

College of Arts and Sciences

*College Academic Master Plan
(CAMP)*

July 2005

California State University San Marcos

College Academic Master Plan (CAMP)

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2005 College Academic Master Plan (CAMP)

College of Arts and Sciences

I. Introduction

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

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

Within the college, the CAMP serves various purposes. First and foremost, the CAMP represents the faculty's overall vision of the curricular development of the College, and sets the pace for other planning discussions in College Governance committees and academic departments. The Dean's Office takes important guidance from the CAMP in planning academic schedules, directing resources to departments, and advocating for College interests at the University level. The projections that derive from the CAMP provide estimates of how that vision might impact student enrollment and faculty hiring. With the recently revised charge of

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 HAPC, which is now responsible for the annual revision of the CAMP as well as recommending faculty and staff hiring-priorities to the Dean's Office, academic planning and resource planning are more closely linked than in past years. The College Budget Committee is guided by the CAMP in recommending operating and laboratory budgets, and the College Curriculum Committee consults the CAMP time-lines for program start-up in order to plan its own agenda for review of new program proposals.

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

II. The 2005 CAMP: Background

This year's CAMP is the first complete revision, including updated department-level growth projections, to be published since June 2002. In short, the CAMP has been held in suspense for the duration of the budget crisis: At the height of the crisis, our campus growth targets were nullified. Long-range planning, at any level of meaningful detail, became impossible. Much has happened since June 2002, however, that has influenced the development of this year's CAMP.

In spring 2003, the faculty approved a referendum to shift responsibility for the CAMP away from the Curriculum and Academic Policy Committee (CAPC)---which was swamped with curriculum review---and assign it to a newly-defined HAPC. Among other things, this move hoped to bring academic planning and resource planning—the setting of hiring priorities—into closer alignment. In view of this change to the By-Laws, the 02/03 CAPC completed its yearly late-spring task of “refreshing” the start-up dates of new programs, in order to hand forward to the new HAPC a current document as a starting point for discussion in 03/04. CAPC presented these revised program start-up dates to the faculty in May 2003, and charged the Associate Deans with the summer task of recommending updates to the department-level FTES enrollment projections contained in the CAMP. Quite suddenly, during that summer of 2003, the campus was informed that its growth targets for succeeding years were no longer valid; they had been predicated on healthy state-wide budgets and were deemed no longer supportable at the system level. Lacking campus and College long-term enrollment targets, that round of updating the CAMP enrollment projections could not be concluded, and further work on the 2003 CAMP was halted.

In fall 2003, lacking specific targets, but grappling with a newly-defined committee charge, the 03/04 HAPC, in its first year of oversight for the CAMP, began to develop strategies and methodologies for collecting richer data from departments and integrating the planning of FTES distribution, faculty and staff hiring, space needs, and other issues. Like the previous year's CAPC, the 03/04 HAPC revised the start-up dates of planned new programs, but could not complete a fully-articulated CAMP, given the ongoing lack of long-range campus and College enrollment targets. However, in fall 2004, the campus was provided a new set of long-range growth targets, thanks to the relative budget stability provided by the “Governor's Compact” with the State University system. With campus growth targets re-established, the 04/05 HAPC

was able to complete a fully-revised CAMP, including detailed growth projections for departments and programs.

Over this period of time, the tasks of academic program planning and the setting of hiring priorities have become linked in a process that also promises greater year-to-year continuity, thanks to a further change: From this year forward, HAPC members will begin serving staggered terms of two years. This new edition of the CAMP reflects two years' work by two different sets of HAPC members, and attempts to address the purpose of the HAPC's expanded charge. In AY 2003-2004, HAPC focused on developing a strategy for collecting the kind of information they would need to make hiring recommendations as well as program-planning recommendations: The committee sought comprehensive data—faculty, staff, and space—from departments regarding their plans for growth and their maintenance needs. During AY 2004-05, the once-again newly-elected HAPC built upon that work, with a focus on developing and publishing a CAMP, given fall 2004's news of restored campus and College growth targets.

The following tools were used to solicit input for the 2005 CAMP:

1. The Spring 2004 COAS CAMP Survey (see 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.
2. 2004 Departmental Needs Survey Results (see Appendix B)

In publishing this 2005 edition of the CAMP, the 2004/2005 members of the HAPC would like to recognize and thank the 2003/2004 members of the committee for their work in gathering and compiling the departmental needs-analysis data that have proved so useful in concluding this project. We are indebted to the previous committee for the information that they gathered. HAPC also wishes to acknowledge with gratitude, the assistance of the Dean and Associate Deans in providing budgetary, enrollment, and other data that have guided our work over the past two years, and without which the completion of this document would not have been possible. In a similar vein, we commend this edition of the CAMP to the 2005/2006 members of HAPC, in hopes that they will find our work just as useful for their own purposes of updating and revising the CAMP in light of next year's developments.

Members of 2004/05 HAPC:

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Elisabeth Daynes, Administrative Support

III. CAMP Planning Methodologies

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

The enrollment projections in this CAMP document (please see table IV.B) are based on a revised methodology from earlier versions of the CAMP. The earlier methodology called “carry forward plus growth” had a carry forward part which took actual enrollment from the current academic year and added a growth component which was based on a trend regression estimation of enrollment data from 1997 to the present. Then adjustments were made to ensure that the FTES projected for the individual departments added up to the total college FTES target. Given the extremely small sample size, these estimates were very sensitive to small year-to-year changes and therefore did not yield very robust estimates.

Therefore in our methodology, we decided to use the carry forward part of the earlier methodology and then assumed that each department would grow at the same rate as the college grows. We want to emphasize that HAPC wants to use these numbers to build a **three-year rolling academic plan** for 2005-06 through 2007-08. Therefore it seems reasonable to use information from 2004-05 to project the same percentage share for the next three years with adjustments made for new programs. As we move beyond the three-year window, the projections become increasingly speculative and should be treated with skepticism and caution. Every year, HAPC will revise the numbers based on the current information and placement of new programs and will extend the analysis window to the next three years.

The FTES-projection methodology for the 2005 CAMP is as follows:

1. 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. This percentage share starts at our current share and then decreases slightly over the years to account for the establishment of a new College of Health and Human Services.
For 2005-06: University FTES Target = 6,072
College CY FTES target = 72% of 6,072 = 4,372
For 2013-14: University FTES target = 10,000
College CY FTES target = 69.5% of 10,000 = 6,950
2. 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 2005-06: College CY target = 4,372
College AY target = 4,372 – 194 = 4,178

*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

3. We then take the percentage share of each department from the current academic year (2004-05) 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 2004-05: Actual AY FTES for Philosophy = 88
Percentage share of college FTES = 2.09%
 - For 2005-06: FTES target for Philosophy = 2.09% of 4178 = 87
 - For 2007-08: FTES target for Philosophy = 2.09% of 4698 = 98

4. 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. We use the FTES projections associated with the new majors as developed by the Academic Blueprint Committee (Academic Blueprint 2005 version 1.30). For each new major, we add the FTES associated with that major to the academic program offering the major.
 - For 2007-08: Philosophy major start up FTES = 18
Existing FTES based on % share = 98
Sum total FTES for Philosophy = 18 + 98 = 116

5. 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. *Examples:*
 - For Mass Media, half of the FTES was assumed 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 Physics, since it is 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 Arts and Technology, 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)

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

1. 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 2005-06: College AY FTES target = 4,178
Total number of faculty lines = 176
College-wide SFR = $4178/176 = 23.74$

2. 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 2005-06: FTES target for Philosophy = 87
FTEF = $87 / 23.74 = 3.7$

IV. Growth Projections: Table A. Projected Start-Up Dates of Proposed New Programs

(Note: Blue-colored font and asterisks denote changes to previous CAMP.)

Program Title	05	06	07	08	09	10	11	12	13	14	15	Placeholders
*Actuarial Science						*MIN						
Anthropology			BA									
Arts and Technology				BA								
Asian Pacific American Studies												MIN
Biochemistry					*MS							
Biotechnology	BS											
Border and Regional Studies		*BA										
Chemistry												MS
Child Development					BA							
Cognitive Science	*MIN											BS
Communications & Network Tech.												*OPT
*Computational Biology			*MIN				*BS					
Computer Information Systems	OPT											
Conflict and Mediation		*MIN										
*Digital Art					*MA							
*Earth Science												*BS/MIN
Economics												MA
Environmental Science				*BS								
Environmental Studies			*BA									
Ethnic Studies												BA
*Film and Literature												*CONC
French						*BA						
Geography												BA
German	*MIN											*BA
*Global Studies	MIN		*BA									
History		MA										
Human Development					MA							MIN
Humanities												MIN/BA
*Hydrology												*OPT
*Intelligent Systems												*OPT
Japanese												MIN
Latin American Studies												BA/MIN
Linguistics		*MIN										BA
Mass Media		*BA										
MFT												MFT
Middle Eastern Studies												MIN
Music					*BA							
Neuroscience												BS
Philosophy			*BA									
Physics			BS									MS
Professional and Technical Writing												*CONC
*Public Administration							*MPA					*MIN/BA
*Religious Studies												*BA
*Science Writing												*CP
Social Work												MSW
Statistics						*MIN						
Theatre							*BA					
*Urban Planning												BA
Visual Arts			*MIN									*BA
Women's Studies												*MA

IV. Growth Projections: Table B. Projected CAMP FTES: 2005 to 2013

	Actual			3 Year Plan			Speculative Projection					
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
University CY FTES Target	5771	6049	5913	6072	6462	7013	7413	7813	8313	8813	9400	10000
COAS CY FTES Target	4117	4292	4205	4372	4607	4923	5189	5430	5778	6125	6533	6950
College AY FTES target	3931	4094	4205	4178	4382	4698	4939	5180	5503	5850	6233	6650
Sciences	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
BIOL (Biol, Biotech*)	251	256	309	313	330	343	354	374	398	424	451	481
CHEM (Chem, Biochem*)	124	131	118	123	130	136	150	145	154	164	175	187
PHYS (Phys*)	55	76	80	79	83	106	116	123	133	141	150	160
CS (CS)	223	191	141	137	140	148	150	159	165	175	186	199
MATH (Math)	281	309	294	284	297	312	321	329	350	372	396	423
Environmental Science BS							22	25	26	26	28	30
Sub-total	934	963	942	937	981	1045	1112	1154	1226	1301	1387	1480
Humanities	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
HIST (Hist*)	342	359	347	343	368	386	407	421	450	478	510	544
LTWR (LTWR)	312	346	343	339	346	359	373	388	414	440	469	500
PHIL (Phil*)	84	74	88	87	92	116	126	135	142	151	161	172
VPA (VPA, Arts&Tech*, Music*)	226	232	273	269	278	289	305	327	347	369	393	420
WLHL (Spanish)	286	313	306	300	314	324	341	355	378	402	429	457
Sub-total	1250	1324	1357	1338	1398	1474	1552	1627	1732	1841	1962	2093
Social Sciences	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
COMM (Comm, Mass Media*)	217	260	278	276	308	338	364	385	407	432	461	492
ECON (Econ)	90	99	106	105	120	131	141	151	161	171	182	194
HD (HD*)	46	46	61	70	74	78	82	98	108	115	122	130
LBST (LBST*, BRS*)	294	284	288	286	295	268	278	283	288	306	325	348
ANTH						72	82	89	93	99	106	112
PSCI (Psci)	180	180	167	166	184	200	210	215	228	242	258	275
PSYC (Psyc, Child Devt*)	316	318	382	380	388	405	420	449	492	523	557	595
SOC (Soc, Crim*)	469	469	490	487	495	517	521	537	561	597	636	678
WMST (Wmst)	80	100	94	93	98	105	107	116	127	137	146	156
Environmental Studies BA						20	24	28	29	30	32	34
Sub-total	1692	1756	1866	1863	1962	2134	2228	2350	2493	2652	2825	3014
GEL	55	51	40	40	42	45	47	49	52	56	59	63
AY Total	3931	4094	4205	4178	4382	4698	4939	5180	5503	5850	6233	6650
Summer	186	198	0	194	225	225	250	250	275	275	300	300
CY Total	4117	4292	4205	4372	4607	4923	5189	5430	5778	6125	6533	6950

Table C. Projected CAMP FTEF: 2005-06 to 2007-08

	ACTUAL	3 YEAR PLAN					
	2004-05	2005-06		2006-07		2007-08	
University CY FTES Target	5913	6072		6462		7013	
COAS CY FTES Target	4205	4372		4607		4923	
College AY FTES target	4205	4178		4382		4698	
Annual change		167		235		316	
Growth lines		5		13		16	
Total lines	171	176		189	SFR=23.18	205	SFR=22.92
Sciences	FTES	FTES	TT FTEF	FTES	Total FTEF	FTES	Total FTEF
BIOL (Biol, Biotech*)	309	313	12.0	330	14	343	15
CHEM (Chem, Biochem*)	118	123	7.0	130	6	136	6
PHYS (Phys*)	80	79	3.0	83	4	106	5
CS (CS)	141	137	9.5	140	6	148	6
MATH (Math)	294	284	11.0	297	13	312	14
Sub-total	942	937	43	981	42	1045	46
Humanities	FTES	FTES	TT FTEF	FTES	Total FTEF	FTES	Total FTEF
HIST (Hist*)	347	343	12.0	368	16	386	17
LTWR (LTWR)	343	339	9.0	346	15	359	16
PHIL (Phil*)	88	87	2.0	92	4	116	5
VPA (VPA, Arts&Tech*, Music*)	273	269	11.0	278	12	289	13
WLHL (Spanish)	306	300	11.5	314	14	324	14
Sub-total	1357	1338	46	1398	60	1474	64
Social Sciences	FTES	FTES	TT FTEF	FTES	Total FTEF	FTES	Total FTEF
COMM (Comm, Mass Media*)	278	276	9.0	308	13	338	15
ECON (Econ)	106	105	5.0	120	5	131	6
HD (HD*)	61	70	1.0	74	3	78	3
LBST (LBST*, BRS*)	288	286	8.0	295	13	268	12
ANTH						72	3
PSCI (Psci)	167	166	8.0	184	8	200	9
PSYC (Psyc, Child Devt*)	382	380	14.0	388	17	405	18
SOC (Soc, Crim*)	490	487	14.0	495	21	517	23
WMST (Wmst)	94	93	2.0	98	4	105	5
Environmental Studies BA					0	20	1
Sub-total	1866	1863	61	1962	85	2134	93
GEL	40	40		42	2	45	2
AY Total	4205	4178	149	4382	189	4698	205
Summer	0	194		225		225	
CY Total	4205	4372	149	4607	189	4923	205

Table D. COAS HISTORICAL FTES BY DEPARTMENT: 1990 TO 2004

HISTORICAL ENROLLMENT BY SEMESTER

Semester	BIO	CHEM	COMM	CSCI	ECON	HIST	HD	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

Table D. COAS HISTORICAL FTES BY DEPARTMENT: 1990 TO 2004 (continued)

HISTORICAL ENROLLMENT BY ACADEMIC YEAR

Year	BIO	CHEM	COMM	CSCI	ECON	HIST	HD	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

PERCENTAGE SHARE

Year	BIO	CHEM	COMM	CSCI	ECON	HIST	HD	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%

Table E. Undergraduate Declared Majors (First Major) Fall Semesters at Census: 1995-2004

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Biochemistry										13
Biology	138	205	233	214	215	222	213	251	267	291
Bus. Admin	756	901	907	980	1106	1257	1460	1737	1832	1733
Chem	31	35	47	54	53	61	48	58	71	65
Comm		24	77	125	187	225	267	317	335	350
Comp Sci	69	125	184	219	279	290	309	299	243	224
Crim&Just. Studies										47
Econ	32	34	31	37	44	43	44	57	58	71
History	124	127	143	145	165	174	164	196	227	228
Hum Dev		16	40	86	129	144	153	198	235	274
Lib Studs	644	770	876	951	1053	969	1008	991	1047	987
Lit Writ	168	185	184	176	179	191	202	233	219	199
Math	47	62	54	55	75	75	63	71	80	86
Poli Sci	93	89	79	90	104	108	98	115	118	123
Psych	328	352	331	312	330	335	363	413	441	405
Soc Sci	132	127	109	128	129	126	117	130	146	154
Sociology	169	176	162	156	174	188	216	264	283	240
Spanish	60	73	79	75	74	68	63	90	84	85
Special	2	6	3	2	4	5	4	5	6	7
VPA	36	39	48	52	55	53	40	67	124	144
WomensSt	11	18	15	18	17	10	13	13	9	14
Undeclared	143	203	204	214	342	408	394	727	617	461

Table F. Postgraduate Majors Fall Semesters at Census: 1995-2004

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

*Spring 96 census

Table G. Projected CAMP Headcount by Major: 2005 to 2011

	2004	2005	2006	2007	2008	2009	2010	2011
Anthropology, BA				8	22	32	34	36
Applied Physics, BS				5	14	20	22	23
Arts and Technology, BA					184	231	248	264
Biochemistry, BS	13	40	43	46	49	52	55	58
Biological Sciences, BS	291	283	269	265	268	271	283	295
Biological Sciences, MS	25	25	26	27	27	28	29	30
Biotechnology, BS		11	32	48	50	53	57	60
Border&Regional Studies, BA			20	30	60	70	80	90
Chemistry, BS	65	27	28	29	29	30	31	32
Child Development, BA						33	95	137
Communication, BA	350	353	324	261	214	216	226	235
Computer Science, BS	224	226	232	243	245	248	259	270
Computer Science, MS	27	27	28	29	29	30	31	32
Crim & Justice Studies, BA	47	151	220	238	252	266	283	300
Economics, BA	71	72	74	78	78	80	84	87
Environmental Science, BS					7	19	28	30
Environmental Studies, BA				7	21	30	32	34
French, BA							2	6
Global Studies, BA				11	31	45	48	51
History, BA	228	230	237	248	250	253	265	276
History, MA			19	21	22	23	25	26
Human Development, BA	274	277	285	299	301	300	300	302
Liberal Studies, BA	987	997	1005	1042	1020	1017	1016	1025
Literature & Writing, BA	199	201	207	217	218	222	232	242
Literature & Writing, MA	52	53	55	58	58	59	62	65
Mass Media, BA			38	113	163	172	183	194
Mathematics, BS	86	87	89	93	93	95	99	103
Mathematics, MS	13	13	13	14	14	14	15	16
Music, BA							24	69
Philosophy, BA				6	17	25	27	28
Political Science, BA	123	124	128	134	135	137	143	149
Psychology, BA	405	409	421	441	444	451	472	492
Psychology, MA	26	26	27	28	28	29	30	31
Social Science, BA	154	155	159	167	169	171	179	186
Sociology, BA	240	137	141	148	148	151	158	165
Sociological Practice, MA	35	35	36	38	39	39	41	43
Spanish, BA	85	86	88	92	92	94	98	102
Spanish, MA	4	4	4	4	5	5	5	5
Special Major, BA	7	7	7	8	8	8	9	9
Visual&Performing Arts, BA	144	145	149	156	61	61	41	43
Women's Studies, BA	14	14	14	15	15	15	16	17
Undeclared	461	465	478	500	503	509	533	554
Total	4650	4682	4896	5166	5385	5604	5898	6213

V. 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 degree. 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 to be offered.

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.

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Anthropology (BA)

Faculty Contact: Bonnie Bade
Proposed year of inception: 2007

The Anthropology Major at California State University San Marcos provides students with opportunities to engage in interdisciplinary and integrated studies of human nature, society and culture. Employing the comparative, holistic, and evolutionary frameworks that are the hallmark of the anthropological perspective, the minor aims to provide students with theoretical and methodical perspectives that enable integrated understanding of human cultural achievements such as medicine, religion, mythology, migration, environmental adaptation, and technology.

The Anthropology major at CSUSM goes beyond anthropology programs offered at other regional institutions that emphasize the four traditional subfields of anthropology—social/cultural anthropology, archaeology, biological anthropology, and linguistic anthropology—by drawing upon areas of specialization such as medical anthropology, cultural ecology, Latin American Studies Women’s Studies, art, ethnic studies,

and border studies, that reflect the strengths of CSUSM scholars. Emphasis is placed on achieving an understanding of human behavior as influenced by the social, political, economic, and cultural contexts in which it occurs.

A fundamental goal of the major is to provide students with opportunities to engage in active, community-based ethnographic research that stimulates self-reflection and critical analysis of their own world view assumptions and cultural belief systems. The major prepares students for careers that require multicultural and culture-sensitive perspectives such as social services, health and medical services, education, and civil services, and provides a balanced foundation in anthropological concepts for students wishing to attend graduate school.



Arts and Technology (BA)

Faculty Contact: Kristine Diekman

Proposed Year of Inception: 2008

This proposal is for a Bachelor of Arts degree in Arts and Technology in the Visual and Performing Arts Department. Currently Arts and Technology is a “track” in the B.A. program of the Visual and Performing Arts Department, and is scheduled on the Academic Blueprint to become a major (B.A.) in Fall 2008. The Arts and Technology major is designed for art students who wish to work with “new media” -- digital arts, multimedia, video, audio and/or web design within the context of art making. This interdisciplinary major emphasizes research and creative use of various digital media across the disciplines of music/audio, video, performance, and graphic and visual arts. This area of study in the arts is the one of the most recent in the field, gaining great significance and popularity internationally within the last ten years.

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

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

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

- Global Arts – Arts and Technology Major explores world cultures through courses in world cinema, international video and new media movements throughout the Americas, Asia and Europe, critical theories of arts in cyberspace, and critical histories of photography including work produced in response to the holocaust.
- Commitment to the latest technology – Arts and Technology offers cutting-edge courses in digital art and music, web design, video, and interactive multimedia.

- Interdisciplinary approach – The major includes classes in video, dance/performance, music, art and media history, and visual arts. Collaboration across disciplines is encouraged among our students and faculty.
- Building community through the arts – The major builds community through outreach to schools, art research and exhibits performances and video productions. Currently two core faculty actively teach and research community projects coursework in video, photography and web design.
- Student as active participant in the learning process- The major incorporates hands-on experimentation with new technological tools and strategies for art making in the digital age.

The Arts and Technology major shares its goals with the VPA department:

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

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Biochemistry (MS)

Faculty Contact: Paul Jasien
Proposed Year of Inception: 2009

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 BIOCOM, a local life science industry association, employment in biotechnology grew nationwide by nearly 50% between 1997 and 2001, with over 100,000 (60%) of these positions in California’s biotechnology industry. The demand shows no sign of slowing, and it includes all levels of positions, from HS graduates to PhDs. In fact, several biotechnology industry surveys of their pipeline of future scientists predict shortages of trained personnel within the next few years.

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

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

The overall intent of the new degree program is to meet the current demand for Biochemists in the San Diego area. We will keep this in mind as we develop the details of the program. Given the current demand,

the solid foundation provided by the undergraduate program in Biochemistry, and the support for this proposal among the faculty and Chemistry and Biochemistry, we request that the Masters Degree in Biochemistry be placed on the CAMP for 2008.

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Border and Regional Studies (BA)

Faculty Contact: Vivienne Bennett

Proposed year of inception: 2006

The B.A. in Border and Regional Studies is a new degree program 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.

The Bachelor of Arts in Border and Regional 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 B. A. in Border and Regional Studies 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.

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Child Development Program (B.A.)

Prepared by Fernando I. Soriano, Human Development Program

Faculty Contacts: Sharon Hamill and Maureen Fitzpatrick

Proposed year of inception: 2009

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

Program Description. Like the Human Development Program, the proposed Child Development 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 CD 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 CD 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. The CD Program will be operated and managed by the Human Development Program and students will have programmatic options to integrate their studies in CD and HD.

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Cognitive Science (Minor)

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

Proposed year of inception: 2005

Cognitive Science is the interdisciplinary study of minds, both natural and artificial. Traditionally, cognitive science includes the core disciplines of psychology, neuroscience, computer science, linguistics, and philosophy. As a major, the program provides an excellent liberal arts education with a balance across the sciences, social sciences, and humanities. The cognitive science major provides the background for further study in any of the core disciplines or for graduate study in cognitive science. Depending on the emphasis taken within the program, majors have backgrounds that will prepare them for careers in human factors, virtual reality and artificial intelligence, engineering psychology, medicine and allied health professions, and in cognitive neuroscience research. San Diego has a very high concentration of both academic and industrial research labs in computer and telecommunications technology, and in basic and applied neuroscience. These labs are specifically looking for the combination of knowledge and skills that are unique to the cognitive science major. Currently there is a cognitive science major at UCSD, but there is not a cognitive science major within the CSU system. UCSD founded the nation’s first Cognitive Science Department, and their major is well-respected. However, the current employment situation in San Diego County and the growth of programs in cognitive science across the country suggest that the CSU *should* be offering a cognitive science major.

Human factors was recently identified as a regional need in San Diego. Most human factors positions in San Diego involve the design and usability of software and technological devices, although there are also considerable military applications as well. The faculty at Cal State San Marcos with an expertise in both cognitive science and human factors feel that the human factors need is best met through a broad, interdisciplinary cognitive science program with an emphasis in psychology and computer science, than through a focused and applied human factors program.

On the Cal State San Marcos campus, we currently have faculty who are interested in supporting cognitive science from Psychology, Computer Science, Communication, Philosophy, and Liberal Studies. The minor would best serve students who are majors in one of the core disciplines, but would require them to take one interdisciplinary course in cognitive science, and at least one relevant course from four of the five core disciplines. We currently have the resources on campus to teach these courses, and most of them are already offered or on the books.

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Computational Biology (MIN/BS)

Faculty Contact: George Vourlitis

Proposed Year of Implementation: 2007 (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 conservations 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.



Computer Information Systems (OPTION)

Faculty Contacts: Rika Yoshii, Youwen Ouyang, Ahmad Hadaegh & Lorna Zorman

Proposed year of inception: 2005

This option in Computer Information Systems (CIS) will emphasize data processing and programming to solve business-related problems, while our current Computer Science curriculum addresses general and fundamental areas of Computer Science.

Being housed in the Computer Science Department, this option will emphasize more solid technical knowledge of software and hardware than traditional Information Systems programs housed in business schools. The computing technology is constantly changing and thus it demands all business users of the technology to be more technically proficient.

The CIS option will open up more job opportunities for students: systems analysts, database analysts, information systems specialists, programmer analysis, computer center managers, technical marketing specialists, and end-user consultants.

According to data drawn from the CSU Website, indicating employment trends in a range of occupations during the 1993-2005 period, Systems analysts alone will grow from 3,090 in 1993 to 7,060 in 2005 (128% increase). It is among the 25 occupations requiring a college degree that are expected to enjoy the greatest numerical growth during the 1993-2005 period. San Diego is a center of software product development. The city is also attracting many new businesses. In this region, the growth is expected to continue far beyond 2005.

CSUSM is in a strong position to deliver the option. The fundamental computer sciences courses are already in place. The College of Business already has courses in High Technology Management which are closely related to this option. The Computer Science faculty are experienced in starting a new option, and in developing a successful master's program.



Critical Intercultural Studies (MIN)

Faculty Contacts: Dreama Moon & Liliana Rossmann

Proposed year of inception: 2006

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.

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Digital Art (MA)

Submitted by: Kristine Diekman and Deborah Small

Proposed Year of Inception: 2009

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

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Environmental Science (BS)

Faculty Contact: Victoria Fabry

Proposed year of inception: 2008

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.

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Environmental Studies (BA)

Faculty Contact: Robert Brown
Proposed year of inception: 2007

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.

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French (BA)

Faculty Contact: Veronica Anover
Proposed year of inception: 2010

Summary statement currently under development.

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German (Minor)

Faculty Contact: Michael Hughes
Proposed year of inception: 2005

The proposed Minor in German is a logical step to offering a BA degree in German. This minor would offer students the opportunity to engage in the study of the German language, and the cultures and literatures of the Germanic world, at a post-intermediate level. The goal of the Minor in German would be to provide students with the skills in speaking, writing, reading, and listening comprehension in German, as well as familiarity with the principal cultural manifestations (including literature) of the German speaking world.

The Minor in German would be an excellent way to recognize students’ accomplishments in upper-division German 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 German 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.).

Curriculum. Curriculum for the Minor in German would include proficiency through the intermediate level of German (GRMN 101, 102, 201, 202 or equivalent proficiency – these courses are already in our curriculum and are being taught. Four upper division courses in German:

- GRMN 311 Advanced German*
- GRMN 312 Advanced Composition and Oral Practice in German*
- GRMN 350 Civilization and Culture of the Germanic World*
- 1 upper division elective course in German (300 or 400 level)*



Global Studies (Minor)

Faculty Contacts: Scott Greenwood

Proposed year of inception: 2005

CSUSM’s Mission Statement commits the University to a global perspective. The College of Arts and Sciences also takes as its mission the preparation of students who understand the significance of global interdependence and who understand the importance of diversity in inter- and transnational settings. Such knowledge is essential to twenty-first century citizenship. A minor in Global/International Studies is intended to allow students to develop global and intercultural competencies as a complement to a variety of major programs.

At present, faculty in Political Science, Foreign Languages, History and Sociology has expressed interest in a Global/International Studies minor. Courses currently exist in these programs to develop requirements (including advanced language study) sufficient to design a minor that would give students expanded competence in issues related to globalization and the workings of the international system, in addition to expanding knowledge in particular world areas. With core requirements in language, world history and international relations, additional courses would allow students either to explore 1) the nuances of a particular society’s culture, the unique characteristics and history of a specific region as manifested in its socio-politico-economic interactions and/or its cultural and artistic products; or, 2) the complexities associated with global issues and problems and their distinctive needs with regard to dispute resolution or problem definition. A minor in Global/International Studies would allow student to employ the skills and knowledge inherent to their major in a global or regional or country-specific context. Thus a graduate with a minor in Global/International Studies should be comfortably conversant in a second language and familiar with the special qualities of another geographic area or be particularly sensitive to the causes and consequences of global interdependencies.



Global Studies (BA)

Faculty Contacts: Scott Greenwood
Proposed year of inception: 2007

The proposed program is a Bachelor of Arts degree in Global Studies to be administered 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.

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History (MA)

Faculty Contacts: Peter Arnade and Jill Watts
Proposed year of inception: 2006

The mission of the Master of Arts in History is to build students' expertise in the field of history with an additional focus on the critical study of the history of media and/or the applied use of media in presenting history to the public. Historians have always used various forms of media to communicate information about the past and they have always taken advantage of advances in media technology to teach the public about its history. Currently, new media technology is revolutionizing how history is taught and how the stories of the past are conveyed to the public. The CSUSM program will offer students opportunities to explore media as they have changed over time, beginning with the earliest oral and visual forms of historical communication

through the rise of modern electronic media. Students pursuing the Master of Arts in History will be required to take courses that develop their skills in critically analyzing media as they relates to history and acquire skills in media technology to convey historical information to the public. This program is designed to provide students with a practical degree that prepares them for a variety of post-graduate careers including: community college and post-credential teaching (enhanced by training in history and the new media classroom); public history (including museumship, historical societies, and electronic archives); media and journalism; doctoral education; urban planning; local, state, and city governmental jobs; public service; and a number of other possibilities both in the public and private sectors.

During their course of study, students will be required to master historiography, the philosophy of history, specific historical topics, and acquire technical skills. All Master of Arts Degree candidates will take one course in the critical study of the history of media and one course in applied media and history in which they will produce a media-based project. This will consist of an applied media project from History 502, a seminar paper representative of one's best work, and either a thesis or media project which may include, but is not limited to, web-based presentations of historical research or digital video presentations of historical topics.

The Department of History at California State University, San Marcos is ideally situated to offer an advanced degree in History. Located in Southern California with access to the Los Angeles and San Diego areas, the Department of History can draw on the region's resources in the film and television industries as well as the well-established computer and software industries connected with multi-media production. The faculty of the Department of History offer a wide coverage of world areas and periods including Africa, Asia, Europe, Latin America, the Middle East, United States, and Comparative/World History. Additionally, the department houses faculty who have expertise in critical historical media studies and in applying new media technology to preserving history and delivering historical content. Building on these strengths, the Department of History at California State University, San Marcos is able to offer this unique degree that blends the benefits of the traditional history Master's program with an applied dimension in new technologies that are revolutionizing the communication of information and the public's understanding of the past.



Human Development (MA)

Faculty Contact: Fernando Soriano

Proposed year of inception: 2009

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

end product for all students will be a thesis based on a guided research study, which will be prepared in the form of a manuscript to be submitted for consideration to be published in a scholarly peer-reviewed journal.

The University is currently committed to strengthening the current Human Development Program by providing it with increased resources including increasing the number of faculty in the Program. Hence, the present schedule for the onset of the graduate program in 2009 is ideal, since it will allow us to hire faculty within the specialty areas necessary to start the graduate program. Given the current curricular and training plans for the program we will need to engage the equivalent of five full-time tenure track faculty members within the following areas: (1) Child development, (2) public health or human biology, (3) counseling or clinical psychology, and (4) adult development or gerontology. Some of these faculty members could conceivably hold joint appointments in other existing academic units, but regardless, we will need the equivalent of five full-time faculty members, including the chair of the Program, who is currently the only full-time member in the Program. Regarding a timeline, program and curriculum requests would be submitted during 2005/2006, to be all completed by the end of the 2006/2007 academic year. Approvals for hires would take place during 2005/2006 and during 2007/2008 academic years. Faculty hires and appointments would be completed so that all HD faculty would be in place by the end of the 2007/2008 academic year in time to train the first cohort of HD graduates in 2008/2009.

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Linguistics (Minor)

Faculty Contacts: Jule Gómez de García

Proposed year of inception: 2006

Linguistics is the scientific study of language, and as such offers students the opportunity to look at one of the tools used by human beings to create and perform cultural and social identities and practices. The field of linguistics draws on a wide range of academic disciplines: the humanities, as it looks into the way that language changes over time; the social sciences, as it describes the ways in which language functions as a part of culture; psychology, in its consideration of the interrelatedness of language and thought, and the natural sciences, in its analysis of the functioning of the brain and the vocal organs in the production and analysis of speech. Thus, students

Linguistics is the scientific study of language, and as such offers students the opportunity to look at one of the tools used by human beings to create and perform cultural and social identities and practices. The field of linguistics draws on a wide range of academic disciplines: the humanities, as it looks into the ways that language changes over time; the social sciences, as it describes the ways in which language functions as a part of culture; psychology, in its consideration of the interrelatedness of language and thought; and the natural sciences, in its analysis of the functioning of the brain and the vocal organs in the production and analysis of speech. Thus, students from a wide range of majors will find the Linguistics Minor to be an excellent complement to their chosen field of study. The purpose of the Linguistics Minor is to introduce students to the analysis of linguistic structures through the core courses of the minor, and then to provide students with the opportunity to pursue, through a range of course options, the direction of linguistic study that best complements their chosen major.

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Mass Media (BA)

Faculty Contacts: Barry Saferstein, Katherine Brown and Anthony Hurst

Proposed year of inception: 2006

This program will grow out of existing offerings in the Communication Department. Presently, we have courses in Mass Media and Society, the World Wide Web as Mass Medium, Television and Culture, and Political Economy of Mass Media. We envision deepening and expanding the treatment of several topics at the level of global actors, processes and consequences. Communication students will be offered courses

emphasizing international and comparative approaches to: Media industry routines, media regulation and government policy, media content, reception/effects theory, and new media technologies. Mass communication course work which treats international phenomena historically and at length can better prepare students for future work or study that presumes a global market, diverse work forces and audiences within and across populations, as well as a multidirectional flow of labor, products, and capital.

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Music (BA)

Faculty Contact: Bill Bradbury
Proposed year of inception: 2009

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.

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Philosophy (BA)

Faculty Contact: Manuel Arriaga
Proposed year of inception: 2007

We propose to offer a BA in Philosophy, beginning Fall 2007. 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 (please see the attached DRAFT catalog-copy of the curriculum).

- A sequence of courses in the history of philosophy will focus mainly on issues of metaphysics and epistemology (theory of knowledge and philosophy of mind). In these two areas, students will be encouraged explicitly to appreciate philosophy as an extended conversation and dialectic of divergent views. Students will trace the emergence of Western philosophy from its origins in ancient Greece, examine the role of philosophy in shaping the modern world view, and study traditional Western and non-Western approaches to questions of metaphysics and epistemology.

- Students will also complete required courses in logic, philosophy of language, and ethics, in order to understand how the study of philosophy may be organized around discrete topical fields, encompassing a range of divergent, interrelated positions. Among these thematic courses, the study of ethics will be given pride of place.
- Upper-division elective courses will be offered to extend and complete this survey of the history of philosophy, or to offer a more focused and specialized study of a given thematic area of philosophy.
- Preparation for the Major begins with a course in symbolic logic and critical thinking, as well as an introductory-level survey course (intended to fulfill LDGE requirements A3 and C2, respectively).
- The Major will also require a course in theory applied to a discipline outside of philosophy, in order to demonstrate the force of philosophical thought in other academic fields.
- A Senior Seminar is proposed as the culminating experience for the Major.

In tandem with the Philosophy Major (and existing Minor), we propose also to offer a certificate in General and Professional Ethics (as a supplement to any other Major), as well as a depth-of-study module for the Liberal Studies Major. (Details of these plans are included in the curriculum catalog-copy, attached). 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.

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Physics (BS)

Faculty Contacts: Graham Oberem, Charles De Leone, Richard Karas
Proposed year of inception: 2007

The proposed Bachelor of Science Degree in the Physics Program at California State University, San Marcos will provide challenging and rigorous course work leading to a Bachelors of Science in Applied Physics or Engineering Physics. In today’s job market, physicists are finding employment in a diverse range of fields. Most jobs for physicists require mathematical modeling and computational skills. Technical competence in the design of computer-interfaced scientific equipment is highly desirable. In the proposed applied physics degree at CSUSM, we will be seeking to prepare students in unique ways for technology and research oriented careers, not necessarily in pure Physics. A physicist with significant training in another discipline such as biology, chemistry, computer science or mathematics will be attractive to a wide range of employers. A strategic plan for the development of such an Applied/Engineering Physics degree program is under construction. With the current expertise in the Physics Program at CSUSM, it would be feasible to offer an Applied/Engineering Physics degree with an emphasis in computer engineering or optical engineering within the timescale proposed.

Physics is concerned with developing students' critical thinking and problem-solving skills. A particular emphasis is placed on making observations and interpreting the patterns that appear in the data. This process requires an analytical approach that is enhanced through the use of advanced technology. The Physics Program at CSUSM will expose students to a variety of laboratory experiences with an emphasis on the use of technology in data capture and analysis. The emphasis will be on experimental design, including equipment design at the upper division, and critical interpretation of experimental results.

At the lower division, the emphasis will be on using the laboratory experiences to reinforce the fundamental concepts of physics, while at the same time introducing students to the equipment and techniques needed for advanced study. The program will begin with a three-semester sequence of introductory physics currently required for the Minor, where the foundation is laid for advanced study. At the upper division, advanced courses such as advanced optics, quantum mechanics, relativity, thermodynamics, digital electronics, computer interfacing, digital signal processing, biophysics, electromagnetism, nuclear physics, and solid state physics would be offered as needed for the various proposed applied physics tracks. (It is not our intention to offer all of these at the outset.)

In addition to the core courses in physics, students in the degree program would be required to take a certain number of credits in biology, chemistry, computer science and/or mathematics to meet the goal of giving them a broad preparation for the diverse job market. Students would be able to select a particular focus, such as an emphasis in biology for a career in the biotechnology industry, but students would not necessarily complete the requirements for a minor in another discipline. The program will draw on the interdisciplinary strengths of the College of Arts and Sciences, where possible, allowing us to make use of currently available physical and intellectual resources. The details of how the degree program will be structured are currently being worked out.

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Public Administration (Minor, BA, MPA)

Faculty Contact: To be determined

Proposed Year of Inception (Minor and Major): Placeholder

Proposed Year of Inception (Master's in Public Administration): 2011

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

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

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

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

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, Gerado Gonzales and Marie Thomas. We intend to continue these preliminary conversations, and hope to enlarge the pool of interested programs and faculty.



Theatre (BA)

Faculty Contact: Marcos Martinez

Proposed Year of Inception: 2011

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

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

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



Visual Arts (Minor)

Faculty Contacts: Kristine Diekman & Judit Hersko

Proposed Year of Inception: 2007

Summary statement currently under development.



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

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

Asian Pacific American Studies (Minor)

Faculty Contact: Susie Lan Cassel

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

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

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

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Chemistry (MS)

Faculty Contact: Steve Welch

Summary statement currently under development.

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Cognitive Science (BS)

Faculty Contacts: Gina Grimshaw, 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.

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Communications and Network Technologies (OPTION)

Submitted by: Computer Science Department

Faculty Contact persons: John Chang & Rika Yoshii

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

The new option will open up more job opportunities for students in the following areas: Network Administration, Communications Software Engineering, Network Technical Support, Web Development, Internet Security Administration/Analysis, Network Planning/Design, Marketing, etc.

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

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

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

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Earth Science (MIN & BS)

Contact faculty: Graham Oberem and Michael Schmidt

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

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

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

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

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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.

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Ethnic Studies (BA)

Faculty Contact: Sharon Elise

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.”

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Film and Literature (FLIT)

Faculty Contact: Dawn M. Formo

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.

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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. The interrelations of phenomena, 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.

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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.

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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.

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Humanities (Major and Minor)

Faculty Contact: To be determined

The Arts and Humanities Program will offer students a means to pursue intensive directed study of the variety of humanistic disciplines, while insuring that their course of study is comprehensive in breadth of coverage of the various disciplines. Offering both a Major and Minor, the Arts and Humanities Program should attract students whose interests are general, yet limited mainly to the humanities, as well as students who wish to combine fields of study for the sake of an interdisciplinary academic concentration within the humanities. Programs that have expressed interest in participating in this Program are: History, Literature and Writing Studies, Visual and Performing Arts, Foreign Languages, and Philosophy. In time, the Arts and Humanities Program might serve as a “home base” program in order to recruit to campus instructors in disciplines such as Religious Studies or Classics that would not be represented in any existing Programs.

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

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

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Intelligent Systems Option in Computer Science

Faculty Contacts: Rika Yoshii, Shauninn 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).

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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.).

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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. However, the Latin Americanists will be meeting this year to determine the structure of a B.A. in Latin American Studies. In the meantime, keeping the B.A. on the CAMP with placeholder status allows the Latin Americanists on campus the time to assess need and resources, and to reach a well-researched conclusion about the future of such a B.A. at CSUSM.

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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.

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

Faculty Contacts: Sonia Ruiz & Gerardo Gonzalez

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

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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.

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Neuroscience (BS)

Faculty Contact: Keith Trujillo

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

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

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

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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.

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Professional and Technical Writing

Faculty Contact: Dawn M. Formo

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.

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Religious Studies (BA)

Faculty Contact: Alyssa Sepinwall and Darel Engen

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

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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.

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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.

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Women’s Studies (MA)

Faculty Contact: Linda Pershing

Summary Statement currently under development.

VI. Appendices

A. Spring 2004 COAS CAMP Survey Instrument:

2004 COAS College Academic Master Plan Faculty Survey

Please return this survey as an e-mail attachment to Bryana Ramos, COAS Dean's Office, by February 27, 2004. For additional information, *full copies of the most recently completed CAMP* are available at the College Dean's Office, through Bryana (x4108). Thanks.

I. Programs already on the CAMP: 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?*

II. 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 the creating the documentation needed to include the program on the CAMP and the University Academic Master Plan.

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

P.S. 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 Analytic Studies Web Page may be of help:
http://www.csusm.edu/analytic_studies/Analytic%20Studies/SRIHome1.htm.

Here you will find the following:

- **Recent Information on Key Trends**: presents 5-20-year projections for population growth, high school graduates, and change in occupational categories. The tables present figures for both the local region and California as a whole. They are updated on a regular basis.
 - **Web-based Data Sets of State and Regional Needs**: provides access to a range of Web sites with regularly-updated information on a variety of trends and needs. Examples include the federal Bureau of Labor Statistics' (BLS) Occupational Outlook Handbook, the California Department of Finance, CSU Quick Facts, and SANDAG.
 - **Degree Programs Offered Through Area Institutions**: provides access to lists of degree programs offered by California's three main university systems (UC, CSU, CCC) and by area institutions. The second relies on program information that appears on the CPEC Web site.
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Appendix B. 2003/2004 Survey of Departmental Needs: Summary of Survey Results

NB: This document, and the spreadsheet that follows it, were developed by the 2003/2004 HAPC. It is attached here because the survey results were very useful to the members of the 2004/2005 HAPC in finalizing the present CAMP document.

Survey Method and Instruments

In the spirit of the HAPC's recently expanded charge to advise the Dean's Office on both hiring priorities as well as the annual revision of the CAMP, during the 2003/04 AY, we conducted a Department Self-Assessment of Needs survey that asked twenty-three (23) departments, programs, and Blueprint champions in the COAS to provide us with information regarding their needs for department/program maintenance and growth through 2010. The results of this survey help HAPC work towards what we expect to be an on-going planning goal: a holistic approach to the College academic planning process that connects the discussion of faculty, staff, budget, and space with the annual revision of the CAMP. Said another way, with this holistic approach, we intend to produce a college academic master plan informed by an integrative approach to resource planning and allocation.

Department/program chairs and Blueprint champions responded to the survey by doing the following:

- Reviewing the CAMP and evaluating the department/program's ability and intent to launch upcoming programs by their projected dates. Departments/programs recommended accelerating, decelerating, or no longer pursuing these upcoming programs. They also recommended program additions to the CAMP along with recommended implementation dates and brief program descriptions.
- Projecting tenure track, lecture, and staff hiring needs through 2010 due to the loss of faculty or the growth of existing or future programs. Additionally, the chairs and champions apprised us of any searches postponed from previous years or of any replacement positions that the departments still want to pursue.
- Anticipating operating budgets, beyond those normally assigned to departments by formula, and classroom and lab space needs that will result from the growth of existing programs or the implementation of new programs.

With the data generously provided by our colleagues, HAPC has created the Department Self-Assessment of Needs spreadsheet (see III.A). We then analyzed those data in order that we might better understand the College's hiring and academic planning needs. Below we provide our data-driven analysis of the College's needs.

Tenure Track Faculty

The twenty-three (23) surveys we collected cited FTES growth or projected growth in an existing major or in a related emerging major as the most pressing case for new hires. In most cases, already existing growth demands are not being met by current tenure track faculty. It is also clear that growth demands by other related majors are not being planned for by the college. Need for additional faculty due to growth of existing programs account for fifty-four (54) new hires needed over the next ten years. Second, the majority of departments found replacement of faculty who have left or are planning on leaving and postponed searches a priority. Eight (8) postponed searches or replacement faculty were requested. In all cases but one, postponed or replacement searches were ranked of greater importance than faculty required for emerging programs. These replacement/postponement needs need to be looked at on a case-by-case basis to insure that an area of a major is being sustained. Third, tenure track faculty

are needed to launch new and emerging programs, and fourteen (14) were requested. At least two departments asked for a twelve-month chairperson.

Lecturer Faculty

There is an increased demand for introductory courses across the college. Every department has a need for lecturer faculty in addition to tenure track faculty. In most cases, lecturer faculty are needed to 1) meet the demands of general education courses or courses required by other growing departments, 2) teach lower division courses within a growing or new major, and 3) teach lower division lab classes. Some departments recommended that assignment of lecturers be “decentralized,” meaning that faculty lines should be granted to the department. The department can then determine and manage its lecturer needs. Approximately, thirty-two (32) FTEF lecturers are needed across the college in the next ten (10) years.

Staff

Almost every department is requesting an academic coordinator exclusively assigned to that department if they don't already have one. New or emerging programs with plans for labs required a .5 instructional support technician (IST) (minimum). Existing departments with labs remarked they are in need of an additional 1.0 IST to sustain their program as well as grow. In no cases could a program designed with a lab component offer instruction without at least a .5 IST. Additional staff needs in some departments are for tutors, student assistants, staff assistants, and advisors.

Faculty Start-up

Every department or new program (major) required careful consideration for faculty start up beyond the college compliment. Start up included equipment relevant to the area of research, such as cameras, labs, software or hardware, to name a few. There is also a need to adequately fund faculty travel for research as well as continued library start-up. In all cases, faculty start-up is inadequately planned.

Budgets and Labs

Six (6) departments cited a need for additional computer lab spaces. All departments with labs or studios registered a need for regular maintenance and repair budgets, which currently do not exist in the current lab budget. They also noted that current lab budgets are inadequate for instructional purposes. Additional lab funding would be used for software, computers, and other disposables. In one case, a department commented that their lab was sufficient, but that they were in dire need of an IST to maintain the lab. It is clear from the surveys that lab budgets and support staff have not been adequately addressed and need better advance planning as more new programs start up. Some tenure track faculty maintain their own labs. In two cases, two departments do not utilize Instruction and Informational Technology Services (IITS) support services. It is unclear why this is the case. Perhaps these labs' needs exceed the services that IITS provides. In any case, the college should look into how and if IITS can be used to help with “specialty” instructional support.

Office Space

Offices in the proximity of the other faculty in the department are required. Seven (7) departments are or will be in need of additional faculty offices.

Appendix B. 2004 Departmental Needs Survey Results

	Additional Tenure Track	Lecturer Needs	Additional Staff	Operating Budgets	Space
Anthropology	1 Emerging: Fall 06	.4 -. 8 FTEF 2007-2008	.5 IST: Fall 2007	lab/studio equip	3 faculty offices AY 07-08. Lab & seminar rooms.
	1 Emerging: Fall 07		ASC (.5 timebase): Fall 2007		
Biology	1 Emerging (Computational Biol): Minor 07	2 FTEF (for Nursing and GE)	.5 ASA: 07-09	equipment: nursing support?	a. nursing support? b. additional vivarium space. C. new faculty offices and research space
	1 Replacement (Molecular Biol): 07-09		.5 IST: 07-09??? [not mentioned in request--MM]		
	1 Growth (Behavioral Ecology): 07-09				
Chemistry & Biochemistry	1 Growth (Biochemistry): ASAP by Fall 07	1.89 FTEF (Organic Chem)	.5 IST Electronics: ASAP	funds: maintenance and repair	new faculty offices and research space
	1 Growth (Organic): 2010				
Communication	1 Growth/Emerging (Intercultural Comm): 05	2.8 FTEF (GEO)	1.0 ASC [.5 addition]: ASAP	no info	no info
	1 Growth/Emerging (Media Organizations & Systems): 05	1.2 (COMM)	1.0 IST [.5 addition] (Comm lab manager):ASAP		
	1 Growth/Emerging (Organizational Comm): 06				
	1 Growth/Emerging (Media Uses and Effects): 07				
Computer Science	1 Emerging (CIS Option): Fall 05	Continued need: 2-2.4 FTEF; one unconditional 1.0 already on staff	1.0 IST [.5 addition]: Fall 06 or 07	increase in lab & equip budget	dedicated lab for CE/Network option
	1 Emerging (CIS Option): Fall 06				
	1 Emerging (CE/Network Option): Fall 06				
	1 Emerging (CE/Network Option): Fall 07				
Economics	1 Growth	.2-.4 (Econ 250)			
Ethnic Studies					
Film Studies					
History	1 Growth (California History): 05-06	5-7 total FTEF by 2010, assuming old CAMP numbers @20/1 SFR	1.0 ASC: ASAP [.5 additional]	lab (M.A. Program): 06	computer & media & lab space.
	1 Growth (History Education): 06-07		.5 ASA: 06 (1.0 by 2010)	start up funds	

2003/04 Departmental Needs Survey Results (continued)

	Additional Tenure Track	Lecturer Needs	Additional Staff	Operating Budgets	Space
History (cont'd)	1 Growth (History & Media): 05-06 [out of 7-9 growth positions projected by 2010, assuming old CAMP numbers @ 20/1 SFR]		.5 ITS: 07 (1.0 by 2010) tech support by 2010; ?? FTE Additional funded faculty release time: .75 total FTEF PLUS 12 month Chair contract	travel	
	4 Area Specialists (exact area will await PEP): 06-10				
Human Development	1 Growth/Emerging		.5 TAs (two positions)	travel	
	[Too modest? Fast-growing major? MM]		.5 FTE (two advisors) 1 ASC [.5 addition]	website development	
Liberal Studies	1 Replacement:ASAP	3.3 FTEF: 04-05 & 05-06	.75 ASA: 04-05 (for ESM)		GIS lab & LING lab.
	1 Postponed Growth (GEOG or LING)		.5 ITS: ASAP .25 TA (Linguistics tutor)		
Literature & Writing Studies	1 Replacement (Creative Writing): ASAP 2004-2005	2 FTEF (if LBST exp. Writing is funded)			
	1 Growth (Business/tech writing): 2005-2006				
	1 Growth (Film Studies/Literature): 2005-2006				
	1 Growth (Literatures of the Americas): 2007-2008				
	1 Growth (Science, Literature & Writing): 2007-2008				
Mathematics	1 Growth (Number Theory/Algebra): 2006	3-4 FTEF	.5 ASA or student assistant	software	larger computer classrooms (45 students).
	1 Growth/Emerging (Probability & Statistics): 2007				
	1 Growth (Analysis): 2008				
	1 Growth (Combinatorics/Graph Theory): 2009				
	1 Growth (Applied Math): 2010			grad support	
Native Studies	1 Growth: by 08 (Joint appointment?)	.2 FTEF	.25 ASC		
Philosophy	1 Postponed Growth/Emerging: ASAP	.6-1.0 FTEF (A3)			
	1 Growth/Emerging: by 07 (at minimum)				

2003/04 Departmental Needs Survey Results (continued)

	Additional Tenure Track	Lecturer Needs	Additional Staff	Operating Budgets	Space
Physics	1 Growth: ASAP	1 FTEF currently, plus additional 2 FTEF for growth of program by 2007	1 IST (Lab technician)	lab (Biophysics track): 07 equipment (repair & replacement): ongoing	large lecture classrooms: 07
	1 Replacement (anticipated): ASAP 1 Emerging: by 07				
Political Science	1 Postponed Replacement (Race & Politics): ASAP	TT hires decrease PT need	1 ASC (.5 addition)		central storage facility.
	1 Replacement (International Political Economy): ASAP	1 FTEF			
	1 Growth (Politics & Media): 2005-2006				
	1 Growth (Comparative/International Politics): 2007				
Psychology	1 Postponed Growth (Cognitive Psyc): 04-05		1.0 ASA additional		faculty offices, lab space, research space and support, staff office: between 05-10
	1 Growth (Testing/Methodologist): 05-06		1 IST (.5 additional)		
	1 Growth (Historian of Psyc): 06-07				
	1 Growth (Clinical/Counseling): 07-10				
	1 Growth (Social): 07-10				
	1 Growth (Learning and Memory): 07-10				
	1 Growth (Child/Cognitive Developmental): 07-10				
Social Science	n/a				
Sociology	3 Growth (Aging, Health, Critical Race Studies): 05-06	Currently have 5.4 FTEF			
	2 Growth (Criminology & Justice Studies): 06-07	X FTEF: by 2010, to make up for any TT hiring shortfall			
	1 Growth (Children, Youth & Families): 06-07				
	3 Growth (Aging, Health, Critical Race Studies): 07-08				
	2 Growth (Criminology & Justice Studies and Children, Youth and Families): 08-09				
	2 Growth (as needed): 09-10				
	assuming old CAMP numbers @25.5 SFR and no lecturers		1.0 ASC (additional): 2010	start up funds	social research lab. Dedicated office (faculty & students)

2003/04 Departmental Needs Survey Results (continued)

	Additional Tenure Track	Lecturer Needs	Additional Staff	Operating Budgets	Space
Visual & Performing Arts	1 Growth/Emerging (Art and Education): 2010	LDGE: 1 FTEF (10 sections/year) total need	1.0 IST (Studio Arts) additional	Requested lab budget of 150,000, vs. 24,050 funded.	computer lab, storage space (propose use of empty space in ARTS 3rd floor), faculty offices.
	1 Growth/Emerging (Art & Technology): 07	majors' courses 2.2 FTEF (24 sections/year) total need	1.0 IST (computer labs) additional	Need: equipment funds: maintenance, repair, replacement & software, etc.: 55 computer stations purchased with VPA Bldg. Group II funds.	
	1 Growth/Emerging (Music): 08		.5 IST (technical direction and performance production) additional; increase to 1.0 after '08	Increased O&E budget to support screenings, performances, etc., PLUS:	
	1 Emerging (Theater): 08			student asst. funds;	
	1 Growth/Emerging (Visual Art): 2010		1.0 IST (Art & Tech): 08 [in addition to computer lab tech, above???	guest artist budget; start up funds for faculty	
Women's Studies	3 Growth (no ranking, no dates):	??? FTEF	1.0 ASC (.5 additional)	15,000 for Women's History Month [not including student worker?]	Space for Women's and Gender Studies Center
	A. Gender, Race RE Science and Technology		.2 student worker (to support Womens History Month planning/events; \$5200)		
	B. Global and International Perspectives				
	C. Sexuality and Sexual Identities				

2003/04 Departmental Needs Survey Results (continued)

	Additional Tenure Track	Lecturer Needs	Additional Staff	Operating Budgets	Space
World Languages		1 FTEF "backfill" for basic language instruction; immediate need for SPAN Native-language specialist	.5 IST (Placement testing): ASAP		faculty offices, lab space.
	1 Growth (French): 06-07				
	1 Growth (German): 07-08				
	1 Replacement: 07-08 (Clark)				
	1 Emerging (assuming start-up of Linguistics BA and Minor): 07				
	1 Emerging (Japanese Minor): 09				