




MEMORANDUM

DATE: July 27, 2015

TO: Sue Moineau
Chair, University Curriculum Committee

Incoming Chair, Budget and Long-Range Planning Committee

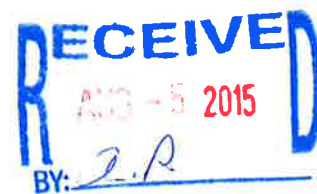
FROM: Adam Shapiro 
Dean, College of Humanities, Arts, Behavioral and Social Sciences

SUBJECT: American Indian Studies Minor P-2 Form

Please accept the accompanying program change proposal. The proposal changes the name of the existing Native American Studies minor to American Indian Studies and updates the minor's curriculum. The revised curriculum gives more attention to tribal nations within San Diego County and emphasizes community service learning in order to encourage more interaction between CSUSM students and local tribal communities. My office has reviewed the program change proposal and we support its approval as a program of study within the College of Humanities, Arts, Behavioral and Social Sciences.

I also wish to thank the members of the CHABSS Curriculum and Academic Policy Committee (CAPC) who spent the past two years shepherding this curriculum through the formal review process. I very much appreciate the time and effort that the committee spent ensuring that all of the various stakeholders in this curriculum change were properly notified of the proposed program changes and that their input was solicited.

Overall I am very enthusiastic about expanding opportunities for CSUSM students to learn more about American Indian communities, especially those within San Diego County. The revised minor will be an important addition to the curriculum of the college and promises to expand the opportunities for CSUSM students to learn about economic, political, and cultural diversity within both a local and North American context.



#1

TO: UCC
FROM: Catherine Cucinella, chair
Karen Glover
Martha Stoddard Holmes
Anibal Yañez-Chavez
Domenica Pearl, University Advising, *ex officio*
Scott Greenwood, Associate Dean, *ex officio*



SUBJECT: Review of NATV Minor Program Change Proposal (P-2 Form)

In anticipation of UCC's review of the NATV Minor Program Change Proposal (P-2 Form) the members of CAPC would like to outline the actions it took as a committee to carry out a thorough review of the proposal and how we attempted to resolve a series of issues that arose in the course of this process.

CAPC reviewed the NATV Minor Program Change Proposal (P-2 Form) following our curriculum review guidelines [attachment #1]. The proposed changes impacted various departments, and some (ANTH and LBST) expressed conditional support or inability to support. LTWR did not sign the P-2 form. One member of CAPC shares concerns articulated by ANTH and LBST. After careful consideration, a majority (3 yeses, and 1 abstention) voted to move the proposal forward to UCC because the proposed changes meet CAPC's review standards.

The following details the process that CAPC followed.

Timeline:

- October 2013, Dr. Joely Proudfit submitted the P-2 form
- November 2013, CAPC began its review
- January 23, 2014, CAPC sent memo #1 [attachment #2]
- September 8, 2014, CAPC received reply from Dr. Proudfit (dated February 10, 2014) [attachment #3]
- September-October 2014, CAPC reviewed Dr. Proudfit's reply and continued discussion of P-2 form
- October 8, 2014, CAPC sent memo #2 [attachment #4]
- November 7, 2014, CAPC received reply from Dr. Proudfit (dated October 31, 2014) [attachment #5]
- November-December, CAPC reviewed Dr. Proudfit's reply
- November 23, 2014, CAPC received ANTH's response to Dr. Proudfit's request for a signature on the P-2 form [see attachment #6]
- December 9, 2014, CAPC sent memo #3 (dated January 20, 2015) [attachment #7]
- January 30, 2015, CAPC received reply from Dr. Proudfit [attachment #8]
- February 5, 2015, CAPC received LBST's response to Dr. Proudfit's request for a signature on the P-2 form [see attachment #9]
- February 10, 2015, CAPC received LTWR's response to Dr. Proudfit's request for a signature on the P-2 form [attachment #10]
- February 11, 2015, CAPC invited Dr. Proudfit to attend a meeting of the committee.

- February 25, 2015, Dr. Proudfit attended CAPC

Summary of exchanges regarding the NATV P-2 Form

CAPC Memo #1 January 23, 2014

The committee asked the proposer to address five points: 1) to clarify how affiliated faculty were involved in the decision to change the NATV program; 2) to explain the rationale for “disconnecting” the proposed courses from various disciplines that have and could contribute to the minor; 3) to address the issue of viability; 4) to include measurable Student Learning Outcomes in AIS 101 and 468 and provide a course outline or syllabus for AIS 101; and, 5) to request signatures from the following departments impacted by the proposed changes to NATV: History, Anthropology, Communications, Visual and Performing Arts (Music), Biology, and Economics.

CAPC Memo #2 October 8, 2014

Upon receipt of Dr. Proudfit’s reply to CAPC Memo #1 the committee continued its review of the NATV P-2 form and resolved to ask for further clarification in two areas: 1) affiliate faculty’s involvement, and 2) interdisciplinary aspects of the minor. The committee also pointed out a discrepancy in cross-listed courses LTWR 345/NATV 345 (AIS 345) and SOC 348/AIS 348 and asked that the proposer address this issue. We also noted that course materials mentioned in Dr. Proudfit’s reply were missing.

CAPC received a response from an impacted department ANTH on November 23rd, 2014, expressing conditional support to the P-2 form, and we followed our guidelines to address it.

CAPC Memo #3 December 9, 2014 (Dated January, 20, 2015)

CAPC received Dr. Proudfit’s response to memo #2 on November 7. After further review, the committee noted a discrepancy regarding the proposer’s understanding of the cross-listed LTWR 345/NATV 345 (AIS 345) and that provided by then CHABSS Associate Dean, Dawn Formo, as found in the supporting email documentation. Therefore, the committee agreed that that the proposer should clarify LTWR’s intention regarding LTWR 345 and should ask for the department’s signature on the P-2 form.

CAPC’s further review of the NATV P-2 form found several LBST courses appropriate for inclusion in the AIS minor and that LBST is impacted by the revisions to the program. Therefore, CAPC asked Dr. Proudfit to obtain a signature from LBST. Finally, following CAPC’s Curriculum Review Guidelines, the committee shared ANTH’s response to the proposer’s request for a signature on the P-2 form and asked Dr. Proudfit to respond to four specific points in the department’s memo.

Follow-up to CAPC Memo #3

Dr. Proudfit responded to CAPC memo #3 on January 30, 2015. Liberal Studies also responded to Dr. Proudfit's request for a signature, providing comments on the proposed changes to the Native Studies Minor. Dr. Proudfit received a copy of that response.

At this point, on February 11, 2015, CAPC invited Dr. Proudfit to attend a CAPC meeting to clarify the discrepancies regarding the cross-listed courses (LTWR 345/AIS 345), and to clarify what it means when departments do not wholly support a proposal during the curriculum review process.

Dr. Proudfit and Dr. Patricia Stall, member of the AIS Curricular Committee and the AIS Advisory Committee, visited the CAPC Meeting on February 25, 2015. Reading from email correspondence (included in documentation), Dr. Proudfit explained her understanding that at one point LTWR 345 was proposed as cross listed with NATV 345 and throughout the curriculum review process of LTWR 345, she continued to support the course as cross listed. CAPC noted further documentation (included), also during the curriculum review process of LTWR 345, requesting that LTWR 345 not be cross-listed with NATV 345. Dr. Proudfit requested that CAPC contact the proposer of 345 and ask if she wants the course to be cross-listed. CAPC agreed and, given LTWR's previous reply, asked if Dr. Proudfit would be willing to offer LTWR 345 as an elective in the AIS minor, and she was willing.

The committee also noted that several departments that had been asked for signatures on the P-2 form responded with written statements, two of which did not wholly support the proposed changes (see attachments). Therefore, following its Curriculum Review Guidelines, CAPC offered Dr. Proudfit, the opportunity to speak with representatives from these departments. While acknowledging their concerns, she declined the offer and responded that AIS Curricular Committee and the AIS Advisory Committee submitted this P-2 and would like to move it forward and asked CAPC to take a vote.

ATTACHMENT #1:

These are the guidelines that CAPC follows when the committee receives a response to a proposed curriculum change from an impacted department or program, expressing conditional support or opposition to a new course or new program:

- a. The committee reviews the written explanation of opposition.
- b. The committee shares the explanation of opposition with the unit proposing the new course or program and asks for a written response.
- c. After reviewing the written response from the proposing department or program, the committee, if necessary, contacts the departments/programs involved to facilitate dialogue in an effort to reach a mutually agreed upon compromise. If no such compromise can be reached, the committee votes to approve or reject the new curriculum or program as proposed. If the new curriculum or program is approved by a majority vote, the appropriate curriculum form is submitted to the CHABSS Dean's office for signature in anticipation of submission to the University Curriculum Committee (UCC) for review.
- d. Any curriculum or new program proposal approved by CAPC that still faces unresolved opposition is accompanied by a memorandum from CAPC describing the steps taken to try to resolve the conflict and the reasons why the committee approved the new curriculum or program.



MEMORANDUM

DATE: January 23, 2014

TO: Joely Proudfit
Associate Professor of Sociology & Native Studies

FROM: CAPC
Heidi Breuer, Co-Chair CAPC
Catherine Cucinella
Maureen Fitzpatrick
Scott Greenwood
Joonseong Lee
Domenica Pearl
Aníbal Yáñez-Chávez, Co-Chair CAPC

SUBJECT: P-2 form for Native Studies

CAPC has begun its review of the Native Studies P-2 form, and we have a number of questions and concerns that need to be addressed before we can complete our review.

The P-2 form indicates that you would like to change the name of the current Native Studies minor to American Indian Studies. Though you indicate that there is an advisory board and a curriculum committee for Native Studies that has helped you make decisions in the past, CAPC was unable to determine whether the advisory board and/or curriculum committee were involved with the decision to change the name to American Indian Studies. We also wondered about the nature of the relationship between the advisory board and the faculty affiliates: for example, do faculty affiliates have representation on the advisory board? Given the high number of faculty affiliated with the Native Studies program, CAPC would like to ensure that the program name change enjoys broad support among these faculty affiliates. Would you please describe the steps taken to include the advisory board and the faculty affiliates in the process that resulted in the proposed curriculum and name changes?

Closely related to the above concern is the question of inter-disciplinarity. In the past, Native Studies has been a highly inter-disciplinary program, which CAPC and the CHABSS Dean's office value highly. It seems that the proposed revisions to the minor, which replace almost all current courses with new AIS courses, effectively remove the inter-disciplinarity of the minor. In particular, the proposed revisions exclude many of the courses that were previously associated with Native Studies, including courses that are still taught regularly. CAPC is concerned for two reasons: 1) we are unsure about why the inter-disciplinary aspect of the major is disappearing and would like clarification about why an inter-disciplinary approach is no longer appropriate, and 2) we worry that disconnecting from the rest of the majors, as proposed, will decrease the number of students who encounter Native Studies curriculum

and become interested in taking more courses in that area. How will the proposed curriculum address this concern and foster strong connections with the various disciplines (in addition to Sociology) that contribute students to Native Studies?

Closely related to the above concern is the question of viability. The new proposal calls for students to take 21 units of AIS courses exclusively. Is the current number of NATV minors sufficient to sustain the AIS courses required for the minor? Please provide a proposed course rotation demonstrating how students will progress through the minor and explaining how the new AIS program will be able to maintain enough students to allow those courses to run successfully each semester.

We also reviewed the C forms included with the P-2 packet. *AIS 101* is missing a syllabus or detailed course outline; please provide a syllabus or detailed course outline with SLOs and a clear indication of how the university writing requirement is being met.

WASC has developed new criteria for assessment which require that all SLOs be clearly measurable and written with active, measurable verbs. Both the SLOs for *AIS 101* and for *AIS 468* should reflect this new requirement (for example, the SLOs for *AIS 468* frequently the verb "understand," which is not measurable). Scott Greenwood has provided a document listing measurable verbs to help faculty meet this new requirement, and we have attached that document for your convenience.

In addition, on both courses, box 10 should include a number indicating the instructional mode (such as C2 or C3—most lecture courses are C2). Information about course codes can be found at the Curriculum Forms [website](#).

Finally, because the proposed changes affect the offerings of other departments, please obtain signatures from all the departments/programs involved in offering the current Native Studies curriculum: History, Anthropology, Communication, Visual and Performing Arts (Music), Biology, and Economics. Please include *AIS 101* and *AIS 468* in the signature packet, as they do not currently have signatures.

CAPC looks forward to receiving your responses and continuing our review of the P-2 form.

cc: Theresa Aitchison

#3

MEMORANDUM

Date: February 10, 2014

To: CAPC
Heidi Breuer, Co-Chair CAPC
Catherine Cucinella
Maureen Fitzpatrick
Scott Greenwood
Joonseong Lee
Domenic Pearl
Aníbal Yáñez-Chávez, Co-Chair CAPC

Subject: P-2 form for Native Studies (American Indian Studies)

Thank you for the opportunity to clarify and respond to your inquiries regarding the P-2 form filed October 8, 2013 to request revisions to the minor and a name change of the current Native Studies minor to American Indian Studies. To facilitate your review, we have answered the questions and concerns you outlined in the memorandum dated 23 January 2014. For ease of understanding we ascribed a numerical value to each area of concern as it was addressed in your memo; these are italicized below with my response following in regular type.

1) The P-2 form indicates that you would like to change the name of the current Native Studies minor to American Indian Studies. Though you indicate that there is an advisory board and a curriculum committee for Native Studies that has helped you make decisions in the past, CAPC was unable to determine whether the advisory board and/or curriculum committee were involved with the decision to change the name to American Indian Studies. We also wondered about the nature of the relationship between the advisory board and the faculty affiliates: for example, do faculty affiliates have representation on the advisory board? Given the high number of faculty affiliated with the Native Studies program, CAPC would like to ensure that the program name change enjoys broad support among these faculty affiliates. Would you please describe the steps taken to include the advisory board and the faculty affiliates in the process that resulted in the proposed curriculum and name changes?

There are two committees that provide ongoing input to course and program development: the American Indian Advisory Board is made up of 19 affiliated campus-wide faculty members and Native Studies Curriculum Committee. Members from both committees were involved at every stage in the development of the proposed name and curricular changes to the Native Studies Minor. The Advisory Board meets approximately twice per semester (more frequently if needed) to receive updates about the progress of the minor and to discuss changes and any other issue related to the program. At our fall meetings, September 11, 2013 and November 20, 2013, there were 19 faculty members present.

The Native Studies Curriculum Committee (NSCC) met to develop the P2 form and revised and new course offerings. A report on the proposed P2 form and the new course proposals were discussed with the Native Studies Advisory Board. Both the Advisory Board and the NSCC offered helpful insights and suggestions to the P2 form course proposals and there was unanimous support for the minor restructuring and name change.

2) Closely related to the above concern is the question of inter-disciplinarity. In the past, Native Studies has been a highly inter-disciplinary program, which CAPC and the CHABSS Dean's office value highly. It seems that the proposed revisions to the minor, which replace almost all current courses with new AIS courses, effectively remove the inter-disciplinarity of the minor. In particular, the proposed revisions exclude many of the courses that were previously associated with Native Studies, including courses that are still taught regularly. CAPC is concerned for two reasons: a) we are unsure about why the inter-disciplinary aspect of the major is disappearing and would like clarification about why an inter-disciplinary approach is no longer appropriate, and b) we worry that disconnecting from the rest of the majors, as proposed, will decrease the number of students who encounter Native Studies curriculum and become interested in taking more courses in that area. How will the proposed curriculum address this concern and foster strong connections with the various disciplines (in addition to Sociology) that contribute students to Native Studies?

The proposed name change to the Native Studies minor in no way disconnects from current majors or erases the inter-disciplinary approach to the program; instead the name change *more strategically highlights* the field as its own distinct body of knowledge—with specific epistemological foundations based on the Native knowledges, practices, lifeways, social and political organization of American Indian peoples. American Indian Studies is, and will always be, inherently inter-disciplinary due in no small part to the colonial history of knowledge-production and dissemination. The proposed name change also reflects current changes in the field of discipline in which many scholars and institutions prefer to use American Indian versus Native American as there has been a recent backlash from “natural born” American citizens who also identify as Native Americans.

The AIS Minor is intentionally organized around seven key learning areas. As you will see below, the key program learning areas are interdisciplinary in nature: community studies, political science, economics, health, arts, environmental studies, biology, history and sociology.

- Introduction to American Indian Studies
- American Indian Communities
- American Indian Political and Economic Development
- American Indian Health and Wellness
- American Indian Arts and Culture
- American Indian Environmental and Resource Management
- American Indian Activism and Nation Building

The first four areas above provide the historical and legal framework for study in the minor and should be taken first. The remaining learning areas provide a holistic expansion of student knowledge by blending more specialized course offerings with experiential learning opportunities through community service learning, independent study of special topics in the minor, and internships with local tribal governments, businesses, and non-profit organizations.

Many of the program's courses above are either cross-listed or are compatible for fulfilling major and minor requirements in a variety of disciplinary fields. Below are current courses offered through Native Studies that demonstrate and make strong connections with numerous disciplines to the minor in American Indian/Native Studies such as: Audio Visual & Performing Arts, Nursing and Kinesiology, Political Science, History, Critical Race/Legal Studies, Economics, Literature, Women's Studies, & Anthropology.

AIS 348/SOC 348 – American Indian Communities – Each time this course is offered I work closely with Professor Deborah Small, VPA. This course is typically offered once per year and fulfills the DD requirement.

AIS 400/SOC 400 – Contemporary American Indian Health and Wellness. This course fulfills the DD requirement and can be used to fulfill elective requirements in both Nursing and Kinesiology. Native Studies worked closely with the nursing in the development of this course.

AIS 350/SOC 350 – Imagining Indians: American Indians, Media, Film and Society fulfills the DD requirement and is fast becoming a popular course on campus. This course fosters strong connections with faculty from across the campus especially VPA colleagues; Professor's Martin, Diekman, Berman and Small.

AIS 468/SOC 468/PSCI 418 – American Indian Political and Economic Development. This course fulfills the DD requirement and is cross-listed with Political Science.

AIS 345/LTWR 345 – American Indian Literature. This course fulfills the CC requirement and is cross-listed with LTWR.

AIS 370/SOC 370 – American Indian Women and Activism fulfills the DD requirement and would offer women studies minor and ethnic studies minor an excellent opportunity to fulfill their upper division requirement.

AIS 480/ANTH 480 – Local Archeological Practice. This course is regularly offered through Anthropology and is cross-listed with Native Studies.

AIS 481/ANTH 481 – American Indian Archeological Monitoring. This course is regularly offered by both Native Studies and Anthropology and is cross-listed. This course was offered last fall by Native Studies on the Morongo Indian reservation through Extended Learning.

3) Closely related to the above concern is the question of viability. The new proposal calls for students to take 21 units of AIS courses exclusively. Is the current number of NATV minors sufficient to sustain the AIS courses required for the minor? Please provide a proposed course rotation demonstrating how students will progress through the minor and explaining how the new AIS program will be able to maintain enough students to allow those courses to run successfully each semester.

When the P-2 form is processed and the changes to the new American Indian Studies minor take effect, we will implement a campaign to market the revised program. The AIS Minor Program material will 1) highlight the rotational course offerings, 2) increase student awareness about the educational value of the minor and its compatibility and relevance to other majors, and 3) make clear connections to its impact on the student's career development through the active engagement of tribal community service learning, internships, and career placement opportunities linked with the courses outlined below. If GE courses generate enough resources and demands, frequency may increase for the proposed course offerings.

We utilized the format and structure from current University minors to implement the changes to the American Indian Studies Minor.

A. Introduction to American Indian Studies is an introduction to the historical and legal frameworks that inform American Indian Studies. The course provides a broad introduction to American Indian Studies as an intellectual discipline that is informed by community engagement, social and environmental justice, and decolonization. This course includes issues such as colonialism, Indian Law and sovereignty, removal, Indian land tenure and stewardship, institutional inequality, and resistance. Interdisciplinary approaches and examination of critical race/ethnic theory provide a foundation for the minor.

- **AIS 101** (Rotation: once per year)

B. American Indian Communities provides students with an in-depth examination of American Indian social systems, kinship networks, life ways, religions, and ecological knowledge networks that form the foundational identity for tribal nations. The course will utilize primarily a sociological framework to explain the impact of colonization on American Indian communities. Students will then apply the knowledge gained in the classroom to analyze contemporary issues affecting tribes such as environmental, health, social, and cultural issues within the community.

- **AIS 348/SOC 348**

➤ (Rotation: each semester)

C. American Indian/Alaskan Native Health and Wellness provides students with an overview and history of health, wellness and health disparities in Indian Country. Students will study trends and regional differences in morbidity and mortality in AIANs through an introduction to Epidemiology and associated methodology applied to measures of health status and health risk. This approach advances an in depth understanding of specific risk factors for chronic and infectious disease and prompts critical inquiry of the influences on health behaviors including tobacco use, obesity, risky sexual behavior, stress, alcohol and drug abuse, and exposure to violence and youth suicide. Finally, students will analyze strategies to reduce AIAN health disparities at the personal and tribal community level, examine the role of tribal sovereignty related to personal/community health, the history of Indian Health Service in contrast with recent debates and policy changes in national health care. Select one course:

- **AIS 400/SOC 400**

➤ (Rotation: once per year)

D. American Indian Arts and Culture surveys the historical, contemporary, and/or symbolic imagining of American Indian people through creative forms of cultural expression. A lack of cultural understanding about American Indian people perpetuates an unrealistic portrayal of American Indians in the national culture. This course is designed to provide students with a critical toolkit to develop a deeper understanding of American Indian cultures at the intersection in a variety of genres that includes: media, film, photography, literature, visual/performing, and traditional arts. The course examines stereotypes, colonization, appropriation, and the fetish of American Indian representation. These issues are then anchored and applied to theoretical frameworks for students to analyze identity, politics, sovereignty, ethnic identity, environment, economic development, health and wellness, human and social rights, spirituality, religious freedom, voice, and cultural production. Select one course:

- **AIS 350/SOC 350** Imagining Indians: American Indian, Media, Film and Society

➤ (Rotation: each semester)

- **AIS 345/LTWR 345** Native American Literature

➤ (Rotation: every other year)

E. American Indian Political and Economic Development focuses on the historical, political and legal foundations of American Indian political and economic development in the United States with particular attention focused on California. This course analyzes systems of tribal governance and the economic development, social, cultural, political socialization of American Indians. In particular, the course focuses on issues related to cultural and legal dilemmas posed by tribal governments and tribal sovereignty. Select one course:

- **AIS 468/SOC 468 American Indian Political and Economic Development**

- (Rotation: once per year)

F. American Indian Environmental and Resource Management focuses on student comprehension about Traditional Ecological knowledge (TEK) and its application in the relationship, care, and management of natural environment and resources such as land, water, plants and animals in American Indian communities. The course utilizes a critical social, legal, and historical framework based on Indian land tenure and stewardship and the inherent relationship to the social and life systems of American Indians. Students will contrast and analyze cultural differences about ownership related to group/individual responsibility to care for elements of the natural world. Students will gain an understanding of natural resource protection and management with an emphasis on environmental management of reservation lands and how this intersects with the federal trust responsibility and federal regulations of existing programs. Service Learning is critical to this area of study. Students engage in site identification research and document its environmental impact. Students will also be introduced to social policy that impacts the lead role of tribal governments in environmental regulation, protection, and management of natural resources to protect the health of tribal lands.

- **AIS 480/ANTH 480**
 - (Rotation: per Anthropology department Chair offered every other year)
- **AIS 481/ANTH 481 – American Indian Archeological Monitoring**
 - (Rotation: per anthropology department Chair offered every other year, Native Studies will offer this course as frequently as needed in the community through Extended Learning.)

G. American Indian Activism and Nation Building examines the roles of American Indians in politics, social work, academia, business, environmental health, as they deal with issues of social and environmental justice, organized protests, resistance, and nation building. Issues of gender, health, culture and community are also central inquiries in this course. Select one course:

- **AIS 370/SOC 370 American Indian Women and Activism**
 - (Rotation: once per year)

Two (2) elective courses may be selected from the seven categories listed above. A course may also be petitioned through the Coordinator for acceptance, providing at least half the course is devoted to studies of American Indians.

- **AIS 390** – Independent Study in American Indian Themes (Rotation: ongoing)
- **AIS 498** Internship in an American Indian Community (Rotation: ongoing)

- **Total Units: 21**

If the anticipated demand bears out as we expect, then a typical student would be able to take 2-5 courses per year in AIS which would facilitate the completion of a

minor well within a two year time period.

4) We also reviewed the C forms included with the P-2 packet. AIS 101 is missing a syllabus or detailed course outline; please provide a syllabus or detailed course outline with SLOs and a clear indication of how the university writing requirement is being met.

Please see attached AIS syllabus.

5) WASC has developed new criteria for assessment which require that all SLOs be clearly measurable and written with active, measurable verbs. Both the SLOs for AIS 101 and for AIS 468 should reflect this new requirement (for example, the SLOs for AIS 468 frequently the verb "understand," which is not measurable). Scott Greenwood has provided a document listing measurable verbs to help faculty meet this new requirement, and we have attached that document for your convenience.

Revised assessment criteria using WASC recommendations for AIS 101 and AIS 468 are attached.

6) In addition, on both courses, box 10 should include a number indicating the instructional mode (such as C2 or C3—most lecture courses are C2). Information about course codes can be found at the Curriculum Forms [website](#).

Completed and revised forms are attached.

7) Finally, because the proposed changes affect the offerings of other departments, please obtain signatures from all the departments/programs involved in offering the current Native Studies curriculum: History, Anthropology, Communication, Visual and Performing Arts (Music), Biology, and Economics. Please include AIS 101 and AIS 468 in the signature packet, as they do not currently have signatures.

Signatories have been contacted and we anticipate they will sign off on the proposed changes within the next two weeks.

#4



California State University
SAN MARCOS

College of Humanities, Arts, Behavioral, and Social Sciences

California State University San Marcos 333 S. Twin Oaks Valley Road San Marcos, CA 92096-0001

MEMORANDUM

DATE: October 8, 2014

TO: Joely Proudfit, Program Director, Native Studies

FROM: Curriculum and Academic Policy Committee (CAPC)
Catherine Cucinella, Arts & Humanities representative, co-chair
Karen Glover, Social & Behavioral Sciences representative
Scott Greenwood, Assoc. Dean, ex officio
Domenica Pearl, UAS, ex officio
Martha Stoddard-Holmes, Arts & Humanities representative
Aníbal Yáñez-Chávez, At-Large representative, co-chair

SUBJECT: Program Change Proposal P-2 Form for Native Studies

We are writing to you as the originator of the P-2 form proposing to change the name of the Native Studies (NATV) minor to American Indian Studies (AIS).

CAPC received a 10 February 2014 draft memorandum from Native Studies on September 8, 2014. That memorandum clarifies and responds to questions offered in a 23 January 2014 CAPC memorandum about the P-2 form for Native Studies. Thank you for your response.

The present Curriculum and Academic Policy Committee has now discussed that 10 February 2014 draft memorandum and finds that several issues remain.

We've provided subheadings for each area of concern:

Process: We were pleased to learn that an American Indian Advisory Board and a Native Studies Curriculum Committee were involved in the development of the proposed name and curricular changes to the NATV Minor. With the aim of institutionalizing transparent and collegial processes of curriculum development, CAPC would like to know how the program's faculty affiliates were informed of the proposed changes to the minor.

Interdisciplinary concerns: You indicate that the minor is "intentionally organized around seven key learning areas,"* and that these program areas are "interdisciplinary in nature," drawing on

* The seven learning areas are Introduction to American Indian Studies, American Indian Communities, American Indian Political and Economic Development, American Indian Health and Wellness, American Indian Arts and Culture, American Indian Environmental and Resource Management, and American Indian Activism and Nation Building.

“community studies, political science, economics, health, arts, environmental studies, biology, history and sociology.” Thank you for this informed discussion.

We are concerned that departments at CSUSM with long track records of productive collaboration, relevant instruction, participatory research, and shared scholarly work with American Indian tribal elders, leaders, and representatives of tribal governments in our region are not included in the proposal.

Another concern is that courses in history, anthropology, music, communication, biology, and economics have been removed from the minor and replaced with AIS courses. We would appreciate more of a rationale for these changes and also ask that these departments all be included in the signoff sheet for the P2 form.

Correction: The memo indicates that many of the proposed program’s courses are cross-listed with other disciplines. Please note that as far as we are able to ascertain, two courses included in the P-2 form as cross-listed with AIS (or NATV) courses have not been approved as cross-listed courses: SOC 348 and LTWR 345.

Missing documentation: CAPC has not received the following attachments mentioned in the memo:

- Syllabus for AIS 101
- Revised assessment criteria using WASC recommendations for AIS 101 and AIS 468
- Revised forms for AIS 101 and AIS 468 indicating the code for mode of instruction; information about course codes can be found at the Curriculum Forms website

Please provide these so that we can proceed with our review in a timely manner.

CAPC looks forward to receiving your responses in order to complete our review of the P-2 form.

cc. Catherine Cucinella
Karen Glover
Scott Greenwood
Domenica Pearl
Martha Stoddard-Holmes
Anibal Yáñez-Chávez

#5



California State University SAN MARCOS

Joely Proudfit, Ph.D

Director, California Indian Culture and Sovereignty Center

California State University San Marcos 333 S. Twin Oaks Valley Road San Marcos, CA 92096-0001

Tel: 760.750. 4619 Fax: 760.750. 3005 jproudfi@csusm.edu www.csusm.edu/air

MEMORANDUM

Date: October 31, 2014

To: Curriculum and Academic Policy (CAPC)
Catherine Cucinella, Arts & Humanities representative, co-chair
Karen Glover, Social and Behavioral Sciences representative
Scott Greenwood, Assoc. Dean, ex officio
Domenic Pearl, ex officio
Aníbal Yáñez-Chávez, ex officio, co-chair
Martha Stoddard-Holmes, Arts & Humanities representative

Subject: Program Change Proposal P-2 form for Native Studies (American Indian Studies); response to Memorandum dated 8 October 2014

I am pleased to learn that the proposed changes to the Native Studies (NATV) minor to American Indian Studies (AIS) are being thoroughly considered and am eager to move the process forward to launch the new minor. In addition I am grateful for the opportunity to assist CAPC in “institutionalizing transparent and collegial processes of curriculum development” and to fully explicate the epistemological “rationale” utilized to develop the proposed courses for the revised AIS minor.

This memo is organized into two sections based on CAPC’s specific areas of concern. Under the subheading “Concern #1” I specifically respond to the questions regarding the process used to develop the revisions to the NATV minor and to the “correction” subheading regarding the unapproved status of two cross-listed courses with AIS (SOC 348 and LTWR 345). With this memo, I have also attached the syllabus for AIS 101 and 468/PSCI 418 using WASC guidelines, and I have added the course classification number for instructional mode for AIS 101 and AIS 468/PSCI 418 for your further review. In subheading “Concern #2” I elaborate more fully on the epistemological and pedagogical “rationale” used to expand the proposed AIS minor with new course offerings and CAPC’s concern about the “removal” of classes from the previous iteration of the NATV minor by providing a context of the pedagogical process, which includes a summary of the theoretical foundation the work was built upon.

When I filed the P-2 Form to change the minor in 2013, the intention was in good faith to complete the work I was hired to do in 2008. I can see why it appears that I work alone because I am a *program of one*. However, I have, since my tenure began at CSUSM, I always availed myself of opportunities to collaborate, seek input, and implement suggestions from all sources: campus and community alike. My record of co-teaching, co-hosting, and collaboratively partnering on community research speaks for itself. Over the past few years, however, the collegial nature of course proposals and the process of review/affirmation of these proposals has waned considerably; and it has been challenging to carve out an academic-curricular space to achieve the aims delineated in my contract to revise and grow the NATV program/minor. While other departments have had the luxury of creating new “thematic options” with a Native Studies component in their longstanding fields, I have had to defend the disciplinary boundaries of the program while simultaneously revising and reviving it.

It is my hope that CAPC acknowledge this struggle and the present state of the Native Studies minor as a result of these challenges with CHABSS. My efforts have been and will continue to be directed towards resolving and advancing solutions to these long-overdue changes to the program. It is in this same spirit that I hope CAPC will, after reviewing the points below, approve the Native Studies minor revisions.

Concern #1: *“We are concerned that the departments at CSUSM with long track records of productive collaboration, relevant instruction, participatory research, and shared scholarly work with American Indian tribal elders, leaders, and representatives of tribal governments in our region are not included in the proposal.”*

A direct condition of my employment at CSUSM required me to reinvigorate, substantially revise, and grow the Native American Studies program. As the Native American Studies Director, I leverage my interdisciplinary expertise in American Indian Studies, political science, ethnic studies, sociology, education, history, film and media to do so. As an activist-scholar, it is my goal to enhance student learning as a transformative experience. I have worked closely with our campus and our tribal communities since 2008 to deliver effective course work at all levels of the Native Studies program and to engage in culturally appropriate research, curriculum development, and service-learning projects.

During the past six years, this work has been a community-based, university-wide collaboration. I have developed courses with the help of an American Indian Studies Advisory Board and the Native Studies Curricular Committee. I previously detailed the work and contributions of these groups in my previous correspondence to CAPC. Most importantly, I have methodically balanced curricular needs from students, the community, and the workforce readiness initiative against its cultural relevance and efficacy for American Indians in the process of revising the Native Studies minor.

The process has not always been easy, but my tribal community connections, academic expertise, willingness to listen and to collaborate provided me with the tools necessary to restructure the Native Studies program into what I know will be a successful model program for the region and beyond.

Below is a summary of the benchmarks I met to revise the NAS minor:

- Established Native Studies Curriculum Committee.
- Established a university-wide American Indian Studies Advisory Board.
- Implemented Dean Shapiro's memorandum to include Affiliate Faculty to join NAS.
- Developed courses with input from AIS advisory board and NSCC
- Restructured the NAS Minor to meet WASC recommendations.
- Developed new courses and revised them to meet WASC recommendations.

Timeline of Process: In May 2013 I invited 25 plus from throughout the campus to join the AIS advisory board. In the fall 2013, I implemented Dean Shapiro's policy, from August 2013 regarding the "Procedure for Program Director and Program Coordinator Selection." Following the spirit of inclusivity outlined in the procedure, I accepted everyone that expressed an interest to serve as an affiliate faculty of Native Studies. As a result of Dean Shapiro's memorandum five (5) new members not already serving on either the American Indian Advisory Board or on the Native Studies Curriculum Committee stated that they wanted to be affiliate faculty. I complied with Dean Shapiro's procedure and added the new members.

As stated in my memorandum to CAPC (February 10, 2014), nineteen (19) members of the faculty approved the proposed minor changes on September 11, 2013. At this meeting, I reported on the proposed P2 form and the new course proposals. At the NSCC meeting we held a detailed dialogue about the significance and need for the changes, new course proposals, and current courses being offered in Native Studies. The NSCC offered helpful insights and suggestions to the P2 form course proposals and there was unanimous support for the minor revisions and minor name change.

Concern #2: *"Another concern is that courses in history, anthropology, music, communication, biology, and economics have been removed from the minor and replaced with AIS courses. We would appreciate more of a rationale for these changes and also ask that these departments all be included in the signoff sheet for the P-2 form."*

There are no specific AIS courses proposed with a singular disciplinary focus in history, anthropology, music, communication, biology, and economics in the revised AIS minor because the current offerings are not reflective of American Indian Studies epistemology or pedagogy that the new program is seeking to establish; in fact, the Native Studies component in the existing courses is merely one theme among many (see attached Catalog

Description). Courses that are currently cross-listed with NATV studies remain as part of the revised curriculum, such as ANTH 480 and 481, and LTWR 345.

Furthermore, from my communications with Dr. Al Schwartz, who developed these courses to create the existing minor, I know that these courses were selected from already existing offerings with the intention of expediting the approval of a P-2 form through the Academic Senate to establish the Native Studies minor. I was on the Native Advisory Council at the time the original minor was undergoing curricular review and I, along with other members of the NAC, were assured by both the Tribal Liaison and Al Schwartz that the minor and the courses would be revised after a Native Studies faculty member was hired. A second consideration for the removal of the previous courses was that many of the courses have not been offered consistently each year. For example, in my research to prepare the P-2 form, I reached out to Dr. Peter Arnade who was the chair of the history department to ascertain the status of their courses and any plans for the department to offer them in the near future. I contacted him repeatedly in 2011-2012 and did not receive a response until late spring 2012 in which he stated that he wasn't sure which direction the history department would go in because the person that replaced Al Shwarz as the Borderlands Specialist had a different area of expertise. I could no longer continue to wait for history to make a decision about these three courses; I had to simply move forward for the best interest of the minor and our students. As for the anthropology courses and the literature and writing courses, it was always my intention to leave these as cross-listed courses. CAPC's observation that LTWR 345 and NATV 345 are not cross-listed is a technical oversight made by LTWR, please refer to the attached emails that clarify both Dr. Lush and my intention to cross-list LTWR 345/NATV 345. A third, final, and significant factor for removing the courses is that these courses are limiting the recruitment of students to the Native Studies Minor (see attached emails).

Students, members of NAC, the AIS Advisory Board, and the NSCC do not feel that existing courses in the minor incorporate the theoretical and cultural knowledges that are relevant to the current field of American Indian Studies. Students are not enrolling in the minor due in part to the curricular confusion of course offerings and the paucity of available courses each semester in the field. Most of the students that I work with have to take courses at Palomar College's American Indian Studies department in order to scaffold together a schedule that will fulfill the current minor program. For these reasons the newly restructured AIS minor removed the outdated courses to provide students with a well-rounded set of American Indian Studies courses they could complete in a reasonable amount of time.

In conclusion, the AIS revised minor will provide intellectual engagement and critical understanding of tribal sovereignty, the culture and identity of California Tribal nations—and American Indians in North America more generally. Conversely, for nonnative students the intellectual engagement and critical understanding of these functional principles of American Indian communities is a valuable lesson that can serve to erase imagined views of Indian people and support a decolonized view of contemporary tribal people. "Indian Studies as a discipline has been in the process of emerging, not as a 'corrective' or a 'replacement' body of work, but rather as an autonomous approach to a vast body of

knowledge concerning the cultures and histories of native peoples on this continent..."(Cook-Lynn 2007, 119).

Signatories from the affected departments were notified by email on October 31, 2014 of the pending course changes (see email correspondence attached) and were requested to sign off on the P-2 form.

A handwritten signature in black ink, appearing to read "Joely Proudfit". The signature is written in a cursive style with a large, stylized initial "J".

Joely Proudfit, Ph.D.

Associate Professor of Sociology and Program Coordinator, Native Studies
Director, California Indian Culture and Sovereignty Center
Director of Native American Academic Strategic Planning

#6



MEMORANDUM

DATE: November 23, 2014
TO: CHABSS CAPC
FROM: The Anthropology Department
SUBJECT: Proposed AIS Minor P-2 Form

The Anthropology Department has read the P-2 form submitted by the Program Director for Native Studies concerning changes to the existing minor in Native Studies.

The proposed name change of the minor from Native Studies to American Indian Studies makes sense given the proposed minor's specific focus on the American Indian experience. The Anthropology Department supports this change.

The articulation of the goals of the minor and its "integrated knowledge platform" are broad and include "intellectual engagement and critical understanding of tribal sovereignty, the culture and identity of California Tribal nations, and American Indians in North America more generally." The proposed minor prioritizes "world views of tribal nations, American Indian (de) colonization, political and economic development, arts and culture, Tribal systems of knowledge, health and wellness, environment, resource management, cultural revitalization, political theory, activism, and nation building." The Anthropology Department recognizes the value of these goals but finds the proposed courses to cover these goals to be limiting in their emphasis on sociology as well as inflexible in providing students with other disciplinary lenses with which to examine phenomena surrounding the American Indian experience. CSUSM has several courses appropriate to the proposed American Indian Studies minor, including courses in History, Literature and Writing, Linguistics, and Anthropology. The proposed changes to the minor eliminate the student's opportunity to acquire other research and investigative modalities by limiting their options strictly to AIS/SOC courses. While the Anthropology Department understands the minor's need to build FTES in order to obtain college resources, the proposed minor does not allow students to gain multiple perspectives in what is an inherently interdisciplinary field of study that includes everything from art to culture to politics to medicine. Relevant courses to the AIS minor's goals that are currently available from other departments include but are not limited to:

- HIST 337 American Indian Response to White Expansion
- HIST 338A Modern U.S Indian Policy
- HIST 338B Native Communities in Southern California from Colonization to the 20 Century
- HIST 346 Development of the American Frontier

HIST 347 California History
 LING 331 Survey of Native American Languages
 ANTH 360 Indigenous Anthropology
 ANTH 465 Indigenous Health

The Anthropology Department suggests that the proposed minor include options for students to include multidisciplinary perspectives and incorporate courses that are complementary to and contribute to the stated goals of the AIS minor. As currently conceived, students taking the AIS minor cannot gain credit for taking history, linguistics or other disciplinary courses specifically focused on American Indian communities. The Anthropology Department recommends that options be provided to students in the form of stated course substitutions, electives, and core coursework. A further concern surrounds the proposed AIS minor's ability to provide students with a means to graduate in a timely manner, which would require four to seven AIS/SOC courses to be offered each academic year. The Anthropology Department suggests that existing resources, such as courses in other departments relevant to AIS, be utilized in the proposed minor in order to compliment both the minor's curriculum as well as faculty workload and the Sociology Department's obligations to offer a full curriculum to its own minors and majors.

Concerning the inclusion of ANTH 480 (Local Archaeological Practice) and ANTH 481 (Native American Archaeological Monitoring) in the proposed AIS minor, the Anthropology Department developed those courses specifically to support the existing NS minor as well as to offer Anthropology students critical examination of the practice of archaeology in Southern California. In the world of anthropology and archaeology, the Anthropology Department has had to defend its position that the inclusion of Native American communities and tribal perspectives in archaeology is fundamental to the practice of ethical archaeology. The Anthropology Department has been criticized by professional and academic archaeologists who argue that tribal communities have not been trained in the basics of archaeological research method and thus cannot teach it. The Anthropology Department has met those criticisms by hiring teams of instructors from tribal communities, such as the Pechanga Cultural Resources Department and the San Manuel Cultural Resources Department to teach both ANTH 480 and ANTH 481, but that the Instructor of Record responsible for the development of curriculum in those courses be an Archaeologist holding either a Master's degree in Archaeology or a Ph.D. in Archaeology. Thus the Anthropology Department supports inclusion of these two courses in the list of electives for the proposed AIS minor with the stipulations that the Instructor of Record hold a Masters or Ph.D. in Archaeology, the courses be listed as AIS/ANTH 480 and AIS/ANTH 481 in all circumstances, and that the Program Director of the proposed AIS minor inform the Chair of the Anthropology Department when the course will be offered by AIS and who will be teaching it. The Anthropology Department will offer the same courtesy to the proposed AIS Program.

The Anthropology Department supports the changes to the Native Studies minor on the conditions that ANTH/AIS 480 and 481 only be taught by qualified archaeologists with Masters or Ph.D in Archaeology and that existing courses relevant to American Indian Studies be included in the AIS minor curriculum as either electives, core courses, or stated course substitutions.

#7



Curriculum and Academic Policy Committee (CAPC)

MEMORANDUM

DATE: December 9, 2014

TO: Joely Proudfit, Program Director, Native Studies

FROM: Catherine Cucinella, co-chair
Karen Glover
Martha Stoddard Holmes
Aníbal Yáñez-Chávez, co-chair
Scott Greenwood, Associate Dean for Instruction & Academic Programs
Domenica Pearl, Undergraduate Advising Services representative

SUBJECT: Program Change Proposal P-2 Form for Native Studies

There are a few points that still need to be addressed in order for the AIS/NATV P-2 form to move forward.

First, there is a discrepancy between Dawn Formo's email dated February 13, 2013, and your explanation of the cross-listing of LTWR 345/NATV345. Please clarify this with LTWR and ask them to sign-off on the P-2 form.

Also, please obtain a signature from the Liberal Studies Department (LBST) as they may have some LING courses appropriate for inclusion in the AIS minor.

Finally, thank you for contacting the various departments as we requested in our October 8 memo. We received a written response (attached) from the Department of Anthropology, which we reviewed at our December 1 meeting.

Following CAPC's Curriculum Review Guidelines (attached), we ask that you respond in writing to the following specific requests made in Anthropology's response to the NATV P-2 form:

1. That AIS/ANTH 480 (Local Archaeological Practice) and AIS/ANTH 481 (Native American Archaeological Monitoring) involve instructors from tribal communities and that the Instructor of Record be a qualified archaeologist with a Masters or Ph.D. in Archaeology.

cont'd

2. That the Program Director of the proposed AIS minor inform the Chair of the Anthropology Department in a timely manner when AIS is going to offer those courses and who will be teaching them.
3. That the course listings always indicate that those classes are cross-listed with the Anthropology Department (AIS/ANTH 480 and AIS/ANTH 481).
4. That courses relevant to American Indian Studies (for example, ANTH 360 Indigenous Anthropology, ANTH 465 Indigenous Health) be included in the AIS minor curriculum as approved course substitutions, electives, or core courses.

Enclosures: Anthropology Department memo re. CAPC Curriculum Review Guidelines

cc: Gretchen Sampson

#8

MEMORANDUM

Date: January 30, 2015

To: Curriculum and Academic Policy (CAPC)
Catherine Cucinella, Arts & Humanities representative, co-chair
Karen Glover, Social and Behavioral Sciences representative
Scott Greenwood, Assoc. Dean for Instruction & Academic Programs
Domenica Pearl, Undergraduate Advising Services representative
Aníbal Yáñez-Chávez, co-chair
Martha Stoddard-Holmes, Arts & Humanities representative

Subject: Program Change Proposal P-2 form for Native Studies (American Indian Studies); response to Memorandum dated 7 January 2015

Please see my comments below to your memo received on December 16, 2014 and dated January 7, 2015.

1) LTWR 345/NATV 345 Cross listing: An email request with P-2 form attached was sent to LTWR department for approval to cross list 1/30/15.

2) An email request for signature on the P-2 form was sent to Liberal Studies Department (LBST) department for approval on 1/30/15; (see attached email request for signature).

3) Response to Anthropology Department regarding NATV P-2 Form:

- I. AIS agrees that the Instructor of Record be qualified with a Masters or PhD in Archaeology/Anthropology and furthermore will actively work with local scholars familiar with regional tribes and tribal histories
- II. Consistent with our current practice, all notifications of course offerings will be sent in a timely manner to Anthropology Department and other departments that may be impacted; whenever possible the instructor of record will be included in the notification (since AIS will be relying on a rotating adjunct pool this information may not immediately be available upon first notice of proposed course offerings). We also ask for the same courtesy from the Anthropology Department when they offer the course of record.
- III. As is and has always been our practice, course listings will continue to indicate the cross-listed department and appropriate course number.
- IV. Approved course substitutions, electives, and core courses for the AIS minor are delineated and explained in previous correspondence, which included a pedagogical and epistemological rationale for the

course revisions, selections, and general design of the Minor. The Native Studies Curriculum Committee and the American Indian Advisory Board provided input and feedback to determine a suitable course of study for the revised Minor. I maintain that the courses presented in the P-2 Form represent the vision, mission, and academic integrity of this process to develop a dynamic and robust Minor that fits the needs of students' academic and intellectual development and the regional needs of the tribal communities the University serves.

Enclosures: Email to LTWR requesting signature on P-2 form reflecting the correction for the oversight of not marking the proper cross-listing box for AIS 345/LTWR 345; Email to LBST requesting signature on P-2 form

Cc: Provost's Task Force on American Indian Studies, Chair Cyrus Masoori

Ja

LBST Dept



MEMORANDUM

DATE: 5 February 2015

TO: Chair, CHABSS Curriculum Committee

FROM: Jocelyn C. Ahlers, Professor of Linguistics
Chair, Liberal Studies Department

SUBJECT: Liberal Studies response to proposed changes to NATV minor

The Liberal Studies Department would like to thank CAPC and Dr. Proudfit for the opportunity to review and comment on the proposed changes to the Native Studies Minor. We would also like to take this opportunity to articulate our support for, and belief in the importance of, a high-quality, interdisciplinary Native/American Indian Studies program at CSUSM. Such a program has the potential to benefit, as it has in the past, all of our students, our campus community, and, more broadly, Native California communities, locally and statewide.

It is with this in mind that we offer the following observations on the curricular package which would be the outcome of the proposed changes. These observations, broadly speaking, are specific instances of an overarching concern having to do with what we see as an unnecessary and, in fact, damaging narrowing of focus in the content offered to students who enroll in this course of study. We agree with Dr. Proudfit that it is critical that this program prepare students who "have the particular knowledge and sensitivity necessary to work successfully as educators, health care providers, administrators of businesses and tribal and other governmental bodies, and members of other professions serving American Indian communities", but we are unsure how this very limited course of studies will achieve that result.

In comparing the proposed curriculum with the original, with whose development and enactment two members of the Liberal Studies faculty were involved, we note that the NATV minor once required or permitted courses in History, Communication, Anthropology, Economics, and Biology; we further note that potentially relevant curriculum on campus has expanded significantly since the last time this minor was updated. But instead of taking advantage of that expansion, the proposed changes, in fact, restrict students' choices. We are unsure of how any combination of the courses available through this package gives adequate preparation for our students if they wish to go on to become educators, health care providers, administrators of business and tribal and other governmental bodies, or to take up any one of a number of other possible jobs serving Native communities.

We are also concerned about the possibility that students could fulfill six units of a 21-unit minor through independent studies. Given, again, the broad availability of courses on campus that would allow students to be exposed to a more extensive and interdisciplinary exploration of facets of the American Indian experience that aren't included in the current proposed coursework, it seems a loss not

to include more of those classes within the minor requirements. Our department alone offers at least one course that absolutely should be available to students as credit towards the minor (LING 331: Survey of Native American Languages), and two or three others that would be tremendously beneficial to students who propose to work in Native communities (LING 341: Language Issues in the United States; LING 355: Heritage Languages and Heritage Speakers; LING 371: Linguistic Anthropology). Each of these classes addresses issues of Native American language endangerment and revitalization - of critical importance and interest within a large number of Native communities in California and nationwide - within broader context.

Finally, we note that the list of affiliated faculty has been removed from the catalogue copy included in this packet. Without seeing the new catalogue copy (not included), we can't be sure of the plans in this area going forward, but we believe that it can only benefit the program and our students to include the names of the many faculty members on campus who work with, and teach about, Native American communities. In our department, that would include Dr. Jocelyn Ahlers, and Dr. Jule Gomez de Garcia.

We believe that this program is of tremendous importance on this campus. It has a long history here, one which has been marked by interdisciplinarity and inclusion. While we look forward to working with Dr. Proudfit and CAPC to continue that history, and thank them again for this opportunity to comment on the P2 proposal, we do not feel able to sign off in support of these changes as they are presented here.

Cc: Dr. Joely Proudfit, Director, Native Studies Program
Dr. Scott Greenwood, Associate Dean, CHABSS

#10

e: LTWR 345

Subject: RE: Your signature is requested on the P2 form (Native Studies)
Date: Monday, February 2, 2015 9:12:30 AM Pacific Standard Time
From: Salah Moukhlis
To: Joely Proudfit
CC: Scott Greenwood

Dear Joely,

Thank you for sending the form. My recollection though is that LTWR never agreed to the cross listing. Checking the cross listing box in the form was a mistake made by Academic Programs and was later corrected.

I am both pasting the e-mail both you and I received from Dawn that explains the misunderstanding and attaching the corrected form that was passed by senate after UCC's review.

Best,
Salah

Good Afternoon, Salah and Joely,

I'm thrilled to know that LTWR 345 was approved for CC-credit. This is great news for our students and our campus. Academic Programs is ready to take this course to UCC for review. In the process of preparing to move this C-form to UCC, I learned that there was a misunderstanding about cross-listing. LTWR did not check the "cross-listing" box on the C-form. Based on correspondence between your two programs, the understanding in Academic Programs was that the box be checked, so they mistakenly checked the box. I know the intentions all the way around were very good here. In the end, LTWR has asked that the "cross-listing" box be unchecked. I will revise the form to reflect LTWR's request.

Whether the course is cross-listed or not, LTWR 345 could still contribute to the Native Studies minor. If you choose to do this, Joely, you will need to include this course on the P-2 form you are creating for the Native Studies minor. You may use LTWR 345 as an elective for the minor. If you are interested in having LTWR 345 as a requirement for the minor, I encourage you to contact Salah to talk with him about how often this course will be offered. I would suggest that the course would need to be offered at least once every 3 semesters if you plan to include LTWR 345 as a requirement.

I am happy to meet with you together or individually if you have questions or concerns.

Best,
df

Dawn M. Formo, Ph.D.
Associate Dean for Instruction and Academic Programs
College of Humanities, Arts, Behavioral and Social Sciences (CHABSS)
CSU San Marcos
San Marcos, CA 92096-0001
(760)750-4199 (Office)
(760)750-3005 (FAX)
dformo@csusm.edu

<http://www.writinginstructor.com>

From: Joely Proudfit

Sent: Friday, January 30, 2015 3:07 PM

To: Salah Moukhlis

Cc: Scott Greenwood

Subject: Your signature is requested on the P2 form (Native Studies)

Greetings—

I am writing to request signature on the attached P-2 form that signals the cross listing of LTWR 345/AIS 345 per 2012 agreement and the January 2013 approval of the cross-listing. There appears to be an oversight in processing the forms and CAPC has asked for clarification of cross-listing. Attached please find the P2 form with attachments. The P2 forms to revise the Native Studies minor was submitted (October, 2013) to CAPC. However, CAPC has now asked that I include the signatures from departments/programs that will be affected by the minor revisions. There is no impact to this course it is still included in the minor.

Please respond by **February 5, 2015** with an email indicating your support or concerns about impact.

Thank you,

Joely

Catherine Cucinella

From: Scott Greenwood
Sent: Thursday, March 12, 2015 11:15 AM
To: Joely Proudfit
Cc: Gretchen Sampson; Regina Eisenbach; Catherine Cucinella
Subject: Re: CAPC Review: NATV P-2 form

Good Morning Joely,

I can change the P-2 form to indicate that LTWR 345 is an elective but it will not be possible to list NATV 345 as an elective because no such course currently exists.

Does Native Studies plan on creating a new course focused on American Indian literature? If so, a C-form will need to be submitted to create this course.

Please let me know if you have any questions.

Scott

--

Scott Greenwood

Associate Dean, Instruction and Academic Programs

Associate Professor of Political Science and Global Studies

College of Humanities, Arts, Behavioral and Social Sciences (CHABSS)

California State University San Marcos

333 S. Twin Oaks Valley Road

San Marcos, CA 92096-0001

Ph: 760-750-8050

Fax: 760-750-3005

From: Joely Proudfit <jproudfi@csusm.edu>
Date: Thursday, March 12, 2015 9:38 AM
To: Catherine Cucinella <ccucinell@csusm.edu>
Cc: Scott Greenwood <sgreenwo@csusm.edu>, Gretchen Sampson <gsampson@csusm.edu>
Subject: Re: CAPC Review: NATV P-2 form

Hello -



From: Catherine Cucinella
Sent: Thursday, February 19, 2015 9:38 AM
To: Joely Proudfit
Cc: Scott Greenwood; Gretchen Sampson
Subject: RE: Invitation to attend CAPC

Hello, Joely,

CAPC would like the opportunity to talk with you in order to resolve the differing perspectives regarding the cross listing of AIS 345/LTRW and to clarify the committee's policy when other department's oppose a proposal, as is the case here (see "Curriculum Review Policy" attached.)

We are at step 9-c in the review policy, offering mediation between the opposing departments. You may decline this option, and CAPC can finish its review and take a vote.

If you could attend our next meeting, February 25, I anticipate a brief and enlightening conversation. We meet 10:00-11:00 in SBSB 4117, and we could schedule you 10:00-10:30.

Best,
Catherine, chair
CAPC

*Catherine Cucinella, Ph.D.
Assistant Professor and Director General Education Writing
Literature and Writing Studies
California State University San Marcos
Markstein 259
760.750.8169*

From: Joely Proudfit
Sent: Tuesday, February 17, 2015 3:33 PM
To: Catherine Cucinella
Cc: Scott Greenwood; Gretchen Sampson
Subject: RE: Invitation to attend CAPC

Hello –

Thank you sharing the good news. The revised P2 form should reflect that LTWR 345 and NATV 345 are separate courses but will count toward an elective for the minor.

Please send me a copy of the changes.

Thanks again,

Joely

Joely Proudfit, PhD.
Director, California Indian Culture and Sovereignty Center

On Mar 12, 2015, at 9:33 AM, Catherine Cucinella <ccucinel@csusm.edu> wrote:

Joely,

I am pleased to tell you that at its March 11 meeting CAPC approved the NATV minor program proposal change (P-2 form).

As per the agreement when you attended the January 25 CAPC meeting, please list LTWR 345 as a separate elective in the American Indian Studies Electives section. With your permission, Scott can amend the P-2 form to indicate this change.

Best,
Catherine, chair
CAPC

*Catherine Cucinella, Ph.D.
Assistant Professor and Director General Education Writing
Literature and Writing Studies
California State University San Marcos
Markstein 259
760.750.8169*

LTWR 345, approved
5/6/13

ORIGINATOR'S SECTION:

1. College: Desired Term and Year of Implementation (e.g., Fall 2008):

X CoAS CoBA CoE Spring 2013

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) X Yes No
CC

3. Course will be a variable-topics (generic) course? Yes X No
(“generic” is a placeholder for topics)

4. Course abbreviation and Number:* LTWR 345

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
Native American Literatures

6. Abbreviated Title for Banner:
(no more than 25 characters, including spaces)
Native American Literatures

7. Number of Units: 3.0

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

Examines Native literatures as tools of cultural preservation, social statement, and artistic expression. Surveys oral traditions, colonial contact literature, and contemporary authors to highlight uniquely indigenous perspectives on a range of historical, political, and cultural issues. Assesses literary and aesthetic features of Native-authored materials which may include visual arts, film, and texts. Also surveys scholarly debates in Native literary studies, introducing critical paradigms and methodologies unique to the field.

9. Why is this course being proposed? (offered as LTWR 332-1)

This is the only course where students can study Native American literature in a context that highlights cultural studies as a well as literary questions such as canon formation and structural features of texts from an array of genres. The focus on how Native writers produce texts that speak to multiple cultural perspectives enhances LTWR’s focus on cultural literary studies while being the only class to focus exclusively on the varied traditions of Native Americans, an historically under represented cultural group with a literary canon that has also been historically under represented in literature courses. I am proposing this course because it will supplement both the Literature and Writing Studies Department focus on cultural studies while fulfilling the university’s dedication to diversity. Furthermore, this class will help to strengthen the course offerings and requirements for the Native Studies Minor by including a much needed course that examines Native writers’ artistic and literary output to better inform students about Native communities’ global place as well as their continuing vibrant artistic traditions.

10. Mode of Instruction*
(See pages 19-23 at <https://zeta.calstate.edu:8250/webdoc/TransactionDEDSaction5.doc> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2
Activity		
Lab		

11. Grading Method:*
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

13. Course Requires Consent for Enrollment? Yes No

Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No
If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s): Yes No

17. Corequisite(s): Yes No

18. Documentation attached:
 Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* **LTWR 302-1**

20. How often will this course be offered once established?* Once or twice an academic year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information - all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
Elective for LTWR majors, and upper division arts and humanities course for GE. Could also serve as electives for Native Studies, Global Studies, and Ethnic Studies.

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Native Studies Discipline	<u><see attached></u>	<u>10/30/12</u>	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
	Signature	Date		
Global Studies ; Ethnic Studies Discipline	<u>Elizabeth J. Matthew (GS)</u>	<u>9/19/11</u>	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
	Signature	Date		
	<u>Timber M. Ouy (GS)</u>	<u>9-19-11</u>	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
	Signature	Date		

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (please print or type name) Rebecca M Lush 5/2/12
Date

2. Program Director/Chair Merna Stoddard Hines 5/2/12
Date

3. College Curriculum Committee [Signature] 11/1/12
Date

4. College Dean (or Designee) [Signature] 11-16-12
Date

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date

6. Vice President for Academic Affairs (or Designee) _____ Date

7. President (or Designee) _____ Date

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.



California State University
SAN MARCOS

Literature and Writing Studies California State University San Marcos 333 S. Twin Oaks Valley Road San Marcos, CA 92096-0001
Tel: 760.750.8004 rlush@csusm.edu www.csusm.edu/lwr/

May 2, 2011

Dear CAPC:

I am pleased to submit the attached C-Form for your consideration. I have been in contact with Dr. Joely Proudfit since Fall 2011 about approving this form and include my last email to her for your reference. I wanted to submit these materials before the last CAPC meeting for the year and hope to hear back from Dr. Proudfit soon.

I am currently teaching this class as a special topics course which has already received GE approval.

I am happy to provide additional materials about the class upon request

Sincerely,

Rebecca M. Lush, Ph.D.
Assistant Professor

The California State University

Bakersfield | Channel Islands | Chico | Dominguez Hills | East Bay | Fresno | Fullerton | Humboldt | Long Beach | Los Angeles | Maritime Academy
Monterey Bay | Northridge | Pomona | Sacramento | San Bernardino | San Diego | San Francisco | San Jose | San Luis Obispo | San Marcos | Sonoma | Stanislaus

NATV
Support

From: [Joely Proudfit](#)
To: [Rebecca Lush](#)
Cc: [Sharon Elise](#); [Dawn Formo](#); [Theresa Aitchison](#)
Subject: RE: T-Form for Natv 380/Soc 489
Date: Tuesday, October 30, 2012 2:08:13 PM

Hello,

The Native Studies Minor Committee met this morning and we have agreed to sign off of on the C-form for the Native American Literature Course LTWR 302 and cross-list it with Native Studies. Please let me know how frequently LTWR is planning to offer this course and the dates and times so that I can include this in my strategic planning for Native Studies.

Additionally, please let me know as soon as possible when we can expect to receive approval of our proposed C & T forms for Imagining Indians: American Indians, Mass Media, Film and Society.

Thank you.

Joely

Joely Proudfit, Ph.D.
Director California Indian Culture & Sovereignty Center
Director of Native American Academic Strategic Planning
Associate Professor of Sociology and Native Studies

-----Original Message-----

From: Rebecca Lush
Sent: Friday, October 19, 2012 3:09 PM
To: Joely Proudfit
Cc: Sharon Elise; Dawn Formo; Theresa Aitchison
Subject: RE: T-Form for Natv 380/Soc 489

Hi Joely,

I have re-attached the C-form and syllabus for Native American Literatures--they remain the same as the one I submitted to you last April. The course would probably be offered once a year or every three semesters depending on staffing needs for some of LTWR's other required courses. If you have concerns about Native Literatures and Imagining Indians creating conflicting enrollment issues we could always work out a way that we offer our courses on "off" semesters from the other.

I'm still awaiting a reply from the former FMST coordinator but hope to hear from him soon so I can take care of your Imagining Indians course very shortly.

I greatly enjoyed the recent conference and look forward to hearing and seeing more about what CICSC will offer in the future.

Best,
Rebecca

Rebecca M. Lush, Ph.D.
Assistant Professor