part-time employment with concurrent attendance or alternate periods of attendance with periods of employment.

All students who are in good academic standing are eligible to apply for Cooperative Education. Academic credit, on a credit, no-credit basis, is awarded through enrollment in either General Studies or discipline-based Cooperative Education courses.

Students interested in this program should contact the Community Partners & Service Learning office (CPSL, MB2 302, 654-2100).

Credit for Prior Experiential Learning

The University grants units of credit for learning, knowledge, or skills-based experience that has been documented and evaluated according to campus policy. Students should be aware, however, that policies for earning credit for prior learning vary from campus to campus in the CSU.

The amount of credit for experiential learning is determined only after self and faculty assessment of the scope and quality of the learning. Evaluation of experiential learning takes varied forms, including written examinations, portfolios, personal interviews, and demonstrations. Frequently, complementary academic study will be required prior to the awarding of credit.

There are several restrictions on Credit for Prior Experiential Learning:

a. Students shall not be awarded Credit for Prior Experiential Learning until they have completed 30 quarter units in residence.

b. Credit for Prior Experiential Learning shall not count as resident credit and shall be awarded only on a credit, no-credit basis;

c. Credit for Prior Experiential Learning shall not exceed 20 quarter units;

d. Only undergraduates are eligible to receive Credit for Prior Experiential Learning, and the credit may not count for post-baccalaureate credit;

Students interested in pursuing this option should consult with the appropriate school dean or department chair. Forms are available from the Academic Programs office (EDUC 242, 654-3420).

COURSE DESCRIPTIONS—FIRST-YEAR EXPERIENCE COURSES

CSUB 101 Roadrunner RUSH-A Seminar (2)
This seminar introduces first-time freshman students to important issues for academic and career success at CSUB, including, but not limited to, managing time and money, learning how to learn, reading/listening/taking notes, thinking logically and critically, communicating effectively, taking exams/writing papers, avoiding violations of academic integrity, growing personally and interpersonally, living healthy, and exploring majors and careers. FYE

CSUB 301 Roadrunner RUSH-A Seminar (2)
This seminar introduces new transfer and re-entry students to important issues for academic and career success at CSUB, including, but not limited to, managing time and money, learning how to learn, reading/listening/taking notes, thinking logically and critically, communicating effectively, taking exams/writing papers, avoiding violations of academic integrity, growing personally and interpersonally, living healthy, and exploring majors and careers.

CSUB 103 Roadrunner Passion to Learn (2)
Faculty share their passion to learn about a specific subject/topic with students. Each seminar course is unique reflecting the engagement of the faculty in a search for information about their interests. In this
course, students and faculty will collaborate to identify resources and develop skills needed so they can find answers to their inquiry. The goal is for students to develop an understanding of how academic experiences can be applied to a variety of contexts. This transfer of knowledge and skills encourages personal development and lifelong learning. Students should review the topics and select the course that is of interest to them. This course meets concurrently with CSUB 303.

CSUB 303 Roadrunner Passion to Learn (2)  
This seminar introduces new transfer and re-entry students to a faculty’s passion to learn through inquiry about a specific subject/topic. Each seminar course is unique reflecting the engagement of the faculty in a search for information about their interests. In this course, students and faculty will collaborate to identify resources and develop skills needed so they can find answers to their inquiry. The goal is for students to develop an understanding of how academic experiences can be applied to a variety of contexts. This transfer of knowledge and skills encourages personal development and lifelong learning. Students should review the topics and select the course that is of interest to them. This course meets concurrently with CSUB 103.

CSUB 105 Roadrunner Ambassadors (2)  
This activities-based course provides an opportunity for first-time freshman students to apply their knowledge from CSUB 101 and 103 by learning to become a “student ambassador” for the university. Roadrunner ambassadors will assist university programs in out-reach, recruitment, peer advising, peer mentoring, and any other activity that enhances the learning experience of CSUB students. This course meets concurrently with CSUB 305.

CSUB 305 Roadrunner Ambassadors (2)  
This activities-based course provide an opportunity for new transfer and re-entry students to apply their knowledge from CSUB 301 and 303 by learning to become a “student ambassador” for the university. Roadrunner ambassadors will assist university programs in out-reach, recruitment, peer advising, peer mentoring, and any other activity that enhances the learning experience of CSUB students. This course meets concurrently with CSUB 105.

COURSE DESCRIPTIONS—GENERAL STUDIES

GST 61 Math Brush Up (2)  
Math Brush Up is designed to assist CSUB students who need to strengthen their basic math skills or who want a basic math refresher in preparation for more difficult math courses or standardized tests. GST 61 provides mathematically sound and comprehensive coverage of topics essential to a college-level basic math course. Students will actively practice concepts as they are introduced, ensuring their mastery and retention. Course does not count toward graduation.

GST 75 Success in Dev Math I (1)  
Students will learn to recognize and overcome barriers to learning math, identify and access resources, and practice the strategies and skills necessary for success in current and future mathematics courses. Students will engage in problem-solving activities related to the material in Math 75. Open to students enrolled in Math 75 Developmental Mathematics I. Offered on a credit/no credit basis.

GST 85 Success in Dev Math II (1)  
Students will learn to recognize and overcome barriers to learning math, identify and access resources, and practice the strategies and skills necessary for success in current and future mathematics courses. Students will engage in problem-solving activities related to the material in Math 85. Open to students enrolled in Math 85 Developmental Mathematics II. Offered on a credit/no credit basis.

GST 102 Improving Academic Fitness (1)  
This course is designed to help students in academic trouble to improve their academic performance. The course will cover numerous topics such as learning styles, time management, class preparation,
interacting with faculty, coping and stress, career exploration, test-taking strategies, student services (e.g. tutoring), and the details about majors, minors, general education, and other university graduation requirements. The course will also cover the various campus policies which impact student standing such as retaking courses, grade replacements, and academic renewal.

GST 107 Explorations in College (1)
This course is for Summer Bridge students and is only offered in the Summer Bridge Program. College Exploration is designed to familiarize students with university culture. Students from nontraditional backgrounds may have little knowledge of University faculty, majors, and special programs. This course is designed to help high school students' self transformation into college students.

GST 112 Day of Dialog (1)
This course provides an introductory exposure to all areas of diversity and explores options to build a better tomorrow through Day of Dialog participation, online discussions, and increased self-awareness. Students will explore the forces behind prejudice and intolerance through reading assignments and discussion. They will actively create and participate in developing projects to improve our CSUB campus climate. Areas of diversity will include race/ethnicity, gender, sexual orientation, social class, physical differences, and other labeled groups that concern participants. Course may be repeated for credit. (CR/NC)

GST 115 Academic Success Via Vocabulary (2)
Academic Success via Vocabulary is designed to help students develop and expand their vocabulary. The class combines lectures, discussion, and word-building activities to teach students how to build on their current knowledge of words and incorporate new words into their speaking and writing. Specific topics covered in GST 115 include word parts (prefixes, suffixes, and roots), word families, Greek and Latin roots, high-frequency words, and common words from other disciplines. Successful GST 115 students will learn how to use college-level, academic vocabulary, increase their reading level, determine the meaning of unfamiliar words, and learn words that pertain to their major or their field of study.

GST 116 Reading for College Success (2)
Reading for College Success will teach students advanced reading and critical thinking skills such as understanding vocabulary in context, integrating inferential and analytical techniques when reading, synthesizing information, summarizing content, evaluating and making judgments, analyzing different reading genres, and applying study reading strategies to textbooks. Through a combination of lectures, discussions, and hands-on work with a variety of reading selections and supplementary material, students will practice the following reading skills: finding the main idea, understanding supporting details, recognizing implied main ideas and inferences, determining patterns of organization and purpose and tone, and distinguishing between fact and opinion. This course will help students read more effectively for their courses, their jobs, recreation, or any other activity for which reading is essential.

GST 118 Making it in College (2)
This course presents study techniques, memory tools, self-exploration exercises, and explores career and major alternatives. The object of the course is to help develop interpersonal communication skills and study skills necessary to succeed both in and out of the University.

GST 119 Peer Education and Advising (2)
This class is designed to provide students who are interested in performing peer education services an opportunity to develop awareness, communication, problem-solving, and interpersonal skills. These skills will be utilized by the students to develop and implement presentations that will address issues related to college drinking behavior and the effects of alcohol misuse.

GST 121 Introduction to University Studies (2)
A series of seminars designed to aid the transition to the University studies for students with nontraditional backgrounds. The course will emphasize University survival skills and will utilize faculty and staff from the various disciplines and student services.
GST 124 Beyond Grief (1)
Students may experience multiple losses during their educational career and life span. This course is designed to help students learn about the grief process by teaching a constructive approach to the problem of loss.

GST 126 Researching the Electronic Library (2)
An introduction to effective research techniques using Library electronic resources. Emphasis will be placed upon skills necessary for the identification, retrieval, and evaluation of information for general and specific topics. Students will acquire the competencies necessary to develop an effective search strategy and find research materials, including references to journal articles, full text articles in electronic format, government publications and books.

GST 128 Stress Management (1)
Too much stress can affect your performance in school. This course will provide general information, guides for stress management, and wellness.

GST 129 Women, Self-Esteem, and Academic Success (1)
Utilizes a group format for discussion and personal evaluation of how self-esteem affects academic success and living. When women are able to build their self-esteem, they can increase their effectiveness and take charge of their lives.

GST 131 Assertiveness Training (2)
A discussion-practice course designed to teach students how to express opinions, feelings, and attitudes in an effective and socially appropriate manner. The goal is to improve self-confidence and self-expression in academic and nonacademic settings. Limited enrollment.

GST 132 Women’s Day (1)
The Women’s Day program will focus on efforts to empower women and increase their participation in public office as well as deal with the ongoing issues of discrimination that they continue to face.

GST 136 Thinking Critically (2)
This course is designed to help students develop the critical thinking skills necessary for persuasive, logical writing and effective reading. Students will study arguments, fallacies, and the uses of language as they write and discuss current, often controversial, issues.

GST 137 Critical Research Skills (2)
This course is designed to help students develop the analytical and critical thinking skills necessary to perform library searches, evaluate the applicability of research materials, and properly cite these materials in scholarly papers and annotated bibliographies. Students will study online databases, source evaluation, library organization, MLA style documentation, and document formatting.

GST 139 Effective Parenting Skills (1)
Students, who are parents, are often overwhelmed with multiple tasks/roles while trying to be academically successful. This parenting effectiveness class examines strategies to improve communication patterns and family structure through a group format.

GST 140 Educating Women on Campus (2)
This course was designed to provide all female students (male students are also encouraged to enroll) with information and resources involving health, social, educational, career and personal issues. It is meant to offer practical solutions and awareness on the above issues. This class also covers issues adult students face upon re-entry to school. Guest speakers from the community and campus will be included as part of the instructional components of the course. The opportunity for students to affiliate with the CSUB “Educating Women on Campus Club” is highly recommended.

GST 142 Cinco de Mayo (1)
Plan, develop and carry out major activities of the Cinco de Mayo celebration and other Chicano cultural activities at CSUB. Emphasis will be on developing some skill in the planning and coordination of complex activities and on examining the historical, social, and educational roles of this and other cultural events in society.

**GST 149 Gay/Lesbian Issues (1)**
This course provides an introductory exposure to gay, lesbian, bisexual, and transgendered issues through lecture, presentation, activities, and discussion. Each quarter a new topic of importance to gay/lesbian/bisexual/transgendered individuals will be presented. Recent examples include Gays and Lesbians in the Media, Gays and Lesbians in Sports, Queer Films of Derek Jarman, Queer Poetry, Gay Spirituality. The goal of this course is to provide understanding and exposure specifically for an individual who wants to better understand a family member or friend who is gay, for a person seeking a positive supportive environment to explore their own gay identity, or for any person attempting to understand human diversity. This course may be repeated for five units of credit as the content and topic changes each quarter. For additional information see the GST 149 Welcome page in WebCT.

**GST 153 Internet Research (2)**
An introduction to the information resources available on the Internet for research purposes. Emphasis will be placed upon the identification, retrieval and evaluation of information for general and specific topics. Student will develop general knowledge of the Internet, navigation skills, effective search strategy skills, familiarity with Internet finding tools, evaluation methodologies and other Internet research skills.

**GST 156 Adult Children of Alcoholics or Trauma (1)**
Through topic lecture and group interaction, students who grew up in homes where they were emotionally, sexually or physically abused or neglected will: 1) examine the issues, thoughts and roles they assumed; 2) identify where these issues are affecting them today; 3) develop strategies to change unwanted behavior. Enrollment is limited.

**GST 157 Advancing Academic Confidence (2)**
Advance your academic confidence by participating in this 6-week college skills course. It is designed to help you master the fundamental skills necessary to make each course a success-listening skills, getting the most out of lectures, memory techniques, SQ4R, etc. Truly a practical course designed to help any student do better academically.

**GST 159 Managing Psych Disabilities (1)**
Many students with psychological disabilities experience difficulty attending and completing college as a result of anxiety, low stress tolerance, and lack of self-confidence and self-esteem. This course will teach students symptom management skills, and assistance with locating and utilizing campus and community resources. Guest speakers, group discussions, and reflective papers provide the course format.

**GST 162 Coping with Test Anxiety (1)**
Designed to teach students skills and techniques for coping with and overcoming anxiety in testing situation. Each session will include step-by-step procedures for enhancing physical relaxation, focused mental attention, and effective mastery of course material. Simultaneous enrollment in at least one 5-unit course is desirable.

**GST 165A CAMP Career Development (2)**
This course is only for CAMP (College Assistance Migrant Program) students. This course is designed to assist students to begin thinking about what career they will pursue. The students will participate in mock interviews, learn how to create clear and concise resumes, identify career interest, and participate in class presentations. Students will have the opportunity to have classroom discussions with guest speakers from various community professionals.

**GST 166 Community Service Projects (1-5)**
Designed to provide an opportunity for students to earn university credit for participating in service projects. Past projects include Daffodil Days, Relay for Life, Habitat for Humanity, and others. The
Disability Services Office offers students two units of university credit who volunteer to work as note takers.

**GST 173, 174, 175 African-American Experience I, II, and III (1)**
With the emphasis on the development of organizational skills, the primary focus will be planning and implementation of programs for the observance of Black History month. Enhances cultural awareness through personal involvement. Current issues will be explored in a small group format.

**GST 185 Student Union Government (1)**
Provides participants with education, training and development for student union leadership. Class members will also help to select, plan, and present Student Union activities and programs.

**GST 205 Career/Job Search (2)**
Offered by the Career Development Center, this course assists students in selecting college major and/or career. Coursework includes exploration of options, career information resources, company research, the professional job search, and the role of values, skills, and attitudes in the workplace. Emphasis will be upon preparing for a job search. This includes assessing personal traits, skills, experience, and methods used to communicate this to potential employers. Students will complete class with a professional resume, cover letter, and enhanced interviewing skill.

**GST 207A Community Service Learning I (2)**
This course will provide an in-depth community service learning experience and provide academic credit in exchange for 40 hours of volunteer service. Students choose from pre-approved community sites. This course is open to all students regardless of major or level, and each student can arrange for the site to fit his or her schedule and interests. All students are required to access and participate in the course via WebCT. Offered on a credit/no credit basis.

**GST 207B Community Service Learning II (2)**
This course is a continuation of GST 207A, Community Service Learning I and requires 45 hours of volunteer service. Prerequisite: credit in GST 207A or permission of instructor. Offered on a credit/no credit basis.

**GST 207C Community Service Learning III (2)**
This course is a continuation of GST 207B, Community Service Learning II and requires 50 hours of volunteer service. Prerequisite: credit in GST 207B or permission of instructor. Offered on a credit/no credit basis.

**GST 208 Social Activism (1)**
Students will attend an educational symposium on racism, featuring speakers from the community. The purpose of this discussion session is to foster understanding of the differences between people of different ethnic, religious, and cultural backgrounds. Each student will be required to attend an orientation and a post-symposium discussion. To receive credit, the student must also complete a paper outlining a plan of action based on their personal experiences and the topics discussed at each of the three meetings.

**GST 209 Psychology of Prejudice and Tolerance (1)**
This class will explore personal and psychological aspects of prejudice in connection with a field trip to the Museum of Tolerance in Los Angeles, California. Each student will be expected to relate historical information to his/her life and culture in a reaction paper. Students must attend the first class meeting (listed in the class schedule), the field trip, and the class discussion to obtain credit. Fee for field trip is required.

**GST 210 Succeeding in College (1)**
What does it take to do well at CSUB? Discussions of everything from note-taking to networking to managing personal finances will give you the inside track on getting the most out of the opportunities Cal
State has to offer. Guest speakers, faculty, and students from various disciplines will share their perspectives on “Succeeding in College.”

GST 211 Succeeding in Careers (1)
Area professionals, CSUB faculty, and recent graduates will share with us their insights into what it takes to secure and advance in a position in your chosen career field. Guest lecturers and group discussion.

GST 212 Succeeding in Life (1)
Discussion of strategies and planning college that students can use to lead productive, fulfilling lives. Ways to balance professional and personal needs and demands. Guest lecturers on various topics from “Reducing Stress” to “Interpersonal Communication.”

GST 219 Eating Management-Caring about Self (2)
The purpose of this course is to assist students in developing awareness of eating behaviors that will increase knowledge about disordered eating, nutrition, exercise, and a variety of other health behaviors and self care strategies. Offered on a credit/no credit basis.

GST 265, 266, 267 Mexican Culture and History Through Dance I, II and III (2)
Lecture consists of Pre-Columbia culture, influences from various different countries and their roles in creating Mexican fold dance traditions. Focus will be on the states located in Northern Mexico. Lab includes instruction on dances from various Mexican states and/or time eras.

GST 274 Day of Caring/Service (1)
This course is designed to provide a community service-learning experience where students can connect academic learning with community based issues and needs. The hands-on experience will be combined with three lectures/presentations that address issues related to the students’ community service learning. In addition, students will write and submit a reflection paper where they will analyze their personal service experience from a number of different perspectives. This 1-unit course is graded on a Credit/No Credit basis. All course assignments will be submitted using Blackboard.

GST 275 Communication Skills Group (1) This course is a small group lab experience. All sessions are video taped. Participation is expected and necessary. Not all course enrollees may be selected for this group experience. Offered on a credit/no credit basis.

GST 277 Special Topics (1-5)
This course provides students with an opportunity to examine areas of special interest and/or to allow investigation of topics not ordinarily covered in regular five unit courses. Faculty as well as students may propose topics. May be repeated for different offerings. Special Topics courses will not satisfy any general education requirements.

GST 278 Finer Things in Life - Entertainment at CSUB (1)
Provides an opportunity for students to attend events where outstanding artists perform or present work at CSUB while receiving credit. You will also speak with the performer and/or artists about their work. Written reaction papers required on chosen events.

GST 287A, 287B, 287C Occupational Opportunities I, II, III (2)
Have you avoided choosing your major? Are you unsure about what you’re going to do when you graduate? The process of selecting a career is often confusing and sometimes frightening. This course will help you explore occupational opportunities that are compatible with who you are, that will satisfy your personal needs, and fulfill your professional goals. Field trips to graduate schools, businesses, and professional sites will be included.

GST 290 Club Literario (2)
To enroll in this course, students must belong to Club Literario “Hermes” under the advisorship of Dr. Helia M. Corral, Department of Modern Languages and Literatures. Students publish a bilingual literary
magazine. The club raises funds; sponsors workshops, lectures, and conferences on reading, writing, editing, publishing, and literature; organizes cultural fieldtrips; and participates in CSUB’s student life.

**GST 295 Anger Management (1)**
This course teaches about anger as an emotion and a behavior. Students will learn how to effectively identify, express and manage anger in order to be more successful as a student, and in later life.

**GST 301 Personal Relationships (2)**
The purpose of this course is to focus on communication strategies students need to enhance personal relationships. Students will participate in a series of experiential activities to facilitate the learning process. Offered on a credit/no credit basis.

**GST 312 Films for Plagues and People (2)**
This is a film course designed to accompany INST 312 Plagues and People: A Biohistorical Examination of Humans and Disease. Students in INST 312 are expected to enroll, but the course is open to all. Students may miss only one film to receive credit. Each film will be introduced by one of the instructor and a discussion will follow.

**GST 305 From CSUB to Ph.D. (2)**

**GST 396A ENGLISH TUTOR TRAINING (1)**
This course provides CSUB English tutors with tutor training. This course is required for all new CSUB on- and off-campus tutors. Offered on a credit, no-credit basis.

**GST 396C GEARUP TUTOR TRAINING (1)**
This course provides CSUB GearUP tutors with tutor training. This course is required for all new tutors in the GearUp Program.

**GST 477 Special Topics (1-5)**
This course provides students with an opportunity to examine areas of special interest and/or to allow investigation of topics not ordinarily covered in regular five unit courses. Faculty as well as students may propose topics. May be repeated for different offerings. Special Topics courses will not satisfy any general education requirements.