



COLLEGE OF HUMANITIES, ARTS,  
BEHAVIORAL & SOCIAL SCIENCES

**College of  
Humanities,  
Arts, Behavioral  
& Social Sciences**

*College  
Academic  
Master  
Plan*

**CHABSS**

**CAMP**

June 2012



California State University  
**SAN MARCOS**



# College Academic Master Plan

## CAMP Overview

### June 2012

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# College Academic Master Plan

## College of Humanities, Arts, Behavioral & Social 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.<sup>1</sup> 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

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<sup>1</sup> **Placeholder Column:** The placeholder column is a non-binding repository used by HAPC 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 HAPC 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.

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 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 reflects the academic restructuring of campus that occurred in 2011. Beginning in fall, 2011, the former College of Arts and Sciences was divided into three separate entities. This CAMP is for the newly-formed College of Humanities, Arts, Behavioral, and Social Sciences. While CHABSS remains the largest college at CSUSM by both FTES and FTEF, the new college has a smaller number of departments and programs. The College is

comprised of 13 Department and six interdisciplinary programs. Combined, the College offers 17 Bachelor of Arts degrees, 5 Master of Arts degrees, and 27 minors.

The CAMP revision was completed by the College and Academic Priorities Committee (HAPC) in collaboration with the Dean's Office. The Committee began with the 2010 list of new programs and solicited input from each of the college's Department and Programs. The fall 2011 CHABSS CAMP Survey (see Appendix A) was used to solicit input for this update. This instrument was distributed to Department Chairs and Program Directors in the College along with individuals identified as "champions" of future programs. Based on the responses, and in consultation with the Dean's Office, the start-up date to account for the anticipated time involved in launching programs. Several new degree programs were removed at the request of a Program or Department, and no new degrees were added. Funding conditions continue to be in flux.

As we publish the 2012 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 Humanities, Arts, Behavioral, and Social Sciences, we are pleased to present this plan.

**Members of 2011/12 HAPC:**

Oliver Berghof, LTWR  
Karen Glover, SOC  
Sheryl Lutjens, WMST  
Marcos Martinez, VPA  
Wesley Schultz, PSYC (Chair)

**Ex-officio members & staff:**

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Patricia Seleski, Associate Dean, Budget and Operations  
Debbie Andrews, Staff Representative  
Theresa Aitchison, Administrative Support



## II. CAMP Planning Methodology

### Methodology for FTES Estimates (Full-Time Equivalent Students)

The enrollment projections in the CAMP document (please see table III. B) are based on the methodology used in the 2010 version of the COAS CAMP. The creation the College of Humanities, Arts, Behavioral and Social Sciences has taken place at a particularly unsettled time in the CSU and so the methodology has been applied using the following 3-year planning assumptions:

- All summer courses in the next three years will be taught through Extended Learning Special Sessions and will produce zero FTES in CHABSS.
- There will be no FTES growth for CY 2012-13 through CY 2014-15 (three years).
- CSUSM will continue to plan for FTES some 3-5% over its official targets. In 2012-13 CSUSM plans to enroll approximately 7700 FTES (about 4% above its target of 7400). In 2013-14, CSUSM's official target will be reduced by 3% to approximately 7180. CSUSM will nevertheless plan to achieve a campus target of close to 7400 (7393). The reduced target is expected to be in place during 2014-15, and once again, CSUSM will plan to exceed it by 3%.
- CHABSS does not expect to consider launching many new programs from 2012-13 through 2014-15 using state funding except those that have already been approved or that are already on the UAMP.
- New degree programs other than those referenced above are likely to be launched through Extended Learning.

The actual 2011-2012 AY FTES is used to project the same percentage share for each department for the next three years. Normally departments' FTES share would be adjusted for the start-up of new programs and other significant curricular changes, but the planning assumptions for this edition of the CAMP anticipate little change in the college's degree offerings. The numbers are based on an assumption of no FTES growth in 2012-2013, declining FTES growth in 2013-14 and no growth on lower 2013-14 FTES in 2014-2015. As we move beyond the three year window, the projections become highly speculative. Because of the current political and funding uncertainty in the CSU, HAPC will not extend its projections beyond 2014-15. Next year, HAPC

will revise the numbers based on then current information and will extend the analysis window to the next 3 years.

The methodology for the 2012 CAMP is as follows:

- We take a percentage of the university's FTES target (from the Chancellor's Office) and establish it as the college CY FTES target for each year. For 2011-12:
- University FTES target = 7400
- CHABSS CY FTES target = 56.7% of 7400 = 4196

We then take the percentage share of each department from the current academic year (2011-12) and project it out for the next three 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 3 years.

For example, in AY 2012-13, FTES target for History = 8.72% of 4196 = 366 FTES

Next we introduce changes into these projections based on the start-up of new majors at the start up dates assigned to each major in the CAMP.

### III. A. GROWTH PROJECTIONS: PROJECTED START-UP DATES OF PROPOSED NEW PROGRAMS

| PROGRAM                                  | Projected Start-Up Date |    |    |    |    |    |    |    | Placeholders |
|--|-------------------------|----|----|----|----|----|----|----|--------------|
|  | 12                      | 13 | 14 | 15 | 16 | 17 | 18 | 19 |              |
| Asian Pacific American Studies           |                         |    |    |    |    |    |    |    | MIN          |
| Border Studies (LBST)                    |                         |    | BA |    |    |    |    |    |              |
| Chicano/a Latino/a Studies               |                         |    |    |    |    |    |    |    | BA           |
| Child & Adolescent Development           |                         | BA |    |    |    |    |    |    |              |
| Cognitive Science                        |                         |    |    |    |    |    |    |    | BS           |
| Communication and Culture                |                         |    |    |    |    |    |    |    | MA           |
| Creative Writing                         |                         |    |    |    |    |    |    |    | MFA          |
| Dance                                    |                         |    |    |    |    |    |    |    | BA           |
| Digital and Media Arts                   |                         | BA | MA |    |    |    |    |    |              |
| Digital Rhetorics (LTWR)                 | -                       |    |    |    |    |    |    |    | MIN          |
| Economics                                |                         |    |    |    |    |    |    |    | MA           |
| Environmental Studies                    |                         | BA |    |    |    |    |    |    |              |
| Ethnic Studies                           |                         |    | BA |    |    |    |    |    |              |
| Film and Literature                      |                         |    |    |    |    |    |    |    | CONC         |
| French                                   |                         |    | BA |    |    |    |    |    |              |
| Geography                                |                         |    |    |    |    |    |    |    | BA           |
| German                                   |                         |    |    |    |    |    |    |    | BA           |
| Humanities                               |                         |    |    |    |    |    |    |    | MIN/BA       |
| Japanese                                 |                         |    |    |    |    |    |    |    | MIN          |
| Latin American Studies                   |                         |    |    |    |    |    |    |    | BA/MIN       |
| Linguistics                              |                         |    |    |    |    |    |    |    | BA           |
| Licensed Mental Health Counselor (LMHC)* |                         |    |    |    |    |    |    |    | LMHC         |
| Middle East/Islamic Studies              |                         |    |    |    |    |    |    |    | MIN          |
| Music                                    |                         | BA |    |    |    |    |    |    |              |
| Neuroscience                             |                         |    |    |    |    |    |    |    | BS           |
| Philosophy                               | -                       |    | BA |    |    |    |    |    |              |
| Public Administration                    |                         |    |    |    |    |    |    |    | BA/MPA       |
| Religious Studies                        |                         |    |    |    |    |    |    |    | BA           |
| Service Learning                         |                         |    |    |    |    |    |    |    | CERT         |
| Sexuality Studies                        |                         |    |    |    |    |    |    |    | MIN          |
| Theatre                                  |                         |    | BA |    |    |    |    |    |              |
| Urban Planning                           |                         |    |    |    |    |    |    |    | BA           |
| Visual Arts                              |                         |    |    |    |    |    |    |    | BA           |
| Women's Studies                          |                         |    |    |    |    |    |    |    | MA           |

\*formerly Marriage and Family Therapy (MFT)

**III. B. PROJECTED CHABSS FTES: 2011-2015**

| Department               | 2011_12  |   | 2012_13   |   | 2013_14         |         | 2014_15         |         |
|--------------------------|--|---|---|---|-----------------|---------|-----------------|---------|
|                          | FTES   | %   | FTES  | %   | FTES            | %       | FTES            | %       |
|                          |  |   |   |   |                 |         |                 |         |
| CSUSM Target             | 7,400  | 100.00%   | 7,400   | 100.00%   | 7,180           | 100.00% | 7,180           | 100.00% |
| CHABSS Target            | 4,196  | 56.70%  | 4,196   | 56.70%  | 4,071           | 56.70%  | 4,071           | 56.70%  |
| Anthropology             | 140.80   | 3.10%   | 130.22  | 3.10%   | 126.35          | 3.10%   | 126.35          | 3.10%   |
| Communication            | 419.54   | 9.25%   | 388.02  | 9.25%   | 376.49          | 9.25%   | 376.49          | 9.25%   |
| Economics                | 121.80   | 2.68%   | 112.65  | 2.68%   | 109.30          | 2.68%   | 109.30          | 2.68%   |
| Global Studies           | 28.20  | 0.62%   | 26.08   | 0.62%   | 25.31           | 0.62%   | 25.31           | 0.62%   |
| History                  | 397.43   | 8.76%   | 367.58  | 8.76%   | 356.65          | 8.76%   | 356.65          | 8.76%   |
| Liberal Studies          | 184.04   | 4.06%   | 170.21  | 4.06%   | 165.15          | 4.06%   | 165.15          | 4.06%   |
| Literature & Writing     | 427.30   | 9.42%   | 395.20  | 9.42%   | 383.45          | 9.42%   | 383.45          | 9.42%   |
| Modern Language Studies  | 529.94   | 11.68%  | 490.13  | 11.68%  | 475.56          | 11.68%  | 475.56          | 11.68%  |
| Philosophy               | 161.17   | 3.55%   | 149.06  | 3.55%   | 144.63          | 3.55%   | 144.63          | 3.55%   |
| Political Science        | 294.47   | 6.49%   | 272.35  | 6.49%   | 264.25          | 6.49%   | 264.25          | 6.49%   |
| Psychology               | 640.77   | 14.12%  | 592.63  | 14.12%  | 575.01          | 14.12%  | 575.01          | 14.12%  |
| Sociology                | 646.70   | 14.26%  | 598.12  | 14.26%  | 580.34          | 14.26%  | 580.34          | 14.26%  |
| Visual & Performing Arts | 402.64   | 8.88%   | 372.39  | 8.88%   | 361.32          | 8.88%   | 361.32          | 8.88%   |
| Women's Studies          | 141.80   | 3.13%   | 131.15  | 3.13%   | 127.25          | 3.13%   | 127.25          | 3.13%   |
| <b>CHABSS Total</b>      | <b>4,536.57</b>                                      |   | <b>4,195.80</b>   |   | <b>4,071.06</b> |         | <b>4,071.06</b> |         |
| <b>Notes</b>             |  |   |   |   |                 |         |                 |         |
|                          | Current AY actual. CSUSM official target: 7,400 FTES | CSUSM projects 4% increase; 7,700 FTES. CHABSS projections are based on CSUSM official target of 7,400 FTES | CSUSM reduces official target by 3% to 7,180. CSUSM still plan to meet official target of 7,400. CHABSS projections are based on CSUSM reduced target of 7,180. | CSUSM reduces official target by 3% to 7,180. CSUSM still plan to meet official target of 7,400. CHABSS projections are based on CSUSM reduced target of 7,180. |                 |         |                 |         |

**III. C. i. HISTORICAL ENROLLMENT BY SEMESTER AND DEPARTMENT**

| Semester | ANTH | BIO | CHEM | COMM | CSCI | ECON | GBST | 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   |     | 1,127 |       |
| S94      |      | 69  | 29   |      | 70   | 19   |      | 133  |     |      |      | 106  | 110  | 61  | 36   |      | 68   | 124  | 210 | 121 | 19   |     | 1,171 |       |
| F94      |      | 70  | 33   | 8    | 79   | 23   |      | 159  |     |      |      | 129  | 107  | 71  | 61   |      | 87   | 149  | 205 | 112 | 22   |     | 1,315 |       |
| S95      |      | 69  | 29   | 7    | 82   | 24   |      | 134  |     |      |      | 120  | 92   | 65  | 75   |      | 86   | 131  | 225 | 102 | 26   |     | 1,268 |       |
| F95      |      | 79  | 53   | 29   | 125  | 48   |      | 175  |     |      |      | 145  | 161  | 163 | 141  | 2    | 90   | 168  | 263 | 141 | 30   |     | 1,843 |       |
| S96      |      | 58  | 67   | 34   | 124  | 42   |      | 190  |     |      |      | 127  | 148  | 162 | 157  | 0    | 109  | 178  | 292 | 131 | 26   |     | 1,861 |       |
| F96      |      | 100 | 89   | 50   | 152  | 57   |      | 237  |     |      |      | 166  | 201  | 173 | 205  | 5    | 4    | 117  | 186 | 272 | 154  | 21  |       | 2,211 |
| S97      |      | 118 | 79   | 57   | 152  | 52   |      | 230  |     |      |      | 161  | 187  | 191 | 243  | 5    | 15   | 110  | 173 | 306 | 147  | 23  | 18    | 2,258 |
| F97      |      | 134 | 90   | 65   | 169  | 52   |      | 263  | 3   |      |      | 188  | 191  | 217 | 238  | 17   | 17   | 113  | 181 | 298 | 140  | 28  |       | 2,434 |
| S98      |      | 111 | 85   | 86   | 180  | 49   |      | 226  | 3   |      |      | 198  | 176  | 189 | 248  | 16   | 22   | 97   | 190 | 311 | 153  | 40  |       | 2,384 |
| F98      |      | 138 | 98   | 118  | 223  | 61   |      | 247  | 9   |      |      | 202  | 215  | 203 | 234  | 18   | 23   | 109  | 199 | 308 | 155  | 29  |       | 2,624 |
| S99      |      | 144 | 102  | 125  | 233  | 77   |      | 230  | 13  |      |      | 229  | 219  | 197 | 261  | 12   | 28   | 121  | 215 | 360 | 167  | 39  |       | 2,784 |
| F99      |      | 155 | 101  | 148  | 258  | 71   |      | 274  | 17  |      |      | 266  | 253  | 252 | 288  | 22   | 23   | 139  | 236 | 353 | 152  | 39  | 42    | 3,088 |
| S00      |      | 173 | 102  | 154  | 272  | 69   |      | 267  | 18  |      |      | 245  | 254  | 228 | 285  | 16   | 34   | 135  | 242 | 356 | 173  | 36  | 20    | 3,078 |
| F00      |      | 175 | 114  | 158  | 308  | 76   |      | 265  | 23  |      |      | 240  | 293  | 245 | 304  | 20   | 35   | 145  | 230 | 389 | 156  | 44  | 50    | 3,269 |
| S01      |      | 211 | 103  | 178  | 286  | 91   |      | 261  | 23  |      |      | 243  | 263  | 242 | 295  | 0    | 29   | 132  | 248 | 410 | 183  | 45  | 27    | 3,274 |
| F01      |      | 185 | 97   | 187  | 313  | 75   |      | 313  | 27  |      |      | 248  | 303  | 256 | 275  | 40   | 25   | 123  | 271 | 358 | 157  | 38  | 37    | 3,327 |
| S02      |      | 214 | 100  | 170  | 259  | 92   |      | 278  | 29  |      |      | 269  | 266  | 240 | 258  | 63   | 39   | 151  | 303 | 460 | 172  | 60  | 36    | 3,458 |
| F02      |      | 256 | 137  | 207  | 224  | 92   |      | 346  | 40  |      |      | 303  | 328  | 294 | 281  | 81   | 58   | 185  | 328 | 472 | 227  | 70  | 80    | 4,010 |
| S03      |      | 247 | 110  | 227  | 222  | 89   |      | 337  | 52  |      |      | 285  | 295  | 269 | 291  | 88   | 52   | 174  | 303 | 467 | 224  | 89  | 29    | 3,850 |
| F03      |      | 271 | 147  | 253  | 209  | 98   |      | 358  | 42  |      |      | 303  | 392  | 312 | 326  | 65   | 81   | 188  | 344 | 473 | 258  | 113 | 69    | 4,301 |
| S04      |      | 241 | 115  | 267  | 172  | 100  |      | 359  | 50  |      |      | 265  | 301  | 306 | 299  | 83   | 71   | 171  | 291 | 465 | 205  | 88  | 34    | 3,884 |
| F04      |      | 300 | 123  | 275  | 155  | 120  |      | 365  | 49  |      |      | 289  | 348  | 307 | 337  | 100  | 72   | 170  | 354 | 453 | 260  | 94  | 46    | 4,219 |
| S05      |      | 318 | 114  | 281  | 126  | 92   |      | 329  | 72  |      |      | 287  | 338  | 281 | 275  | 76   | 87   | 164  | 410 | 527 | 287  | 95  | 34    | 4,195 |
| F05      |      | 356 | 126  | 314  | 116  | 91   |      | 348  | 72  |      |      | 270  | 370  | 303 | 298  | 74   | 79   | 188  | 369 | 474 | 285  | 99  | 78    | 4,309 |
| S06      |      | 349 | 146  | 309  | 107  | 100  |      | 328  | 73  |      |      | 235  | 323  | 277 | 317  | 86   | 90   | 165  | 416 | 512 | 297  | 90  | 26    | 4,246 |
| F06      | 79   | 402 | 157  | 401  | 105  | 134  |      | 394  | 70  | 115  |      | 293  | 417  | 374 | 359  | 135  | 103  | 220  | 429 | 630 | 331  | 115 |       | 5,264 |
| S07      | 62   | 388 | 158  | 400  | 100  | 116  |      | 405  | 76  | 139  |      | 226  | 386  | 323 | 333  | 105  | 110  | 213  | 431 | 538 | 318  | 96  |       | 4,924 |
| F07      | 83   | 408 | 212  | 441  | 112  | 143  |      | 425  | 81  | 147  |      | 238  | 423  | 436 | 393  | 161  | 132  | 240  | 448 | 631 | 310  | 106 |       | 5,570 |
| S08      | 84   | 393 | 180  | 404  | 98   | 122  |      | 400  | 89  | 175  |      | 225  | 397  | 362 | 383  | 140  | 138  | 216  | 464 | 592 | 308  | 92  |       | 5,261 |
| F08      | 108  | 383 | 208  | 447  | 102  | 131  |      | 409  | 81  | 157  |      | 228  | 450  | 447 | 426  | 143  | 138  | 234  | 443 | 635 | 348  | 121 |       | 5,636 |
| S09      | 99   | 388 | 183  | 399  | 79   | 114  |      | 370  | 103 | 180  |      | 211  | 385  | 364 | 355  | 141  | 133  | 225  | 432 | 560 | 283  | 85  |       | 5,088 |
| F09      | 117  | 382 | 193  | 453  | 107  | 127  |      | 428  | 121 | 174  |      | 200  | 455  | 455 | 347  | 176  | 149  | 289  | 495 | 610 | 370  | 130 |       | 5,777 |
| S10      | 86   | 405 | 214  | 447  | 97   | 115  |      | 354  | 118 | 173  |      | 193  | 403  | 373 | 378  | 149  | 146  | 218  | 510 | 569 | 272  | 121 |       | 5,342 |
| F10      | 125  |     |      | 460  |      | 123  | 8    | 399  |     |      |      | 183  | 479  |     | 405  | 166  |      | 289  | 565 | 574 | 375  | 141 |       | 4,294 |
| S11      | 145  |     |      | 421  |      | 118  | 40   | 398  |     |      |      | 194  | 442  |     | 488  | 171  |      | 242  | 555 | 595 | 338  | 161 |       | 4,308 |
| F11      | 140  | CSM | CSM  | 441  | CSM  | 122  | 29   | 420  | CSM | CSM  |      | 197  | 416  | CSM | 545  | 185  | CSM  | 340  | 628 | 656 | 440  | 153 |       | 4,713 |
| S12      | 139  | CSM | CSM  | 397  | CSM  | 121  | 27   | 374  | CSM | CSM  |      | 169  | 429  | CSM | 507  | 137  | CSM  | 245  | 625 | 624 | 341  | 128 |       | 4,264 |

**III. C. ii. HISTORICAL ENROLLMENT BY ACADEMIC YEAR (AY FTES)**

| Year  | ANTH | BIO | CHEM | COMM | CSC | ECON | GBST | 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    |     | <b>222</b>   |
| 91-92 |      | 31  | 16   |      |     | 6    |      | 82   |     |      | 38   | 48   | 25   | 8   |      |      | 25   | 67   | 77  | 23  | 9    |     | <b>454</b>   |
| 92-93 |      | 44  | 31   |      | 33  | 17   |      | 123  |     |      | 85   | 76   | 37   | 12  |      |      | 51   | 104  | 159 | 63  | 15   |     | <b>850</b>   |
| 93-94 |      | 61  | 36   |      | 59  | 24   |      | 157  |     |      | 98   | 101  | 57   | 19  |      |      | 70   | 120  | 206 | 90  | 15   |     | <b>1,113</b> |
| 94-95 |      | 70  | 31   |      | 80  | 24   |      | 146  |     |      | 118  | 99   | 68   | 48  |      |      | 87   | 140  | 215 | 116 | 24   |     | <b>1,266</b> |
| 95-96 |      | 68  | 60   | 31   | 125 | 45   |      | 182  |     |      | 133  | 154  | 162  | 108 |      | 1    | 100  | 173  | 277 | 121 | 28   |     | <b>1,769</b> |
| 96-97 |      | 109 | 84   | 53   | 152 | 54   |      | 234  |     |      | 146  | 194  | 182  | 181 | 5    | 10   | 113  | 180  | 289 | 142 | 22   |     | <b>2,149</b> |
| 97-98 |      | 122 | 88   | 76   | 174 | 50   |      | 245  | 3   |      | 174  | 184  | 203  | 241 | 17   | 20   | 105  | 186  | 304 | 144 | 34   |     | <b>2,369</b> |
| 98-99 |      | 141 | 100  | 121  | 228 | 69   |      | 239  | 11  |      | 215  | 217  | 200  | 248 | 15   | 25   | 115  | 207  | 334 | 161 | 34   |     | <b>2,680</b> |
| 99-00 |      | 164 | 102  | 151  | 265 | 70   |      | 271  | 18  |      | 255  | 253  | 240  | 286 | 19   | 28   | 137  | 239  | 354 | 162 | 38   | 31  | <b>3,083</b> |
| 00-01 |      | 193 | 109  | 168  | 297 | 84   |      | 263  | 23  |      | 242  | 278  | 244  | 300 | 10   | 32   | 138  | 239  | 400 | 169 | 45   | 38  | <b>3,271</b> |
| 01-02 |      | 199 | 98   | 178  | 286 | 84   |      | 296  | 28  |      | 259  | 284  | 248  | 267 | 51   | 32   | 137  | 287  | 409 | 165 | 49   | 36  | <b>3,393</b> |
| 02-03 |      | 251 | 124  | 217  | 223 | 90   |      | 342  | 46  |      | 294  | 312  | 281  | 286 | 84   | 55   | 180  | 316  | 469 | 226 | 80   | 55  | <b>3,930</b> |
| 03-04 |      | 256 | 131  | 260  | 191 | 99   |      | 359  | 46  |      | 284  | 346  | 309  | 313 | 74   | 76   | 180  | 318  | 469 | 232 | 100  | 52  | <b>4,092</b> |
| 04-05 |      | 309 | 118  | 278  | 141 | 106  |      | 347  | 61  |      | 288  | 343  | 294  | 306 | 88   | 80   | 167  | 382  | 490 | 273 | 94   | 40  | <b>4,207</b> |
| 05-06 |      | 353 | 136  | 312  | 112 | 96   |      | 338  | 73  |      | 253  | 347  | 290  | 307 | 80   | 84   | 176  | 393  | 493 | 291 | 94   | 52  | <b>4,277</b> |
| 06-07 | 71   | 395 | 158  | 401  | 103 | 125  |      | 400  | 73  | 127  | 259  | 402  | 348  | 346 | 120  | 106  | 216  | 430  | 584 | 325 | 106  |     | <b>5,094</b> |
| 07-08 | 84   | 400 | 196  | 422  | 105 | 133  |      | 413  | 85  | 161  | 231  | 410  | 399  | 388 | 151  | 135  | 228  | 456  | 612 | 309 | 99   |     | <b>5,416</b> |
| 08-09 | 103  | 385 | 195  | 423  | 91  | 122  |      | 390  | 92  | 168  | 220  | 417  | 406  | 390 | 142  | 136  | 230  | 438  | 598 | 315 | 103  |     | <b>5,362</b> |
| 09-10 | 102  | 394 | 203  | 450  | 102 | 121  |      | 391  | 119 | 173  | 197  | 429  | 414  | 362 | 163  | 148  | 253  | 502  | 590 | 321 | 125  |     | <b>5,560</b> |
| 10-11 | 135  |     |      | 441  |     | 121  | 24   | 399  |     |      | 188  | 461  |      | 446 | 169  |      | 266  | 560  | 585 | 357 | 151  |     | <b>4,301</b> |
| 11-12 | 140  | CSM | CSM  | 419  | CSM | 122  | 28   | 397  | CSM | CSM  | 183  | 423  | CSM  | 526 | 161  | CSM  | 293  | 627  | 640 | 390 | 141  |     | <b>4,488</b> |

**III C. iii. PERCENTAGE SHARE OF FTES BY DEPARTMENT**

| Year  | ANTH | BIO   | CHEM | COMM  | CSCI | ECON | GBST | HIST  | HD   | KINE | LBST  | LTWR  | MATH | MLS   | PHIL | PHYS | PSCI | PSYC  | SOC   | VPA  | WMST | GEL  | TOTAL |
|-------|------|-------|------|-------|------|------|------|-------|------|------|-------|-------|------|-------|------|------|------|-------|-------|------|------|------|-------|
| 90-91 |      | 1051% | 157% |       |      | 202% |      | 1493% |      |      | 1223% | 1223% | 150% | 261%  |      |      | 526% | 1335% | 1556% | 432% | 391% |      | 100%  |
| 91-92 |      | 674%  | 348% |       |      | 123% |      | 1810% |      |      | 843%  | 1046% | 546% | 185%  |      |      | 553% | 1480% | 1685% | 509% | 198% |      | 100%  |
| 92-93 |      | 518%  | 369% |       | 387% | 194% |      | 1447% |      |      | 997%  | 896%  | 429% | 144%  |      |      | 604% | 1229% | 1873% | 740% | 174% |      | 100%  |
| 93-94 |      | 552%  | 324% |       | 533% | 211% |      | 1408% |      |      | 881%  | 907%  | 509% | 171%  |      |      | 629% | 1077% | 1847% | 812% | 138% |      | 100%  |
| 94-95 |      | 550%  | 244% |       | 635% | 188% |      | 1157% |      |      | 931%  | 785%  | 536% | 380%  |      |      | 685% | 1106% | 1699% | 916% | 190% |      | 100%  |
| 95-96 |      | 387%  | 338% | 176%  | 704% | 252% |      | 1030% |      |      | 750%  | 873%  | 918% | 611%  |      | 007% | 563% | 978%  | 1568% | 686% | 159% |      | 100%  |
| 96-97 |      | 506%  | 390% | 248%  | 708% | 252% |      | 1087% |      |      | 681%  | 902%  | 847% | 842%  | 022% | 044% | 528% | 836%  | 1344% | 662% | 101% |      | 100%  |
| 97-98 |      | 516%  | 370% | 319%  | 736% | 212% |      | 1034% | 014% |      | 736%  | 775%  | 856% | 1017% | 070% | 083% | 444% | 784%  | 1284% | 606% | 145% |      | 100%  |
| 98-99 |      | 526%  | 372% | 453%  | 850% | 258% |      | 892%  | 041% |      | 803%  | 809%  | 746% | 925%  | 055% | 095% | 429% | 773%  | 1246% | 600% | 127% |      | 100%  |
| 99-00 |      | 532%  | 330% | 489%  | 860% | 227% |      | 877%  | 057% |      | 828%  | 821%  | 779% | 929%  | 062% | 091% | 444% | 775%  | 1148% | 527% | 123% | 100% | 100%  |
| 00-01 |      | 590%  | 332% | 515%  | 908% | 257% |      | 804%  | 070% |      | 739%  | 850%  | 745% | 916%  | 030% | 098% | 423% | 730%  | 1222% | 518% | 136% | 117% | 100%  |
| 01-02 |      | 587%  | 290% | 525%  | 843% | 246% |      | 871%  | 082% |      | 763%  | 837%  | 732% | 786%  | 152% | 095% | 403% | 845%  | 1205% | 485% | 144% | 107% | 100%  |
| 02-03 |      | 639%  | 315% | 552%  | 568% | 230% |      | 869%  | 117% |      | 749%  | 793%  | 716% | 728%  | 215% | 140% | 457% | 803%  | 1194% | 574% | 203% | 139% | 100%  |
| 03-04 |      | 625%  | 321% | 636%  | 466% | 242% |      | 876%  | 112% |      | 694%  | 846%  | 755% | 764%  | 181% | 185% | 439% | 776%  | 1146% | 566% | 245% | 126% | 100%  |
| 04-05 |      | 735%  | 282% | 662%  | 335% | 253% |      | 825%  | 144% |      | 685%  | 816%  | 699% | 727%  | 209% | 190% | 398% | 908%  | 1165% | 650% | 224% | 095% | 100%  |
| 05-06 |      | 824%  | 318% | 729%  | 261% | 223% |      | 789%  | 170% |      | 590%  | 811%  | 678% | 719%  | 186% | 197% | 412% | 918%  | 1153% | 680% | 220% | 121% | 100%  |
| 06-07 | 139% | 776%  | 310% | 787%  | 201% | 246% |      | 785%  | 143% | 249% | 509%  | 788%  | 684% | 679%  | 235% | 209% | 425% | 844%  | 1146% | 638% | 207% |      | 100%  |
| 07-08 | 154% | 739%  | 362% | 780%  | 194% | 245% |      | 762%  | 157% | 296% | 427%  | 757%  | 737% | 716%  | 278% | 249% | 421% | 842%  | 1129% | 571% | 183% |      | 100%  |
| 08-09 | 193% | 719%  | 365% | 788%  | 169% | 228% |      | 727%  | 171% | 314% | 409%  | 778%  | 757% | 728%  | 264% | 253% | 428% | 816%  | 1115% | 588% | 191% |      | 100%  |
| 09-10 | 183% | 708%  | 365% | 809%  | 184% | 218% |      | 703%  | 215% | 312% | 354%  | 772%  | 745% | 652%  | 293% | 265% | 456% | 904%  | 1060% | 577% | 225% |      | 100%  |
| 10-11 | 314% |       |      | 1025% |      | 280% | 056% | 927%  |      |      | 438%  | 1071% |      | 1038% | 392% |      | 617% | 1302% | 1359% | 830% | 351% |      | 100%  |
| 11-12 | 311% | CSM   | CSM  | 934%  | CSM  | 271% | 062% | 885%  | CSM  | CSM  | 407%  | 942%  | CSM  | 1171% | 359% | CSM  | 652% | 1396% | 1426% | 870% | 313% |      | 100%  |

**III. D. UNDERGRADUATE DECLARED MAJORS (FIRST MAJOR) FALL SEMESTERS AT CENSUS: 1995-2011**

| Undergraduate Major          | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007** | 2008** | 2009** | 2010** | 2011** |
|------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|--------|--------|--------|--------|--------|
| Anthropology                 |      |      |      |      |      |      |      |      |      |      |      |      | 1      | 29     | 43     | 54     | 68     |
| Biochemistry                 | NA   | 13   | 38   | 49   | 60     | 68     | 82     |        | CSM    |
| Biology                      | 138  | 205  | 233  | 214  | 215  | 222  | 213  | 251  | 267  | 291  | 249  | 284  | 297    | 277    | 312    |        | CSM    |
| Biotechnology                | NA   | 3    | 19   | 23     | 45     | 62     |        | CSM    |
| Chemistry                    | 31   | 35   | 47   | 54   | 53   | 61   | 48   | 58   | 71   | 65   | 41   | 41   | 53     | 40     | 40     |        | CSM    |
| Communication                | NA   | 24   | 77   | 125  | 187  | 225  | 267  | 317  | 335  | 350  | 436  | 573  | 585    | 566    | 586    | 549    | 502    |
| CIS                          |      |      |      |      |      |      |      |      |      |      |      | 24   | 32     | NA     | NA     |        | CSM    |
| Computer Science             | 69   | 125  | 184  | 219  | 279  | 290  | 309  | 299  | 243  | 224  | 181  | 203  | 198    | 188    | 198    |        | CSM    |
| Criminal & Justice Studies   |      |      |      |      |      |      |      |      |      | 47   | 170  | 293  | 304    | 317    | 383    | 421    | 494    |
| Economics                    | 32   | 34   | 31   | 37   | 44   | 43   | 44   | 57   | 58   | 71   | 66   | 94   | 107    | 90     | 82     | 103    | 116    |
| Global Studies               |      |      |      |      |      |      |      |      |      |      |      |      |        |        |        | 8      | 28     |
| History                      | 124  | 127  | 143  | 145  | 165  | 174  | 164  | 196  | 227  | 228  | 211  | 230  | 232    | 203    | 200    | 215    | 222    |
| Human Development            |      | 16   | 40   | 86   | 129  | 144  | 153  | 198  | 235  | 274  | 288  | 314  | 326    | 344    | 390    |        | CSM    |
| Kinesiology                  |      |      |      |      |      |      |      |      |      |      | 92   | 229  | 301    | 409    | 520    |        | CSM    |
| Liberal Studies              | 644  | 770  | 876  | 951  | 1053 | 969  | 1008 | 991  | 1047 | 987  | 872  | 792  | 764    | 737    | 744    | 672    | 633    |
| Literature & Writing Studies | 168  | 185  | 184  | 176  | 179  | 191  | 202  | 233  | 219  | 199  | 214  | 262  | 276    | 265    | 262    | 241    | 241    |
| Mass Media                   |      |      |      |      |      |      |      |      |      |      |      |      |        | 67     | 116    | 140    | 170    |
| Mathematics                  | 47   | 62   | 54   | 55   | 75   | 75   | 63   | 71   | 80   | 86   | 89   | 112  | 133    | 101    | 116    |        | CSM    |
| Nursing                      |      |      |      |      |      |      |      |      |      |      |      | 43   | 123    | 171    | 132    |        | CSM    |
| Physics, Applied             |      |      |      |      |      |      |      |      |      |      |      |      | 1      | 11     | 21     |        | CSM    |
| Political Science            | 93   | 89   | 79   | 90   | 104  | 108  | 98   | 115  | 118  | 123  | 134  | 155  | 150    | 164    | 195    | 223    | 209    |
| Pre-Nursing                  |      |      |      |      |      |      |      |      |      |      | 90   | 291  | 403    | 405    | 476    |        | CSM    |
| Psychology                   | 328  | 352  | 331  | 312  | 330  | 335  | 363  | 413  | 441  | 405  | 400  | 500  | 526    | 552    | 604    | 591    | 690    |
| Social Science               | 132  | 127  | 109  | 128  | 129  | 126  | 117  | 130  | 146  | 154  | 113  | 110  | 109    | 88     | 88     | 101    | 121    |
| Sociology                    | 169  | 176  | 162  | 156  | 174  | 188  | 216  | 264  | 283  | 240  | 244  | 266  | 284    | 259    | 242    | 281    | 333    |
| Spanish                      | 60   | 73   | 79   | 75   | 74   | 68   | 63   | 90   | 84   | 85   | 71   | 73   | 85     | 73     | 62     | 68     | 73     |
| Special Major                | 2    | 6    | 3    | 2    | 4    | 5    | 4    | 5    | 6    | 7    | 12   | 7    | 9      | 4      | 2      | 1      | 1      |
| Visual & Performing Arts     | 36   | 39   | 48   | 52   | 55   | 53   | 40   | 67   | 124  | 144  | 172  | 221  | 214    | 178    | 152    | 162    | 216    |
| Women's Studies              | 11   | 18   | 15   | 18   | 17   | 10   | 13   | 13   | 9    | 14   | 17   | 22   | 22     | 17     | 21     | 19     | 14     |
| Undeclared                   | 143  | 203  | 204  | 214  | 342  | 408  | 394  | 727  | 617  | 461  | 388  | 413  | 457    | 540    | 571    | 749*** | 572*** |

\*Spring 96 census

\*\* PeopleSoft Data from IP&A

\*\*\*Chancellor's Office Analytical Studies Enrollment of Full-Time and Part-Time Students Seeking a Bachelor's Degree by Discipline Division, Fall 2010 Report and Fall 2011 Report

**III. E. GRADUATE STUDENT HEADCOUNT: FALL SEMESTERS AT CENSUS: 1995-2011**

| Graduate Major             | 1995 | 1996* | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007** | 2008** | 2009** | 2010** | 2011** |
|----------------------------|------|-------|------|------|------|------|------|------|------|------|------|------|--------|--------|--------|--------|--------|
| MA - History               |      |       |      |      |      |      |      |      |      |      |      |      | 10     | 26     | 27     | 28     | 30     |
| MA - Literature & Writing  | 25   | 24    | 27   | 29   | 25   | 24   | 20   | 34   | 49   | 52   | 47   | 33   | 38     | 36     | 24     | 28     | 34     |
| MA - Psychology            | 11   | 11    | 20   | 22   | 19   | 17   | 22   | 26   | 25   | 26   | 27   | 24   | 22     | 17     | 28     | 31     | 29     |
| MA - Sociological Practice | 22   | 18    | 25   | 20   | 28   | 26   | 25   | 34   | 22   | 35   | 39   | 44   | 47     | 51     | 48     | 40     | 35     |
| MA - Spanish               |      |       |      |      |      | 10   | 14   | 19   | 14   | 4    | 10   | 17   | 15     | 18     | 17     | 11     | 13     |
| MS - Biology               |      |       |      | 7    | 7    | 10   | 10   | 18   | 23   | 25   | 28   | 25   | 23     | 29     | 32     |        | CSM    |
| MS - Computer Science      |      |       | 11   | 22   | 30   | 34   | 27   | 31   | 37   | 27   | 19   | 22   | 30     | 24     | 25     |        | CSM    |
| MS - Mathematics           | 11   | 8     | 6    | 8    | 5    | 7    | 8    | 8    | 12   | 13   | 12   | 12   | 11     | 14     | 17     |        | CSM    |

\*Spring 96 census

\*\* PeopleSoft Data from IP&A

\*\*\*Chancellor's Office Analytical Studies Enrollment of Full-Time and Part-Time Students Seeking a Bachelor's Degree by Discipline Division, Fall 2010 Report and Fall 2011 Report



**IV. Supplement:  
Proposals  
for Future  
Programs**

**Border Studies  
Major (BA)**

**Faculty Contact:  
Vivienne Bennett**

**Proposed Year of  
Inception: 2014**

**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. Strong 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.*

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: 2013**

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.

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.

## **Digital and Media Arts (BA)**

**Faculty Contact:**  
**Kristine Diekman**

**Proposed Year of**  
**Inception: 2013**

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 throughout 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; and 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: 2014***

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.

## ***Environmental Studies (BA)***

***Faculty Contact:***  
***Robert Brown***

***Proposed Year of Inception: 2013***

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 is 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 Contact:***  
***Marisol Clark-Ibañez***

***Proposed Year of Inception: 2014***

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 Añover**

**Proposed Year of  
Inception: 2014**

The Bachelor of Arts degree in French, to be administrated by the Department of Modern Language Studies, will be a unique program in the region, among the CSUs and other institutions offering a French B.A. since our program will target French for the professions (it will be a more applied and practical degree than many existing degrees in this discipline). The French B.A. is intended to prepare students to apply their knowledge of French into specific professions. The French BA that we propose will be centered into two distinct tracks:

- Track 1: French for the professions. This track will be an applied degree to form future teachers, translators, editors, etc. The professions for which students will be prepared are not taken at random, but rather are based in extensive research on professions using French not only in the region or in the nation but internationally as well.
- Track 2: French and francophone culture, language and literature. This track is a more "traditional track" in the sense that it will form students who wish to further their studies in French through M.A. and/or Ph.D. degrees. Students enrolled in one track or the other will have to take common courses from both tracks. For example, courses in language and literature as well and courses in translation and with a Community Service Learning component.

Through the B.A. degree in French, students will have opportunities to get involved directly with companies or entities that use French, and will develop a network of contacts for future job prospects. They will be able to actively use their language proficiency in a practical way. Already in our minor in French courses we use innovative teaching by bringing into the classroom a unique methodology called Global Simulations (based on real-life situations), TV and written advertisements as a way to analyze the French and the francophone culture or synchronized chats that allow students to negotiate meaning in French in a new environment through computer mediated instruction. Course proposals have been submitted

in preparation of the French B.A. and to increase the offerings in the new Global Studies Program that show a unique and innovative perspective and curriculum.

The French B.A. will meet the regional needs by forming students who after obtaining their degrees may hold jobs in areas in need. For example, there are publishing companies in the region who are often looking for students who hold a degree in French to fill positions as editors.

Overall, the creation of a Bachelor's degree in French will meet the commitments to international awareness, cross-cultural understanding, and a globalized curriculum, made in the mission and vision statements of CSUSM and the College of Humanities, Arts, Behavioral and Social Sciences. The option of a B.A. in French is likely to reinforce enrollment for the B.A. in Global Studies, as students who choose this option will be able to formally demonstrate advanced language proficiency and cultural competence in French, which is spoken on five continents and the official or administrative language of many countries and regions on which concentrate Global Studies students (Sub-Saharan Africa, Middle East and North Africa, Europe, The Americas, Asia).

The double major will help prepare CSUSM students for careers in areas such as: international consulting, international business, international development (e.g., Peace Corps, United States Agency for International Development, World Bank, etc.), intergovernmental organizations (e.g., United Nations, International Monetary Fund, World Trade Organization, etc.), non-governmental organizations focusing on international affairs (e.g., Amnesty International, CARE International, Freedom House, etc.).

French is one of the official working languages of the following international organizations: Amnesty International, Interpol, International Olympic Committee, North American Free Trade Agreement (NAFTA), North Atlantic Treaty Organization (NATO), Org. for Economic Cooperation + Development (OECD), Red Cross and Red Crescent, United Nations (UN), World Health Organization (WHO), World Trade Organization (WTO).

The option of a B.A. in French is likely to reinforce enrollment for the B.A. in Global Business Management, as students who choose this option will be able to formally demonstrate advanced language proficiency and cultural competence in French. Specific business French classes (such as course "314 Advanced French for Business", or the proposed course "450A The Art of Advertising: French and Francophone Culture") prepare students to understand foreign business cultures and practices, and to communicate successfully in social and business situations.

The French courses that we would like to develop as part of the B.A. in French curriculum will enhance and/or complement the understanding of courses in the History and the Literature and Writing Studies departments. The French B.A. curriculum will also offer a different perspective on several courses that relate to France and the francophone world in these two departments. Possible courses include: HIST 323 Society and Culture in Modern Europe; HIST 327 Women in Modern Europe; HIST 375 African Nationalism and Independence; HIST 381 Comparative French Colonialism: From the Caribbean to Indochina; HIST 400 Seminar in European History; LTWR 420 Global Literature II; LTWR 460 Cultural Studies.

### **Music (BA)**

**Faculty Contact: Bill  
Bradbury**

**Proposed Year of  
Inception: 2013**

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.

## **Philosophy (BA)**

**Faculty Contact:**  
**Manuel Arriaga**

**Proposed Year of  
Inception: 2014**

We propose to offer a BA in Philosophy, beginning fall 2014. 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 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.

### ***Theatre (BA)***

***Faculty Contact:  
Marcos Martinez***

***Proposed Year of  
Inception: 2014***

The Theatre Program at CSUSM will be the first B.A. in Theatre in North County San Diego. We anticipate a fall 2014 startup date. Theatre faculty has identified four areas upon which our program will be built: Latino and Spanish language theatre, new play development (culminating in the annual New Play Festival), physical theatre, and film acting technique. The program will continue to provide opportunities to work in English, Spanish, and bilingual formats, thereby addressing regional needs. This program focuses on providing students with opportunities to explore diverse theatrical perspectives by creating works for the stage and screen that brings students together towards common goals. As we make these changes we remain committed to collaboration across disciplines.

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 commedia del arte, Russian theatre (Stanislavski workshops), Mario Gonzales Method, Suzuki Method of Actor Training, and Grotowski Training. All have 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.



## **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.

### **Chicano/a Latino/a Studies (BA)**

**Faculty Contact:**  
**Alicia Gonzales**

Chicano/a Latino/a Studies (CLS) is an interdisciplinary program that meets our campus educational commitment to serve and engage diverse Chicano-Latino populations in the region. CLS teaches students to understand and examine the past and present experiences of Chicano/a and Latino/a people across the life course. Students learn to integrate histories and shared experiences; relate them to social, historical, cultural,

political processes; and, connect them to the experiences of other groups in the United States.

Through unique pedagogical methods that highlight community partnerships through service learning and collaborative research, CLS courses are designed to prepare students to serve Chicano and Latino communities, to become aware of the diversity within Chicano and Latino culture, and develop critical thinking skills as they relate to the social, political and economic experiences of these communities.

CLS provides intellectual training for students to take leadership roles, serve local communities, advance policy issues, and work with key stakeholders addressing critical issues in California and the rest of the nation. The interdisciplinary nature of this program prepares students for careers in areas such as education, community and social services, law, government, counseling, social policy, and business. In addition, CLS provides students with many pathways for graduate work in areas that include Education, History, Political Science, Sociology, Social Work, Women's Studies, Ethnic Studies, Urban Studies, Law, and Performing and Visual Arts.

### **Cognitive Science (BS)**

**Faculty Contacts:**  
*Miriam Schustack,*  
*Bob Yamashita,*  
*Jocelyn Ahlers,*  
*Katherine Brown,*  
*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:**  
*Liliana Rossmann*

The Communication Department recognizes the transformative power of communication and its utility for re-making how we think about and act in personal, organizational, cultural, social, and political life. Our scholarly and creative community embraces diverse theoretical perspectives, innovative pedagogy, and creative practices that build critical and analytical abilities, collaborative and dialogic relationships and communities, and that challenge structures of inequity. We guide students to become culturally aware, astute, civic minded individuals poised for success in their endeavors as community members, citizens and leaders in their chosen professions. The M. A. program in

Communication will provide students with a comprehensive knowledge of the nature of communication, its varied forms and uses, and its multiple social, cultural, and cognitive effects.

***Creative Writing  
(MFA)***

Summary statement currently under development.

***Faculty Contact:  
Salah Moukhlis***

***Dance (Minor)***

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.

***Faculty Contact:  
Karen Schaffman***

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.

***Digital Rhetorics  
(Minor within  
LTWR)***

Summary statement currently under development.

***Faculty Contact:  
Salah Moukhlis***

***Economics (MA)***

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.

***Faculty Contact:  
Robert Brown***

### **Film and Literature (FLIT within LTWR)**

**Faculty Contact:**  
**Salah Moukhlis**

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-**  
**Yáñez**

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.

## **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.)

### **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,  
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.

### **Licensed Mental Health Counselor**

**(LMHC)** (formerly  
*Marriage and Family  
Therapy, MFT*)

**Faculty Contact:**  
**Miriam Schustack**

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.

### **Linguistics (BA)**

**Faculty Contacts:**  
**Vivienne Bennett,**  
**Jule Gómez de**  
**García, 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.

**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.

**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,**  
**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.

### **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-Yáñez**

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.

## V. Appendix A: 2011-12 CHABSS CAMP Call

**From:** Theresa Aitchison  
**To:** [Bonnie Bede](#); [Dawn Formo](#); [Elizabeth Matthews](#); [Joely Proudfit](#); [Jonathan Berman](#); [Kimber Quinney](#); [Konane Martinez](#); [Liliana Rossmann](#); [Linda Shaw](#); [Marisol Clark-Ibanez](#); [Martha Stoddard-Holmes](#); [Merryl Goldberg](#); [Michael Hughes](#); [Michael McDuffie](#); [Miriam Schustack](#); [Patty Seleski](#); [Peter Arnade](#); [Robert Rider](#); [Scott Greenwood](#); [Sheryl Lutjens](#); [Vivienne Bennett](#)  
**Cc:** [P. Wesley Schultz](#); [Sheryl Lutjens](#); [Oliver Berghof](#); [Marcos Martinez](#); [Karen Glover](#); [Dawn Formo](#); [Patty Seleski](#); [Adam Shapiro](#); [Debbie Andrews](#); [Shantal Nilson](#); [Jo Ellen Anderson](#); [Johnna Moore](#); [Krista Gutierrez](#); [Linda Muse](#); [Nersa Niksirat](#); [Oneita Billings](#); [Patricia Canas](#); [Soheyla Darvish-Mohseni](#); [Toni Shaffer](#); [Yolanda Weedon](#)  
**Subject:** CAMP Survey 2011-12  
**Date:** Monday, October 31, 2011 10:11:00 AM  
**Attachments:** [CAMP\\_Survey\\_2011-12.docx](#)  
[Startup Dates Projected Programs.docx](#)

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Dear Colleagues,

The College HAPC will be updating projected program startup dates for this year's CAMP. Attached to this email are the following documents:

- The CAMP Survey solicitation (CAMP\_Survey\_2011-12.docx). Please type your responses into the Word document and return to us.
- A spreadsheet with startup dates, as they appear in the 2010 CAMP, and HAPC's projection of the earliest possible startup dates, given the status of approval shown in our records.

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. 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 or changes.

Because we believe we have made this task relatively simple to accomplish, we request that you respond by Friday, December 2nd. Later in the year, HAPC will be sending out a second request for 3-year hiring plans.

Sincerely,

The HAPC Committee  
Wes Schultz - Chair  
Karen Glover  
Marcos Martinez  
Sheryl Lutjens  
Oliver Berghof

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Sent on behalf of the HAPC Committee by Theresa Aitchison  
College-Wide Administrative Coordinator  
College of Humanities, Arts, Behavioral & Social Sciences  
[aitchison@csusm.edu](mailto:aitchison@csusm.edu)

## V. Appendix B: 2011-12 CHABSS CAMP Survey

### 2011-12 CHABSS CAMP and Strategic Planning Survey Hiring and Academic Planning Committee (HAPC)

Name: \_\_\_\_\_

Please return this survey as an e-mail attachment to Theresa Aitchison (aitchison@csusm.edu), by **Friday, December 2, 2011**. For additional information, the 2009-10 CAMP (updated March, 2011) is available on the CHABSS website at <http://www.csusm.edu/chabss/webdocs/2010%20CAMP.pdf>. Thanks for your input. **PC users please note:** to navigate to any of the links, please “right-click” your mouse and choose “Open Hyperlink.”

**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 CHABSS Connections:** How do you envision this program linking to existing or planned programs within the College?

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#### 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/AccessToExcellence.shtml)

[http://www.calstate.edu/acadaff/System\\_Strategic\\_Planning/index.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/>