



CSU
MONTEREY
BAY

MASTERS OF INSTRUCTIONAL SCIENCE AND
TECHNOLOGY PROGRAM HANDBOOK AY-26/27

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CSU Monterey Bay

School of Computing and Design

Master of Science in Instructional Science and Technology

Student Handbook, 2026-2027



Introduction

Welcome

The MS in Instructional Science and Technology (MIST) is a cohort-based master's program that incorporates substantial online learning to help full-time working students master such topics as learning theory, instructional design, instructional technology, interactive media, assessment and evaluation. The program prepares graduates for leadership positions in e-learning, training, instructional media development, and technology-based delivery of education for today's global marketplace.

The MIST program is offered by the School of Computing and Design (SCD), which distinguishes itself from other educational programs by its unique combination of technology and design. The project-based and outcomes-based model of learning has been recognized for its innovative and integrative application of technology, design and management in student learning.

Portfolios feature high levels of competence in communication, collaboration, technical expertise, ethical reflection, global perspective, and problem-solving skills. The School conducts cutting-edge applied research and development that provides students with hands-on, real-world experience while earning their degrees. SCD programs attract students from diverse backgrounds, including traditional post-graduate students, working professionals, distance learners, and corporate-sponsored professionals.

The MIST program prepares students to remain professionally up-to-date and in demand in the fast-changing landscape of modern education and training fields. The unique distributed learning experience - integrating intensive face-to-face seminars with state-of-the-art online learning - will not only enable our graduates to advance their current careers, but it will position them to assume leadership roles in education and training into the future. Successful educators and e-learning developers in the knowledge-based, global economy require the greatest command of all the technological tools and methodologies available to them, and our MIST program is designed precisely for that.

The MIST degree can be completed through courses that have both online and in-person components (i.e. hybrid courses), dependent on the program you are attending. Students can

continue their jobs while participating fully in the program. Students can meet face-to-face with their faculty on the CSUMB campus near beautiful Monterey, California, for just five extended weekend seminars during the 15-month program or complete the program entirely online.

University Vision Statement

California State University, Monterey Bay (CSUMB) is envisioned as a comprehensive state university that values service through high quality education. The campus is distinctive in serving the diverse people of California, especially the working class and historically undereducated and low-income populations. It features an enriched living and learning environment and year-round operation. The identity of the university is framed by substantive commitment to multilingual, multicultural, gender-equitable learning. The university is a collaborative, intellectual community, distinguished by partnerships with existing institutions both public and private, cooperative agreements which enable students, faculty, and staff to cross institutional boundaries for innovative instruction, broadly defined scholarly and creative activity, and coordinated community service.

The university invests in the future through the integrated and experimental use of technologies, increased access, and enriched quality learning. The curriculum of CSUMB is student and society-centered and of sufficient breadth and depth to meet statewide and regional needs, specifically those involving inner-city and isolated rural populations in the immediate Tri-County region (Monterey, Santa Cruz, and San Benito). The programs of instruction strive for distinction, build on regional assets in developing specialty clusters in such areas as the sciences (marine, atmospheric, and environmental); visual and performing arts and related humanities; languages, cultures, and international studies; education; business; studies of human behavior, information, and communication, within broad curricular areas; and professional study.

The university develops a culture of innovation in its overall conceptual design and organization and will utilize new and varied pedagogical and instructional approaches, including distance learning. Institutional programs values and cultivates the creative and productive talents of students, faculty, and staff, and seek ways to contribute to the economy of the state, the wellbeing of our communities, and the quality of life and development of its students, faculty, and service areas.

The education programs at CSUMB will:

- Integrate the sciences, the arts and humanities, liberal studies, and professional training.
- Integrate modern learning technology and pedagogy to create liberal education adequate for the contemporary world.
- Integrate work and learning, service, and reflection.
- Recognize the importance of global interdependence.
- Invest in languages and cross-cultural competence.

- Emphasize those topics most central to the local area's economy and ecology, and California's long-term needs.
- Offer a multicultural, gender-equitable, intergenerational, and accessible residential learning environment.
- The university will provide a new model of organizing, managing, and financing higher education:
- The university will be integrated with other institutions, essentially collaborative in its orientation, and active in seeking partnerships across institutional boundaries. It will develop and implement various arrangements for sharing courses, curriculum, faculty, students, and facilities with other institutions.
- The organizational structure of the university will reflect a belief in the importance of each administrative staff and faculty member, working to integrate the university community across "staff" and "faculty" lines.
- The financial aid system will emphasize a fundamental commitment to equity and access.
- The budget and financial systems, including student fees, will provide for efficient and effective operation of the university.
- University governance will be exercised with a substantial amount of autonomy and independence within a very broad CSU system wide policy context.
- Accountability will emphasize careful evaluation and assessment of results and outcomes.

Our vision of the goals of California State University, Monterey Bay includes a model pluralistic academic community where all learn and teach one another in an atmosphere of mutual respect and pursuit of excellence; a faculty and staff motivated to excel in their respective fields as well as to contribute to the broadly defined university environment. Our graduates will understand interdependence and global competence, distinctive technical and educational skills, the experience and abilities to contribute to California's high-quality work force, the critical thinking abilities to be productive citizens, and the social responsibility and skills to be community builders. CSUMB will dynamically link the past, present, and future by responding to historical and changing conditions, experimenting with strategies which increase access, improve quality, and lower costs through education in a distinctive CSU environment. University students and personnel will attempt analytically and creatively to meet critical state and regional needs, and to provide California with responsible and creative leadership for the global 21st century.

Admissions

The MIST program seeks students who represent diverse perspectives, backgrounds, life experiences, and interests and are highly motivated to improve quality of life for individuals and the effectiveness of organizations. Students from a variety of academic backgrounds are eligible for admission.

The Admissions Committee looks for strong evidence of a commitment to the CSUMB Vision and to the application of the principles of instructional science and technology. Professional experience will be considered in addition to transcripts and test scores. Although professional experience is not required, it is encouraged because such experience adds tremendous value to the learning environment and helps develop a context for integrating key program content and ideas.

The Admissions Committee holistically considers the following documented evidence related to your intended interests and abilities:

- Academic performance as an undergraduate student
 - A completed bachelor's degree with a 3.0 GPA is usually considered the minimum for admission; students with a completed bachelor's degree, a GPA from 2.50 to 2.99, and exceptional work history or potential for success are sometimes considered.
- GRE (recommended)
- TOEFL or other evidence of language proficiency (when required)
- Post-baccalaureate courses (if any)
- Statement of purpose that details the applicant's objectives and qualifications
- Two letters of recommendation

In unusual circumstances, the graduate admissions committee may make exceptions to these criteria.

Application Procedures

1. Complete and submit an application form at Cal State Apply application and a \$70.00 application fee (payable to CSUMB).
2. Submit all required supporting documents by the applicable document deadline
 - A. Submit two (2) official copies of each of the following:
 1. Transcripts of all college coursework taken
 2. Test scores (TOEFL, GRE, etc.), (if applicable)
 3. Foreign Credential Evaluation (if applicable)
 - B. Submit an original "Statement of Purpose" (one copy is sufficient)
 - C. Submit two (2) or three (3) original letters of reference (one copy of each is sufficient)

For detailed application procedures please visit the following:

Blended program - <https://csumb.edu/scd/admissions-blended>

Application Deadlines

- October 1 - Application period opens
- January 15 - Priority application deadline (applicants with any foreign coursework may still be accepted after this date, but there is no guarantee of review)
- January 30 - Priority application review and selection
- February 15 - Final application deadline (applicants with only domestic coursework may still be accepted after this date but there is no guarantee of review)
- March 1- Final document deadline
- March 15 - Final application review and selection
- *For detailed application deadlines please visit the following:*

Admission Decisions

Priority application review and selection (January 30)

The MIST candidate selection committee will convene for a priority review of eligible applications. Applicants selected for the program will be given priority admission to the program. Applicants not selected at this time will either be denied or held over for inclusion in the final application review and selection.

Final application review and selection (March 15)

The MIST candidate selection committee will convene for a final review of eligible applications. Applicants selected for the program will be given admission to the program up to the capacity of the program. Applicants not selected at this time may be denied, moved to a waiting list (in case any selected students elect not to attend), or advised of additional information requests if there are any remaining spaces available after this date. If there are remaining spaces available after this date, completed late applications may continue to be reviewed on a first-come, first-serve basis.

Reapplication

If disqualified, you are not eligible for reinstatement for a minimum of one academic year. You will be required to reapply for admission and submit a letter of appeal to the Office of Admissions. The Admissions Exception Committee will review your reinstatement appeal, with approval based upon your documented good-faith effort to improve academic standing and improve circumstances within your control that directly resulted in your disqualification. You will be informed in writing of your status within 30 days of receipt of your completed reinstatement petition. For information regarding reapplication and the petition process, call the Office of Admissions at 582-5100.

Financial Responsibility

As one of the 23 member campuses in the California State University system, CSUMB charges standardized registration fees and nonresident tuition along with a handful of campus-specific fees. The following describe the fees and related procedures.

The CSU makes every effort to keep student costs to a minimum. Fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, CSU must reserve the right, even after initial fee payments are made, to increase or modify any listed fees, without notice, until the date when instruction for a semester or quarter has begun. All CSU listed fees should be regarded as **estimates** that are subject to change upon approval by The Board of Trustees.

Billing and Payment Procedures

Students may register prior to paying fees; however, fees must be paid prior to the Enrollment Cancellation date for each term. Fee payments may be made by cash, check, or money order at the Campus Service Center. Payments by check will also be accepted by mail (please do not mail cash or money orders). The cancelled check serves as your receipt.

Payment and refund deadlines can be found at:

<https://csumb.edu/mastercalendar/due-dates-deadlines/>

Institution Sponsored Students

If you are an institution-sponsored student, it is your responsibility to inform your employer well ahead for the classes that you plan to enroll in each term. For example, DLI students need to fill out DLI's SF-182 form and submit it to the Provost's office at least eight weeks before the class starts. All institution-sponsored students should notify the MIST program upon entering the program.

It is important to note that the student will be held responsible for any costs that the institution sponsor fails to pay.

Financial Aid

The Campus Service Center Provides front counter and telephone support for the Office of Financial Aid. If the Campus Service Center cannot assist you and expert advice or counseling is required, you will be referred to Financial Aid for counseling.

The Financial Aid Official web site offers an excellent 'How To Apply for Financial Aid' guide at: <https://csumb.edu/financialaid>

Academic Policies

Student Responsibility

Students are responsible for the integrity of their actions and must be willing to accept consequences for these actions. Students have the responsibility to be familiar with the University policies and to seek clarification with faculty if they are unclear about expectations for any assignment. Students are also encouraged to report academic dishonesty. In the sense that a University is a community, students should understand their own roles in the creation of the kind of environment that encourages honesty and discourages academic fraud. Students need not tolerate any action on the part of another that diminishes their own integrity or that of the University.

Teamwork and Peer Collaboration

You can expect teamwork and group work to be the norm after you leave the program, regardless of whether you expect to work in school, government, higher education or corporate environments and regardless of whether you work inside an organization, or as an independent consultant. Consequently, the core courses in the MIST program provide multiple experiences in team development. A portion of your grade is often awarded based on the way in which you work with your team. Some students come into the program with extensive background in true teamwork. Most, however, do not. A substantial and important part of the program is dedicated to helping students learn about concepts, tools, and skills related to working effectively in teams, both in person and online. If you already have experience in team-based collaboration, we expect you to serve as an example and a resource for your fellow core class members.

Academic Integrity

The University Community

CSUMB is a community of learners bonded together by the search for knowledge; the pursuit of a personal, social, cultural, physical, and intellectual development; and the desire for the liberating effects of an advanced education. CSUMB has an academic culture shared with other universities and colleges across the nation. Integral to that culture is a set of values such as academic freedom, dedication to teaching and learning, diversity, civility toward others, and academic integrity. Academic integrity is of central importance in the University community and involves upholding the values, the principles, and the code of behavior held to be central in that community. Inherent to the CSUMB Community are the values of honesty, trust, fairness, respect, and responsibility.

Scholastic Honesty

The core of this University's integrity is its scholastic honesty. Honesty is valued across all cultures and is a fundamental value in the academic culture. There are, however, cultural differences about the ownership of ideas and the importance of individual efforts. Nonetheless, the University expects all students and other campus members to document the intellectual contributions of others and to ensure that the work they submit is their own.

Academic Dishonesty

Academic dishonesty usually refers to forms of cheating and plagiarism, such as giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own.

Student Disability and Accessibility Center (SDAC)

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state laws prohibit such discrimination.

Inquiries concerning compliance may be addressed to her at:

Student Disability Resources

- Building 47
- 831 – 582 – 3672
- Fax/TTY 831 – 582 – 4024
- sdac@csumb.edu
- <https://csumb.edu/sdac/>

Grading System

The grading policy of the university permits either letter grades A, B, C, D, F, with plus or minus designations, or CR/NC to represent credit/no-credit. You may request either graded or credit/no-credit grading unless the course has specifically been designated as graded or credit/no-credit.

In the MIST program, the recommended grading system for all letter grade courses is below:

- A (95-100%): Extraordinarily high achievement. Unusually complete command of the course content and an outstanding level of scholarship.
- A- (90-94%): Excellent achievement. Very thorough command of the course content and a very high level of scholarship.
- B+ (87-89%): Very good achievement. Significantly above average understanding of materials and thorough command of course material.
- B (83-86%): Good achievement. Signifies mastery and fulfillment of all course requirements and a solid, acceptable performance.
- B- (80-82%): Fair achievement. Acceptable performance on most, but not all, aspects of the course.
- C+ (75-79%): Not wholly satisfactory achievement. Marginal performance on some aspects of the course.
- C (70-74%): Marginal achievement. Minimally acceptable performance on most aspects of the course.
- F (< 70%): Unacceptable work. Little or no command of the course objectives.

Academic Standing

Graduate students, including those who are classified or conditionally classified, and credential seeking students will be placed on academic probation if their CSU Monterey Bay cumulative grade point average falls below a 3.0 (B grade average). Students must earn no lower than a “B-” in any course.

Courses in which students received a “C+” or lower will need to be re-taken. Each course can be only repeated once; no more than two courses can be repeated in the program. Some graduate programs have more rigorous standards, requiring students to maintain a GPA of 3.0 or better for all courses. For these programs, a graduate coordinator may also notify a student of academic probation. Students should consult an advisor to determine their obligation.

Repeating Failed Courses

A failed course may be repeated only once. Request for a third attempt must be approved by the program faculty committee. All attempts will be reflected on the student’s transcript. Students may not repeat a course in which a grade of “CR” was assigned. These procedures do not apply to courses that are designated as ‘repeatable’. Repeatable courses are explicitly designed to allow students to repeat a successfully completed course for up to a certain number of units. Examples of repeatable courses include graduate thesis courses and special topics courses.

In any course where enrollment demand exceeds the resources to offer sufficient openings or sections to meet that demand, registration priority may be given to students taking the course for the first time.

Incomplete Grades

I (Incomplete Authorized)

The “I” symbol indicates that a portion of your required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons, and that earning credit remains possible. It is your responsibility to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements that must be satisfied to remove an incomplete. The instructor assigns your final grade when the work agreed upon has been completed and evaluated.

An “I” must normally be made up within one calendar year immediately following the end of the term during which it was assigned. The limitation prevails whether or not you maintain continuous enrollment. Failure to complete the assigned work will result in the “I” being counted as a failing grade for grade point average and progress point computation, unless the faculty member indicates a specific letter grade to be assigned at the time the incomplete is assigned. The academic program responsible for the course maintains an official record of the written

contract. If the instructor of record is no longer available, the academic program director ensures that the instructor's obligations are fulfilled.

IC (Incomplete Charged)

The "IC" symbol is used if you receive an authorized incomplete "I" and have 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 averages and progress point computation.

Disputing Grades

This policy establishes the guidelines and standards for appeal by a student of the final course grade. Grades assigned due to student misconduct are not eligible for appeal, consistent with the grounds and procedures set out in the CSUMB Academic Integrity Policy, the Code of Student Conduct, and Title 5 of the California Code of Regulations.

Purpose

The purpose of this policy is to set out the guidelines and standards for appeal by a student of a course grade; it has been established with the intent that appeals be addressed in a prompt and timely manner. 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.

Responsibility for grading

Instructors of record have the sole right and responsibility to provide clear grading criteria, careful evaluation, and timely assignment of course grades. There is a presumption that assessments assigned are correct. It is the responsibility of anyone appealing an assigned assessment to demonstrate otherwise.

Student Right to Appeal

Students shall have the right to appeal the final course grade issued by an instructor(s) if the student has reason to believe that the grade is based on any of the grounds set out in the *Grounds for Appeal* section of this policy. Prior to filing a grade appeal, the student shall make every attempt to resolve the grade dispute with the instructor and/or at the Department and College level through the informal process established by the Department and College.

If the Department Chair is the instructor, then the Dean of the appropriate College shall work with the instructor and student and/or with the informal processes established by the Department and College to resolve the issues presented. If the instructor(s) is no longer on campus, the student shall attempt to resolve the assessment dispute with the Department Chair.

Grounds for Appeal

The course grade assigned by the instructor of record is to be considered final. If a student believes that the final grade issued is based on instructor or clerical error, prejudice, capriciousness, arbitrariness, or is not in alignment with established grading criteria in the course syllabus, the student may file an appeal and offer evidence to support the claim.

Allegations of discrimination and/or sexual harassment affecting assessment shall be referred to the Director of Diversity Equity & Employment Practices.

Registration

You will receive a registration notification indicating eligibility to register, residency status, registration holds, and assigned registration time.

If eligible, you may register online at your dashboard which can be accessed at <http://csumb.edu/> after your assigned registration time.

Registration takes place in OASIS, our student and staff portal on campus. Below is a guide on how to add classes in OASIS:

<https://csumb.edu/oasis/add-classes>

Registration Deadlines webpage is at:

<https://csumb.edu/registrar/dates-deadlines/>

Late Registration

You can register late with approval of individual instructors through the second week of the semester. A late fee will apply. Forms are available at the Campus Service Center in the Student Services Building or on its website at: <https://csumb.edu/planning/forms/>

Adds and Drops

The responsibility for adding and dropping any course rests solely with you. CSUMB will determine and publish the schedule adjustment periods available to you. These periods may vary based on the time of year a course is offered, the format in which a course is offered, or other appropriate variables. Schedule adjustment periods will be posted on the Registration

You may add courses within the schedule adjustment period with the approval of the instructor. Beyond the schedule adjustment period you may petition the appropriate instructor to add a course. All courses added after the schedule adjustment period must be reviewed by the college dean for approval.

You may drop courses during the schedule adjustment period without approval of the instructor. After the schedule adjustment period, you may withdraw from courses for serious and

compelling reasons with the approval of the instructor. A grade of "W" will appear on your transcript for courses withdrawn from after the schedule adjustment period.

Instructors may give up your place in class if you do not attend or contact the instructor by the second meeting of the course. The course will not appear on your transcript when the instructor drops you for nonattendance during the schedule adjustment period.

Educational Leave of Absence

A leave of absence is available to students who are in good standing that have attended at least one term at CSUMB prior to requesting a leave. Leaves may be granted for a maximum of one year or two consecutive semesters and must be requested prior to the start of the term requesting absence. Retroactive leave requests will not be approved.

A leave of absence will be granted when the student has filed an approved request with the Office of the Registrar. The leave of absence request form, which must be approved by the student's dean, shall specify the reasons for the leave and the duration of the leave.

An approved leave maintains continuing student status and allows a student to retain catalog rights and eligibility to enroll for the term immediately after the expiration of leave without reapplying to the university. The student will be informed of registration information and deadlines for the term he/she is to return to CSU Monterey Bay. Being on an approved leave of absence will not defer your student loans. Loans can only be deferred by continuous enrollment.

A student granted a leave of absence has a commitment from the university to be reinstated in good standing. Upon return from the leave, the student will continue in the same program that the student had prior to the leave and retains the right to elect requirements in effect at the time of entrance or reentrance into the curriculum.

Failure to return from leave as specified in the approved petition will be considered withdrawal from the university. Under such circumstances, re-enrollment will require a full application for readmission under the same circumstances as any new or returning applicant including enrollment in the curriculum in effect at the time of re-enrollment.

You must request that official transcripts be forwarded to the Office of the Registrar if you attended another college or university while on leave.

Program Withdrawal

If you find it necessary to cancel your registration or to withdraw from all classes after enrolling for any academic term, you must follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available from:

The Office of the Registrar

Student Services Building
100 Campus Center
Seaside, CA 93955-8001
831-582-3085
records@csumb.edu

To withdraw, you begin the process by contacting the Office of the Registrar. The date of contact determines your withdrawal initiation date. The Financial Aid Office will use this date to determine if any repayment of financial aid will be required. To formally withdraw from the institution, you must complete the withdrawal process by submitting the withdrawal form, with all required signatures and clearances, to the Office of the Registrar.

If you wish to withdraw from CSUMB after the schedule adjustment period, you may do so for documented serious and compelling reasons (e.g. death in the immediate family, medical complications and legal actions). A grade of "W" will appear on your transcript for all courses dropped after the schedule adjustment period.

Withdrawals shall not be permitted during the final twenty percent of instruction, except in such cases as accident or serious illness where the cause of the withdrawal is due to circumstances clearly beyond the student'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.

If you receive financial aid funds, you must consult with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. If you are a recipient of student financial aid funds and you withdraw from the institution during an academic term or a payment period, the amount of grant or loan assistance received may be subject to return or repayment provisions.

W (Withdrawal)

The symbol "W" indicates that you were permitted to withdraw from the course after the eleventh day of instruction with the approval of the instructor and the appropriate campus officials. It carries no connotation of quality of your performance and is not used in calculating grade point average or progress points.

WU (Withdrawal Unauthorized)

The symbol “WU” indicates that you were enrolled, did not withdraw from the course, and failed to complete the course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluations of academic performance possible. For purposes of grade point average and progress point computation, this symbol is equivalent to an “F”.

Campus Technology and Facilities

Technology Support Services

The IT Help Desk is the front-end Customer Service department for all of IT. You can contact the IT Help Desk in three ways:

- Submit an IT service request (for campus device hardware/software issues) at:
<https://csumb.edu/it/>

Call (831) 582-HELP if you need help accessing your student account (dashboard, Otter ID, etc.)

- Utilize the on-campus help desk services located in the library in the first-floor computer lab.

Phone Support Hours:

- Monday - Friday, 8:00 AM to 5:00 PM
- Closed Saturday, Sunday, and all University Holidays.
- No workstation, lab, server, network, phone or other technical support is available after hours.

CSUMB Dashboard (csumb.edu/dashboard)

To Obtain Your Login ID (Otter ID)

Your OtterID is your most often used ID on campus. It is used to access campus email, to log onto campus computers, to connect to the wireless network, to log into OASIS Student/HR for class registration, to log into the class learning management system (iLearn), and to check grades.

Identification System

- Check the email address you applied for admission or employment with.
- Look for a message from noreply@okta.com with the subject: Set up your CSUMB account.
- You may need to check your Spam folder.
- Follow the instructions in the email to set up your account.
- If you cannot find the email, call 831-582-4357 (HELP) during business hours.

To lookup your Otter ID online, please go to:
<https://csumb.edu/it/accounts-and-passwords>

CSUMB Dashboard

The CSUMB Dashboard is CSU, Monterey Bay's implementation of the Google Apps for Education software suite. It is offered by Google to educational institutions and non-profit organizations. Dashboard includes Gmail, Google Calendar, Google Talk, and Google Documents.

Dashboard, powered by Google Apps for Education, is used by students, faculty, staff and alumni to:

- Exchange electronic mail between members of the campus community and with the rest of the world.
- Schedule meetings automatically and without having to contact each other using the phone or by sending an email.
- Chat with and see real-time availability of friends online.
- Create and share documents online.

Accessing your Dashboard

Log into the dashboard at <http://csumb.edu/> using your network OtterID and password. Use the Dashboard links on the page to access email, calendar and documents.

E-Mail

The naming convention for CSUMB email is first initial and last name (e.g. Joe Otter is jotter@csumb.edu). Email addresses are generated automatically and cannot be changed. Your new email address is displayed in the top part of your Google Inbox and will be shown in the CSUMB Identification System.

All MIST graduate students will receive an e-mail account with instructions prior to the start of instruction. The address for each student is generally the initial of first name + last name @csumb.edu (i.e. mjones@csumb.edu). The majority of communication with students will primarily be conducted through e-mail. E-mail is the primary mechanism for contacting students throughout the MIST program. All students need to develop a habit of checking their e-mail accounts frequently, at least 2-3 times a week.

Canvas Learning Management System

CSUMB has transitioned to using the Canvas Learning Management System. It can be accessed through the student dashboard, or at the link below:

<https://csumb.instructure.com/>

Please note, to use the link above you must be logged into your CSUMB account.

OASIS

OASIS is the **Common Management System**, a CSU system-wide project which has implemented a common Financial, Human Resources and Student Administration software at all 23 campuses.

Students use OASIS Student/HR for such functions as registration, adding/dropping classes, checking grades, monitoring financial aid, paying fees, reporting student assistant time, and more.

For more information, please visit:

<https://csumb.edu/OASIS>

Software for CSUMB Students

Free software (Camtasia, Zoom, and Adobe Suite) for students is offered for students at the following address:

https://optimize.calstate.edu/ec?id=kb_article&sysparm_article=KB0010047

Parking Permits

The Campus Service Center receives payments and issues parking permits on behalf of the University Police Department's Transportation and Parking Services. Prices for permits can be found online.

Parking Permit Prices:

<https://csumb.edu/parking/permits>

Grace Periods & Deadlines

It is important to keep in mind that the University Police Department offers a grace period every semester to allow for sufficient time to purchase a parking permit. Please check the *Academic Calendar* every semester to determine: 1) when parking permits are available, and 2) when the grace period ends.

Academic Calendar:

<https://catalog.csumb.edu/content.php?catoid=12&navoid=617>

Transportation & Parking Services (TAPS)

The Transportation and Parking Services (TAPS) office is located in building 82E. TAPS performs a wide range of functions and incorporates many programs, including:

- Establishment and enforcement of university parking regulations

- Parking facility renovation and maintenance
- Campus Shuttle Service
- Para-transportation for the mobility impaired
- Town Shuttle (weekend off-campus transportation)
- Community Service Officer Program, Night Walk Service
- Courtesy vehicle jump starts
- Lost and Found property
- LiveScan and ink fingerprinting
- Counter service for all divisions of the University Police Department

Transportation & Parking Services (TAPS):

<https://csumb.edu/parking>

MIST Program

Mission of the MIST Program

MIST will benefit working professionals seeking new approaches to instructional challenges. Through a thought-provoking curriculum, current teachers, corporate trainers, and technologists will learn how to integrate technology into classroom and corporate training. MIST tightly weaves technology, learning theory, and hands-on practice. Led by dedicated faculty members who excel in multiple disciplines, the program focuses on the use of technology in business and educational settings to strengthen and energize teaching and learning.

MIST prepares professionals to use technology both at a distance and in traditional classroom settings. MIST graduates will be able to research, plan, design, implement, and evaluate highly interactive computer-enhanced learning systems and teaching modules. They will be positioned to assume leadership roles as instructional technologists, educational specialists, instructional designers, and corporate trainers.

Program Learning Outcomes

The MIST program requires 24 semester hours of core courses, 4 semester hours of support courses, 4 semester hours of electives, and 4 semester hours for the culminating Capstone experience or thesis.

The core courses comprise a cluster of instructional design, instructional systems, media design, and best educational practices. By guiding the students toward the Learning Outcomes (LOs) listed below, these courses provide students with the skills they need to become effective instructional designers and e-learning developers in the high-tech, global marketplace. Given

the complexities that arise from emerging global forces and conflicting values, we discuss international and ethical issues in all courses.

The MIST program consists of four terms that must be taken sequentially covering the following courses and outcomes.

Term 1:

Outcomes

LO 1 Instructional Technology

LO 2 Instructional Design

Students are introduced to the field and profession of Instructional Science and Technology. Topics include but not limited to history, current issues, future trends and an overview of how the components of the field fit together. Students investigate and apply instructional design models to carry out small scale projects and generate a detailed instructional design document. Students are encouraged to incorporate projects from their current employment into the class assignments.

Term 2

Outcomes

LO 3 Learning Theories

LO 4 Interactive Multimedia

Students learn to evaluate and select appropriate learning theories and instructional principles and apply them for the design and implementation of instruction and training. Students construct a functioning learning module using interactive multimedia software, information technology and media.

Term 3

Outcomes

LO 2 Instructional Design

LO 5 Assessment and Evaluation

Students work on authentic instructional design projects individually or in small groups. Students engage in a real-world design experience that deals with and balances numerous additional variables, including project management, effective communication with clients, time management, application of professional knowledge and skills, and producing professional level products. Students are introduced to the theoretical framework of assessment as it applies to learner performance, effectiveness of curriculum design, and effectiveness of instructional delivery. Students develop techniques for judging the performance of instructional delivery and conduct appropriate usability, reliability and efficiency tests of instructional and learning management systems.

Term 4

Outcomes

LO 6 Breadth of Knowledge

LO 7 Instructional Sciences and Technology Capstone Project or Thesis

Students complete a Capstone project or thesis that connects with their careers as the culminating experience. Examples include a field study, a client-driven project or applied research. Students often complete elective course requirements during this term as well.

MIST Curriculum

Core courses

MIST requires successful completion of 32-40 semester hours of graduate work. Each semester builds on the previous semester's specific outcomes. Upon completing the final Capstone project, students will have developed a distinctive electronic portfolio that documents knowledge and skills acquired.

Both programs offer 16-week courses taken over the course of a semester of study.

The first term includes required workshops for writing and technology where each student's writing and technology skills will be assessed. Additional writing and technology support will be available each term, and may be required, as needed.

Capstone Course

Students culminate their learning and finish their MIST Capstone during the last semester of their graduate studies. The MIST capstone process includes research, planning, development, evaluation, and presentation of substantial project related to instructional science and technology. The topics of the Capstones are based on individual students' passion, expertise, educational goals, and career goals. The MIST courses are designed in a way to facilitate student learning gradually to produce a professional level project at the end:

Outcomes	Term 1	Term 2	Term 3	Term 4
Capstone Activity	Brainstorm a possible Capstone project	Start working on the project and develop a preliminary capstone proposal	Continue working on the project, revise, refine, and complete a full proposal	Continue working on the project
Deliverables & Outcomes	300-500 words description of the project idea	3-5 pages preliminary proposal of the	10-15 pages full project proposal of the project	A completed Capstone project and a final report

	Assigned to a capstone advisor	project. Preliminary proposal Presentation at the end of 2nd term	Get approval from your Capstone advisor by the end of 3rd term	Present at the Capstone Festival at the end of 4th term
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Two typical MIST capstone pathways:

1. If it is an instructional design project:

- a. Brainstorm a Capstone project topic in term 1. The student is encouraged to use the project idea to start writing an instructional design document toward the end of term 1.
- b. Create a multimedia-oriented component of the Capstone project if applicable in term 2 using various media tools. Students are encouraged to take IST531 Audio & Video Production course as an elective (along with other two core courses).
- c. Conduct usability testing and learning evaluation on the existing module/component to identify potential usability issues in term 3.
- d. Students develop and finish the remaining components of the Capstone project in term 4

2. If it is a research project:

- a. Brainstorm a research topic for the Capstone project in term 1.
- b. Take IST624 Research Methods during term 2 as an elective and write the research proposal (along with other two core courses).
- c. Start the research project under advice of your capstone advisor in term 3.
- d. Complete the remaining components of the Capstone project in term 4.

The Capstones showcase student learning achievements in the MIST program. MIST Capstones cover a wide spectrum of projects: instructional unit development, learning system development, e-learning course development, case studies, and empirical research. They integrate real-world teaching, learning, and training issues with advanced information technology.

Open to the general public, the capstone presentations are conducted as conference sessions where each student will present their capstone for 10-15 minutes and have a question-and-answer session afterwards. Students' final reports, theses and e-portfolios are displayed during the capstone event.

Internship and Interdependent Study

Internship

With instructor consent, students may enroll in IST597 Graduate Internship course. In this course, students work with practicing professionals in the community in a volunteer or paid internship that requires critical thinking and specialized telecommunication, multimedia, or

applied computing skills. The amount of academic work done, not total hours of internship commitment, determines the amount of academic credit. (Offered every semester.)

Independent Study

- Each student enrolled in a supervised Independent Study, research, or reading course must have an agreement on file in the MIST Department Office.
- The content of any Independent Study must be a subject for which there is no current learning experience at CSUMB.
- All Independent Study projects must get advance approval by the sponsoring faculty member, the Chair, and Dean.
- A completed Independent Study Agreement form must be approved prior to receiving a schedule number and application to add. Please contact MIST Program Coordinator, Ryan Eller (reller@csumb.edu) for this form.

Graduate Transfer Credits

You may transfer in post-graduate courses from other regionally accredited institutions or even from CSUMB if you took them prior to having been admitted to the MIST program. Transfer credits should relate to the focus of the program and must be graduate-level courses. The program allows candidates to transfer up to 9 units, normally two graduate courses. In all cases, transferred courses cannot be more than 7 years old at the time of your proposed graduation in order to stay within the 7-year program limit. These courses cannot have been used to complete a prior degree, per CSU academic policy.

If you wish to transfer in credits, contact your advisor to help you identify which courses you have taken might be eligible. You will need to provide catalogue course descriptions for each course as well as transcripts documenting successful course completion (grade of B or higher). Your advisor will attach these transcripts and course descriptions to your ILP form and place it into your file in the MIST program office.

Timeline of Study

The MIST degree can be completed through courses that have both online and in-person components (i.e. hybrid courses). Students can continue their jobs while participating fully in the program. Students meet face-to-face with their faculty on the CSUMB campus, for just four extended weekend sessions during the 16 month program of study.

Blended Program Pathway

Pre-Semester Orientation End of August

Semester 1

IST 522 Instructional Design
IST 524 Instructional Technology
IST 501 Technology Workshop
IST 511 Writing Workshop

Second Semester Orientation: January

Semester 2

IST 520 Learning Theory
IST 526 Interactive Multimedia for Instruction
*IST 531 Audio and Video Production
*IST 624 Research Methods

Third Semester Orientation: May 2027

Semester 3

IST 622: Assessment & Evaluation
IST 626: Advanced Instructional Design

Fourth Semester Orientation: August 2027

Semester 4

IST 699 Graduate Capstone
*IST 541 Multimedia Tools II
*IST 530 Project Management

Capstone Presentations – End of January

For both programs, part-time pathways are available. Please view the pathway maps below for more details.

For a full list of courses and course descriptions please visit the CST and IST course catalogs. An asterisk denotes an elective, with 4 total units of electives being required for graduation.

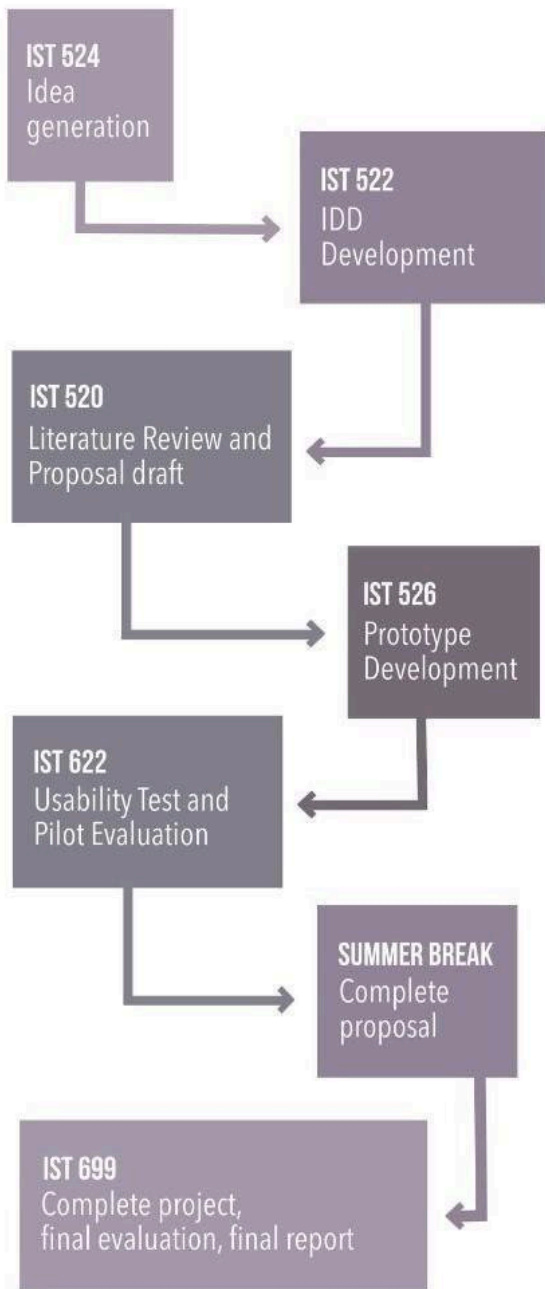
Course and Capstone Pathway Maps

Capstone Requirement Completion Pathway

Each core course helps to develop a piece of the overall capstone project as shown below:

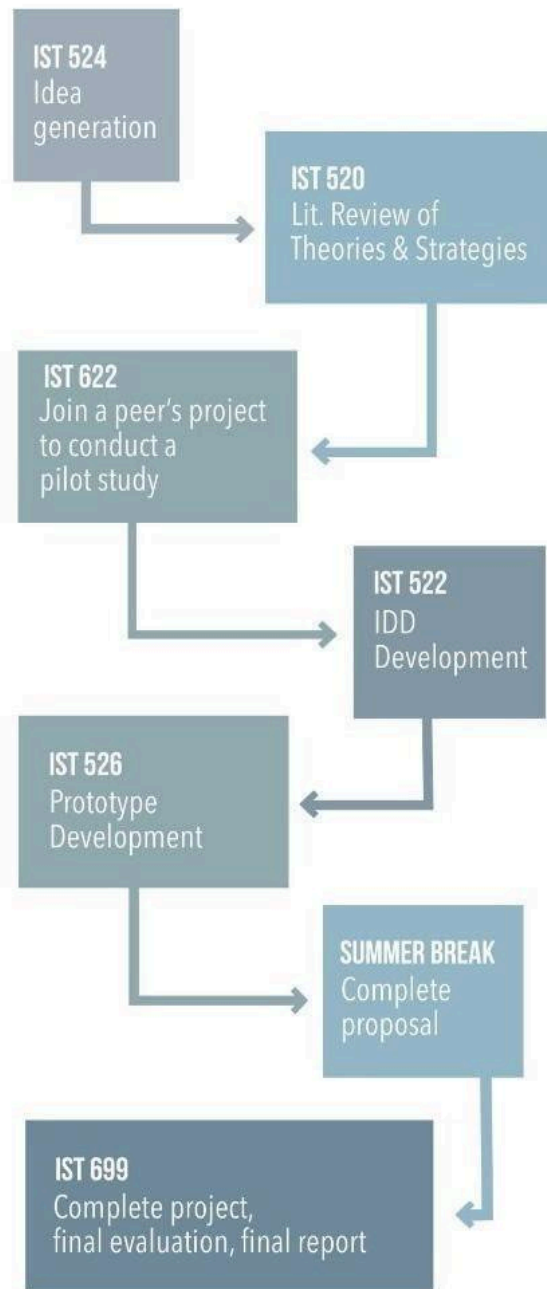
CAPSTONE ADVISING MAP

Full-Time Students

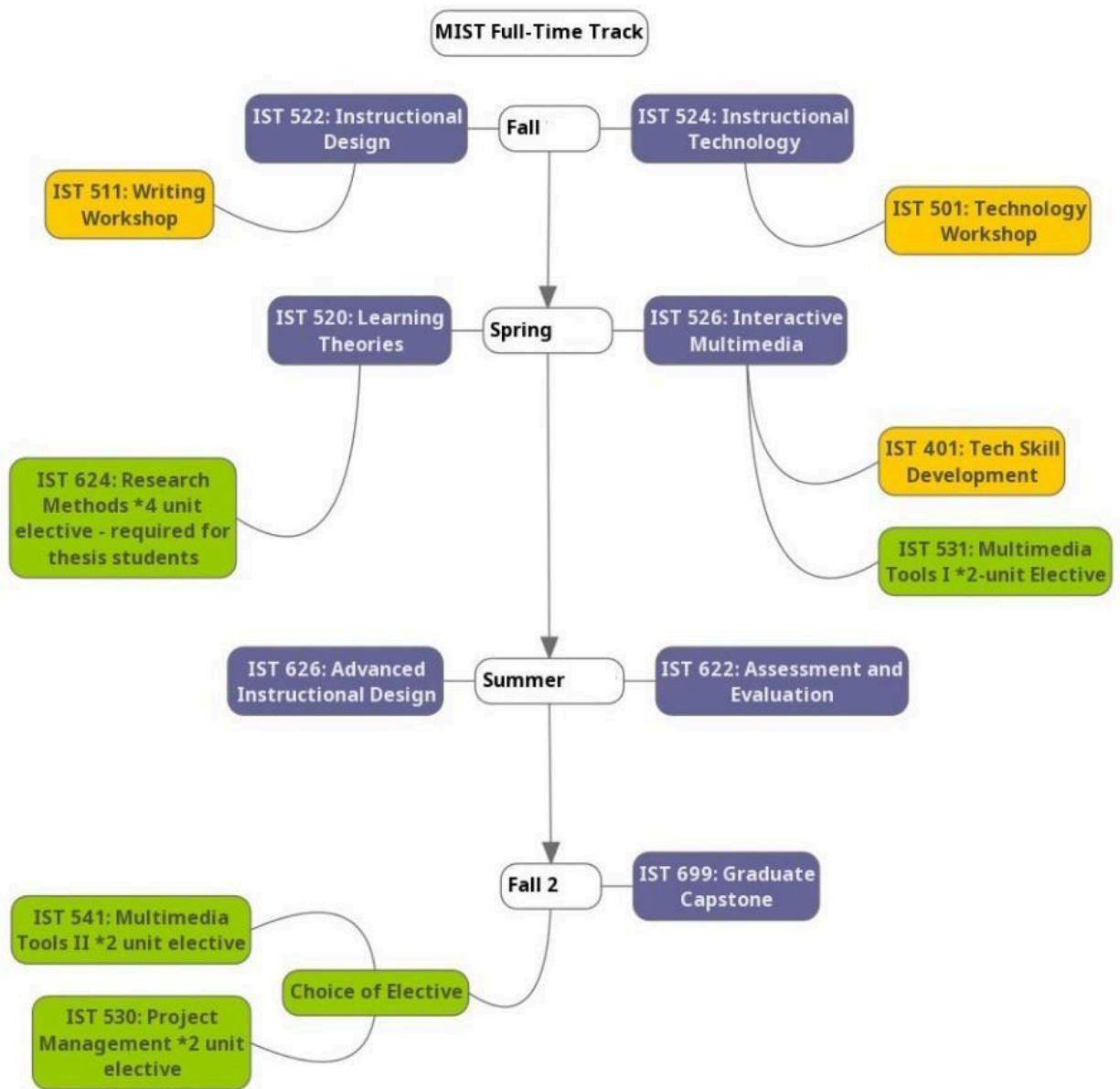


CAPSTONE ADVISING MAP

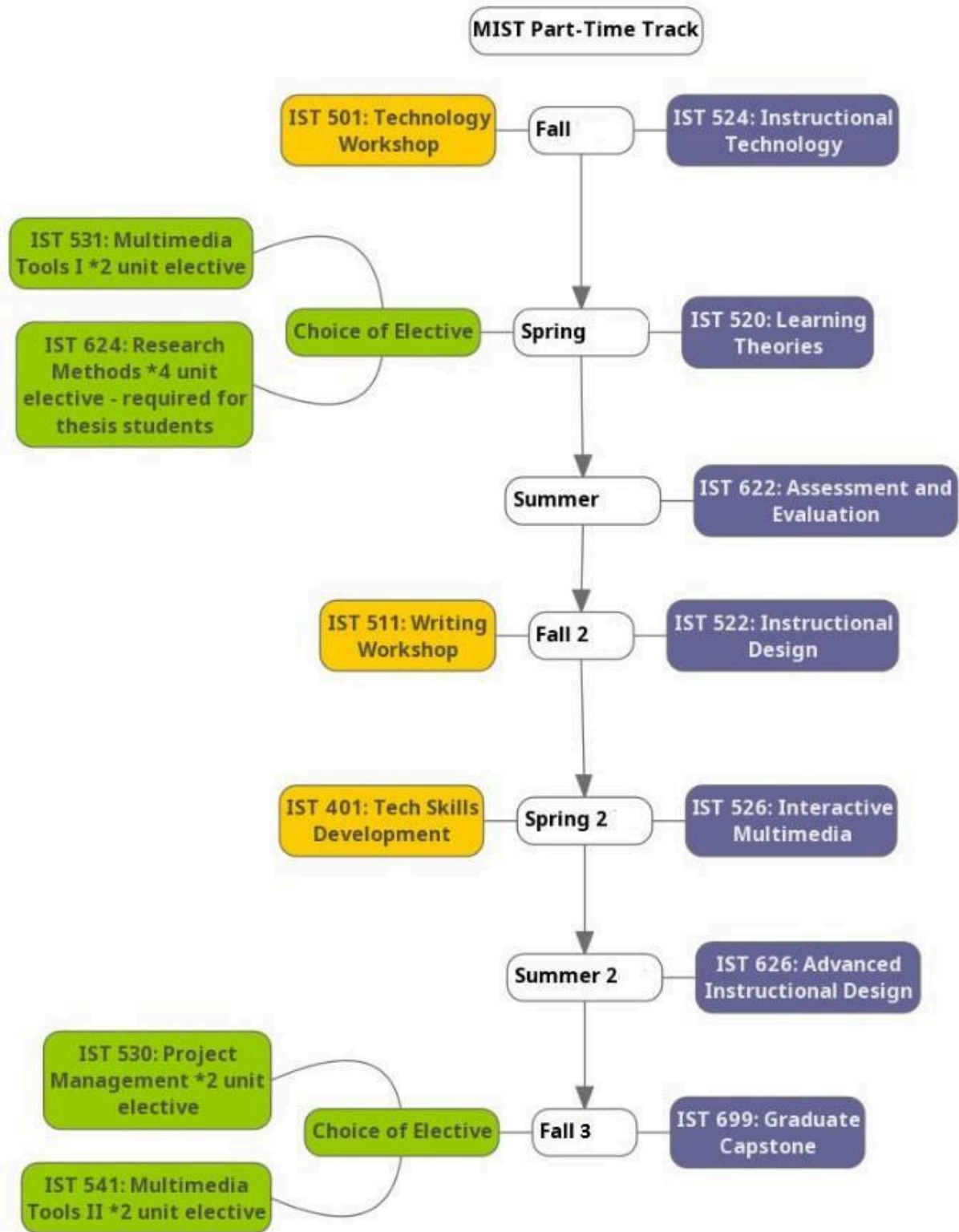
Part-Time Students



Below is the MIST traditional pathway, with course options listed by semester:



Below is the MIST Part-time pathway:



Below is the pathway typically followed by Spring Entry students:

Degree Time Limit

The California Code of Regulations (Section 40510(b)(2), Title 5, Education) requires that no more than seven years may elapse between the day a candidate completes the first course in a master's degree program and the date of completion of all requirements for the degree. This applies even to courses taken prior to MIST program admission and transferred into the program, for this reason transferred course may be no more than seven (7) years old at the time of your graduation; after seven years, courses will expire. This time limit applied to all students, including those on an approved leave of absence. Some programs may use a maximum time frame of five years. Students in these programs shall adhere to the more stringent rule. If you believe you might encounter a problem with this time limit, you may submit a request for an extension of the time limit for completing the master's degree and for permission to validate courses for credit through your graduate advisor to the appropriate program designee. This involves doing additional work and/or taking an examination to demonstrate that you have kept current in the field that the credits represent.

Continuous Enrollment

Students pursuing a master's degree must enroll every fall and spring semester until the degree is awarded. If the student has applied for graduation during the summer, the student must maintain continuous enrollment in that term as well. This policy does not apply to a student who has been granted an official leave of absence. A graduate student who fails to register each semester has discontinued enrollment in the graduate degree program and forfeits current catalog rights. If the student wishes to resume studies, it will be necessary to reapply for admission to the University and to the degree program and meet any changed or additional requirements of the catalog of entry. The seven-year time limit will continue to apply to all coursework.

A graduate student who has completed all course work except their thesis is expected to maintain continuous enrollment through the completion of that thesis. To maintain continuous enrollment, a graduate student will register for the research/thesis course required by the graduate program. If the program does not require continuing enrollment in its research course, the student will enroll through Extended Education for Grad 699, a zero-unit course, and pay an administrative fee (equal to one credit hour and other appropriate registration fees - amount subject to change). Registration in Grad 699 must be completed by the end of the fourth week of classes each semester (the University census date) and late fees are charged. No credit is earned for this enrollment, but it maintains continuous status in the master's degree program. Selected campus resources will be available, including access to the library, laboratories, computer facilities, faculty advisors, and the thesis editor.

Graduation Requirements

Students must complete the following degree requirements to be awarded a Master of Science in Instructional Science and Technology from CSU Monterey Bay:

- 32-40 units of coursework (with a grade of 'B' or better) from the following 10 courses: IST522, IST524, IST520, IST526, IST622, IST626, IST699, IST501, IST511, and 4 units of electives.
- A minimum of 4 elective upper-division units including, but not limited to, IST531 Multimedia Tools I: Audio & Video Production, IST541 Multimedia Tools II: Web Design, IST530 Intro to Project Management, or IST 595: AI for Teaching and Learning.
- A capstone project or a master's thesis. At the last term of the program, students will culminate their learning experiences in the program and finish a professional project that demonstrates skills of doing analysis, design, development, evaluation, research and presentation of a substantial project or thesis related to instructional science and technology.
- Electronic Portfolio. Upon completing the degree, students will have developed a distinctive electronic portfolio that documents knowledge and skills acquired.

Advancement to Degree Candidacy

Once you have completed matriculation and received classified standing in a master's degree curriculum, you must be advanced to candidacy prior to the final "term" before graduation. You may be advanced to candidacy after completing a minimum of 15 credits of graded work as a graduate student in courses that are acceptable to the respective graduate degree program.

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

Apply for Graduation

Graduate degree candidates follow the same graduation application process and timelines as undergraduate candidates; however, as a graduate student you do not need to submit an Individual Learning Plan with your application. This means you must apply to the University to graduate during a particular academic term; it is not automatic. Currently, the application/diploma fee is \$40.00. Be sure to check the CSUMB website for current information regarding application deadlines, fees, and forms.

Per University guidelines, candidates for graduation should apply for graduation at least one semester in advance. If you are applying for graduation in fall (December) you should file your application during the preceding spring semester (December-May). There is a late application period from May through mid- September preceding the December graduation date; late applications incur an extra \$20.00 late fee. If applying for graduation in either summer (August) or spring (May), you should file your application between April and September of the preceding

calendar year. The late application period is from September-January preceding the August/May graduation date; there is a \$20.00 late application fee.

Once final grades have been posted for your graduation term, a final review will be completed by the CSUMB Graduation Counselor and the MIST program coordinator to determine your degree eligibility. If ALL degree requirements are determined to have been met, your degree is awarded, and an official CSUMB diploma is sent to your "diploma mailing address" via certified mail. Once the degree has been awarded, no changes can be made to your academic record (such as the removal of an Incomplete grade or grade change of any kind). If ALL degree requirements have NOT been met, you will be sent a letter outlining missing requirements and notifying you that your degree status will be canceled. If you receive this notification you should contact a Graduation Counselor via phone or e-mail as soon as possible to confirm your options for continuing active student enrollment status

Required and Recommended Software

Required Software:

It is recommended that students own a laptop that can run the most recent version of Adobe Captivate or Articulate Storyline.

Adobe Captivate Specifications:

<https://helpx.adobe.com/captivate/system-requirements.html>

Articulate Storyline Specifications:

<https://articulate.com/support/article/System-Requirements-for-Articulate-Storyline-360>

Students are also required to use the following software provided by CSUMB:

Zoom Video-Conferencing Software:

<https://zoom.us/>

Recommended Software:

File Transfer Protocol Client:

<https://filezilla-project.org/>

Microsoft Suite:

<http://office.com/GetOffice365>

*CSUMB Students are offered Microsoft Suite at a reduced cost.

**CSUMB offers all students Google Suite for free, which is a suitable replacement for most activities within the program.

*Students receive free access to Adobe Suite, but only while they are actively enrolled in the program. Access will be lost upon graduation, so it is highly recommended production files be saved in alternative formats whenever possible.

Cohort Groups

The MIST program places a heavy emphasis on group work and it is expected that teams work together routinely and with a fair division of labor. However, a large part of groups working successfully requires a deeper understanding of group dynamics.

Below are descriptions of the type of people you might encounter in a work group.

The Good Student Group Member: (Centre for Teaching Excellence Web Site, see below)

- Can explain their own ideas
- Express their feelings in an open but non-threatening way
- Listen carefully to others
- Ask questions to clarify others' ideas and emotions
- can sense how others feel based on their nonverbal communication
- Will initiate conversations about group climate or process if they sense tensions brewing
- Reflects on the activities and interactions of their group and encourage other group members to do so as well
- Is positive and oriented to get the task accomplished as a matter of course.
- Is not negative about having to do work.

Some Challenging Group Members

Nola No-Can-Meet

- Regardless of time selected, cannot make the meeting
- Complains about busy schedule
- Wants decision, say whatever you decide, the person will support
- Ready to help, but has too much to do to go to the meeting
- If someone complains, may say they offered to help but no one asked

Seldom-Seen Steve

- No attempt to contact group
- Not been in class lately
- No one has seen
- No one knows how to get in touch
- Time is running out and the person cannot be found

Do-It-All Dottie

- Everything must be done a certain way
- Does everything on their own
- If help offered, not to worry, everything is under control
- Likes not getting input from the group
- Wants to do everything and turn it over to someone
- Thinks no one else can do as good a job

Always-Right Artie

- Has good ideas
- Very quick to express them
- Less likely to listen to ideas of others, especially if those ideas are different
- Insists on things going his or her way, even if group disagrees
- Because of take-charge attitude, and probably persistence, these people get their way, even if the group does not quite agree

Quiet Quentin

- Good ideas, but very quiet and ideas are not often aired
- Always prepared
- Comes to meeting
- Never quite takes part in the discussion
- Group would benefit if the person would only speak up

Lerner, L. D. (1995). Making Student Groups Work, Journal of Management Education Vol. 19 No 1, February 1995 123-125. SAGE Publications

The "Lone Wolf":

- Underlying predilection to working alone when making decisions and setting/accomplishing priorities and goals
- Highly committed to work
- Very task-oriented
- Devote tremendous energy to completing their tasks
- Do not feel a loyalty to the organization for which they work
- May leave their positions with little concern for the effect on others
- Lack the patience to work with others
- Spend little time and energy on interpersonal interactions necessary for teaming
- See others as less capable and effective

- Dismiss the ideas of others with a degree of superiority
- May not be a good team player
- May constitute an obstacle to good teaming (read learning)

Barr, T. F., Dixon, A. L., Gassenheimer, J. B. (2005). Exploring the “Lone Wolf” Phenomenon in Student Teams, *Journal of Management Education*, Vol 27 No.1, April 2005 81-90 SAGE Publications

Weimer, M. (2014). A Lone Wolf’s Approach to Group Work. *The Teaching Professor Blog*. Faculty Focus: Higher Ed Teaching strategies from Magna Publica. Magna Publica.

Instructor Actions

- Teach about group dynamics
- Profile all team members
- Provide an opportunity for team members to get to know each other outside the classroom experience
- Identify and capitalize on the lone wolf’s strengths.
- Help the lone wolf learn to function successfully within a team setting.
- Counsel other team members to help them both understand the concerns of the lone wolf and identify strategies to help overcome those concerns.
- Provide some (not all) alternative assignments that allow student to complete some work individually.
- Use peer evaluations
- Advise them carefully (perhaps steer to professions/jobs not involving teamwork)
- If your class is heavily team based, make that clear from the very first day.

Group Member Actions

- Confront the issue
- Conduct group sessions, preferably over the behavior, not the individual using the Appreciative Inquiry approach (solves the problem, does not look for blame)
- Refer to instructor(s)
- Refer to department
- Other nonviolent action

Centre for Teaching Excellence, University of Waterloo, Canada. Teamwork Skills: Being an Effective Group Member.

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/tips-students/being-part-team/teamwork-skills-being-effective-group-member> -
<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/t>

MIST Faculty and Staff

Core Courses

Miguel Lara, Ph.D. - Associate Professor
Instructional Design ~Multimedia for Instruction

Dr. Lara earned his PhD in Instructional Systems Technology from Indiana University and is the MIST Blended Program Director after having taught at CSUMB since 2014. He has over ten years of professional experience as a systems analyst, designing and developing web applications and instructional web sites using a wide range of technologies. He also has over ten years of professional experience teaching technology-related courses at different institutions including Indiana University, University of Phoenix, and CSUMB. Dr. Lara's main area of interest focuses on investigating effective approaches to integrate emerging technologies into the classroom to promote learning.

Sarah Tourtellotte, Ph.D. – Adjunct Professor
Instructional Technology ~ Learning Theory ~ Research Methods

Dr. Tourtellotte has taught extensively in higher education, teaching courses in ESL and Instructional Design at Indiana University of Pennsylvania and California State University Monterey Bay. She has worked as a researcher and consultant for the King Abdul Aziz Center for National Dialogue in Saudi Arabia and has research interests in learning theory and instructional technology. She earned her PhD in Communications Media and Instructional Technology from the Indiana University of Pennsylvania.

Laura Otero, Ph.D., Lecturer, Instructional Design & Artificial Intelligence for Teaching and Learning

Dr. Otero earned her Ph.D. in Instructional Technology Leadership, her M.S. in Online Teaching and Learning, and her B.A. in Communications. She has also served as the Online Education Coordinator in the Center for Academic Technologies at CSUMB since 2022. Prior to that, she began working in the field of online education and faculty training in 2011, with experience in private industry as well as the public sector. Dr. Otero's research interests include relational leadership practices and emerging technology adoption in academia.

Bude Su, Ph.D. –Professor & SCD Department Chairperson
Assessment and Evaluation ~ Graduate Capstone

Dr. Bude Su is the Chairperson of the School of Computing and Design (SCD) at California State University Monterey Bay (CSUMB). She has a BS in Computer Science, MS and PhD in

Instructional Systems Technology from Indiana University, and has been teaching at CSUMB since 2006. She oversees multiple degree programs at SCD including the B.S. in Computer Science, B.S. in Communication Design and M.S. in Instructional Science and Technology. Dr. Su specializes in Instructional Technology, Assessment and Evaluation, Research Methods, and Human-Computer Interaction. Her current research interests include innovative online teaching and learning strategies, classroom technology integration, and Computer Science education in general.

Cheryl Diermyer, Ed.D. - Lecturer

Dr. Diermyer holds an Ed.D. in Education Leadership, an M.S. in Instructional Technology, and a B.A. in Communications. She spent 13 successful years as an award-winning CBS News Video Journalist before transitioning to higher education. In academia, she has held roles including Adjunct Faculty, Senior Teaching and Learning Strategist, Change Management Manager, and Associate Director of Education Innovation. Dr. Diermyer is dedicated to empowering individuals to achieve their highest potential and guiding organizations through periods of growth and transformation. Her research focuses on the intersection of design thinking, change management, and organizational improvement.

Elective and Support Courses

Chris Beem, M.S. - Lecturer
Audio and Video Production ~ Technology Support

Professor Beem is a graduate of the MIST program and has served as a faculty member, specializing in educational technology and audio/visual production software, for nearly ten years. His expertise lies heavily in the usage of Adobe Captivate, the full Adobe Suite, production tools such as Camtasia, and with online course management systems. Professor Beem also serves as an Instructional Designer for the campus working with faculty to improve their online learning content within our Canvas course management system. He previously

worked for educational companies such as National Geographic and Cengage Learning before coming to CSUMB.

Staff

Ryan Eller, Ed.D. – Student Services Coordinator & Lecturer

Dr. Ryan Eller graduated from the MIST program in 2014, and completed his Ed.D. in Educational Leadership at Fresno State. He has worked as an Instructional Designer and Education Consultant for companies including Lindamood-Bell Learning Processes and ThinkTank Learning, with his work focusing on English language education and writing/reading skill development. After working in the private education sector, he returned to CSUMB as a Site Supervisor in the Educational Outreach department, overseeing tutoring centers at various local high schools and middle schools in Monterey County. In 2015, he began working for the MIST Program as the Student Services Coordinator, where he supports applicants through the application process and provides academic advising to students in the program. He also teaches undergraduate courses focused on academic writing and professional development in the School of Computing and Design.

University Support Services “At-A-Glance”

The following are links to the student support services offered at our campus.

Cooperative Learning Center (CLC) - Tutors, Bldg. 21

Phone: (831) 582-4104

TTY: (831) 582-3951

Email: clc@csumb.edu

<https://csumb.edu/clc/>

The CLC offers online writing tutoring, more information can be found here:

<https://csumb.edu/academics/academic-resources/clc/>

Campus Health Center (CHC), Building 80

Phone: (831) 582-3965 Fax: (831) 582-3976

TTY: (831) 582-4654

<http://health.csumb.edu/>

Campus Service Center (CSC), Building 47, First Floor

Phone: (831) 582-5100 Fax: (831) 582-5110

TTY: (831) 582-3372

Email: onestop@csumb.edu

<http://onestop.csumb.edu/>

Personal Growth and Counseling Center (PGCC), Building 80

Phone: (831) 582-3969

Email: counseling_center@csumb.edu

<http://pgcc.csumb.edu/>

Student Disability and Accessibility Center (SDAC),

Building 47, First Floor Phone: (831) 582-3672 Fax/TTY:

831/582-4024

Email: student_disability_resources@csumb.edu

<https://csumb.edu/sdac/>

East Campus Housing Student Housing & Residential Life Office

603 Thomas Court

Marina, CA 93933

Phone: (831) 582-4802 Fax: (831) 582-3523

E-Mail: eastcampusstudenthousing@csumb.edu

<http://housing.csumb.org/site/x17662.xml>