

## The State of the CSU System: Faculty and CSU Board of Trustees Perspectives

Andrea Cavanaugh  
PRIDE STAFF WRITER

The CSU Board of Trustees and the California Faculty Association, or CFA, held separate meetings in San Jose last week to discuss the state of the CSU system. Although the meetings took place practically within shouting distance of one another, the two groups' opinions about the condition of the CSU were worlds apart.

The CFA, a union comprised of college professors, described a system in crisis which will face an enormous influx of students over the next decade with an insufficient budget.

CSU Chancellor Charles Reed disagreed, saying the system "has never been stronger."

CSUSM President Alexander Gonzalez agreed with Reed. "I don't think the system is in crisis," he commented. "I think it is going through some changes -- a new chancellor, a new governor."

However, the CFA cited more than leadership changes in its dire predictions about the future of the CSU. "We're looking at a deadly combination of a wave of new students in the absence of increased

funding," said CFA President Susan Meisenhelder.

The CFA cited projected enrollment increases of 35 percent over the next decade for a university system for which funding has decreased from more than 16 percent of the state general fund in 1968 to under three percent in 1997.

Reed countered those figures with numbers of his own, saying that the CSU has received a more than 22 percent increase in its budget over the last two years, the biggest two year increase for over 10 years. Governor Gray Davis is calling for an additional 10 percent increase for next year, he said.

"We're better off financially than we have been in several years," Gonzalez said.

Marcos Martinez, a Visual and Performing Arts faculty member and co-president of the CFA at CSUSM, says funding is not the only issue threatening the future of the CSU. He referred to what he calls the "corporatization" of higher education as one of the major problems facing the CSU. "Gonzalez says the university is a 'marketplace of ideas.' It's not a marketplace of ideas, it's an institution of higher learning, and we are public ser-

vants," he said. The problem is that "the biggest influence on [university] policy is not coming from the people they are meant to serve."

"The language of the market has replaced the language of public good," Martinez added.

To accommodate the anticipated wave of new students, Gonzalez pointed to plans to expand existing operations. "We're going to look at how we deliver our programs" and explore "different times, different modalities, year-round operations," Gonzalez said, referring to plans to increase the use of existing facilities by employing *expanded hours, distance learning, and on-line courses.*

It is precisely these issues which chafe members of the CFA. They cite this departure from traditional methods of delivering education as well as the increasing reliance on part-time, or adjunct, faculty as factors that threaten the future of the CSU. At the conference in San Jose, consumer advocate Ralph Nader joined union members. Nader decried what he called the "de-professionalization" of university faculty,

"Increasing the proportion of adjunct faculty reduces quality," said George

Diehr, a professor of Business and former President of the CFA at CSUSM. "The impact is often subtle and may take some time to materialize." Although Diehr said that many adjunct faculty are "excellent teachers," he noted that they are unable to contribute much to the university community through program development or student advising. "They are not paid to do those things," Diehr said.

"The real issue is, what is the correct mix [of adjunct vs. tenured faculty]?" Gonzalez asked. "That depends on the campus. I think at this school, the majority would have to be tenured."

Gonzalez said that the hiring of adjunct faculty would continue until workload issues are resolved with the CFA. However, he said, "the union has made major inroads with collective bargaining."

"Not much has happened," Diehr countered, "despite some assurances that workload negotiations would take place."

Adjunct faculty often lack proper health care benefits and work for more than one school. "They are at constant risk: disagree with the wrong person and you are back on the freeway," Diehr

said.

Martinez agreed that many people might be reluctant to criticize the current state of affairs at CSU. "Candor incurs penalty," he said.

Despite this, Martinez feels compelled to speak out. "What goes on in a university doesn't go on anywhere else. We're talking about the free exchange of ideas; it's sacred."

Martinez sees the current trends in higher education as a sign that money has become more important than people. "We're not investing in developing human talent, we're investing in maintaining a social order. We have to ask ourselves, what kind of society do we want to have?"

Although Diehr says that he is optimistic about the long-term success of the CSU system, he expressed his fears about the potential for entering a "Dark Age" in the short term. "The institution risks acquiring a reputation for pursuing mediocrity; it could take a long time to undo the damage of the 'Reed model.'"

Reed responded to the criticism of the CFA by saying that the needs of both the faculty and students are fully met by the CSU. "There is no crisis," he said.

## Judy Gorman Concert

Victoria Segall  
PRIDE STAFF WRITER

Singer, songwriter and guitarist, Judy Gorman held a noon lecture & concert on Wednesday, March 15, in the library courtyard in celebration of Women's Herstory Month. The presentation, entitled "The History of Women and Music: Finding Our Own Voice" was an ASI sponsored event in collaboration with the Women's Studies Student Association and the Women's Studies Department.

Gorman's lecture dealt with the history of women in music and how little is known about this musical history that she described as "profound." Gorman's discussion covered the historic obstacles and worldwide suppression women have faced in music. Her historic examples ranged from Sappho, who's music was burned by the Early Church, to numbers of women in India who are currently prohibited from singing. She also discussed how, in the past, women's musical education was limited to women in convents and those from wealthy families.

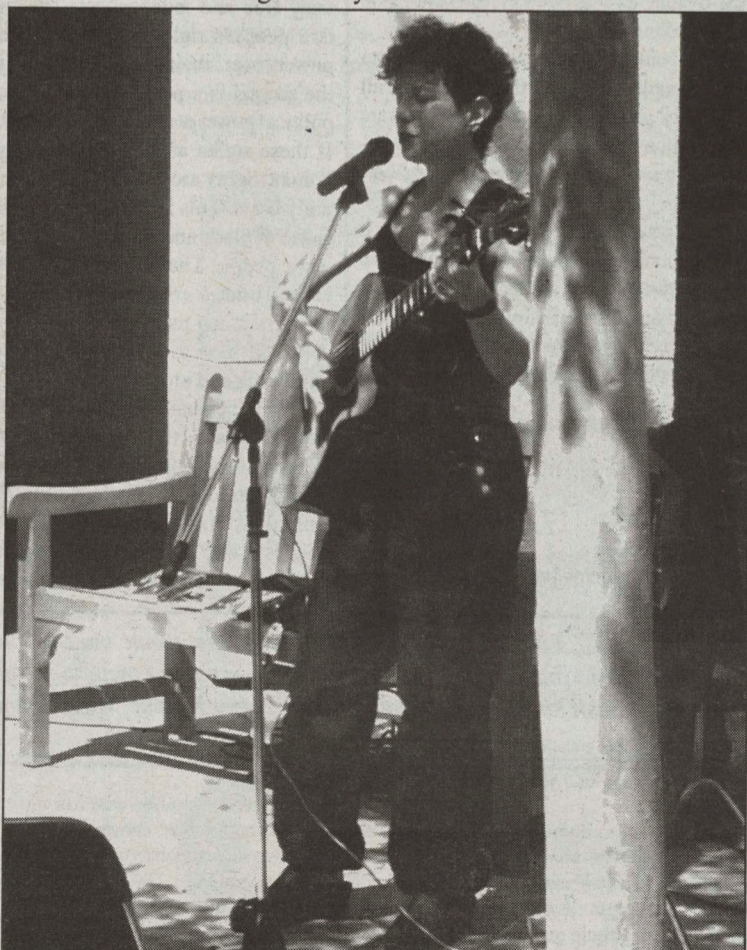
The singer-songwriter intertwined her lecture with upbeat, melodic folk-style songs, using an accompanying acoustic guitar and shakers. Gorman began the presentation with Peggy Seeger's song, "I'm Gonna Be An Engineer," a song about an individual trying to be more of a whole person. Other

songs she performed included, "I Am" and "She Don't Slip," a song to which the audience sang along. Towards the end of the event Gorman performed "Glad To Be a Woman," singing, "...glad to be a woman, glad to be alive, glad for the will to survive."

Gorman also discussed how historic limitations on cultural expression were confined not only to women, but have been experienced by minorities like African-Americans and Native Americans. She commented that placing such limitations on an individual could result in an individual feeling insignificant, passive and insecure. "Limiting creativity

is powerful; music is a way of telling who we are," said Gorman. She encouraged everyone, men and women of all cultures, to find his or her own creative voice.

Judy Gorman has performed her folk songs in concerts all over the United States, and in more than ten countries. She has performed with such names as Ani DiFranco and Harry Belafonte. She also performed in Meryl Streep's movie, "In Our Hands." Gorman earned a BA in literature and an MA in art history and her new album, "Analog Girl," is now available.



Judy Gorman Performance

PAUL BLANCHARD/THE PRIDE

## "Opening the Doors to Higher Education"

Giovanni Ferrer  
PRIDE STAFF WRITER

On Friday, March 17, 2000, Bridge Building Partnership (BBP) sponsored its second annual conference titled "Opening the Doors to Higher Education" at CSUSM. The purpose of the yearly conference is to assist transfer students in making a smooth transition from a community college into CSUSM.

The conference's three main goals are as follows:

- 1) To highlight extended community alliances
- 2) To attract prospective first generation, low income students to CSUSM, EOP, and Student Support Services
- 3) To enhance collaborative efforts with area community colleges.

The conference opened with an introduction by BBP Chair, and EOP Counselor, Lorena Meza. Cheryl Evans, Senior Director of College Success at CSUSM, welcomed approximately 80 community college students to the campus. She presented information regarding the enrollment increase at CSUSM, including figures of the highest number of majors (Business) to the lowest number (Women's Studies). She also spoke about the current construction projects under development and about campus expansion.

Director of Educational Achievement and Retention Services, Edward Pohlert, presented a brief background description of his experiences as a transfer student and how difficulty of making that transition. "I'm not here to scare you," he stated, "but to bring you to reality." He encouraged the students to get their Math and English skills polished before transferring, and emphasized that they get their major requirements out of the way once they do transfer to CSUSM.

Dr. Francisco Rios, associate professor of the College of Education, told the soon-to-be CSUSM students the importance of becom-

ing a teacher and addressed the future increased need for teachers in California public schools. Dr. Rios went on to welcome the highlight of the conference, keynote speaker Sandy Mcbrayer.

Ms. Mcbrayer is the former National Teacher of the Year (1994-95) and is executive director of the Children's Initiative of San Diego. Ms. Mcbrayer is the first person in U.S. history to create a school for homeless and underprivileged youth. She told many stories about children and adults who have impacted the lives of other people. She filled her stories with humor and had the audience rolling in laughter. She encouraged future teachers to give back to the communities they'll be working in by getting to know the culture. "Each and every one of you has the power to give back," she said, and to "look past yourself and ask 'What can I do?'" She told students that they could go to the library and read to children or visit a hospital and hold a crack-addicted baby.

The activities of the conference from 8:00am - 4:00pm included Support Services information from admissions, Financial Aid, EOP, and Aspire. Peer Mentors took the students on a campus tour. During lunch, there was entertainment provided by the Ballet Folklorico Mixtlan. There was a student panel and academic advising for all the majors at CSUSM, including undeclared. The day ended with an opportunity drawing and the community college students filled out evaluations of the conference.

Bridge Building Partnership is a committee comprised of representatives from many S.D. and Riverside county community colleges. It began as a formal discourse on enhancing EOP students' transition from the community college to CSUSM. The meetings began in August of 1998, and have since been held twice a semester. The results of the meetings contribute to the success of the yearly conference. The community colleges involved in contributing to the progression of the annual conference are Palomar, Miracosta, Cuyamaca, Miramar, Southwestern, Imperial Valley, and Grossmont.



Dear Editors:

In last week's Letter to the Editors, "Who is really prejudiced?" Johnny Coogan states, "we need to transcend the hate and work on making things better." I'm sure most of us agree. But how is this possible if we ignore issues we believe are nonexistent because of our own subjective perceptions?

In response to "MEChA's Statement on Prop. 21" two weeks ago, Coogan states "I think it is important for Latinos to learn about their culture and history but that's what MEChA is there for, to educate their brothers. But don't turn around and blame the other races for your lack of knowledge and expect us to cater to you because of it." These statements are *separatist*, using phrases such as "their history," "their culture" and "your lack of knowledge." And who is Coogan referring to when he says "us"? White people, since he mentions he is white? In what way does he not want to cater to Latinos? By not supporting a diverse and complete education?

MEChA is a club, not a learning institution. If Coogan considers MEChA to be the source of Latino historical and cultural education, who will teach him the history of California or the cultural contributions of the Latino brothers he mentions? If Coogan took time to learn the histories of ethnicities other than his own, viewing them as integral to a wholly inclusive historical record as opposed to a history separated and divided by race, his views would possibly change. Perhaps he wouldn't think ideas conflicting with his were laughable and "ludicrous."

"Ludicrous" is Coogan's view of the idea that police and immigration forces in the U.S. brutalize Mexican people daily. How does he know this is not the case? He believes that saying "minorities are targeted by police officers would be an exaggeration." His basis for truth is a paraphrased comment, supposedly made by Chuck D. of Public Enemy (who happens to rap in depth

Dear Editors:

The purpose of my letter is to address erroneous information that has appeared on the Opinion page of *The Pride*.

It has been stated that ASI is not in compliance with the Brown Act and that there are closed session meetings taking place without posting the agendas at least seven days in advance. In short, these editorials accused ASI Board Members of being "criminals".

**First Point:**

The Brown Act does not apply to CSU Auxiliaries; however, the act does apply to city governments, community colleges, school districts, state agencies, etc.

Between 1981- 1984, Associated Students, Inc. (ASI) fell under the California State University system, and the direction of Bagley Keene Act. However, as of January 1, 1985, ASI organizations operate under the direction of education code 89920-89928 and continue to be an auxiliary to the CSU system. Furthermore, ASI is different than an Associated Student Body. ASI is a non-profit 501© 3B organization which is required to follow state laws, education codes, CSU Chancellor's orders and CSUSM policies. Closed sessions are permitted and agendas must be posted at least seven days in advance. ASI has and will continue to be in compliance and in good standing, per the education codes and other governing agencies. I encourage students to download the education code and review the information as it relates to Associated Students. The code is available on the CSU web page, [www.calstate.edu](http://www.calstate.edu).

**Second Point:**

Regarding the holiday bonuses for staff: the ASI Board of Directors stands behind their decision to compensate our hardworking employees with a gift certifi-

on issues of racially biased policing), saying "that he had seen many police officers beating on white folks ...".

Coogan overlooks official investigations, such as the Los Angeles Christopher Commission Report that states, "The problem of excessive force is aggravated by racism and bias," and that more than one-fourth of the 650 police officers surveyed said, "an officer's prejudice towards the suspect's race may lead to the use of excessive force." He doesn't seem to acknowledge factual evidence of racial profiling and racially biased police brutality in the cases of Amadou Diallo, a West African immigrant shot at by NYPD officers 41 times while pulling his wallet out from his pants' pocket, Abner Louima, a Haitian immigrant tortured with a broken broomstick by an NYPD officer, or the undercover police officers Desmond Robinson and Derwin Pannel, both African Americans, shot in New York subways by white officers mistaking them for criminals. Currently, the corruption probe of LAPD has found officers planting evidence, beating suspects and covering up unjustified shootings of various citizens of color, so far resulting in dozens of criminal cases being overturned and the suspension, relieving of duty and firing of at least 29 officers, according to the *Los Angeles Times*.

Factual information supporting racially biased policing is endless, with incidents spanning the country. People don't need to go any farther than the Internet to find the evidence. Recently, 16 current and Former Highland Park Police Department employees in Chicago alleging racial profiling and discrimination filed a federal lawsuit. The Chief of Police in Cincinnati, Ohio asked forgiveness for racial profiling, admitting that "Yes, it does occur," according to the *Cincinnati Enquirer*. State legislators in South Carolina, Washington State, Connecticut, Oklahoma, Florida, and Tennessee have already introduced bills to end racial profiling. Lawmakers, police chiefs, even police officers themselves acknowledge racially biased

cate for the holidays. Perhaps another word besides "bonus" could have been used, but it was not an ill-willed act. ASI is proud of its employees who are committed to students, work 10-12 hours a day without overtime and are not paid comparable salaries to State employees.

ASI employees are employed by the students and work for the students through the ASI, and are not considered state employees. This year, the state government, which includes CSUSM, awarded its employees with a one-time award retroactive, in addition to a potential 7.5% merit increases. ASI is mandated by Title 5 to pay its employees comparable salaries to the CSU system. Currently, ASI is not in compliance with this one requirement, however, the Board of Directors is being proactive and are evaluating the salary ranges.

Again, ASI stands behind their decision to reward ASI employees and we, the Board of Directors take this opportunity to publicly thank them for their hard work and dedication. Without them, ASI would not be able to fully operate a childcare center for the campus community, have a functional business office, game room, vendor days, student activities, cultural events like Women's Herstory Month, Black History Month, Cinco de Mayo, Week of the Young Child, bands, speakers, or activities such as soccer, yoga, aerobics, bowling, check cashing, and discount tickets to Edwards Cinema and Magic Mountain. For a complete list of our services, I encourage you to visit the ASI web site at [www.csusm.edu/asi](http://www.csusm.edu/asi). ASI recognizes that some students may not benefit from all the services offered, however, ASI's duty is to provide many services for a diverse population with different needs.

**Third Point:**

ASI does not receive any Student Union

policing. Why doesn't Coogan?

Coogan says he wants us to "pull together and stop the police brutality for all, not just the minorities." Don't we all want this? Still, we cannot ignore the disproportionate amount of "minorities" making up the majority of victims of police misconduct. To do this would be to lie and say all is well and equal, when the facts state otherwise. This idealistic attitude will not make "things" better nor transcend the "hate" to which Coogan refers.

Perhaps Coogan could learn from our history, our culture and the present-day issues affecting us. When I use the terms *our* and *us*, I am including him as well. To "work on making things better," we must learn about each others' issues and make them our own by attempting to understand them. Ridiculing and ignoring them only perpetuate discontent amongst us all.

- Amanda Bergara

Financial Aid Clarification:

Johnny Coogan mentioned in his Letter to the Editor last week that when he "started to attend college and [he] went to the financial aid office, the lady actually laughed in [his] face. She stated that because [he] was white and [his] father made more than \$10,000 [he] couldn't qualify for anything. [He] didn't use that as an excuse to hate [his] friends that were getting financial aid because they were minorities." It is important to note that this perception that the criteria for student financial aid is different for "minorities" is false, according to the Director of the Financial Aid Office at CSUSM, Paul Phillips. The requirements for dependent students to receive financial aid were established by the federal government 10 years ago, and there has been "absolutely no difference in treatment" between minorities and non-minorities, nor does the FAFSA even ask an applicant's ethnicity or gender, says Phillips.

fees (\$20), ASI does receive \$5 from the original \$35 Recreation Fee to assist in defraying some of the cost of recreational programs coordinated through ASI. \$10 of the \$50 ASI fee goes directly to the Office of Financial Aid to provide child care scholarships and funding for the campus scholarship pool. The remaining \$40 goes directly into the ASI budget.

In conclusion, I ask that students keep in mind that there are always two sides to every story. If a story or a rumor is heard, please go to the source and verify the information. Try to listen to all the facts and abstain from taking an interpretation of facts from the opinions of one or two people. I encourage each of you to come to an ASI Board meeting and ask questions and if you are not able to attend, please e-mail me. The ASI Board meetings are every other Friday in Commons 207 and are open to the public. Agendas are posted in the ASI Office bulletin board and in the ASI display case located on the south side of Commons 207.

As your elected official, my goal is to professionally represent the students in all university groups and to provide accurate information on the management and operation of this student corporation, your corporation.

I encourage students to run for office in the upcoming elections to enhance the representation of all students at California State University, San Marcos.

ASI will always be an organization OF the Students, BY the Students and FOR the students.

Sincerely,

Waleed Delawari  
President/CEO  
Associated Students Inc.

Dear Editors:

Let me ask Johnny Coogan, what exactly did you find funny about the essay I wrote (152 years of colonialism)? Please do not say it was the "contradiction of discrimination". If you read close enough, I never talked about discrimination in the essay. I talked about the objective realities in our communities, which come about as a result of COLONIALISM (that is the key word, not discrimination). So tell me, what was funny? The beating of a 17 year old Mexican youth? The shootings of 5 brown males in 15 months? The kidnapping of a legal resident? Here's a good one for you, how about 450 people who have died in the past 3 years trying to cross the border? These realities that exist in our communities are a result of COLONIALISM, not discrimination. It is true that we are all discriminated against at one point in our lives, regardless of our skin color, yet this is not the main contradiction we as a Mexican people are faced with.

So what exactly is colonialism? Colonialism occurs when a people are forced to live under the political and economic control of a foreign people. Colonialism has always been established and maintained through violent and barbaric means. Now, looking at the history of the peoples within the territorial United States, there are two major peoples who have been colonized by the United States. Can you guess? First and foremost are the indigenous peoples of these lands. Mexican (not Latino) people are among these indigenous peoples who have been colonized through violent means. The other people are African people. Theirs is a somewhat different type of colonialism, which has been identified as domestic colonialism by Chairman Omali Yeshitela of the African People's Socialist Party. This means that they were stolen, or kidnapped from their homeland by foreign invaders, taken to the Americas, and violently forced into submission (or domesticated). A free and independent people were forced into being a submissive people (of course this did not always work). This is not to say that we are the only ones who are colonized on the planet Earth. Filipino people are a colonized people. Salvadorians, Nicaraguenses, Irish, Columbianos, Chilenos, and pretty much the majority of colored people on the planet Earth are colonized by some nation, be it France, Britain, the Netherlands, or the U.S.

Colonialism takes away two fundamental human rights that are found in any society or community that is truly free and independent. The first is a people's right to have economic power over their communities, and the second is a people's right to have political power over their communities. If these rights are denied, then your human rights are being violated on a daily basis. This is what separates the cause of black and brown people from white people. The general white population is not a colonized people. It is true that some may be oppressed; yet they still have a colonial relationship with black and brown people.

This colonial relationship allows for racist laws to be passed by the general white population, (and a few ignorant, sold-out, neo-colonialists like Colin Powell who side with their colonizers), that determine the politics in Mexican and African communities.

Since we are a colonized people and have no political power, we are unable to defend ourselves from these unjust and inhumane laws.

Now that we have a basic understanding of colonialism, let me address your other points. Let it be known that I am actively involved in my community of Fallbrook. I grew up as a Mexican in a Mexican community and I understand how police work and deal with Mexican youth. First of all, I never said that this law would not affect white children. I said that they would not be affected as much. I say this based on statements made by police themselves. For example, the Fallbrook Sheriffs held a community meeting on the issue of "gangs" in Fallbrook, about a year ago. They publicly stated that the only gang that exists in Fallbrook is comprised of "Hispanic" youth. When community members brought up the point that a skinhead gang known as the White Aryan Resistance exists in Fallbrook, the Sheriffs denied this fact. Thus Prop. 21 will only apply to Hispanic youth in Fallbrook and not the skinheads that go around "beaner bashing" on the weekends. There was also a "gang sweep" a few months prior to this meeting in which 18 youths were arrested. 17 out of those 18 were Mexican (most of them were people I grew up with). Do not tell me that I have grossly exaggerated. Yet, I agree with you on one point that this is not a conspiracy. It is simply colonialism.

Now, I'll comment on your statement on education. You're telling me that MEChA is now responsible for educating all of our people about our history. This is not our responsibility (though it is our task). It is the responsibility of the schools to educate its students. Mexican youth should not have to wait to get to college before they learn about who they are. And let me say that, yes, we should expect the schools to cater to our needs as Mexican people, Native American people, or African people. We have contributed and continue to contribute so much to this country. The least we can get in return is a relevant education.

Now I could end my statement by telling you a few sob stories about how I've been called a "wetback" at Taco Bell, or how a border patrol agent laughed at me when I told him I was a student at UCLA, but, honestly, I am so used to discrimination that it does not bother me anymore.

What upsets me is seeing people in my community living in poverty and misery. It upsets me to see or hear about the injustices occurring in African, Mexican and indigenous communities day after day (it seems as if someone is getting shot by a police officer almost every week). It upsets me to know that the U.S. government is responsible for over half of the drugs that enter into this nation, and that they are building more prisons instead of schools or other institutions that will help our communities.

It is important to understand that the struggle for justice is more than a struggle against racism or discrimination. It is a struggle against colonialism, for human rights. It is on these grounds that we must unite as human beings. Until then, our human rights will continue to be violated on a daily basis. Tierra y libertad!

- Ricardo Favela

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# Teaching Credential Program

Shanna Skidmore  
PRIDE STAFF WRITER

If you're interested in the Credential Program but missed the March 10, 2000 deadline there is still time to apply. Applications for the Credential program will be accepted through April 2000 for Single Subject and Multiple Subject sessions for the fall 2000 semester. The credential program is the next step for those with a desire to teach.

Although regarded as "competitive and hard to get into," by Paul Coffelt, a former CSUSM credential student, CSUSM offers highly reputable Single Subject and Multiple Subject credentials. There are approximately twelve requirements considered for admission into the credential program, but candidates may not enter the program unless they have a bachelor's degree or will have completed their undergraduate studies before entering the program. Students who do not have their degrees but can pass the required state exams may also be accepted into the program.

The credential program is arranged so that teacher candidates take courses in teaching and learning in schools, discipline and interdisciplinary methods, and

multilingual and multicultural education. Experienced teams of Professors and teachers from local schools teach these classes where the material and assignments focus on the needs of teachers.

Liberal Studies is the main degree required for those who want to teach elementary and middle school (the Multiple Subject credential). A Liberal Studies undergraduate major is exempted from taking the MSAT exam (a test that measures abilities in general subjects, which are taught in elementary school). A student with another undergraduate degree like Biology or Math for instance, must pass the MSAT in order to acquire a Multiple Subject credential.

The Single Subject credential is specifically designed for persons wishing to teach high school. Among the requirements, having a bachelor's degree in a specific single subject (ie. Literature and Writing Studies) is important for consideration of admission. Students wanting to teach high school, but have no degree may take the SSAT and PRAXIS exams and still be considered for admission. Students completing state approved waiver programs, which is included in specific majors, are exempt from taking these exams.

#### Single Subject

Full-time: 2 semesters

Part-time: Summer to Summer (includes fall and spring semesters)

#### Multiple Subject

Full-time: 2 semesters

Part-time: 4 semesters

#### CLAD

Both programs infuse the idea of Cross Cultural Language and Academic Development (CLAD). CLAD has been designed to prepare teachers for the diversity of languages and backgrounds of students in California's public schools. Having experiences in CLAD will make one more marketable because districts want diversified teachers. More importantly, CLAD experience will better serve the needs of students who come from diverse cultural and language backgrounds.

The requirement for CLAD is completion of six semester units of same second language with a grade of "C" or better. The requirement could also be met by taking one college course with a grade "C" or better, and finally two years of high school second language with a "B" average, which has to be verified by official high school transcripts. CLAD is infused in the content of classes and also through student teaching experiences.

#### Cohorts

California State University San Marcos has a great reputation with school districts because of the way the credential program operates. San Marcos uses the "cohort" model where 25 students are teamed up throughout the program for a support system. While teaching, candidates have the opportunity to keep in contact with their befriended cohort members for support in any situation.

According to Nancy Proclivo, "retention of beginning teachers is a problem

in the first two years of teaching for a number of reasons." Actual studies have shown statewide that half of trained teachers leave the profession. Nancy believes learning in cohorts and having the ability to communicate with fellow students for support will eliminate the drop out rate and is the key to success for the credential program at Cal State San Marcos.

#### Online Credential Program

With technology improving, A program such as CalStateTEACH an eighteenth month teacher credential program has evolved. According to Julie Herbert, Student Services at CalStateTEACH, "This program allows students to communicate and share assignments online without the hassle of meeting on campus everyday." Although students are able to communicate and turn in assignments online, CalStateTEACH does not hold class sessions online. In fact, each student has to meet a total of five mandatory Saturdays, which gather in five different regions: Los Angeles, Fullerton, Pomona, Hayward, and Fresno. In addition to meeting on Saturdays, students will be given textbooks, reading materials, and study guides to be completed. Upon completion of the program, the credential will be given by the CCTC (California Commissions of Teacher Credentialing).

However, CalStateTEACH is only available for Multiple Subject candidates. These candidates have to be long-term substitutes or in full time teaching positions. The CCTC will not issue a Multiple Subject Credential to applicants

whom teach in a Special Education class. Therefore CalStateTEACH cannot consider applicants teaching in Special Education classes. If you're interested in applying or would like more information on requirements for the CalStateTEACH Program, visit [www.calstateteach.net](http://www.calstateteach.net) or call 1-877-225-7828 the office of CalStateTeach located at the Chancellor's office off campus in Long Beach.

#### Costs

Those of you searching for the right place to apply in hopes of receiving a credential do not have to look far. CSUSM'S credential programs offers a low expense program approximately \$886.00 per semester for full time and \$561.00 per session for part time (fees subject to change in fall of 2000). The program also offers high success, in fact according to Nancy Proclivo Director of Student Services; "in excess of 80 percent of the teacher candidates get offered jobs during or after completion of the program."

For more information on requirements, deadlines, and how to apply for the credential program and internships contact the College of Education department at (760) 750-4277 located on the fourth floor of University Hall. Applications and information are also available online at <http://www.csusm.edu/COE/>.

## OPINION

Dear Editors:

I would like to bring this to your attention and to all CSUSM students that as a DSS student with severe hearing impairment, I am provided with a real-time captioner (court reporter) to type up notes for my classes here at CSUSM. I am disturbed to find that students would approach the real-time captioner to request copies of the notes because he or she missed one or more classes. According to DSS counselor John Segoria, real-time captioners are not allowed to give copies or send them via e-mail.

It is the student's responsibility to see that he or she attends all classes and takes his or her own class notes. I suggest that the student ask a classmate for notes.

It is good idea at the beginning of semester that students get acquainted with their classmates and exchange phone numbers and e-mail addresses. When something comes up, the student can contact a classmate for notes or for any updated class information (e.g. assignments, readings, etc.).

The real-time captioner is my ears and translator, the one who can hear plus take notes for me and translate what is being said in class. Only on a few occasions, I have allowed one or two students to copy my class notes because one student had to fly out of state to attend a funeral of a family member or some other serious circumstances.

- Karen J. Simonich

#### Clarification

In the March 7, 2000 issue of *The Pride*, the Editors would like to clarify that in the article "CSUSM and Grant Middle School GEAR UP for Kids" by Pride Staff Writer Joni Miller, Tim Bills is the Program Coordinator for GEAR UP, and not the Director. Carolina Cardenas is the Director of ACCESS, the academic program which oversees GEAR UP, SASOP & Upward Bound.

In the March 13, 2000 issue of *The Pride*, the editors would like to clarify information in Pride Staff Writer Amanda Bergara's article "The National Latino Research Center Benefits CSUSM Students, Faculty and Community".

Concerning the first sentence of the article, the NLRC can only be considered "a major institution concerned with disseminating research throughout the country," according to Dr. Soriano, i.e. the NLRC could be considered a "hub" for providing information regarding nationwide research on Latino populations, but not for actual "nation-wide research."

In the first sentence of the second paragraph, the NLRC is piloting the Youth Research Center, and one of its projects is to study "the precise issues and barriers preventing students from completing high school," but is not the Youth Research Center's sole purpose.

## Thomas Jefferson School of Law

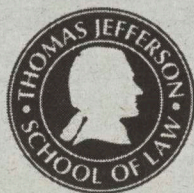
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"There cannot be a crisis next week. My schedule is full." - Henry Kissinger (and *The Pride*)

**Academic Bulletin**

**CALL FOR PAPERS**  
**The Pride Literary Supplement**

The *Pride Literary Supplement (PLS)*, an occasional publication of *The Pride*, the student newspaper of California State University San Marcos (CSUSM), publishes excellent student writing representing inquiry, research, and creative forms across the range of academic disciplines pursued at CSUSM.

Since its inception, California State University at San Marcos has committed itself to the cultivation of student writing. Across the disciplines, in every class, at every academic level, students are required to write and professors are asked to take writing seriously. The student newspaper thus assumes a literate student body and a faculty alert to writing as both a means to and as a manifestation of critical thinking. *PLS* accordingly takes the broadest possi-

ble view of the term "literary." Expository, critical, and theoretical writing is seen as no less and no more worthy than creative writing, poems or stories or film scripts.

The *PLS* considers manuscripts of up to 3000 words that both exemplify excellent inquiry and research in their discipline(s) and that able readers from outside that discipline to read with pleasure and understanding. The quality of research or creative writing is judged by appropriate faculty. Accessibility is determined by the editor(s) of *The Pride* or their designated representatives.

**Submissions:**

Submissions are currently being accepted for the upcoming *Pride Literary Supplement*. All forms of literary writing -- expository, critical, theoretical and creative writing -- are encouraged. The *Pride Liter-*

*ary Supplement* will be printed in the student newspaper before the end of the spring 2000 semester.

Authors should avoid highly technical language, critical jargon, foreign, or mathematical language. When technical terms are essential, they should be explained to the reader. References to critical literature, where necessary, should be parenthetical. APA, MLA, Chicago, and all other formats are welcome as long as the paper represents the appropriate academic discipline.

The *PLS* favors student writing and will privilege student manuscripts that are submitted with the recommendation of a faculty member who has pursued research in the student's field of study or published texts of a related kind. Staff and faculty contributions will also be considered.

**Words to Live By**  
June Hodges

The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather a lack of will.  
Vince Lombardi

Mistakes are a fact of life. It is the response to error that counts.  
Nikki Giovanni

People seldom improve when they have no other model but themselves to copy after.  
Goldsmith

We must use time creatively and forever realize that time is always hope to do great things.  
Martin Luther King, Jr.

A successful marriage is not a gift; it is an achievement.  
Ann Landers

If rich people could hire someone to die for them, the poor could make a wonderful living.  
Yiddish Proverb

**CSU SAN MARCOS**  
**CALENDAR OF EVENTS**

**Tuesday, March 21, 2000**

**Women and Prisons**  
Mary Jo Poole, Public Lecture and Video Presentation  
12:00pm - 1:30pm  
ACD 404

**Wednesday, March 22, 2000**

**A Choral of Women's Voices: Women's Poetry**  
Dr. Sharon Elise, Cheryl Latife and Friends  
12:00pm  
Dome Stage

**Ay! Carmela! (Subtitled film)**  
The Latin World Understanding Student Association is hosting the second Hispanic Film Festival. The theme for this semester film series is "women". Discussion will be facilitated by Dr. Carlos von Son  
4:00pm  
UH 101

**Thursday, March 23, 2000**

**Single Motherhood in Academia**  
WMST 401 K Lecture by Prof. Leslie Yoder (southwestern College)  
1:30pm - 2:45pm  
FCB 103

**Anime Showing**  
4:30pm - 10:00pm  
UH 100

**Kick Off Spring Break 2000**  
Free Food, Entertainment, and Fun! This is a campus wide event sponsored by Peer Education and Support, ASI, Counseling and Psychological Services, Student Health Services, Public Safety, and Greek Organizations.  
10:00am - 3:00pm  
Founder's Plaza & Dome Stage

**Booths**  
Information on Sexual Responsibility and Health, Alcohol Screening and Awareness, Physical Health Wellness and Skin Care  
10:00am - 3:00pm

**DJ**  
10:00am - 1:00pm

**BBQ**  
12 Noon - 1:30pm

**Entertainment**  
1:00pm - 3:00pm

**Ourstory: The World in Partnership Perspective**  
Public Lecture by Dr. Riane Eisler, Author of *The Chalice and the Blade*.  
6:00pm  
ACD 102

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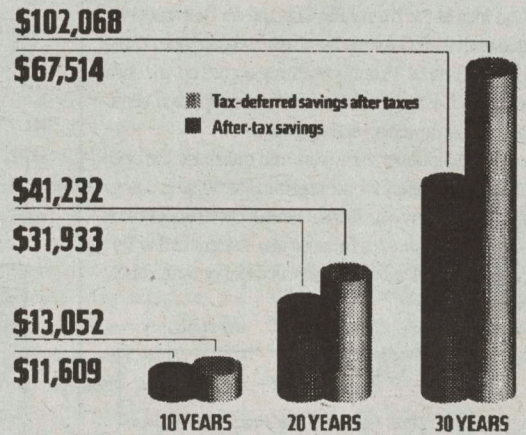
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