

College of Arts and Sciences
(CoAS)

*College Academic Master Plan
(CAMP)*

September 2010
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California State University San Marcos

College Academic Master Plan (CAMP)

CAMP Overview

September 2010

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2010 College Academic Master Plan (CAMP)

College of Arts and Sciences

I. Introduction

The College Academic Master Plan (CAMP) represents the collective faculty vision of the curricular future of the College. It articulates a plan for the growth of the College some ten years out, with particular attention to a short-term, three-year planning window. It outlines curricular programs to be developed by the College, understood to mean majors, minors, certificates, and Master's degrees. Future programs are listed according to their projected start-up year. Programs that may begin beyond the near-term planning window of the CAMP are listed in a placeholder column.¹ For both existing programs and planned, new programs, growth projections are calculated in a number of areas, including (in typical updates to the CAMP) student enrollments, number of students declaring Majors, and growth of faculty. Brief descriptions of planned programs are attached, providing overviews of the curricula to be developed.

Each year, according to the College Governance By-Laws, the elected members of the Hiring and Academic Planning Committee (HAPC) are charged with revising the CAMP. At that time, planned programs may be added, deleted, accelerated, or delayed. The overall plan for emergence of new programs is generated by the faculty, by means of surveys and continual consultation, and forms the basis for the accompanying enrollment and faculty projections. The CAMP is intended to inform curricular and resource planning at both the college and university levels. At the University level, the CAMP plays an important role in relation to ongoing development of the University Academic Master Plan (UAMP). The UAMP lists those academic programs that the University is publicly committed to developing. The UAMP is updated yearly by the Provost's Office, in consultation with the Academic Senate's standing Budget and Long-Range Planning Committee (BLP). Among other things, the CAMP can be used to determine when College faculty should submit "A-form" proposals for BLP review and recommendation to be added to the UAMP. Hence, placing a planned program on the CAMP is often the first step towards realizing its eventual implementation.

Within the college, the CAMP serves various purposes. First and foremost, the CAMP represents the faculty's overall vision of the curricular development of the College, and sets the pace for other planning discussions in College Governance committees and academic departments. The Dean's Office takes important guidance from the CAMP in planning academic schedules, directing resources to departments, and advocating for College interests at the University level. The projections in the CAMP provide estimates of how that vision might impact student enrollment and faculty hiring. By updating the CAMP, the HAPC is able to take a more informed approach to the faculty and staff hiring-priorities that it recommends yearly to the Dean's Office. The College Budget Committee is guided by the CAMP in recommending operating and laboratory budgets, and the College Curriculum Committee consults the CAMP time-lines for program start-up in order to plan its own agenda for review of new program proposals. In each of these functions, the

¹ **Placeholder Column:** "The placeholder column is a non-binding repository used by CAP to report curricular interests to the College. In contrast to items given calendar start dates, items in the placeholder column represent neither commitments nor resources on the part of the College. Items are initiated by faculty (via the mini-summary) and reviewed annually by CAP to confirm continued interest and to determine whether an item in the placeholder column should be given a calendar start date. In signaling curricular interests, this list provides important information about potential directions in which the College Academic Master Plan could develop as it envisions the future" (CAP, 11/97).

CAMP provides tighter linkage between academic-planning and resource-planning discussions within the College.

The CAMP is widely distributed to various personnel and offices, including all College tenure-track faculty, all Department and Program offices, the Provost, the Associate Vice-President of Academic Programs, the Academic Senate, Enrollment Management Services, Undergraduate Advising Services, the Library, Instructional and Information Technology Services, and the office of Planning, Design and Construction.

This edition of the CAMP (the first since August 2008) reflects continued unusual circumstances that have made projections of future program growth difficult. Unprecedented budget cuts have limited hiring, including replacement of faculty vacancies, and FTES is to be cut by 6% for AY 2010/11. Maintaining existing programs is increasingly difficult under these circumstances, and expanding programs or establishing new ones has not been a priority. This year's CAMP focuses primarily on updating departmental status figures (such as FTES and faculty numbers), and projected program initiation dates.

This edition of the CAMP, therefore, is even more limited in scope than the 2008 version, which itself was written in anticipation of difficult budgets and limited growth. In view of the slow-down in campus growth, we have revised the planned timeline for start-up of new programs, and we have offered only the most tentative view of FTES growth across departments, assuming a very slow future growth curve. The Fall 2009 CoAS CAMP Survey (see Appendix A) was used to solicit input for this update. This instrument was distributed to all faculty in the College. The survey solicited ideas and proposals (mini/summary statements) for new programs and curricular initiatives. Additionally, the "champions" of future programs were asked to review and update existing mini/summary statements. In some cases, the Dean's office, in consultation with HAPC, changed the start-up date to account for the anticipated time involved in launching programs.

Because of the virtual hiring freeze, we did not distribute a Department Needs Survey. As we emerge from the several years of budget crisis we have faced, we will need to consider how to balance the needs of established departments that have seen the integrity of their programs threatened by attrition with the needs of new, developing departments that have been forced to struggle for years at inadequate staffing levels. We are hopeful that next year's HAPC will be able to move forward with these plans.

As we publish the 2010 edition of the CAMP, the members of the Hiring and Academic Planning Committee owe many thanks to the Dean's Office support staff who provided the real labor of recording our discussions and publishing this document. On behalf of the faculty of the College of Arts and Sciences, we are pleased to present this plan, and we hope that it serves the College well.

Members of 2009/10 HAPC:

Michael Hughes, MLS
Bill Kristan, BIOL (Chair)
Sheryl Lutjens, WMST
Karina Miller, MLS
Kara Witzke, KINE

Ex-officio members & staff:

Victor Rocha, Interim Dean
Graham Oberem, Associate Dean
Dawn Formo, Associate Dean
Debbie Andrews, Administrative Support

II. CAMP Planning Methodologies

A. Methodology for FTES* Estimates (Full-Time Equivalent Students)

The enrollment projections in this CAMP document (please see table III. B) are based on the methodology used in the August 2008 version of the CAMP with the following 3-year planning assumptions:

- All summer courses in the next three years will be taught through Extended Learning and will produce zero FTES in CoAS.
- There will be a mandated 6% reduction in the 2010-11 CY FTES. (Because no FTES is generated in the summer, this results in an approximately 4% reduction in the 2010-11 AYFTES.)
- There will be no FTES growth for CY 2010-11 through CY 2012-13 (three years).
- We assume a 6% FTES growth rate in CY 2013-14, followed by a 3% FTES growth rate in each of the subsequent years. Projections this far out are highly speculative.

The actual 2009-10 AY FTES is used to project the same percentage share for each department for the next three years and then adjusted for the start up of new programs and other significant curricular changes. These numbers are based on the assumption that there will be no FTES growth for the next three years; the only changes are due to the start up of new programs. As we move beyond the three year window, the projections become highly speculative and should be treated with skepticism and considerable caution. Every year, HAPC revises the numbers based on the current information and placement of new programs and extends the analysis window to the next three years.

The methodology for the 2010 CAMP is as follows:

We take a percentage share of the university FTES target (from the Chancellor's office) and establish it as the college CY FTES target for each year. For 2010-11

University FTES Target = 6846 (a mandated 6% reduction relative to the campus target of 7283 for CY 09-10)

College CY FTES target = 75% of 6846 = 5131

Assuming zero FTES in the summer, the 2010-11 AY FTES target is the same as the 2010-11 CY FTES target = 5131.

We then take the percentage share of each department from the current academic year (2009-10) and project it out for the next ten years, superimposing the growth (or no growth) assumptions as we go. A base assumption is that each department will maintain its share of the college FTES target of the projected period and will grow (or not grow, or shrink) as the college grows over the next ten years.

For example in AY 2010-10, FTES target for Physics = 2.63% of 5131 = 135

Next we introduce changes into these projections based on the start up of new academic majors at the start up dates assigned to each major in the CAMP. For each new major, we add the FTES associated with that major to the academic program offering the major. For example in 2010-11, the Global Studies BA is introduced with 20 FTES.

Since the total FTES must add up to the college target, we subtract the newly allocated FTES from majors and departments across a division or the college. We take a fraction of the FTES from each program. In some cases, the new major is within an existing academic program or department which means that the net impact on the FTES target is zero for that program/department.

*FTES (Full-Time Equivalent Students) = (enrollment x units) / 15 student credit units

Example: (40 students x 3 unit class) / 15 units = 120/15 = 8 FTES

Example:

For the Global Studies BA, it was assumed that most of the 20 FTES produced by GBST courses would come from the departments providing the course offerings for the degree. The new FTES was subtracted from these departments and the other Social Science departments.

B. Methodology for FTEF Estimates (Full-Time Equivalent Faculty)

The College should not expect any growth faculty hires in the next three years. It is therefore assumed that the current TT headcount in all departments will remain the same through CY 2012-13, barring resignations and faculty departures for other reasons. The only exception reflected in the numbers for CY 2010-11 is an interdepartmental transfer of 1 TT FTEF from Sociology to Women's Studies.

In prior editions of the CAMP, a methodology was presented for projecting TT FTEF based on the number of TT faculty lines in departments and the anticipated SFR. Because the College is no longer assigned TT faculty lines, and the method for computing SFR is currently under review, details of the previous methodology has been omitted from the current edition of the CAMP. HAPC will include a revised methodology for projecting TT FTEF, once the parameters that define this quantity have been clarified.

III. A. Growth Projections: Projected Start-Up Dates of Proposed New Program

PROGRAM	11	12	13	14	15	16	Placeholders
Actuarial Science			MIN				
Asian Pacific American Studies							MIN
Biochemistry		MS					
Border Studies (LBST)				BA			
Chemistry							MS
Child & Adolescent Development	BA						
Cognitive Science							BS
Communication and Culture							MA
Communications & Network Tech.							OPT
Computational Biology	MIN		BS				
Dance							BA
Digital and Media Arts		BA	MA				
Digital Rhetorics (LTWR)		MIN					
Earth Science							BS/MIN
Economics							MA
Environmental Science		BS					
Environmental Studies	BA						
Ethnic Studies		BA					
Film and Literature							CONC
French		BA					
Geography							BA
German							BA
Human Development		MA					MIN
Humanities							MIN/BA
Intelligent Systems							OPT
Japanese							MIN
Kinesiology			MS				
Latin American Studies							BA/MIN
Linguistics							BA
Marriage & Family Therapy							MFT
Middle East/Islamic Studies							MIN
Music		BA					
Music Technology	MIN						
Neuroscience							BS
Philosophy		BA					
Physics (Applied Physics)							MS
Professional and Technical Writing							CONC
Public Administration							BA/MPA
Public Health							
Religious Studies							BA
Science Writing							CP
Service Learning							CERT
Sexuality Studies							Minor
Statistics			MIN				
Theatre	BA	BA					
Urban Planning							BA
Video/Film Production	MIN						
Visual Arts							BA
Women's Studies							MA

III. B. Growth Projections: Projected CAMP FTES 2010 to 2018

	Actual			Targets: 3 Year Plan			Speculative Projections				
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
University CY FTES Target	7528	7283	7283	6846	6846	6846	7257	7474	7699	7930	8168
CoAS CY FTES Target	5568	5467	5467	5131	5131	5131	5443	5606	5774	5947	6126
CoAS AY FTES Target	5417	5373	5405	5131	5131	5131	5443	5606	5774	5947	6126
Sciences (Dept./Majors)	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
BIOL (Biol, Biotech)	400	387	395	378	375	375	393	405	417	429	442
CHEM (Chem, Biochem)	196	189	205	196	194	194	202	208	214	221	227
CSIS (CS)	105	85	94	90	90	90	94	97	100	103	106
Environmental Science BS							20	21	21	22	23
KINE (Kine)	161	174	171	164	164	164	172	177	182	188	194
MATH (Math)	399	385	389	373	373	373	394	406	418	431	443
PHYS (Applied Phys)	135	134	141	135	135	135	142	146	151	155	160
Sub-total	1396	1354	1395	1336	1331	1331	1417	1460	1503	1548	1595
Humanities/Arts (Dept./Majors)	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
HIST (Hist)	413	380	372	350	349	349	370	381	392	404	416
LTWR (LTWR)	410	404	411	393	393	393	417	429	442	455	469
MLS (SPAN)	388	373	384	367	367	367	389	401	413	425	438
PHIL (Phil)	151	141	145	139	139	139	147	152	156	161	166
VPA (VPA, Music, DAMA, TA)	309	302	295	282	282	282	299	308	317	327	336
Sub-total	1671	1600	1607	1531	1530	1530	1622	1670	1721	1772	1825
Social Sciences (Dept./Majors)	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ANTH (Anth)	84	101	100	96	94	94	99	102	105	108	111
COMM (Comm, Mass Media)	422	411	435	416	415	415	440	453	467	481	495
ECON (Econ)	133	118	119	111	109	109	115	118	122	126	129
Environmental Studies BA					20	20	21	22	22	23	24
GBST (Global Studies BA)				20	20	20	21	22	22	23	24
HD (HD)	85	97	105	100	99	99	105	108	111	115	118
LBST (LBST)	231	215	206	197	195	195	206	212	219	225	232
PSCI (PSCI)	228	227	224	207	205	205	216	222	229	236	243
PSYC (Psyc, CHAD)	456	435	474	453	452	452	479	493	508	524	539
SOC (Soc, Crim)	612	579	584	557	555	555	588	606	624	643	662
WMST (Wmst)	99	101	112	107	106	106	112	116	119	123	126
Sub-total	2350	2284	2359	2264	2270	2270	2403	2475	2549	2626	2705
CoAS AY Total	5417	5238	5361	5131	5131	5131	5442	5605	5773	5946	6125
Summer	172	189	124	0	0	0	0	0	0	0	0
CoAS CY Total	5589	5333	5423	5131	5131	5131	5442	5605	5773	5946	6125

III. C. Growth Projections: Projected CAMP FTEF: 2009-10 to 2011-12

	ACTUAL			3 YEAR PLAN				
	2009-10			2010-11			2011-12	
			SFR=			SFR=		SFR=
University CY FTES Target	7283			6848			6848	
CoAS CY FTES Target	5467			5131			5131	
CoAS AY FTES Target	5405			5131			5131	
Growth lines	1			0			0	
Total lines			SFR=			SFR=		SFR=
Sciences	FTES	TT Heads	PT FTEF	FTES	TT Heads	PT FTEF	FTES	Total FTEF
BIOL (Biol, Biotech)	395	13	6.61	378	13	TBD	375	
CHEM (Chem, Biochem)	205	7	3.04	196	7	TBD	194	
CSIS (CS)	94	7	1.57	90	7	TBD	90	
Environmental Science BS						TBD		
KINE (Kine)	171	4	2.92	164	4	TBD	164	
MATH (Math)	389	11	4.73	373	11	TBD	373	
PHYS (Applied Phys)	141	4	2.72	135	4	TBD	135	
Sub-total	1395	46	21.59	1336	46		1331	
Humanities	FTES	TT Heads	PT FTEF	FTES	TT Heads	PT FTEF	FTES	Total FTEF
HIST (Hist)	372	11	3.87	350	11	TBD	349	
LTWR (LTWR)	411	9	11.07	393	9	TBD	393	
Modern Language Studies (Spanish)	384	8	7.28	367	8	TBD	367	
PHIL (Phil)	145	2	3.20	139	2	TBD	139	
VPA (VPA, DAMA, Music, TA)	295	11	5.40	282	11	TBD	282	
Sub-total	1607	41	30.82	1531	41		1530	
Social Sciences	FTES	TT Heads	PT FTEF	FTES	TT Heads	PT FTEF	FTES	Total FTEF
ANTH (Anth)	100	2	1.90	96	2	TBD	94	
COMM (Comm, Mass Media)	435	11	6.87	416	11	TBD	415	
ECON (Econ)	119	5	0.10	111	5	TBD	109	
Environmental Studies BA						TBD	20	
Global Studies BA				20		TBD	20	
HD (HD)	105	1	3.20	100	1	TBD	99	
LBST (LBST)	206	8	2.08	197	8	TBD	195	
PSCI (Psci)	224	9	1.61	207	9	TBD	205	
PSYC (Psyc, CHAD)	474	13	5.22	453	13	TBD	452	
SOC (Soc, Crim)	584	16	9.63	557	16	TBD	555	
WMST (Wmst)	112	2	2.10	107	2	TBD	106	
Sub-total	2359	67	32.70	2264	67		2270	
AY Total	5361	154	85.11	5131	154		5131	

III. D. CoAS HISTORICAL FTES BY DEPARTMENT: 1990-1991 TO 2009-2010

a. HISTORICAL ENROLLMENT BY SEMESTER

Semester	ANTH	BIO	CHEM	COMM	CSCI	ECON	HIST	HD	KINE	LBST	LTWR	MATH	MLS	PHIL	PHYS	PSCI	PSYC	SOC	VPA	WMST	GEL	TOTAL
F90		20	2			1	19			27	28	3	6			10	25	26	10	8		184
S91		27	5			8	47			22	27	3	10			14	34	43	7	10		257
F91		34	10		7	4	86			54	48	26	6			21	68	71	39	8		484
S92		27	21		16	7	78			84	47	24	13			29	66	82	62	10		565
F92		42	28		27	18	122			86	63	31	12			53	114	163	64	15		851
S93		46	35		39	15	124			92	89	42	13			50	95	155	81	15		899
F93		54	43		48	28	180			104	92	53	25			72	116	201	99	12		1127
S94		69	29		70	19	133			106	110	61	36			68	124	210	121	19		1171
F94		70	33	8	79	23	159			129	107	71	61			87	149	205	112	22		1315
S95		69	29	7	82	24	134			120	92	65	75			86	131	225	102	26		1268
F95		79	53	29	125	48	175			145	161	163	141		2	90	168	263	141	30		1843
S96		58	67	34	124	42	190			127	148	162	157		0	109	178	292	131	26		1861
F96		100	89	50	152	57	237			166	201	173	205	5	4	117	186	272	154	21		2211
S97		118	79	57	152	52	230			161	187	191	243	5	15	110	173	306	147	23	18	2258
F97		134	90	65	169	52	263	3		188	191	217	238	17	17	113	181	298	140	28		2434
S98		111	85	86	180	49	226	3		198	176	189	248	16	22	97	190	311	153	40		2384
F98		138	98	118	223	61	247	9		202	215	203	234	18	23	109	199	308	155	29		2624
S99		144	102	125	233	77	230	13		229	219	197	261	12	28	121	215	360	167	39		2784
F99		155	101	148	258	71	274	17		266	253	252	288	22	23	139	236	353	152	39	42	3088
S00		173	102	154	272	69	267	18		245	254	228	285	16	34	135	242	356	173	36	20	3078
F00		175	114	158	308	76	265	23		240	293	245	304	20	35	145	230	389	156	44	50	3269
S01		211	103	178	286	91	261	23		243	263	242	295	0	29	132	248	410	183	45	27	3274
F01		185	97	187	313	75	313	27		248	303	256	275	40	25	123	271	358	157	38	37	3327
S02		214	100	170	259	92	278	29		269	266	240	258	63	39	151	303	460	172	60	36	3458
F02		256	137	207	224	92	346	40		303	328	294	281	81	58	185	328	472	227	70	80	4010
S03		247	110	227	222	89	337	52		285	295	269	291	88	52	174	303	467	224	89	29	3850
F03		271	147	253	209	98	358	42		303	392	312	326	65	81	188	344	473	258	113	69	4301
S04		241	115	267	172	100	359	50		265	301	306	299	83	71	171	291	465	205	88	34	3884
F04		300	123	275	155	120	365	49		289	348	307	337	100	72	170	354	453	260	94	46	4219
S05		318	114	281	126	92	329	72		287	338	281	275	76	87	164	410	527	287	95	34	4195
F05		356	126	314	116	91	348	72		270	370	303	298	74	79	188	369	474	285	99	78	4309
S06		349	146	309	107	100	328	73		235	323	277	317	86	90	165	416	512	297	90	26	4246
F06	79	402	157	401	105	134	394	70	115	293	417	374	359	135	103	220	429	630	331	115		5264
S07	62	388	158	400	100	116	405	76	139	226	386	323	333	105	110	213	431	538	318	96		4924
F07	83	408	212	441	112	143	425	81	147	238	423	436	393	161	132	240	448	631	310	106		5570
S08	84	393	180	404	98	122	400	89	175	225	397	362	383	140	138	216	464	592	308	92		5261
F08	108	383	208	447	102	131	409	81	157	228	450	447	426	143	138	234	443	635	348	121		5636
S09	99	388	183	399	79	114	370	103	180	211	385	364	355	141	133	225	432	560	283	85		5088
F09	117	382	193	453	107	127	428	121	174	200	455	455	347	176	149	289	495	610	370	130		5777
S10	86	405	214	447	97	115	354	118	173	193	403	373	378	149	146	218	510	569	272	121		5342

III. D. CoAS HISTORICAL FTES BY DEPARTMENT: 1990-1991 TO 2009-2010

b. HISTORICAL ENROLLMENT BY ACADEMIC YEAR (AY FTES)

Year	ANTH	BIO	CHEM	COMM	CSCI	ECON	HIST	HD	KINE	LBST	LTWR	MATH	MLS	PHIL	PHYS	PSCI	PSYC	SOC	VPA	WMST	GEL	TOTAL
90-91		23	4			5	33			27	27	3	6			12	30	35	10	9		222
91-92		31	16			6	82			38	48	25	8			25	67	77	23	9		454
92-93		44	31		33	17	123			85	76	37	12			51	104	159	63	15		850
93-94		61	36		59	24	157			98	101	57	19			70	120	206	90	15		1113
94-95		70	31		80	24	146			118	99	68	48			87	140	215	116	24		1266
95-96		68	60	31	125	45	182			133	154	162	108		1	100	173	277	121	28		1769
96-97		109	84	53	152	54	234			146	194	182	181	5	10	113	180	289	142	22		2149
97-98		122	88	76	174	50	245	3		174	184	203	241	17	20	105	186	304	144	34		2369
98-99		141	100	121	228	69	239	11		215	217	200	248	15	25	115	207	334	161	34		2680
99-00		164	102	151	265	70	271	18		255	253	240	286	19	28	137	239	354	162	38	31	3083
00-01		193	109	168	297	84	263	23		242	278	244	300	10	32	138	239	400	169	45	38	3271
01-02		199	98	178	286	84	296	28		259	284	248	267	51	32	137	287	409	165	49	36	3393
02-03		251	124	217	223	90	342	46		294	312	281	286	84	55	180	316	469	226	80	55	3930
03-04		256	131	260	191	99	359	46		284	346	309	313	74	76	180	318	469	232	100	52	4092
04-05		309	118	278	141	106	347	61		288	343	294	306	88	80	167	382	490	273	94	40	4207
05-06		353	136	312	112	96	338	73		253	347	290	307	80	84	176	393	493	291	94	52	4277
06-07	71	395	158	401	103	125	400	73	127	259	402	348	346	120	106	216	430	584	325	106		5094
07-08	84	400	196	422	105	133	413	85	161	231	410	399	388	151	135	228	456	612	309	99		5416
08-09	103	385	195	423	91	122	390	92	168	220	417	406	390	142	136	230	438	598	315	103		5362
09-10	102	394	203	450	102	121	391	119	173	197	429	414	362	163	148	253	502	590	321	125		5560

c. PERCENTAGE SHARE

Year	ANTH	BIO	CHEM	COMM	CSCI	ECON	HIST	HD	KINE	LBST	LTWR	MATH	MLS	PHIL	PHYS	PSCI	PSYC	SOC	VPA	WMST	GEL	TOTAL
90-91		10.51%	1.57%			2.02%	14.93%			12.23%	12.23%	1.50%	2.61%			5.26%	13.35%	15.56%	4.32%	3.91%		100.00%
91-92		6.74%	3.48%			1.23%	18.10%			8.43%	10.46%	5.46%	1.85%			5.53%	14.80%	16.85%	5.09%	1.98%		100.00%
92-93		5.18%	3.69%		3.87%	1.94%	14.47%			9.97%	8.96%	4.29%	1.44%			6.04%	12.29%	18.73%	7.40%	1.74%		100.00%
93-94		5.52%	3.24%		5.33%	2.11%	14.08%			8.81%	9.07%	5.09%	1.71%			6.29%	10.77%	18.47%	8.12%	1.38%		100.00%
94-95		5.50%	2.44%		6.35%	1.88%	11.57%			9.31%	7.85%	5.36%	3.80%			6.85%	11.06%	16.99%	9.16%	1.90%		100.00%
95-96		3.87%	3.38%	1.76%	7.04%	2.52%	10.30%			7.50%	8.73%	9.18%	6.11%		0.07%	5.63%	9.78%	15.68%	6.86%	1.59%		100.00%
96-97		5.06%	3.90%	2.48%	7.08%	2.52%	10.87%			6.81%	9.02%	8.47%	8.42%	0.22%	0.44%	5.28%	8.36%	13.44%	6.62%	1.01%		100.00%
97-98		5.16%	3.70%	3.19%	7.36%	2.12%	10.34%	0.14%		7.36%	7.75%	8.56%	10.17%	0.70%	0.83%	4.44%	7.84%	12.84%	6.06%	1.45%		100.00%
98-99		5.26%	3.72%	4.53%	8.50%	2.58%	8.92%	0.41%		8.03%	8.09%	7.46%	9.25%	0.55%	0.95%	4.29%	7.73%	12.46%	6.00%	1.27%		100.00%
99-00		5.32%	3.30%	4.89%	8.60%	2.27%	8.77%	0.57%		8.28%	8.21%	7.79%	9.29%	0.62%	0.91%	4.44%	7.75%	11.48%	5.27%	1.23%	1.00%	100.00%
00-01		5.90%	3.32%	5.15%	9.08%	2.57%	8.04%	0.70%		7.39%	8.50%	7.45%	9.16%	0.30%	0.98%	4.23%	7.30%	12.22%	5.18%	1.36%	1.17%	100.00%
01-02		5.87%	2.90%	5.25%	8.43%	2.46%	8.71%	0.82%		7.63%	8.37%	7.32%	7.86%	1.52%	0.95%	4.03%	8.45%	12.05%	4.85%	1.44%	1.07%	100.00%
02-03		6.39%	3.15%	5.52%	5.68%	2.30%	8.69%	1.17%		7.49%	7.93%	7.16%	7.28%	2.15%	1.40%	4.57%	8.03%	11.94%	5.74%	2.03%	1.39%	100.00%
03-04		6.25%	3.21%	6.36%	4.66%	2.42%	8.76%	1.12%		6.94%	8.46%	7.55%	7.64%	1.81%	1.85%	4.39%	7.76%	11.46%	5.66%	2.45%	1.26%	100.00%
04-05		7.35%	2.82%	6.62%	3.35%	2.53%	8.25%	1.44%		6.85%	8.16%	6.99%	7.27%	2.09%	1.90%	3.98%	9.08%	11.65%	6.50%	2.24%	0.95%	100.00%
05-06		8.24%	3.18%	7.29%	2.61%	2.23%	7.89%	1.70%		5.90%	8.11%	6.78%	7.19%	1.86%	1.97%	4.12%	9.18%	11.53%	6.80%	2.20%	1.21%	100.00%
06-07	1.39%	7.76%	3.10%	7.87%	2.01%	2.46%	7.85%	1.43%	2.49%	5.09%	7.88%	6.84%	6.79%	2.35%	2.09%	4.25%	8.44%	11.46%	6.38%	2.07%		100.00%
07-08	1.54%	7.39%	3.62%	7.80%	1.94%	2.45%	7.62%	1.57%	2.96%	4.27%	7.57%	7.37%	7.16%	2.78%	2.49%	4.21%	8.42%	11.29%	5.71%	1.83%		100.00%
08-09	1.93%	7.19%	3.65%	7.88%	1.69%	2.28%	7.27%	1.71%	3.14%	4.09%	7.78%	7.57%	7.28%	2.64%	2.53%	4.28%	8.16%	11.15%	5.88%	1.91%		100.00%
09-10	1.83%	7.08%	3.65%	8.09%	1.84%	2.18%	7.03%	2.15%	3.12%	3.54%	7.72%	7.45%	6.52%	2.93%	2.65%	4.56%	9.04%	10.60%	5.77%	2.25%		100.00%

III. E. Undergraduate Declared Majors (First Major) Fall Semesters at Census: 1995-2009

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007**	2008**	2009**
Anthropology													1	29	43
Biochemistry	NA	NA	NA	NA	NA	NA	NA	NA	NA	13	38	49	60	68	82
Biology	138	205	233	214	215	222	213	251	267	291	249	284	297	277	312
Biotechnology	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	3	19	23	45	62
Bus. Admin	756	901	907	980	1,106	1,275	1,460	1,737	1,832	1,733	1,738	1,954	2,048	1,952	1,987
Chemistry	31	35	47	54	53	61	48	58	71	65	41	41	53	40	40
Communication	NA	24	77	125	187	225	267	317	335	350	436	573	585	566	586
CIS												24	32	NA	NA
Computer Science	69	125	184	219	279	290	309	299	243	224	181	203	198	188	198
Criminal & Justice Studies										47	170	293	304	317	383
Economics	32	34	31	37	44	43	44	57	58	71	66	94	107	90	82
History	124	127	143	145	165	174	164	196	227	228	211	230	232	203	200
Human Development		16	40	86	129	144	153	198	235	274	288	314	326	344	390
Kinesiology											92	229	301	409	520
Liberal Studies	644	770	876	951	1053	969	1008	991	1047	987	872	792	764	737	744
Literature & Writing Studies	168	185	184	176	179	191	202	233	219	199	214	262	276	265	262
Mass Media														67	116
Mathematics	47	62	54	55	75	75	63	71	80	86	89	112	133	101	116
Nursing												43	123	171	132
Physics, Applied													1	11	21
Political Science	93	89	79	90	104	108	98	115	118	123	134	155	150	164	195
Pre-Nursing											90	291	403	405	476
Psychology	328	352	331	312	330	335	363	413	441	405	400	500	526	552	604
Social Science	132	127	109	128	129	126	117	130	146	154	113	110	109	88	88
Sociology	169	176	162	156	174	188	216	264	283	240	244	266	284	259	242
Spanish	60	73	79	75	74	68	63	90	84	85	71	73	85	73	62
Special Major	2	6	3	2	4	5	4	5	6	7	12	7	9	4	2
Visual & Performing Arts	36	39	48	52	55	53	40	67	124	144	172	221	214	178	152
Womens Studies	11	18	15	18	17	10	13	13	9	14	17	22	22	17	21
Undeclared	143	203	204	214	342	408	394	727	617	461	388	413	457	540	571

III. F. Graduate Student Headcount: Fall Semesters at Census: 1995-2009

	1995	1996*	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007**	2008**	2009**
MA - History													10	26	27
MA - Literature & Writing	25	24	27	29	25	24	20	34	49	52	47	33	38	36	24
MA - Psychology	11	11	20	22	19	17	22	26	25	26	27	24	22	17	28
MA - Sociological Practice	22	18	25	20	28	26	25	34	22	35	39	44	47	51	48
MA - Spanish						10	14	19	14	4	10	17	15	18	17
MS - Biology				7	7	10	10	18	23	25	28	25	23	29	32
MS - Computer Science			11	22	30	34	27	31	37	27	19	22	30	24	25
MS - Mathematics	11	8	6	8	5	7	8	8	12	13	12	12	11	14	17

*Spring 96 census

** PeopleSoft Data from IP&A

IV. Supplement: Proposals for Future Programs

A. Programs with Start-Up Dates: Summary Statements

A summary statement provides a contact person, description and rationale for the program. It should briefly discuss the proposed timeline. A general explanation of the curricular requirements of the degree should be included and its resource implications should be addressed. Strongest proposals will include enrollment projections (perhaps from comparable universities). In some cases, it may be necessary to show how this degree differs from similar degrees already offered or slated.

Actuarial Science (Minor)

Faculty Contacts: Tejinder Neelon, Amber Puha, Radhika Ramamurthi

Proposed Year of Inception: 2013

Actuarial Science is used to evaluate the financial implications of uncertain future events in the insurance and financial security industries. It combines elements from several disciplines including mathematics, economics and business. Actuaries are employed not only by insurance companies, but also by consulting firms, government firms and financial institutions. The two main professional actuary societies (the Society of Actuaries and the Casualty Actuarial Society) administer a series of exams that candidates must pass in order to gain professional standing in the field. Several of these examinations have strong mathematical components; in fact, the first exam is titled the Mathematical Foundations of Actuarial Science. A minor in actuarial science would widen the career options of students enrolled in the degree program and would encourage inter-disciplinary work between the Business School and the COAS.

In order to prepare for the actuarial exams, the following Math courses are necessary:

3 semesters of Calculus,

1 semester of Probability

1 semester of Statistics,

1 semester of Linear Algebra,

1 semester of the Theory of Interest

1 semester of Stochastic Processes.

The first 5 classes are already offered routinely by the math department and the remaining 2 classes are on the course catalog and are offered in rotation.

Biochemistry (MS)

Faculty Contact: Paul Jasien

Proposed Year of Inception: 2012

The area of Biochemistry is one of the fastest growing areas of Chemistry. The number of positions for trained biochemists continues to grow, especially in Southern California. For example, one of the main industries hiring biochemists is the rapidly expanding biotechnology industry. According to BIOCUM, a local life science industry association, employment in biotechnology grew nationwide by nearly 50% between 1997 and 2001, with over 100,000 (60%) of these positions in California's biotechnology industry. The demand shows no sign of slowing, and it includes all levels of positions, from HS graduates to PhDs. In fact, several biotechnology industry surveys of their pipeline of future scientists predict shortages of trained personnel within the next few years.

The Department of Chemistry and Biochemistry has recognized this high demand for a Masters level program for several years now. However, given the constraints of the CSU funding climate, we chose to

complete the building of our undergraduate programs to a satisfactory point before turning our efforts to a graduate level program. With the American Chemical Society certification of our Bachelors Degree program in Chemistry, we are now in a good position to plan the Masters Degree program. There are many potential benefits to bringing on this degree program, including a potential boost to our research productivity, a corresponding increase in the opportunities to secure external funding, and the additional group of potential peer mentors and teaching assistants for our undergraduate classes. The Masters program would also allow our faculty to teach more advanced courses in their fields. This will help in the recruitment and retention of top quality faculty in Biochemistry and its supporting fields.

Recognizing that there are many unfunded demands on science departments with state funded degrees, such as instructional equipment maintenance, repair and replacement costs, instruction of small sections and large numbers of laboratory courses, we are seeking to develop this program in collaboration with Extended Studies using a self-support model. The focus would be on meeting continuing education needs of biochemists and other life science researchers who currently hold industrial positions. We are in the process of conducting a demand survey in conjunction with the Biotechnology programs. This survey will help us propose appropriate times for course offerings and number of courses to offer each semester. With the degree requirements totaling roughly 30 units, we plan to offer two paths, either all course work or a combination of course work and a research thesis (pending the interest survey results).

The overall intent of the new degree program is to meet the current demand for Biochemists in the San Diego area. We will keep this in mind as we develop the details of the program. Given the current demand, the solid foundation provided by the undergraduate program in Biochemistry, and the support for this proposal among the faculty and Chemistry and Biochemistry, we request that the Masters Degree in Biochemistry be placed on the CAMP for 2008.

Border Studies Major (BA)

Faculty Contact: Vivienne Bennett

Proposed Year of Inception: 2014

Border Studies is an interdisciplinary degree program designed to provide a rigorous introduction to the multi-faceted issues and relationships that shape border regions. As an interdisciplinary course of studies, the major exposes students to the ways in which the expertise and methodologies of different disciplines contribute to the understanding and resolution of border and regional issues. The Border Studies Option is designed for students who seek careers in the public sector, private sector, or non-profit sector.

The major provides students with the theoretical grounding necessary for the analysis of transnational issues that affect the quality of life of communities in complex regional settings. 300-level courses introduce students to contemporary border and regional issues including health care, education, economic development, natural resource management, language issues, science and technology transfer, population dynamics, and race and culture. A required applied methods course exposes students to hands-on experience with research. A variety of 400-level, advanced-skills courses are offered for engaging in effective cooperation across borders and within regions.

The major, built on the assumption that bottom-up approaches drawing on local decision-making and priority-setting are the most effective, uses the U.S.-Mexico border region as a laboratory for research and training. The U.S.-Mexico border focus is expanded on by a required capstone course that explores border and regional issues around the world.

Child and Adolescent Development (BA)

Faculty Contacts: Sharon Hamill and Maureen Fitzpatrick

Proposed Year of Inception: 2014

Mission of the Program. The mission of the Child Development (CD) Program is to instill in students a lifelong interest in learning and understanding of the psychological, social, cultural and biological development of children and adolescents, and to prepare them for professional careers or further graduate study related to children or adolescents.

Program Description. Child and Adolescent Development (CHAD) is the scientific study of children's development from conception through adolescence. Students majoring in CHAD will gain a comprehensive overview of typical and atypical development of children from diverse backgrounds and the methods used to study them. The major will highlight diverse theories, milestones across developmental domains, family systems, ethics, and developmental research methods. Students will examine the biological, cognitive, and psychosocial developmental changes that occur in children/adolescents from a lifespan perspective. Students will become knowledgeable about the physical (e.g., genetics, brain structure and functions, impact of disease), cognitive (e.g., brain development related to changes in cognition), social (e.g., impact of family, peers and culture on development) and emotional (e.g., functions of emotions, emotional regulation) development of children and adolescents. Additionally, larger ecological factors (e.g., social policy, prejudice, poverty) will be a part of the curriculum. Students will acquire knowledge and gain an understanding of development through exposure to relevant scientific literature, research projects, selected service, and fieldwork. Child and Adolescent Development has strong ties to other fields such as sociology, biology, communication, and linguistics. CHAD majors will receive an excellent foundation for subsequent careers working with children/adolescents in various fields including research, education, health care, public policy, the law, and counseling.

Computational Biology (Minor/BS)

Faculty Contact: George Vourlitis

Proposed Year of Implementation: 2011 (Minor); 2013 (BS)

Computational Biology is an important component of all aspects of Biology extending from molecular biology, ecology, and allied health. A recent report published by The National Research Council entitled *BIO 2010* indicates that Computational Biology is the area that needs the most improvement in biology by the year 2010. Many local and regional needs highlight this recommendation. First, San Diego County is a regional "hot spot" for biotechnology, and technological advances in the biotechnology industry (e.g., microarray analysis) have caused an explosion in the amount of data that represents a challenge to traditional data manipulation and analysis. Regional habitat conservation needs embodied in the Multiple Habitat Conservation Plan (MHCP) and the Multiple Species Conservation Plan (MSCP) require students that are trained in advanced database management and analysis (e.g., analyzing satellite imagery, species distributions across the landscape, or multivariate statistics). Finally, regional needs in the field of allied health (i.e. nursing) are acute, and practitioners that have training in, for example, management of electronic patient files or the analysis of epidemiological trends in disease management, are urgently needed. Thus, a minor, and eventually, BS major in computational biology would provide training for students in existing (Biology) and emerging degree programs (Biotechnology and Nursing), and fulfill important regional and national needs in computational training and expertise.

Digital and Media Arts (BA)
Faculty Contact: Kristine Diekman
Proposed Year of Inception: 2012

This proposal is for a Bachelor of Arts degree in Arts and Technology in the Visual and Performing Arts Department. Currently Arts and Technology is a “track” in the B.A. program of the Visual and Performing Arts Department, and is scheduled on the Academic Blueprint to become a major (B.A.) in Fall 2012. The Arts and Technology major is designed for art students who wish to work with “new media” -- digital arts, multimedia, video, audio and/or web design within the context of art making. This interdisciplinary major emphasizes research and creative use of various digital media across the disciplines of music/audio, video, performance, and graphic and visual arts. This area of study in the arts is the one of the most recent in the field, gaining great significance and popularity internationally within the last ten years.

The Arts and Technology Major will build on the already existing Arts and Technology Track. The major will provide more lower division courses in both theory and practice of digital arts/new media (video, digital photography, web design and net art, computer arts, electronic music, multimedia, and interactive art) which will help students in the college and university become better prepared for the major or become more familiar with new media in general through general education and studio courses. The upper division curriculum will offer an expanded range of courses which will provide students with a greater proficiency and understanding of digital art or new media. This will be beneficial to the region and state through preparing students for M.A. and M.F.A. programs and for professional work in the fields of graphic design, web development and video production. Although there are many “concentrations” or “areas of study” (see Appendix A) in digital art and new media through out the CSU system, Cal State San Marcos will be the first to offer this degree as a B.A. This will set Cal State San Marcos at the forefront of new media education in the state university system.

Furthermore, the Arts and Technology Major builds on our already established community and civic engagement by providing numerous, significant opportunities for students and faculty to work in collaboration with regional public institutions. Currently we work with the community through Video in the Community and Native Rock, two ongoing student/community collaborative projects.

Since its inception, the Visual and Performing Arts Department has been committed to several innovative educational objectives which are *aligned with the College and University Mission and Vision*. The Arts and Technology Major builds on these:

Global Arts – Arts and Technology Major explores world cultures through courses in world cinema, international video and new media movements throughout the Americas, Asia and Europe, critical theories of arts in cyberspace, and critical histories of photography including work produced in response to the holocaust.

Commitment to the latest technology – Arts and Technology offers cutting-edge courses in digital art and music, web design, video, and interactive multimedia.

Interdisciplinary approach – The major includes classes in video, dance/performance, music, art and media history, and visual arts. Collaboration across disciplines is encouraged among our students and faculty.

Building community through the arts – The major builds community through outreach to schools, art research and exhibits performances and video productions. Currently two core faculty actively teach and research community projects coursework in video, photography and web design.

Student as active participant in the learning process- The major incorporates hands-on experimentation with new technological tools and strategies for art making in the digital age.

The Arts and Technology major shares its goals with the VPA department: To help students develop a multi-disciplinary and global perspective in the arts. To provide a curriculum that teaches the skills of critical analysis using works of art from a broad range of cultures and styles. To assist students to become fluent in the theory and practice of new digital technologies. To provide the tools for students to create their own art as composers, visual artists, designers, media artists or performers with an emphasis on the creative use of digital technology. To help students discover their own cultural histories and ethnic identities.

Digital and Media Arts (MA)

Faculty Contacts: Kristine Diekman and Deborah Small

Proposed Year of Inception: 2013

The goal of the Digital and Media Arts MA is to acquaint students with the aesthetics, theories and techniques of emerging digital technologies and examine these essential changes within the context of the art making process. The program encourages students to research and gain technical expertise in 2-D, 3-D and time based digital arts.

In an age where 2-D and 3-D design, photography, video, animation, performance and audio are rapidly converging the Digital Arts Masters offers artists, students and technologists the opportunity to explore the creative potential of digital media.

The MA in Digital and Media Arts focuses on artistic and conceptual development through advanced courses and independent research and production in digital media. The program emphasizes the conceptual and artistic understanding students need to produce thoughtful, engaging, professional work in this media. It serves as preparation for the student who wants to develop a portfolio for application to an M.F.A. program. The program also provides advanced study for a student who would like to enter professions utilizing such media. This is a one year, 30 unit degree program.

Digital Rhetorics (Minor within LTWR)

Faculty Contact: Oliver Berghof

Proposed Year of Inception: 2012

Summary statement currently under development.

Environmental Science (BS)

Faculty Contacts: Victoria Fabry and Charles De Leone

Proposed Year of Inception: 2012

The Bachelor of Science degree in Environmental Science will be an interdisciplinary major designed to provide students with the scholarly background necessary to understand and analyze complex environmental problems and to formulate decisions. In-depth understanding of environmental issues and solutions to environmental problems requires the knowledge and analytic approaches of several scientific disciplines including chemistry, geology, physics, and biology. Because environmental problems arise in a political, business or legal context, students will also attain understanding of the economic and social issues that relate to humankind's impact on the environment.

This major will train students to identify environmental problems, formulate the proper questions, and design and executive appropriate solutions, taking into account scientific knowledge (and its limits), legal

constraints, and the business and social context. Upon completion of this degree, students will be well qualified for jobs in government, business, and non-profit organizations.

Environmental Studies (BA)

Faculty Contact: Robert Brown

Proposed Year of Inception: 2011

Environmental Studies focuses on the interactions of human systems with physical and biological systems. Because environmental problems are produced by the interaction of human and natural systems, the Environmental Studies B.A. will train students to investigate and understand environmental issues within scientific, social, and cultural contexts. To do so, the program necessarily provides foundational training in natural sciences, social sciences, writing and research, quantitative skills, the arts and humanities. The Environmental Studies B.A. will prepare students for a wide and diverse range of occupations in environmental science and policy as well as for subsequent graduate studies in law, natural sciences, and social sciences.

At the heart of the CSU San Marcos College of Arts and Sciences mission lies a commitment to “interdisciplinary instruction that...integrates ideas across intellectual boundaries.” By its nature, Environmental Studies integrates methods and data from multiple disciplines across the arts and sciences. The CSU San Marcos mission is focused on preparing students “to live co-operatively and competitively in a world of cultural and ethnic diversity, economic and governmental differences, shared resources, ecological restraints and technological change.” An Environmental Studies program would be central to this mission, since it would offer insight and expertise into the causes and solutions of the international environmental and ecological problems, including water scarcity and pollution, urban development, industrial pollution, habitat degradation, climate change, and loss of biodiversity that affect the San Diego area. Graduates of the program would go on to careers dedicated to protecting the natural resources on which all of the region’s many communities depend.

Ethnic Studies (BA)

Faculty Contacts: Michelle Holling and Theresa Suarez

Proposed Year of Inception: 2012

The Ethnic Studies major offers students the opportunity to study critically and systematically the experiences of racial/ethnic groups that historically have been economically, educationally, politically, legally, and socially disadvantaged. It analyzes how these groups have been integrated or not into societ(ies) and how race/ethnicity has shaped identity. Offering both US and global perspectives in an interdisciplinary and comparative framework, the Major helps students better understand the multi-ethnic cultures of which most modern nations are comprised; it supports the mission of the university by helping prepare students “to live cooperatively and competitively in a world of cultural and ethnic diversity”; and it helps prepare students for careers in the public and private sectors, including business, education, law, medicine, public health, corrections, social work, public relations, journalism, politics, psychology, international relations, and creative writing. It also lays basis for pursuit of graduate study.

A degree program in Ethnic Studies is central to the University’s commitment to “Excellence through Diversity” since it focuses “on international concerns of race, gender, and cultural diversity.” In short, it offers “cultural enrichment in an intellectually stimulating environment.”

French (BA)**Faculty Contact: Veronica Anover****Proposed Year of Inception: 2011**

Summary statement currently under development.

Human Development (MA)**Faculty Contact: Fernando Soriano****Proposed Year of Inception: 2012**

The planned mission of the graduate program in human development at Cal State San Marcos is to provide graduate education of the highest caliber to qualified students, leading to the Master of Arts degree. The Program's objective is to prepare students for either continued study at the doctoral level within relevant social science or public health fields or for a variety of professional or administrative positions in health care, child care and development, law enforcement, juvenile justice, gerontology, human resources, business, industry or public sectors, or for teaching or academic careers at the two-year college level. The Program is committed to treating students collegially and with respect offering close supervision and ready access to faculty serving as mentors. The program is committed to nurturing critical thinking, instilling high level verbal and written communication, quantitative skills, with an appreciation of qualitative reasoning, and a firm understanding and appreciation of cultural diversity and gender studies. A particular feature of the program is its focus on field internship experience related to the particular specialty area chosen by the student. Students will select from one of the four specialty areas in HD: (1) Child and Adolescent Development, (2) Adult or Gerontology, (3) Health, or (4) Counseling. All students will be exposed to a core set of graduate level courses in each of the following areas all taking a life-span approach: (1) Human development and psychology, (2) human development and sociology, (3) human development and biology, and (4) human development and health. This is in addition to graduate training in research methods and statistics. All courses will ensure that discussions, curriculum, lectures and readings will be related to issues of cultural diversity and gender. The end product for all students will be a thesis based on a guided research study, which will be prepared in the form of a manuscript to be submitted for consideration to be published in a scholarly peer-reviewed journal.

The University is currently committed to strengthening the current Human Development Program by providing it with increased resources including increasing the number of faculty in the Program. Hence, the present schedule for the onset of the graduate program in 2009 is ideal, since it will allow us to hire faculty within the specialty areas necessary to start the graduate program. Given the current curricular and training plans for the program we will need to engage the equivalent of five full-time tenure track faculty members within the following areas: (1) Child development, (2) public health or human biology, (3) counseling or clinical psychology, and (4) adult development or gerontology. Some of these faculty members could conceivably hold joint appointments in other existing academic units, but regardless, we will need the equivalent of five full-time faculty members, including the chair of the Program, who is currently the only full-time member in the Program.

Kinesiology (MS)**Faculty Contact: Todd Astorino****Proposed Year of Inception: 2013**

The graduate program in Kinesiology will provide a broad, comprehensive study of human movement across the entire lifespan, from mechanical, physiological, psychological, and behavioral perspectives. Coursework for the degree will be designed to provide students with background knowledge and experience for professional careers in a variety of areas including clinical exercise science, applied

biomechanics/rehabilitation, fitness and health promotion, and pedagogical studies, or to prepare students for further graduate study in one or more of the sub-disciplines of kinesiology including: biomechanics, exercise physiology, motor control/learning, or pedagogy. The MS program will be housed in the Kinesiology department and will attract students primarily from the undergraduate Kinesiology program on our campus and other surrounding undergraduate programs.

Music (BA)

Faculty Contact: Bill Bradbury

Proposed Year of Inception: 2012

The Music Major at CSUSM will provide a quality education in music in a liberal arts setting with emphases in music theory, history, ethnomusicology, music technology, performance skills and ensemble work. This major will serve as an in-depth music education for students who want a more intense music focus than the interdisciplinary VPA music track can provide. This major specifically addresses the needs of CSUSM students by including more robust curriculum in theory, history and performance skills and will interface well with the area community colleges' curriculum in music. It will provide the necessary work for entrance into graduate school in music. There is a strong need for a BA in Music offering in North County; while SDSU has a strong music major, it is impacted and, obviously, is not in our area. Palomar and Mira Costa Community Colleges both have excellent music programs with a significant number of majors. VPA music faculty will work closely with the faculty at both colleges to address their students' needs and work towards a seamless articulation with the CSUSM music major. The major will grow at a steady rate with a maximum enrollment of approximately 75 majors (triple the current number in the VPA music track). The current physical resources of the VPA facility are mostly adequate to support the major; some new instruments will need to be purchased and the digital labs will need updating. The degree will ultimately require the addition of three new faculty members in music and a number of adjunct faculty.

Music Technology (Minor)

Faculty Contact: Bill Bradbury

Proposed Year of Inception: 2011

Summary statement currently under development. Curricular forms submitted to CAPC.

Philosophy (BA)

Faculty Contact: Manuel Arriaga

Proposed Year of Inception: 2012

We propose to offer a BA in Philosophy, beginning Fall 2012. The Philosophy Major will provide a comprehensive study of philosophy, with particular emphases on ethics and the application of philosophical modes of inquiry to other academic and professional fields. The curriculum will draw from each of the two models of study that characterize most undergraduate philosophy curricula: Some programs are organized along a history-of-philosophy orientation, in which the basic problems and themes of philosophy are studied in context of the historical evolution of philosophical thought; many other philosophy programs reflect a topical approach, in which the basic subject-areas of philosophy are surveyed as distinct problem-domains---logic, ethics, epistemology, metaphysics, etc.

We propose to combine these approaches: A sequence of courses in the history of philosophy will focus mainly on issues of metaphysics and epistemology (theory of knowledge and philosophy of mind). In these two areas, students will be encouraged explicitly to appreciate philosophy as an extended conversation and dialectic of divergent views. Students will trace the emergence of Western philosophy

from its origins in ancient Greece, examine the role of philosophy in shaping the modern world view, and study traditional Western and non-Western approaches to questions of metaphysics and epistemology. Students will also complete required courses in logic, philosophy of language, and ethics, in order to understand how the study of philosophy may be organized around discrete topical fields, encompassing a range of divergent, interrelated positions. Among these thematic courses, the study of ethics will be given pride of place.

Upper-division elective courses will be offered to extend and complete this survey of the history of philosophy, or to offer a more focused and specialized study of a given thematic area of philosophy. Preparation for the Major begins with a course in symbolic logic and critical thinking, as well as an introductory-level survey course (intended to fulfill LDGE requirements A3 and C2, respectively). The Major will also require a course in theory applied to a discipline outside of philosophy, in order to demonstrate the force of philosophical thought in other academic fields.

A Senior Seminar is proposed as the culminating experience for the Major.

The Philosophy Major will be designed to serve the following learning objectives:

- To introduce the student to the basic thematic areas of philosophic study (logic, metaphysics, epistemology, ethics, etc.);
- To introduce the student to a variety of philosophical traditions, Western and non-Western;
- To foster the student's understanding of philosophical issues related specifically to the academic disciplines;
- To help the student achieve greater understanding of the relations between academic fields and the importance of interdisciplinary inquiry;
- To help the student appreciate the practical applications of philosophical investigation in matters of academic, social and personal concern; and overall, to enrich and broaden the student's intellectual life.

As core values, the Philosophy Major will emphasize the importance of critical and creative thinking, clear and coherent use of language, openness to plural approaches to problems, and the importance of multiple cultural traditions within the field of philosophy.

Public Health (MPH)

Faculty Contact: Kara Witzke

Proposed Year of Inception: 2011

The traditional mission of the field of public health is to foster conditions within which people can be healthy. Public health professionals use organized, interdisciplinary efforts and address physical, mental and environmental health concerns of communities and populations at risk for disease and injury. This is achieved through the application of health promotion and disease prevention interventions designed to enhance quality of life. San Diego County is in need of professionals with graduate-level training in the healthcare fields. Our program will educate students to recognize and respond to emerging threats to public health in the coming decades in a culturally competent manner, in service to North San Diego County. We envision an MPH that contains a general public health core with three "options" that include: Emergency Preparedness/Bioterrorism, Health Promotion, and Health Services Administration. This program will be connected in part to the Kinesiology, Nursing, and Human Development programs (but run out of Extended Learning) because most of the students who pursue an MPH come from these fields. We may be able to utilize talented faculty from the Sociology, Psychology, and Biology departments to deliver selected classes in the curriculum, as well as individuals representing our government partners such as San Diego County Health and Human Services.

Statistics (Minor)**Faculty Contacts: David Chien and Amber Puha****Proposed Year of Inception: 2013**

Several programs have expressed an interest in maintaining a placeholder on CAMP for a minor in Statistics. We have initiated conversations among interested programs and faculty about the possibility of offering the minor through a consortium that would utilize talent already existing here at CSUSM. Programs and faculty who have expressed interest are Biology, Dick Bray; Economics, Bob Rider; Mathematics, David Barsky and David Chien; and Psychology, Gerardo Gonzales and Marie Thomas. We intend to continue these preliminary conversations, and hope to enlarge the pool of interested programs and faculty.

Theatre (BA)**Faculty Contact: Marcos Martinez****Proposed Year of Inception: 2011**

The Theatre Program at CSUSM goes beyond other theatre programs in the region through its cross-cultural and global emphasis on theatre as an art form, and acting as a craft. In the major we will institutionalize this focus by deepening existing courses in acting, production, and survey courses dealing with plays from outside the U.S. Additionally, the program will continue to provide opportunities to work in both English, Spanish, and bilingual formats, thereby addressing regional needs made evident through current and past offerings. This program will further institutionalize the primacy of diverse perspectives by creating work that brings students together towards common goals.

We have provided students opportunities to work with theatre artists from a number of regions and disciplines including both, commedia del arte, Russian theatre (Stanislavski workshops), Mario Gonzales Method, Suzuki Method of Actor Training, and Grotowski Training. All having been offered by artists trained and working specifically in the named discipline. These opportunities are unparalleled in undergraduate training and provide students with actual professional experiences.

In terms of additional courses we will be expanding the acting course sequence and establish a two production per year calendar with play readings between these productions. The focus on Latino theatre will be further articulated to include the development of new work. Within the existing curriculum plays and techniques from other countries will continue to be included and studied as viable contributions to American theatre. Technology will be incorporated through further development of work using existing video and sound facilities in the program.

Video/Film Production (Minor)**Faculty contact: Kristine Diekman****Proposed Year of Inception: 2011**

Summary statement currently under development.

B. Mini-Summary Statements for “Place-holder” Programs

Often less detailed than the summary statement, the summary statement for a placeholder program should provide a contact person, description and rationale for the degree. It is typically one or two paragraphs long.

Asian Pacific American Studies (Minor)

Faculty Contact: Susie Lan Cassel

Asian Pacific American Studies is a cross cultural, interdisciplinary field of inquiry that examines issues such as race, nationality, culture, immigration, ethnicity, generation, class, labor, and gender, as they concern one of America’s largest and most diverse ethnic groups. In the twenty-five years since its inception, Asian Pacific American Studies has been given program status at a number of universities across the nation, especially those in California. It would contribute significantly to the CSUSM college mission, which stipulates that “diversity is fundamental to the achievement of excellence” and it would support the university mission to “focus on [the] international concerns of race, gender, and cultural diversity” and offer “cultural enrichment in an intellectually stimulating environment.”

In the California State University system, no less than half a dozen campuses offer minors in Asian Pacific American Studies and three campuses are offering (or in the process of receiving approval for) majors (CSUSF, CSUN, CSU Fullerton). Notably, San Diego State University does not have an Asian American Studies program of any sort. A minor in this important field of study at CSUSM would help to distinguish the curricular and research interests between the two San Diego campuses and serve as an excellent recruitment vehicle for students interested in this valuable academic endeavor.

According to the Association of Asian American Studies, the rubric “Asian Pacific American” includes (but is not limited to) peoples with ancestry from the following: China, Japan, Korea, Philippines, Vietnam, Laos, Cambodia, Guam, Samoa, Hawaii, South Asian Indian, Sri Lanka, Bangladesh, Pakistan.

Chemistry (MS)

Faculty Contact: Steve Welch

Summary statement currently under development.

Cognitive Science (BS)

Faculty Contacts: Miriam Schustack, Bob Yamashita, Jocelyn Ahlers, Katherine Brown and Barry Saferstein

The Cognitive Science major will require a series of specifically-designed interdisciplinary cognitive science, and introductory courses in the core disciplines. Students will then choose a primary field and a secondary field within the cognitive science major. Faculty in each of the core disciplines will be responsible for identifying the courses required to fulfill a primary or secondary field within their discipline. The cognitive science major will likely require the hire of a new faculty member with a truly interdisciplinary perspective who can bring these components together into a cohesive educational plan.

Communication and Culture (MA)

Faculty Contact: Dreama Moon

Summary statement currently under development.

Communications and Network Technologies (Option)

Faculty Contact: Rika Yoshii

This option is designed to provide the students with a broad background in the principles and technologies for computer-related communications and networking systems. It introduces the structure, implementation, and theoretical underpinnings of computer networking and the applications that have been enabled by these technologies. Building upon and incorporating some of the key disciplines in traditional computer science, this option is more technology (communications and networking) oriented, and emphasizes the applications of traditional computer science in these technologies.

The new option will open up more job opportunities for students in the following areas:

Network Administration, Communications Software Engineering,
Network Technical Support, Web Development, Internet Security
Administration/Analysis, Network Planning/Design, Marketing, etc.

The option is an area within Computer Engineering. According to data drawn from the CSU Website, indicating employment trends in a range of occupations during the 1993-2005 period, Computer engineers will grow from 1,820 in 1993 to 3,800 in 2005 (109% increase). It is among the 25 occupations requiring a college degree that are expected to enjoy the greatest numerical growth during the 1993-2005 period. San Diego is a center of telecommunications. In this region, the growth is expected to continue far beyond 2005.

CSUSM is in a strong position to deliver the option. The fundamental computer sciences courses are already in place. The computer science department is experienced in starting a new option, and in developing a successful master's program. Once the option is implemented, there should be many opportunities for industry co-op. We will also gradually reach out to get projects from local companies.

The curriculum will include core courses such as Introduction to communications and networking technologies, Internet Architectures and Protocols, Introduction to Telecommunications, Operating system, Network Security, and Network Management and electives such as: Distributed Systems/Algorithms, Multimedia Networking Technologies, Architectures for Networking and Communications, and Wireless and Mobile Computing.

Dance (Minor)

Faculty Contact: Karen Schaffman

The Dance major will provide students with a degree in dance performance with a strong emphasis on interdisciplinary practices. The program will focus on the acquisition of skills through technique and choreography. It will also highlight theory and global arts to enhance the understanding of the significance of dance and performance on political and social levels. The integration of study in another art disciplines such as music, video, digital and media art, and theatre, will formulate an innovative dance program that will attract students in our region.

The proposed Dance major complements the expansion of VPA from a series of "options" to various major areas of study. Currently Dance exists as minor and services the VPA program (and GE) by providing electives that focus on embodiment as practice and theory. The Dance program also emphasizes collaborative skills and interdisciplinary art-making.

Earth Science (Minor and BS)**Faculty Contacts: Graham Oberem and Michael Schmidt**

Earth science is a broad discipline that covers such areas as geology, geochemistry, geophysics, atmospheric science, oceanography, meteorology, hydrology, and others. Even astronomy is sometimes viewed as being an earth science. Any of these sub-disciplines can grow into a fully-fledged department in its own right and examples of such departments exist at other institutions. However, all of these, when fully developed, are laboratory sciences and the cost of starting any one of these departments is significant.

At CSUSM, expertise in several of the sub-disciplines of earth science is available within existing departments. Introductory courses, mostly for the general education program, are currently offered in some earth science areas. In addition, some departments are planning to offer earth science sub-disciplines as options within existing degree programs. For example, it is being proposed that hydrology be offered as an option in the Environmental Sciences degree.

It is therefore proposed that the Earth Science degree be retained as a placeholder on the CAMP to reflect the intent of the College that, at the appropriate time, the College may choose to

- collect the expertise in earth science into a single Earth Science Department,
- develop an interdisciplinary bachelor's degree in earth science,
- initiate any particular earth science sub-discipline as an option in an existing degree program, or
- develop an earth science sub-discipline into a fully-fledged degree-offering department.

Economics (MA)**Faculty Contact: Robert Brown**

The Economics Program has a placeholder on the CAMP for a masters Degree in Economics. We would like to maintain that option. When Economics achieves a critical mass of faculty and students, we will begin development of that degree.

Film and Literature (FLIT within LTWR)**Faculty Contact: Oliver Berghof**

The FLIT concentration in the LTWR department would invite students to combine their interest in critical and cultural studies with film studies. As such, FLIT students would share the LTWR core classes in rhetorical and cultural theory. These students though would apply the theory primarily to filmic rather than literary texts. The department imagines this concentration as an interdisciplinary one that would include existing and newly designed film/literature/writing courses in LTWR in addition to courses in Film Studies, History, and Visual and Performing Arts. This emphasis would be of particular interest to students interested in film criticism.

Geography (BA)

Faculty Contacts: Anibal Yáñez-Chávez and Kim Knowles-Yanez

Geography represents a well-established tradition of research and scholarship. At the same time it is an evolving field in which the legacy of past ideas remains strongly embedded but current thinking is still being worked out. A useful formal definition is that “geography is concerned to provide accurate, orderly, and rational description and interpretation of the variable character of the Earth’s surface” (Hartshorne, 1959). Since it is neither a purely natural science nor a purely social science, it is in a sense interdisciplinary at the core. The essential characteristics of geographical study are:

- Emphasis on location. Geography is concerned with the locational or spatial variation in both physical and human phenomena at the Earth’s surface. It tries to establish locations accurately, to represent them effectively and economically (cartography), and to disentangle the factors that lead to particular spatial patterns.
- Ecological emphasis on society-land relations. The interrelations of phenomena, the links between aspects of the natural environment and the human population occupying or modifying it.
- Fusion of spatial and ecological approaches described under (a) and (b) in regional analysis

Geography programs are traditionally found at comparable, albeit larger, institutions; CSU Northridge and SDSU, for example, each have strong quantitative geography programs. At CSUSM we have the opportunity to develop regional and systematic geography curriculum that can contribute significantly to an understanding of North San Diego County and its place in the global economy, as well as to GE and to the preparation of future teachers.

German (BA)

Faculty Contact: Michael Hughes

This program would provide students with coursework in the language and language varieties, cultures, and literatures of the German-speaking world. This program is traditionally found at institutions comparable to CSUSM, when the Foreign Language Department is fully developed. Although there is not an anticipated demand for this program for the next 5-year period, the development of the Program of Foreign languages over the next 8-10 years should include this option for students wishing to study a foreign language beyond the intermediate level. It is envisioned that, as with Spanish, this would be attractive to many students as a second major, to complement another area of study.

Human Development (Minor)

Faculty Contact: Fernando Soriano

The Human Development Minor is an interdisciplinary degree that is designed to prepare students to succeed in an increasingly diverse cultural, ethnic, economic, and political environment. The Minor would enable students to benefit from a curriculum in Human Development courses and coursework from Sociology, Psychology, and Communications, as well as other disciplines.

Humanities (Major and Minor)

Faculty Contact: To be determined

The Arts and Humanities Program will offer students a means to pursue intensive directed study of the variety of humanistic disciplines, while insuring that their course of study is comprehensive in breadth of coverage of the various disciplines. Offering both a Major and Minor, the Arts and Humanities Program should attract students whose interests are general, yet limited mainly to the humanities, as well as

students who wish to combine fields of study for the sake of an interdisciplinary academic concentration within the humanities. Programs that have expressed interest in participating in this Program are: History, Literature and Writing Studies, Visual and Performing Arts, Foreign Languages, and Philosophy. In time, the Arts and Humanities Program might serve as a “home base” program in order to recruit to campus instructors in disciplines such as Religious Studies or Classics that would not be represented in any existing Programs.

The Program will take its design after the model of CSUSM’s Social Sciences Program; students will pursue a course of study distributed between primary and secondary areas of study. With regard to the Major, the student’s primary area of study will comprise the greater part of the student’s coursework for the Major; the student’s work in two additional secondary areas will comprise the remainder of the student’s coursework. For the Minor, the student will complete work in two areas of study, comparable in quantity to the coursework completed by Majors in their two selected secondary areas. Primary and secondary areas of study may be defined in terms of an academic discipline (Literature, History, Philosophy, etc.), or across disciplines with respect to a thematic orientation (the mythic hero/heroine, traditionally and novelty, the human impact of technology, etc.).

At its inception, the Arts and Humanities Program will draw its curricular offerings from existing curricular resources; no Program-specific courses are planned for the initial phase of the Program’s implementation. (In time, a common curricular core may be designed, to be taken by all Majors and Minors; this core may be required either as a preliminary or capstone activity, or both.)

Intelligent Systems (Option)

Faculty Contacts: Rika Yoshii, Shaun-inn Wu, and Rocio Guillen

The intelligent systems option groups together courses in Computer Science, Bio Technology, Cognitive Science and Linguistics to concentrate on the use of artificial intelligence in solving problems that cannot be solved by regular computer algorithms.

Today’s computer use benefits from machines that can understand English, machines that can learn new concepts, machines that can play chess better than human players, machines that can retrieve and process information from a vast amount of unformatted data, and machines that can act as private tutors. This option will prepare students for these new challenges in the industry and for graduate programs in artificial intelligence.

New courses in information retrieval and tutoring systems will be included, as well as existing courses in artificial intelligence (CS471 Introduction to AI; CS473 Artificial Neural Networks; CS475 Machine Learning; CS574 Natural Language Processing).

Japanese (Minor)

Faculty Contact: Darci Strother

The proposed Minor in Japanese is a logical step to offering a BA degree in Japanese. This minor would offer students the opportunity to engage in the study of the Japanese language, and the cultures and literatures of the Japanese world, at a post-intermediate level. The goal of the Minor in Japanese would be to provide students with the skills in speaking, writing, reading, and listening comprehension in Japanese, as well as familiarity with the principal cultural manifestations (including literature) of the Japanese speaking world. The Minor in Japanese would be an excellent way to recognize students’ accomplishments in upper-division Japanese course, which they might already be taking in conjunction with the College of Business track in global business; the Literature and Writing Studies MA program (which requires advanced level foreign language proficiency); and, the Spanish MA program (which also

requires proficiency in a second foreign language), etc. In addition, a Minor in Japanese would be a useful complement to the course of studies of students engaged in a wide variety of disciplines (Philosophy, Ethnic Studies, International Studies, Linguistics, Visual and Performing Arts, Film Studies, Political Science, etc.).

Latin American Studies (Minor and BA)

Faculty Contacts: Cynthia Metoyer and Vivienne Bennett

Latin American Studies content courses are currently offered by numerous programs in the College of Arts and Sciences including Political Science, Liberal Studies, History, Literature and Writing, Spanish, Anthropology, Geography, and Visual and Performing Arts. These courses get steady enrollment year after year. Latin American Studies fulfills several of the central missions of CSUSM, most notably in the areas of interdisciplinary, global awareness, and diversity. A Minor and a B.A. in Latin American Studies are useful for students who plan careers in education, business, non-profit organizations, foreign service, health care in a multi-cultural setting, and for students wishing to pursue graduate degrees with emphases on area studies or foreign language.

A Minor in Latin American Studies can be accommodated on this campus without any further resources because of the number and variety of Latin American content courses already being offered. It is likely that the same can be said for the B.A. However, the Latin Americanists will be meeting this year to determine the structure of a B.A. in Latin American Studies. In the meantime, keeping the B.A. on the CAMP with placeholder status allows the Latin Americanists on campus the time to assess need and resources, and to reach a well-researched conclusion about the future of such a B.A. at CSUSM.

Linguistics (BA)

Faculty Contacts: Vivienne Bennett, Jule Gómez de García, and Jocelyn Ahlers

Coursework in linguistics includes an introduction to the traditional grammatical structures of English as a basis for linguistic analysis of standard and non-standard varieties of English and of non-English languages. Linguistic analysis coursework includes study of the phonological, morphological, syntactic and pragmatically-based structures of English and of other languages with an emphasis on understanding the interrelationship of these structures with social and educational issues such as literacy acquisition, language teaching and use in the classroom, and language use in critical thinking and writing. The linguistics coursework will also include attention to language use phenomena such as those related to language-contact situations, including first and second language acquisition, bilingualism, code-switching, and interlanguage. Special attention is also given to the structures of Native American languages and the languages of other indigenous populations and to the social and historical contexts of usage of those languages.

Marriage and Family Therapist (MFT) and Social Work (MSW)

Faculty Contact: Gerardo Gonzalez

A significant proportion of psychology, sociology, and social science majors wish to seek careers in counseling and human services. The student demand is not expected to diminish in the near future. The growing diversity of our local population requires that counseling professionals be multi culturally competent in providing mental health services. Furthermore, the influence of managed care in the mental health domain is growing and survival in such a constrained system is precarious. The College ought to prepare future professionals to provide innovative and culturally responsive mental health services and to have the knowledge and tools to survive in a managed care environment. College resources can be dedicated to an MSW program that trains licensed clinical social workers (LCSW) or an MA in Psychology that prepare students for marriage and family therapy.

Middle East/Islamic Studies (Minor)**Faculty Contact: Cyrus Masroori**

Middle East/Islamic studies might appropriately be placed under either Area Studies or Global Studies. In any event, we envision such a minor as examining the impact of Islamic Fundamentalism and its rise as a political force in international politics. More broadly, this minor would compare the contributions of Islam—in contrast to Fundamentalism—to international politics and how both Islam and Fundamentalism fit into the larger World Order.

Neuroscience (BS)**Faculty Contact: Keith Trujillo**

The proposal is for an interdisciplinary major in Neuroscience. The disciplines represented would be Psychology and Biology; as well as perhaps Chemistry and Computer Science.

A Neuroscience undergraduate degree is presently uncommon, particularly at institutions like CSUSM. Neuroscience is a relatively new discipline, and as such, most universities have yet to catch onto the trend.

Rationale: In addition to being relatively new, Neuroscience is a growing discipline (the past few Society for Neuroscience Meetings have attracted more than 25,000 attendees each year). 1990-2000 has been declared by Congress as the "Decade of the Brain" in recognition of the many new discoveries being made in the Neurosciences. Many of the Biotechnology firms in the San Diego have as their focus research on the brain and behavior. Finally several CSUSM students are already interested in the Neurosciences, some in fact developing specialized majors drawing from courses currently being offered on campus.

Physics (MS)**Faculty Contact: Charles DeLeone**

As the Physics Program grows, there are likely to be senior students who would want to pursue advanced study in physics. This might include physics graduates, geophysics graduates, and astronomy graduates, as well as suitably qualified students from other disciplines. The MS in physics would include advanced coursework and a research thesis. It might also be possible to offer an MS with an emphasis in physics pedagogy that would be attractive to many teachers in our regions. In this version of the MS, students would take advanced coursework in physics, but the thesis would be pedagogy-related.

Professional and Technical Writing (Concentration within LTWR)**Faculty Contact: Oliver Berghof**

The Professional and Technical Writing concentration would offer students an opportunity to develop expertise in the theory and practice of document design, production, and maintenance with a particular emphasis in digital rhetorics (e.g. web and CD design). The department may launch this concentration in an interdisciplinary fashion by connecting this track with courses already offered in LTWR, Communication, Computer Science, and Visual and Performing Arts. The Professional and Technical Writing emphasis would be of particular interest to students interested in working as a writer in industry.

Public Administration (Minor, BA, MPA)

Faculty Contact: To be determined

Public Administration is dedicated to providing a focused education in the use of managerial and political theories and processes for executing government mandates and achieving policy goals. "Public Administration" has developed from a subfield of political science into what many consider to be a separate discipline. Public administration programs have become widely accepted and acknowledged among executives and managers in the public sector. The Master's in Public Administration (MPA) is recognized as a professional degree with accreditation standards set by the National Association of Schools of Public Affairs and Administration (NASPAA).

We envision that a program in public administration will be particularly attractive to current and prospective government employees (civilian or military) interested in career advancement. CSUSM's Blueprint projects an MPA program for 2010. Developing a major and minor in public administration by 2007 will be an important step toward achievement of the MPA.

Implementing a public administration program will require resources. As of 2003, CSUSM is still working toward hiring its first faculty member specializing in public administration. Certainly, tenure-line faculty will be needed to develop and maintain a viable program.

Further, a curriculum must be developed: CSUSM currently has only one public administration course in its catalog (PSCI 320: Politics and Administration). We currently envision a minor of 18 units and a major of 36 units. Typical public administration courses offerings include Budgeting, Personnel Management, Program Evaluation, and Nonprofit Management.

Religious Studies (BA)

Faculty Contacts: Alyssa Sepinwall and Darel Engen

Religious Studies is a field which uses multidisciplinary approaches (philosophy, history, sociology, literature, anthropology, ethnography, etc.) to understand the development of religions and their place in modern life. Religious Studies is implicitly comparative and multicultural, as it examines similarities and differences in the development of major religious traditions, as well as those which have been short-lived or attracted fewer followers. Given the central place of religion in so many cultures – and the pluralistic nature of our own society -- the academic study of religion is a critical part of a liberal education. Even if we are not able to offer a major in Religious Studies in the next five -eight years, it would be extremely valuable for the university be able to add GE courses and/or a minor in Religious Studies during that time. Student interest in religion is very high, and the need for scholarly expertise on campus in topics related to religion is critical. Faculty could offer courses in comparative religion, as well as special topics (development of Christianity, Judaism or Islam; South Asian religions; women and religion; ideas of death and dying in world religions; world religions and contemporary politics; religion and violence). Given campus experience with courses like "Religion in America" and "Women and Jewish History," expected enrollment in Religious Studies would be high. Coursework in Religious Studies could prepare students for multiple careers, such as law, education, social work, ministry careers, and public service.

Science Writing (Minor within LTWR)

Faculty contact: Oliver Berghof

Summary statement currently under development.

Service Learning (Certificate)**Faculty contact: Darci Strother**

Summary statement currently under development.

Sexuality Studies (Minor within WMST)**Faculty Contact: Sheryl Lutjens**

The minor in Sexuality Studies will provide students the opportunity for broad inter- and transdisciplinary study of the diversity of gender experiences, focusing specifically on the social, historical, and theoretical constructions of sexuality and identity (including gay, lesbian, bisexual, queer, transgendered). The core and distributed (disciplinary courses) curriculum will encourage students to think critically about: sexual norms in Western and non-Western societies, the intersections of race, class, gender, and nation in the construction of sexual identities, and the hierarchies of power and privilege that maintain the sexualized gender order.

Urban Planning (BA)**Faculty Contact: Kimberly Knowles-Yanez**

The Urban Planning major would prepare students for the technical and analytic rigors of land use and community planning in urban areas. Coursework would likely include classes on planning of cities and regions, neighborhood planning, planning policy and law, analytic planning research methods, housing, community and economic development, land use and transportation modeling, land use and water quality, urban social problems, planning economics, negotiation, community organizing, preservation planning, international development, ecological planning, and information and decision support systems, including use of Geographic Information Systems.

Visual Arts (BA)**Faculty Contact: Judit Hersko**

The Visual Arts major will provide students with a degree in studio art with a strong emphasis on interdisciplinary practices. The program will include training in two-dimensional and three-dimensional techniques as well as courses where students will cross over into other areas of art such as technology, performance, etc. Students will also be encouraged to investigate other disciplines such as history, anthropology, psychology, and the natural sciences through art. The integration of new technologies and other art forms (as well as other disciplines) from the beginning will shape an innovative visual arts program that will attract students. The visual arts major will prepare students for careers in studio art, art history, arts administration and arts education.

Women's Studies (MA)**Faculty Contact: Linda Pershing**

Summary Statement currently under development.



Dear Colleagues,

HAPC will be updating projected program startup dates for this year's CAMP. You will find attached to this email the following documents:

The CAMP Survey solicitation (CAMP_Survey_09-10.doc)

A spreadsheet with startup dates, as they appear in 2008 CAMP, and HAPC's projection of the earliest possible startup dates, given the status of approval shown in our records (camp_program_start_schedule.xls).

The spreadsheet is meant to make this task as effortless as possible for you. We have identified the faculty contacts for each proposed program, and have sorted the spreadsheet by the contact's department. Given that approval of a new degree program takes at least three years (with one year for A-form approval, one year for on-campus P-form approval, and one year for P-form approval by the CSU system), we set projected startup dates for degree programs that do not have A-forms filed as 2012, and have updated projected start dates for degree programs that have completed some of these steps. These projected startup dates will be used in the updated CAMP if we don't hear from you, so please let us know if there are any errors.

Although we are well aware of the challenges we face in developing new programs during a budget crisis and hiring freeze, please remember that approval of new programs takes several years, and waiting until the state budget has stabilized to start the approval process will delay new programs considerably. The Dean's office has assured us that approved programs do not need to be offered if there are no funds for needed faculty lines, so you need not worry about giving your department an unfunded mandate by seeking approval for a new program. Similarly, we have been assured that an approved program will not be viewed by the College or University as a promise of faculty lines. HAPC does consider program approval when ranking faculty hiring requests, however, so we encourage you to view approval of new programs as a necessary first step in establishing new degree programs.

Because we believe we have made this task relatively simple to accomplish, we request that you respond by Friday, December 4th.

Sincerely,

The HAPC Committee
Bill Kristan - Chair
Kara Witzke
Karina Miller
Sheryl Lutjens

2009-10 COAS CAMP and Strategic Planning Survey
Hiring and Academic Planning Committee (HAPC)
Name: _____

Please return this survey as an e-mail attachment to Debbie Andrews (dandrews@csusm.edu), by **Friday, December 4, 2009**. For additional information, the 2008 CAMP is available on-line at the College web-site. Thanks for your help and advice.

Part I. CAMP Survey: revisions, updates, and expansion

A. Programs already on the CAMP: Please see the attached document outlining start-up dates for projected programs. For programs proposed in future years (either to be launched in a particular year or sitting on the placeholder list), are there any changes in timing or deletions you would recommend? *Are there programs listed here that you would be interested in helping to develop?*

B. New Program Proposals: Is there a new program you would like to see added to the CAMP? If so, would you recommend a particular start-up date, or would you recommend it as a longer-range, “placeholder” idea? (Placeholder programs are those that may begin beyond the ten-year projection of the CAMP or that eventually might generate sufficient faculty buy-in to support an earlier implementation.) Please provide a very brief description of the program to help the committee members to understand the nature of your proposal. (If the committee decides to pursue this proposal, you may be contacted to advise and assist in creating the documentation needed to include the program on the CAMP and the University Academic Master Plan.)

B.1. COAS Connections: How do you envision this program linking to existing or planned programs within the College?

Some on-line resources:

For more information on campus and system-wide strategic planning processes, please follow these links:

- <http://www.csusm.edu/president/plans/index.html>
- http://www.calstate.edu/acadaff/System_Strategic_Planning/AccessToExcellence.shtml
- http://www.calstate.edu/acadaff/System_Strategic_Planning/index.shtml

If you are already involved in the development and planning of a program or are thinking about how to begin providing documentation about whether a program is needed, the Institutional Planning and Analysis Web Page may be of help: <http://www.csusm.edu/ipa>

In addition, please see the following studies of state and regional employment trends and labor-force needs: <http://www.csusm.edu/ipa/additional-data-sources1/external-data-sources.html>

- **State and Regional Needs:** <http://www.csusm.edu/ipa/additional-data-sources1/web-based-data-sets1.html>
- **Comparative Statistics from the CSU:** <http://www.calstate.edu/as/>
