

College of Arts and Sciences
(CoAS)

*College Academic Master Plan
(CAMP)*

August 2008

California State University San Marcos

College Academic Master Plan (CAMP)

CAMP Overview

August 2008

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2008 College Academic Master Plan (CAMP)

College of Arts and Sciences (CoAS)

I. Introduction

The College Academic Master Plan represents the collective faculty vision of CoAS's curricular future. It articulates a plan for the growth of CoAS some ten years out, with particular attention to a short-term, three-year planning window. It outlines curricular programs to be developed by the College: undergraduate degrees, minors, certificates, and graduate degrees. Future programs are listed according to their projected start-up year. Programs envisioned for implementation after 2013 are listed in a placeholder column.¹ For both existing programs and planned, new programs, growth projections are typically calculated in a number of areas, including student enrollments, number of students declaring Majors, and growth of faculty. Brief descriptions of planned programs are also included, providing overviews of the curricula to be developed.

Each year, according to the College Governance By-Laws, the elected members of the Hiring and Academic Planning Committee (HAPC) are charged with revising the CAMP. As a part of this process, planned programs may be added, deleted, accelerated, or delayed. To prepare the CAMP and plan for new program implementation, HAPC conducts departmental surveys, consults with faculty "champions" and potentially affected departments and programs, and works closely with the Dean's Office to ensure feasibility. CAMP enrollment data and faculty projections derive from a combination of the most recent actual information we have, the current year's student enrollment projections prepared by Enrollment Management Services, and an intentional effort to forecast student demand shifts resulting from new program implementation. The CAMP is intended to inform curricular and resource planning at both the College and University levels. At the University level, the CAMP helps to update the University Academic Master Plan (UAMP), which lists those academic programs that the University is publicly committed to developing. The UAMP is updated yearly by the Provost's Office, in consultation with the Academic Senate's standing Budget and Long-Range Planning Committee (BLP). Since the CAMP can be used to determine when College faculty should submit "A-form" proposals for BLP review and recommendation to be added to the UAMP, placing a planned program on the CAMP is often the first step towards realizing its eventual implementation.

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

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

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

This edition of the CAMP (the first since July 2006) reflects unusual circumstances that have delayed its publication and rendered us unable to offer the entire range of planning projections we normally include. HAPC's intention was to publish this CAMP at the end of the Fall 2007 semester, which would have represented a six-month delay. Previous CAMPs were published in late-spring or early-summer; however, our experience with the 2006 CAMP led us to shift the preparation of the next edition from the Spring 2007 semester to the Fall 2007 semester. Here's why: The July 2006 edition of the CAMP was published using 2005-2006 AY data as a planning baseline, assuming moderate growth of about 4%-5% in 2006/07 and in years beyond. In Fall 2006, however, the College saw dramatic and unexpected growth of about 16% in one semester, rendering the CAMP projections obsolete only three months after publication. All of a sudden, the College was already delivering FTES at levels that had been projected several years out. In retrospect, we realized that, if we published the CAMP in the Fall semester of any given year, using Fall enrollment data as a base-line for predicting current and future AY enrollments, our planning projections would reflect a more reliable base-line. We can better predict current-AY enrollments, based on actual Fall enrollment data, than we can predict next-AY enrollments, based on previous-AY totals.

Publication of this CAMP was further delayed by early indications that California was heading into a challenging budgetary climate. We had practically completed the CAMP when it became clear that budgetary downturns would force us to reexamine assumptions regarding campus growth targets, growth-related hiring of faculty and staff, and new-program development and implementation. With news of an impending state budget crisis, HAPC suspended its work on the CAMP, as well as its discussion of faculty and staff hiring priorities. With future campus growth-targets rescinded, at least for the time being, the prospects for long-range academic planning became uncertain at best. The HAPC deliberated as to whether a CAMP should even be released this year; the committee had already decided not to complete the ordinary ranking of recommended faculty and staff hires for the Dean's Office, since it became clear that there would be no such recruitment in Fall 2008. In the end, however, the committee decided to prepare an updated CAMP so that it would be able to maintain an up-to-date data set, as a foundation for future editions of the CAMP.

HAPC also decided to include a very conservative plan for projected FTES growth, past 2008/09, just for the sake of illustration. In that projection, we assume 1.5% growth from 2008/09 to 2009/10, 2.5% growth from 2009/10 to 2010/11, and 3% annual growth for each year thereafter. This projection is symbolic in meaning, representing our hopes for gradual recovery, sooner rather than later, from current suspension of campus growth. We did not think it would be useful, however, to articulate specific plans for growth of the faculty, nor growth of majors, since program development and faculty recruitment (tenure-track and part-time alike) are so closely tied to fiscal realities beyond our prediction and control. In the end, we deemed it more prudent to omit any FTEF projections, since our normal assumptions regarding FTES, FTEF, and funded student-faculty ratio are currently in a state of suspense. We didn't want to publish a plan that might build false hope among departments regarding foreseeable faculty recruitment, or that might be interpreted in later years as having constituted an earlier promise about faculty hiring priorities. Unfortunately, in the domain of growth-related faculty and staff recruitment, we are now in no position to make any definite plans, much less promises or predictions. Better to make none at all, as we await greater clarity regarding our short- and medium-term prospects for growth.

This edition of the CAMP, therefore, is unusually limited in scope. In view of the slow-down in campus growth, we have revised the planned timeline for start-up of new programs, and we have offered only the most tentative view of FTES growth across departments, assuming a very slow future growth curve. Building upon the 2006 CAMP, the following tools were used to solicit input for this update:

1. The Spring 2007 COAS CAMP Survey (Appendix A).
This instrument was distributed to all faculty in the College. The survey solicited ideas and proposals (mini/summary statements) for new programs and curricular initiatives. Additionally, the “champions” of future programs were asked to review and update existing mini/summary statements. Given the uncertainty in Spring 2008 over budget and future growth, an additional survey was not conducted. In “normal” years, the all-faculty CAMP survey is an annual exercise.
2. 2007/2008 Survey of Departmental Needs (survey and results: Appendix B).
This survey was distributed to all Department Chairs and Program Directors, seeking information on departmental hiring plans for faculty and support staff, as well space, laboratory, and other budgetary needs. A variant of the survey was also distributed to faculty coordinating small, emerging, interdisciplinary programs. Results are tabulated in Appendix B.

As we publish the 2008 CAMP, the members of the Hiring and Academic Planning Committee are indebted to all our colleagues who returned surveys, responded to our many follow-up questions, and provided us the guidance necessary to complete this task. We also owe many thanks to the Dean’s Office support staff who provided the real labor of recording our discussions and publishing this document. On behalf of the faculty of the College of Arts and Sciences, we are pleased to present this plan, and we hope that it serves the College well.

Members of 2007/08 HAPC:

Aaron Finkle, ECON
Bill Kristan, BIOL
Jodie Lawston, SOC
Bob Yamashita, LBST (Chair)

Ex-officio members & staff:

Vicki Golich, Dean
Graham Oberem, Associate Dean
Michael McDuffie, Associate Dean
Debbie Schwarz, Administrative Support

II. CAMP Planning Methodologies

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

The enrollment projections in this CAMP document (please see table III. B) are based on the methodology used in the 2006 version of the CAMP. We start by using actual FTES from 2007/08 to project the same percentage share for each department for the next three years and then adjust the projections for start up of new programs and other significant curricular changes. We want to emphasize that HAPC is using these numbers to build a three year rolling academic plan for 2008/09 through 2010/11. As we move beyond the three year window, the projections become increasingly speculative and should be treated with skepticism and caution. Every year, HAPC revises the numbers based on the current information and placement of new programs and extends the analysis window to the next three years. The methodology for the 2008 CAMP is as follows:

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

For 2008-09

University FTES Target = 7283

College CY FTES target = 75% of 7283 = 5462

We assume that summer FTES targets will grow at a slower rate than the college FTES targets. We subtract the summer target from the college CY target to arrive at the college AY FTES target for each year.

For 2008-09

College CY target = 5462

College AY target = 5462 – 100 = 5362

We then take the percentage share of each department from the current academic year (2007-08) and project it out for the next ten years. As a starting point this assumes that each department will maintain its share of the college FTES target and will grow as the college grows over the next ten years.

For 2008-09

FTES target for Philosophy = 2.8% of 5362 = 149

Next we start introducing changes into these projections based on the introduction of new academic majors at the start up dates assigned to each major in the CAMP. For each new major, we add the FTES associated with that major to the academic program offering the major.

For 2010-11

Philosophy major start up FTES = 20

Existing FTES based on 2.8% share = 154

Sum total FTES for Philosophy = 20 + 154 = 174

Since the total FTES must add up to the college target, we subtract this FTES from like majors. If there are no like majors, we take the FTES from all programs across the division or the college. In some cases, the like major is an existing major that the same academic program is currently offering which means that the net impact on the FTES target is zero for that program.

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

Examples: (25 students x 3 unit class) / 15 units = 75/15 = 5 FTES

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

(15 students x 5 unit class) / 15 units = 75/15 = 5 FTES

Examples:

For Mass Media, we assumed that half of the FTES would come from existing Communication majors and half of the FTES would be new FTES for the Communication department. The new FTES was subtracted from all other Social Science and Humanities disciplines.

For Applied Physics, since it was a new major all of the FTES credit went to the Physics department as new FTES. The new FTES was subtracted from all other science disciplines.

For Music, since it is breaking out of the existing VPA major, no new FTES is added to the VPA department.

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

NB: FTEF growth projections are not provided in this edition of the CAMP, past 2008/09 anticipated TT faculty new hires. We include the methodology below for historical purposes, in order to record how these projections were derived in past editions of the CAMP.

From the 2006 CAMP:

The FTEF projections by department (please see table III. C) are based on the FTES projections discussed above. The methodology is as follows:

We take the total college academic year FTES target (excluding summer) and divide it by the total number of faculty lines in the college to derive the college-wide funded Student Faculty Ratio (SFR) for each year.

For 2007-08 College AY FTES target = 4,743
 Total number of faculty lines = 203
 College-wide SFR = $4743/203 = 23.36$

We derive the FTEF projections for each department by dividing the FTES target for each department by the college-wide funded SFR for that year.

For 2007-08 FTES target for Philosophy = 118
 FTEF = $118 / 23.36 = 3.8$

III. A. Growth Projections: Projected Start-Up Dates of Proposed New Programs																
	07	08	09	10	11	12	13	14	15	16	Placeholders					
Actuarial Science				MIN												
Anthropology	BA															
Asian Pacific American Studies															MIN	
Biochemistry					MS											
Biotechnology			MS													
Border Studies (LBST)			OPT			BA										
Chemistry															MS	
Child & Adolescent Development				BA												
Cognitive Science															BS	
Communication and Culture															MA	
Communications & Network Tech.															OPT	
Computational Biology			MIN		BS											
Conflict and Mediation															MIN	
Critical Intercultural Communication		MIN														
Digital and Media Arts				BA				MA								
Digital Rhetorics (LTWR)				MIN												
Earth Science															BS/MIN	
Economics															MA	
Environmental Science					BS											
Environmental Studies			BA													
Ethnic Studies				BA												
Film and Literature															CONC	
French					BA											
Geography															BA	
German															BA	
Global Studies			BA													
History	MA															
Human Development						MA									MIN	
Humanities															MIN/BA	
Intelligent Systems															OPT	
Japanese															MIN	
Latin American Studies															BA/MIN	
Linguistics															BA	
Mass Media	BA															
Marriage & Family Therapy															MFT	
Middle East/Islamic Studies															MIN	
Music				BA												
Neuroscience															BS	
Philosophy				BA												
Physics (Applied Physics)	BS														MS	
Professional and Technical Writing															CONC	
Public Administration															BA/MPA	
Religious Studies															BA	
Science Writing															CP	
Service Learning			CERT													
Statistics				MIN												
Theatre					BA											
Urban Planning															BA	
Visual Arts	MIN														BA	
Women's Studies															MA	

III. B. Growth Projections: Projected CAMP FTES 2008 to 2016											
	Actual			Targets: 3 Year Plan			Speculative Projection				
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
University CY FTES	6257	7187	7528	7283	7501	7577	7804	8038	8280	8528	8784
COAS CY FTES	4453	5206	5568	5462	5544	5683	5853	6029	6210	6396	6588
College AY FTES	4281	5054	5417	5362	5419	5533	5703	5879	6035	6221	6413
Sciences (Dept./Majors)	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
BIOL (Biol, Biotech)	353	395	400	396	399	407	410	423	434	447	461
CHEM (Chem, Biochem)	136	158	196	194	195	199	200	206	212	218	225
CSIS (CS)	112	103	105	104	105	107	109	112	115	119	123
Environmental Science BS					0	0	20	21	21	22	22
KINE (Kine)		127	161	159	160	163	168	174	178	184	189
MATH (Math)	290	348	399	395	398	406	417	430	441	455	469
PHYS (Applied Phys)	84	107	135	134	135	137	140	144	148	153	157
Sub-total	975	1238	1396	1382	1392	1421	1464	1510	1550	1597	1647
Humanities/Arts (Dept./Majors)	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
HIST (Hist)	338	400	413	409	411	415	423	436	448	461	476
LTWR (LTWR)	347	402	410	406	409	412	420	433	444	458	472
PHIL (Phil)	80	120	151	149	150	174	179	185	190	196	202
VPA (VPA, Music, DAMA, TA)	291	325	309	306	308	310	319	329	338	348	359
WLHL (Span)	307	346	388	384	387	390	412	425	436	449	463
Sub-total	1363	1593	1671	1654	1665	1701	1753	1807	1855	1913	1972
Social Sciences (Dept./Majors)	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
ANTH (Anth)		71	84	83	83	85	88	90	93	96	99
COMM (Comm, Mass Media)	312	401	422	418	421	429	442	456	468	482	497
ECON (Econ)	96	125	133	131	132	135	139	144	147	152	157
Environmental Studies BA					20	20	21	22	22	23	24
HD (HD)	73	73	85	84	85	83	86	88	91	93	96
LBST (LBST)	253	220	231	229	231	229	236	243	250	257	265
PSCI (PSCI)	176	217	228	226	227	232	239	246	253	261	269
PSYC (Psyc, CHAD)	393	430	456	451	455	484	499	514	528	544	561
SOC (Soc, Crim)	493	584	612	606	610	613	632	651	669	689	711
WMST (Wmst)	94	106	99	98	99	101	104	107	110	113	117
Sub-total	1890	2227	2350	2326	2362	2411	2485	2562	2630	2711	2795
GEL	52	0	0								
AY Total	4281	5054	5417	5362	5419	5533	5703	5879	6035	6221	6413
Summer	172	152	152.5	100	125	150	150	150	175	175	175
CY Total	4453	5206	5570	5462	5544	5683	5853	6029	6210	6396	6588

III. C. Growth Projections: Projected CAMP FTEF: 2008-09 to 2010-11

	ACTUAL			3 YEAR PLAN						
	2007-08			2008-09			2009-10		2010-11	
University CY FTES Target	7528			7283			7501		7577	
COAS CY FTES Target	5568			5462			5544		5683	
COAS AY FTES Target	5417			5362			5419		5533	
Growth lines										
Total lines			SFR= 24.83			SFR=		SFR=		SFR=
Sciences	FTES	TT Heads	PT FTEF	FTES	TT Heads	PT FTEF	FTES	Total FTEF	FTES	Total FTEF
BIOL (Biol, Biotech)	400	14	6.59	396	15	TBD	399		407	
CHEM (Chem, Biochem)	196	7	2.81	194	7	TBD	195		199	
CSIS (CS)	105	8	1.07	104	6	TBD	105		107	
Environmental Science BS						TBD	0		0	
KINE (Kine)	161	2	4.67	159	4	TBD	160		163	
MATH (Math)	399	11	5.40	395	11	TBD	398		406	
PHYS (Applied Phys)	135	3	2.99	134	3	TBD	135		137	
Sub-total	1396	45	23.53	1382	46		1392		1421	
Humanities	FTES	TT Heads	PT FTEF	FTES	TT Heads	PT FTEF	FTES	Total FTEF	FTES	Total FTEF
HIST (Hist)	413	11	7.40	409	12	TBD	411		415	
LTWR (LTWR)	410	11	10.42	406	9	TBD	409		412	
PHIL (Phil)	151	1	4.20	149	1	TBD	150		174	
VPA (VPA, DAMA, Music, TA)	309	11	5.51	306	11	TBD	308		310	
WLHL (Spanish)	388	8	11.73	384	8	TBD	387		390	
Sub-total	1671	42	39.26	1654	41		1665		1701	
Social Sciences	FTES	TT Heads	PT FTEF	FTES	TT Heads	PT FTEF	FTES	Total FTEF	FTES	Total FTEF
ANTH (Anth)	84	2	1.60	83	2	TBD	83		85	
COMM (Comm, Mass Media)	422	11	7.20	418	12	TBD	421		429	
ECON (Econ)	133	5	1.33	131	5	TBD	132		135	
Environmental Studies BA						TBD	20		20	
HD (HD)	85	1	2.40	84	1	TBD	85		83	
LBST (LBST)	231	7	4.20	229	8	TBD	231		229	
PSCI (Psci)	228	8	3.40	226	8	TBD	227		232	
PSYC (Psc, CHAD)	456	13	7.48	451	13	TBD	455		484	
SOC (Soc, Crim)	612	14	10.47	606	15	TBD	610		613	
WMST (Wmst)	99	2	3.83	98	2	TBD	99		101	
Sub-total	2350	63	41.91	2326	66		2362		2411	
AY Total	5417	150	104.70	5362	153					

III. D. COAS HISTORICAL FTES BY DEPARTMENT: 1990 TO 2007

HISTORICAL ENROLLMENT BY SEMESTER																						
Semester	ANTH	BIO	CHEM	COMM	CSCI	ECON	HIST	HD	KINE	LBST	LTWR	MATH	PHIL	PHYS	PSCI	PSYC	SOC	VPA	WMST	WLHL	GEL	TOTAL
F90		20	2			1	19			27	28	3			10	25	26	10	8	6		184
S91		27	5			8	47			22	27	3			14	34	43	7	10	10		257
F91		34	10		7	4	86			54	48	26			21	68	71	39	8	6		484
S92		27	21		16	7	78			84	47	24			29	66	82	62	10	13		565
F92		42	28		27	18	122			86	63	31			53	114	163	64	15	12		851
S93		46	35		39	15	124			92	89	42			50	95	155	81	15	13		899
F93		54	43		48	28	180			104	92	53			72	116	201	99	12	25		1127
S94		69	29		70	19	133			106	110	61			68	124	210	121	19	36		1171
F94		70	33	8	79	23	159			129	107	71			87	149	205	112	22	61		1315
S95		69	29	7	82	24	134			120	92	65			86	131	225	102	26	75		1268
F95		79	53	29	125	48	175			145	161	163		2	90	168	263	141	30	141		1843
S96		58	67	34	124	42	190			127	148	162		0	109	178	292	131	26	157		1861
F96		100	89	50	152	57	237			166	201	173	5	4	117	186	272	154	21	205		2211
S97		118	79	57	152	52	230			161	187	191	5	15	110	173	306	147	23	243	18	2258
F97		134	90	65	169	52	263	3		188	191	217	17	17	113	181	298	140	28	238		2434
S98		111	85	86	180	49	226	3		198	176	189	16	22	97	190	311	153	40	248		2384
F98		138	98	118	223	61	247	9		202	215	203	18	23	109	199	308	155	29	234		2624
S99		144	102	125	233	77	230	13		229	219	197	12	28	121	215	360	167	39	261		2784
F99		155	101	148	258	71	274	17		266	253	252	22	23	139	236	353	152	39	288	42	3088
S00		173	102	154	272	69	267	18		245	254	228	16	34	135	242	356	173	36	285	20	3078
F00		175	114	158	308	76	265	23		240	293	245	20	35	145	230	389	156	44	304	50	3269
S01		211	103	178	286	91	261	23		243	263	242	0	29	132	248	410	183	45	295	27	3274
F01		185	97	187	313	75	313	27		248	303	256	40	25	123	271	358	157	38	275	37	3327
S02		214	100	170	259	92	278	29		269	266	240	63	39	151	303	460	172	60	258	36	3458
F02		256	137	207	224	92	346	40		303	328	294	81	58	185	328	472	227	70	281	80	4010
S03		247	110	227	222	89	337	52		285	295	269	88	52	174	303	467	224	89	291	29	3850
F03		271	147	253	209	98	358	42		303	392	312	65	81	188	344	473	258	113	326	69	4301
S04		241	115	267	172	100	359	50		265	301	306	83	71	171	291	465	205	88	299	34	3884
F04		300	123	275	155	120	365	49		289	348	307	100	72	170	354	453	260	94	337	46	4219
S05		318	114	281	126	92	329	72		287	338	281	76	87	164	410	527	287	95	275	34	4195
F05		356	126	314	116	91	348	72		270	370	303	74	79	188	369	474	285	99	298	78	4309
S06		349	146	309	107	100	328	73		235	323	277	86	90	165	416	512	297	90	317	26	4254
F06	79	402	157	401	105	134	394	70	115	214	417	373	135	103	220	429	630	331	115	359	NA	5183
S07	62	388	158	400	100	116	405	76	139	226	386	323	105	110	213	431	538	319	96	333	NA	4924
F07	83	408	213	443	110	142	426	81	149	238	423	438	161	134	241	447	628	312	107	391	NA	5575
S08	84	393	180	404	98	122	400	89	175	225	397	362	140	138	216	464	592	308	92	383	NA	5262

D. COAS HISTORICAL FTES BY DEPARTMENT: 1990 TO 2007

HISTORICAL ENROLLMENT BY ACADEMIC YEAR

Year	ANTH	BIO	CHEM	COMM	CSCI	ECON	HIST	HD	KINE	LBST	LTWR	MATH	PHIL	PHYS	PSCI	PSYC	SOC	VPA	WMST	WLHL	GEL	TOTAL
90-91		23	4			5	33			27	27	3			12	30	35	10	9	6		221
91-92		31	16			6	82			38	48	25			25	67	77	23	9	8		525
92-93		44	31		33	17	123			85	76	37			51	104	159	63	15	12		875
93-94		61	36		59	24	157			98	101	57			70	120	206	90	15	19		1149
94-95		70	31		80	24	146			118	99	68			87	140	215	116	24	48		1291
95-96		68	60	31	125	45	182			133	154	162		1	100	173	277	121	28	108		1852
96-97		109	84	53	152	54	234			146	194	182	5	10	113	180	289	142	22	181		2234
97-98		122	88	76	174	50	245	3		174	184	203	17	20	105	186	304	144	34	241		2409
98-99		141	100	121	228	69	239	11		215	217	200	15	25	115	207	334	161	34	248		2704
99-00		164	102	151	265	70	271	18		255	253	240	19	28	137	239	354	162	38	286	31	3083
00-01		193	109	168	297	84	263	23		242	278	244	10	32	138	239	400	169	45	300	38	3271
01-02		199	98	178	286	84	296	28		259	284	248	51	32	137	287	409	165	49	267	36	3396
02-03		251	124	217	223	90	342	46		294	312	281	84	55	180	316	469	226	80	286	55	3930
03-04		256	131	260	191	99	359	46		284	346	309	74	76	180	318	469	232	100	313	52	4092
04-05		309	118	278	141	106	347	61		288	343	294	88	80	167	382	490	273	94	306	40	4207
05-06		353	136	312	112	96	338	73		253	347	290	80	84	176	393	493	291	94	307	52	4281
06-07	71	395	158	401	103	125	400	73	127	220	402	348	120	107	217	430	584	325	106	346	NA	5054
07-08	84	400	196	422	105	133	413	85	161	231	410	399	151	135	228	456	612	309	99	388	NA	5417

PERCENTAGE SHARE

Year	ANTH	BIO	CHEM	COMM	CSCI	ECON	HIST	HD	KINE	LBST	LTWR	MATH	PHIL	PHYS	PSCI	PSYC	SOC	VPA	WMST	WLHL	GEL	TOTAL
90-91		10.58%	1.58%			2.04%	15.02%			12.31%	12.31%	1.51%			5.29%	13.44%	15.66%	4.34%	3.94%	2.62%		100.00%
91-92		5.83%	3.01%			1.07%	15.66%			7.29%	9.05%	4.73%			4.78%	12.80%	14.58%	4.41%	1.71%	1.60%		100.00%
92-93		5.03%	3.59%		3.76%	1.88%	14.05%			9.68%	8.70%	4.17%			5.86%	11.93%	18.18%	7.19%	1.69%	1.39%		100.00%
93-94		5.35%	3.14%		5.16%	2.05%	13.64%			8.54%	8.78%	4.94%			6.10%	10.44%	17.90%	7.87%	1.34%	1.66%		100.00%
94-95		5.40%	2.39%		6.23%	1.84%	11.34%			9.13%	7.70%	5.26%			6.71%	10.84%	16.66%	8.98%	1.86%	3.73%		100.00%
95-96		3.69%	3.23%	1.68%	6.73%	2.41%	9.84%			7.16%	8.34%	8.77%		0.06%	5.38%	9.35%	14.98%	6.56%	1.52%	5.84%		100.00%
96-97		4.87%	3.75%	2.39%	6.81%	2.42%	10.45%			6.55%	8.68%	8.14%	0.21%	0.43%	5.08%	8.04%	12.92%	6.37%	0.97%	8.10%		100.00%
97-98		5.08%	3.64%	3.14%	7.23%	2.08%	10.17%	0.14%		7.24%	7.62%	8.42%	0.68%	0.81%	4.37%	7.71%	12.63%	5.96%	1.42%	10.00%		100.00%
98-99		5.21%	3.69%	4.49%	8.43%	2.56%	8.83%	0.40%		7.96%	8.02%	7.39%	0.54%	0.94%	4.25%	7.66%	12.35%	5.95%	1.26%	9.16%		100.00%
99-00		5.32%	3.30%	4.89%	8.60%	2.27%	8.77%	0.57%		8.28%	8.21%	7.79%	0.62%	0.91%	4.44%	7.75%	11.48%	5.27%	1.23%	9.29%	1.00%	100.00%
00-01		5.90%	3.32%	5.15%	9.09%	2.57%	8.04%	0.70%		7.39%	8.50%	7.45%	0.30%	0.98%	4.23%	7.31%	12.22%	5.18%	1.36%	9.17%	1.17%	100.00%
01-02		5.87%	2.90%	5.25%	8.42%	2.46%	8.71%	0.82%		7.62%	8.37%	7.31%	1.52%	0.95%	4.03%	8.44%	12.04%	4.85%	1.44%	7.85%	1.07%	100.00%
02-03		6.39%	3.15%	5.52%	5.68%	2.30%	8.69%	1.17%		7.49%	7.93%	7.16%	2.15%	1.40%	4.57%	8.03%	11.94%	5.74%	2.03%	7.28%	1.39%	100.00%
03-04		6.25%	3.21%	6.36%	4.66%	2.42%	8.76%	1.12%		6.94%	8.46%	7.55%	1.81%	1.85%	4.39%	7.76%	11.46%	5.66%	2.45%	7.64%	1.26%	100.00%
04-05		7.35%	2.82%	6.62%	3.35%	2.53%	8.25%	1.44%		6.85%	8.16%	6.99%	2.09%	1.90%	3.98%	9.08%	11.65%	6.50%	2.24%	7.27%	0.95%	100.00%
05-06		8.23%	3.18%	7.28%	2.60%	2.23%	7.89%	1.70%		5.90%	8.10%	6.78%	1.86%	1.97%	4.12%	9.17%	11.52%	6.79%	2.20%	7.18%	1.21%	100.00%
06-07	1.40%	7.82%	3.12%	7.93%	2.03%	2.47%	7.91%	1.44%	2.51%	4.35%	7.94%	6.89%	2.37%	2.11%	4.28%	8.51%	11.56%	6.43%	2.09%	6.85%	NA	100.00%
07-08	1.55%	7.38%	3.62%	7.79%	1.94%	2.46%	7.62%	1.57%	2.97%	4.26%	7.57%	7.37%	2.79%	2.49%	4.21%	8.42%	11.30%	5.70%	1.83%	7.16%	NA	100.00%

III. E. Undergraduate Declared Majors (First Major) Fall Semesters at Census: 1995-2007

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Anthropology	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1
Biochemistry	NA	NA	NA	NA	NA	NA	NA	NA	NA	13	39	52	61
Biology	138	205	233	214	215	222	213	251	267	291	249	286	331
Biotechnology	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	3	18	23
Bus. Admin	756	901	907	980	1106	1257	1460	1737	1832	1733	1,738	1745	2016
Chem	31	35	47	54	53	61	48	58	71	65	41	40	53
Comm	NA	24	77	125	187	225	267	317	335	350	437	579	587
CIS												24	32
Comp Sci	69	125	184	219	279	290	309	299	243	224	180	180	195
Crim&Just. Studies	NA	NA	NA	NA	NA	NA	NA	NA	NA	47	170	293	305
Econ	32	34	31	37	44	43	44	57	58	71	66	94	107
History	124	127	143	145	165	174	164	196	227	228	211	233	403
Hum Dev	NA	16	40	86	129	144	153	198	235	274	288	313	326
Kinesiology	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	92	231	300
Lib Studs	644	770	876	951	1053	969	1008	991	1047	987	872	794	758
Lit Writ	168	185	184	176	179	191	202	233	219	199	214	262	315
Math	47	62	54	55	75	75	63	71	80	86	90	110	144
Nursing													119
Physics, Applied	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1
Poli Sci	93	89	79	90	104	108	98	115	118	123	133	156	150
Pre-Nursing	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	90	291	403
Psych	328	352	331	312	330	335	363	413	441	405	400	498	549
Soc Sci	132	127	109	128	129	126	117	130	146	154	113	110	110
Sociology	169	176	162	156	174	188	216	264	283	240	244	269	590
Spanish	60	73	79	75	74	68	63	90	84	85	71	72	102
Special	2	6	3	2	4	5	4	5	6	7	12	8	9
VPA	36	39	48	52	55	53	40	67	124	144	172	219	213
WomensSt	11	18	15	18	17	10	13	13	9	14	17	22	22
Undeclared	143	203	204	214	342	408	394	727	617	461	388	413	457

III. F. Graduate Student Headcount: Fall Semesters at Census: 1995-2007

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

*Spring 96 census

IV. Supplement: Proposals for Future Programs

A. Programs with Start-Up Dates: Summary Statements

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

Actuarial Science (MIN)

Faculty Contacts: Dr. Tejinder Neelon, Dr. Amber Puha, Dr. Radhika Ramamurthi

Proposed Year of Inception: 2010

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

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

- 3 semesters of Calculus,
- 1 semester of Probability,
- 1 semester of Statistics,
- 1 semester of Linear Algebra,
- 1 semester of the Theory of Interest,
- 1 semester of Stochastic Processes.

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

Biochemistry (MS)

Faculty Contact: Paul Jasien

Proposed Year of Inception: 2011

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

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

Recognizing that there are many unfunded demands on science departments with state funded degrees, such as instructional equipment maintenance, repair and replacement costs, instruction of small sections and large numbers of laboratory courses, we are seeking to develop this program in collaboration with Extended Studies using a self-support model. The focus would be on meeting continuing education needs of biochemists and other life science researchers who currently hold industrial positions. We are in the process of conducting a demand survey in conjunction with the Biotechnology programs. This survey will help us propose appropriate times for course offerings and number of courses to

offer each semester. With the degree requirements totaling roughly 30 units, we plan to offer two paths, either all course work or a combination of course work and a research thesis (pending the interest survey results).

The overall intent of the new degree program is to meet the current demand for Biochemists in the San Diego area. We will keep this in mind as we develop the details of the program. Given the current demand, the solid foundation provided by the undergraduate program in Biochemistry, and the support for this proposal among the faculty and Chemistry and Biochemistry, we request that the Masters Degree in Biochemistry be placed on the CAMP for 2011.

Biotechnology (MS)

Faculty Contact: Betsy Read

Proposed year of inception: 2009

The Professional Science Masters in Biotechnology provides a thorough grounding in science, business, management and issues unique to the biotechnology industry. Graduates will gain a greater understanding of the technologies currently in use in the life science and biotechnology industry. Graduates will be conversant and knowledgeable about regulatory requirements, governing agencies, quality management rigor, intellectual property, business environment, and important/regulating organizations and associations. Graduates will possess a greater depth of understanding of the business of biotechnology, as well as the skill of effective communication and participation. Features of the program will include “plus” courses and an internship or cooperative project for experience.

Graduates with a PSM in Biotechnology will be prepared to successfully pursue various career options in the biotechnology industry including laboratory settings, as well as other areas in the life science sector of employment.

Border Studies Option, Liberal Studies Major (BA)

Faculty Contact: Vivienne Bennett

Proposed year of inception: 2009

The Option in Border Studies is a new degree program option that will be offered by the faculty currently in the Liberal Studies Department, and constitutes part of a larger package of curricular changes involving elementary teacher preparation at CSUSM.

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

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

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

Child & Adolescent Development (BA)

Faculty Contacts: Sharon Hamill and Maureen Fitzpatrick

Proposed year of inception: 2010

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

Like the Human Development Program, the proposed CHAD Program is conceived as being interdisciplinary with curricular contributions emanating from biology, psychology, sociology, anthropology, human development and from the program itself. The Program will instill in students an understanding of the social and psychological development of children from birth to 17 years of age. The program will focus on the unique physical, intellectual, emotional, behavioral, cultural and social aspects of children and adolescents.

The CHAD Program will focus on children and adolescents as they are socialized and influenced by their families, school, peers, community, larger society and their cultural context. A particular strength of the Program will be the incorporation within instruction of the understanding the influence of culture and intercultural group relations on the social and psychological development of children and adolescents. The Program will integrate theoretical and empirical concepts of development with field experiences and observations. The CHAD Program will maintain a strong relationship with both

Liberal Studies and teacher credential programs in the College of Education to facilitate the preparation of students who wish to become credentialed teachers.

Computational Biology (MIN/BS)

Faculty Contact: George Vourlitis

Proposed Year of Implementation: 2009 (MIN); 2011 (BS)

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

Critical Intercultural Communication (MIN)

Faculty Contacts: Dreama Moon & Liliana Rossmann

Proposed year of inception: 2008

The cultural diversity both within and outside of the United States and its implications, the global interdependencies of nations and media systems, and potentialities for conflict demand individuals who can communicate effectively across cultural and national boundaries. The Critical Intercultural Studies minor emphasizes the dialectical relationships among communication, culture, context, and power. Students will take courses emphasizing theories of cultural and intercultural communication, methodologies appropriate to the study of communicative styles within, between, and among cultural groups and their effect on relations among groups, intercultural conflict negotiation, and the role that intercultural communication plays in the development of public policy, in mediated systems, and in social and political discourse.

Digital and Media Arts (BA)

Faculty Contact: Kristine Diekman

Proposed Year of Inception: 2010

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

Compared to the existing Arts and Technology option, the DAMA Major will provide more lower-division courses in both theory and practice of digital arts/new media (video, digital photography, web design and net art, computer arts, electronic music, multimedia, and interactive art) which will help students in the college and university become better prepared for the major or become more familiar with new media in general through general education and studio courses. The upper division curriculum will offer an expanded range of courses which will provide students with a greater proficiency and understanding of digital art or new media. This will be beneficial to the region and state through preparing students for M.A. and M.F.A. programs and for professional work in the fields of graphic design, web development and video production.

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

Digital and Media Arts (MA)

Faculty Contacts: Kristine Diekman and Deborah Small

Proposed Year of Inception: 2013

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

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

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

Digital Rhetorics (Minor)

Faculty Contact: Oliver Berghof

Proposed Year of Inception: 2010

Summary statement currently under development.

Environmental Science (BS)

Faculty Contact: Victoria Fabry

Proposed year of inception: 2011

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

This major will train students to identify environmental problems, formulate the proper questions, and design and executive appropriate solutions, taking into account scientific knowledge (and its limits), legal constraints, and the business and social context. Upon completion of this degree, students will be well qualified for jobs in government, business, and non-profit organizations.

Environmental Studies (BA)

Faculty Contact: Robert Brown

Proposed year of inception: 2009

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

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

Ethnic Studies (BA)

Faculty Contact: Sharon Elise

Proposed year of inception: 2010

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

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

French (BA)

Faculty Contact: Veronica Anover

Proposed year of inception: 2011

Summary statement currently under development.

Global Studies (BA)

Faculty Contact: Scott Greenwood

Proposed year of inception: 2009

The proposed program is a Bachelor of Arts degree in Global Studies to be administrated by the Department of Political Science. The Global Studies major is designed to provide students broadly interested in international affairs with the opportunity to study various regions of the world and international issues from a variety of disciplinary perspectives. By aggregating the relevant courses together into a formal program, students can more easily see how various courses across disciplines are thematically linked.

Currently, students interested in global affairs are largely limited to studying these affairs within one discipline (e.g., Business, History, and Political Science). The Global Studies program will provide an avenue in which students can study global affairs from a variety of disciplinary perspectives and thereby gain a broader understanding of the linkages between cultural, economic, political, and social events occurring at home and abroad. Moreover, the program’s formal integration of language training into the curriculum will offer incentives for students to further their study of foreign languages. In this way the Global Studies program provides a “middle” option for students interested in going beyond the third semester language requirement, but who either lack the time or commitment to complete a minor in a foreign language. The Global Studies major will also provide substantial benefits to the region, the state, and even the nation. The formalized training contained in the program of study will help prepare students for careers in areas such as international consulting, education (primary, secondary, and post-secondary levels), international business, international development (e.g., Peace Corps, United States Agency for International Development, World Bank, etc...), intergovernmental organizations (e.g., United Nations, International Monetary Fund, World Trade Organization, etc...), law, non-governmental organizations focusing on international affairs (e.g., Amnesty International, CARE International, Freedom House, etc...), public service, and research (i.e., private “think-tanks” such as the Brookings Institution, Cato Institute, RAND, etc...). According to a 2002 American Council on Education policy paper entitled *Beyond September 11: A Comprehensive National Policy on International Education*, public and private sector demand for personnel with international skills greatly outstrips supply. This same study asserts that there is an especially acute shortage of teachers with the “global competence” necessary to educate primary and secondary students about foreign countries, foreign cultures, and the significance of international events. The establishment of a Global Studies program at CSUSM can contribute directly to an increased number of college graduates with the skills necessary to succeed in an increasingly interdependent world and who can use this experience to train future generations. Finally, the creation of a Global Studies program will formalize commitments to international awareness, cross-cultural understanding, and a globalized curriculum, made in the mission statements of CSUSM and the College of Arts and Sciences.

Human Development (MA)

Faculty Contact: Fernando Soriano

Proposed year of inception: 2012

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

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

Music (BA)

Faculty Contact: Bill Bradbury

Proposed year of inception: 2010

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

Philosophy (BA)

Faculty Contact: Manuel Arriaga

Proposed year of inception: 2010

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

We propose to combine these approaches : A sequence of courses in the history of philosophy will focus mainly on issues of metaphysics and epistemology (theory of knowledge and philosophy of mind). In these two areas, students will be encouraged explicitly to appreciate philosophy as an extended conversation and dialectic of divergent views. Students will trace the emergence of Western philosophy from its origins in ancient Greece, examine the role of philosophy in shaping the modern world view, and study traditional Western and non-Western approaches to questions of metaphysics and epistemology. Students will also complete required courses in logic, philosophy of language, and ethics, in order to understand how the study of philosophy may be organized around discrete topical fields, encompassing a range of divergent, interrelated positions. Among these thematic courses, the study of ethics will be given pride of place.

Upper-division elective courses will be offered to extend and complete this survey of the history of philosophy, or to offer a more focused and specialized study of a given thematic area of philosophy. Preparation for the Major begins with a course in symbolic logic and critical thinking, as well as an introductory-level survey course (intended to fulfill LDGE requirements A3 and C2, respectively).

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

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

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

Statistics (Minor)

Faculty Contacts: David Chien & Amber Puha

Proposed Year of Inception: 2010

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

Theatre (BA)

Faculty Contact: Marcos Martinez

Proposed Year of Inception: 2011

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

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

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

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

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

Asian Pacific American Studies (Minor)

Faculty Contact: Susie Lan Cassel

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

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

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

Chemistry (MS)

Faculty Contact: Steve Welch

Summary statement currently under development.

Cognitive Science (BS)

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

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

Communication and Culture (MA)

Faculty contact: Dreama Moon

Summary statement currently under development.

Communications and Network Technologies (OPTION)

Faculty Contact: Rika Yoshii

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

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

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

Earth Science (MIN & BS)

Faculty Contacts: Graham Oberem and Michael Schmidt

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

At CSUSM, expertise in several of the sub-disciplines of earth science is available within existing departments. Introductory courses, mostly for the general education program, are currently offered in some earth science areas. In addition, some departments are planning to offer earth science sub-disciplines as options within existing degree programs. For example, it is being proposed that hydrology be offered as an option in the Environmental Sciences degree. It is therefore proposed that the Earth Science degree be retained as a placeholder on the CAMP to reflect the intent of the College that, at the appropriate time, the College may choose to

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

Economics (MA)

Faculty Contact: Robert Brown

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

Film and Literature (FLIT)

Faculty Contact: Oliver Berghof

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

Geography (BA)

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

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

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

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

German (BA)

Faculty Contact: Michael Hughes

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

Human Development (Minor)

Faculty Contact: Fernando Soriano

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

Humanities (Major and Minor)

Faculty Contact: To be determined

The Arts and Humanities Program will offer students a means to pursue intensive directed study of the variety of humanistic disciplines, while insuring that their course of study is comprehensive in breadth of coverage of the various disciplines. Offering both a Major and Minor, the Arts and Humanities Program should attract students whose interests are general, yet limited mainly to the humanities, as well as students who wish to combine fields of study for the sake of an interdisciplinary academic concentration within the humanities. Programs that have expressed interest in participating in this Program are: History, Literature and Writing Studies, Visual and Performing Arts, World Languages, and Philosophy.

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

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

Intelligent Systems (Option)

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

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

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

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

Japanese (Minor)

Faculty Contact: Darci Strother

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

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

Latin American Studies (Minor and BA)

Faculty Contacts: Cynthia Metoyer & Vivienne Bennett

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

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

Linguistics (BA)

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

Coursework in linguistics includes an introduction to the traditional grammatical structures of English as a basis for linguistic analysis of standard and non-standard varieties of English and of non-English languages. Linguistic analysis coursework includes study of the phonological, morphological, syntactic and pragmatically-based structures of English and of other languages with an emphasis on understanding the interrelationship of these structures with social and educational issues such as literacy acquisition, language teaching and use in the classroom, and language use in critical thinking and writing.

The linguistics coursework will also include attention to language use phenomena such as those related to language-contact situations, including first and second language acquisition, bilingualism, code-switching, and interlanguage. Special attention is also given to the structures of Native American languages and the languages of other indigenous populations and to the social and historical contexts of usage of those languages.

Marriage and Family Therapist (MFT)

Faculty Contact: TBD

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

Middle East/Islamic Studies (Minor)

Faculty Contact: Cyrus Masroori

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

Neuroscience (BS)

Faculty Contact: Keith Trujillo

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

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

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

Physics (MS)

Faculty Contact: Graham Oberem

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

Professional and Technical Writing Concentration

Faculty Contact: Oliver Berghof

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

Public Administration (Minor, BA, MPA)

Faculty Contact: To be determined

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

Implementing a public administration program will require resources. As of 2008, CSUSM is still working toward hiring its first faculty member specializing in public administration. Certainly, tenure-line faculty will be needed to develop and maintain a viable program.

Religious Studies (BA)

Faculty Contacts: Alyssa Sepinwall and Darel Engen

Religious Studies is a field which uses multidisciplinary approaches (philosophy, history, sociology, literature, anthropology, ethnography, etc.) to understand the development of religions and their place in modern life. Religious Studies is implicitly comparative and multicultural, as it examines similarities and differences in the development of major religious traditions, as well as those which have been short-lived or attracted fewer followers. Given the central place of religion in so many cultures – and the pluralistic nature of our own society -- the academic study of religion is a critical part of a liberal education. Given campus experience with courses like "Religion in America" and "Women and Jewish History," expected enrollment in Religious Studies would be high. Coursework in Religious Studies could prepare students for multiple careers, such as law, education, social work, ministry careers, and public service.

Science Writing (Certificate, LTWR)

Faculty Contact: Oliver Berghof

Summary Statement currently under development.

Urban Planning (BA)

Faculty Contact: Kimberly Knowles-Yanez

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

Visual Arts (BA)

Faculty Contact: Judit Hersko

The Visual Arts major will provide students with a degree in studio art with a strong emphasis on interdisciplinary practices. The program will include training in two-dimensional and three-dimensional techniques as well as courses where

students will cross over into other areas of art such as technology, performance, etc. Students will also be encouraged to investigate other disciplines such as history, anthropology, psychology, and the natural sciences through art. The integration of new technologies and other art forms (as well as other disciplines) from the beginning will shape an innovative visual arts program that will attract students. The visual arts major will prepare students for careers in studio art, art history, arts administration and arts education.

Women's Studies (MA)

Faculty Contact: Linda Pershing

Summary Statement currently under development.

APPENDIX A: 2007-08 COAS CAMP and Strategic Planning Survey
Hiring and Academic Planning Committee (HAPC)

Name: _____

Please return this survey as an e-mail attachment to Debbie Schwarz (dschwarz@csusm.edu), by **Friday, February 23rd, 2008**. For additional information, the 2006 CAMP is available on-line at the College web-site. Thanks for your help and advice.

This year, our survey has an expanded function in the campus strategic planning process, so your response is more important than ever. The first set of questions solicits the usual sort of information that we need in order to update and expand the CAMP, as the curricular vision of the College. The second set of questions gathers ideas, perspectives, and language that will be useful to College-level participation in campus strategic planning. This year's CAMP will be re-framed and expanded, in order to be serve as our College contribution to the campus strategic plan. By combining this strategic planning exercise with the annual CAMP survey, we seek to serve two purposes at once and avoid duplicate processes. Thanks again for your time and participation.

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

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

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

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

Part II. College Strategic Planning Survey

A. The College Mission in practice. Please review the College of Arts and Sciences Mission Statement:

The College of Arts & Sciences is a scholarly community committed to providing comprehensive, high quality education for students in a rapidly changing world. We provide a supportive teaching and learning environment where diversity is fundamental to the achievement of excellence. Integral to the college instructional mission is the generation of new knowledge through research and creative activity. We value disciplinary and interdisciplinary instruction that employs new technologies and integrates ideas across intellectual boundaries. The college is committed to mutually beneficial partnerships with local and global communities.

Please describe one or two highlights of your work (or your department's work) that explicitly embody and integrate one or more of the key themes expressed in the College mission statement. (Consider

various pedagogical practices, activities, programs, classes, research/creative projects, and so forth, to help us articulate how our mission takes life in the classroom, laboratory, and studio

B. Drafting a Vision Statement. Please provide one or two ideas, phrases, or sentences that you would like to see included in a CoAS Vision Statement, which the College has been asked to develop. (One way of looking at this: A vision statement expresses an organization's sense of its future direction---what it wants to become, where it wants to go, how it wants to develop toward the future.) Describe one or two essential features of your own vision of the College? To what should we aspire? What themes should we highlight, as we grow?

Some on-line resources:

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

<http://www.csusm.edu/plan/>

http://www.calstate.edu/acadaff/System_Strategic_Planning/AccessToExcellence.shtml

http://www.calstate.edu/acadaff/System_Strategic_Planning/index.shtml

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

In addition, please see the following studies of state and regional employment trends and labor-force needs: <http://www.csusm.edu/ipa/CourgarStats/ExternalLinks.htm>

- **State and Regional Needs:**

<http://www.csusm.edu/ipa/CourgarStats/State%20&%20Regional%20information/SRIindex.htm>

- **Comparative Statistics from the CSU:** <http://www.calstate.edu/as/>

APPENDIX B: ACADEMIC YEAR 2007-08
HAPC Department Needs Survey

The Hiring and Academic Planning Committee (HAPC) requests your response to this survey, to assist the committee in meeting its charge. **Please submit your response in electronic form to Debbie Schwarz (dschwarz@csusm.edu) by 5:00 p.m., Monday, November 19th, 2007.**

HAPC will make recommendations to the Dean's Office regarding COAS faculty hiring priorities for AY 2009/10 and staff hiring priorities for the immediate future. In response to guidelines from Academic Affairs, HAPC's recommendations will include faculty searches and staff recruitment and/or changes in time-base.

Your response to this survey will help to provide the basis of these recommendations.

In making its recommendations for hiring and academic planning, HAPC is committed to sustaining the growth of both established and upcoming, new programs and curricula. Please craft your response to address the needs of both existing and future program initiatives. We explicitly encourage plans that support interdisciplinary initiatives and proposals for resource allocation that will benefit multiple departments and degree programs.

Information gathered will also be employed in HAPC's revision of the CAMP, as well as in College-level contributions to the campus strategic planning process. This survey will allow the HAPC to assess overall College and Departmental needs, to inform FTEF and FTES planning, and to conduct an analysis of other resource needs (space, equipment, extraordinary operating expenses, etc.).

The survey is structured in anticipation of a formal Academic Recruitment Plan (ARP). These are now required for all faculty searches by Academic Affairs. The ARP requires a statement of a Department Level Strategic Plan. If your department completed this survey last AY, you will likely have on hand a Department Strategic Plan which may be updated for this exercise. The Dean's Office has past ARP's on file if you need a copy; to view the ARP template, please follow this link:

http://www.csusm.edu/faculty_affairs/Academic%20Recruitment%20Plan-template.doc

Please provide a **detailed description of its strategic direction/academic plan**, including:

- An overview of your department, program, or minor.
- A department status report that addresses future changes in personnel (e.g. sabbaticals, grants, and/or retirements), and how this will impact your ability to deliver your academic program. Where possible, identify how changes on the campus (e.g. enrollment pattern, campus support for instruction, new procedures, implementation of PeopleSoft, etc.) have impacted the department (e.g. staff workload, changes in courses, etc.).
- An overview of the unit's academic curriculum for their degree and/or minor. If possible, briefly state the overall breadth of the discipline, and characterize the unit's "coverage" in its degree program. (see notes 1-2 below)
- A description of how the department would like to expand and develop its curricular offerings. Identify the academic disciplinary areas, specialty, and/or sub-specialty coverage that the department/program needs in order to expand its academic coverage.
- A plan for achieving this curricular expansion. Justify the choices as to how the unit wants to proceed in developing its curriculum. (see note 3 below)

- A description of the expertise of each current tenure track faculty member and how s/he fits into the overall strategic plan.
- A description of existing staff levels (administrative, instructional support, student assistants, etc.), including a brief summary of their roles and responsibilities, and how these positions facilitate the unit's ability to deliver its academic program.

Taking into consideration your plans for the growth and development of your department, program or minor,

I. Identify your hiring needs for:

- The next three desired tenure track hires. Describe how they fit into the implementation of the program's strategic plan and the expertise of the current faculty.
- Administrative support staff (AC, etc.). Please justify.
- Instructional support staff (IST, etc.). Please justify.

Assign a desired year for the hire (i.e. the year the person becomes available for the classroom or reports for work).

II. RANK all the personnel in step I.

Be aware that in some instances, staff hires might take priority over your tenure-track hiring.

Notes:

1. In your strategic plan, please be sure outline any long-term equipment needs anticipated over the next three years; however, please do not include specific requests for equipment budgets for purchases, equipment maintenance or repairs. The Budget Committee will make a separate call for these items.
2. Although your Strategic Plan might make reference to space requirements, please do not include specific requests for laboratory or other types of space in response to this survey. Outline only the most general sorts of anticipated space needs, three to five years out.
3. If your department/program plans to include an initiative that is yet to be proposed for inclusion on the CAMP, please take that initiative into account. Provide a brief summary of that initiative and its resource implications.

Please contact any member of HAPC for additional assistance if needed. Thanks for your time and assistance in completing this survey.

Cordially,

Your HAPC representatives:

Aaron Finkle, ECON

Bill Kristan, BIOL

Jodie Lawston, SOC

Bob Yamashita, LBST (Chair)

2007/08 HAPC Department Needs Survey: Tabulation of responses

NB: Desired faculty and Staff hires for each unit are ranked across the categories.

Department/Program	Desired TT faculty hires	Desired staff hires
BIOL	1.Molecular/Cell Biology 2. Behavioral Ecology	3. Equipment maintenance technician (.5 IST)
CHEM	1. Organic Chem and Biochemistry 3. Analytical and Environmental CHEM 4. Physical biochemistry	2. Instructional support technician (1.0)
COMM	1. Mass Media, Uses and Effects 2. Post-colonial studies in COMM 3. Rhetoric	
CSIS	1. Real-time embedded systems, distributed computing, operating systems 2. Networking and computer architecture 3. Software engineering and CIS	5. IST time-base increase from .5 to 1.0
ECON	1. Labor econ/econ of the family 2. Economic history 3. Urban and regional economics	
Environmental Studies	1. Hydrology/geomorphology 2. GIS/Environmental impact analysis/planning	
HD	1. Health Services 2. Children's Services 3. Gerontology	
LTWR	1. Composition/Rhetoric 3. Chicano/a literatures and cultures	2. Admin support: ASA II .50
MATH	1.Probability/statistics 2. Algebra/Number theory 3. Differential Equations/Dynamical systems	
PHIL	1. Ethics and Applied Ethics 2. Generalist, Anglo-American PHIL 3. Early Modern Philosophy 4. Ancient Greek/Roman	5. Admin Support, .5 share of dedicated ASC
PSCI	1. Congress, political parties and interest groups, research methods 2. Comparative politics 3. Public administration, tribal governance	
PSYC	1. Developmental PSYC (Child/Adolescent) 2. Developmental PSYC (Lifespan) 3. Behavioral Neuroscience 4. Social Psychologist	
SOC	1. Children, Youth and Families 2. Health, Education and Welfare 3. Immigration and Justice Studies	ASA I: Increased time-base to 1.0 (unranked)
WLHL	1. Spanish Linguistics (Applied Ling and Sociolinguistics) 2. French Literature or Linguistics	