

AGENDA

Executive Committee Meeting

CSUSM Academic Senate

Wednesday, November 18, 2015, 12:00 noon to 1:50 pm

Provost's Conference Room – KEL-5207

- I. Approval of Agenda
- II. Approval of Minutes – (none pending)
- III. Chair's Report, [Deborah Kristan](#)
Referrals
FAC: CSM Lecturer Evaluation Policy
- IV. Vice Chair's Report, [Michael McDuffie](#)
- V. Provost's Report, [Graham Oberem](#)
- VI. Vice Provost's Report, [Kamel Haddad](#)
- VII. Discussion Items
 - A. NEAC: Update on Referendum Vote
 - B. SAC: Internship Policy – for EC Feedback (attachment) **Page 2**
 - C. FAC: Coach Evaluation Policy (including forms) (attachment) **Page 5**
 - D. UCC: AIS P-2 Form – for EC Discussion (attachments)
 - UCC Report – American Indian Studies Minor **Page 33**
 - AIS Minor: Proposal, Catalog copy, Signature Pages and Related Memos and Emails **Page 35**
 - E. Senate Chair: Standing Rules of the Academic Senate (attachment) **Page 113**
- VIII. EC Members' Concerns & Announcements

1 **SAC**

2
3 *Rationale: This policy is being created to comply with the Chancellor’s Office Executive*
4 *Order 1064 “Student Internships” which requires campuses to “develop, maintain and*
5 *publish a student internship policy governing internships where the university makes the*
6 *placement”. The Executive Order provides policy guidelines for academic, for-credit*
7 *internships; **not** under its purview are internships that are “teacher preparation*
8 *placement or clinical placements such as for nursing, counseling, physical therapy or*
9 *occupational therapy”, as well as non-credit internships. This policy uses the purview*
10 *and internship definition of the Executive Order. To foster compliance with the Executive*
11 *Order issued in 2011, the President convened a task force on student placements; it*
12 *recommended the creation of a University Office of Internships as designated campus*
13 *office, to fulfill the functions defined for such an office in EO 1064. The Office of*
14 *Internships manages an online database which lists organizations with whom the*
15 *University has a fully executed partnership agreement; the database allows students to*
16 *electronically upload required documents such as the placement guidelines, emergency*
17 *contact information, and the learning agreement. The University provides general and*
18 *professional liability insurance policies that afford coverage for students during credit*
19 *bearing placements with community agencies provided there is a written agreement in*
20 *place between the University and the hosting community organization.*

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23 **CALIFORNIA STATE UNIVERSITY SAN MARCOS**
24 **INTERNSHIP POLICY**

25
26 **I. Definition**

- 27 1. Internships integrate a student's academic study with practical experience in a
28 cooperating organization.
29 2. Internships are designed to serve educational purposes by offering experience in a
30 business, non-profit, government setting, educational or other workplace setting.
31 3. For purposes of this policy, “internship” does not include teacher preparation
32 placements, social work placements, or clinical placements such as for nursing,
33 counseling, physical therapy or occupational therapy (as per Executive Order 1064,
34 III).
35 4. Internships can be for undergraduate or graduate coursework, on-campus or off-
36 campus, paid or unpaid, full-time or part-time. This policy applies to internships for
37 academic credit.
38 5. An internship site is the organization or CSUSM office at which the internship takes
39 place.

40 **II. Academic Responsibilities for Internship Planning**

41 Prior to placing students in internships, the **supervising faculty member** should consult
42 with their department/academic unit about departmental internship practices, and with the
43 University Office of Internships about procedures and information resources. The
44 supervising faculty member is responsible for the following:

- 45 1. Verifying the potential for the internship opportunity to provide an educationally
46 appropriate environment and experience;
- 47 2. Determining appropriate selection criteria and basic skills required of students for
48 each particular internship (e.g., minimum GPA, class status, major).
- 49 3. Collaborating with an appropriate individual(s) from the host organization to
50 supervise the student at the internship site.
- 51 4. Developing and approving a Learning Agreement for the student. The Learning
52 Agreement shall include the performance expectations, the learning outcomes, the
53 logistics, and specific number of hours per unit of academic credit to be granted.
54 (See the [CSUSM credit hour policy](#) regarding the amount of instruction and
55 student work expected for each credit hour). The Learning Agreement shall be
56 signed by the supervising faculty member, site supervisor, and student, and
57 submitted to the University Office of Internships.
- 58 5. Directing F-1 and J-1 visa international students who are pursuing a paid or
59 unpaid internship to the Office of Global Education regarding work authorization;
60 directing domestic students interning abroad to the Office of Global Education for
61 travel insurance information.
- 62 6. Providing students with special needs an individualized education plan that
63 provides reasonable accommodations to allow the student to participate. The
64 Office of Disabled Student Services (DSS) is responsible for authorizing DSS
65 services and may be consulted for assistance in Learning Agreement
66 development.
- 67 After an internship is completed, the **supervising faculty member** is responsible for:
- 68 7. Evaluating the student's performance in the academic internship and awarding
69 academic credit.

70

71 **III. Administrative Responsibilities for Internship Planning**

72 Prior to placing students in internships, the **University Office of Internships** is
73 responsible for the following:

- 74 1. Ensuring compliance with CSU system and campus risk management
75 requirements.
- 76 2. Conducting a site visit to identify the potential risks of the internship site and
77 ensuring an On-Site Assessment form. The site visit may be bypassed if the
78 campus can demonstrate and document sufficient knowledge of the internship
79 site. This could be accomplished through online review, published materials,
80 direct contact with the site or completion of a Learning Site Self-Assessment form
81 by the site.
- 82 3. Reviewing emergency preparedness processes and crisis response plan with the
83 student and agency supervisor;
- 84 4. Managing an online database accessible to CSUSM students and faculty, which
85 lists available internships and provides information about enrolling in those
86 internships.

- 87 5. Conducting a student orientation that includes conduct expectations, health and
88 safety instructions, and emergency procedures and contacts.
89

90 Additionally, the **University Office of Internships** is responsible for:

- 91 6. Administering an annual review of the internships, both for educational purposes
92 and for safety to the students. Such reviews should take into account information
93 gathered from on-site supervisors, faculty, university staff, and student
94 experience.
- 95 7. Retaining together all required documentation for three years. Such documents
96 must be retained consistent with system-wide and campus document retention
97 guidelines. Such documentation includes:
- 98 a. Name and contact information for the internship site,
 - 99 b. Student information,
 - 100 c. An emergency contact form to be completed by each student,
 - 101 d. In cases where the internship placement is not required as part of an
102 academic program in which the student is enrolled, or the student is under
103 18 years of age, the liability waiver form set forth in Executive Order 105
104 must be completed.
 - 105 e. In cases when a student completes an internship at their place of
106 employment, a copy of the time sheet signed by the site supervisor that
107 verifies the number of internship hours invested by the student, will be
108 submitted to the Office of Internships.
 - 109 f. A Learning Agreement to be signed by the student, supervising faculty
110 member, and site supervisor. The Learning Agreement form must address
111 the work to be provided by the student, the learning outcomes, and the
112 placement logistics, including hours and pay.
 - 113 g. Written agreement of the internship site to meet campus expectations,
114 including a signed University Community Partnership Agreement between
115 the internship site and the University that addresses both the internship
116 site's and the University's role in the internship, as well as the student's
117 responsibilities. The University Office of Internships will ensure the
118 execution of such agreement.

119
120 **Authority**

121 Executive Order 1064
122

123 **Scope**

124 This policy applies to all individuals involved with internships; as such term is defined
125 herein.
126

127 **Responsible Division**

128 Community Engagement
129
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3 FAC 326-08

4 Rationale

5 FAC reviewed the procedure and forms for the periodic evaluation of Athletic Coaches.
6 The committee thanks Head Coach Laurie Nevarez for her clarifications on the evaluation
7 practices of the Department of Athletics during her visit to the Faculty Affairs Committee
8 meeting of Sept. 28, 2015.

9
10 FAC has reviewed the documents for compliance with University course evaluation
11 procedures and with the CBA, as well as for consistency in use of terminology. FAC wants
12 to make sure that the periodic evaluation procedure includes all coach evaluation rights
13 under CBA Article 15.

14 -
15 FACs suggested the changes and wording submitted to Coaches' council to review.
16 Head Coach Navarez responded that coaches have reviewed and accepted FAC
17 recommendations.

18 -
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22
23 TITLE: Periodic Evaluation of Athletic Coaches

24
25 **Definition:** This document sets forth the procedures for the Periodic Evaluation of Athletic Coaches.
26 The provisions of this document are intended to be implemented in conformity with ~~the~~ CBA
27 Article 15.;

28
29 **Authority:** The Collective Bargaining Agreement between California State University and the California
30 Faculty Association.

31
32 **Scope:** Coaching faculty unit employees within the Department of Athletics.

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39 _____
Karen S. Haynes, President

_____ Approval Date

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44 _____
Graham Oberem, Provost and VP for Academic Affairs

_____ Approval Date

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48 I. GENERAL ELEMENTS

49
50 The purpose of this ~~document policy~~ is to provide a procedures for ~~the annual~~ periodic- ~~evaluation of~~
51 ~~coaching faculty unit employees~~ performance review of coaching faculty. The ~~document policy~~
52 ~~complies with the~~ follows the procedures ~~as set forth in the~~ for periodic evaluation in accordance with
53 ~~the~~ Collective Bargaining Agreement (CBA, ~~Article A15~~)[†]. Within 14 days of appointment, the
54 Director of Athletics will provide ~~coaches~~ ~~coaching faculty Unit 3 employees~~ with a copy of this
55 procedure on ~~the~~ Periodic Evaluation of ~~Athletic Coaches~~ ~~Coaching Faculty Unit 3 Employees~~.

Comment [AF1]: Is the footnote needed?

56
57 The custodian of the Personnel Action Files (PAFs) of athletic coaches shall be the Associate Vice
58 President ~~for Faculty Affairs, for Planning and Academic Resources (CBA 11)~~.

60
61 II. EVALUATION PROCESS FOR HEAD COACHES

62
63 A. The Working Personnel Action File: The Head Coach will submit a Working Personnel
64 Action File (~~WPAF~~) (~~WPAF~~) consisting of items 1, 2, ~~and 3 and 5~~ -below.

- 65 _____
- 66
- 67
- 68 1. Form A1, "CSUSM Intercollegiate Athletics; Season Goals ~~Meetings~~," with the Pre-
69 season Goals (and Post-season Assessment²) sections completed.
- 70 2. A personal post-season assessment. This assessment may include a simple outline of
71 which goals were met and which were not, or a more detailed discussion of how or
72 why goals were or were not met. Supporting materials may be included as well.
- 73 3. Form D, "Peer Input" (optional).
- 74 4. Student-athlete evaluations. ~~Coaches do not need to submit these evaluations with~~
75 ~~their WPAFs.~~ The Director of Athletics will ~~directly~~ access the student-athlete
76 evaluations: ~~coaches do not need to submit these evaluations with their WPAFs, for~~
77 ~~all coaches directly. Copies will be provided to the coaches; coaches do not need to~~
78 ~~submit these evaluations with their WPAFs.~~
- 79 5. An index of these materials, which shall be permanently placed in the Head Coach's
80 Personnel Action File (PAF).

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83 Timeline:-

84 o The WPAF shall be submitted to the Director of Athletics by June. 1

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86 B. ~~Goal~~ Pre-season goals setting and post-season assessment follow up meetings; Prior to each
87 season of competition, the Head Coach and the Director of Athletics will meet to set goals for
88 the upcoming season. Goals will be set in the areas of team athletic performance, team
89 academic performance, fundraising, and recruiting; an "other" category will also be available
90 for any program-specific goals that may apply. It is expected that the goals will be
91 challenging but realistic— not unreasonable or unattainable. These goals will be
92 documented in the "Pre-season Goals" section on Form A1: CSUSM Intercollegiate
93 Athletics: Season Goals. "Pre-season Goals."

[†] The Periodic Evaluation of Temporary Faculty Unit Employees includes coaching faculty unit employees and is governed by Article 15 of the Collective Bargaining Agreement.

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At the conclusion of each season, the Head Coach and the Director of Athletics will meet to assess whether or not the set pre-season goals ~~set~~ were met. If the goals were not met, they will discuss the reasons. The post-season assessment will be documented in the "Post-season assessment" section on Form A1: CSUSM Intercollegiate Athletics: Season Goals, "Post-season Assessment.t."

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Timeline:

- o The Pre-season Goals meetings will be held before the first official contest.
- o The Post-season Assessment meetings will be held as soon as possible after the conclusion of the season, as possible

C. Student-athlete evaluations: Head Coaches will be evaluated by their student-athletes using Form B1, "Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Head Coach)."

The Office of Institutional Research will ~~generate the evaluations for each team to complete~~ near the conclusion of the season at a team meeting at which the coach being evaluated will not be present. The evaluation results will be sent to the Director of Athletics and, after the completion of the season, to the coach.

Timeline:

- o The student-athlete evaluations for all fall, winter and spring sports will be administered during the same period as spring semester course evaluations.

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D. Peer Input (optional): Coaches have the option of submitting a peer evaluation using form, Form D, "Peer Input," as part of their WPAFs.

Comment [I2]: Need to generate peer evaluation form.

Comment [AF3]: Add optional peer input form

E. Performance Appraisal: The information submitted with the WPAF, including documentation of the pre-season goalsgoal setting and post-seasongoal assessment meetings, student-athlete evaluations, and peer input (if any), will form the basis for the Head Coach's Performance Appraisal to be done by the Director of Athletics. The Director of AthleticsA will complete Form C1, "Cal State San Marcos Athletics; Performance Appraisal for Head Coaches;" and provide a copy to the Head Coach. The Head Coach will be given at least five (5) days notice of the placement of Form C1 in his/her PAF.

F. The Head Coach may request an external review of the materials submitted for evaluation. Such a request must document the special circumstances that necessitate an external reviewer. The request must be approved by the President or the President's designee.

~~Within ten (10) days following receipt of the evaluation, the HC may attach or submit a response or rebuttal to the evaluation and/or request a meeting with the evaluator.~~

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143 Timeline:

- 144 ○ The Periodic Evaluation -must be completed by June 15.

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154 III. EVALUATION PROCESS FOR ASSISTANT COACHES

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156 A. The Working Personnel Action File: The Assistant Coach will submit a Working
157 Personnel Action File (WPAF) consisting of items 1, 2, and 3 and 5 below of the components
158 below as part of the Working Personnel Action File (WPAF).
159 AD will have access to athlete evaluations (item 3) for all sports. Therefore, item 3 will not need to
160 be submitted by the assistant coach as part of their WPAF.

- 161
162 1. Form A2, "CSUSM Intercollegiate Athletics: Season Goals," with the Pre-season
163 Expectations and Post-season Assessment sections completed, with the goal section
164 completed.
165 2. A personal post-season assessment. This assessment may include a simple outline of which
166 goals were met and which were not, or a more detailed discussion of how or why goals were
167 or were not met. Supporting materials may be included as well.
168 3. Form D, "Peer Input" (optional).
169 4. Student-athlete evaluations. Coaches do not need to submit these evaluations with their
170 WPAFs. The Director of Athletics will directly access the student-athlete evaluations;
171 coaches do not need to submit these evaluations with their WPAFs. Copies will be provided
172 to the coaches.
173 4.5. An index of these materials, which shall be permanently placed in the Assistant Coach's
174 Personnel Action File (PAF). The AD will access the student evaluations for all coaches
175 directly, coaches do not need to include the evaluations as part of their WPAF.

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178 Timeline:

- 179 ○ The WPAF shall be submitted to the AD by Jun. 1.

180
181 B. Pre-season expectations Goal setting and post-season assessment follow-up meetings: Prior to
182 each season of competition, the Head Coach will meet with each Assistant Coach to set
183 goals discuss expectations for Assistant Coach performance for the upcoming season.
184 Duties with respect to attendance at practice and competition; work with student-athletes;
185 and administrative duties will be set; an "other" category will also be available for any
186 program-specific duties that may apply. These goals will be documented in the "Pre-season
187 Expectations" section on Form A2: CSUSM Intercollegiate Athletics: Season Expectations.
188 "Pre season Expectations."

189
190 At the conclusion of each season, after the WPAF is submitted the Head Coach will meet
191 again with each Assistant Coach to assess whether or not the goals expectations were met.

If ~~goals-expectations~~ were not met, they will discuss the reasons. The post-season assessment will be documented in the “Post-season Assessment” section on Form A2: CSUSM Intercollegiate Athletics: Season Expectations. “Post season Assessment.”

~~The goals set and the follow-up assessment will be documented on Form A2 “CSUSM Interecollegiate Athletics: Season Goals.”~~

Timeline:

- ~~The P~~Pre-season Expectations meetings will be held before the first official contest.
- The Post-season Assessment meetings will be held as soon as possible after the _____ conclusion of season as possible.

- C. Student-athlete evaluations: Assistant Coaches will be evaluated by their student-athletes using Form B2, “Student-Athlete Evaluation ~~o~~Of CSUSM Intercollegiate Athletics (Assistant Coach).” Because of the unique responsibilities of track and field Assistant Coaches, they will be evaluated using with a separate form, Form B3, “Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (~~Assistant~~Track and Field Assistant Coach).”

The Office of Institutional Research will ~~generate~~ the evaluations for each team to complete near the conclusion of the season at a team meeting ~~at~~ which the coach being evaluated will not be present. The evaluation results will be sent to the Director of AthleticsAD and, after the completion of the season, ~~to the~~ Head and Assistant Coach.

Timeline:

- The student-athlete evaluationsforms for all fall, winter, and spring sports will be administered during ~~the~~ same period as spring semester course evaluations.

- D. Peer Input (optional): Coaches have the option of submitting a peer evaluation using Form D: “Peer Input,” as part of their WPAFs,documentation of their coaching from their peers.

Comment [I4]: Need to generate peer evaluation form.

~~Peer input will be submitted as part of the Working Personnel Action File (WPAF). All deadlines applying to the WPAF in this document apply to peer input, also.~~

- E. Performance Appraisal: The information submitted withfrom the WPAF, including documentation of the pre-season expectations~~-setting~~ and post-season assessmentfollow-up meetings, student evaluations, and peer input (if any) will form the basis for the Assistant Coach’s Performance Appraisal to be done by the Director of Athletics with input from the Head Coach. The Director of Athletics will complete Form C2, “Cal State San Marcos Athletics: Performance Appraisal for Assistant Coaches,” and provide a copy to the Assistant Coach. The Assistant Coach will be given at least five (5) days notice of the placement of Form C2 in his/her PAF,be part of the informational basis for a coach’s performance appraisal to be completed by the head coach and AD. The AD will complete Form C2, “Cal State San Marcos Athletics Performance Appraisal for Assistant Coaches” with input from the Head Coach.

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- F. The Assistant Coach may request an external review of the materials submitted for evaluation.

241 Such a request must document the special circumstances that necessitate an external reviewer.
242 The request must be approved by ~~the President or~~ the President's designee.

243
244 ~~The AD and/or the Head Coach will then meet with each assistant coach to review the performance~~
245 ~~appraisal. The Head Coach, AD and assistant coach will sign the performance appraisal form; the~~
246 ~~assistant coach's signature will indicate that she/he has reviewed the form and had an opportunity to~~
247 ~~discuss it with the Head Coach and/or AD, not necessarily that she/he agrees with the appraisal.~~
248 ~~Copies of the performance appraisal form will be given to the coach and placed in the coach's~~
249 ~~Personnel Action File (PAF).~~

250
251 Timeline:

- 252 ○ ~~The Periodic Evaluation Performance appraisal forms~~ must be completed by June 15.

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254
255 IV. COACHING FACULTY REBUTTAL/RESPONSE PROCESS

256
257 Per Article 15 of the Collective Bargaining Agreement between the CFA and the CSU, the Head
258 Coach or Assistant Coach may submit a rebuttal ~~or response statement or response~~ in writing and/or
259 request a meeting ~~be held~~ to discuss the evaluation within ten (10) days following receipt of the
260 evaluation. A copy of the response or rebuttal statement shall be placed with Form C1/C2 in the
261 coach's PAF.

262
263 V. FORMS TO BE USED FOR EVALUATION OF COACHING FACULTY

- 264
265 A. Form A1: CSUSM Intercollegiate Athletics; Season Goals ~~Meetings~~ – ~~form~~ for head coaches.
- 266
267 B. Form A2: CSUSM Intercollegiate Athletics; Season ~~Goals-Expectations Meetings~~ – ~~form~~ for
268 assistant coaches.
- 269
270 C. Form B1: Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Head Coach)
- 271
272 D. Form B2: Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Assistant Coach)
- 273
274 E. Form B3: Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Track and Field
275 Assistant Coach)
- 276
277 F. Form C1: Cal State San Marcos Athletics; Performance Appraisal for Head Coaches
- 278
279 G. Form C2: Cal State San Marcos Athletics; Performance Appraisal for Assistant Coaches
- 280
281 H. Form D: Peer Input (optional)

**FORM B1: STUDENT-ATHLETE EVALUATION OF
CSUSM INTERCOLLEGIATE ATHLETICS (HEAD COACH)**

We would appreciate your honest responses to the following evaluation questions. The information from this questionnaire will be kept strictly confidential.

SPORT: _____ HEAD COACH'S NAME: _____

NUMBER OF YEARS IN SPORT AT CSUSM: _____ YEAR IN SCHOOL: _____

ROLE ON TEAM (STARTER, RESERVE, ETC.) _____

DO YOU INTEND TO PARTICIPATE IN ATHLETICS AGAIN NEXT SEASON? _____

WHY OR WHY NOT? _____

EVALUATION OF OVERALL EXPERIENCE IN ATHLETICS

	A great deal	Somewhat	Not at all
How has your technical skill in your sport improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A great deal	Somewhat	Not at all
How has your knowledge of your sport improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A great deal	Somewhat	Not at all
How has your physical fitness improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A great deal	Somewhat	Not at all
How has your overall athletic performance improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How satisfied are you with your overall experience in intercollegiate athletics this year?

Highly satisfied

Somewhat satisfied

Somewhat dissatisfied

Highly dissatisfied

EVALUATION OF HEAD COACH

Please rate your **head coach** on the following items by marking the appropriate box. If you wish, in the line below the box you may add any comments that you feel are appropriate.

Your head coach...	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Has knowledge and expertise in your sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeps informed of current techniques and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attends all practices and contests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently maintains office hours as scheduled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses practice time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercises appropriate control in practice and contests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides a safe, healthy environment for student-athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your head coach...	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Demonstrates professional conduct with officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates professional conduct with athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays a professional appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your head coach...	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Develops and clearly communicates team goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes and clearly communicates team (or meet/tournament/etc.) selection criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes and clearly communicates team rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies team discipline appropriately and consistently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your head coach...	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Provides opportunity for discussion and questions of areas of concern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivates athletes effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates awareness of and compliance with NCAA DII and university rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands athletic eligibility rules and informs athletes of those requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizes away-trips that are well-planned and efficiently run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organiz <u>esing</u> home contests and events that are well planned and efficiently run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, how effective has your **head coach** been this year?

Highly effective

Somewhat effective

Somewhat ineffective

Highly ineffective

What do you consider to be the strengths of your head coach?

~~If you believe your head coach has any weaknesses, describe them below. What do you consider to be the weaknesses of your head coach (if any are they), and what suggestions do you have that might help your head coach be more effective?~~

~~(Take out question, redundant with next question)~~

What suggestions do you have that might help your head coach be more effective?

Please include any other comments you feel are appropriate.

**FORM B2: STUDENT-ATHLETE EVALUATION OF CSUSM
INTERCOLLEGIATE ATHLETICS (ASSISTANT COACH)**

We would appreciate your honest responses to the following evaluation questions. The information from this questionnaire will be kept strictly confidential.

SPORT: _____ ASSISTANT COACH'S NAME: _____

NUMBER OF YEARS IN SPORT AT CSUSM: _____ YEAR IN SCHOOL: _____

ROLE ON TEAM (STARTER, RESERVE, ETC.) _____

Overall, how effective has your **assistant coach** been this year?

Highly effective

Somewhat effective

Somewhat ineffective

Highly ineffective

What do you consider to be the strengths of your assistant coach?

~~If you believe your assistant coach has some weaknesses, what are they and what suggestions do you have that might help your head coach be more effective?~~

~~What do you consider to be the weaknesses of your assistant coach (if any), and what suggestions do you have that might help your assistant coach be more effective?~~

~~Take out above sentence and change to the following to mirror head coach's evaluation wording:~~

~~**What suggestions do you have that might help your assistant coach be more effective?**~~

Please include any other comments you feel are appropriate.

FORM B3: STUDENT-ATHLETE EVALUATION OF CSUSM INTERCOLLEGIATE ATHLETICS (TRACK AND FIELD ASSISTANT COACH)

We would appreciate your honest responses to the following evaluation questions. The information from this questionnaire will be kept strictly confidential.

SPORT: _____ ASSISTANT COACH'S NAME: _____

NUMBER OF YEARS IN SPORT AT CSUSM: _____ YEAR IN SCHOOL: _____

ROLE ON TEAM (STARTER, RESERVE, ETC.) _____

DO YOU INTEND TO PARTICIPATE IN ATHLETICS AGAIN NEXT SEASON?

WHY OR WHY NOT? _____

EVALUATION OF OVERALL EXPERIENCE IN ATHLETICS

	A great deal	Somewhat	Not at all
How has your technical skill in your sport improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How has your knowledge of your sport improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How has your physical fitness improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How has your overall athletic performance improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How satisfied are you with your overall experience in intercollegiate athletics this year?

Highly satisfied	Somewhat satisfied	Somewhat dissatisfied	Highly dissatisfied
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVALUATION OF ASSISTANT COACH

Please rate your **assistant coach** on the following items by marking the appropriate box. If you wish, in the line below the box you may add any comments that you feel are appropriate

Your assistant coach...	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Has knowledge and expertise in your sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeps informed of current techniques and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attends all practices and contests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently maintains office hours as scheduled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses practice time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercises appropriate control in practice and contests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides a safe, healthy environment for student-athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your assistant coach...	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Demonstrates professional conduct with athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivates athletes effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, how effective has your **assistant coach** been this year?

Highly effective	Somewhat effective	Somewhat ineffective	Highly ineffective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you consider to be the strengths of your assistant coach?

~~If you believe your assistant head coach has some weaknesses, what are they and what suggestions do you have that might help your head coach be more effective? What do you consider to be the weaknesses of your assistant coach (if any), and what suggestions do you have that might help your assistant coach be more effective?~~

~~(Take out above sentence and change to the following to mirror head coach's evaluation wording: -What suggestions do you have that might help your assistant coach be more effective?)~~

Please include any other comments you feel are appropriate.

**FORM C1: CAL STATE SAN MARCOS ATHLETICS:
PERFORMANCE APPRAISAL for
HEAD COACHES**

Name _____ Sport _____

Appraisal Period _____ Years in Current Position _____

Team GPA _____ Graduation Rate _____

Conference/ National Championship Appearances _____

Awards / Special Recognition for Coach / Athletes

The following scale will be used to rate performances in each of the areas listed below. Ratings of ~~unsatisfactory and marginal unacceptable~~ performance or ~~of outstanding~~ exceptional performance will be accompanied by written comments.

NA	Not Applicable or not observed	3	Satisfactory
1	Unsatisfactory	4	Commendable
2	Marginal	5	Outstanding

I. COMMITMENT TO THE GOALS OF THE UNIVERSITY/DEPARTMENT OF ATHLETICS

- a. Demonstrates commitment to the mission and purpose of the university _____
- b. Demonstrates commitment to the mission and purpose of Athletics _____
- c. Communicates effectively with internal groups: other coaches and staff _____
- d. Works cooperatively with internal groups: other coaches and staff _____
- e. Communicates effectively with external groups: faculty, boosters, media, fans, and parents _____
- f. Conducts self and program in a professional manner at all times _____
- g. Attends meetings and Athletics Department functions as requested _____
- h. Supports community events through team and personal participation _____
- i. Demonstrates commitment to NCAA Division II and CCAA Compliance _____
- j. Sets meaningful goals for team athletic achievement _____

COMMENTS

II. ADMINISTRATIVE QUALITIES

- a. Effectively plans, administers, and monitors team scheduling _____
- b. Effectively plans, administers, and monitors team travel _____
- c. Completes reports promptly and maintains organized records _____
- d. Has developed and enforces written team rules and expectations
on and off the field, and on and off the campus _____
- e. Arranges a competitive competition schedule within budgetary limits _____
- f. Makes effective use of Assistant Coaches and student workers _____
- g. Manages sport budget effectively _____
- h. Participates in the promotion of the sport _____
- i. Demonstrates adherence to Athletics Department policies relating to
purchasing and travel _____
- j. Makes effective use of resources _____
- k. Overall management of the sports program _____

COMMENTS

III. COACHING SKILLS

- a. Displays a technical knowledge of the sport for competitive NCAA DII play _____
- b. Maintains a current knowledge of sport rules and trends _____
- c. Demonstrates ability to effectively teach players in sport techniques _____
- d. Demonstrates ability to motivate players to produce maximum results _____
- e. Exercises control, leadership, and sound judgment during practices
and competitive events _____
- f. Maintains a positive rapport with and shows respect toward athletes _____
- g. Provides a positive role model for student athletes _____

COMMENTS

IV. RULES COMPLIANCE

- a. Understands and complies with NCAA DII rules and regulations _____
- b. Understands and complies with applicable university student-athlete recruitment policy _____
- c. Understands, instructs athletes regarding, and enforces university Student-Athlete Code of Conduct _____
- d. Understands and complies with university regulations _____
- e. Understands and complies with Athletics Department policies and procedures. _____

COMMENTS

V. ATHLETE ACADEMIC ACHIEVEMENT

- a. Promotes student-athlete academic progress _____
- b. Works cooperatively with academic support services to monitor the academic progress of student-athletes _____
- c. Makes a consistent effort toward the improvement of graduation rates for team members _____
- d. Overall team academic achievement _____
- e. Supports and encourages student-athletes in the use of academic resources and advising _____

COMMENTS

**FORM C2: CAL STATE SAN MARCOS ATHLETICS:
PERFORMANCE APPRAISAL for
ASSISTANT COACH**

Name _____

Sport _____

Appraisal Period _____

Years in Current Position _____

The following scale will be used to rate performances in each of the areas listed below. Ratings of ~~unsatisfactory and marginal~~ acceptable performance or ~~of outstanding~~ exceptional performance will be accompanied by written comments.

NA	Not Applicable or not observed	3	Satisfactory
1	Unsatisfactory	4	Commendable
2	Marginal	5	Outstanding

I. COMMITMENT TO THE GOALS OF THE UNIVERSITY / DEPARTMENT OF ATHLETICS

- a. Demonstrates commitment to the mission and purpose of the university _____
- b. Demonstrates commitment to the mission and purpose of Athletics _____
- c. Communicates effectively with internal groups: other coaches and staff _____
- d. Works cooperatively with internal groups: other coaches and staff _____
- e. Communicates effectively with external groups: faculty, media, fans, and parents _____
- f. Conducts self and program in a professional manner at all times _____
- g. Attends meetings and Athletics Department functions as requested _____
- h. Supports community events through personal participation _____
- i. Demonstrates commitment to NCAA DII & CCAA Compliance _____
- j. Sets meaningful goals for team athletic achievement _____

COMMENTS

II. ADMINISTRATIVE QUALITIES

- a. Effectively assists with team scheduling (if applicable) _____
- b. Effectively assists with team travel (if applicable) _____
- c. Completes reports promptly and maintains organized records _____
- d. Enforces written team rules and expectations on and off the field, and on and off the campus _____
- e. Maintains expenditures within budget parameters _____
- f. Participates in the promotion of the sport _____
- g. Demonstrates adherence to Athletics Department policies relating to purchasing and travel _____
- h. Makes effective use of resources _____
- i. Keeps abreast of departmental communications, including via e-mail and voice-mail _____

COMMENTS

III. COACHING SKILLS

- a. Displays a technical knowledge of the sport for competitive NCAA DII play _____
- b. Maintains a current knowledge of sport rules and trends _____
- c. Demonstrates ability to effectively teach players in sport techniques _____
- d. Demonstrates ability to motivate players to produce maximum results _____
- e. Exercises control, leadership, and sound judgment during practices and competitive events _____
- f. Maintains a positive rapport with and shows respect toward athletes _____
- g. Provides a positive role model for student_athletes _____

COMMENTS

IV. RULES COMPLIANCE

- a. Understands and complies with NCAA DII rules and regulations _____
- b. Understands, instructs athletes regarding, and enforces university Student-Athlete Code of Conduct _____
- c. Understands and complies with university regulations _____

COMMENTS

V. ATHLETE ACADEMIC ACHIEVEMENT

- a. Promotes student_athlete academic progress. _____
- b. Works cooperatively with academic support services to monitor the academic progress of student_athletes. _____
- c. Makes a consistent effort toward the improvement of graduation rates for team members. _____
- d. Supports and encourages student_athletes in the use of academic resources and advising. _____

COMMENTS

VI. RECRUITING

- a. Understands that the head coach is responsible for recruiting, and coordinates all recruiting efforts with the head coach _____
- b. Understands NCAA DII rules governing contact with recruits _____
- c. Makes no offers or promises regarding university admissions, scholarships, etc., without the prior written approval of the head coach _____
- d. Establishes a rapport with regional high schools and coaches _____
- e. Responds promptly to all inquiries and correspondence _____
- f. Accurately assesses prospective student-athletes _____

COMMENTS

OVERALL RANKING AND COMMENTS

Overall Ranking: _____

- | |
|------------------|
| 1 Unsatisfactory |
| 2 Marginal |
| 3 Satisfactory |
| 4 Commendable |
| 5 Outstanding |

COMMENTS BY DIRECTOR OF ATHLETICS

A copy of this evaluation will be placed in your Personnel Action File five (5) or more days from this date, ~~pursuant to personnel policy.~~ Within ten (10) days following receipt of this evaluation, you may attach or submit a response or rebuttal to this evaluation to your Personnel Action File and/or request a meeting with the evaluator.

By signing this form, you are **not** indicating that you agree with the evaluation. Your signature indicates that you have been provided with a copy of this evaluation, ~~and have had an opportunity to discuss it with your sports supervisor.~~

Signature of Assistant Coach Date

Signature of ~~Athletic~~ Director of Athletics Date

Signature of Head Coach Date

FORM D: PEER INPUT (OPTIONAL)

HEAD OR ASSISTANT COACH'S NAME

SPORT YEAR

PEER NAME

RELATIONSHIP TO COACH

PROVIDE ASSESSMENT OF COACH'S PERFORMANCE BELOW:

PEER SIGNATURE: DATE:

1 **Report from the University Curriculum Committee (UCC), American Indian Studies Minor**
2
3

4 In September 2015, UCC began review of a P-2 proposal form to substantively change the Native Studies
5 Minor. The core proposed changes included: 1) a change in name from Native Studies to American
6 Indian Studies; 2) a redesign of the focus of the minor to center on American Indian epistemologies from
7 a distinctly tribal perspective; and 3) a revamping of the coursework to ensure students develop critical
8 perspectives and understand the theoretical frameworks related to American Indian communities.
9

10 Prior to submitting the P-2 form, the proposer (Dr. Proudfit) engaged in a careful analysis and
11 evaluation, working with local tribal communities and an American Indian Studies Advisory Committee
12 to restructure the minor. The title change was made to better reflect the political status of tribal nations
13 and how they determine their identity. The proposal creates a more focused curriculum aimed at
14 providing intellectual engagement and a critical understanding of tribal sovereignty, the culture and
15 identity of North American Tribal nations.
16

17 UCC's review process centered on the academic soundness and quality of the proposed curriculum to
18 meet the aims described. The coursework was completely revamped with a proposed objective to focus
19 the course of study more specifically on American Indian epistemologies. The Native Studies minor, as it
20 currently exists, includes curriculum from a number of departments within CHABSS and in CSM. The
21 proposal came to UCC with the intent to design and deliver a curriculum from the unique perspective of
22 faculty within AIS. Along with the P-2 came 3 C forms and 2 C-2 forms to create new coursework for the
23 minor and crosslist two AIS courses with Sociology, and one with Political Science.
24

25 Below is a list of the departments impacted by the curriculum changes along with their noted position
26 on this proposal, and any subsequent response by Dr. Proudfit.
27

- 28 1) Anthropology – noted opposition if ANTH 480/481 remained crosslisted with AIS 480/481. Also
29 noted concern that the curriculum was limited and excluded relevant coursework from other
30 disciplines. The proposer removed ANTH/AIS 480/481 from the proposal at this time.
- 31 2) Biology – indicated support for the proposed removal of BIOL 338
- 32 3) Communication – indicated support for the proposed removal of COMM 330
- 33 4) Economics – indicated support for the proposed removal of ECON 325
- 34 5) History – indicated support for the proposed removal of HIST 337, 338a, 338b, 356
- 35 6) Literature and Writing Studies – indicated support provided a humanities course be required.
36 LTWR 345 was included as an elective.
- 37 7) Music – indicated support for the proposed removal of MUSC 390, 422
- 38 8) Political Science – indicated support for the proposal and agreed to cross-list PSCI 418 with AIS
39 468
- 40 9) Sociology – indicated support for the proposal and agreed to crosslist SOC 348 and 468 with AIS
41

42 The P-2 form also came to UCC with an indication that Liberal Studies was an impacted discipline. Liberal
43 Studies indicated that they did not feel that they could sign off in support of the changes as they are
44 currently proposed.
45

46 The proposed coursework for the minor now focuses very specifically on American Indian
47 epistemologies. It includes 21 units: a 3 unit required course that is an Introduction to American Indian
48 Studies, 15 units of primary coursework to be selected from six AIS (crosslisted with SOC and PSCI) UD

49 courses, and 3 units of elective coursework to be selected from three AIS and one LTWR UD courses.
50 (Please see the Catalog Copy in the agenda).

51
52 The P-2 proposal came to UCC approved by majority vote from CHABSS's CAPC, and supported by
53 CHABSS' Dean Adam Shapiro.

54
55 UCC carefully considered the proposal in light of the stated objective to refine and refocus the program
56 on understanding the theoretical frameworks and present issues related to American Indian
57 Communities. UCC also considered the feedback provided by each impacted discipline, CHABSS' CAPC,
58 CHABSS' Dean Shapiro and Dr. Proudfit. The proposed curriculum was deemed to be sound and
59 provided a unique focus to our campus. UCC voted to recommend the AIS P-2 form and all associated C
60 and C-2 forms for Senate approval. UCC also voted to bring the P-2 form as a discussion item due to the
61 substantive nature of the changes.

62
63
64 The proposed 21-unit minor will be housed within the new Department of American Indian Studies. It
65 was designed to offer students an integrated knowledge platform to understand the diverse needs and
66 interests of American Indian communities in California and beyond. It also aims to build knowledge and
67 sensitivity to work successfully with American Indian communities.

68
69
70 New courses include:

71
72 AIS 101: INTRODUCTION TO AMERICAN INDIAN STUDIES

73 AIS/SOC 370: AMERICAN INDIAN WOMEN AND ACTIVISM

74 AIS/SOC 400: CONTEMPORARY AMERICAN INDIAN HEALTH AND WELLNESS

75

76

77

Change to Minor

I was hired in fall 2008 as a tenured Native Studies faculty charged with developing and delivering curriculum to Native Studies and Native communities. Working with a curriculum committee and AIS advisory board, we have put forward several new courses which now make up the American Indian Studies Minor. In addition, I have worked with faculty from across the campus to cross-list courses and develop courses that not only fulfill the American Indian Studies minor but that fulfill requirements for numerous other disciplines across campus.

I am proposing to change the Native Studies minor to American Indian Studies (AIS). AIS better reflects the political status of tribal nations and how they determine for themselves their own identity. Additionally, the minor was in need of restructuring since several of the core courses previously offered to fulfill the minor under are no longer offered since the retirement of the faculty member who previously taught those courses.

The American Indian Studies program has been redesigned to focus on American Indian epistemologies from a distinctly tribal perspective. Therefore the newly restructured AIS minor provides for intellectual engagement and critical understanding of tribal sovereignty, the culture and identity of California Tribal nations, and American Indians in North America more generally. The minor prioritizes the worldviews of Tribal nations, and introduces students to important work in American Indian (de)colonization, political and economic development, arts and culture, Tribal systems of knowledge, health and wellness, environment, resource management, cultural revitalization, political theory, activism, and nation building. The American Indian Studies minor offers students the knowledge and expertise needed to develop critical perspectives and understand the theoretical frameworks used to frame and challenge historic and present issues related to American Indian communities. It challenges students as they develop the research skills and cultural competence needed for community service learning and project development, which can lead to internships with American Indian communities, organizations, and tribal governments. As a whole, the American Indian Studies Minor enriches students by offering them an opportunity to develop the cultural proficiency required to work successfully in the diverse professions that serve American Indian communities.

American Indian Studies is a research-based interactive program grounded in culture-based higher learning. The American Indian Minor offers students an integrated knowledge platform to understand the diverse needs and interests of American Indian communities in California and beyond. There are 18 federally recognized American Indian reservations in San Diego County, more than 35 American Indian reservations in the region, and 110 federally recognized tribes in the state of California. CSUSM is ideally situated to serve the needs of tribal nations in our state. This base of knowledge draws upon multiple areas related to the history and current state of American Indians in the United States, and includes courses in the Social Sciences, Arts and Education, Sciences, Health, Tribal Law, Political Science and Business.

Workforce Readiness:

After careful assessment and evaluation, working with local tribal communities and an American Indian Studies Advisory Committee the new minor has been restricted to better serve our students and better prepare them for workforce.

Students who earn the minor should have the particular knowledge and sensitivity necessary to work successfully as educators, health care providers, administrators of businesses and tribal and other governmental bodies, and members of other professions serving American Indian communities. American Indian Studies is committed to preparing a workforce ready student by providing opportunities for faculty and students to work in partnership with University American Indian programs, and American Indian nations and communities.

REQUIREMENTS:

Completion of the minor requires twenty-one units of credit, fifteen of which must be upper-division courses, and twelve of which must be completed at CSUSM. Courses must be completed with a grade of C or better to count toward the minor.

One course must be an internship AIS 498, approved by the American Indian studies Coordinator, which brings the student into direct contact with the American Indian community. AIS 380 may also be used as an elective. With consent of the AIS program coordinator; as many as six units of independent Study (AIS 390) may be counted toward the minor.

1. 21 Units Total
2. 15 must be upper division AIS courses
3. 12 units must be completed at CSUSM
4. 1 course must be internship AIS 498 or relevant discipline equivalent
5. 1 American Indian Studies Elective

American Indian Studies Minor

- All non-articulated courses MUST be reviewed and approved by a faculty advisor.
- All courses used for the minor must be completed with a grade of C (2.0) or better.
- Twelve (12) units must be completed at CSUSM.

I. CORE COURSEWORK (15 UNITS)

Select (5) courses from:

- AIS 101 – Introduction to American Indian Studies
- AIS 348/SOC 348 – American Indian Communities
- AIS 350/SOC 350 – Imagining Indians: American Indians, Media, Film and Society
- AIS 370/SOC 370 – American Indian Women and Activism
- AIS 390 – Independent Study in American Indian Themes
- AIS 400/SOC 400 – Contemporary American Indian Health and Wellness
- AIS 468/SOC 468/PSCI 418 – American Indian Political and Economic Development

*See
new
catalog
copy*

MINOR IN AMERICAN INDIAN STUDIES

OFFICE:
SBSB 1118

TELEPHONE:
(760) 750-4619

DEPARTMENT CHAIR AND FACULTY:
Joely Proudfit, Ph.D., Department Chair

Adjunct Faculty: SBSB 2237
Theresa Gregor, Ph.D.
Anthony Madrigal, Ph.D., J.D.
Jauna Majel Dixon, M.A.
Deborah Morton, Ph.D.

*Approved
Catalog Copy
11/2/15*

MISSION STATEMENT

The Mission of the American Indian Studies Department is to provide students with a research-, community- and place-based program of study through an integrated approach to understanding tribal knowledge. Students will learn about the diverse history, government, sovereignty, community, culture, and social needs of American Indians in California and the Nation with the goal of working effectively with and for tribal communities and within the larger community.

PROGRAM OFFERED: AMERICAN INDIAN STUDIES MINOR

The American Indian Studies (AIS) minor focus is derived from American Indian epistemologies and a place-based perspective. Provides students with an opportunity to engage intellectually and to develop critical understanding of tribal sovereignty, the culture and identity of California Tribal nations, and American Indians in North America more generally. The minor prioritizes the worldviews of Tribal nations, and introduces students to important work in American Indian (de)colonization, political and economic development, arts and culture, Tribal systems of knowledge, health and wellness, environment, resource management, cultural revitalization, political theory, activism, and nation building. The American Indian Studies minor offers students the knowledge and expertise needed to develop critical perspectives and understand the theoretical frameworks structuring historical and contemporary issues related to American Indian communities. The AIS Minor challenges students as they develop the research skills and cultural competence needed for community engagement and project development, which can lead to internships and other career opportunities with American Indian communities, organizations, and tribal governments. As a whole, the American Indian Studies Minor enriches students by offering the prospect to develop the cultural proficiency required to work successfully in the diverse professions that serve American Indian communities.

American Indian Studies is a research-based interactive program grounded in place-based higher learning. The American Indian Minor offers students an integrated knowledge platform to

understand the diverse needs and interests of American Indian communities in California and beyond. There are 18 federally recognized American Indian reservations in San Diego County, more than 35 American Indian reservations in the region, and 110 federally recognized tribes in the state of California. CSUSM is ideally situated to serve the needs of tribal nations in our state. This base of knowledge draws upon multiple areas related to the history and current state of American Indians in the United States.

PROGRAM STUDENT LEARNING OUTCOMES:

- 1:** Analyze the legal and historical foundations of American Indian political identity to understand contemporary issues in American Indian relations and communities.
- 2:** Analyze American Indian epistemologies and other forms of knowledge to develop cross-cultural understanding.
- 3:** Communicate knowledge about American Indian cultures, communities and peoples through mass media, film, and arts.
- 4:** Recognize and evaluate the historical, cultural, social, economic and political contributions American Indian leaders, writers, artists, and activists to develop cross-cultural understanding and respect.
- 5:** Evaluate the roles, images, and perceptions of American Indians in historical and contemporary issues and events to decolonize and construct cross-cultural understanding.
- 6:** Apply research skills through community engagement and experiential learning to communicate knowledge about American Indian sovereignty.

WORKFORCE READINESS:

Students who earn the minor will have the particular knowledge and sensitivity necessary to enhance their abilities to work successfully as educators, health care providers, administrators of businesses and tribal and other governmental bodies, and members of other professions serving American Indian communities. American Indian Studies helps prepare a workforce-ready student by providing opportunities for faculty and students to work in partnership with American Indian Nations and Communities.

REQUIREMENTS:

Completion of the minor requires twenty-one units of credit, fifteen of which must be upper-division courses, and twelve of which must be completed at CSUSM. Courses must be completed with a grade of C or better to count toward the minor.

AMERICAN INDIAN STUDIES MINOR

- All non-articulated courses **MUST** be reviewed and approved by a faculty advisor.

- All courses used for the minor must be completed with a grade of C (2.0) or better.
- Twelve (12) units must be completed at CSUSM.

I. CORE COURSEWORK (3 UNITS)

- AIS 101 – Introduction to American Indian Studies

II. AMERICAN INDIAN STUDIES PRIMARY COURSEWORK (15 UNITS)

Select five (5) courses from:

- AIS 348/SOC 348 – American Indian Communities
- AIS 350/SOC 350 – Imagining Indians: American Indians, Media, Film and Society
- AIS 370/SOC 370 – American Indian Women and Activism
- AIS 390 – Independent Study in American Indian Themes*
- AIS 400/SOC 400 – Contemporary American Indian Health and Wellness
- AIS 468/SOC 468/PSCI 418 – American Indian Political and Economic Development

III. ELECTIVES & INTERNSHIP (3 UNITS)

Select one (1) elective course from:

- AIS 380 – Topics in American Indian studies
- AIS 390 – Independent Study in American Indian Themes
- LTWR 345 – American Indian Literature
- AIS 498 Internship in an American Indian Community

Total Units: 21

****Can be taken as part of the primary or as an elective***

Virginia Mann

From: Joely Proudfit
Sent: Thursday, August 06, 2015 2:26 PM
To: Virginia Mann
Cc: Regina Eisenbach; Martha Stoddard-Holmes; Suzanne Moineau
Subject: RE: AIS P-2 FORM

Hello –

Thank you for all the attention to detail. You're amazing.

Yes, five courses is what was meant and "career opportunities" works for us as well.

Thanks again.

Joely

Noşúun Lóoviq!
My heart is good (Luiseño/Payomkowishum)

Joely (Luiseño/Payomkowishum)

Joely Proudfit, Ph.D. | Director California Indian Culture & Sovereignty Center

Department Chair, American Indian Studies

Office: 760-750-3535 | Direct: 760-750-4619

Email: jproudfi@csusm.edu

Website: www.csusm.edu/cicsc

San Diego American Indian Film Festival November 19-21, 2015: www.sdaiff.com



From: Virginia Mann

Sent: Thursday, August 06, 2015 2:00 PM

To: Joely Proudfit <jproudfi@csusm.edu>

Cc: Regina Eisenbach <regina@csusm.edu>; Martha Stoddard-Holmes <mstoddar@csusm.edu>; Suzanne Moineau <smoineau@csusm.edu>

Subject: AIS P-2 FORM

For Curriculum and Scheduling Office Use Only
D.B. _____ Catalog _____ File _____

PROGRAM CHANGE PROPOSAL - Form P-2

COLLEGE CHABSS

Discipline Native Studies

TITLE OF PROGRAM: Native Studies

Check one: Change to Program Program Deletion

TITLE OF DEGREE PROGRAM: American Indian Studies MINOR

This form is the signature sheet for a change to, or deletion of, an existing program.
Note that the addition of a new option/concentration/emphasis/track is a new "program," and requires the use of Form P.

For a change to a program,

1. Attach a page (or pages) giving a brief summary of the purpose of this proposal, and its connection to the mission and student learning outcomes of the program.
2. Attach catalog copy showing exactly how the program should appear in the catalog if the changes are approved.

For a program deletion, attach a statement explaining the impact on students: how will the program be "taught-out" for declared majors?

Does this proposal impact other disciplines or units? Yes No If yes, obtain signature(s).
Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

Joely Proudfit Discipline/Unit <u>SOC</u>	<i>Joely Proudfit</i> Signature	<input type="checkbox"/>	<u>9/7/13</u> Date	<input checked="" type="checkbox"/>	Support	<input type="checkbox"/>	Oppose
Discipline/Unit <u>CSH</u>	<i>see memo #6</i> Signature	<input type="checkbox"/>	<u>08/1, 2013</u> Date	<input checked="" type="checkbox"/>	Support	<input type="checkbox"/>	Oppose
Discipline/Unit <u>LBST</u>	<i>see memo #9</i> Signature	<input type="checkbox"/>	<u>2/5/15 + 9/16/15</u> Date	<input type="checkbox"/>	Support	<input checked="" type="checkbox"/>	Oppose
Discipline/Unit <u>LTWR</u>	<i>see emails #10.</i> Signature	<input type="checkbox"/>	<u>2/2-3/12/15</u> Date	<input type="checkbox"/>	Support	<input checked="" type="checkbox"/>	Oppose

(see additional sign-offs pg. 2)

1. Joely Proudfit 9/7/13
Originator (Please Print) Date

2. Sharon Elser - SOCIOLOGY - OCT 1, 2013
Joely Proudfit 9/7/13
Program/Department - Director/Chair Date

APPROVAL PROCESS

3. Marta Stollacker 8/5/15
College Curriculum Committee^ Date

4. Marta Stollacker 8/5/15
College Dean (or Designee)* Date

5a. [Signature] 10/2/15
University Curriculum Committee^ Date

5b. _____ _____
Budget and Long-Range Planning Committee (if applicable)^ Date

6. _____ _____
Academic Senate Date

7. _____ _____
Provost (or Designee) Date

8. _____ _____
President Date

9. _____ _____
Date to Chancellor's Office (if applicable)

* Where appropriate, attach a memo on program impact on the unit and the ability of the unit to support it. Check the box next to the signature line to indicate whether a memo has been attached.
^ Where appropriate, attach a memo summarizing the curricular and/or resource deliberations. Check the box next to the signature line to indicate whether a memo has been attached.

RECEIVED
AUG - 5 2015
BY: A.P.

American Indian Studies Minor (P-2)

Additional sign-offs from impacted disciplines:

Biology:	Support, email 10/27/15
Communication:	Support, email 10/30/15
Economics:	Support, email 10/19/15
History:	Support, email 11/20/14, <i>no support 11/13/15</i>
Music:	Support, email 10/13/15

Angela Baggett

From: Catherine Cucinella
Sent: Thursday, July 30, 2015 9:02 AM
To: Martha Stoddard-Holmes
Cc: Angela Baggett; Scott Greenwood
Subject: NATV P-2 Form, signature authorization

Martha,

In the interest of moving the NATV P-2 form along quickly, I authorize you to sign as CAPC chair the P-2 form and any/all related forms.

Best,
Catherine, 2014-15 chair CAPC

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



Virginia Mann

BIOL Support

Subject: FW: BIOL sign-off NATV Minor

From: Tracey Brown

Sent: Tuesday, October 27, 2015 9:14 AM

To: Virginia Mann <vmann@csusm.edu>

Cc: Regina Eisenbach <regina@csusm.edu>; Suzanne Moineau <smoineau@csusm.edu>

Subject: RE: BIOL sign-off NATV Minor

Yes, we are fine with it!

Sent from my Verizon Wireless 4G LTE smartphone

----- Original message -----

From: Virginia Mann <vmann@csusm.edu>

Date: 10/27/2015 8:33 AM (GMT-08:00)

To: Tracey Brown <traceyb@csusm.edu>

Cc: Regina Eisenbach <regina@csusm.edu>, Suzanne Moineau <smoineau@csusm.edu>

Subject: RE: BIOL sign-off NATV Minor

Hi Tracey - just checking to see if BIOL will be able to support the removal of BIOL 338 and 339 from the new AIS minor? The UCC is hoping to conclude their review of this P-2 soon.

Thanks,
Virginia

Subject: FW: COMM sign-off NATV Minor

From: Michelle Holling <mholling@csusm.edu>
Date: Friday, October 30, 2015 2:40 PM
To: IITS Administrator <smoineau@csusm.edu>, Virginia Mann <vmann@csusm.edu>
Cc: Regina Eisenbach <regina@csusm.edu>
Subject: RE: COMM sign-off NATV Minor

Hi Sue.

Worded that way, yes, in support of removing COMM 330.

Regards, Michelle

From: Suzanne Moineau
Sent: Thursday, October 29, 2015 11:33 AM
To: Michelle Holling <mholling@csusm.edu>; Virginia Mann <vmann@csusm.edu>
Cc: Regina Eisenbach <regina@csusm.edu>
Subject: Re: COMM sign-off NATV Minor

Hello,

I should have been more clear in my request, Michelle, in that the P-2 proposal requires the designation of 'support' or 'oppose' from impacted disciplines. I had interpreted your request to "Please remove COMM 330 from the AIS minor" as an indication that you are in support of this position to remove it. Can you please clarify specifically as the form does require the department to indicate support of opposition. I appreciate your assistance in this matter.

Regards,
Sue

*Suzanne Moineau, Ph.D., CCC/SLP
Associate Professor
Chair, Department of Speech-Language Pathology
College of Education, Health and Human Services*

Virginia Mann

Subject: FW: COMM sign-off NATV Minor

From: Michelle Holling
Sent: Thursday, October 29, 2015 9:51 AM
To: Virginia Mann <vmann@csusm.edu>; Suzanne Moineau <smoineau@csusm.edu>
Cc: Regina Eisenbach <regina@csusm.edu>
Subject: RE: COMM sign-off NATV Minor

Hi all.

I didn't think we were registering our support or opposition to the minor. My understanding is that the Communication Dept was consulted because of COMM 330 thus I respond to that issue.

From: Virginia Mann
Sent: Thursday, October 29, 2015 9:48 AM
To: Michelle Holling <mholling@csusm.edu>; Suzanne Moineau <smoineau@csusm.edu>
Cc: Regina Eisenbach <regina@csusm.edu>
Subject: RE: COMM sign-off NATV Minor

So... Does that mean support? Or, at least OK to remove I guess.

From: Michelle Holling
Sent: Thursday, October 29, 2015 9:47 AM
To: Suzanne Moineau <smoineau@csusm.edu>; Virginia Mann <vmann@csusm.edu>
Cc: Regina Eisenbach <regina@csusm.edu>
Subject: RE: COMM sign-off NATV Minor

Hi Sue.

Please remove COMM 330 from the AIS minor.

Regards, Michelle

From: Suzanne Moineau
Sent: Monday, October 26, 2015 6:59 PM
To: Michelle Holling <mholling@csusm.edu>; Virginia Mann <vmann@csusm.edu>
Cc: Regina Eisenbach <regina@csusm.edu>
Subject: Re: COMM sign-off NATV Minor
Importance: High

Hello Michelle,

I am sorry for my delay. AIS has responded with the following: The AIS department has decided that COMM 330 is not consistent with the approach to the new minor. If the Communication department believes that COMM 330 is consistent with the new minor then they should submit documentation to demonstrate that COMM 330 is in

fact consistent with AIS epistemologies. If they have an objection to the removal of one of their courses, they can state that along with a rationale.

We do wish to review the AIS P-2 again a week from today, so I hope that you may be able to provide us a response by the end of this week. Please let me know if I can assist further.

Much thanks, Michelle.

Best,
Sue

*Suzanne Moineau, Ph.D., CCC/SLP
Associate Professor*

From: Michelle Holling
Sent: Monday, October 19, 2015 1:41 PM
To: Suzanne Moineau <smoineau@csusm.edu>; Virginia Mann <vmann@csusm.edu>
Cc: Regina Eisenbach <regina@csusm.edu>
Subject: Re: COMM sign-off NATV Minor

Hello Suzanne.

the explanation drafted by Joely in response to your request for documentation (following my request) is inadequate for faculty in my department. We request documentation as originally requested on Oct. 13th.

Regards, Michelle

From: Suzanne Moineau
Sent: Tuesday, October 13, 2015 7:14 PM
To: Michelle Holling; Virginia Mann
Cc: Regina Eisenbach
Subject: Re: COMM sign-off NATV Minor

Hi Michelle,

Joely is out of town and doesn't have all of her documentation with her, but she has provided the following explanation:

As for Comm 330 we have removed this course from the AIS minor as it is not an AIS course nor does it focus on American Indian epistemologies consistent with the new approach of the AIS minor. Since our AIS minor students are only required to take a limited amount of units we want to be sure our AIS minor students are exposed to courses that would provide them with a solid minor in American Indian Studies.

Is this sufficient for you and your faculty to make a determination? You can also find the proposal at: http://www.csusm.edu/academic_programs/catalogcurricula/2015-16_curriculum_chabss.html if you would like to review further.

Best,
Sue

From: Robert Rider
Sent: Monday, October 19, 2015 2:46 PM
To: Virginia Mann
Cc: Suzanne Moineau; Regina Eisenbach
Subject: RE: ECON sign-off NATV Minor

Hi,

Sorry for the late response. I have had some physical issues over the last week. I am fine with the removal of ECON 325.

Bob Rider
ECON

From: Virginia Mann
Sent: Tuesday, October 13, 2015 9:35 AM
To: Robert Rider <rrider@csusm.edu>
Cc: Suzanne Moineau <smoineau@csusm.edu>; Regina Eisenbach <regina@csusm.edu>
Subject: ECON sign-off NATV Minor

Good morning Bob,

The UCC is currently reviewing the P-2 form for the Native Studies Minor, which will change it to a more focused American Indian Studies Minor. Thus, the proposal is to remove ECON 325 as an elective.

I apologize if ECON has already weighed in on this program change, but we were unable to locate any emails from your department. Would you please confirm as soon as possible your support of these changes.

Below is the link to all the materials that UCC is reviewing.

[Minor in American Indian Studies](#) *Reposted 9/23/15*
[Memos/emails re Minor Changes](#)
[Explanation to UCC, posted 10/6/15](#)
[Catalog Copy, posted 10/6/15](#)
[Emails re AIS, posted 10/6/15](#)

Thanks so much,
Virginia

Virginia Peters Mann
Curriculum Specialist
Academic Programs
CRA 5201-B
(760) 750-8887

HIST-
no support

Virginia Mann

From: Carmen Nava
Sent: Friday, November 13, 2015 3:21 PM
To: Virginia Mann
Cc: Suzanne Moineau; Regina Eisenbach
Subject: Re: HIST sign-off NATV Minor

Dear all,

The History Department discussed the proposed changes at our meeting today. The sense of our department is that several of our History courses fit well with the revised emphasis of the NATV (soon-to-be AIS) minor, and that the study of Native American societies and culture requires a historical context. Therefore, respectfully, we cannot support the deletions, but we remain committed to the goals our units have long shared to promote student learning.

Sincerely,
Carmen Nava
Professor & Chair
Department of History

From: Virginia Mann <vmann@csusm.edu>
Date: Tuesday, October 13, 2015 at 8:40 AM
To: cnava <cnava@csusm.edu>
Cc: Suzanne Moineau <smoineau@csusm.edu>, Regina Eisenbach <regina@csusm.edu>
Subject: HIST sign-off NATV Minor

Good morning Carmen,

The UCC is currently reviewing the P-2 form for the Native Studies Minor, which will change it to a more focused American Indian Studies Minor. Thus, the proposal is to remove HIST 337, 338A & 338B and 356 as electives.

I apologize if HIST has already weighed in on this program change, but we were unable to locate any emails from your department. Would you please confirm as soon as possible your support of these changes.

Below is the link to all the materials that UCC is reviewing.

[Minor in American Indian Studies](#) *Reposted 9/23/15*
[Memos/emails re Minor Changes](#)
[Explanation to UCC, posted 10/6/15](#)
[Catalog Copy, posted 10/6/15](#)
[Emails re AIS, posted 10/6/15](#)

Thanks so much,
Virginia

Virginia Peters Mann

Joely Proudfit

HIST support

From: Jill Watts
Sent: Thursday, November 20, 2014 7:22 PM
To: Joely Proudfit
Cc: Scott Greenwood
Subject: Re: Your signature is requested on the P2 form (Native Studies)

Dear Joely,

The department will support. Thank you for your patience.

Jill

Jill Watts
Professor and Chair
Department of History

From: Joely Proudfit <jproudfi@csusm.edu>
Date: Friday, October 31, 2014 12:27 PM
To: Roger Arnold <rarnold@csusm.edu>, Jill Watts <jwatts@csusm.edu>, Bonnie Bade <bbade@csusm.edu>, Liliana Rossmann <rossmann@csusm.edu>, Bill Bradbury <bradbury@csusm.edu>
Cc: Scott Greenwood <sgreenwo@csusm.edu>
Subject: Your signature is requested on the P2 form (Native Studies)

Hello –

As many of you are aware, I have been in the process of revising the Native Studies minor for several years. The P2 forms to revise the minor was submitted last year (October, 2013) to CAPC. CAPC has asked that I include the signatures from departments/programs that will be affected by the minor revisions. Attached please find the P2 form with attachments.

The revised AIS minor provides intellectual engagement and critical understanding of tribal sovereignty, the culture and identity of California Tribal nations—and American Indians in North America more generally. Conversely, for nonnative students the intellectual engagement and critical understanding of these functional principles of American Indian communities is a valuable lesson that can serve to erase imagined views of Indian people and support a decolonized view of contemporary tribal people.

Please respond by **November 7, 2014** with an email indicating your support or concerns about impact.

Thank you,

Joely

Nosúun Lóoviq!
My heart is good (Luiseño/Payomkowishum)

Joely

Music support

Virginia Mann

From: Bill Bradbury
Sent: Tuesday, October 13, 2015 10:02 AM
To: Virginia Mann
Cc: Suzanne Moineau; Regina Eisenbach; Jacquelyn Kilpatrick
Subject: Re: MUSC sign-off NATV Minor

We have no problem with removing these course from the NATV Minor.
Best,
Bill

From: Virginia Mann <vmann@csusm.edu>
Date: Tuesday, October 13, 2015 9:43 AM
To: Bill Bradbury <bradbury@csusm.edu>
Cc: Suzanne Moineau <smoineau@csusm.edu>, Regina Eisenbach <regina@csusm.edu>, Jacquelyn Kilpatrick <jkilpatrick@csusm.edu>
Subject: MUSC sign-off NATV Minor

Good morning Bill,

The UCC is currently reviewing the P-2 form for the Native Studies Minor, which will change it to a more focused American Indian Studies Minor. Thus, the proposal is to remove MUSC 390 and 422 as electives.

I apologize if MUSC has already weighed in on this program change, but we were unable to locate any emails from your program. Would you please confirm as soon as possible your support of these changes.

Below is the link to all the materials that UCC is reviewing.

[Minor in American Indian Studies](#) *Reposted 9/23/15*
[Memos/emails re Minor Changes](#)
[Explanation to UCC, posted 10/6/15](#)
[Catalog Copy, posted 10/6/15](#)
[Emails re AIS, posted 10/6/15](#)

Thanks so much,
Virginia

Virginia Peters Mann
Curriculum Specialist
Academic Programs
CRA 5201-B
(760) 750-8887

Virginia Mann

Subject: FW: ANTH 480 & 481

From: Joely Proudfit
Sent: Wednesday, September 23, 2015 4:03 PM
To: Bonnie Bade <bbade@csusm.edu>
Cc: Laurette McGuire <lmcguire@csusm.edu>; Konane Martinez <kmartine@csusm.edu>; Aníbal Yáñez-Chávez <ayanez@csusm.edu>
Subject: RE: ANTH 480 & 481

Greetings -

The AIS department accepts your request to uncross list AIS 480/481 as a joint fulfillment for the AIS Minor and course fulfillment in Anthropology. AIS will continue to offer AIS 480 and AIS 481 with the focus solely on archaeology and accompanying issues on tribal lands in the US.

Thank you, Joely

Nošúun Lóoviq!
My heart is good (Luiseño/Payomkowishum)

Joely (Luiseño/Payomkowishum)

Joely Proudfit, Ph.D. | Director California Indian Culture & Sovereignty Center
Department Chair, American Indian Studies
Office: 760-750-3535 | Direct: 760-750-4619
Email: jproudfi@csusm.edu
Website: www.csusm.edu/cicsc
San Diego American Indian Film Festival November 19-21, 2015: www.sdaiff.com



From: Bonnie Bade
Sent: Monday, September 21, 2015 11:16 AM
To: Joely Proudfit <jproudfi@csusm.edu>
Cc: Laurette McGuire <lmcguire@csusm.edu>; Konane Martinez <kmartine@csusm.edu>; Aníbal Yáñez-Chávez <ayanez@csusm.edu>
Subject: ANTH 480 & 481

To the Chair of AIS,

The Anthropology Department is hiring its first full-time tenure-line archaeologist during AY 2015-16. This person will lead the development of the Archaeology Concentration and Archaeology Lab of the Anthropology major. The area of specialization of this new hire is currently unknown, although the job description states that “experience in the Americas” is a preferred qualification. In order to ensure that this new tenure-line colleague can teach existing courses in the Anthropology curriculum and that the existing archaeology courses fall within this person’s area of expertise, the Anth Department is changing the focus of its two 400-level field research archaeology courses to accommodate the potential areas of specialization of the new tenure-line faculty hire. It is possible the person, for example, specializes in Central or South America, and with the current ANTH 480 and 481 course descriptions, the focus would be limited to local tribal communities only.

Attached please find two C-2 forms requesting AIS's review and approval of changes to ANTH 480 and ANTH 481. These changes include minor course title changes and description changes, plus the request to no longer have them cross listed with NATV. Also please find the syllabi for these courses. The hard copies will be delivered to you this afternoon.

Thanks for your attention and time--Bonnie

Bonnie Bade, Ph.D.
Chair, Anthropology Department
Faculty Director, National Latino Research Center
CSU San Marcos, CA 92096
www.csusm.edu/anthropology
www.csusm.edu/nlrc

Virginia Mann

Subject: FW: AIS P-2 submission

From: Bonnie Bade <bbade@csusm.edu>
Date: Monday, September 21, 2015 12:56 PM
To: IITS Administrator <smoineau@csusm.edu>
Subject: Re: AIS P-2 submission

Hi Suzanne, I am working from home today, sorry I missed your call.

Anth opposes the AIS P-2 if it includes the ANTH 480 and 481 courses cross listed with AIS or NATV.

Anth supports the program in theory, but notices that many other courses across the university, especially those from history, liberal studies, anthropology, and literature and writing are excluded from the P-2 form. This limits opportunities for students wishing to minor in AIS who may wish to include relevant AIS-related courses offered in language, history, anthropology or literature.

If the proposer were to include existing curricular resources and expertise, such as a course on Calif Indian History offered by the History Department, or a course on Ca Indian languages offered by the Liberal Studies Department, then Anth would support the AIS P-2 form. As it stands now, the AIS curriculum is very limited and excludes relevant curricula offered by other departments.

I hope that clarifies the Anthropology Department's position.

_Bonnie

From: Suzanne Moineau
Sent: Monday, September 21, 2015 12:39 PM
To: Bonnie Bade
Cc: Laurette McGuire; Konane Martinez; Aníbal Yáñez-Chávez; Virginia Mann; Regina Eisenbach
Subject: Re: AIS P-2 submission

Hi Bonnie,

Thank you for your response. I just tried to phone you to see if I could clarify my understanding live. I appreciate the background information and the current position of the department. I do understand that opposition remains and can bring that to UCC. I am, unclear, however, on what the conditions are at present to possibly garner your support if the proposer is open to changes.

May I ask for a specific list (i.e. 1, 2, 3) that would specify the conditions for support (or points of opposition)? I believe I understand the following: remove ANTH 480 and 481 as cross-listed course. However, I am not entirely clear on the position of additional courses or specificity of instructors, if these remain as part of the opposition.

Virginia Mann

Subject: FW: AIS P-2 submission
Attachments: ANTH480_C2form_0915.pdf; ANTH481_C2form_0915.pdf; ANTH480_Fall_2014.pdf; ANTH481 Syllabus Fall 15.pdf

From: Bonnie Bade <bbade@csusm.edu>
Date: Monday, September 21, 2015 11:34 AM
To: IITS Administrator <smoineau@csusm.edu>
Cc: Laurette McGuire <lmcguire@csusm.edu>, Konane Martinez <kmartine@csusm.edu>, Aníbal Yáñez-Chávez <ayanez@csusm.edu>
Subject: Re: AIS P-2 submission

Hi Suzanne and UCC,
 Here's what was in a **Fall 2014 memo** from ANTH to CAPC on the proposed AIS Minor P-2 Form:

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

At the time, the Anth Department had checked "oppose" for the sole reason that we could not guarantee whether or not an archaeologist would actually teach the courses if it were not the Anth Department offering them. Since that memo, which supports the AIS program and believes it to be an important contribution to the university curriculum, the Anthropology Department's curricular needs have changed.

The Anthropology Department is hiring its first full-time tenure-line archaeologist during AY 2015-16. This person will lead the development of the Archaeology Concentration and Archaeology Lab of the Anthropology major. The area of specialization of this new hire is currently unknown, although the job description states that "experience in the Americas" is a preferred qualification. In order to ensure that this new tenure-line colleague can teach existing courses in the Anthropology curriculum and that the existing archaeology courses fall within this person's area of expertise, the Anth Department is changing the focus of its two 400-level field research archaeology courses to accommodate the potential areas of specialization of the new tenure-line faculty hire. It is possible the person, for example, specializes in Central or South America, and with the current ANTH 480 and 481 course descriptions, the focus would be limited to local tribal communities only. The Anthropology Department has submitted the appropriate C-2 forms to CAPC for review as well as to the Chair of AIS. The proposed changes to ANTH 480 and ANTH 481 include minor course title changes and description changes, plus the request to no longer have them cross listed with NATV or AIS. The C-2 forms and the syllabi for these courses are attached for your information.

With this said, the Anthropology Department must continue to oppose the changes to AIS so long as it includes ANTH 480 and ANTH 481 as cross listed courses. The Anthropology Department would be happy to include those courses in the AIS minor if they were no longer cross-listed.

Thanks for your attention and time--Bonnie

Bonnie Bade, Ph.D.
 Chair, Anthropology Department
 Faculty Director, National Latino Research Center
 CSU San Marcos, CA 92096

Virginia Mann

From: Jocelyn Ahlers
Sent: Wednesday, September 16, 2015 9:07 AM
To: Suzanne Moineau
Cc: Rebecca Lush; Aníbal Yáñez-Chávez; Martha Stoddard-Holmes; Regina Eisenbach; Virginia Mann
Subject: Re: AIS P-2 Submission
Importance: High

Hi, Suzanne -

Thank you for checking with me again. In our memo regarding the proposed changes to the minor (attached for reference), we conclude by saying: "We believe that this program is of tremendous importance on this campus. It has a long history here, one which has been marked by interdisciplinarity and inclusion. While we look forward to working with Dr. Proudfit and CAPC to continue that history, and thank them again for this opportunity to comment on the P2 proposal, we do not feel able to sign off in support of these changes as they are presented here." At the time, LBST opposed the changes as they were presented; we still do (assuming there have been no substantive changes since we were last able to review the proposal).

Best,
Jocelyn

--

Jocelyn C. Ahlers
Chair, Liberal Studies Department

Professor of Linguistics
Liberal Studies Department
California State University, San Marcos
760-750-8014; jahlers@csusm.edu

From: Suzanne Moineau <smoineau@csusm.edu>
Date: Tuesday, September 15, 2015 6:17 AM
To: Jocelyn Ahlers <jahlers@csusm.edu>
Cc: Rebecca Lush <rlush@csusm.edu>, Anibal Yanez-Chavez <ayanez@csusm.edu>, Martha Stoddard-Holmes <mstoddar@csusm.edu>, Regina Eisenbach <regina@csusm.edu>, Virginia Mann <vmann@csusm.edu>
Subject: AIS P-2 Submission

Hello Jocelyn,

I am writing to you in my capacity as the Chair of UCC. At our meeting yesterday, UCC began its review of a P-2 form to modify the Native Studies minor. To refresh your memory, I am referring to the P-2 that would change the minor to include: change in title of the program, focus and coursework. The P-2 itself was developed in September 2013.

The P-2 form has LBST listed as an impacted discipline; however, the box related to Support/Oppose is not checked. We have received email correspondence exchanged during the review at the college level. For UCC's understanding of LBST's position on this proposal, can you please let me know if the department intended to check the box for Support or Oppose.

Much thanks,
sue

Virginia Mann

LTWR support,
only with condition

From: Salah Moukhlis
Sent: Friday, September 18, 2015 9:30 AM
To: Suzanne Moineau
Cc: Rebecca Lush; Aníbal Yáñez-Chávez; Martha Stoddard-Holmes; Regina Eisenbach; Virginia Mann
Subject: Re: AIS P-2 Submission
Importance: High

Hi Suzanne,

Yes, our position is to support the P2 form on the condition that a humanities course be required. Also, we did not request any specific humanities course to be required. We just noted that ANY humanities course be required.

Best,
Salah

Salah M. Moukhlis, Ph.D.
Professor and Chair
Literature and Writing Studies Department
California State University San Marcos
San Marcos, CA, 92096-0001
Office: Markstein Hall 126K
Tel. 760-750-8081
E-mail. smoukhli@csusm.edu

From: Suzanne Moineau <smoineau@csusm.edu>
Date: Friday, September 18, 2015 at 6:10 AM
To: Salah Moukhlis <smoukhli@csusm.edu>
Cc: Rebecca Lush <rlush@csusm.edu>, Aníbal Yáñez-Chávez <ayanez@csusm.edu>, Martha Stoddard-Holmes <mstoddar@csusm.edu>, Regina Eisenbach <regina@csusm.edu>, Virginia Mann <vmann@csusm.edu>
Subject: Re: AIS P-2 Submission

Good Morning Salah,

Thank you for your reply. I believe I understand the position of LTWR to be that you 'provide support of the P2 edits on the condition that the humanities course be changed from an elective to a required course'. If this is correct, do you otherwise oppose the proposed changes in their current form? I need to be clear about your position so that I may accurately convey this to UCC and to the proposer as our discussions over requested considerations/changes continue.

Much appreciation.
Best,
Sue

Suzanne Moineau, Ph.D., CCC/SLP
Associate Professor

Chair, Department of Speech-Language Pathology
College of Education, Health and Human Services
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096
760.750.8505
smoineau@csusm.edu
<http://www.csusm.edu/el/degreeprograms/csd/index.html>

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From: Salah Moukhliis <smoukhli@csusm.edu>
Date: Friday, September 18, 2015 5:54 AM
To: IITS Administrator <smoineau@csusm.edu>
Cc: Rebecca Lush <rlush@csusm.edu>, Aníbal Yáñez-Chávez <ayanez@csusm.edu>, Martha Stoddard-Holmes <mstoddard@csusm.edu>, Regina Eisenbach <regina@csusm.edu>, Virginia Mann <vmann@csusm.edu>
Subject: Re: AIS P-2 Submission

Hi Suzanne,

Here is LTWR response:

"We appreciate the opportunity to review this proposal, especially given that the study of American Indian literature has historically been formative in the creation of the nation's leading and highest ranking American Indian Studies departments and programs. Since the founding of the LTWR dept at CSUSM, we have always had faculty who specialize in the field of AIS. We are extremely pleased that the campus is expanding course content in this important area. We provide support for this P-Form for the AIS Minor on the condition that a humanities-based course be included as a requirement. In our review, we only noted one humanities course which is included as an elective among other social science based options. Given that interdisciplinary breadth has been a cornerstone in AIS programs at other institutions we feel having at least one humanities requirement will provide CSUSM students with the skills necessary to be conversant with a wider range of communities both academic, local, and tribal in relevant discussions and work with American Indian communities."

Best,
Salah

Salah M. Moukhliis, Ph.D.
Professor and Chair
Literature and Writing Studies Department
California State University San Marcos
San Marcos, CA, 92096-0001
Office: Markstein Hall 126K
Tel. 760-750-8081
E-mail. smoukhli@csusm.edu



MEMORANDUM

DATE: July 27, 2015

TO: Sue Moineau
Chair, University Curriculum Committee

Incoming Chair, Budget and Long-Range Planning Committee

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

SUBJECT: American Indian Studies Minor P-2 Form

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

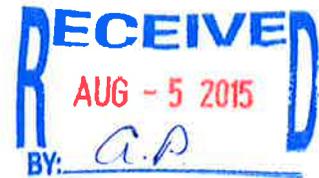
I also wish to thank the members of the CHABSS Curriculum and Academic Policy Committee (CAPC) who spent the past two years shepherding this curriculum through the formal review process. I very much appreciate the time and effort that the committee spent ensuring that all of the various stakeholders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

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



#1

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



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

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

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

The following details the process that CAPC followed.

Timeline:

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

- February 25, 2015, Dr. Proudfit attended CAPC

Summary of exchanges regarding the NATV P-2 Form

CAPC Memo #1 January 23, 2014

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

CAPC Memo #2 October 8, 2014

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

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

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

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

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

Follow-up to CAPC Memo #3

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

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

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

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

ATTACHMENT #1:

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

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



MEMORANDUM

DATE: January 23, 2014

TO: Joely Proudfit
Associate Professor of Sociology & Native Studies

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

SUBJECT: P-2 form for Native Studies

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

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

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

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

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

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

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

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

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

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

cc: Theresa Aitchison

#3

MEMORANDUM

Date: February 10, 2014

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **AIS 348/SOC 348**

➤ (Rotation: each semester)

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

- **AIS 400/SOC 400**
- (Rotation: once per year)

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

- **AIS 350/SOC 350** Imagining Indians: American Indian, Media, Film and Society
- (Rotation: each semester)
- **AIS 345/LTWR 345** Native American Literature
- (Rotation: every other year)

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

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

- (Rotation: once per year)

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

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

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

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

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

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

- **Total Units: 21**

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

minor well within a two year time period.

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

Please see attached AIS syllabus.

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

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

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

Completed and revised forms are attached.

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

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

#4



MEMORANDUM

DATE: October 8, 2014

TO: Joely Proudfit, Program Director, Native Studies

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

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

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

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

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

We've provided subheadings for each area of concern:

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

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

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

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

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

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

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

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

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

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

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

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

#5



Joely Proudfit, Ph.D

Director, California Indian Culture and Sovereignty Center

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

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

MEMORANDUM

Date: October 31, 2014

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#6



MEMORANDUM

DATE: November 23, 2014

TO: CHABSS CAPC

FROM: The Anthropology Department

SUBJECT: Proposed AIS Minor P-2 Form

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

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

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

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

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

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

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

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

#7



Curriculum and Academic Policy Committee (CAPC)

MEMORANDUM

DATE: December 9, 2014

TO: Joely Proudfit, Program Director, Native Studies

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

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

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

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

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

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

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

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

cont'd

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

Enclosures: Anthropology Department memo re. CAPC Curriculum Review Guidelines

cc: Gretchen Sampson

#8

MEMORANDUM

Date: January 30, 2015

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

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

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

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

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

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

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

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

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

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

Ja

LBST Dept



MEMORANDUM

DATE: 5 February 2015
TO: Chair, CHABSS Curriculum Committee
FROM: Jocelyn C. Ahlers, Professor of Linguistics
Chair, Liberal Studies Department
SUBJECT: Liberal Studies response to proposed changes to NATV minor

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

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

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

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

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

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

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

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

#10

e: LTWR 345

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

Dear Joely,

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

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

Best,
Salah

Good Afternoon, Salah and Joely,

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

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

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

Best,
df

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

<http://www.writinginstructor.com>

From: Joely Proudfit

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

To: Salah Moukhlis

Cc: Scott Greenwood

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

Greetings—

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

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

Thank you,

Joely

Catherine Cucinella

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

Good Morning Joely,

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

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

Please let me know if you have any questions.

Scott

--

Scott Greenwood

Associate Dean, Instruction and Academic Programs

Associate Professor of Political Science and Global Studies

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

California State University San Marcos

333 S. Twin Oaks Valley Road

San Marcos, CA 92096-0001

Ph: 760-750-8050

Fax: 760-750-3005

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

Hello -



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

Hello, Joely,

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

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

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

Best,
Catherine, chair
CAPC

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

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

Hello –

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

Please send me a copy of the changes.

Thanks again,

Joely

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

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

Joely,

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

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

Best,
Catherine, chair
CAPC

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

LTWR 345, approved
5/6/13

ORIGINATOR'S SECTION:

1. College: CoAS CoBA CoE Desired Term and Year of Implementation (e.g., Fall 2008): Spring 2013

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

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

4. Course abbreviation and Number:* LTWR 345

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

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

7. Number of Units: 3.0

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

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

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

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

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

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

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

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

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

13. Course Requires Consent for Enrollment? Yes No

Faculty Credential Analyst Dean Program/Department - Director/Chair

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

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

16. Prerequisite(s): Yes No

17. Corequisite(s): Yes No

18. Documentation attached:
 Syllabus Detailed Course Outline

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

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

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

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

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

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

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

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

SIGNATURES : (COLLEGE LEVEL) :

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

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

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

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

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date _____

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

7. President (or Designee) _____ Date _____

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



California State University
SAN MARCOS

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

May 2, 2011

Dear CAPC:

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

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

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

Sincerely,

Rebecca M. Lush, Ph.D.
Assistant Professor

The California State University

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

NATV
Support

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

Hello,

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

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

Thank you.

Joely

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

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

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

Hi Joely,

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

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

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

Best,
Rebecca

Rebecca M. Lush, Ph.D.
Assistant Professor

Joely Proudfit

From: Peter Arnade
Sent: Sunday, April 29, 2012 4:38 PM
To: Joely Proudfit
Cc: Patty Seleski; Jill Watts; Deborah Kang; Jeffrey Charles; Anne Lombard
Subject: Re: Native Studies

Hi Joely. Thanks for writing, and hope all is well. With Al Schwartz gone, we aren't certain about the future of these precise courses, though we are committed to a broadly pluralistic vision of US history---and the history of the Americas more generally. I am cc'ing my American history colleagues, who will have a better sense of things. It's an issue we have discussed, but whose future we haven't determined. Professor Kang is our new borderlands/western historian, but her field of speciality is different than Al's was. At any rate, I'm cc'ing her, as well as Anne Lombard, Jill Watts, Katherine Hajar and Jeff Charles---all better at answering this question than I am. I will let them weigh in. My thanks for your patience.

Peter Arnade
Professor of History
Chair, Department of History
CSU San Marcos

From: Joely Proudfit <jproudfi@csusm.edu>
Date: Sun, 29 Apr 2012 15:32:25 -0700
To: Peter Arnade <parnade@csusm.edu>
Cc: Joely Proudfit <jproudfi@csusm.edu>
Subject: Native Studies

Hello again,

I am meeting with the Native Studies Minor Committee on Tuesday and would like to know if your department plans on continuing to offer the following courses. The below courses were taught by Dr. Schwartz who has since retired. I believe Hist 338 B has never been taught but remains on the worksheet and in the Native Studies minor. If History does plan on offering the below courses could you please tell me how frequently you plan to offer them. I am revising the Native Studies minor and currently, these courses are listed as required courses for the History core of the Native Studies minor. See attached worksheet.

Thank you for your time, I look forward to hearing from you soon.

Joely

HIST 337 (3)
American Indian Response to White Expansion

The historical experience of American Indians from the arrival of Europeans to the end of the 19th Century.

HIST 338A (3)
Modern U.S. Indian Policy

Development of U.S. Indian policy and responses of Indian people since the imposition of the western reservation system in the nineteenth century. Considers allotment, reduction of the Indian land base, the Indian New Deal, termination, and demands for self-determination and sovereignty.

HIST 338B (3)

Native Communities in Southern California from Colonization to the 20th Century

Considers the responses of native communities to the changes that came with colonization and Americanization, beginning in 1769 with the arrival of Mexican colonists in San Diego, through the recorded history and ethnography of native peoples in Southern California.

Joely Proudfit, Ph.D.

Director, California Indian Culture and Sovereignty Center

Director of Native American Academic Strategic Planning

Director of Native Studies

Associate Professor of Sociology and Native Studies

<http://www.csusm.edu/air/index.html>

Joely Proudfit

From: Catherine Cucinella
Sent: Tuesday, March 10, 2015 10:55 AM
To: Joely Proudfit
Cc: Scott Greenwood; Gretchen Sampson
Subject: RE: CAPC question regarding LTWR 345

Dear Joely,
Sorry for my delayed acknowledgement. Thank you.

Best,
Catherine

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

From: Joely Proudfit
Sent: Wednesday, March 04, 2015 1:16 PM
To: Catherine Cucinella
Cc: Scott Greenwood; Gretchen Sampson
Subject: RE: CAPC question regarding LTWR 345

Hello –

Thank you for letting me know about Professor Lush's request to no longer cross list LTWR 345/NATV 345. I will let our Native Studies Curricular Committee know of the change. I will also let GEC know, since they did approve the course as cross-listed some years back.

Thank you,

Joely

Nošúun Lóoviq!
My heart is good (Luiseño/Payomkowishum)

Joely
Joely Proudfit, Ph.D. | Director California Indian Culture & Sovereignty Center
Director of Native American Academic Strategic Planning
Program Coordinator Native Studies
Associate Professor of Sociology and Native Studies
Office: 760-750-3535 | Direct: 760-750-4619
Email: jproudfi@csusm.edu



From: Catherine Cucinella
Sent: Wednesday, March 04, 2015 6:45 AM
To: Joely Proudfit
Cc: Scott Greenwood; Gretchen Sampson
Subject: FW: CAPC question regarding LTWR 345

Hello, Joely,
CAPC received Rebecca Lush's reply regarding cross listing LTWR 345 as LTWR 345/AIS 345.

We will be reviewing, the NATV P-2 form at CAPC today, March 4.

Best,
Catherine, chair
CAPC

*Catherine Cucinella, Ph.D.
Assistant Professor and Director GEW
Literature and Writing Studies Program
760.750.8169
MARK 259*

From: Rebecca Lush
Sent: Monday, March 02, 2015 9:24 AM
To: Catherine Cucinella
Cc: Scott Greenwood; Gretchen Sampson
Subject: Re: CAPC question regarding LTWR 345

Dear Catherine,

The LTWR department would prefer to keep LTWR 345 listed only within our department.

Best,
Rebecca

Rebecca M. Lush, Ph.D.
Assistant Professor
Literature and Writing Studies
Film Studies Coordinator

California State University, San Marcos
126L Markstein
333 S. Twin Oaks Valley Road
San Marcos, CA 92096
760-750-8004

From: Catherine Cucinella
Sent: Thursday, February 26, 2015 1:16 PM
To: Rebecca Lush
Cc: Scott Greenwood; Gretchen Sampson
Subject: CAPC question regarding LTWR 345

Hi Rebecca,

In its review of a program change proposal from Native Studies, CAPC found a discrepancy with LTWR 345 cross listed with AIS 345.

At the request of the proposer, Dr. Joely Proudfit, the committee would like to know if you would like LTWR 345 cross-listed as LTWR 345/AIS 345.

Thanks,

Catherine, chair
CAPC

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

Joely Proudfit

From: Rebecca Lush
Sent: Friday, January 25, 2013 1:35 PM
To: Virginia Mann; Joely Proudfit
Subject: RE: LTWR/NATV 345

Hi Virginia,

Many thanks for passing along this great news!

Best,
Rebecca

Rebecca M. Lush, Ph.D.
Assistant Professor
Literature and Writing Studies
California State University, San Marcos
126L Markstein
333 S. Twin Oaks Valley Road
San Marcos, CA 92096

From: Virginia Mann
Sent: Friday, January 25, 2013 1:05 PM
To: Rebecca Lush; Joely Proudfit
Subject: LTWR/NATV 345

Hello Rebecca and Joely,

Happy to report that the GEC approved your course LTWR/NATV 345 – Native American Literatures – for CC credit yesterday. The new course has not yet been approved at UCC, but once it is it will carry CC. Congratulations!

Virginia

Virginia Peters Mann
Curriculum Specialist
Academic Programs
CSU San Marcos
Tel: (760) 750-8887

Joely Proudfit

From: Virginia Mann
Sent: Friday, January 25, 2013 1:06 PM
To: Rebecca Lush; Joely Proudfit
Subject: LTWR/NATV 345

Hello Rebecca and Joely,

Happy to report that the GEC approved your course LTWR/NATV 345 - Native American Literatures - for CC credit yesterday. The new course has not yet been approved at UCC, but once it is it will carry CC. Congratulations!

Virginia

Virginia Peters Mann
Curriculum Specialist
Academic Programs
CSU San Marcos
Tel: (760) 750-8887

Joely Proudfit

From: Virginia Mann
Sent: Monday, November 26, 2012 3:30 PM
To: Rebecca Lush; Joely Proudfit
Cc: Martha Stoddard-Holmes
Subject: RE: Native American Literatures - cross-listing

Hi Rebecca - topics are approved for GE credit separately from permanent courses. Even though your topic got GE credit, it has to be re-submitted again for the permanent course. You may decide to re-cycle most of the information used previously, but you will have to send me new forms with the course numbers (you could put LTWR/NATV 345) and original signatures from you and your Chair on the form. Many topics receive GE credit but they always must be re-certified when they change to a permanent course.

Virginia

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

From: Rebecca Lush
Sent: Monday, November 26, 2012 3:23 PM
To: Virginia Mann
Subject: RE: Native American Literatures - cross-listing

Hi Virginia.

I already submitted the GE forms in Fall 2011 and it was approved for CC credit. Do you need me to forward those emails to you?

thanks,
Rebecca

Rebecca M. Lush, Ph.D.
Assistant Professor
Literature and Writing Studies
California State University, San Marcos
126L Markstein
333 S. Twin Oaks Valley Road
San Marcos, CA 92096

From: Virginia Mann
Sent: Monday, November 26, 2012 9:10 AM
To: Rebecca Lush
Subject: RE: Native American Literatures - cross-listing

Thanks Rebecca - I'll wait to hear back from Joely about the course number. In the meantime, what about GE forms? Will you be submitting them?

Virginia

Virginia Peters Mann
Curriculum Specialist

Academic Programs
CSU San Marcos
Tel: (760) 750-8887

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

From: Rebecca Lush
Sent: Saturday, November 24, 2012 6:04 PM
To: Virginia Mann; Joely Proudfit
Cc: Martha Stoddard-Holmes; Dawn Formo
Subject: RE: Native American Literatures - cross-listing

Hi Virginia and Joely,

Thank you for catching this needed change. How about LTWR 345? Let me know if that number will work for you in NATV Joely.

Hope everyone had a good holiday.

Thanks!
Rebecca

Rebecca M. Lush, Ph.D.
Assistant Professor
Literature and Writing Studies
California State University, San Marcos
126L Markstein
333 S. Twin Oaks Valley Road
San Marcos, CA 92096

From: Virginia Mann
Sent: Wednesday, November 21, 2012 2:37 PM
To: Rebecca Lush; Joely Proudfit
Cc: Martha Stoddard-Holmes; Dawn Formo
Subject: Native American Literatures - cross-listing

Hi Rebecca and Joely,

We received the C form for Native American Literatures yesterday and will be forwarding it to UCC. The number you attached to the form (LTWR 302-1) is actually the topic number currently being used and the new course will need its own course number. Since it seems you both agree you would like it cross-listed, this can all be accomplished with the C form already submitted, once you select the new course number(s).

I checked in PeopleSoft and the following 300-level course numbers are available in LTWR: 341 to 349, and 351 onwards to 400. If LTWR can select a course number, it can likely be the same NATV number, since that program doesn't have many courses yet. Please let me know which number to use, and we'll move the proposal forward to UCC.

Also, you checked GE on the C form, but there were no GE forms attached. Even though the topic obtained GE credit, you will have to submit GE forms again for the permanent course. One GE form listing the two cross-listed numbers is also fine.

Any questions, please let me know. Have a good holiday!
Virginia

Virginia Peters Mann
Curriculum Specialist
Academic Programs
CSU San Marcos
Tel: (760) 750-8887

Joely Proudfit

From: Joely Proudfit
Sent: Friday, October 31, 2014 1:41 PM
To: Joely Proudfit
Subject: Fw: T-Form for Natv 380/Soc 489

Joely Proudfit, Ph.D.

Director, California Indian Culture and Sovereignty Center
Director of Native American Academic Strategic Planning
Director of Native Studies & Associate Professor of Sociology and Native Studies
California State University San Marcos
California Indian Culture & Sovereignty Center
333 S. Twin Oaks Valley Road, San Marcos, CA 92096-0001
Office: 760-750-3535; Fax: (626) 351-1638
Web: <http://www.csusm.edu/air/index.html>

From: Rebecca Lush
Sent: Tuesday, October 30, 2012 5:04 PM
To: Joely Proudfit
Cc: Sharon Elise; Dawn Formo; Theresa Aitchison
Subject: RE: T-Form for Natv 380/Soc 489

Hi Joely,

Thank you for getting back to me about the course. I will definitely let you know in advance when LTWR will offer it so that you will be able to plan course assignments for Native Studies. I know that we won't be offering it this coming Spring but will check with my department chair about future offerings and frequency and let you know as soon as possible.

I finally heard back from the previous FMST coordinator. FMST endorses the forms for Imagining Indians. This looks like a very comprehensive and important course for students and I will definitely tell my classes I'm teaching this semester about it as I'm sure the content will interest some of them. At this stage I do not want to commit to elective status for FMST since I have inherited a rather large project of reworking the minor and updating our program forms so have much to do in articulating the goals of the FMST minor. However, I am happy to offer credit for the course towards FMST through alternative course approvals if there's a strong cinema focus throughout the course (so on a case by case basis with the current syllabus).

Best,
Rebecca

Rebecca M. Lush, Ph.D.
Assistant Professor
Literature and Writing Studies
California State University, San Marcos
126L Markstein
333 S. Twin Oaks Valley Road
San Marcos, CA 92096

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

Hello,

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

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

Thank you.

Joely

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

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

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

Hi Joely,

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

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

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

Best,

Rebecca

Rebecca M. Lush, Ph.D.
Assistant Professor
Literature and Writing Studies
California State University, San Marcos
126L Markstein
333 S. Twin Oaks Valley Road
San Marcos, CA 92096

From: Joely Proudfit
Sent: Friday, October 19, 2012 11:02 AM
To: Rebecca Lush
Cc: Sharon Elise; Dawn Formo; Theresa Aitchison
Subject: RE: T-Form for Natv 380/Soc 489

Hello,

Hope you are enjoying that start to your second year here. The last two semesters and summer have been extremely busy for Native Studies and the CICSC with our recent conference and program restructuring. I am excited about the Imaging Indians course and the opportunity to finally bring it to CSUSM.

Could you also please email me the most recent version of the C form and/or T form for the Native Literature course you are proposing. If you could also let me know how often the course might be offered that would be helpful to.

Thank you.

Joely

Joely Proudfit, Ph.D.
Director, California Indian Culture and Sovereignty Center Director of Native American Academic Strategic Planning
Director of Native Studies & Associate Professor of Sociology and Native Studies California State University San Marcos
California Indian Culture & Sovereignty Center
333 S. Twin Oaks Valley Road, San Marcos, CA 92096-0001
Office: 760-750-3535; Fax: (626) 351-1638
Web: <http://www.csusm.edu/air/index.html>

From: Rebecca Lush
Sent: Thursday, October 18, 2012 11:15 PM
To: Joely Proudfit
Cc: Sharon Elise; Dawn Formo; Theresa Aitchison
Subject: RE: T-Form for Natv 380/Soc 489

Hi Joely,

Thanks for sending me these materials. Looks like an exciting and important course. Since my predecessors have weighed in on this course previously I've requested that they send me the details so that I can ensure there is continuity during this transition period.

As soon as I get all the details from the previous coordinators I will get back to you as soon as possible.

Hope your semester is going well.

Best,
Rebecca

Rebecca M. Lush, Ph.D.
Assistant Professor
Literature and Writing Studies
California State University, San Marcos
126L Markstein
333 S. Twin Oaks Valley Road
San Marcos, CA 92096

From: Joely Proudfit
Sent: Wednesday, October 17, 2012 11:11 AM
To: Rebecca Lush
Cc: Sharon Elise; Dawn Formo; Theresa Aitchison
Subject: FW: T-Form for Natv 380/Soc 489

Hello,

Attached please find both the C form and T form for a new core Native Studies course, "Imagining Indians: American Indians, Mass Media, Film and Society."

As the new coordinator for Film Studies, I am seeking your signature on the form indicating you acknowledge the impact on your discipline. Should you want this course to serve as an elective for your minor, please let me know. An email response will suffice as a signature. As you will see from the below. Your predecessor in FMST along with 5 other programs and/or departments have already approved the course. The course will be offered in Spring 2013. Your timely response to this request will be greatly appreciated.

Thank you.

Joely

Joely Proudfit, Ph.D.
Director, California Indian Culture and Sovereignty Center Director of Native American Academic Strategic Planning
Director of Native Studies & Associate Professor of Sociology and Native Studies California State University San Marcos
California Indian Culture & Sovereignty Center
333 S. Twin Oaks Valley Road, San Marcos, CA 92096-0001
Office: 760-750-3535; Fax: (626) 351-1638
Web: <http://www.csusm.edu/air/index.html>

From: Dawn Formo
Sent: Wednesday, October 17, 2012 9:28 AM
To: Joely Proudfit
Cc: Theresa Aitchison; Sharon Elise
Subject: RE: T-Form for Natv 380/Soc 489

Thank you, Joely!

Dawn M. Formo, Ph.D.

Associate Dean for Instruction and Academic Programs College of Humanities, Arts, Behavioral and Social Sciences
(CHABSS) CSU San Marcos San Marcos, CA 92096-0001

(760)750-4199 (Office)

(760)750-3005 (FAX)

dformo@csusm.edu<mailto:dformo@csusm.edu>

<http://www.writinginstructor.com>

From: Joely Proudfit

Sent: Tuesday, October 16, 2012 8:35 PM

To: Dawn Formo

Cc: Theresa Aitchison; Sharon Elise

Subject: RE: T-Form for Natv 380/Soc 489

Hello,

I hand-delivered the forms in hard copy with attached list of 6 emails in the affirmative to Theresa today. We went over them together.

For the course entitled, Imagining Indians, I did receive email approvals from the following individuals, You will note that the emails are also attached to the C-form for that course.

1. Sharon Elise - Sociology
2. Karen Glover - Ethnic Studies
3. Meryll Goldberg - VPA
4. John Berman -FMST
5. Jill Watts - History
6. Lilliana Rossman - Communication

I will again email those affirmative emails to you and again deliver hard copies. FMST appears now have a new coordinator. I will forward the course to her and feel free to do the same so as to expedite this process.

Thank you. Joely

Joely Proudfit, Ph.D.

Director, California Indian Culture and Sovereignty Center Director of Native American Academic Strategic Planning
Director of Native Studies & Associate Professor of Sociology and Native Studies California State University San Marcos
California Indian Culture & Sovereignty Center

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

Office: 760-750-3535; Fax: (626) 351-1638

Web: <http://www.csusm.edu/air/index.html>

From: Dawn Formo

Sent: Tuesday, October 16, 2012 6:01 PM

To: Joely Proudfit
Cc: Theresa Aitchison; Sharon Elise
Subject: T-Form for Natv 380/Soc 489

Good Afternoon, Joely—

Thanks again for the curriculum discussion yesterday. And...many thanks for the T-form for Imagining Indians. The course sounds like a rich addition to our curriculum. Thank you for developing it. I'm writing with two follow-up questions:

1. I see that you have been in touch with several departments and programs across the college who have expressed support. Sharon Elise's e-mail indicating support is attached. I don't see the e-mails that correspond to the other signatures. Did I miss them? Are they attached to one of the C-forms you sent along?
2. The FMST Coordinator is now Rebecca Lush. Have you shared this T-form with her? If not, let me ask that you request her review and signature.

Thanks!
df

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

STANDING RULES OF THE ACADEMIC SENATE

California State University San Marcos

**Adopted Fall 1990 by Faculty Vote
Amended Fall 1991 by Executive Committee
Amended Summer 1992 by Executive Committee
Amended Fall 1994 by Executive Committee
Amended Fall 1996 by Executive Committee
Amended Spring 1997 by Executive Committee
Amended Fall 2011 by Executive Committee
Amended Fall 2012 by Executive Committee
Amended Fall 2013 by Executive Committee
Amended Spring 2014 by the Academic Senate**

ACADEMIC SENATE

1. Agendas and approved minutes of the Academic Senate meetings shall be made available on the Senate website.
2. The Executive Committee will present items to the Senate for a single vote of approval without discussion via the Consent Calendar. Any item can be removed for particular consideration by request of a Senator prior to vote on the list of consent items. This item then becomes a discussion item subject to the first and second reading requirements. The first reading takes place immediately after the vote on the Consent Calendars, prior to any other items on that day's Senate agenda.
3. New proposed policies, procedures, and programs developed by standing committees of the Academic Senate will be subject to the first and second reading requirement. Major proposed revisions to such policies, procedures, and programs will likewise be subject to this requirement. Minor revisions, other documents intended for Senate approval, and simple resolutions will not be subject to this requirement unless it is deemed necessary by (1) the Executive Committee or (2) the Academic Senate during the approval of the agenda.
4. A first reading item is a discussion item, not an action item. Its purpose is to allow the proposer to explain the proposal under consideration. In addition, it provides a forum for Senators to provide comments, suggestions, and questions to the proposer. Between the first and second reading, the proposal remains the property of the proposer, and senators are encouraged to send comments, suggestions, and questions to the proposer via email.

5. The first and second readings of an item occur in separate Senate meetings. The Senate may suspend this rule and move directly from a first to a second reading via a motion that receives a favorable vote of two-thirds.
6. A second reading item is an action item. Action items are usually scheduled before discussion items in the agenda.
7. All action items will be accompanied by a motion. Second readings will be accompanied by a motion to approve the proposed policy, procedure, or program, or to endorse the document in question. A proposed revision to a policy, procedure, or program will be accompanied by a motion to replace the existing policy, procedure, or program. In the case of documents drafted by Senate committees, the Senate may amend the document during the second reading only via a subsidiary motion; the main motion then applies to the document as amended.
8. If an action item comes recommended by a standing committee, the associated motion does not need to be moved and seconded in the Senate. In this case the chair will announce the recommendation, and the chair of the recommending committee or designee will initiate debate by speaking in favor of a motion. If an action item does not come recommended by a standing committee the associated motion must be moved and seconded before debate may commence. The mover will start debate by speaking in favor of the motion.
9. Whenever a vote is taken during an Academic Senate meeting, eligible voters present will choose between voting 'Yes,' 'No,' 'Abstain,' and not voting at all. Voting may be done by voice, show of hands, an electronic method (such as clickers), or a secret ballot (with paper ballots or electronic ballots). To determine the vote's outcome, the YES votes will be compared to the NO votes; the one with most votes wins.
10. When voting is done by voice or by an uncounted show of hands, the result shall be recorded as "The motion (the vote) passed" or "The motion (the vote) did not pass."
11. When the number of votes is tallied (counting the show of hands, ballots, or electronic votes), then the results shall be recorded showing the total number of YES votes, the total number of NO votes, and the total number of ABSTENTION votes. In this case, the number of abstention votes is recorded for informational purposes only. Only YES votes and NO votes determine the outcome of the voting.

EXECUTIVE COMMITTEE

12. The Executive Committee will meet on Wednesdays at 12:00 p.m.
13. Agendas and approved minutes of the Executive Committee meetings shall be made available on the Senate website.

STANDING COMMITTEES OF THE ACADEMIC SENATE

14. Standing Committee meeting times, places, and agendas will be made public and affected parties will be invited to clarify on issues, particularly when there is no representative on the committee from a constituent unit.
15. Agendas and approved minutes of Standing Committee meetings shall be made available on the Senate website.

MEETING NORMS FOR SENATE-SANCTIONED GROUPS

16. Shared leadership: All are responsible for reinforcing norms and ensuring the meeting is productive.
17. Full participation: Meeting times will be established by consensus to maximize participation by all members. All agree to make themselves as available as possible during regular working days and hours, Monday through Fridays. Members will come to meetings on time and prepared to participate. If absence is anticipated, members will notify the chair in a timely fashion.
18. Achieving the agenda: The agenda will be distributed in advance, and members will strive to stay focused on the agenda.
19. Safe environment: All voices are solicited, actively listened to, and respected. Diverse viewpoints and contributions from all participants are valued.
20. Civilized disagreement: Differing opinions on matters of business are expected. When these differences emerge, they will be managed in a respectful, professional manner as members work toward a better understanding of one other.
21. Self-assessment: Members self-check their own behavior, and regularly assess how well the group is functioning and adjust accordingly.
22. Sense of humor: Have fun while working towards common goals.