INDIGENOUS PATHWAYS

SUCCESS GUIDE

2022-2023



California Indian Culture and Sovereignty Center

CICSC

Education is the Path to Self-Determination

CSUSM

AMERICAN INDIAN STUDIES

"Our existence is our resistance."



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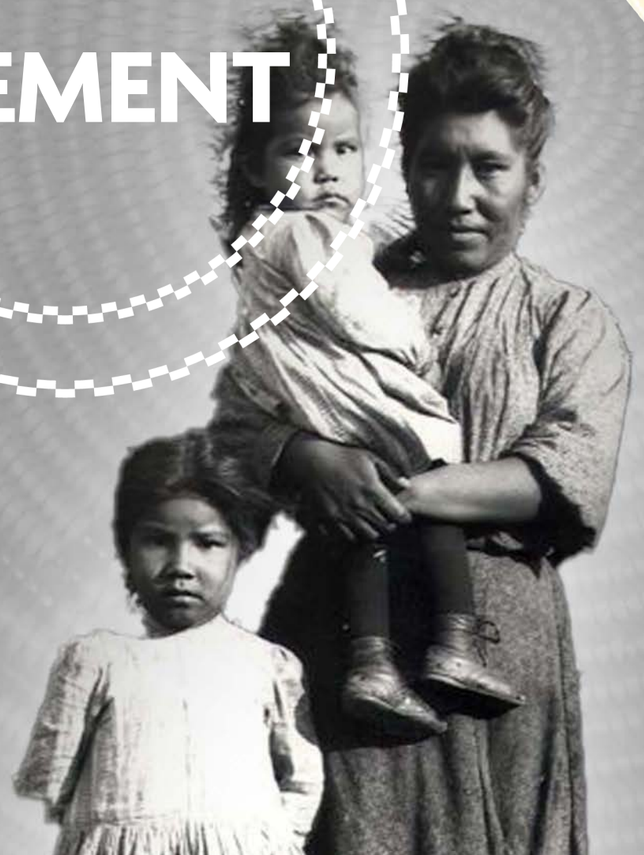
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LUISEÑO

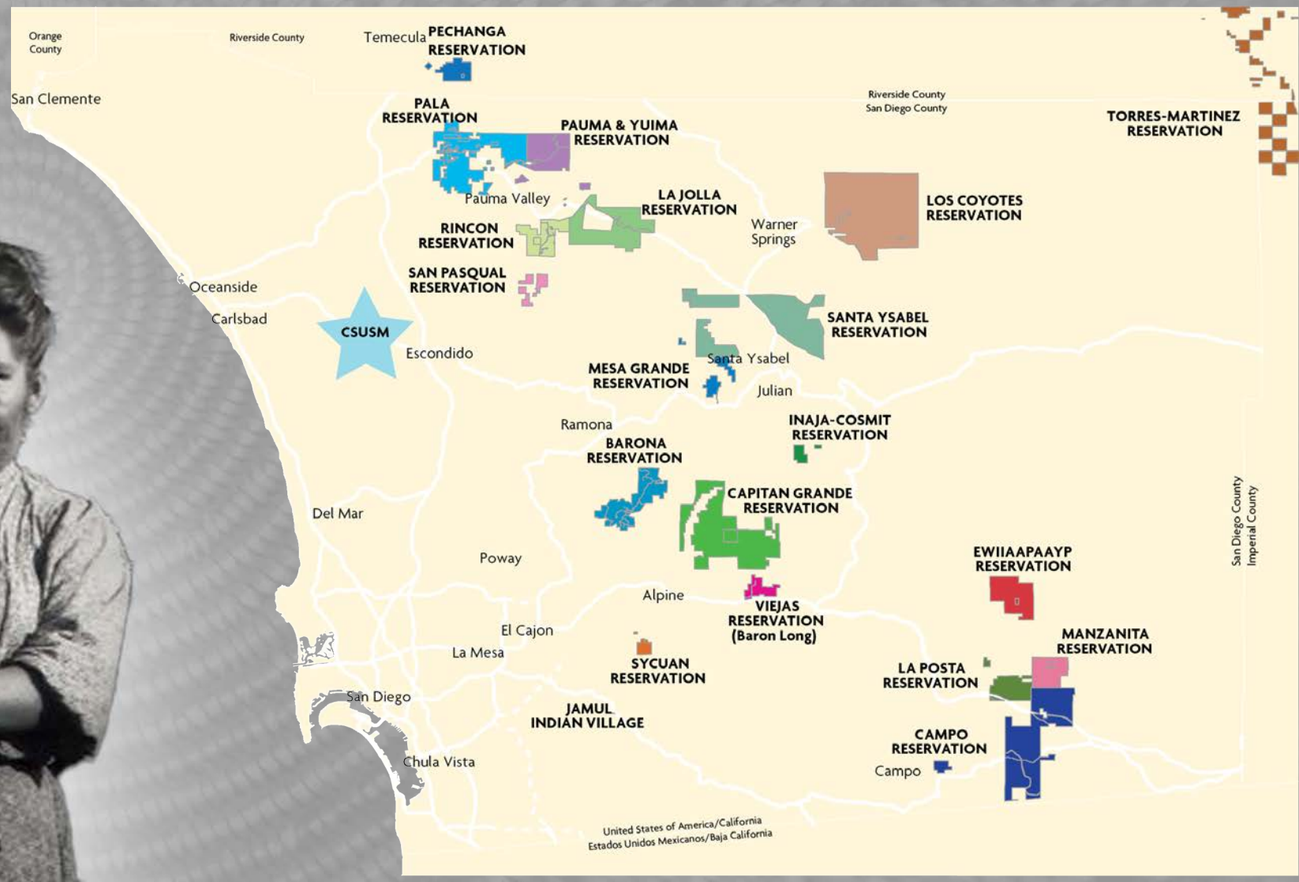
PAYÓMKAWICHUM

LAND ACKNOWLEDGEMENT



We acknowledge that the land on which we gather is the traditional territory of the Luiseño/Payómkawichum people. Today, the meeting place of California State University San Marcos (CSUSM) and its surrounding areas is still home to the six federally recognized bands of the La Jolla, Pala, Pauma, Pechanga, Rincon, Soboba Luiseño/ Payómkawichum people. It is also important to acknowledge that this land remains the shared space among the Kuupangaxwichem/Cupeño and Kumeyaay and Ipai peoples.

Below is a map of Southern California tribal lands and where CSUSM is located within those lands.







LETTER FROM

DR. JOELY PROUDFIT,

AIS DEPARTMENT CHAIR
AND CICSC DIRECTOR

Welcome to the American Indian Studies (AIS) program at California State University San Marcos (CSUSM). CSUSM offers a major and a minor in American Indian Studies as part of the College of Humanities, Arts, Behavioral and Social Sciences. California State University San Marcos has the highest American Indian enrollment in the California State system. We support our students with courses designed and delivered by national and internationally recognized scholars in collaboration with the eighteen federally recognized tribes in San Diego County. By embedding our scholarship in grassroots community acknowledged priorities, the AIS program reflects a solid investment in Tribal voices as we prepare students who will engage and work with California's Tribal nations. We are dedicated to preparing our students for lifelong learning by incorporating strategies for success the reflect Tribal culture and values. The strength and vitality of AIS is due in no small part to the many important contributions of our faculty and staff. We're continuously transforming and improving our ability to innovate, to expand and to sustain our Tribal cultures and traditions. With this publication we share programs, polices, and supports offered to our students. The American Indian Studies Program at CSUSM is more than just a set of courses; it is place where you begin to build a career, where you find opportunities to create lifelong friends, and where you begin to make a difference.



WHY YOU SHOULD MAJOR OR DOUBLE MAJOR IN AIS

WHY YOU SHOULD CONSIDER MAJORING (DOUBLE MAJORING) IN AMERICAN INDIAN STUDIES

The major in American Indian studies provides a critical academic field of study, intellectual engagement with, and place-based understanding of, American Indian epistemologies.

Graduates will investigate the formation of tribal sovereignty and the culture and identity of tribal nations, communities, and peoples as distinct political and cultural groups in the Americas. Graduates will gain both knowledge about, and experience working with American Indian communities.

Graduates will be prepared to work with a politically distinct segment of the population in a variety of fields, such as health care, education, media, arts, environmental, business, non-profit public service organizations, and government. The capstone course for the major provides a rigorous option for students to demonstrate their applied knowledge through experiential learning and community engagement.

WHAT CAN A MAJOR/MINOR IN AMERICAN INDIAN STUDIES DO FOR YOU

Interested in a career in law, public policy, politics, journalism, education, public health, social work, international relations, community organizing, public relations, urban planning, and other specially engaged careers? American Indian Studies is a dynamic and interdisciplinary field of study that allows students to critically examine the complex political status of American Indians as sovereign nations in the US. The AIS Minor/Major is especially committed to developing critical thinking skills and compassionate social engagement with tribal communities, governments, and peoples.

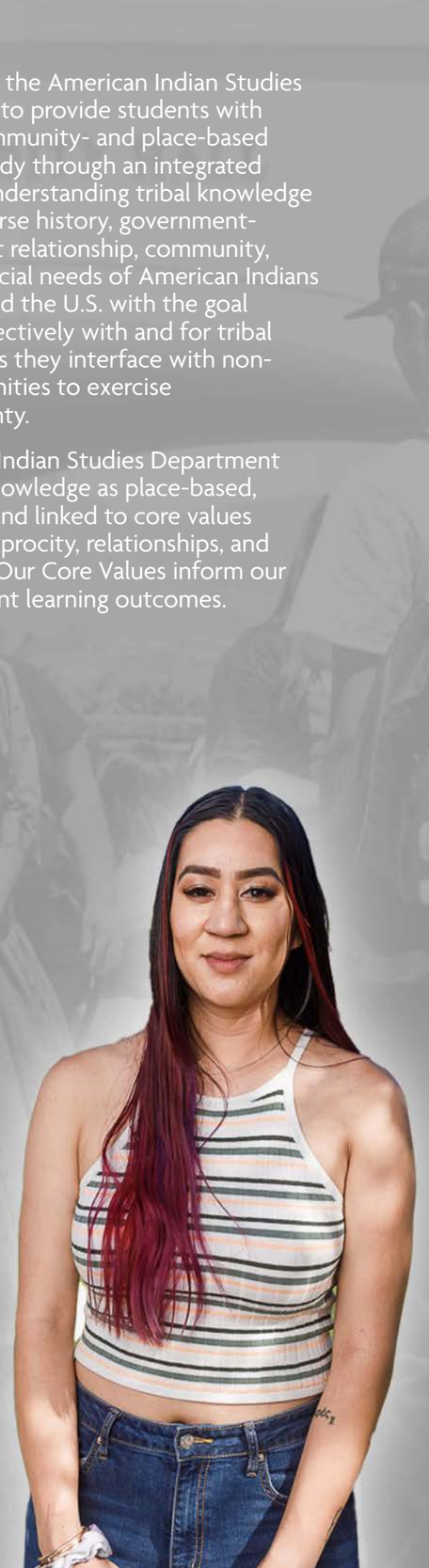
2017

The American Indian Studies (AIS) Department launched the AIS Major in Fall

ABOUT AMERICAN INDIAN STUDIES

The Mission of the American Indian Studies Department is to provide students with a research, community- and place-based program of study through an integrated approach to understanding tribal knowledge about the diverse history, government-to-government relationship, community, culture, and social needs of American Indians in California and the U.S. with the goal of working effectively with and for tribal communities as they interface with non-Indian communities to exercise tribal sovereignty.

The American Indian Studies Department values tribal knowledge as place-based, autonomous, and linked to core values of respect, reciprocity, relationships, and responsibility. Our Core Values inform our program student learning outcomes.



Core Value #1:Responsibility:

Create culturally intelligent and competent students who decolonize and deconstruct dominant cultural colonial paradigms and perspectives by identifying, explaining, and distinguishing between diverse American Indian epistemologies across multiple fields of study to develop life and career skills.

Core Value #2:Relationships:

Describe and apply authentic, empathetic, and innovative solutions to real world issues that affect American Indian lifeways by combining learning and innovation skills such as critical thinking, communication, collaboration, and creativity.

Core Value #3:Reciprocity:

Analyze, synthesize, and apply American Indian Studies' theoretical frameworks in experiential and/or community engagement and research to support tribal community needs and programs by utilizing experiential learning frameworks to activate change.

Core Value #4:Respect:

Utilize appropriate analytical and research strategies to critically assess a variety of knowledge and information from a variety of diverse resources to evaluate the legal, political, ethical, and social efficacy of American Indian Studies methods to create and/or sustain

PSLO 1: Describe the legal foundations of American Indian political identity through an analysis of tribal sovereignty.

PSLO 2: Apply American Indian epistemologies and other forms of knowledge to evaluate contemporary issues in American Indian communities.

PSLO 3: Recognize and evaluate the historical, cultural, social, economic and political contributions of American Indian leaders, writers, artists, and activists.

PSLO 4: Identify stereotypes about American Indian peoples and explain their historical production and contemporary manifestation.

PSLO 5: Apply research skills through community engagement and experiential learning environment to communicate knowledge about American Indian sovereignty.



American Indian Studies (AIS) at CSU San Marcos is committed to Indigenous academic excellence and community based participatory research. A Major and Minor in AIS are offered. Our goal is to create culturally intelligent graduates who will contribute to the workforce, including providing leadership to Tribal Nations and Indigenous organizations. Our courses include tribal community engagement—with guest lectures, field trips, participatory research, and service-learning activities. Our department collaborates with Native communities, California Indian Culture and Sovereignty Center and engages students in scholarly academic activities that promote and strengthen tribal and cultural sovereignty.

CBPR, CICSC, AIS AND YOUR ACADEMIC SUCCESS



AIS SEMESTER BY SEMESTER GUIDANCE AND COURSE GUIDELINES

ACADEMIC ADVISING

Academic Advisors at CSUSM provide academic advising to all admitted undergraduate students. They are there to help you achieve your academic goals and support you on your journey towards earning a degree. There are several ways to connect with an Academic Advisor. Additional information is available at

https://www.csusm.edu/academicadvising/

PEER ADVISING

Peer advisors serve as members of the Office of Academic Advising staff and assist students in each of CSUSM's colleges. They are upper-classmen at CSUSM, providing students a unique opportunity to work with someone who relates to their questions and needs. The Peer Advisors focus on supporting new and continuing students as they transition to university life at CSUSM. Students are welcome to meet with a Peer Advisor for general advising questions.

https://www.csusm.edu/academicadvising/peeradvising/index.html



AMERICAN INDIAN STUDIES FACULTY ADVISING

Contact information for American Indian Studies Major/Minor Advisors

- Joely Proudfit, Ph.D. (Luiseño/Payómkawichum)
  Email: jproudfi@csusm.edu
  Phone: (760) 750-4619

- Eric Tippeconnic, Ph.D. (Comanche)
  Email: etippeconnic@csusm.edu
  Phone: (760) 750-4630

- Eric Trevan, PhD (Match-E-Be-Nash-She-Wish Band of Pottawatomi Indians (Gun Lake Tribe)
  Email: etrevan@csusm.edu
  Phone: (760) 750-4630

GRADUATION REQUIREMENTS

Worksheets for first-time and transfer students are available at:

AMERICAN INDIAN STUDIES MAJOR AND MINOR REQUIREMENTS

Worksheets reflect the requirements of all undergraduate majors and minors. They are intended for supplemental use only. Please check your major (plan) term in your Academic Requirements Report (ARR) to make sure you are following the correct catalog term. Worksheets are available at:

See a full list of American Indian Studies course at



UNIVERSITY REQUIREMENTS

DIVERSITY AND EQUITY REQUIREMENT

Students must satisfy two Diversity and Equity requirements. Students must pass one course certified to focus on Diversity and Equity in the United States (DEu), and one course certified to focus on Diversity and Equity in Global contexts (DEg).

AREA F REQUIREMENT

Students must satisfy the Area F requirement. To be approved for this requirement, courses shall have the following courses prefixes: African American, Asian American, Latina/o American or Native American Studies. Similar course prefixes (e.g. , Pan-African Studies, American Indian Studies, Chicana/o Studies, Ethnic Studies) shall also meet this requirement.

GRADE POINT AVERAGE (GPA) REQUIREMENT

The following three grade point averages, each at 2.0 (C average) or higher, are required for graduation. Failure to maintain a 2.0 minimum GPA will result in Academic Probation and potential Academic Disqualification.

RESIDENCY REQUIREMENT

A minimum of thirty (30) units must be completed in residence at CSUSM, of which twenty-four (24) units must be upper-division and twelve (12) of these must be in the major. Credit by examination and transfer credit do not fulfill the residency requirement.

UNIT REQUIREMENT

Every baccalaureate degree requires completion of a minimum of 120 semester units. At least forty (40) units shall be in upper-division credit. No more than seventy (70) units may be transferred from a community college

MEET OUR AIS, CICSC, AND TRIBAL LIAISON SUPPORT NETWORK

FACULTY



JOELY PROUDFIT, PHD
(LUISEÑO/PAYÓMKAWICHUM)

Dr. Proudfit is the Department Chair for the Department of American Indian Studies and the Director of the CICSC. Dr. Proudfit holds an M.A. and Ph.D. in political science with emphasis in public policy and American Indian Studies from Northern Arizona University, and a B.A. in political science with emphasis in public law from California State University Long Beach. A full professor, Dr. Proudfit has been tenured three times in the CSU system. In 2016, she was appointed by President Barack Obama to the National Advisory Council on Indian Education.



ERIC TIPPECONNIC, PHD
(COMANCHE)

Dr. Tippeconnic is an Assistant Professor for the Department of American Indian Studies. Dr. Tippeconnic completed his PhD in History at the University of New Mexico. Dr. Tippeconnic's cultural diversity and love of history and art from an early age helped develop his interest and passion for creating art. Using bright, rich and vibrant color combinations, his artwork captures movement that serves as a metaphor for the viewer which boldly states that Indigenous American cultures while intimately connected to their history are in fact contemporary, alive and constantly evolving.



ERIC TREVAN, PHD
(MATCH-E-BE-NASH-SHE-WISH BAND OF POTTAWATOMI INDIANS, GUN LAKE TRIBE)

Dr. Trevan is an Assistant Professor for the Department of American Indian Studies. Dr. Trevan holds a Ph.D. in Local and Tribal Economies from Arizona State University, M.A. in Public Administration from Central Michigan University, and B.A. in Public Administration from Western Michigan University. Dr. Trevan is a national advocate for entrepreneurship, innovation and economic development. He is especially focused on working with small, minority and Native American businesses.

LECTURERS



LARA AASE, PHD

Lara Aase is a lecturer for the Department of American Indian Studies. Dr. Aase holds a Ph.D. in Philosophy from the University of Toronto, Master of Library and Information Science (MLIS) degree from the University of Washington, M.A. and B.A. in Comparative Literature from the University of New Mexico. Dr. Aase is the librarian at Delaney Special Collections Library at the Center of Southwest Studies, Fort Lewis College, in Durango, CO.



RODNEY BEAULIEU
(MI'KMAQ)

Rodney Beaulieu is a lecturer for the Department of American Indian Studies. Rodney is from Acadian Mi'kmaq heritage from Canada and the U.S. His undergraduate training is in Human Services and Psychology, and his Ph.D. is in Educational Psychology from the University of California, Santa Barbara. His professional history includes serving at the Veterans Health Administration, developing health information technology at McGraw-Hill, and university teaching. His research interests are action oriented, focusing on ways to improve personal development, organizations and communities.



ELENA HOOD
(ABSENTEE SHAWNEE TRIBE OF OKLAHOMA/PAUMA BAND OF LUISEÑO INDIAN/CHOCTAW NATION OF OKLAHOMA)

Elena Hood is a lecturer for the Department of American Indian Studies. Professor Hood is currently director of the UC San Diego Intertribal Resource Center. Prior to joining UCSD, she served as program manager for The Pechanga School, a tribal school located on the Pechanga Indian Reservation. She majored in Native American Studies at UC Berkeley and dedicated her time as a volunteer at the American Indian Child Resource Center in Oakland, Calif. She went on to earn a Master's Degree in Education with an emphasis in Administration, Planning and Social Policy at Harvard University and is completing her Doctorate Degree at UC San Diego's Education Studies Program. She has 20 years experience working in the field of Indian Education and serving Native American communities.



WILLIAM MADRIGAL, JR.
(CAHUILLA/LUISENO)

William Madrigal, Jr. holds a B.S. in California Archeology/Anthropology and Native American Studies, and a Masters in Native American Studies from University of California Riverside. William is currently a Ph.D. student in Native American Studies through the UC Riverside Ethnic Studies department. William is a Native Educator, language teacher, and Cultural Resource Manager, having worked for numerous tribal governments in Riverside/ San Bernardino counties for many years.



KENNETH DYER-REDNER
(FALLON PAIUTE SHOSHONE TRIBE)

Kenneth Dyer-Redner is a lecturer in the American Indian Studies Department at CSU San Marcos. He is a member of the Paiute-Shoshone Tribe of Fallon, Nevada. He received his M.S. in American Indian Studies from Arizona State University in 2017. For his Master's Thesis project he rode his bicycle approximately 1,000 miles to ten different reservations around Northern Nevada. His thesis project explored themes of land, colonization/decolonization, identity, and the power of stories. As an undergraduate he attended the University of Nevada, Reno where he received his B.A. in English in 2009.



KIANA MAILLET
(PAIUTE-SHOSHONE)

Kiana Maillet is a lecturer for the Department of American Indian Studies. Dr. Maillet holds an Ed.D. in Higher Education from CSUSM/UCSD, Master of Social Work (MSW) from CSUSM, Master of Public Administration (MPS) from University of Phoenix, and B.A. in Psychology and Child Development from SDSU. Dr. Maillet is a Licensed Clinical Social Worker and an Adjunct Professor in Child Development at Miramar and City Colleges. Dr. Maillet has extensive volunteer and work experience working with youth, families, and communities in need.



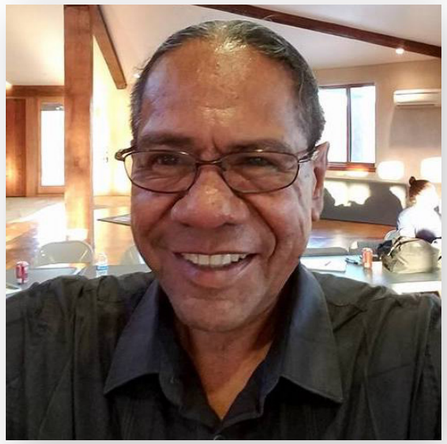
NICOLE MYERS-LIM
(PINOLEVILLE BAND OF POMO INDIANS)

Nicole Myers'Lim is a lecturer for the Department of American Indian Studies. Professor Myers-Lim is currently the Executive Director of the California Indian Museum and Cultural Center in Santa Rosa, California where she works in program development and exhibit design as well as in professional development activities for K-12 curriculum so that teachers can actively engage students in learning activities that promote cultural appropriate collaborations. She is also aggressively engaged in tribal language preservation and documentation and works to create and administer distance learning programs using tribal museums.



RAQUELLE MYERS, JD
(POMO)

Raquelle Myers is a lecturer for the Department of American Indian Studies. Raquelle holds a Juris Doctorate (J.D.) of Law from the S.J. Quinney College of Law at the University of Utah and B.A. in Rhetoric from UC Berkeley. She serves as Executive Director/Staff Attorney for the National Indian Justice Center and as the Chief Judge/Administrator for the Intertribal Court of California, a court of limited jurisdiction in Northern California. She also teaches undergraduate courses on federal Indian law, California Indian history, and tribal government at the University of California, Berkeley.



STANLEY RODRIGUEZ, EdD
(KUMEYAAY-IIPAY, SANTA YSABEL)

Dr. Rodriguez is a lecturer for the Department of American Indian Studies. Dr. Rodriguez holds an Ed.D. in Higher Education from UCSD and M.A. in Human Behavior. He is an educator, language teacher, and tribal singer. He is an advocate for his community's culture and traditions and serves in a number of advising and teaching roles in the San Diego and Native Kumeyaay communities. Dr. Rodriguez is a US Navy veteran. Dedicated to educating indigenous communities about Kumeyaay history, culture, and language revitalization, Dr. Rodriguez is a mentor to Native students of all ages and is an advocate for cultural preservation.



SETH SAN JUAN
(YAQUI)

Seth San Juan holds a M.A. in American Indian Studies from the University of Arizona and a B.A. in Political Science from the University of California, San Diego (UCSD). His is currently writing his dissertation in Ethnic Studies at UCSD. Some of his research interests include Federal Indian Law, Borderlands, American Indian Education and Race and Ethnicity



JOHN TIPPECONNIC III, PHD
(COMANCHE/CHEROKEE)

Dr. Tippeconnic is a lecturer for the Department of American Indian Studies. Dr. Tippeconnic holds a Ph.D. and M.Ed. in Educational Administration from Pennsylvania State University and B.S. in Secondary Education/Math and Social Studies from Oklahoma State University. Dr. Tippeconnic is the former Director of Education for the Bureau of Indian Affairs and Director of Indian Education for the U.S. Department of Education. He served as Vice President of Navajo Community College (now Dinè College) and was a founding member of the governing board of Comanche Nation College. His research interests are policy, diversity, leadership, and American Indian education.



LINDA SUE WARNER, PHD
(COMANCHE)

Dr. Warner is a lecturer for the Department of American Indian Studies. Dr. Warner holds a Ph.D. in Administration from the University of Oklahoma, a M.Ed. in Education Administration from the Pennsylvania State University, and a B.A. in Language Arts/Education from Northeastern State University. Dr. Warner has more than 50 years as an educator and more than 30 years of experience developing and guiding policy for federal agencies, including her work as an appointed member of the U.S. Department of Interior.

STAFF



MISSY MAGOOSHBOY
(DINÉ)
CICSC STAFF

Missy Magooshboy is the Administrative Coordinator for the California Indian Culture & Sovereignty Center. Missy holds a B.S. in Business Management – Accounting Option from CSUSM. She has worked at the CICSC since 2012 as administrative coordinator and project manager.



LALITHA NATARAJ
CSUSM LIBRARY STAFF

Lalitha Nataraj is the Social Sciences Librarian at the CSUSM Kellogg Library. Lalitha holds a Master of Library and Information Science(MLIS) from UCLA and a B.A. in English Literature and Women's Studies from UC Berkeley. Lalitha assists with American Indian Studies Research at CSUSM Kellogg Library.



LAURA ROMERO
AIS STAFF

Laura Romero is the Administrative Coordinator for the Department of American Indian Studies. Laura holds a B.A. in Social Sciences from CSUSM. She has worked for the American Indian Studies Department for 3 years and for CSUSM for 9 years.

OFFICE OF TRIBAL LIAISON



TISHMALL TURNER
(LUISEÑO)

Tishmall Turner is the CSUSM Tribal Liaison and provides guidance and assistance to the President, and other university administrators, faculty and staff regarding tribal issues, events, educational needs, and protocol. She oversees and supports mutually beneficial partnerships and collaborative efforts between the San Diego, Riverside, and San Bernardino Counties Tribes, university, and collaborating partners. She earned both her BA and MA in Business from the University of Phoenix.





ABOUT THE CALIFORNIA INDIAN CULTURE AND SOVEREIGNTY CENTER (CICSC)

CSUSM home to the California Indian Culture and Sovereignty Center (CICSC), which is a research center and de facto AIAN student center. The CICSC fosters collaborative research and community service relationship between the faculty, staff, and students of CSU San Marcos and members of Tribal communities, for the purpose of developing and conducting research projects that support the maintenance of sovereignty and culture within those communities.

The byline for the CICSC states, “Education is the Path to Self-Determination.” These words greet our staff, students, faculty, and visitors and they are words that we live by. The CICSC, AIS Department, and American Indian Student Alliance (AISA) work together to ensure that AIAN students on campus have a sense of belonging and offer resources to help AIAN students navigate their academic journey.

MISSION

The CICSC fosters collaborative research and community service relationships between the faculty, staff, and students of CSU San Marcos and members of Tribal communities, for the purpose of developing and conducting research projects that support the maintenance of sovereignty and culture within those communities.

CORE VALUES

- **Responsibility:** To support political and economic development, education, health and wellness, media and film, language preservation, and natural resource management.
- **Reciprocity:** To reinforce collaborative research fostering indigenous research methods
- **Respect:** To champion sovereignty and cultural preservation
- **Relationships:** To create and sustain communication between tribes and scholars

ABOUT THE AMERICAN INDIAN STUDENT ALLIANCE (AISA)

AISA promotes Native American, American Indian, Alaskan Native cultural/ lifestyle experiences on campus through group events and activities. We promote a positive learning experience, and we are here for Native American and Non-Native American students. To increase awareness and acceptance of American Indian culture and to promote the educational experiences of American Indians on campus, AISA fosters a positive multicultural interaction both in and out of the classroom. AISA strives to educate students about Native culture and facilitate leadership opportunities for American Indian students on campus and in the community.

AISA meets weekly on Tuesdays during U-Hour which is from 12pm to 1pm. U-hour occurs every Tuesday and Thursday from 12pm to 1pm, no classes are scheduled during this time.



ALUMNI HIGHLIGHT



LAILA BASQUEZ
(PECHANGA BAND OF LUISEÑO INDIANS)

Laila graduated from CSUSM in 2017 with a Bachelor of Arts in Visual and Performing Arts with an emphasis in Arts and Technology and double minored in Dance and American Indian Studies. She currently works as a tribal apprentice at Pechanga Resort Casino within the Marketing Department and their in-house video production team called the Pechanga Creative Studios. Their job is to advertise the property by creating visual elements to attract guests through their doors, such as commercials, photos, billboards, etc. Pechanga Creative Studios has given her the opportunity to learn more about the equipment and programs in the film industry, and how to apply that knowledge to better serve her tribe. This experience has led to Laila creating two tribal documentaries and other small video projects on behalf of the tribe. She also has participated in the Tribal Adult Program as a speaker to help promote internships for tribal members. Her advice to future CSUSM students is "Keep an open mind and be eager to absorb as much knowledge as possible. Be curious and don't be afraid to ask a hundred questions because American Indian people want to help educate anybody that wants to learn the true history of the first people." Also, as for her experience, she states, "Without the center [CICSC] and faculty, I truly believe that I never would have graduated from college. They provided a safe and inclusive space for me to learn and grow into the person that I am now. They taught me the tools needed to succeed and to never be afraid of who I am or the power that I have to achieve anything that I set my mind to."



ANDERSON GOULD, JR.
(NAVAJO)

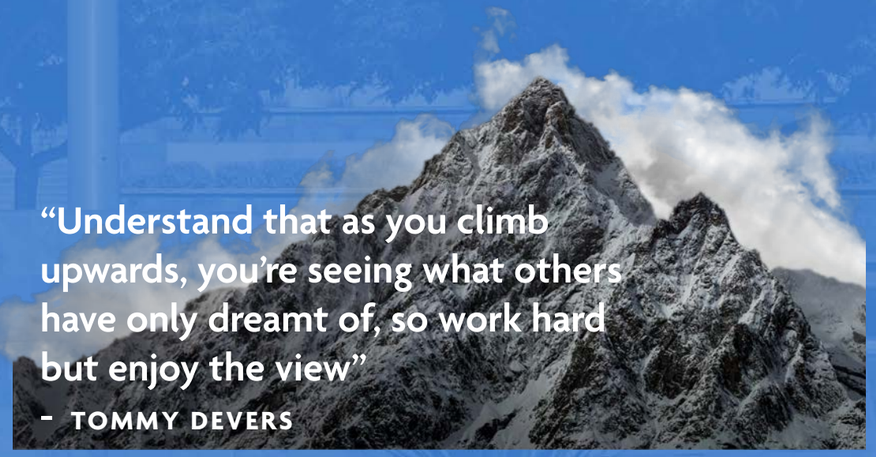
Anderson graduated from CSUSM in 2014 with a Bachelor of Arts in Visual and Performing Arts. Currently, Anderson owns and operates his own business in photography, video, and graphic design. He has done work for Inter-Tribal Long Term Recovery Foundation, the CICSC, Vosq Clothing Company, Indian Country Today, California's American Indian & Indigenous Film Festival and various American Indian & Indigenous music artists. By working and collaborating with the CICSC, Anderson was able to develop many friendships, involvement in school and community activities outside the classroom, gain knowledge of Southern California tribes, and build working relationships that continue to grow each year.

ALUMNI HIGHLIGHT



TOMMY DEVERS
(PAUMA BAND OF LUISEÑO INDIANS)

Tommy graduated from CSUSM in 2009 with a Bachelor of Arts in Communication and a Minor in Critical-Intercultural Communication and in 2012 with a Masters in Sociological Practice. He recently worked for the Seattle Indian Health Board as the Youth Outreach Worker. Prior to that, Tommy worked as a Pauma Tribal Youth Coordinator and coordinated the after-school program for 9-12 grades for 3 ½ years. In addition to tribal work, he has been a licensed Realtor since 2018. Tommy was a Partnership Assistant for the 2010 Census, he worked with tribes across Southern California to increase the visibility and reasons tribal nations should fill out the Census. This job opportunity was made possible by Dr. Joely Proudfit. "I can honestly say her [Dr. Proudfit] presence at CSUSM during my time there was transformative. She provided the action to the academics and showed myself and others the right way to do meaningful work in our communities. Most importantly, she was a role model to me and demonstrated what a strong, confident, and educated American Indian can achieve." Tommy's best advice for future students majoring in American Indian Studies is "Learn as much as you can during your time in school. Ask questions, get involved, and have some fun. Make your college experience one that defines a time in your life. It's important to grow slowly to make your spirit stronger. Study hard and work towards your goals but also allow yourself to absorb the moment. Take the time to acknowledge that each step you take changes your perspective in some way, so don't jump too quickly or with haste. Acknowledge and appreciate what each step reveals. Understand that as you climb upwards, you're seeing what others have only dreamt of, so work hard but enjoy the view."



Since its founding in

1989

WHY CHOOSE CSUSM



California State University San Marcos (CSUSM) has been a forward-focused institution, dedicated to preparing future leaders, building great communities, and solving critical issues. Located on a 304-acre hillside overlooking the City of San Marcos, CSUSM sits on the traditional territory and homeland of the Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared spaces among the Kuupangaxwichem/Cupeño and Kumeyaay and Ipai peoples.





CSUSM ENROLLMENT IS OVER 17,000 WITH AN AMERICAN INDIAN ALASKA NATIVE (AIAN) AVERAGING STUDENT POPULATION OF 4% WHICH IS ONE OF THE LARGEST IN THE CALIFORNIA STATE UNIVERSITY (CSU) SYSTEM. CSUSM IS CONSIDERED ONE OF THE MORE AFFORDABLE SCHOOLS IN THE CSU SYSTEM. CSUSM OFFERS MORE THAN 60 DEGREES AND CREDENTIAL PROGRAMS.

HOW TO PREPARE FOR ENTRANCE INTO CSUSM

What do you need to get in as a first-time freshman and/or transfer student?

https://www.csusm.edu/admissions/

How to Apply

Complete and submit the online application on Cal State Apply

https://www2.calstate.edu/apply

The fee to apply to CSUSM is $70. Some students may qualify for an application fee waiver. When you apply for admission through Cal State Apply you are automatically considered for an application fee waiver based on the information requested in the application.

Freshman Requirements

A first-time freshman applicant is a prospective student who has not taken college courses after the summer following their high school graduation.

CSUSM considers freshman applicants on the basis of the following criteria:

- Completion of A-G Courses (15-unit comprehensive pattern of college preparatory courses) with grade of C or higher.
- The Major to which you apply due to the following CSUSM programs being impacted: Biology, Business Administration, Kinesiology, and Nursing Pre-Nursing.
- Supplemental factors for applicants from outside the local admission area including application fee waiver eligibility, first generation status, and foster youth status

Additional information including list of A-G courses is available at:

https://www.csusm.edu/admissions/how-to-apply/freshman/i-want-to-apply.html



Transfer Student Requirements

A transfer applicant is a prospective student who has taken college courses after the summer following their high school graduation.

Transfer Admission Criteria

CSUSM accepts transfer applications only from upper-division transfer or readmission applicants who will have completed 60 or more transferable semester (or 90 or more quarter) units by the end of spring. Transfer students meeting the following criteria will receive priority for available spaces:

- Earned a cumulative transfer GPA of 2.0 or higher
- In good standing at the last institution of attendance
- Completed an Associate's Degree for Transfer in a major deemed similar (more information at https://adegreewithaguarantee.com/en-us/ or,
- Completed the CSU General Education Transfer Pattern
- Completed all Preparation for Major courses
- Completed all fall admission requirements listed above by the end of the preceding spring term. Courses completed in summer will not be considered for fall admission

Additional information available at:

https://www.csusm.edu/admissions/how-to-apply/transfer/index.html

CSUSM DATES AND DEADLINES

Application Dates & Deadlines

Term	Priority Application Filing Period
Winter Semester	June 1 – June 30
Spring Semester	August 1 – August 31
Summer Semester	September 1 – September 30
Fall Semester	October 1 – December 15

For up-to-date deadline dates, visit the following link:

https://www.csusm.edu/admissions/dates_deadlines.html

FRESHMAN APPLICATION STEPS CHECKLIST

August

☐ At the start of your senior year in high school meet with your school counselor to be sure you are meeting college prep requirements (A-G coursework).

☐ Start researching scholarship opportunities and **be mindful of application deadlines**.

October

☐ Complete and submit the online application on Cal State Apply https://www2.calstate.edu/apply Be sure to include CSUSM as one of your choices and you have these items on hand:

- Unofficial transcripts You will be asked to enter on the application, the course you've completed, are in progress; and plan to take.
- Your Social Security number, if you have one.
- Your citizenship status
- A method of payment You can pay the application fee by credit card.
- Your parent's/guardian's citizenship status
- Annual income Your parents' if you are a dependent; your income if youare independent.
- Your parent's employment background and two recommendation Applies only if you're applying to EOP
- California statewide student ID Optional; every K-12 student in a California public school is assigned an ID number. The number should be printed on your transcript.
- Complete and submit the form for the Financial Student Aid Identification (FSA ID) at https://studentaid.gov/fsa-id/ . You will need this FSA ID to complete your financial aid application.
- Complete and submit your Free Application for Federal Student Aid (FAFSA) at https://studentaid.gov/h/apply-for-aid/fafsa

beginning October 1. Do not wait for the March 2nd deadline to do this

November

☐ From this point on, **check your email every day**. CSUSM will communication with students through email about important deadlines, requests for documents, etc. **It's important to take care of any email requests right away**.

April

☐ If accepted, remember to file your intent to enroll at CSUSM by the deadline.

☐ Submit a request to your school counselor to send your final transcripts to CSUSM. **Transcripts must be received at CSUSM by July 15th**.

☐ All freshman are required to live in on-campus housing, so you will need to apply for housing at https://www.csusm.edu/housing/

May

☐ Register for student orientation in early June.

TRANSFER APPLICATION STEPS CHECKLIST

August

☐ At the start of your last year at community college or university meet with a counselor to be sure you are meeting transfer requirements.

☐ Start researching scholarship opportunities and be mindful of application deadlines.

October

☐ Complete and submit the online application on Cal State Apply https://www2.calstate.edu/apply

Be sure to include CSUSM as one of your choices and you have these items on hand:

- **Unofficial transcripts** You will be asked to enter all the courses you've completed on your application; those that are currently in progress, andany you plan to take. Transcripts will be requested as needed.
- **Your Social Security number**, if you have one.
- **Your citizenship status**
- **A method of payment** You can pay the application fee by credit card.
- **Annual income** Your parents' if you are a dependent; your income if you are independent.
- **Your parent's employment background and two recommendation** Applies only if you're applying to EOP
- **CCCID and Campus ID** Optional; every California Community College student is assigned a CCID and a campus-specific ID number. These numbers should be printed on your transcript.

☐ Submit official transcripts from all colleges and universities attended to CSUSM in order to complete your CSUSM application by the deadline.

☐ Complete and submit the form for the Financial Student Aid Identification (FSAID) at https://studentaid.gov/fsa-id/

if you haven't already done so in the past. You will need this FSA ID to complete your financial aid application.

☐ Complete and submit your Free Application for Federal Student Aid (FAFSA) at https://studentaid.gov/h/apply-for-aid/fafsa beginning

October 1. Do not wait for the March 2nd deadline to do this.

November

☐ From this point on, **check your email every day**. CSUSM will communicate with students through email about important deadlines, requests for documents, etc. **It's important to take care of any email requests right away**.

April

☐ **If accepted, remember to file your intent to enroll at CSUSM by the May 1st deadline**.

May

☐ Submit a request to your community college to send your final transcript to CSUSM. **Transcripts must be received at CSUSM by July 15th**.

HOW TO PAY FOR CSUSM

TUITION/FEES, FINANCIAL AID, FAFSA, SCHOLARSHIPS

UNDERGRADUATE TUITION & FEES

https://www.csusm.edu/sfs/tuition/undergraduate.html

Undergraduate Fees are a combination of tuition and mandatory campus fees. Tuition is assessed at a flat-rate amount which is dictated by a student's unit load (part-time or full-time). Staying informed of how your enrollment impacts your student bill will ensure timely and accurate payments. Additional information regarding tuition and fees is available at
https://www.csusm.edu/sfs/tuition/undergraduate.html

TYPES OF FINANCIAL AID

https://www.csusm.edu/finaid/

Grants

A grant is given by the federal government, the state or the CSU as a gift; you don't need to repay a grant or work to earn the money. The federal grants listed below are the most common, but there are others you may be eligible for.

Loans

When you get a student loan you receive the money now, but you will need to repay the loan later. Your or your parents may be eligible for one or more of
these loans.

Scholarships

Typically given for achievement, a scholarship is a gift; you aren't obligated to repay this type of financial aid. You may be eligible for one or more of these scholarships.

- The CSU Foundation Scholarships
- The CSUSM General Scholarship Application serves as one application for the various scholarship opportunities administered by CSUSM. There are over 100 scholarships available including the below.
    - American Indian in Honor of Lee E. Dixon Scholarship: Scholarships are awarded to students who are tribally enrolled American Indians. Academic achievement, service to the American Indian community, and financial need are all criteria. Preference will be given to incoming freshmen and proof of Tribal Affiliation is required. If a student is not tribally enrolled, proof of the student's parents tribal enrollment will be acceptable.
    - Lillian Sherman Scholarship: Scholarships are awarded to American Indian students who have demonstrated service or involvement in their Tribe or American Indian community. Must have financial need and be enrolled at least part time students.
- **Wi'áaşal** *(Great Oak)* Future Leaderships Scholarship Fund (for Most Enrolled California Tribal Members): The scholarship is open to most enrolled California tribal members. Up to $20,000 is available each year to students seeking vocational, associates or bachelors degrees at any accredited, nonprofit college, university or vocational program. More information including eligibility at: https://bit.ly/3u1tKlU
- Rodney T. Mathews, Jr. Memorial California Native Scholarship: This scholarship provides up to $10,000 and was established to assist California Indian students in pursuing their educational goals through the granting of competitive and meritorious based financial scholarships. More information including eligibility at: https://morongo.com/california-native-scholarship/
- Rodney T. Mathews, Jr. Memorial Tribal Member & First Descendant Scholarship: This program assists students in pursuing their educational goals of one vocational program and/or one of each of an Associates, Bachelors, Masters, and PhD degrees. Eligibility and scholarships amount differ for tribal members and first descendants, more information
https://morongo.com/scholarship-program-for-tribal-members/
- The Cobell Scholarship: Both merit-based and need-based, the competitive Cobell Scholarship is an annual, non-renewable, and available to any post secondary (after high school) student who is: an enrolled member of a US Federally-Recognized Tribe, enrolled in full-time study and is degree seeking. Applicants must plan to attend or be attending any nationally, regionally and industry accredited non-profit, public and private institution. More information at:
https://cobellscholar.org/

Veterans' Aid

Work-study, California Vet Fee Waiver, tuition assistance and financial aid can help vets and active-duty servicemen and servicewomen pay for school. The federal government offers a variety of education programs to veterans and/or active-duty members of the U.S. Armed Forces. These include:

For a complete list of programs and benefits, visit the U.S. Department of Veteran Affairs Education and Training site:
https://www.va.gov/education/

Learn more about the California Department of Veteran Affairs' education benefits for state veterans at their website:
https://www.calvet.ca.gov/veteran-services-benefits/education

Work Study

The Federal Work-Study Program provides jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay for expenses related to their education. The program encourages community service work and work related to your course of study. If you participate in a Federal Work-Study Program, you'll work part-time while you're going to school.

Additional information about types of financial aid is available at
https://www2.calstate.edu/attend/paying-for-college/financial-aid/types/

Free Application for Federal Student Aid (FAFSA)

The first and most important step to applying for Financial Aid is to complete a FAFSA, the Free Application for Federal Student Aid. A FAFSA must be filed every year for the following academic year. The FAFSA is also the basis for many state grants and need-based scholarships awarded to CSUSM students.

To guarantee you receive Federal Financial Aid first, complete your FAFSA early. Those who file a FAFSA during the priority filing period, October 1 – March 2, receive priority consideration for federal grants and loans and are processed first
by CSUSM.

For more information regarding FAFSA and financial aid, visit the following website:

https://studentaid.gov/h/apply-for-aid

ADDITIONAL FINANCIAL AID INFORMATION

Federal Student Aid

https://studentaid.gov/ : a comprehensive website that includes information beginning with planning for college, applying for and receiving federal aid, through repaying student loans.

California Student Aid Commission

https://www.csac.ca.gov/ main website that can provide general information about Cal Grants and general financial aid.

California Student Aid Commission Web Grants for Students

https://mygrantinfo.csac.ca.gov/ a website that has been created for the student. The goal is to provide the student with the tools needed to establish and manage the Cal Grant and/or Chafee Grant.

FastWeb

https://www.fastweb.com/ : provided free online search for scholarships and financial aid and student loan tips.

CollegeBoard

https://www.collegeboard.org/ : provides a wealth of information about selecting a college, testing, applying, and financial aid.

Scholarship Search by Sallie Mae

https://www.salliemae.com/college-planning/college-scholarships/ : provides information about more than 3 million scholarships offering up to $18 billion in free money.



Degree Planner

https://www.csusm.edu/enroll/services/degreeplanner.html

CSUSM offers a degree planner which is an interactive online tool which students should use every term to pre-plan courses for the following term as well as know their progress to the degree. Requirements for your major, minor (if applicable), and general education are displaced in a recommended sequence, using information from your student record. It recognizes the courses you have taken, test credit, transfer credit, course substitutions, and prerequisites to recommend an education plan.

PREPARING TO GRADUATE IN 4 YEARS



Academic Requirement Report (ARR)

https://www.csusm.edu/enroll/services/arr/index.html

The Academic Requirement Report (ARR) is a report and graduation evaluation tool, used to track the completion of all degree requirements in one document. Students can also access notes and reminders from their academic advisor and graduation auditors from this report. Students should run this report often to monitor completion of all graduation requirements.

4-Year Roadmaps

https://www.csusm.edu/academic_programs/roadmaps/chabss/index.html

4-year roadmaps serve as a suggested course sequence only. They include projected course offerings and are subject to change due to faculty availability and student demand. CSUSM students are strongly encouraged to fine-tune a personalized graduation plan with an academic advisor and/or by utilizing the Degree Planner.

FACULTY MENTORING

Faculty Mentoring Program

https://www.csusm.edu/fmp/index.html

The Faculty Mentoring Program (FMP) at CSUSM serves students who are first generation and/or economically disadvantaged in their journey to receive their undergraduate degree. We do this by cultivating sustainable relationships between faculty mentors and our FMP student proteges. Faculty mentors provide students with social and instrumental support, so the students find the resources they need, engage in new leadership opportunities, and plan for their future.



SERVICE LEARNING AND INTERNSHIPS

Service Learning

https://www.csusm.edu/slce/servicelearning/students/index.html

Service Learning is a learning tool that promotes student learning through active participation in meaningful and planned service experiences in the community that are substantially related to course content. Through reflective activities, students enhance their understanding of course content, general knowledge, sense of civic responsibility, self-awareness, and commitment to the community. Service Learning brings to life the subject matter of a course by involving students in "real world" experiences directly related to course learning objectives. Numerous courses at CSUSM include Service Learning as part of the learning process.

Internships

https://www.csusm.edu/careers/internships/index.html

The CSUSM Career Center provides internship opportunities and resources for CSUSM students. There are two types of internships offered: Credit and Non-Credit.

AIS Internships & Independent Study

Provides AIS major students the opportunity to apply knowledge gained from the required courses for the American Indian studies program degree to intern with American Indian social, political, economic, healthcare, or cultural fields. Examines and applies various analytical models to assess the internship. Students interested in participating in an internship for course credit and/or independent study, the student must first contact and meet with Dr. Joely Proudfit. To obtain approval and register for an internship or independent study please meet with Dr. Joely Proudfit to discuss options

HOUSING

https://www.csusm.edu/housing/

Studies show that students who live on campus graduate sooner and succeed academically at higher rates than students who live off-campus. Student Housing at CSUSM offers a variety of housing options ideally suited for incoming freshman, returning undergraduate and graduate students. Additional information about housing options and costs is available at

https://www.csusm.edu/housing/

First-time Freshman Live-on Requirement

Since the beginning in Fall 2012, all first-time freshmen admitted from outside the CSUSM Local Service Area are required to live in CSUSM Student Housing for their first year. If you are from outside the CSUSM Local Service Area and required to live in Student Housing, you will not be able to register for New Student Orientation or register for classes without completing the Student Housing contract process or requesting and receiving approval to be exempt from the live-on requirement.

CONSIDER GRADUATE SCHOOL

Graduate School

The Career Center provides graduate school advising, admission testing information and application workshops. Resources and links:

https://www.csusm.edu/careers/resource/gradschoolinfo.html

Office of Graduate Studies and Research

https://www.csusm.edu/gsr/graduatestudies/index.html

The Office of Graduate Studies and Research promotes graduate education; supports the campus community in their research, scholarship and creative activities; advances inclusivity; and fosters innovative, complaint, and sustainable research projects in an environment of academic excellence. CSUSM offers 22 Master's Programs and a Joint Doctoral Program with the University of California at San Diego. Most programs allow you to customize your program of study to focus on your particular area of interest. The Office of Graduate Studies and Research serve as the liaison for your graduate administrative needs and resources and answers general inquiries.

Graduate Coordinator/Director

The Graduate Coordinator (or Program Director) are faculty members serving as your direct contact for the specific program. They are among your first important campus connections. This person helps you plan and organize your progress as a graduate student from admissions to graduation. Contact your graduate coordinator about items such as forming your thesis or project committee, how to request leave of absence or withdrawals, etc. Graduate Coordinator and Director contact information can be found on the Graduate Program contact page

https://www.csusm.edu/gsr/graduatestudies/admissions/contacts.html

Career Center Road Map

Career fulfillment emerges from an alignment between who you are and the work that you do. Your career journey begins with an understanding of your strengths, interests, skills, values, and personality. The Career Center offers online assessments to assist in your major and career exploration process.

DEVELOPING YOUR CAREER PLAN



Resume Tips and Example

You'll know your resume is in good shape if you are getting contacted for interviews. A recruiter typically screens a resume within a matter of seconds, therefore, it's important to strategically position your content in an appealing format. Additional guidance including information about a resume, cover letter, references is available at

https://www.csusm.edu/careers/documents/careerguide2021ada.pdf

NAVIGATING STUDENT SOCIAL NETWORKS

Campus Life

CSUSM provides students with many exciting opportunities to get involved in campus life and take part in fun extracurricular activities. Below is information about the campus life programs.

https://www.csusm.edu/students/campuslife.html

Associated Students Inc. (ASI)

ASI serves, engages, and empower students and strives to provide representation, to offer an inclusive environment, and to promote campus pride for all students. ASI organizes a diverse variety of activities, events, and programs focused on increasing the quality of student life at CSUSM.

https://www.csusm.edu/asi/index.html

CSUSM Athletics

CSUSM Athletics strives to build and maintain a successful, balanced athletic program that is consistent with the goals of the University. CSUSM Athletics is committed to providing equitable opportunities for every student-athlete while upholding the principles of sportsmanship, ethical conduct, and integrity.

https://csusmcougars.com/

Campus Recreation

Campus recreation is dedicated to promoting holistic wellness and enriching the CSUSM experience by providing inclusive recreational services, facilities and opportunities. Enjoy over 50 hours a week of different activities.
https://www.csusm.edu/rec/index.html

Student Leadership & Involvement Center (SLIC)

The SLIC develops students' capacity to lead and initiate positive social change. Through inclusive programs, SLIC engages students in leadership and co-curricular opportunities that foster the Tukwut experience.

https://www.csusm.edu/slic/

Social Groups/Student Organizations

When navigating social groups on campus, it is important to pay attention to student emails from the campus newsletter. This will help you stay informed with the upcoming events on and off campus. Also, communicating with students from other organizations during the campus student organization fair. There you will see a wide variety of students and their organizations and what their plans and goals of being active.

STUDENT ETIQUETTE AND LEADERSHIP OPPORTUNITIES DO'S AND DON'TS

Classroom Etiquette

Source:

https://www.marquette.edu/first-generation-students/classroom-etiquette.php

What you do in the classroom matters. Your behavior will not only impact your grades, but it will also impact the very important letters of recommendation that your professors will write for you.

Classroom Do's

- Take notes while your professor is lecturing.
- Arrive to class on time.
- If possible, arrive a few minutes early to find a good seat and get settled.
- Read the material before class.
- If you find yourself with limited time, at the very least, skim the reading.
- Professors know when a student has not done the reading.
- Ask questions when something does not make sense.
- If you do not want to ask during the lecture, see your professor after class or in office hours. You can always email your professor.
- If you are expecting a call during class time, inform your professor.
- Professors are usually understanding of different situations, and if you let them know ahead of time, they may let you leave the room for a few minutes to answer the call.
- If you are going to miss a class, tell your professor ahead of time.
- If you do miss a class, ask a classmate for a copy of their notes or ask them for details of what you missed.

Classroom Don'ts

- Don't talk while your professor is lecturing or when other students are called on to speak.
- Don't sleep in class. Professors are really good at seeing everything from the front of the room. Rest well outside of class.
- Don't use your phone. Turn your phone off in class, or at the very least turn the ringer completely off and put your phone away. Professors may penalize your grades if they notice you are using your phone in class.
- Don't use social media on your laptop or any device while in the class. Not only will you distract yourself, but you will also distract your peers.
- Don't leave class early unless you have asked for permission first. If you know you have to leave early, let your professor know before class, or send him or her an email ahead of time if you know in advance that you will have to leave early.
- Don't be afraid to ask your professor about any questions you may have.

Visiting with a Professor Etiquette

Source:

https://uiu.edu/wp-content/uploads/Navigating-College.pdf

- When to Visit a Professor
  - During scheduled office hours
  - Even better, schedule an appointment
  - Mention what you want to discuss ahead of time
- Prepare for your appointment
  - Jot down questions in advance
  - Come up with options ahead of time
  - Bring your assignments, papers, etc. – anything that you want to discuss
- Be respectful
  - Ask how he/she wants to be addressed (Professor, Doctor, Mr./Mrs.,Joe/Jane)
  - Show up on time
  - Have a positive attitude
  - Be open to suggestions and don't go on the defense
  - Make sure to say "thank you" and that you "appreciate his/her time"

Email Etiquette

- Properly introduce yourself. Always state your name, what year of school you are in, and what you are studying.
- Review the message: is anything unclear? Are there any grammatical errors or typos?Did you say everything you wanted to say?
- Keep it short and to the point. The goal of your email is to setup your first meeting or phone call with your mentor.
- Ask specific questions. The most effective emails with the highest response rates ask specific questions and make very clear what they are asking for. In your email, you should make sure to ask a clear question proposing times to meet.
- Thank them. You should thank your mentor for choosing to invest their time in you to support you.
- Know the proper way to address them. It is important to address your potential mentor by their correct pronouns and titles. This should be a part of the preliminary research you conduct before reaching out to your mentor.



Example Email

Subject Line: Faculty Mentor Program

Hello [enter professional title or correct pronoun with last name],

My name is _____, and I am a [school year] student at CSUSM. I received your information from the Faculty Mentor Program.

I am currently studying [enter major], and as I embark on my educational and professional journey, I would appreciate your knowledge and guidance in this important time in my life.

I am available to meet at the following dates/times face-to-face, by phone [enter phone number], or Zoom.

[List dates/times available.]

Let me know what works for you. Thank you for your time and consideration and I look forward to hearing from you.

Regards,

[Name]

As a student at CSUSM, you are provided with an CSUSM email address. You should use your CSUSM email address for all university correspondence. Establishing correspondence with faculty and staff is vital to your academic career. Messaging your professor with your official CSUSM email address will ensure that your professor knows who you are. It will also ensure that your message does not go into a spam folder.

Sample Email

Subject: AIS 101 Writing Assignment 1

Salutation: Dear Professor/Dr. _____,

Body: I had a question regarding the AIS 101 Writing Assignment on American Indians that is due next Tuesday, February 12. I was wondering about the citation style for our references. Are we to use MLA or APA?

Closing: Thanks, Jane/Joe Doe

Email Etiquette

- Tips for Composing Email
  - Subject: Include a salutation. “Dear,” “Good morning/afternoon evening,” or “Hello” Professor X is appropriate. Never use “Hey,” and some professors will even consider “Hi” as too informal, so you are better off using formal salutations.
  - Body: If what you are writing is something you would write on Facebook, Twitter, Instagram, or a text, you should rewrite it. Your emails should be appropriate and respectful. Write clear messages that effectively communicate your question or point, and do not use any profane language.
  - Closing: Ending your email with “Best/Best wishes,” “Sincerely,” “Thank you/Thanks,” or other respectful closings is appropriate. Always sign your email with your full name.
  - Other tips: Always proofread your message before you send it. Make sure your spelling and punctuation are correct. Avoid spelling abbreviations—ty, np. When you receive a response, write back to thank them or confirm that you received their message.



Video Chat/Lecture Etiquette

Sources:

https://sites.uci.edu/graduateinterconnect/2020/10/01/online-classroom-etiquette/

https://citl.indiana.edu/fall2020/guides/Zoom%20Etiquette.html

- Maintain Punctuality.
  - It is important that as a student you are a bit early for your online live lecture in order to set up your equipment and make sure everything is working correctly.
- Set up in a Professional Space.
  - Use a virtual background when needed.
  - Adjust your camera and lighting so the professor can see your face well.
  - Add a profile photo to your account so that the professor can still see your face when you turn off the camera.
- Dress Appropriately.
  - To maintain a sense of seriousness and professionalism, students must dress appropriately for their lectures.
  - Dress like you are coming to the classroom.
- Be Patient.
  - Given the online setting and the use of electronic devices, members of the meeting may experience disruptions.
  - Students must be patient in such scenarios and allow the person experiencing problems to fix their issue without being disrespectful and hostile.
- Speak Clearly and When Required To.
  - Students should turn off their microphone and only enable speech input when they do wish to or are required to speak.
  - Be considerate in not talking over people and give everyone a chance to speak.
  - Use the “raise your hand” feature and wait to be called on.

- Avoid Multitasking.
  - Students must be mindful of the professor's time and efforts while also keeping in mind their responsibilities towards their fellow students.
  - You might want to minimize/close all other windows, so you aren't distracted.
  - Turn off your phone or put it away.
- Avoid Inappropriate Use of Chat Functionality.
  - That chat window should be used only for class-related discussions, comments, sharing of resources, etc. Keep remarks on-topic and courteous.
  - Don't rely exclusively on chat to ask a question, the professor may not be able to keep track of a quickly-flowing chat session.
- Do Not Record the Meeting.
  - Some students may be able to record the entire meeting for their benefit later on. While it may be helpful to the students to record the meeting and go over it in their spare time, it may not go over so well with the professors.
  - Ask for permission from the professor.



Social Etiquette

Source:

https://vocal.media/education/social-etiquette-tips-for-college-students

- Hold the Door. The next time you're walking into class, hold the door for the person behind you. If and when that act of kindness is bestowed upon you, make sure to be polite. It doesn't hurt to say thank you or even smile.
- Greet Your Professors. Your professors, whether you love them, hate them, or are indifferent, provide you with knowledge that the institution deems appropriate and beneficial. When the professor enters the room and say "Good Morning," "Good Afternoon" or "Good Evening," offer them the courtesy of at least saying it back. It won't cost you a thing and professors observe polite behavior like this.
- Honor Your Commitments. Whether you commit to meeting a professor at their office hours or you make a commitment to do something for a club or organization, you must do it. If for some reason you cannot, communicate that. You do not want to be known as a person who does not follow through or a person who often lets people down. Be they type of person who keeps their word.
- Dress Appropriately. Now there is no dress code when it comes to college. You could wear your pajamas if you wanted and no one would correct you, but that may not be the option you want to go with. Always dress presentable. You want to establish positive grooming behaviors.
- Say "Thank You!" Gratitude promotes good self-esteem. Something as simple as thanking the person who holds the door, or your professors and administrators for their time, can make their day and improve the way you feel about yourself. Consider this, if a professor or campus administrator goes out of their way to do something for you like give you a letter of recommendation, send them a thank you email or card.

Career Center Etiquette Dinner

Source:

https://www.csusm.edu/careers/signature_programs/etiquette.html

Learn to meet, greet and eat at the Career Center dinner. You will enjoy a four-course meal while learning proper dining and business etiquette. The dinner is offered once a semester for the low price of $10. If you are part of the faculty mentoring program will cover the cost. All tables are hosted by different employers to help you work on your networking skills and make some connections. You will learn appropriate etiquette while attending a lunch interview or a dinner networking event.

LEADERSHIP OPPORTUNITIES

American Indian Student Alliance (AISA)

AISA has leadership opportunities via the officer positions of Chair, Vice-Chair, Secretary, and Treasurer. Elections are held at the end of each semester for the following semester.

Tukwut Leadership Circle (TLC)

Tukwut Leadership Circle (TLC) is designed to support your leadership, interpersonal, career, and professional development through weekly workshops and campus & civic engagement.

Associated Students, Inc (ASI)

Established in 1991, Associated Students, Inc. (ASI) is a non-profit, student-run auxiliary of California State University San Marcos (CSUSM). ASI's mission is concise yet impactful: To serve, engage and empower students. ASI is the official voice to express student opinions, foster awareness of student issues, and protect the rights and interests of students. Students involved in ASI serve CSUSM students by engaging in lobbying for student concerns at local and state levels, planning and delivering social, educational, recreational, and cultural programming, participating in student leadership retreats, and advocating for social justice throughout our communities.

NAVIGATING HOME, WORK, AND SCHOOL HELPFUL HINTS AND ADVICE

10 Tips and Tricks

01 Develop effective study habits

- Review course syllabus and plan ahead
- Review notes after class or at end of the day
- Take time out of every day to review notes and make connections to material

02 Don't be afraid to ask for help

- Try to connect to, at least, one other student in your class
- Find a like-minded friend in class also offers time for busy students to connect without having to schedule extra social time

03 Prioritization

- Get a planner or calendar
- Make a schedule for personal and academic life
- Put the most important goal/task first
- Make a list every week of what needs to be accomplished

04 Have a positive support system

- Surround yourself with people who have the same interest and drive as you do about your education

05 Take some personal time

- You will have to learn when your body needs a break to rejuvenate
- Set time aside for self-pampering (whatever it may be)

06 Time management

- Prep meals in advance
- Sleep is important!
- Dividing up work
- Think about what you want to accomplish daily, weekly and monthly

07 Join a club/organization

- Connecting with students and faculty from clubs and organizations will open up more opportunities for success
- This may also help you feel more comfortable with campus life

08 Connect and get to know your professor(s)

- Let your professor know who you are
- Remember that professors are also human and have obligations outside of school

09 Sacrifices

- Understand you may have to miss out on family/friend events to study or prepare for classes
- There may be opportunities that will open up career paths for you that may need more time and obligations than personal life

10 Take study breaks

- Time away from the books can help restore your energy



NAVIGATING COLLEGE AS A STUDENT PARENT

- *Identify your support system.* Find someone you can count on to build you up and listen to you in a time of struggle, whether it's a parent, partner, friend, or advisor at school.
- *Plan.* The key to your success as a student parent is planning. Plan everything. Find the planning tool that is right for you and write down due dates for assignments, exams, and important family-related tasks.
- *Include your children.* Make a game out of studying for an exam or schedule time for you to do your homework together every night. They will love helping you and you will also be setting a great example for their future.
- *Make time for yourself.* Make an effort to take a night for yourself at least twice a month. Your brain needs a break, and you need time to do things you want to do. If you take time to take care of yourself, you will feel refreshed and be more able to commit your energy to school and parenting..

THINK OF THE BIG PICTURE. IT IS IMPORTANT TO REMIND YOURSELF WHERE YOUR HARD WORK IS TAKING YOU. YOUR EDUCATION HAS THE POTENTIAL TO CHANGE YOUR LIFE AND YOUR CHILD'S LIFE. THE STRUGGLE NOW IS WORTH THE SUCCESS LATER

CSUSM AIAN PLEDGE

The value of education is something I know can't be taken for granted and should be valued. I understand that while being a student at CSU San Marcos, I am also representing my tribe as well as American Indian people. Therefore, I acknowledge the responsibility of being a positive influence for the youth and community.

Personal Integrity and Accountability. I promise:

- My character and personal qualities will be a positive influence on others, and I will lead by example by following my words with actions.
- To be cognizant.
- To take responsibility for my own actions and behaviors both personal and professional.
- To represent my people through my academics, leadership, and commitment.
- To become culturally involved and actively participating in any cultural gatherings on and off campus.
- To be open minded by asking questions and getting involved and networking with other American Indian students and faculty.
- To take control of my academic career by being productive.

Strive for Academic Excellence. I promise to:

- Complete all course work with my best effort.
- Always be prepared.
- Work to create my own thoughts and ideas.
- Attend my classes to the best of my ability.
- Contribute to the learning environment with personal experiences.
- Practice fairness and equal treatment of others by showing respect to my peers, faculty and staff.

CALIFORNIA INDIAN CULTURE AND SOVEREIGNTY CENTER CODE OF CONDUCT

CORE VALUES

Responsibility

- Be a good community member and engage in responsible behaviors while in the center.
- Use the resources at the center wisely, with awareness that they are not limitless.
- Be mindful that this is a study and workplace.

Reciprocity

- Treat others the same way you would like to be treated.
- Be courteous to one another while in the center.

Respect

- Take pride in the center and make sure you clean up after yourself.
- No feet on the furniture.
- The front desk is a work area (please socialize in other areas).

Relationships

- Create positive communication between students, faculty, and staff while in the center.
- Engage in healthy and positive relationships.
- Introduce your guests to fellow students, faculty, and staff.
- Remember to practice healthy and positive relationships beyond the center in your other community settings.

CONTACT INFORMATION

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GLOSSARY OF TERMS

A

Academic Counselor: a counselor at a college or university who helps students make educational and career decisions. For undergraduate students, they may provide advice on course selections, choosing a major and taking advantage of opportunities like study abroad and extracurricular activities.

Academic Requirements Report (ARR): a report that tracks the completion of ALL degree requirements in one document. It lists all courses completed at CSUSM, courses in-progress, and any course or test credit completed off-campus submitted on official documents

American Indian Student Alliance (AISA): a group especially for American Indian students on campus to promote and support their educational experience and foster a positive multicultural interaction in and out of the classroom

American Indian Studies: a research, community, and place-based program of study that provides a forward-looking approach to and engagement with American Indian epistemologies. Available as a major and minor at CSUSM.

B

Bachelor's Degree: A four-year degree awarded after completing 120 semester credits (approximately 40 college courses).

Block Registration: A registration tool used for first-time freshman students to ensure enrollment in the appropriate lower-division general education courses and enrollment in prerequisite courses for a declared major in the proper sequence. Using block registration, entering students will be placed in a group of courses rather than registering for them individually. Block registration helps students develop a sense of community with other students while also aiding colleges and departments in their planning.

C

Cal State Apply: An application system which includes all 23 California State college campuses, including CSUSM.

California's American Indian & Indigenous Film Festival (CAIIFF): located on tribal lands offers audiences in Southern California the finest work in American Indian film and media on an annual basis. The CAIIFF highlights the best of current films from American Indian and Indigenous filmmakers, producers, directors, and actors working throughout Indian Country.

The California Indian Culture and Sovereignty Center (CISC): a resource center for American Indian students which fosters collaborative research and community service relationships between the faculty, staff, and students of CSU San Marcos and members of Tribal communities, for the purpose of developing and conducting research projects that support the maintenance of sovereignty and culture within those communities.

College Credit: Credits measured in terms of credit hours. One credit hour equals one hour in class per week. For each credit hour you will probably spend two to three hours outside of class studying.

Cost of Attendance (COA): the total amount it will cost you to go to college each year

Commuter School: is a college to which a student commutes for classes, rather than living on or off the actual college campus. Instead, the student typically continues to live at home while commuting to school just as one would commute to a job or other commitment. Over half of the students of CSUSM commute to campus, making the school a commuter school, but still with an active campus life.

Crashing a class: when students attend a class or an academic course without being formally enrolled

D

Deferred Admission: A student who has been accepted into college has permission to postpone their enrollment date, usually by one year.

E

"Early Start" Program: the CSU Board of Trustees adopted an "early start" policy to help students be better prepared in mathematics and English when they enter the CSU as incoming freshmen. Beginning in their senior year of high school, students will learn from their results on the Early Assessment Program about whether they are "CSU ready" in math and English. This information will help them choose from a variety of options to help them to become proficient in these subjects and allow them to start immediately toward getting ready to start as CSU freshmen.

Eligibility: Criteria determined by a group or organization to satisfy requirements for an award or status

F

First-time freshman (FTF)/First-Year (FY) student: A student who has never attended a college or university after the summer following high school graduation. lmmakers, producers, directors, and actors working throughout Indian Country.

Full-Time Enrollment: to be considered a full-time student, you must enroll in 12 quarter or semester credits each term.

Free Application for Federal Student Aid (FAFSA): The standard form that all students and their parents/guardians must complete to apply for federal and state need-based assistance/and programs and for some campus-based assistance/aid.

G

Grant: This is money you recieve and do not have to pay back

L

Letter of Recommendation: Letters that are written for you and about you, by trusted individuals like a teacher, counselor, mentor, or employer

Loan: A loan is money you borrow and must pay back with interest

M

myCSUSM: an online portal for students to perform tasks relevant to your academic experience, such as: view list of courses needed to attain your degree, view your Academic Requirements Report (ARR), view your grades and academic history, apply for graduation, view, accept, or decline financial aid offers, view and pay charges, view personal information, change your address, view information on account holds, and view "to do" items

N

Native Advisory Council: The Native Advisory Council advises the President on University relations with Native American communities, articulates the educational needs of the local California reservations and surrounding Indian communities to the University, fosters collaboration between the University and the Native American community to achieve mutual goals, and promotes and supports academic and professional access and success of Native American students and employees at Cal State San Marcos.

O

On-Campus Housing: a dorm or housing entity for students to live on campus. CSUSM has two apartment-style dormitories known as University Village Apartments and The Quad.

Open Admission: A policy of accepting any high school student, no matter what their grades are, until all spaces in the incoming class are filled

R

Residency of Classification: A process in which a student is classified as a resident student of the state or a non-resident student. This classification process will determine the tuition rates that a student must pay.

Resume/Résumé: a document that presents a person's backgrounds and skills for acquiring employment or as a supporting documentation to an application

Rolling Admission: an admission policy that gives students a large window of opportunity to submit their application materials as the material becomes available

S

Safety School: A school to which you know you will be accepted and may be considered a "backup" in case other schools don't work out

San Marcos Experience (SME): The San Marcos Experience provides an opportunity for 100 students to live together on campus, take General Education classes within a cohort, and have a customized academic and social enhancement program designed specifically for them.

Scholarship: Money awarded to you based on criteria such as academics, athletics, community service or financial need to help pay for education expenses. Scholarships do not have to be repaid

T

Tukwut: Luiseño Language word for Cougar

Tukwut life: the Cal State San Marcos student life experience – the tastes, sights, sounds, and feelings that make up life on campus. It starts with an incredible lineup of night and weekend events and creates doors of opportunity for leadership across campus.

U

U-Hour: Twice a week CSUSM devotes time for student interactions and mingling during the Tuesday and Thursday U-hour from noon – 1 p.m across campus.

W

Waitlisted: you are placed within a "holding pattern" of sorts. The admissions committee may or may not admit students from the waitlist.

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California Indian Culture and Sovereignty Center
CICSC
Education is the Path to Self-Determination

CSUSM
AMERICAN INDIAN STUDIES
"Our existence is our resistance."