

PROGRAM ABSTRACT - Form A

Proposed Degree Title: BA in American Indian Studies
B.A., B.S., M.A., M.S., etc. Discipline

COLLEGE CHABSS Proposed Implementation Date Fall 2016

About the A-Form.

Background: New baccalaureate and graduate-level degrees must be approved by the Chancellor's Office. Every January, CSU campuses send updated University Academic Master Plans (or UAMPs) to the Chancellor's Office, which are then approved by the Board of Trustees at their March meeting. When the Board of Trustees approves a campus request to add a new program to the UAMP, it authorizes the campus to submit a formal proposal to the Chancellor's Office for establishing such a degree program.

Purpose: The A-Form is used to propose the addition of a new baccalaureate or graduate degree to the UAMP.

Process: After review by the appropriate college curriculum or planning committee in the Spring semester, A-Forms are sent to Academic Programs at the beginning of the Summer. The forms are distributed to key University officers (including all members of Provost's Council and the President's Cabinet) over the Summer for information dissemination, review and feedback. The feedback received as a result of this distribution is provided to proposers as it is received during the Summer (to inform development of the program proposal) and to the Budget and Long-range Planning Committee (BLP) at the beginning of the Fall semester.

Outcomes: BLP reviews the A-Forms and the feedback collected by Academic Programs, and makes recommendations as to whether programs should be added to the next UAMP. Placement of a program on the UAMP is the campus-level authorization to proposers to submit a complete new program proposal (via a P-Form). Comments from BLP are sent back to the proposal originator to inform the final design and plan for the proposed program. The A-Form, Summer reviewer feedback, and BLP comments are additionally used to prepare a summary statement for the Chancellor's Office, which is required for any addition to the UAMP.

Directions.

- Fill in the degree title, college and implementation date above.
- Attach a program abstract addressing items 1-5 to this form.
- Identify the program proposer and obtain the department chair or program director signature below.
- Submit the abstract and the Form A to the college curriculum or planning committee. (Check with the college for submission deadlines.)

1. **Description:** Briefly describe the essential features of the curriculum that will be developed.

- If the new degree is currently offered as an option in an existing degree program, give a rationale for the conversion.
- If the new degree program is not commonly offered as a bachelor's or master's degree, provide a compelling academic rationale explaining how the proposed subject area constitutes a coherent, integrated degree major that has potential value to students.

2. **Mission:** How will this program benefit the college, university, region and/or state? How is it aligned with the College and University Mission and Vision?

3. Demand: What evidence is there of adequate student demand for this program?

[Note that Board of Trustees classifies Anthropology, Art, Biology, Chemistry, Economics, English, Foreign Languages, Geography, Geology, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology, Speech/Communication and Theatre Arts/Drama as "Broad Foundation Programs" for which societal need and student demand are not "the preeminent criteria" for offering baccalaureate programs.]

Preliminary evidence of adequate student demand for the proposed program should include

- (i) A list of other CSU campuses currently offering the proposed degree major program (see the CSU Mentor website at <http://www2.assist.org/browseAreas.do>),
- (ii) A list of neighboring institutions, public or private, currently offering the proposed degree major program,
- (iii) Information indicating substantial regional demand for individuals who have earned this degree (contact the Career Center for assistance), and
- (iv) Information indicating adequate student interest in the proposed program (e.g., numbers of minors, existing programs at feeder community colleges, or results of student surveys).

Graduate degree program proposals must also include the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program.

4. Resources: Give preliminary estimates of the following resources needed to implement the program:

- Additional faculty positions;
- Additional resources required for program administration (e.g., release time for a Chair or Director);
- Additional staff support;
- Additional space requirements; and
- Additional specialized equipment and materials other than those expected to be provided by the Library and Instructional and Information Technology Services (IITS).

Note that in the course of reviewing the A-Form over the Summer, the Library and IITS will estimate additional library, information technology and academic computing resources needed for implementation. Indicate whether there are any unusual aspects of the curriculum design that need to be taken into account in the preparation of the Library and IITS estimates.

If there are recognized accrediting bodies in the program area, what are the accreditation criteria and how necessary is accreditation?

5. Relation to Existing Programs: Describe the potential effect on existing programs (e.g., enrollment changes, opportunities for collaboration, resources).

REVIEW PROCESS

1. <u>Jody Pruitt</u> Originator (Please Print and Sign)	<u>10/5/15</u> Date	2. _____ Program/Department Director/Chair* - if applicable	_____ Date
3. <u>Michael Hagle</u> College Curriculum/Planning Committee*	<u>10/26/15</u> <u>10/20/15</u> Date	4. <u>Mark Stiles</u> College Dean (or Designee)*	<u>10/21/15</u> Date
5. _____ Date received in Academic Programs	RECEIVED NOV 03 2015 <u>Academic Programs</u>		

* Signature indicates support that the proposed program move forward for consideration for placement on the UAMP.

1. Description: Briefly describe the essential features of the curriculum that will be developed.

- **If the new degree is currently offered as an option in an existing degree program, give a rationale for the conversion.**
- **If the new degree program is not commonly offered as a bachelor's or master's degree, provide a compelling academic rationale explaining how the proposed subject area constitutes a coherent, integrated degree major that has potential value to students.**

In 2005 President Karen Haynes started a Tribal Initiative at CSUSM. She began her work by creating a Native Advisory Council (NAC) comprised of faculty, staff, and, most importantly, representatives appointed by local tribal communities. The NAC is a broad based tribal community council with a mission to “assist regional tribal communities in Indian country in articulating educational needs through advisement and regular meetings with CSUSM President and CSUSM Leadership. The NAC works to increase educational, professional, and research opportunities while preserving cultural integrity of tribal communities and realizing individual and unique concerns. Working in partnership with the Tribal Liaison, NAC performs the following functions:

- Advises the President on University relations with AIAN
- Articulates the educational needs of the local California reservations and surrounding communities to the University
- Fosters collaboration between the University and AIAN community to achieve mutual goals
- Promotes and supports academic and professional access and success of AIAN students and employees at CSUSM.

In 2007, CSUSM hired the first full-time tribal liaison in the CSU system from a local tribal community. In 2008, Dr. Joely Proudfit joined CSUSM faculty in Sociology and Native Studies and was hired to take the leadership role in curriculum development and delivery for Native Studies and the leadership role in developing the California Indian Culture and Sovereignty Center. The CICSC charter was approved in 2009 and the doors opened November 17, 2011 The CICSC has a mission to foster collaborative research and community service relationships between faculty, staff, and students at CSUSM and members of the local tribal communities.

Founded in 1975, Palomar College has one of the oldest and longest running American Indian Studies departments in the nation with 21 full- and part-time faculty, with average semester student course enrollment of 1200 in over 35 AIS courses. The consistent enrollment in these AIS courses demonstrates a high level of student interest in the subject matter. In 2012, SB 1440, The Student Transfer Achievement Reform Act, was passed to create “transfer pathways from Community Colleges to California State Universities.” SB 1440 therefore has created urgency for Palomar College’s AIS program to create an alignment with a four-year degree granting program for its students to facilitate transfer and transition from a 2-year program to a 4-year BA degree program. Due to the close proximity of Palomar College to CSUSM it is a logical and natural fit for community college students interested in AIS to finish their degrees at CSUSM in

an AIS Major/Department. San Diego State University offers the only other AIS major in the region and all of their undergraduate degree programs have declared impactation.¹

The American Indian Studies major will provide an interdisciplinary academic field of study of, intellectual engagement with, and critical understanding of American Indian epistemologies, the formation of tribal sovereignty, the culture and identity of Tribal nations, communities, and peoples as distinct political and cultural groups in the Americas. American Indian Studies distinguishes itself from other “multicultural disciplines” because it prioritizes the examination of tribal worldviews, lived realities, and colonial experience; the major introduces students to important work in 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. American Indian Studies is a research-based, community-service and experiential-learning degree program grounded in place-based higher learning. The American Indian Studies Major offers students an integrated knowledge platform to understand the diverse needs and interests of American Indian communities in California and beyond.

2. Mission: How will this program benefit the college, university, region and/or state? How is it aligned with the College and University Mission and Vision?

The CSUSM university mission states that the campus is committed to providing “a range of services that respond to the needs of a student body with diverse backgrounds.” Furthermore, “As a public university, CSUSM grounds its mission in the public trust, alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state.”² CSUSM has set itself apart as a steward of American Indian higher education by investing in the only full-time Tribal Liaison in the CSU system and hiring a tenure-track American Indian faculty member from a local California Indian tribe with a proven track record of regional tribal community research and collaboration. The university’s investment and resources to build and develop its relationship with tribal communities should naturally culminate in the institutionalization of the AIS major to sustain and broaden this work.

Outside of Oklahoma, California has the second highest number of people identifying as American Indian or Alaska Native. California ranked highest in the 2010 Census for all census respondents who identified as American Indian or Alaska Native alone or in combination with another race.³ Furthermore, San Diego County is home to more federally recognized American Indian tribes than any other county in the contiguous United States. Tribal government gaming and other economic enterprises combined are the fourth largest employer in San Diego County

¹ Source: California legislators passed the Associates Degree for Transfer Bill in September 2010. This legislation allows California Community Colleges and the CSUs to collaborate and provide a bridge between Associates in Arts and Associates in Science degree programs that lead to a four year BA/BS. Source: <http://sb1440.org/> (accessed on March 18, 2015). Palomar College’s AIS program does not currently have a formalized agreement and link to CSUSM Native Studies program because it does not have a major to offer students seeking a four-year degree. CSUSM AIS major would be an appealing alternative for Palomar College AIS students seeking a four year degree because we are not impacted like SDSU, see CSU Impactation Matrix: <http://www.calstate.edu/sas/onestopkiosk/>.

² Source: http://www.csusm.edu/wasc/csusm_mission.html (Accessed on 18 March 2015).

³ <http://www.census.gov/prod/cen2010/briefs/c2010br-10.pdf>; page 6 (Accessed on 16 January 2015).

with more than 11,000 employees working in mostly rural and suburban sectors of the community.⁴ The creation of an American Indian Studies Major at Cal State San Marcos will provide entrée for CSUSM students into a dynamic, vibrant, and growing industry working for tribal governments, businesses, health care facilities, schools, and nonprofit organizations.

3. Demand: What evidence is there of adequate student demand for this program?

Preliminary evidence of adequate student demand for the proposed program should include:

- (i) A list of other CSU campuses currently offering the proposed degree major program (see the CSU Mentor website at <http://www2.assist.org/browseAreas.do>),**
- (ii) A list of neighboring institutions, public or private, currently offering the proposed degree major program,**

The American Indian Studies programs at the Humboldt, SDSU, SFSU, and UCLA will be distinct from CSUSM's AIS program. A summary highlighting these differences and CSUSM AIS program characteristics are listed below:

- Humboldt State's AIS program focuses on programs that lead to degrees in education, healthcare (e.g. counseling), and environmental resource management specifically.
- San Diego State's AIS program is broadly liberal studies based program that focuses on traditional disciplines, such as Literature, Anthropology, and History, to provide the foundation for its program, relying on an exogenous epistemology and pedagogy. SDSU has declared impaction in all of its undergraduate programs.
- SFSU's program while similar in some ways to CSUSM's serves primarily urban, relocated, and transplanted American Indian students through an Ethnic Studies lens; again utilizing an exogenous method and approach to the field. SFSU is also an impacted campus for non-local transfer students
- UCLA's program has an emphasis on tribal law, social sciences, and urban vs. reservation areas of study, given that Los Angeles is one of California's largest regions for relocated, urban Indians, and that UCLA students who are pre-law often attend the campus law school after graduation.
- The AIS Major at CSUSM is an endogenous, place-based, and interdisciplinary field of study that lends itself to a variety of careers in government, education, health professions, business, and the non profit sector.
- The Major will dovetail the coursework and undergraduate preparation (Associate Degree) offered at Palomar College for students seeking the Bachelor of Arts degree in AIS resulting in the creation of a through-line of study from high school to community college to four year degree.
- The Major will provide unique internship and community engagement opportunities working with tribal governments in the region established through MOUs with tribes and tribal organizations

⁴ <http://m.utsandiego.com/news/2013/apr/27/casino-gambling-vegas-sandiego-tribal/> (Accessed on 27 April 2013).

- Opportunities to work with the California Indian Culture and Sovereignty Center founded and housed at CSUSM to conduct research, participate in community outreach, and collaborate on community-campus culturally-specific events
- Direct interaction and instruction from tribal leaders, professionals, and cultural expertise in core areas of study
- CSUSM's AIS major will serve the largest concentration of federally recognized tribes and tribal land bases in the US through a specifically American Indian Studies epistemology.
- Memorandum of Agreement between AIS Major and tribal governments/businesses for student internship and job opportunity preference

(iii) Information indicating substantial regional demand for individuals who have earned this degree

Establishing an American Indian Studies bachelor's degree program at California State University San Marcos will fill a regional need for the entire community and a cultural need for tribal citizens seeking higher education. It is increasingly more known that San Diego County is home to the most federally recognized American Indian tribes than any other county in the contiguous US with 18 Indian reservations and 17 tribal governments presiding over 4% of the county's land base. California has the second highest number of people identifying as American Indian or Alaska Native outside of Oklahoma. Furthermore, California ranked highest in the 2010 Census for all census respondents who identified as American Indian or Alaska Native alone or in combination with another race.⁵

A 2014 economic impact study by the California Nations Indian Gaming Association (CNIGA) produced by Beacon Economics Firm analyzed gaming revenues and state economic impact produced by 16 of California's 59 gaming tribes, assessing approximately 30% of all tribal economic activity.⁶ Expanding its analysis from 2012, the report found that the Tribal gaming industry generated \$8 billion for California's economy with \$2.9 billion in employment earnings from California workers. Job growth from 2012-2014 in tribal gaming operations increased from 52,000 to 56,000 jobs.

There are 16 tribes with significant economic enterprises in Riverside and San Diego counties alone; these tribes are located well within the boundaries of CSUSM's regional service area and are among the largest regional employers in Riverside and San Diego counties. Together nine tribes in San Diego County comprise the fourth largest employer in the region supporting 11,500 employees who work in mostly rural and suburban sectors of the county.⁷ The Pechanga Development Corporation in Temecula, California (the location for CSUSM's business and health satellite campus) is the second largest employer in Riverside County. CSUSM President Karen Haynes in her "Report to the Community 2013" stated that 80% of CSUSM graduates remain in Southern California and become contributors to the local and regional workforce. The creation of an American Indian Studies Major at Cal State San Marcos will provide entrée for CSUSM students to a dynamic, vibrant, and growing industry working for Tribal governments,

⁵ <http://www.census.gov/prod/cen2010/briefs/c2010br-10.pdf>; page 6 (Accessed on 16 January 2015).

⁶ http://www.cniga.com/media/pressrelease_detail.php?id=117 (Accessed on 16 January 2015)

⁷ <http://m.utsandiego.com/news/2013/apr/27/casino-gambling-vegas-sandiego-tribal/> (Accessed on 27 April 2013).

businesses, health care facilities, schools, nonprofit organizations and entities in the hospitality industry.

Upon approval and implementation of the AIS Major, a formal request to enter into a Memorandum of Agreement with tribal governments will be established to provide internship and hiring preferences for graduates who complete the AIS Major or Minor (see attached letters of support from state educational leaders, tribal leadership, tribal organizations, and tribal businesses).

(iv) Information indicating adequate student interest in the proposed program (e.g., numbers of minors, existing programs at feeder community colleges, or results of student surveys).

The Native Studies General Education courses that have been offered over the past eight years always fill up and student feedback consistently asks for more course offerings in the discipline. Comments and feedback from the American Indian Student Alliance and students taking the courses indicate a strong demand in support of an American Indian Studies Major. Although current in the enrollment in the Native Studies Minor is small, this measurement is not an accurate depiction of the need for an American Indian Studies major for several reasons. 1) Students are not required to have a minor at CSUSM. 2) In the past eight years, the Native Studies Program Coordinator was only able to offer two Native Studies courses once in the same year; typically there is only one Native Studies course from the Minor offered per semester. 3) Many of the courses that make up the current interdisciplinary Native Studies Minor are not or have not been offered on a regular schedule. 4) Feedback from students to the Native Studies Program Coordinator about the Minor course offerings are that the courses do not reflect or contribute to their intellectual understanding of tribal sovereignty and their ability to apply their knowledge through direct community engagement and learning prospects. 5) While the Native Studies Program Coordinator assessed the needs of the students, community, and campus and developed revisions to the Native Studies Minor to update the curricular offerings to reflect those needs, it has taken over twenty-two months for the College Curriculum Committee to review the and approve the changes. These are the external factors that have limited the marketing and growth opportunities for the program.

Since 2010, CSUSM's office of admissions reports a 41% increase in American Indian student applications for admission to CSUSM. However, we have an average enrollment rate for first-time freshman of only 20%. *The State of American Indian and Alaska Native (AIAN) Education in California Report* in its profile of ten public postsecondary institutions in California summarizes promising practices that are key to recruitment, persistence, and graduation of American Indian students (Proudfit and Gregor, 2014). These include five key areas of support: 1) formalizing institutional-tribal agreements to identify and meet the educational needs of the American Indian community; 2) creating a kinship network of support for AIAN recruitment, retention, and graduation which includes faculty/staff and academic support services 3) building and designating AIAN gathering grounds on campus in the form of dedicated learning and meeting spaces, study spaces, and places for social interaction; **4) developing and delivering curriculum that meets tribal educational needs, such as an American Indian Studies major;** and 5) creating pathways for persistence through college for AIAN students that focus on

educational strengths that are linked to culture and identity of the student through student support services.⁸ If CSUSM approves the AIS major, we will be more attractive to both first-time freshman and transfer students from nearby community colleges.

Palomar College is home to one of the oldest American Indian Studies departments in the nation with over forty-two years of experience delivering American Indian Studies courses and community programming. The AIS program at Palomar College offers over thirty-five American Indian Studies courses per semester providing enrollment to over 1,200 students. At present students interested in pursuing a four-year degree in American Indian Studies in the region have to transfer to San Diego State University, which is highly impacted, or they have to move outside the area to Riverside or Los Angeles. The American Indian Studies Major at CSUSM will be a natural and logical progression for Palomar College students to feed into. In addition, offering a four-year degree at CSUSM will enhance the program at Palomar College because students can identify early on in their educational career a complete course of study that can begin at the community college level and end at a four-year university with a bachelors degree. The anticipated growth of the major will be enhanced by the CSUSM-Palomar current articulations for transfer students as well as by the current relationships developed by the California Indian Culture and Sovereignty Center with the local, regional, and statewide partners.

The tribal community at the annual Tribal Education Summit hosted by the Office of the Tribal Liaison at CSUSM has expressed a need for a major in American Indian Studies for the past four years. The University President's Native Advisory Council has also cited the need for a major at CSUSM as a community educational priority in its annual meetings. The California Indian Culture and Sovereignty Center sent out a survey to tribal community members in June 2015 and received 21 responses from tribal education departments, tribal non-profit groups, and tribal youth centers. Eighty percent (80%) of the respondents said they were interested in taking American Indian Studies courses at CSUSM. Fifty-five percent (55%) said that if CSUSM had an AIS Major they would be Very Interested in enrolling at CSUSM. The top four areas of study that respondents ranked as topics they would be interested in studying in the Major were: 1) Tribal Law and Politics, Tribal Culture and Language, Tribal Media and Arts (, and Tribal Governments and Economics. Ninety-five percent (95%) of the respondents identified as American Indian and 80% of the responses indicated that they thought it would be "useful" for employees working with tribes and tribal businesses to have completed coursework in American Indian Studies at the college level. Nearly 50% of the respondents indicated that they had not taken a course in American Indian Studies before, although 20% of the participants worked for Tribal businesses or nonprofits and 95% identified as American Indian and reported attending or graduating from college (45% had a Bachelor's degree or higher).⁹

4. Resources: Give preliminary estimates of the following resources needed to implement the program:

- **Additional faculty positions;**

⁸ The profiles of public postsecondary institutions in the report included: College of the Redwood, American River College, Mendocino College, Palomar College, San Diego State University, Humboldt State University, Chico State University, CSU San Marcos, UC Los Angeles, UC Davis, and UC Santa Cruz.

⁹ for "American Indian Studies at CSUSM Community Survey" Results.

To support the implementation and growth of the proposed major, adjunct faculty hires will be required in year one along with support staff hire, and two faculty tenure-track positions will be required year two and in year five. First year costs will be offset by the transition of Native Studies Faculty into the department and major. The chart below outlines additional support/resources required. Contractual support from adjunct faculty to deliver AIS core and elective courses will augment the shortfall of faculty and provide ongoing support as needed. Candidates for these positions will require degrees in American Indian Studies or related fields coupled with evidence and a record of experience, research, and collaboration with American Indian communities. The proposed program will require the immediate hire of Adjunct Faculty support to teach three to five courses per semester in year one. The program will then require a faculty-tenure line in year two and a second faculty tenure line in year five to support and sustain the anticipated growth of the major. See Appendix A for details of support costs.

- **Additional resources required for program administration (e.g., release time for a Chair or Director);**

See Appendix A.

- **Additional staff support;**

See Appendix A.

- **Additional space requirements; and**

AIS will need office space for new faculty, an additional office or lecturers, GIS-lab use, and lecture space to support the new courses offered each semester. In the interim faculty/lecturers are sharing office SBSB 2236, and the Chair is housed in the CICSC, which is serving a dual purpose as the department office for the AIS major and the CICSC.

- **Additional specialized equipment and materials other than those expected to be provided by the Library and Instructional and Information Technology Services (IITS).**

NA

Note that in the course of reviewing the A-Form over the Summer, the Library and IITS will estimate additional library, information technology and academic computing resources needed for implementation. Indicate whether there are any unusual aspects of the curriculum design that need to be taken into account in the preparation of the Library and IITS estimates.

If there are recognized accrediting bodies in the program area, what are the accreditation criteria and how necessary is accreditation?

NA

5. Relation to Existing Programs: Describe the potential effect on existing programs (e.g., enrollment changes, opportunities for collaboration, resources).

Other curricula currently offered at CSUSM related to the proposed American Indian Studies degree program is a proposed “thematic track” in the Ethnic Studies Proposed Major that allows students to study with an emphasis on “Colonialism, Migration, and Diaspora.” There are also similar thematic options in the Anthropology and Literature and Writing Programs that focus on indigenous (e.g. transnational indigenous issues) and Native American literature/cinema as part of a broader study of ethnic American representation and expression in literature/film taught from an aesthetic point of view. None of these current programs deploy specific tribal epistemologies or American Indian Studies pedagogies as the core focus of the major or major course requirements; the methodology and pedagogy in these other programs are based in traditional exogenous disciplines with American Indian Studies as subfield of anthropology, ethnic studies, and literature.

Appendix A Support Costs

	Yr 1	Yr 2	Yr 3	Y 4	Yr 5
FY	20	20	25	25	25
SOPH	0	18	18	22	22
JUNIOR	10	15	32	32	35
SENIOR	0	10	15	32	32
TOTAL	30	63	90	111	114
FTES	26.00	54.60	78.00	96.20	98.80
Revenue to AA	\$104,000	\$218,400	\$312,000	\$384,800	\$395,200
Planning Assumptions					
1. 10% attrition from FY to SOPH					
2. 5% attrition from SOPH to JUNIOR					
3. By Yr 5, program at steady state					
4. FTES assumes average unit load of 13 units undergrad.					
5. Under normal budgetary conditions, Academic Affairs receives approx. \$4,000 per FTES. Might require UBC request					

Figure 1: FTES and Projected Program Growth

Anticipated Program Costs

		Year 1		Year 2		Year 3		Year 4		Year 5
Personnel										
TT Faculty w/benefits	1	\$95,880	2	\$191,760	2	\$191,760	3	\$287,640	3	\$287,640
Lecturers w/benefits	0.5	\$37,584	0.5	\$37,584	1	\$75,167	0.3	\$15,993	0.5	\$37,584
Staff w/benefits	1	\$49,350	1	\$49,350	1	\$49,350	1	\$49,350	1	\$49,350
Space										
Construction										
Renovation										
Library Resources										
Acquisition				\$1,500		\$1,500		\$1,500		\$1,500
Subscription		\$6,000		\$6,000		\$6,000		\$7,000		\$7,000
Equipment/Materials										
Durable		\$6,700								
Expendable										
Program Costs		\$239,514		\$286,194		\$323,777		\$369,483		\$383,074

Planning Assumptions: 1. Starting Faculty Costs = \$68,000 (salary) + 41% benefits; 2. Average Lecturer Costs = \$1777/wtu + 41% benefits if time base at .4; 3. Staff Costs = salary + 41% benefits; 4. Salary costs do not include pay increases. Use increase information if available



MEMORANDUM

DATE: November 3, 2015

TO: Regina Eisenbach, Academic Programs

FROM: Michael Hughes and Greig Tor Guthey, CHABSS HAPC Co-Chairs

HAPC believes that American Indian Studies is a vital and important program that should be part of the college and the community without a doubt. Given the resource constraints and the limited number of new faculty lines and overall growth each year, however, HAPC cannot commit to the proposed hires on their timeline. There are many competing college hiring priorities.



Michael Hughes



Greig Tor Guthey



Date: October 26, 2015
To: Joely Proudfit, Ph.D.
Faculty Originator, American Indian Studies A-form

From: Curriculum and Academic Programs Committee

Subject: CAPC Review of the AIS A-Form

The CHABSS CAPC is very excited and enthusiastic about an American Indian Studies B.A. at CSUSM and supports the A-form. CAPC's discussion of the A-form frequently reiterated the importance of such a program and the committee felt the proposal made a strong case for the regional importance of curriculum in this area. What follows are some observations CAPC would like to share in the interest of helping to expedite the time required for subsequent curriculum forms in the coming stages of program proposal. CAPC is not requesting any changes or additions to the A-form; the following commentary should be seen as recommendations for the forthcoming P-form for this program.

While the document provided detail in many areas, the committee noted that the details didn't always directly answer the questions asked by the form. CAPC recommends a more direct organizational strategy as many of these questions will also appear again on the subsequent P-Form. For example, question 3 regarding student demand provides many contextual details, for which the committee is grateful, but it makes it harder for the committee to assess if the question about demand has been fully answered. A possible organizational structure might be to focus first on the CSU, then on other institutions, and finally on student demand; this might make it easier to locate answers and evaluate the responses. The committee felt the list of the CSUs and other institutions in the greater region could be more comprehensive. CAPC also felt that the answer to question 5 could be more fully developed.

A different organizational approach that directly answers the form's questions would make review easier. We offer these observations in the spirit of collegiality to ensure timeliness in review once an item reaches the top of the review queue at the respective review stage. To reiterate, CAPC supports the American Indian Studies B.A. and leaves up to the originator to decide whether to incorporate revisions or recommendations at this stage in the A-form. If the A-form is revised then CAPC requests that a revision be provided to the committee for record-keeping purposes.



A second review of the A-form will not be necessary should the document be revised.

In conclusion, CAPC supports American Indian Studies at CSUSM and looks forward to reviewing future curricular forms as this program grows.

Regards,

Rebecca Lush, Co-Chair, Humanities and Arts Representative

Anibal Yanez-Chavez, Co-Chair, At-Large Representative

Jacquelyn Kilpatrick, Humanities and Arts Representative

Karen Glover, Behavioral and Social Sciences Representative

Maureen Fitzpatrick, Behavioral and Social Sciences Representative

Domenica Pearl, University Academic Senate Representative, Ex-officio

Martha Stoddard Holmes, Associate Dean, Ex-officio