

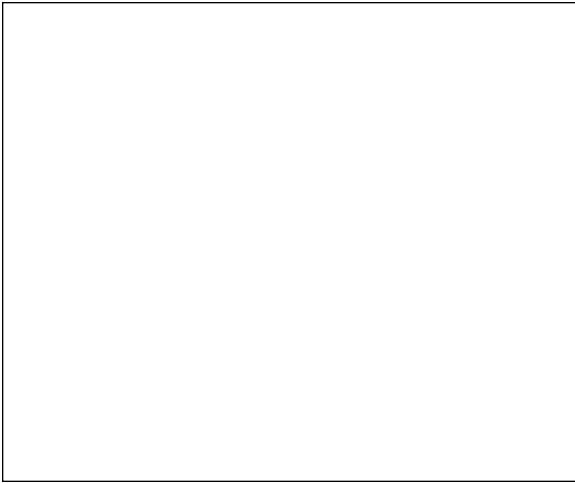
I'm pleased to welcome you to California State University San Marcos. This University catalog presents the rich range of academic programs, activities, and engaged faculty and staff that characterize our learning community. With a commitment to providing quality undergraduate and graduate education, CSU San Marcos places major emphasis on integrating academic programs with active learning – a key component for becoming a university for the new century.

As our campus begins its second decade of excellence, CSU San Marcos is committed to building a strong and dynamic university. We are dedicated to improving access and service to students, enhancing academic quality, developing and broadening support, and strengthening leadership and management. Our overall objective is to become the region's university of choice.

In the next decade, we look forward to exceeding your expectations for higher education. I hope you will be partners with us as we continue along our path to excellence.

Alexander Gonzalez, Ph.D.
President

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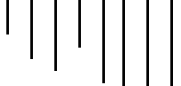
Marie D. Thomas, Ph.D.

It is a great honor to have been named the Harry Brakebill Distinguished Professor for 1998-1999. I am a first-generation college student from a family that truly valued learning. My parents vowed that their children would have the college education that was not available to them. Their financial and material sacrifices made my own success possible. While my mother didn't live to see me complete my graduate degree, her belief in the power of education still continues to motivate me in my work.

My inspiration as an educator also comes from my college professors, who helped me to recognize my abilities and who provided me with the tools to succeed in graduate school and in my career. Just as my professors had faith in me, I hope my faith in my students will encourage them to set high goals. I want my students to understand that "difficult" does not mean "impossible," and that their efforts can lead to the satisfaction that comes from conquering seemingly insurmountable problems.

One of the most wonderful aspects of a university career is that it has allowed me to be a life-long learner. I am very grateful to my colleagues and students for all that they have taught me. I also wish to thank my family and friends, for without their support, my accomplishments would not have been possible.

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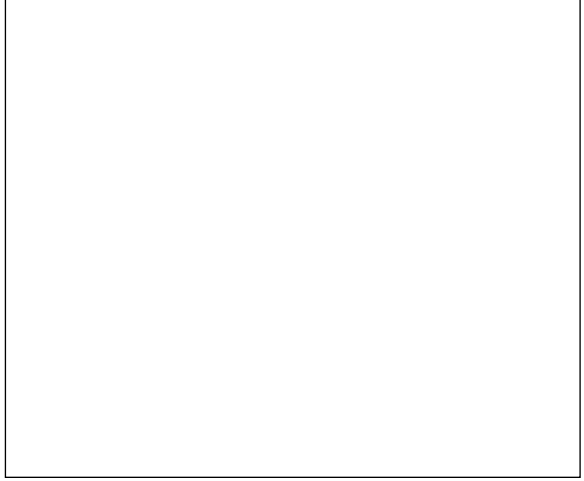


Margaret Crowdes, Ph.D.

Thank you beyond words to the students who gave me their votes of confidence and appreciation for our classes together, and to my colleagues as well as administrators who have supported and encouraged my classroom innovations and experimentations.

My intentions in the years to come are to make good, and better, with your confidence and support, and to do my part to contribute to co-creating a community of learners-thinkers-teachers-explorers joined in authentic partnership with each other. Community is not just a gathering of people with a few similar ideas or goals. It's "a group of individuals who have learned how to communicate honestly with each other, whose relationships go deeper than their masks of composure, and who have developed some significant commitment to rejoice together, mourn together, and to 'delight in each other, make others' conditions our own'." (F. Scott Peck, *The Different Drum: Community Making and Peace.*)

The creation of this type of community of students, colleagues, administrators, and general public definitely thrives on a marked absence of cynicism and a marked presence of sustained innovation, exploration, critical inquiry, and mutual good will. It's doable. It's worth it!!



Laura Wendling, Ph.D.

It is my foundational belief that teaching (and learning) are essentially investigative activities that compel all individuals in the education process to be active learners who inquire and ask questions, are receptive to collaboration and sharing, and who welcome a multiplicity of viewpoints.

Innovation in teaching comes from a dialogic exchange between teacher and students in which we are all learners involved in the enterprise of both illuminating new territories as well as discovering ways of connecting old knowledge to new world contexts.

I would like to extend special thanks to Dean Steve Lilly of the College of Education for his unwavering support of innovative teaching practices, to my colleagues for maintaining high professional standards, and to my students for their insights, inspiration, and for holding me accountable to "practice what I preach."