

## **Spring 2005 CSUSM Academic Senate Senator Election Results**

### **CoAS Senator 05/06**

Jill Watts

### **CoAS Senator 05-07**

Staci Beavers

Vivienne Bennett

Mayra Besosa

Sharon Elise

Gina Grimshaw

Ahmad Hadaegh

Salah Moukhlis

Carmen Nava

Tejinder Neelon

Linda Shaw

Jill Weigt

Rika Yoshii

### **CoBA Senator 05/06**

Beverlee Anderson

### **CoBA Senator 05-07**

Robert Aboolian

Ofer Meilich

Dick Montanari

### **CoE Senator 05/06**

Kathy Hayden

### **CoE Senator 05-07**

Tom Bennett

Janet McDaniel

Patricia Stall

Gilbert Valadez

### **HHS Senator 05-07**

Todd Astorino

### **Library Senator 05-07**

Hua Yi

### **SSP-AR Senator 05-07**

Fritz Kreisler

## TIMETABLE FOR PERIODIC EVALUATION AND PERFORMANCE REVIEW 2005/06

REVIEW	WPAF due	Pre-review for completeness		Candidate adds requested material no later than	Peer Review Committee Review		Candidate picks up recommendation no later than	End of rebuttal/response period *	End of PRC response period **	Dean Review		Candidate picks up recommendation no later than	End of rebuttal/response period *	End of Dean's response period **	P&T Committee Review		Candidate picks up recommendation no later than
	Begin	End	Begin		End	Begin				End	Begin				End	Begin	
Periodic Evaluation (typically 1st, 3rd, and 5th year)	JAN 12	JAN 13	JAN 23	JAN 31	FEB 01	FEB 28	MAR 08	MAR 15	MAR 23	MAR 24	APR 21	MAY 01	MAY 08	MAY 16	N/A	N/A	N/A
		<b>6 WORK DAYS</b>			<b>20 WORK DAYS</b>					<b>20 WORK DAYS</b>							
2nd Year Retention	SEP 07	SEP 08	SEP 15	SEP 23	SEP 26	OCT 14	OCT 24	OCT 31	NOV 08	NOV 09	NOV 30	DEC 08	DEC 15	DEC 23	N/A	N/A	N/A
		<b>6 WORK DAYS</b>			<b>15 WORK DAYS</b>					<b>14 WORK DAYS</b>							
2nd Year Retention w/ optional Tenure and/or Promotion	Use above timeline for 2nd Year Retention and continue with the following P&T Committee/President schedule:														FEB 13	MAR 24	APR 10
3rd thru 5th Year Retention (typically 4th year)	SEP 21	SEP 22	SEP 29	OCT 07	OCT 10	NOV 15	NOV 23	NOV 30	DEC 08	DEC 09	JAN 18	JAN 26	FEB 02	FEB 10	N/A	N/A	N/A
3rd thru 5th Year Retention w/ optional Tenure and/or Promotion	SEP 21	SEP 22	SEP 29	OCT 07	OCT 10	NOV 15	NOV 23	NOV 30	DEC 08	DEC 09	JAN 18	JAN 26	FEB 02	FEB 10	FEB 13	MAR 24	APR 10
Tenure and/or Promotion Review	SEP 21	SEP 22	SEP 29	OCT 07	OCT 10	NOV 15	NOV 23	NOV 30	DEC 08	DEC 09	JAN 18	JAN 26	FEB 02	FEB 10	FEB 13	MAR 24	APR 10
		<b>6 WORK DAYS</b>			<b>27 WORK DAYS</b>					<b>22 WORK DAYS</b>					<b>30 WORK DAYS</b>		

Holidays/Breaks:  
 Labor Day: Sep 05  
 Thanksgiving: Nov 24-26  
 Winter Holiday/Break: Dec 24 - Jan 10  
 M L King Jr.'s Birthday: Jan 16  
 Spring Break: Mar 27 to Apr 01

\* Candidate may submit a rebuttal/response within 7 days of receipt of the recommendation end date listed on timeline - whichever comes first.  
 \*\* Reviewing committee/administrator may submit response to a candidate's rebuttal within 7 days of receipt of the recommendation end date listed on timeline - whichever comes first.

NEAC Recommendations  
May 4, 2005

<b>Name</b>	<b>Committee</b>	<b>Representing Term</b>	
Shaoyi He	University Global Affairs Committee	CoBA	05-07
Todd Astorino	Institutional Review Board	At-large	05-07
Lorri Santamaria	Institutional Review Board	CoE	05-07
Liliana Rossmann	Institutional Review Board	CoAS	05-07

**CURRICULUM FOR CONSENT CALENDAR**  
**May 4, 2005**

Curric. & Sched. No.	Course Prefix	Course Number	New Course # and/or Prefix	Course/Program Title	Form(s)	Type Action	Proposal Originator	Rec'd by Curr. & Sched.	C&S Sent to Senate	AS Sent to UCC	UCC Action	Action Date
3	ACCT	203		Survey of Accounting Information	D	Deletion	Larry Detzel	10/22/04	10/22/04	10/22/04	Approved	4/25/05
9	BA	669		Managerial Model Building	C	New	Mohammad Oskoorouchi	12/9/04	1/31/05	1/31/05	Approved	4/25/05
10	BA	680		Master's Project	C-2	Change	Terry Grant	2/17/05	4/18/05	4/18/05	Approved	4/25/05
20	BIOL	576		Laboratory Experience in Neurobiology	C	New	Brian Norris	10/22/04	12/6/04	12/6/04	Approved	4/25/05
49	CS	306		Introduction to Computer Animation	C	New	Lorna Zorman	11/10/04	1/31/05	1/31/05	Approved	10/25/05
75	EDMS	511B		Elementary Teaching and Learning I	C	New	Annette Daoud	12/10/04	1/31/05	1/31/05	Approved	4/25/05
76	EDMS	512B		Elementary Teaching and Learning II	C	New	Annette Daoud	12/10/04	1/31/05	1/31/05	Approved	4/25/05
77	EDMS	521B		Elementary Literacy I	C	New	Annette Daoud	12/10/04	1/31/05	1/31/05	Approved	4/25/05
78	EDMS	522B		Elementary Literacy II	C	New	Annette Daoud	12/10/04	1/31/05	1/31/05	Approved	4/25/05
79	EDSS	P-Form		Single Subject Credential Program	P	Change	Pat Stall	12/7/04	1/31/05	1/31/05	Approved	4/25/05
81	EDSS	543B		Secondary Mathematics Education	C-2	Change	Pat Stall	12/7/04	1/31/05	1/31/05	Approved	4/25/05
82	EDSS	544B		Secondary Social Studies Education	C-2	Change	Pat Stall	12/7/04	1/31/05	1/31/05	Approved	4/25/05
83	EDSS	545B		Secondary Science Education	C-2	Change	Pat Stall	12/7/04	1/31/05	1/31/05	Approved	4/25/05
84	EDSS	546B		Secondary English Education B	C-2	Change	Pat Stall	12/7/04	1/31/05	1/31/05	Approved	4/25/05
85	EDSS	547B		Secondary World Languages Education B	C-2	Change	Pat Stall	12/7/04	1/31/05	1/31/05	Approved	4/25/05
86	EDSS	572		Advanced Student Teaching in Secondary Schools	C-2	Change	Pat Stall	12/9/04	1/31/05	1/31/05	Approved	4/25/05
89	GBM	425		International Business Management	C-2	Change	Gary Oddou	3/14/05	4/18/05	4/18/05	Approved	4/25/05
258	PSCI	394		Political Corruption and Ethics	C-2	Change	Staci Beavers	4/23/04	10/12/04	10/12/04	Approved	4/25/05



1 **FACULTY SERVICE AND VOTING WHILE ON LEAVE**

2  
3 **SERVICE**

4  
5 **Leave of Absence**

6 Faculty members who are on a leave of absence may not serve in the Academic Senate or on  
7 university-level committees during the time of their leave. Refer to the following chart for  
8 eligibility to serve on Peer Review or Promotion and Tenure Committees:

9	Performance Review for:	Must not be on leave for any part of:
10	Retention only	Fall Semester
11	Retention w/ Tenure and/or Promotion	Academic Year
12	Tenure and/or Promotion	Academic Year
13	Periodic Evaluation and Post-Tenure Review	Spring Semester
14		

15  
16 During the time of their leave, faculty may run for election to the Academic Senate or a  
17 university-level committee for a term that begins after the time of their leave ends.

18  
19 **Faculty Early Retirement Program (FERP)**

20 Faculty members who have a FERP appointment shall be eligible to serve on committees only  
21 during periods of active FERP employment. They may not serve on Promotion and Tenure  
22 Committees, as defined in CBA Article 29.19. They may serve on a Peer Review Committee  
23 during a period of inactive employment only upon the request of the department and approval of  
24 the President, as defined in CBA Article 15.35. During inactive employment periods, they may  
25 run for election to the Academic Senate or a university-level committee for a term that begins  
26 during a period of active employment.

27  
28 **VOTING**

29  
30 Faculty on personal leaves of absence without pay (as defined in CBA Article 22) are ineligible  
31 to vote. Faculty members who are on any other type of leave of absence, or in a period of  
32 inactive employment for the FERP or Pre-retirement Reduction in Time Base Program (as  
33 defined in CBA Articles 23, 24, 27, 28, 29 and 30 respectively) may retain their voting rights  
34 during the time of their leave or inactive employment period. If a faculty member desires to vote  
35 while on leave or during an inactive employment period, the faculty member must furnish the  
36 Office of the Academic Senate, by the beginning of the leave or inactive employment period, an  
37 address to which the faculty member wants ballots sent. Faculty who do not exercise this option  
38 to vote will not be counted as voting members for purposes of determining whether sufficient  
39 votes have been cast to settle an election.

1 **Policy:**

2  
3 A student may elect to receive credit for a course by challenge examination for any course approved  
4 by the academic discipline as a course eligible for challenge. The following restrictions apply:

- 5  
6 • Successful challenge of a course will result in a grade of Credit. Successfully challenged  
7 courses do not count against the limit on the number of courses that may be taken for a grade  
8 of Credit/No Credit and can be applied to major requirements with the approval of the major  
9 department.
- 10 • Credit is recorded on the student transcript as awarded in the semester following the  
11 successful challenge of a course. Students challenging courses in the Spring Semester have  
12 the option of having the credit reported in either the Summer Session or the Fall Semester.  
13 Students must pay all applicable University fees for the term in which the credit is reported  
14 on the transcript.
- 15 • Credit by examination may not be used to fulfill the residency requirement. (Title 5, §40403)
- 16 • A student must demonstrate competency in writing skills as part of the challenge  
17 examination.
- 18 • Students may not challenge courses under the following circumstances:
- 19 ○ Students may not challenge courses in which they are currently enrolled.
  - 20 ○ A student may not elect to challenge a course for which any grade (including  
21 “U”, “F”, “WU”, “IC”, “NC”, or “AU”) was received in a previous semester, for  
22 which academic renewal has been granted, or for which a prior challenge has been  
23 unsuccessful.
  - 24 ○ A student may not challenge a course that is listed in the catalog as a prerequisite for  
25 a course in which academic credit has already been granted.
- 26 • Students who successfully complete the challenge exam for a course for which the challenge  
27 was prohibited (as detailed above) will not receive credit.
- 28 • Courses cannot be challenged to fulfill upper-division General Education requirements.
- 29

30 **Procedure:**

- 31
- 32 1. Students may only challenge courses as described in the policy.
  - 33 2. Students must register for a Credit-by-Challenge Examination by printing a form available on  
34 the Registration and Records website and taking this to the Department Office of the  
35 department offering the course (COBA advisors for Business Administration courses) by the  
36 end of the fifth day of classes in the semester. Students challenging courses in the Spring  
37 semester must specify on the form whether they want to have the credit recorded during the  
38 Summer session or the Fall semester.
  - 39 3. The Department Chair will assign responsibility for conducting the examination to a faculty  
40 member. The assigned time code for conducting examinations is 17, and may be used to  
41 report this faculty activity.
  - 42 4. Examinations will be scheduled sufficiently early in the semester so that students and  
43 Registration and Records will receive the results prior to the beginning of the Priority  
44 Registration period for the next term.
  - 45 5. Registration and Records and the Curriculum and Scheduling Office will create a course  
46 section in the next term that bears a notation indicating that the course was successfully  
47 challenged and register the students who have successfully challenged the course in this  
48 section. Students are automatically enrolled in that next term and pay all relevant fees in  
49 accordance with established fee payment schedules for that term. Enrollment in this course  
50 section is included in determining the State University Fee.

## 1 GUIDELINES FOR ELECTION OF STANDING COMMITTEES

- 2
- 3 1. Standing Committee membership is of two types: College/Library representatives and at-
- 4 large representatives. The members of the various committees serve staggered two-year
- 5 terms.
- 6
- 7 2. Election and balloting for College/Library representation shall be by College/Library, or, in
- 8 the case of the General Education Committee (GEC) and the Promotion and Tenure
- 9 Committee (PTC), by area; and for at-large representation, by the eligible faculty.
- 10
- 11 3. The Preference Form shall ask faculty to indicate which committees they would choose to
- 12 serve on and whether they would choose to represent their College/Library or the faculty at-
- 13 large. Additionally, faculty will be asked to indicate whether they would be willing to serve
- 14 on more than one committee and to rank their preferences (i.e., #1, #2 with #1 being the
- 15 most preferred).
- 16
- 17 4. Elections for Promotion and Tenure Committee member positions must be contested (at
- 18 least two candidates per seat). If there are fewer than two candidates per seat in the Spring
- 19 Election, NEAC will put out a call for nominees within the first two weeks of the
- 20 subsequent semester (fall semester). NEAC will conduct an election for the uncontested
- 21 seats once a minimum of two candidates per open Promotion and Tenure Committee seat is
- 22 secured. This special election does not require a sample ballot.
- 23
- 24 5. A person may be elected to serve on no more than ~~one~~ two committees.
- 25
- 26 6. After election results have been announced, each current committee chair shall convene a
- 27 meeting of current committee members and new committee members to (a) review the year-
- 28 end committee report and (b) elect a committee chair for the next academic year. Each
- 29 current committee chair shall notify the Academic Senate Office of their committee's newly
- 30 elected chair. The newly elected chairs (with the exception of the Promotion and Tenure
- 31 Committee [PTC]) and the newly elected Academic Senate Officers will constitute the
- 32 Executive Committee for the following academic year.
- 33
- 34 7. No person shall be elected chair of more than one standing committee.
- 35
- 36 8. The terms of the standing committee members rotating off the committees shall end on the
- 37 last day of the Spring semester. Any business that must be addressed before the academic
- 38 year ends will be conducted by the extant standing committees.
- 39
- 40 9. When vacancies arise on Standing Committees due to a faculty member being on leave or
- 41 due to a faculty member's resignation, NEAC shall issue a call for a volunteer replacement
- 42 to serve for the remainder of the term. Promotion and Tenure Committee vacancies may not
- 43 be filled through NEAC recommendation. These may only be filled by an election, in
- 44 accordance with item 4 of the Guidelines for Election of Standing Committees.
- 45
- 46 10. Subsequent to the Spring election, NEAC will interpret those seats that remain unfilled as
- 47 "Vacant". Vacant seats shall be filled by implementing the previous rule, with the exception
- 48 of Promotion and Tenure Committee vacancies. These may only be filled by an election, in
- 49 accordance with item 4 of the Guidelines for Election of Standing Committees.



(This referendum will require an all-faculty vote.)

**Article 6.1: Standing Committee Membership Addendum**

Colleges in development with less than ten full-time faculty members (not including lecturers) will be represented as voting members in standing committees in the following way: the faculty of Colleges in development can choose, before the Spring election, the standing committees to which they will send one representative. The chosen committees should be reported to the Academic Senate Office by March 15. The selection of the committees should be conducted by the college by voting. The voting should be anonymous and a single majority is sufficient. The election of the representatives will be conducted according to the Academic Senate Election Rules and Guidelines.

Colleges in development have to send representatives to a minimum number of committees but depending on the size of the college the maximum number of committee seats is also restricted, see the following table.

Eligible faculty members of college	Number of committee seats for the college
1	1-2
2	2-4
3	3-6
4	4-8
5	5-10
6	6-10
7	7-10
8	8-10
9	9-10

Once a College in development has ten or more eligible faculty members its representation in all standing committees will be guaranteed by a change of the Constitution and Bylaws.

**Proposed change for 5.1.1:**

**Article 5.1.1: Representative Proportion of Membership**

The Senate shall be representative of the full-time faculty in proportion to the number of full-time eligible faculty in each College/Library/Student Services Professionals - Academic Related. The number of seats for each College/Library/SSP-AR will be that unit's proportion of the total eligible faculty (not including lecturers and each faculty member can only be counted for one college), multiplied by 50. Fractional seats will be rounded up if they are .5000 or greater and rounded down otherwise, except that each unit will be guaranteed a minimum of one seat.

**PR200.X.XX MISCONDUCT IN SCHOLARSHIP AND RESEARCH PROCEDURE**

Implementation Date: 10/26/95

Revised 05/09/96

**Definitions**

*Allegation* means any written or oral statement or other indication of possible scientific, scholarly or creative activity misconduct made to an institutional officer.

*Complainant* means a person who makes an allegation of scientific, scholarly or creative activity misconduct.

*Good faith allegation* means an allegation made with the honest belief that scientific, scholarly or creative activity misconduct may have occurred. An allegation is not in good faith if it is made with reckless disregard for or willful ignorance of facts that would disprove the allegation.

*Inquiry* means gathering information and initial fact-finding to determine whether an allegation or apparent instance of research misconduct warrants an investigation.

*Investigation* means the formal examination and evaluation of all relevant facts to determine misconduct has occurred, and, if so, to determine the responsible person and the seriousness of the misconduct.

*ORI* means the Office of Research Integrity, the office within the U.S. Department of Health and Human Services (DHHS) that is responsible for the scientific misconduct and research integrity activities of the U.S. Public Health Service (PHS). PHS establishes standards for institutional inquiries and investigations into allegations of scientific misconduct.

*Research record* means any data, document, computer file, computer diskette, or any other written or non-written account or object that reasonably may be expected to provide evidence or information regarding the proposed, conducted, or reported research that constitutes the subject of an allegation of research misconduct.

**Academic Integrity**

The search for truth underlies our academic values as an educational institution. Members of the California State University, San Marcos community, faculty, graduate and undergraduate students, and staff, are expected to perform their scholarly and scientific activities with scrupulous honesty and to meet the highest ethical standards. In all academic work they must respect the facts, the appropriate standards of evidence and the contributions and scholarship of others. Each member is expected to promote such standards of integrity in interactions with other scholars and to participate in review procedures and disciplinary actions as may be appropriate in the case of reported violations of these standards.

While taking all reasonable steps to protect the rights and interests of individuals whose work or performance is questioned and to protect the rights and interests of individuals who may suspect that misconduct has occurred, CSUSM will vigorously investigate allegations of academic misconduct for such misconduct on the part of any of its members who threaten and subvert the fundamental values of the institution as a whole.

49  
50 This policy and the associated procedures apply to all individuals at CSUSM engaged in or proposing to  
51 conduct research that is supported by the university or by sponsored projects through the Foundation.  
52 This policy applies to any person paid by, under the control of, or affiliated with the institution, such as  
53 scientists, trainees, technicians and other staff members, students, fellows, guest researchers, or  
54 collaborators at CSUSM.

55  
56 The policy and associated procedures will normally be followed when an allegation of possible  
57 misconduct in research is received by an institutional official. Particular circumstances in an individual  
58 case may dictate variation from the normal procedure when deemed in the best interests of CSUSM and  
59 funding agencies. Any change from normal procedures also must ensure fair treatment to the subject of  
60 inquiry or investigation. Any significant variation in normal procedures should be approved in advance  
61 by the Provost of CSUSM. Some situations may fall under other university policies, such as governing  
62 student academic honesty or faculty ethics. In such cases a determination shall be made by the Provost  
63 as to which procedure or procedures must be followed.

64  
65

## 66 **Identifying Misconduct in Research**

67  
68 Consistent with definitions of the U.S. Department of Health and Human Services, Office of Research  
69 Integrity, misconduct in research is defined as "fabrication, falsification, plagiarism, or other practices  
70 that seriously deviate from those that are commonly accepted within the scientific community for  
71 proposing, conducting, or reporting research. It does not include honest error or honest differences in  
72 interpretations or judgments of data." While there is no list of examples of misconduct in research  
73 which would be universally accepted, the AAU Committee on the Integrity of Research (Report of the  
74 Association of American Universities Committee on the Integrity of Research, May 19, 1983) has  
75 identified four types of fraud or deviance in academic research which will serve as broad guidelines in  
76 identifying such misconduct.<sup>1</sup>

77  
78 1. *Falsification of Data* undermines the basic principle on which the scientific process depends. Since  
79 scientific advances depend on accurate collection, analysis, and reporting of information, dishonest  
80 reporting misleads others and results in the waste of resources, both human and monetary. If practiced  
81 in clinical research, falsification could even be directly dangerous to humans. Falsification of data  
82 ranges from sheer fabrication through selective reporting, including the omission of conflicting data.

83  
84 2. *Plagiarism* is especially hurtful to individual researchers since it is an attempt by one individual to  
85 receive credit for the work of someone else. Outright plagiarism is generally easily detected in areas of  
86 research that are very actively pursued and is, therefore, rare. Inadequate citation of references and  
87 inappropriate submission of the same data in more than one publication by the same author, and similar  
88 abuses are more subtle forms of plagiarism.

89  
90 3. *Abuse of confidentiality* is a significant act of fraud in an environment that depends on peer review.  
91 It is quite distinct from plagiarism and more difficult to detect, since such abuse does not usually involve  
92 verbatim duplication of another's work. In the present environment, researchers freely discuss their

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<sup>1</sup>*Misuse by a researcher of University funds* (including grant and contract funding from extramural sponsors) is also cause for discipline and may be cause for criminal prosecution. However, an allegation of misuse of funds is not within the scope of this policy but should be referred promptly to the college/library dean who will consult with the AVPR concerning an appropriate course of action.

93 ideas in research proposals submitted to potential sponsors. Proposals usually include extensive data to  
 94 support the ideas. The ideas and preliminary data may be reviewed by colleagues, University  
 95 committees, and administrators, as well as extramural professional peers serving on review panels. In  
 96 addition, detailed studies are submitted to professional journals and granting agencies, and subjected to  
 97 further review by professional colleagues long in advance of eventual publication or grant award.  
 98 Opportunities to abuse confidentiality arise at many points during these processes. Moreover, abuse of  
 99 confidentiality can occur not only by the actions of the primary reviewers but also by the actions of  
 100 those with whom the reviewers have shared the privileged information. In many ways, confidentiality is  
 101 the easiest research ethic to abuse and the most difficult to detect.

102  
 103 4. *Instances of seemingly deliberate violations of regulations* applicable to research are also a problem.  
 104 Serious violations of rules adopted by appropriate mechanisms to protect patients, research subjects, and  
 105 other persons and animals, while not fraudulent in the traditional sense, undermine the integrity of the  
 106 research process.

### 107 108 109 **Initial Reporting and Preliminary Inquiry**

110  
 111 All employees or individuals associated with CSUSM should report observed, suspected, or apparent  
 112 misconduct in scholarship and research.

113  
 114 All initial reports and/or charges of misconduct in research at CSUSM should first be directed to the  
 115 dean of the college/library in which the alleged misconduct has occurred for a preliminary inquiry. The  
 116 purpose of the inquiry is to make a preliminary evaluation of the available evidence and testimony of the  
 117 respondent and key witness(es) to determine whether there is sufficient evidence of possible research  
 118 misconduct to warrant an investigation.

119  
 120 The college/library dean shall inform the program/center director, department chair, and/or appropriate  
 121 research supervisor(s) of the allegations. The college/library dean shall also inform the person(s)  
 122 involved in the alleged misconduct of the nature of the allegation, the nature of the inquiry and the rights  
 123 of the parties involved. It is the college/library dean's responsibility to monitor the treatment of  
 124 individuals who bring allegations of misconduct or of inadequate institutional response thereto, and  
 125 those who cooperate in inquiries or investigations, as well as the person(s) alleged to have engaged in  
 126 misconduct.

127  
 128 The institution will protect the privacy of those who report misconduct in good faith to the maximum  
 129 extent possible. For example, if the complainant requests anonymity, the institution will make an effort  
 130 to honor the request during the allegation assessment or inquiry within applicable policies and  
 131 regulations and state and local laws, if any. The complainant will be advised that if the matter is  
 132 referred to an investigation committee or the complainant's testimony is required, anonymity may no  
 133 longer be guaranteed.

134  
 135 The college/library dean, in consultation with the program/center director, department chair, and/or  
 136 appropriate research supervisor(s), shall promptly conduct a preliminary inquiry to determine if there is  
 137 sufficient prima facie evidence to merit a formal investigation of the charges and shall inform the  
 138 Associate Vice President for Research (AVPR) that a preliminary inquiry is underway. Confidentiality  
 139 should be strictly maintained throughout the process of inquiry in order to protect the rights and

140 reputations of all parties involved and precautions against real or apparent conflicts of interest on the  
141 part of those involved in the inquiry or investigation should be taken.

142  
143 An inquiry must be completed as soon as possible within sixty calendar days of its initiation unless  
144 circumstances clearly warrant a longer period. The college/library dean should forward a written report  
145 to the AVPR stating what evidence was reviewed, summarizing relevant interviews, and including the  
146 conclusions of the inquiry. (If the inquiry takes longer than 60 days to complete, the record of the  
147 inquiry shall include documentation of the reasons for exceeding the 60-day period.) A copy of the  
148 report of the inquiry shall be given to the individual(s) against whom the allegation was made and their  
149 comments on that report may become part of the record.

150  
151 If, after consideration of the report of the inquiry, the AVPR determines that there is not sufficient prima  
152 facie evidence to support the charges, no further action need be taken and the AVPR shall inform all  
153 parties involved. When allegations are not confirmed, the institution must undertake diligent efforts, as  
154 appropriate, to restore the reputations of persons alleged to have engaged in misconduct and to protect  
155 the positions and reputations of those persons who, in good faith, make allegations.

156  
157

### 158 **Formal Investigation**

159  
160 After consideration of the report of the preliminary inquiry, including the response, if any, by the  
161 individual(s) accused of misconduct, the Associate Vice President for Research (AVPR) determines  
162 whether sufficient prima facie evidence exists to support the charges. The AVPR shall, within thirty  
163 calendar days of the completion of the inquiry, appoint an ad hoc committee charged with the  
164 responsibility of conducting a formal investigation.

165  
166 The membership of the committee shall consist of no less than three knowledgeable and impartial  
167 individuals including one representative from the program, center/institute, or department of the accused  
168 person(s) and two other members from related programs or areas. In instances where the research has  
169 been approved by the campus Institutional Review Board (IRB), a member of IRB should be appointed  
170 as an additional member. In instances where externally funded research is involved, the AVPR may  
171 also appoint a member of the CSUSM Foundation to serve as an ex officio member of the committee to  
172 represent the interests and legal obligations of the Foundation. The AVPR may also appoint additional  
173 members from inside or outside the institution in order to broaden the expertise of the committee.

174  
175 As soon as the committee has been requested to conduct a formal investigation, the AVPR shall notify  
176 the accused person(s) of the charges and the function of the committee. In consultation with the  
177 college/library dean, the AVPR may determine that the research activities of the involved researcher(s)  
178 may be restricted or monitored during the course of the investigation. The AVPR must ensure that all  
179 original research records and materials relevant to the allegation are immediately secured. The AVPR  
180 shall also notify the Provost, the program/center director, department chair, and/or appropriate research  
181 supervisor(s), and, in the case of funded research, the Director of the Foundation and the project  
182 officer(s) of the funding agencies, that a formal investigation involving charges of misconduct in  
183 research has been initiated. In the case of federally funded research, the Director of the Office of  
184 Research Integrity of the U.S. Department of Health and Human Services shall be notified in writing on  
185 or before the date the investigation begins and such notification shall include the name of the person(s)  
186 against whom the allegations have been made, the general nature of the allegations, and the application  
187 or grants involved.

188  
189 The Associate Vice President for Research shall convene the committee, appoint one of the faculty on  
190 the committee to serve as chair, present the charges and the allegations, and discuss University and  
191 Foundation policies and procedures pertinent to the investigation. The committee shall investigate all  
192 charges and facts and may interview any and all parties appropriate to reaching a decision regarding the  
193 merit or lack of merit to the charges. The chair of the committee shall meet with the appropriate  
194 personnel officers (e.g., Associate Vice President for Academic Resources, Dean of Students, Director  
195 of Human Resources Management) as to existing procedures and safeguards to protect the rights and  
196 reputations of all parties involved before carrying out the investigation. Confidentiality should be  
197 strictly maintained throughout the process of investigation in order to protect the rights and reputations  
198 of all parties involved and precautions against real or apparent conflicts of interest on the part of those  
199 involved in the inquiry or investigation should be taken.

200  
201 The Committee should provide a written report of its findings and recommendations to the AVPR no  
202 later than sixty days after the initiation of the formal investigation. The AVPR may accept the report or  
203 return it to the committee for further information or clarification. The committee shall forward the final  
204 copy of the report to the accused party or parties who shall have an opportunity to comment on the  
205 findings of the investigation. Completion of the formal investigation must be within 120 calendar of its  
206 initiation. If, in the event of an externally funded project, the institution determines that it will not be  
207 able to complete the investigation in 120 days, it must submit to the Office of Research Integrity a  
208 written request for an extension and an explanation for the delay that includes an interim report on the  
209 progress to date and an estimate for the date of completion of the report and other necessary steps.

210  
211 If, on the basis of the report and the recommendations of the committee, the AVPR determines that there  
212 is evidence of misconduct, the AVPR shall report this conclusion, as well as recommendations regarding  
213 the imposition of sanctions and/or disciplinary action to the Provost.. The Provost shall make the final  
214 determination regarding the appropriateness of the recommendations. When allegations are not  
215 confirmed, the institution must undertake diligent efforts, as appropriate, to restore the reputations of  
216 persons alleged to have engaged in misconduct and to protect the positions and reputations of those  
217 persons who, in good faith, make allegations.

### 218 219 **Reporting (Externally Funded Research)**

220  
221 In cases involving externally funded research, the sponsoring agency will be notified of the findings of  
222 the investigation and the final disposition of any sanctions and/or disciplinary action, or restitution to be  
223 made. In the case of federally funded research, a written report documenting the investigative process  
224 and the final outcome will be made to the Director of the Office of Research Integrity (ORI) who will  
225 decide whether that office will proceed with its own investigation. The final report submitted to the ORI  
226 must describe the policies and procedures under which the investigation was conducted, how and from  
227 whom information was obtained relevant to the investigation, the findings, and the basis for the findings,  
228 and include the actual text or an accurate summary of the views of any individual(s) found to have  
229 engaged in misconduct, as well as a description of any sanctions taken by the institution.

230  
231 The institution is responsible for notifying the ORI if it ascertains at any stage of the inquiry or  
232 investigation that any of the following conditions exist: (1) there is an immediate health hazard  
233 involved; (2) there is an immediate need to protect Federal funds or equipment; (3) there is an  
234 immediate need to protect the interests of the person(s) making the allegations or of the individual(s)  
235 who is(are) the subject of the allegations as well as his/her/their co-investigators and associates, if any;

236 (4) it is probable that the alleged incident is going to be reported publicly; or (5) there is a reasonable  
237 indication of possible criminal violation. (In the latter instance, the institution must inform ORI within  
238 24 hours of obtaining that information and ORI will immediately notify the Office of the Inspector  
239 General.) The institution is responsible for taking interim administrative actions, as appropriate, to  
240 protect Federal funds and insure that the purposes of the Federal financial assistance are carried out.  
241 During the course of the investigation, the institution must keep the ORI apprised of any developments  
242 which disclose facts that may affect current or potential Department of Health and Human Services  
243 funding for the individual(s) under investigation or that the PHS need to know to ensure appropriate use  
244 of Federal funds and otherwise protect the public interest.

245  
246 If the institution plans to terminate an inquiry for any reason without completing all relevant  
247 requirements, a report of such planned termination, including a description of the reasons for such  
248 termination, shall be made to ORI.

### 249 **Sanctions**

250  
251  
252 Sanctions may include, but are not limited to, termination of current research activity, public  
253 disassociation of the University from any further unauthorized research activity, restriction from future  
254 research activity for some period of time, special prior review and approval requirements in future  
255 research activities, and debarment from intramurally funded research programs. The Provost may also  
256 determine if the matter warrants a reprimand or disciplinary action pursuant to the relevant collective  
257 bargaining agreements and/or the Education Code, or if the matter should be referred to Academic  
258 Resources, Student Affairs, Human Resources, and/or the CSUSM Foundation for appropriate action.

259  
260 The Provost shall determine if information about the charges, the investigation, or their disposition  
261 should be released to the public, the press, or specific parties, i.e., editors of journals in which papers or  
262 reports of the research in question may have appeared.

### 263 **Records Retention**

264  
265  
266 After completion of a case and all ensuing related actions, the Associate Vice President for Research  
267 will prepare a file, including the records of any inquiry or investigation and copies of all documents and  
268 other materials furnished to the dean and committees. The AVPR will keep the file for five years after  
269 the accused employee's separation from the university to permit later assessment of the case. Office of  
270 Research Integrity or other authorized U.S. Department of Health and Human Services personnel will be  
271 given access to the records upon request.

272

For Academic Programs Office Use Only		
D.R. _____	Catalog _____	File _____

**PROGRAM PROPOSAL - Form P**

COLLEGE Arts & Science New Major  New Option \_\_\_\_\_ Change to Program \_\_\_\_\_  
 Discipline Computer Science \_\_\_\_\_ New Minor \_\_\_\_\_ New Certificate \_\_\_\_\_ Delete Program \_\_\_\_\_  
 Discontinue Program \_\_\_\_\_ New Credential \_\_\_\_\_ New Track, Emphasis \_\_\_\_\_  
 \_\_\_\_\_ or Concentration \_\_\_\_\_

*All new degree major programs and certain new options are submitted for Chancellor's Office approval by the Vice President for Academic Affairs. Program changes, discontinuations, and deletions are sent as information items.*

**TITLE OF DEGREE PROGRAM:** Computer Information Systems Option in Computer Science

Enter a brief summary of the purpose of this proposal.

The Computer Information Systems Option prepares students for positions of responsibility in the commercial environment by combining the appropriate Computer courses with an equivalent of a minor in Business Administration.

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 solid technical knowledge of software and hardware.

Please see the Catalogue description attached to this form. Changes to the current catalogue pages are in blue (in a soft copy).

Does this proposal impact other disciplines?  Yes \_\_\_\_\_ No

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

College of Business	<i>see email</i>	Support _____	Oppose _____
Discipline	Signature	Date	
Economics Department	<i>see email</i>		<input checked="" type="checkbox"/> Support _____ Oppose _____
Discipline	Signature	Date	
Psychology Department	<i>Chen D O'Boye</i>	<i>3/15/04</i>	<input checked="" type="checkbox"/> Support _____ Oppose _____
Discipline	Signature	Date	

*If additional space is needed to complete this form, use supplementary sheets.*

**REVIEW PROCESS**

Rochelle L. Boehning	<i>3/4/4</i>	_____	_____
Originator (Please Print)	Date	Library and Information Services	Date
<i>[Signature]</i>	<i>3/15/04</i>	_____	_____
Program/Center/Department - Director/Chair	Date	Computing & Telecommunications	Date
<i>[Signature]</i>	<i>10-27-07</i>	_____	_____
College Curriculum Committee	Date	Campus Physical Planning (if applicable)	Date

**APPROVAL PROCESS**

1. <i>[Signature]</i>	<i>0/29/04</i>	4. _____	_____
College Dean (or Designee)	Date	Vice President for Academic Affairs (or Designee)	Date
2a. _____	_____	5. _____	_____
Academic Planning and Policy Committee	Date	President (or Designee)	Date
2b. _____	_____	6. _____	_____
Budget and Long Range Planning (if applicable)	Date	Date to Chancellor's Office	
3. _____	_____		
Academic Senate	Date		



1 Catalog language associated with the Computer Information Systems Option  
2 in the Computer Science degree program.

3  
4  
5  
6  
7 *The last paragraph in the general description of the Computer Science degree program*  
8 *(see page 112 in the 2004-06 General Catalog) becomes [additions in bold]:*

9  
10 The Cal State San Marcos undergraduate study in Computer Science emphasizes both  
11 theoretical foundations and practical applications. Students will learn algorithms, data  
12 structures, software design, the concepts of programming languages, computer  
13 organization, and computer architecture. The program stresses analysis and design  
14 experiences with substantial laboratory work, including software development. The  
15 Computer Science major prepares students for careers in applications programming,  
16 systems analysis, and software engineering, as well as for entrance into graduate and  
17 professional schools. **The Option in Computer Information Systems prepares**  
18 **students for positions of responsibility in the commercial environment by combining**  
19 **the appropriate computer courses with substantial coursework in the foundations of**  
20 **business. This option in Computer Information Systems emphasizes data processing**  
21 **and programming to solve business-related problems. Being housed in the**  
22 **Computer Science Department, this option emphasizes solid technical knowledge of**  
23 **software and hardware.**

24  
25  
26  
27 *The existing requirements now bear the heading **Option in Computer Science***

28  
29  
30  
31 *The requirements for the new option follow:*

32  
33 **Option in Computer Information Systems**

34 General Education\* .....51  
35 Preparation for the Major\* :.....48-49  
36 Major Requirements: .....27  
37 The minimum number of units required for this degree is. ....120

38 *\*Six (6) lower-division General Education units are automatically satisfied by courses taken in*  
39 *Preparation for the Major.*

40  
41 **Preparation for the Major**

42  
43 Lower-division (12 units)  
44 CS 111\*\* Computer Science I.....4  
45 CS 211 Computer Science II .....4  
46 CS 231 Assembly Language and Digital Circuits .....4

47

48 Non-Computer Science Supporting Courses (36-37 units)

49

50 MATH 160\*\* Calculus I .....5

51 ECON 201 Introduction to Economics (Part 1).....3

52 ECON 202\*\* Introduction to Economics (Part 2).....3

53 ACCT 201 Survey of Accounting Information (Part 1).....3

54 ACCT 202 Survey of Accounting Information (Part 2).....3

55 PSYC 100\*\* Introduction to Psychology **or**

56 SOC 101\*\* Introduction to Sociology .....3-4

57 MATH 370 Discrete Mathematics.....3

58 BUS 302 Foundations of Business Environments.....2

59 MATH 242 or MATH 440 .....3

60 MGMT 302 Foundations of Management.....2

61 MKTG 302 Foundations of Marketing.....2

62 HTM 302 Foundations of Production and Operations Management.....2

63 FIN 302 Foundations of Finance.....2

64

65 **Major Requirements**

66

67 Upper-division (27 units)

68

69 CS 311 Data Structures.....3

70 CIS 341 Computer Systems Analysis and Design .....3

71 CS 433 Operating systems.....3

72 CS 436 Introduction to Networking.....3

73 CS 441 Software Engineering.....3

74 CS 443 Database Management Systems.....3

75 CIS 444 Web Programming.....3

76 CIS 490 Project Management and Practice.....3

77 Upper-division CS/CIS elective.....3

78

79 \*\* Some courses in preparation for the major may satisfy the Mathematics/Quantitative  
80 Reasoning requirement and the Discipline-Specific or Second Interdisciplinary Social  
81 Sciences requirement of General Education. The courses satisfying these requirements  
82 are denoted by \*\*.

83  
84  
85

86 *Course Descriptions of new courses needed for the option*

87

88 **Computer Information Systems (CIS)**

89

90 **CIS 341**

91 **Computer Systems Analysis and Design**

92 Covers the systems development life cycle, compares traditional methods of systems  
93 development to newer, emerging methods, process and data models for an information  
94 system, user interface for an information system, feasibility study and cost benefit  
95 analysis. *Prerequisite: CS 111*

96

97

98 **CIS 444**

99 **Web Programming**

100 Methods, software architecture, and standards for Internet-scale software infrastructure  
101 (services and applications). Includes foundations of the Web; distributed systems; client  
102 server architectures from 2-tier to n-tier and through Web Applications Design; and  
103 distributed object-based systems and associated technologies. *Prerequisite: CS 443*

104

105

106 **CIS 490**

107 **Project Management and Practice**

108 Advanced CIS majors operating as a high-performance team will engage in and complete  
109 the design and implementation of a significant information system. Project management,  
110 management of the CIS function, and systems integration will be components of the  
111 project experience. *Prerequisite: CIS 444 and CS 433, 436 and 441.*

**CURRICULUM TRACKING**  
**Courses for CIS Option**  
**Academic Year 2004-05**

Curric. & Sched. No.	Course Prefix	Course Number	New Course # and/or Prefix	Course/Program Title	Form(s)	Type Action	Proposal Originator	Rec'd by Curr. & Sched.	C&S Sent to Senate	AS Sent to UCC	UCC Action	Action Date
41	CIS	341			C	New	Vivienne Bennett	6/22/04	12/13/04	12/13/04	Approved	4/18/05
42	CIS	442	444		C	New	Ahmad Hadaegh	11/2/04	12/6/04	12/6/04	Approved	4/4/05
43	CIS	490			C	New	Lorna Zorman	11/2/04	12/6/04	12/6/04	Approved	4/4/05

Statement from BLP:

## Review of Proposed Computer Information Systems Option in Computer Science

The Budget and Long Range Planning Committee (BLP) has investigated and discussed the P-Form for a Computer Information Systems Option in Computer Science. BLP has reviewed the immediate and long range prospects for this proposed degree program and has considered the resource implications of initiating the degree. BLP submits the following analysis of the impact of this program to the Academic Senate to guide Senators in their consideration of this proposal.

As noted by the proposers, employment trends suggests a 128% growth in Systems Analysts from 1993 - 2005 and is among the 25 occupations expected to grow the most during this same time period. In addition to the data provided, it would have been helpful to have also had research data that projected beyond 2005 so we could have better understood the long range planning issues and likelihood the need would continue into the future.

This option appears to have few implications for increased need of resources to start or in the near future. The proposers suggest that it would be ideal to hire a new faculty member in Computer Information Systems, but would be willing to make due with existing faculty members, or an adjunct for two specific courses (CIS 341 and CIS 442), until hiring becomes a possibility. The proposers of this option also note that the present lab space is adequate for startup as it is the same as the CS option. As the program grows, it is possible that additional labs may be needed.

BLP would like to remind proposers to please have all of the signatures included on the P-Form prior to review, even if it does not appear to be relevant to your proposal. Allow each department to make the statement that support is not needed and to sign accordingly (e.g., Library and Information Services, Computing and Telecommunications, etc.). This would help move reviews along more quickly.

## **Border and Regional Studies**

### **Office:**

Craven Hall, Sixth Floor

### **Telephone:**

(760) 750-4104

**Department Chair:** Vivienne Bennett, Ph.D.

### **Faculty:**

Jocelyn Ahlers, Ph.D., Linguistics

Bonnie Bade, Ph.D., Anthropology

Vivienne Bennett, Ph.D., Latin American Studies

Jule Gómez de García, Ph.D., Linguistics

Kimberley Knowles-Yáñez, Ph.D., Urban and Regional Planning

Jorge Riquelme, Ph.D., Sociology (Migration Studies)

Robert C. Yamashita, Ph.D., Sociology (Science and Society Studies)

Aníbal Yáñez-Chávez, Ph.D., Latin American Studies

### **Program Offered:**

- Bachelor of Arts in Border and Regional Studies

The Bachelor of Arts degree in Border and Regional Studies (BRS) offers an interdisciplinary exploration of the communities and spaces that emerge in border regions worldwide. The major systematically examines the results of human interactions across the conceptual and spatial borders that divide people and places. From an examination of the U.S./Mexico border (as a local example of how an international boundary shapes a region), through the study of multiple regions and border areas across the globe, and the exploration of conceptual borders such as language, culture, and gender, the goal of the BRS curriculum is to provide an understanding of how communities take shape by exploring the interrelationship of diverse groups across the boundaries that delimit them.

Building on the strengths and areas of specialization of an interdisciplinary departmental faculty, the B.A. in Border and Regional Studies serves as preparation for careers in the public sector, private sector, education and a wide range of other fields, or for post-graduate studies in urban and regional planning, demography, linguistics, area studies, public policy, and other social sciences.

Students who wish to learn more about the Border and Regional Studies Major are invited to speak to the affiliated faculty.

### **Degree Requirements**

Each course counted towards the major must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units counted towards the major in Border and Regional Studies must be completed at Cal State San Marcos.

No more than six (6) units of independent study and independent research (BRS 498 and BRS 499) may be applied toward the major.

## **Bachelor of Arts in Border and Regional Studies**

General Education	51 units
Preparation for the Major	3 units
Core Courses for the Major	18 units
Elective courses for the Major	15 units

*Students must take a sufficient number of electives units to bring the total number of units to a minimum of 120 units*

### **Preparation for the Major**

Prior to taking any of the upper-division Core Courses or Elective Courses for the major students must:

Complete all lower-division General Education requirements.\*

Complete GEOG 201 (World Regional Geography, 3 units) or GEOG 302 (World Regional Geography GIS Enhanced, 3 units) with a grade of C or better.

\*It is recommended that students choosing to major in Border and Regional Studies satisfy the following lower-division General Education requirements by taking the following courses:

A3, Critical Thinking: PHIL 110

C1/C2, Arts and Humanities Core: AH 111/112

D, Discipline-Specific Social Science: ANTH 200 or ECON 202

Dh, American History: HIST 131

D7, Interdisciplinary Social Science: ANTH 200 or GESS 101

### **Major Requirements**

Upper-division (33 units)

- Core Courses in the Major (18 units)
- Electives Courses in the Major (15 units)

#### **Core Courses**

BRS 300 (Borders and Regions: Interdisciplinary Perspectives)	<b>18 units</b> 3 units
BRS 301 (Research Methods in Borders and Regional Studies)	3 units
ID 340/340B (Diversity and Discrimination in the U.S.)	3 units
GEOG 305/305S (The U.S.-Mexico Border)	3 units
BRS 400 (Comparative Border and Regional Studies)	3 units
BRS 490 (Applied Methodologies for Border and Regional Studies)	3 units

#### ***Elective Courses in the Major 15 units***

- Students are required to take two 2-course pairings of elective courses for the major (6 units per two course pairing, for a total of 12 units). Pairings consist of sets of courses taught by BRS faculty within the following areas: Environment, Urban Planning, U.S.-Mexico Border, Immigration, Education, Public Policy, Health Care, Languages in Contact. Students must see their designated BRS advisor for the updated list of approved two-course pairings.
- Depth or Breadth: Students may choose to achieve depth by taking both two-course pairings within a single area; they may achieve breadth by taking each two-course pairing in a different area.
- Students are required to take one additional elective course (3 units) chosen from any course in the College of Arts and Sciences. This last elective course should be selected to

complement or extend the areas studied in the other four elective courses. Students select this last elective course in consultation with their designated BRS faculty advisor, and must have the approval of their advisor prior to registering for the course.

**SAMPLE LIST of 2-course pairings for the Border and Regional Studies Major. Students must see their designated BRS advisor for the updated list of approved two-course pairings.**

Environment

ANTH 370 (Environment, Population and Culture) and LBST 307 (Children and the Environment)

BRS 373 (Border Water Wars) and BRS 321 (Urban Planning)

Urban Planning

GEOG 320 (Patterns of San Diego) and BRS 321 (Urban Planning)

BRS 330 (Introduction to Migration) and GEOG 325 (America's Urban Areas)

Immigration

BRS 330 (Introduction to Migration) and BRS 430 (Immigration and Education)

BRS 430 (Immigration and Education) and LING 305 (Border and Regional Linguistics)

Education

BRS 430 (Immigration and Education) and LING 451 (Bilingualism)

BRS 430 (Immigration and Education) and LING 351 (Language Acquisition)

Language Phenomena

LING 305, (Border and Regional Linguistics) and LING 371/371B (Language and Culture)

LING 305, (Border and Regional Linguistics) and LING 341 (Language Issues in the US)

**Description of Core Courses**

BRS 300, Borders and Regions: Interdisciplinary Perspectives, 3 units

Introduces concepts, theories, and issues central to the study of regions and borders. Examples will be drawn from local borders such as between tribal and non-tribal areas, from international border regions across the world, and from conceptual borders such as language and culture.

BRS 301 Research Methods in Border and Regional Studies, 3 units

Introduces students to a variety of methodologies used in collecting and analyzing data in border and regional studies. Students will use case material drawn from a variety of contemporary local, regional, national, and international settings on different continents, as well as from conceptual borders such as language, culture, class, and gender.

ID 340/340B, Diversity and Discrimination in the U.S., 3 units

Analyzes the impacts of gender, race, ethnicity, socio-economic status, religion, sexual orientation, and disability on diversity, discrimination, and social mobility in the U.S. Evaluates the challenges and opportunities for making democracy and social justice possible for all the people in the United States, including the impact of egalitarian values and the mechanisms that attempt to institutionalize them. This course includes applications for border and regional contexts.



GEOG 305/305S, The U.S.-Mexico Border, 3 units

Focuses on the economic, social, and cultural geography of the border region between the United States and Mexico. Overview of the U.S.-Mexico border as a whole as well as examination of selected border cities, industry and agriculture, the environment, labor, immigration, politics, and other issues.

BRS 400, Comparative Border and Regional Studies, 3 units

Provides an advanced comparative exploration of concepts, theories, and critical issues central to the study of contemporary conceptual and spatial borders. Course material will be comparative across multiple issues and world regions. *Prerequisites: BRS 300, BRS 301, GEOG 305/305S, and ID 340/340B.*

BRS 490, Applied Methodologies for Border and Regional Studies, 3 units

Provides students with the opportunity to apply a variety of methodologies used in collecting and analyzing data in contemporary border and regional studies. Students will select a research question for a semester-long project with three components: literature review, fieldwork, and analysis. Students may choose their topics from any region worldwide, any international border area, or any conceptual border issue. *Prerequisite: BRS 400.*

**Additional BRS Courses Submitted with this Proposal**

BRS 330, Introduction to Migration Studies, 3 units

Introduces concepts and theoretical interpretations about the causes of international migration. Provides a historical overview of the main flows of immigration to the U.S. Analyzes economic, social, political, and cultural aspects that impact the immigrants' settlement process. Compares immigration and immigrant policies. Identifies areas of conflict and cooperation that affect the relationship between newcomers and established residents in local communities, with a focus on California and San Diego County.

BRS 440, Immigration and Education, 3 units

Broadens the knowledge of determinants of educational attainment of immigrant children in the U.S.. Assesses the needs of newcomer students and the capacity of public schools to respond to those needs. Provides a historical overview of immigrants in public schools. Examines the legal framework of immigration and settlement policies. Analyzes ideological debates of key issues of immigration and education. Explores issues of education and social justice. Evaluates the possibilities for a common ground in education between newcomers and established residents.

**Courses for BRS Degree  
Academic Year 2004-05**

Curric. & Sched. No.	Course Prefix	Course Number	New Course # and/or Prefix	Course/Program Title	Form(s)	Type Action	Proposal Originator	Rec'd by Curr. & Sched.	C&S Sent to Senate	AS Sent to UCC	UCC Action	Action Date
21	BRS	300		Borders and Regions: Interdisciplinary Perspectives	C	New	Vivienne Bennett	6/22/04	12/13/04	12/13/04	Approved	4/18/05
22	BRS	301		Research Methods in Border & Regional Studies	C	New	Vivienne Bennett	6/22/04	12/13/04	12/13/04	Approved	4/18/05
24	BRS	330		Introduction to Migration Studies	C	New	Vivienne Bennett	6/22/04	12/13/04	12/13/04	Approved	4/18/05
25	BRS	400		Comparative Border and Regional Studies	C	New	Vivienne Bennett	6/22/04	12/13/04	12/13/04	Approved	4/18/05
26	BRS	430		Immigration and Education	C	New	Vivienne Bennett	6/22/04	12/13/04	12/13/04	Approved	4/18/05
27	BRS	490		Applied Methodologies for Border and Regional Studies	C	New	Vivienne Bennett	6/22/04	12/13/04	12/13/04	Approved	4/18/05
94	GEOG	450	GEOG 305	The U.S. Mexican Border	C-2	Change	Anibal Yanez Chavez	6/22/04	10/22/04	10/22/04	Approved	4/18/05
95	GEOG	450S	GEOG 305S	La Frontera Mexico-Estados Unidos	C-2	Change	Anibal Yanez Chavez	6/22/04	10/22/04	10/22/04	Approved	4/18/05
127	ID	340		Diversity and Discrimination in the U.S.	C-2	Change	Jorge Riquelme	6/22/04	10/22/04	10/22/04	Approved	4/18/05
128	ID	340B		Diversity and Discrimination in the U.S.	C-2	Change	Jorge Riquelme	6/22/04	10/22/04	10/22/04	Approved	4/18/05
127	ID	450		U.S. Mexico Border	D	Deletion	Vivienne Bennett	6/22/04	12/13/04	12/13/04	Approved	4/18/05
128	ID	450S		La Frontera Mexico - Estados Unidos	D	Deletion	Vivienne Bennett	6/22/04	12/13/04	12/13/04	Approved	4/18/05
138	LBST	395A-C	BRS 495A-C	Internship for Border and Regional Studies	C-2	Change	Kim Knowles-Yanez	6/22/04	12/13/05	12/13/05	Approved	4/18/05
139	LBST	498A-C	BRS 498A-C	Independent Study	C-2	Change	Kim Knowles-Yanez	6/22/04	12/13/05	12/13/05	Approved	4/18/05
140	LBST	499A-C	BRS 499A-C	Independent Research	C-2	Change	Kim Knowles-Yanez	6/22/04	12/13/05	12/13/05	Approved	4/18/05

**PROGRAM PROPOSAL - Form P**

COLLEGE COAS  New Major  New Option  
 Change to Program  
 Discipline Border and Regional Studies  New Minor  New Certificate  Delete Program  
 New Credential  New Track, Emphasis or Concentration  Discontinue Program

All new degree major programs and certain new options are submitted for Chancellor's Office approval by the Vice President for Academic Affairs. Program changes, discontinuations, and deletions are sent as information items.

**TITLE OF DEGREE PROGRAM: Bachelor of Arts in Border and Regional Studies**

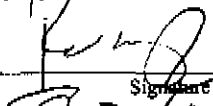
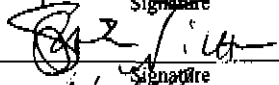

Enter a brief summary of the purpose of this proposal.

The Bachelor of Arts degree in Border and Regional Studies (BRS) offers an interdisciplinary exploration of the communities and spaces that emerge in border regions. The major systematically examines the results of human interactions across the borders that divide people and places. From an investigation of the U.S./Mexico border (as an example of how an international boundary shapes a region) on through the study of other types of borders, the goal of the BRS curriculum is to provide an understanding of how communities take shape by exploring the interrelationship of diverse groups across the boundaries that delimit them.

Building on the strengths and areas of specialization of an interdisciplinary departmental faculty, the B.A. in Border and Regional Studies serves as preparation for careers in education and a wide range of other fields, or for post-graduate studies in urban and regional planning, demography, linguistics, area studies, public policy, and other social sciences. Applied work within the BRS curriculum provides valuable experiences for students considering public or private sector careers in national or international border regions.

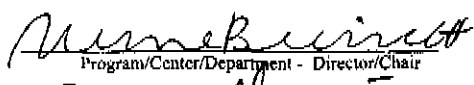

The B.A. in Border and Regional Studies will be offered by the Liberal Studies Department faculty, and will constitute an additional major in the Liberal Studies Department.

Does this proposal impact other disciplines?  Yes  No  
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.


<u>Sociology</u> Discipline	 Signature	<u>11/17/03</u> Date	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose
<u>Political Science</u> Discipline	 Signature	<u>11/18/03</u> Date	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose
<u>Economics</u> Discipline	 Signature	<u>11/24/03</u> Date	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose

If additional space is needed to complete this form, use supplementary sheets.

**REVIEW PROCESS**

<u>Vivienne Bennett</u> Originator (Please Print)	<u>11-14-03</u> Date	_____	_____
		Library and Information Services	Date
 Program/Center/Department - Director/Chair	<u>11-14-03</u> Date	_____	_____
		Computing & Telecommunications	Date
 College Curriculum Committee	<u>5/12/04</u> Date	_____	_____
		Campus Physical Planning (if applicable)	Date

**APPROVAL PROCESS**

 College Dean (or Designee)	<u>5/12/04</u> Date	4. _____	_____
		Vice President for Academic Affairs (or Designee)	Date

CALIFORNIA STATE UNIVERSITY SAN MARCOS

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PROGRAM PROPOSAL - Form P

COLLEGE Arts & Sciences  New Major  New Option  Change to Program  
 New Minor  New Certificate  Delete Program  
 Discipline \_\_\_\_\_  New Credential  New Track, Emphasis or Concentration  Discontinuc Program

All new degree major programs and certain new options are submitted for Chancellor's Office approval by the Vice President for Academic Affairs. Program changes, discontinuations, and deletions are sent as information items.

TITLE OF DEGREE PROGRAM: Bachelor of Arts in Border and Regional Studies

Enter a brief summary of the purpose of this proposal.

Does this proposal impact other disciplines?  Yes  No  
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

<u>Ethnic Studies</u> Discipline	<u>[Signature]</u> Signature	<u>4/13/05</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
<u>Global Studies</u> Discipline	<u>[Signature]</u> Signature	<u>4/13/05</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
<u>LTWR</u> Discipline	<u>[Signature]</u> Signature	<u>April 13, 05</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
<u>[Signature]</u> Discipline	<u>[Signature]</u> Signature	<u>4/15/05</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose

1 To: Academic Senators  
2 From: University Curriculum Committee  
3 Date: 4/18/05  
4 RE: UCC Recommendation on Proposed BA in Border and Regional Studies  
5

6 Motion:

7 The UCC recommends the BRS proposal for approval by the Academic Senate.  
8

9 Comments about the UCC review:

10 The UCC thanks the originator of the proposal, Dr. Vivienne Bennett, for working  
11 so collegially with us during the review process.

12 This proposed major presents students with the opportunity to study borders and  
13 regions in a global context. Specifically, the BRS major uses a social-science,  
14 interdisciplinary approach to address international, regional, class, and cultural  
15 boundaries. In the P-Form, the Liberal Studies faculty argue that their collective expertise  
16 (e.g. US/Mexico border region, Latin American studies, medical sociology, linguistics)  
17 allows them to support a program that innovates by examining not just actual borders and  
18 border areas but also “conceptual borders.” Additionally, they argue that this program  
19 serves an unmet student need and does so by complementing but not duplicating efforts  
20 in other programs.

21 The proposed major does not limit itself to the study of the US/Mexico border.  
22 The case of the US/Mexico border will serve as an important example, but the proposed  
23 courses (new and changed) will provide students the opportunity to examine other  
24 borders/regions of the world. The UCC was concerned that students might be confused  
25 by this broadened use of the term border when it more frequently is used to refer  
26 specifically to the US/Mexico border, but we are persuaded by the originator that the  
27 department will actively promote the program and provide sound advising on the matter.

28 The UCC hopes that the current faculty and future hires will work to develop  
29 courses and course components that will offer students opportunities for in-depth study of  
30 important regions such as the Pacific Rim, the US/Canada border, and post-colonial  
31 Africa. The UCC is glad that the department has stated its interest in collaborating with  
32 colleagues who are working on emerging and future programs to better serve student  
33 interests and needs.

## BUDGET & LONG RANGE PLANNING COMMITTEE

### Review of Proposed Bachelor of Arts degree in **Border and Regional Studies**

The Budget and Long Range Planning Committee (BLP) has investigated and discussed the P-Form for a BA program in Border and Regional Studies (BRS). BLP has reviewed the immediate and long range prospects for this proposed degree program and has considered the resource implications of initiating the degree. BLP submits the following analysis of the impact of this program to the Academic Senate to guide Senators in their consideration of this proposal.

BLP concurs with those proposing the program that Border and Regional Studies will fill a defined need in our region, as noted by leaders of our region, including the San Diego Association of Governments (SANDAG). For example, in Fall 04 the SANDAG Board of Directors approved their Regional Comprehensive Plan (RCP) which included as one of the innovations the incorporation of a border and regional perspective. In this report SANDAG defined the need for a Bachelor of Arts program that will shape professionals to work with the complexities of binational and interregional planning. Broadening the likely appeal of the program, BRS defines "borders" as regional (e.g., geographic in nature) and conceptual (e.g., language, gender, ethnic, class, etc.). BLP members recognize the need and likely student interest in such a program.

The proposers of the degree program are to be commended for making good use of existing equipment and resources already in place. As a result of their innovative design, this program brings together the expertise of our existing faculty members to collaborate on a common goal and to address important issues of our region. As a result, the impact of implementing this new program appears minimal. More specifically, much of the equipment and necessary faculty is already in place and is sufficient to begin the program. Potential impact on PC labs should remain consistent with current demands from Liberal Studies programs and over time, the need for PC lab usage will likely increase with or without the addition of this new program.

BLP would like to suggest that the BRS faculty consider how they might address substantial growth concerns should enrollment increase more quickly than anticipated. Members of BLP can imagine this program becoming more focused over time in ways that address two specific areas of need. First would be more professionally oriented planning and policy needs as described by SANDAG and the second falling along the current lines of Liberal Studies Teacher Preparation curriculum. We would ask Liberal Studies/BRS faculty to begin to plan for and anticipate the resource needs should these two foci diverge.

Our investigation of estimated library related costs shows that these were underestimated as they were based on two year old costs that were optimistic even at that time. BLP recognizes that either more money will be needed to address the list of additional library resources requested or BRS will need to be more patient in realizing their library resource request.

In closing, BLP would like to express our appreciation to the originators of the proposal for their collegiality and their quick responses to our many questions throughout the review process.

## MINOR IN GLOBAL STUDIES

**Office:**

CRA 6132

**Telephone:**

(760) 750-8050

**Program Coordinator:**

Scott Greenwood, Ph.D.

**Faculty:**

*Economics*

Ranjeeta Ghiara, Ph.D.

Robert Rider, Ph.D.

*History*

Reuben Mekenye, Ph.D.

Carmen Nava, Ph.D.

Kimber Quinney, Ph.D.

Jasamin Rostam-Kolayi, Ph.D.

Patricia Seleski, Ph.D.

Alyssa Sepinwall, Ph.D.

Zhiwei Xiao, Ph.D.

*Liberal Studies*

Jorge Riquelme, Ph.D.

Aníbal Yáñez-Chávez, Ph.D.

Kimberley Knowles-Yáñez, Ph.D.

*Literature and Writing*

Salah Moukhlis, Ph.D.

*Philosophy*

Manuel Arriaga, Ph.D.

*Political Science*

M. Kent Bolton, Ph.D.

Scott Greenwood, Ph.D.

Cyrus Masroori, Ph.D.

Cynthia Chavez Metoyer, Ph.D.

Pamela Stricker, Ph.D.

*World Languages and Hispanic Literatures*

Veronica Anover, Ph.D.

Jill Pellettieri, Ph.D.

*Women's Studies*  
Linda Pershing, Ph.D.

**Program Offered:**

● **Minor in Global Studies**

The purpose of the Minor in Global Studies is to provide students with the opportunity to study international affairs from a variety of disciplinary perspectives. Students can choose from an approved list of courses from Economics, History, Liberal Studies, Literature and Writing, Political Science, World Languages and Literatures, and Women Studies. The Minor allows students to specialize in one of five geographic regions: the Americas, Asia, Europe, the Middle East and North Africa, or Sub-Saharan Africa, and one of four global issue areas: Global Security, Global Political Economy and Development, Comparative Global Issues, and Gender in the International System. The Global Studies Minor will be useful to students pursuing careers in education, international business, international development, international organizations (e.g., United Nations), law, non-governmental organizations focusing on international affairs (e.g., Amnesty International, “think tanks” such as the Heritage Foundation), public service, and graduate study in related fields.

**Requirements for a Minor in Global Studies**

Completion of eighteen (18) units of credit, twelve (12) of which must be electives at the upper-division level.

	<b>Units</b>
a. <i>World History/World Geography</i>	3
One of the following courses: HIST 202 or GEOG 201	
b. <i>Comparative Politics/International Relations</i>	3
One of the following courses: PSCI 331 or PSCI 350	

HIST 202 and PSCI 331 are recommended for students interested in studying a specific region of the world while PSCI 350 and GEOG 201 are recommended for students interested in studying the international system. Political Science majors may “double count” PSCI 331 or PSCI 350 for both their major and the Global Studies Minor.

c. <i>Upper Division Electives</i>	12
------------------------------------	----

Students must complete at least twelve units of upper-division work for the Minor, mutually exclusive of coursework applied to their Major; that is, students may “double-count” no more than six units of upper division coursework for the Global Studies minor and their major.



Students must select two courses from different disciplines in one geographic area (courses used to satisfy the geographic area requirement cannot also be used to satisfy the global issues requirement):

*The Americas*

BRS 455 Political Economy of the US-Mexico Border Region (proposed new course)  
GEOG 305 The US-Mexico Border (proposed new course)  
HIST 352 Mexico, Past and Present  
HIST 355 Women in Latin America  
HIST 356 Culture and Identity in Latin America  
HIST 359 A History of Brazil  
PSCI 338 Topics in Latin American Politics  
PSCI 341 Latin American Politics Through Film  
PSCI 348 Government and Politics of a Selected Nation-State\*  
PSCI 449 Topics in Comparative Politics\*  
PSCI 357 Foreign Policy of a Selected Nation-State\*  
PSCI 361 US-Latin American Relations  
PSCI 362 International Relations in a Selected Region\*  
SPAN 350B Spanish American Civilization  
WLAN 370 Literature of the Spanish and Portuguese-Speaking World\*

\*Where course content is appropriate to the Americas

*Asia*

HIST 363 China in Revolution  
HIST 364 Image and Reality—Film and Modern Chinese History  
HIST 365 Tradition and Change in Japan  
PHIL 318 Non-Western Philosophy  
PSCI 348 Government and Politics of a Selected Nation-State\*  
PSCI 449 Topics in Comparative Politics\*  
PSCI 357 Foreign Policy of a Selected Nation-State\*  
PSCI 358 America in Vietnam—The Vietnam War  
PSCI 362 International Relations in a Selected Region\*

\*Where course content is appropriate to Asia

*Europe*

FREN 315 Reading and Analysis of French and Francophone Literary Texts  
FREN 350 Civilization and Culture of France and Francophone World  
GRMN 315 Exploring German Literature  
GRMN 350 Civilization and Culture of German Speaking Countries  
HIST 307 The Politics of Irish Nationalism  
HIST 308 National Cinema and National History in 20<sup>th</sup> Century Europe  
HIST 322 Interwar Europe, 1919-1939  
HIST 323 Society and Culture in Modern Europe  
HIST 324 The Enlightenment and European Society

HIST 325 Revolutionary Europe  
HIST 326 Europe Since 1945  
HIST 327 Women in Modern Europe  
HIST 381 Comparative French Colonialism: From the Caribbean to Indochina  
HIST 382 Travel and Contact in the Early Modern World\*  
HIST 388 History of War in Modern Society  
LTWR 308A English Literature I  
LTWR 308B English Literature II  
LTWR 402 Studies in Shakespeare  
PSCI 335 European Politics  
PSCI 348 Government and Politics of a Selected Nation-State\*  
PSCI 357 Foreign Policy of a Selected Nation-State\*  
PSCI 362 International Relations in a Selected Region\*  
PSCI 397 Comparative Public Policy: US and Europe  
SPAN 350A Spanish Civilization  
WLAN 370 Literature of the Spanish and Portuguese-Speaking World\*

\*Where course content is appropriate to Europe

#### *Middle East and North Africa*

HIST 384 Women and Gender in the Middle East  
HIST 385 Modern Middle East  
PSCI 339 Middle East Politics  
PSCI 348 Government and Politics of a Selected Nation-State\*  
PSCI 364A Arab Israeli Conflict: Origins to 1948  
PSCI 364B Arab-Israeli Conflict: 1948 to the Present  
PSCI 375 Islamic Political Thought (proposed new course)  
PSCI 449 Topics in Comparative Politics\*  
PSCI 357 Foreign Policy of a Selected Nation-State\*  
PSCI 362 International Relations in a Selected Region\*

\*Where course content is appropriate to the Middle East and North Africa

#### *Sub-Saharan Africa*

HIST 371 Modern African History  
HIST 374 Africa Under European Imperialism 1880-1975  
HIST 375 African Nationalism and Independence  
PSCI 337 African Politics  
PSCI 348 Government and Politics of a Selected Nation-State\*  
PSCI 449 Topics in Comparative Politics\*  
PSCI 357 Foreign Policy of a Selected Nation-State\*  
PSCI 362 International Relations in a Selected Region\*

\*Where course content is appropriate to Sub-Saharan Africa

#### *Variable Content Courses*

For each of the geographic areas listed above students may petition to have the following variable content courses approved for geographic area credit when the course syllabus is appropriate to one specific geographic area of the world:

LTWR 302 Topics in Literature  
LTWR 320 Sacred Texts  
LTWR 330 Poetry  
LTWR 331 Fiction  
LTWR 332 Non-Fiction  
LTWR 333 Drama  
LTWR 410 Global Literature I  
LTWR 420 Global Literature II  
LTWR 430 Major Periods and Movements  
LTWR 503 Literary Period or Movement  
LTWR 504 Advanced Author Studies  
WLAN 331 World Languages and their Speakers

**and** two courses from different disciplines in one global issue area (courses used to satisfy the global issues requirement cannot also be used to satisfy the geographic area requirement):

*Global Security*

BRS 306 Border and Regional Studies (proposed new course)  
BRS 395 Comparative Border and Regional Studies (proposed new course)  
HIST 306 History of Internationalism and Human Rights  
HIST 349 Foreign Policy of the United States  
HIST 381 Comparative French Colonialism: From the Caribbean to Indochina  
HIST 388 History of War in Modern Society  
PSCI 355 US Foreign Policy  
PSCI 358 America in Vietnam—The Vietnam War  
PSCI 361 US-Latin American Relations  
PSCI 357 Foreign Policy of a Selected Nation-State  
PSCI 364A Arab Israeli Conflict: Origins to 1948  
PSCI 364B Arab-Israeli Conflict: 1948 to the Present  
PSCI 362 International Relations in a Selected Region  
PSCI 365 International Organization and Law  
PSCI 366 Model United Nations (proposed new course)  
PSCI 450 Theories of International Relations  
PSCI 455 National Security Institutions and Policy  
PSCI 461 International Conflict, War, and Peace  
PSCI 469 Topics in International Relations

*Global Political Economy and Development*

BRS 306 Border and Regional Studies (proposed new course)  
BRS 395 Comparative Border and Regional Studies (proposed new course)  
BRS 455 Political Economy of the US-Mexico Border Region (proposed new course)  
ECON 441 International Economics: Trade  
ECON 442 Economics of Development  
ECON 443 International Economics: Money

ECON/PSCI/WMST 445 Gender and Development  
HIST 389/PSCI 363 Historical Transformation of Money and Power  
PSCI 396 Green Planet Politics  
PSCI 431 Global Development  
PSCI 460 Global Money and Power  
WMST 375 Women Changing Our World

*Comparative Global Issues*

BRS 400 Comparative Border and Regional Studies (proposed new course)  
ECON 311 Comparative Economic Systems  
ECON/PSCI/WMST 445 Gender and Development  
HIST 381 Comparative French Colonialism: From the Caribbean to Indochina  
HIST 382 Travel and Contact in the Early Modern World  
HIST 383 Women and Jewish History  
LTWR 310 Folklore and Mythology  
LTWR 320 Sacred Texts  
LTWR 410 Global Literature I  
LTWR 420 Global Literature II  
PSCI 396 Green Planet Politics  
PSCI 397 Comparative Social Policy: US and Europe  
PSCI 431 Global Development  
PSCI 434 Comparative Public Policy  
PSCI 460 Global Money and Power  
SPAN 315 Reading and Analysis of Hispanic Literature Texts

*Gender in the International System*

ECON/PSCI/WMST 445 Gender and Development  
HIST 316 Gender and Authority in Medieval and Early Modern Europe  
HIST 327 Women in Modern Europe  
HIST 355 Women in Latin America  
HIST 383 Women and Jewish History  
HIST 384 Women and Gender in the Middle East  
WMST 375 Women Changing Our World  
WMST 490 Feminist Perspectives: Theory and Research

Additional courses may be approved to satisfy these requirements as additional courses are added to the University curriculum. Students may obtain the most current list of approved courses from the Program Coordinator, a Staff Advisor, or at the Political Science Department office.

**Total Units**

**18**

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**PROGRAM PROPOSAL - Form P**

COLLEGE Arts and Sciences New Major \_\_\_\_\_ New Option \_\_\_\_\_ Change to Program \_\_\_\_\_  
 Discipline GLOBAL STUDIES  New Minor \_\_\_\_\_ New Certificate \_\_\_\_\_ Delete Program \_\_\_\_\_  
 \_\_\_\_\_ New Credential \_\_\_\_\_ New Track, Emphasis \_\_\_\_\_ Discontinue Program \_\_\_\_\_  
 or Concentration \_\_\_\_\_

All new degree major programs and certain new options are submitted for Chancellor's Office approval by the Vice President for Academic Affairs. Program changes, discontinuations, and deletions are sent as information items.

TITLE OF DEGREE PROGRAM: Global Studies

Enter a brief summary of the purpose of this proposal.

This proposal calls for the establishment of a Minor in Global Studies in furtherance of the university's goals of creating a global curriculum, providing students with an international perspective, and promoting understanding of different cultures.

Does this proposal impact other disciplines?  Yes \_\_\_\_\_ No  
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

<u>History</u>	<u>[Signature]</u>	<u>3/15/04</u>	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Discipline	Signature	Date		
<u>Economics</u>	<u>[Signature]</u>	<u>3/15/04</u>	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Discipline	Signature	Date		
<u>LTWR</u>	<u>[Signature]</u>	<u>22 April 04</u>	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Discipline	Signature	Date		

If additional space is needed to complete this form, use supplementary sheets.

**REVIEW PROCESS**

<u>[Signature]</u> <u>Scott Greenwood</u>	<u>3/15/04</u>	_____	_____
Originator (Please Print)	Date	Library and Information Services	Date
<u>[Signature]</u>	<u>3-19-04</u>	_____	_____
Program Officer/Department - Director/Chair	Date	Computing & Telecommunications	Date
<u>[Signature]</u>	<u>11/10/14</u>	_____	_____
College Curriculum Committee	Date	Campus Physical Planning (if applicable)	Date

**APPROVAL PROCESS**

1. <u>[Signature]</u>	<u>11/10/14</u>	4. _____	_____
College Dean (or Designee)	Date	Vice President for Academic Affairs (or Designee)	Date
2a. _____	_____	5. _____	_____
Academic Planning and Policy Committee	Date	President (or Designee)	Date
2b. _____	_____	6. _____	_____
Budget and Long Range Planning (if applicable)	Date	Date to Chancellor's Office	
3. _____	_____		
Academic Senate	Date		

Supplemental Signatures Page for Global Studies Minor P-Form

LBST Wm B. B. B. B. B. Approve  Disapprove

\_\_\_\_\_ Approve  Disapprove

PHIL [Signature] Approve  Disapprove

WMST L. Pershing Approve  Disapprove

WLAN \_\_\_\_\_ Approve  Disapprove

COBA [Signature] Approve  Disapprove

\_\_\_\_\_ Approve  Disapprove

\_\_\_\_\_ Approve  Disapprove

Statement from BLP:

#### Review of Global Studies

BLP has reviewed and discussed the P-form for the minor in Global Studies. We note that the program depends upon no new courses; rather students can complete the minor taking courses already in the schedule of classes and offered with regularity by departments in the College of Arts and Sciences. The minor seems to have little or no implications for increased instructional resources. The proposer has found an academic department willing to house the minor as an administrative home and the Dean's office has committed a nominal sum to support additional administrative, operations and duplication needs.

BLP finds that this program has minimal impact on university resources and submits this conclusion to Academic Senators to weigh in considering approval.

1 **CALIFORNIA STATE UNIVERSITY SAN MARCOS**

2  
3 **Academic Senate**  
4 **Student Affairs Committee (SAC)**

5  
6 **REPORT ON DISABLED STUDENT ISSUES**

7  
8 **May 4, 2005**

9 *The California State University is committed to providing opportunities for higher*  
10 *education to students with disabilities in its student enrollment, and to make its*  
11 *programs, activities and facilities fully accessible to persons with disabilities*  
12 *(California State University Policy for the Provision of Accommodations and Support Services*  
13 *to Students with Disabilities).*

14 *The Student Affairs Committee shall provide advice and recommend policy on all*  
15 *student issues including but not limited to policies and procedures related to*  
16 *academic environments, student government, student diversity, student*  
17 *organizations or activities, athletics, student discipline and welfare, student*  
18 *research competition, lottery grants, and matters concerning admissions,*  
19 *retention, advising, and commencement. In pursuit of these duties, the committee*  
20 *may create ad hoc subcommittees. (Article 6.13.1: Student Affairs Committee Duties)*

21

<b>SAC Members (AY 2004-2005)</b>					
<b>Name</b>	<b>Representing</b>	<b>Term</b>	<b>Phone</b> (760) 750-	<b>E-mail</b> @csusm.edu	<b>Voting</b>
Melanie Chu, <i>Co-chair</i>	Library faculty	03-05	4378	Mchu	Yes
Jorge Riquelme, <i>Co-chair</i>	Faculty at large	04-06	8021	Jriquelm	Yes
Rocio Guillen	CoAS faculty	04-05	8046	Rguillen	Yes
Jeffrey Kohles	CoBA faculty	03-05	4237	Jkohles	Yes
Moses Ochanji	CoE faculty	04-06	8546	Mochanji	Yes
Andre Kundgen	Faculty at large	04-06	8070	Akundgen	Yes
Jonathan Poullard	VPSA	NA	4935	Jpoullar	No
Bennett Cherry	Faculty Athletic Liaison	NA	4217	Bcherry	No
Shannon Barnett	ASI	NA	4990	Barne029	No



23 **SUMMARY**  
24

25 On September 15, 2004, SAC was asked by the Academic Senate Executive Committee to obtain information  
26 and make recommendations on issues concerning classrooms accommodating disabled students. After a full  
27 academic year of research concerning this matter, it became apparent to the SAC members that a number of  
28 other critical and related issues concerning the equal access to educational opportunities and the overall  
29 welfare of disabled students on our campus needed to be addressed as well. Rather than deal with these issues  
30 in a reactive and disjointed fashion possibly resulting in piecemeal solutions, SAC urges the university to  
31 establish a standing committee on Disability Access and Compliance as mandated by the California State  
32 University Policy on Disability Support and Accommodations (Executive Order 926) charged with the  
33 responsibility of developing a disability support and accommodation program which addresses the needs of  
34 disabled students in a comprehensive, timely and effective manner.  
35

36 Although the university seems to be in compliance with federal and state laws and regulations on matters  
37 involving the welfare of disabled students, SAC is deeply concerned with the lack of guidelines concerning  
38 faculty responsibilities toward disabled students in the event of an emergency - particularly during instruction  
39 time. Although the California Government Code declares all public employees "disaster service workers" in  
40 the event of a major disaster, there are no guidelines on how faculty can assist students with disabilities in such  
41 a situation. In this specific area SAC feels that the university is vulnerable to litigation in the event of  
42 injuries/deaths which could have been prevented if faculty had received appropriate training on emergency  
43 preparedness and response.  
44

45 SAC believes that beyond what is mandated by law our campus should always aspire to offer an academic  
46 environment that is more responsive and welcoming to our diverse student body, especially to members of the  
47 disabled community. SAC urges faculty to become more aware of the needs of disabled students and that the  
48 university provide faculty appropriate and regular training on matters concerning the welfare of disabled  
49 students on our campus. In this report we list issues of concern to the disabled community that were brought to  
50 SAC's attention by students, faculty and staff and makes recommendations for immediate action.  
51

52 The information contained in this report is a summary based on: interviews conducted with staff, faculty, and  
53 students; meetings attended; review of documents and policies; and, *in situ* visits to various campus settings.  
54 The report is illustrative of some disabled student issues, but it is by no means a comprehensive or definitive  
55 study on these matters.  
56

57 **I – Emergency Preparedness-Faculty Responsibilities During Emergencies**  
58

59 The faculty has not received appropriate and regular training on classroom emergency procedures (e.g.,  
60 shelter-in-place, lockdown, evacuation, etc.) and how to assist students with disabilities. This situation makes  
61 the university vulnerable to litigation in the event of injuries/deaths that could have been prevented if faculty  
62 had received appropriate training on emergency preparedness and response.  
63

64 During the peak hours of classroom use (9:00 AM-2:30 PM), there is an average of 2000 students attending  
65 classes. Thus, in the event of an emergency during instruction hours, faculty training and readiness can have a  
66 significant impact on student safety. Surprisingly, the University's Emergency Management Plan, 2004-2006,  
67 is silent regarding faculty responsibilities toward students in the event of an emergency during instruction time.  
68 Regarding disabled students, the Plan only mentions in passing the following: "Disabled Student Services will  
69 assist in evacuating the disabled."  
70

71 John Segoria, Director of the Office of Disabled Student Services (DSS), noted that "we really do not have a  
72 safe mechanism for the evacuation of disabled individuals from our campus buildings...there is no procedure  
73 for our campus to evacuate a person using a wheelchair from a building with an elevator that is inoperable  
74 either due to mechanical failure or an emergency situation."  
75

76 According to John Segoria, the University has approximately 180 disabled students officially registered in his  
77 office. This figure, however, does not include the universe of disabled students in our campus since not all  
78 disabled students register with DSS (John Segoria also pointed out that certain disabilities are temporary and  
79 therefore the numbers fluctuate periodically). Any emergency planning should be aware of a possible gap  
80 between registered and actual numbers of students with disabilities.

81  
82

*Student Testimony: "I don't know what I or any other disabled student in a wheelchair would do, in the case of an earthquake or a fire. For example, last semester the fire alarm went off while I was in class on the third floor of University Hall (room 373). I was previously told by John Segoria that if that happens, all the doors leading to the elevators automatically close and I believe, also lock. I began to panic but my professor checked the door, and fortunately it was not locked, so I took a risk and got in the elevator, hoping it was a false alarm, or a purposeful drill. If the situation were real, I think the only way to get me down quickly is to abandon my power chair and be carried down by more than one person."*

83  
84

**Recommendations**

- 85 1. Members of the Standardized Emergency Management System (SEMS) team should conduct on-  
86 going training sessions for faculty on how to assist disabled students in cases of emergencies.
- 87
- 88 2. The current University Police operating procedures for evacuating persons with disabilities should be  
89 revised to address what to do in cases where volunteers are not present or have died as a result of the  
90 emergency.
- 91
- 92 3. Two disabled students should be appointed to the creation of a Sub-Committee of SEMS (preferably  
93 the Planning Team Section of SEMS) in order to address specific emergency needs that may currently  
94 be unknown.
- 95
- 96 4. Implement John Segoria's recommendation involving the purchase of lift chairs for each building on  
97 campus. The cost of each chair would be approximately \$2,000.00, and the actual location of the  
98 chairs would be determined in consultation with Facilities Management, Risk Management, and the  
99 Office of DSS. This would cut down on the response time of safely evacuating persons in wheelchairs,  
100 while helping improve their overall safety in emergency situations. Picture placards should be made  
101 for each installed chair (similar to the ones found on airplanes) describing the function of the lift chair  
102 and how to operate it in cases of emergencies.

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**II – Access to Buildings**

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106 The blue automatic opening buttons for doors many times are not turned "on" on each side of academic  
107 building doors. Other buildings have the button on the inside of the building and not on the outside (e.g. 6<sup>th</sup>  
108 floor Craven). The buttons operate by an on/off switch, and Facilities/Public Safety turns many off at night and  
109 then they are turned on in the morning. Nearly every time John Segoria is called to look at a "broken" door, he  
110 finds that the button is simply on the "off" position. This is merely a matter of flipping the switch on or  
111 notifying Facilities right away.

112  
113 Doors, like 4<sup>th</sup> floor ACD, where the door opens and shuts quickly are also problematic for blind students or  
114 students in wheelchairs.

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*Student Testimony: "I think it's very important to note that the buttons that open the doors automatically need to be checked regularly. John Segoria once mentioned that the law states that those buttons are not mandatory for all doors; I don't agree with this law, but if that's the case, then I don't understand the point of a button that (1.) Is never "On" to do its job, and (2.) Why a button would be put on the inside of the building and not on the outside to assist from both directions?"*

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**Recommendations**

1. Facilities/Public Safety should more carefully monitor the activation and de-activation of these automatic buttons in the morning and at night.
2. Poorly functioning doors and elevator buttons are a maintenance issue and need to be reported immediately.

**III – Classrooms Accommodating Disabled Students**

The Executive Committee asked SAC to determine if all classrooms were set up to accommodate disabled students. Knowing which classrooms are particularly accommodating would be helpful for scheduling purposes. SAC was informed by John Segoria that this isn't a matter of the classrooms not being wheelchair friendly; it is a matter of having too many desks packed into tiny classrooms. This is particularly problematic near the entrance to the classroom, as it is difficult to maneuver a wheelchair around the desks, tables and equipment (e.g., a projector), and an inward opening door. Faculty many times are not aware of the problem and, therefore, don't keep an eye on this situation. While facilities may arrange desks periodically, desks are often moved around quite frequently as classroom teaching activities and instructors change throughout the day.

The proper placement of accessible furniture in classrooms for disabled students continues to be a problem. The issue is not so much that the classrooms do not have the appropriate furniture; rather, accessible furniture is often being moved around in classes before and after the student who actually needs them gets to class.

The office of Disabled Student Services currently engages in the following activities to ensure accessible classrooms for students in wheelchairs:

- a. provides feedback to new building committees on classroom accessibility issues;
- b. reviews blueprints for all new campus buildings;
- c. requests Group II funds be used to purchase one ergonomic task-type chair and one adjustable table for new classrooms;
- d. moves classes of students with larger wheelchairs to more accessible classrooms at the beginning of the semester (in conjunction with David Barsky's office).

***Student Testimony:*** “As for the classrooms themselves, I can think of three in particular that are not wheelchair friendly: ACD 303, 402, and 406. In ACD 303 I believe there were over 40 students, and it is a very narrow room. For me, due to my chair it's better to get as close as possible to the front of the room. With so many desks in the room, there was a very narrow pathway to get through. And every time someone would come in, I would have to invade the space of the teacher to let others through, which would be very disruptive if lecture had started. Even simply opening the door meant hitting some ones desk. I believe there should be a limit of 20 to 25 students in that room. ACD 402 is the same story even though it is much wider than 303. There are too many desks clustered together right when you enter the room (which is the front of the room) and there's nowhere to move them, unless we put them outside, which we don't in case someone needs a desk to sit in. In this classroom we have I believe over thirty people, five to ten less would be ideal. I end up dragging a desk with me almost every time I turn my chair to leave the room. ACD 406 is the worst for a wheelchair because there are long tables in this room as opposed to individual desks, although there are a few up against the wall. There's only one way to position the tables for them to be affective—facing the board. But they are too long and block the way to the front. Also, it is very difficult to turn the chair around in this room to get out the door, which leaves no choice but to back out, while holding the door open which is very difficult if I'm the last one out of the classroom. I'm left handed, and maneuver the joystick on my chair with this hand, and in order to hold the door open and get out of this class, I have to open with the left, and maneuver with the right which is very uncomfortable and takes a very long time. This room would be much better with individual desks.”

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**Recommendation**

1. A communication strategy (perhaps from DSS, Academic Affairs, etc.) should be implemented to educate faculty about these problem so they may help address them in an effective manner. Many of the classrooms have accessible tables and chairs which have been strategically place for the use of students with disabilities. It is essential that any accessible classroom furniture be left alone and not moved into another location unless it is to facilitate access for a student in need.

**IV - Access to Technology and Technology-Mediated Instruction for Students with Disabilities**

***Closed Captioning Videos for Deaf Students***

As of October 2004, only about 20 percent of the University’s video collection was closed captioned. John Segoria believes that the campus needs to establish a policy in which only captioned videos and DVDs are purchased, as has been the practice for the Library for the past three years when such videos and DVDs are available. However, it is understood that there are videos and DVDs that might not be available in captioned format that are deemed to be critical for classroom instruction. In this situation, it will be expected that the cost of captioning such a video or DVD will be incurred by the faculty members appropriate college.

Despite “smart classroom” technology, not all video projectors on campus are able to read and display captions. John Segoria suggested IITS purchase closed captioning decoding devices. As of July 2004 only three decoders were available on campus (three additional recorders were ordered in April 2005). These decoders are installed in classrooms on a semester and as-needed basis.

According to John Segoria, many disabled students do not register with DSS. Like other students, DSS students change classes often. For these two reasons, John Segoria proposes that all classrooms have appropriate closed captioning technology, rather than identifying DSS-friendly rooms for DSS students during class registration. John Segoria has requested that CSU Chancellor Purchaser require projectors with closed captioning capabilities, or that projectors come packaged with decoders.

**Recommendations**

1. Library should continue its current practice of acquiring captioned media when available.
2. For all new classrooms on campus, and as existing projectors are replaced, projectors installed should have closed captioning display capabilities.
3. Additional decoders should be purchased as more deaf and/or hearing impaired students enroll.
4. Adequate resources should be provided for necessary outsourcing of closed captioning.
5. The CSU Chancellor should request major vendors to include closed captioning in media. The CSU Chancellor should also request a blanket release from the main video publishers to allow campuses to legally caption non-captioned videos as needed.

***Internet and Course Web pages***

Technology, such as access to the internet and course web pages, is an important aspect of the educational experience. However it can also become a “barrier to equal opportunity” for students with disabilities, such as deafness, blindness, color-blindness or other physical impairments. Under existing state and federal legislation universities in the CSU system are expected to remove such barriers. To this end the CSU system is preparing “CSU guidelines for assuring students with disabilities access to technology and technology-mediated

201 instruction”. Furthermore IITS is actively trying to address many of the arising issues with the resources  
202 available to them.

203  
204 **Recommendations**

- 205 1. The university should implement these important CSU guidelines as soon as they become final, by  
206 requesting and allocating the necessary resources.  
207  
208 2. We recommend that IITS be allocated the necessary fiscal resources to facilitate the continued  
209 acquisition and updating of the required technological resources to support web accessibility for all  
210 disabled users. In addition, adequate staffing will be needed to assist the faculty in ensuring their  
211 websites and online instructional tools meet all state and federal accessibility guidelines.  
212

213 **V- Access to Parking for Students with Disabilities**

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215 While the main parking issue for the general student population is the availability of parking spaces, the main  
216 issue for students with disabilities is the location of their designated parking spaces. Parking issues related to  
217 students with disabilities arise from the initial physical master plan of the university, which envisioned the  
218 campus as a Mediterranean hill town with a broad pedestrian promenade. Being a campus on the hill brings  
219 with it mobility issue for students in wheel chairs. While it may be easy to push the wheel chair in one  
220 direction (down the hill) the reverse journey is an up hill task for the disabled students.  
221

222 It is evident that the university meets the Americans with Disabilities Act (ADA) standards. However, this has  
223 not solved all problems encountered by students with disabilities. As the university grows so does the number  
224 of complaints from students about lack of disabled parking spaces immediately next to buildings where they  
225 attend classes and the library. The most impacted buildings are the Kellogg Library, University Hall,  
226 Academic Hall and the Arts Building.  
227

“Extreme concern was expressed by many members of DIAC regarding the lack of disabled parking spaces adjacent to the new Kellogg Library as well as University Hall and the Arts Building. Having well distributed disabled parking spaces spread throughout the campus will go a long way in providing favorable first impression to members of the disabled community.”

228  
229 **Recommendations**

- 230 1. Re-evaluate the university master plan for the need to include disabled parking immediately adjacent  
231 to campus building. There are areas behind the Arts building and University Hall, which could be  
232 utilized to house a limited number of disabled parking spaces. This will require the improvement of  
233 the service road along the back of the campus for drive through traffic allowing disabled members of  
234 our community to access such potential disabled parking spaces which could be built at several spots  
235 along this road.  
236  
237 2. Create a viable plan to provide disabled parking next to the library. The disabled parking spaces in lot  
238 C are too far away from the library. We recommend the establishment of close perimeter disabled  
239 parking spaces near the library.  
240  
241 3. For disabled students living in the University Village it is a long commute to the classroom area, and  
242 riding a wheel chair up the hill is extremely strenuous. We recommend the introduction of a shuttle  
243 service that can transport students from one end of the campus to the other. This should be equipped  
244 with a wheel chair mount so that students in wheel chairs can easily access the shuttle.  
245  
246 4. As a long-term plan, the university should dedicate small lots of disabled parking spaces in the  
247 perimeter of every new building beyond those in the larger parking areas. We recommend that  
248 proximity of disabled parking spaces for the disabled community be part of the overall construction  
249 plan for all buildings.

## Disabled Student Issues Resolution

WHEREAS, 'The California State University is committed to providing opportunities for higher education to students with disabilities in its student enrollment, and to make its programs, activities and facilities fully accessible to persons with disabilities;'

WHEREAS, 'Disability support and accomodation is a significant component of the California State University academic mission;'

WHEREAS, 'Continuing compliance with the various federal and state disability laws rests upon the assumption that current compliance efforts are retained and periodically updated to respond to changing conditions and to address unforeseen events as they occur;'

WHEREAS, There are several issues concerning the equal educational opportunities and the overall welfare of disabled students that need to be addressed in a more comprehensive, timely and effective manner by the University, as noted in the Report on Disabled Student Issues by the Student Affairs Committee (05/04/05); now, therefore, be it

RESOLVED, That the Academic Senate of Cal State San Marcos requests the President of the University to establish by fall 2005, a standing committee on Disability Access and Compliance as mandated by the California State University Policy on Disability Support and Accommodations (Executive Order 926) charged with the responsibility of developing a disability support and accommodation program, including, but not limited to, addressing the concerns raised and recommendations made in the the Report on Disabled Student Issues by the Student Affairs Committee (05/04/05).

## **MINOR IN GERMAN**

**Office:**  
**University Hall 205**

**Telephone:**  
**750-8076**

**Faculty:**  
Michael Hughes, Ph.D.

### **Program Offered:**

- Minor in German

The German Minor provides a focused development of German language skills and knowledge of the cultures and literatures of German speaking peoples. The Minor offers students a course of study that provides an important supplement or complement to their majors. It aims to provide more tools for understanding globalization while providing students with insights and understanding of the German and Germanic cultures.

The program is designed to develop a high level of communicative competence in all four language skills—listening, reading, speaking, and writing—through a focused collection advanced grammar and composition courses.

Students pursuing the German Minor will be introduced to the German-speaking world through important cultural, economic, political, and social issues presented via readings from the press, German TV, movies, and documentaries, and a variety of literary works from different genres. The German Minor gives students a comprehensive understanding of German-speaking cultures, literatures, and language, while developing enhanced awareness, understanding, and analysis of cultural and social phenomena rooted in a shared language.

### ***German Minor Requirements***

To fulfill the requirements for the German Minor, students must complete the following curriculum, at minimum twelve (12) upper-division units. Entry into the upper-division courses is contingent upon completion of GRMN 202 or demonstration of equivalent proficiency through examination. Students may apply up to six (6) units of upper-division transfer credits toward the Minor. A grade of C (2.0) or better must be earned in each course applied to the Minor.

	<b>Units</b>
I. Lower-Division Preparation for the Minor: Demonstrated Proficiency through GRMN 202	
GRMN 101	4
GRMN 102	4
GRMN 201	3
GRMN 202	3
<i>Total Lower-Division Coursework</i>	<i>0-14</i>
II. Required Upper-Division Coursework:	
GRMN 311	3
GRMN 312	3
GRMN 350	3
III. Upper-Division Elective	3
GRMN 315	
GRMN 318	
GRMN 331	
GRMN 390	
GRMN 395	
HIST 323	
HIST 326	
<i>Total Units</i>	<i>12-26</i>

### **New Courses and Catalog Descriptions**

#### GRMN 331 Introduction to German Linguistics (3)

Introduction to the linguistic analysis and scientific study of the German language. Examines the historical development of German and the relationship of German to other Germanic languages, German phonetics and phonology, morphology and word formation, and syntax. Also addresses German sociolinguistics and dialectology, as well as varieties of German spoken in Eastern Europe and the Americas. *Course conducted in German and English. Prerequisite: GRMN 202 or equivalent.*

#### GRMN 390 Topics in German Literature (3)

Selected topics in German Literature. Topics will vary according to the instructor and semester offered. *Conducted in German. Students should check the Class Schedule for a listing of actual topics. May be repeated for a total of six (6) units of credit as topics change. Prerequisite: GRMN 311 or 312 or equivalent.*



For Academic Programs Office Use Only  
 D.B. \_\_\_\_\_ Catalog \_\_\_\_\_ File \_\_\_\_\_

**PROGRAM PROPOSAL - Form P**

COLLEGE Arts and Sciences \_\_\_\_\_ New Major \_\_\_\_\_ New Option \_\_\_\_\_ Change to Program  
 Discipline World Languages and Hispanic Lit.  New Minor \_\_\_\_\_ New Certificate \_\_\_\_\_ Delete Program  
 \_\_\_\_\_ New Credential \_\_\_\_\_ New Track, Emphasis or Concentration \_\_\_\_\_ Discontinue Program

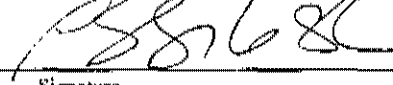
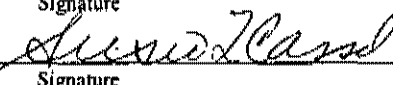
All new degree major programs and certain new options are submitted for Chancellor's Office approval by the Vice President for Academic Affairs. Program changes, discontinuations, and deletions are sent as information items.

TITLE OF DEGREE PROGRAM: German Studies Minor

Enter a brief summary of the purpose of this proposal.



We propose a new course of study called the *German Studies Minor*. The minor is intended to provide CSUSM students with an avenue to pursue the study of the German language, and the cultures of German speaking peoples in greater depth than is currently possible on this campus. German minors may take courses in German language, literature, linguistics, history, and culture. The College Academic Master Plan (CAMP) includes the German minor. The minor was previously approved, but put on hold for lack of a tenure-track professor in German. The World Languages Department hired a tenure-track assistant professor in German in 2002, and is now resubmitting the minor proposal. The campus currently offers basic language instruction in German, and many of the students enrolled in these class have expressed interest in pursuing their knowledge of German language and culture further. There is no major in German, but the minor will be a practical supplement to a major in another field. No new faculty are needed to initiate the minor.

Does this proposal impact other disciplines?  Yes  No  
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.


<u>History</u> Discipline	 Signature	<u>12/17/03</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
<u>LTWR</u> Discipline	 Signature	<u>16 Apr 03</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
_____ Discipline	_____ Signature	_____ Date	_____ Support	_____ Oppose

If additional space is needed to complete this form, use supplementary sheets.

REVIEW PROCESS

<u>Michael Hughes, Ph.D.</u> Originator (Please Print)	<u>12/15/03</u> Date	_____ Library and Information Services	_____ Date
 Program/Center/Department Director/Chair	<u>12/15/03</u> Date	_____ Computing & Telecommunications	_____ Date
 College Curriculum Committee	<u>11/10/03</u> Date	_____ Campus Physical Planning (if applicable)	_____ Date

APPROVAL PROCESS

1.  College Dean (or Designee)	<u>12/10/04</u> Date	4. _____ Vice President for Academic Affairs (or Designee)	_____ Date
2a. _____ Academic Planning and Policy Committee	_____ Date	5. _____ President (or Designee)	_____ Date
2b. _____ Budget and Long Range Planning (if applicable)	_____ Date	6. _____ Date to Chancellor's Office	
3. _____ Academic Senate	_____ Date		

To: Academic Senate  
From: UCC  
Re: Report on Proposed German Minor  
Date: April 28, 2005

The UCC has reviewed the German Minor presented by Department of World Languages and Hispanic Literatures. Some questions were raised about the strength of student demand for German, but the committee saw the value of offering CSUSM students the opportunity to develop skills in German as well as Spanish and French. We assume that the department is committing to regularly offer the courses required in the minor. If that is the case, then we have no reservation about the integrity of the program design. Therefore, we recommend approval.

UCC approved this proposal on 4/11/05 and reported this to BLP for their information. On 4/26, BLP informed us that they had completed their review. UCC promptly brought the matter to the Executive Committee on 4/27, where the item was approved for the Senate agenda on 5/4/05.



# CSUSM'S FACULTY CENTER & IITS ANNOUNCE A FACULTY FELLOW OPPORTUNITY FALL 2005-SPRING 2006 APPLICATIONS DUE JUNE 6, 2005!

## Teaching & Learning Technology Roundtable Faculty Fellow (TLTR-FF)

The TLTR Faculty Fellow (TLTR-FF) will work with the Faculty Center and IITS improve learning outcomes through the use of technology.

### For the Faculty Center:

- Collaborate with the Faculty Center Director and the Academic Computing Services Director to plan TLTR training, workshops, and other useful events and forums;
- Represent the Faculty Center in system-wide meetings related to instructional technology and multi-media;

### For Instructional & Information Technology Services (IITS):

- Work with IITS to carry forward specific academic technology projects;
- Represent IITS by bringing ideas and issues to the faculty;
- Collaborate with IITS to enhance faculty experiences with using technology in the classroom;

### For the Faculty:

- Help evaluate and deploy new technology in the teaching and learning environment;
- Represent the faculty by bringing ideas and issues to the attention of IITS;
- Help develop a network of TLTR faculty, including adjunct faculty; Assist faculty is assessing their technology-based pedagogy and help faculty use technology to assess non-technological pedagogy.

### Eligibility:

Any tenure-line faculty is eligible to apply. Preferably the TLTR-FF will

- be actively engaged in using technology to support instruction;
- be familiar with and skilled in the development of instructional design; and
- have the strong interpersonal skills that will facilitate providing support to both those faculty already "hooked on technology" and those who may be reluctant users of this mode of instructional delivery.

**Time Commitment:** The TLTR-FF should be prepared to serve in this position for two semesters beginning in Fall 2005, and be prepared to spend approximately 8 hours/week.

**Compensation:** The TLTR-FF will be funded to attend TLTR-related conferences during the academic year (roughly \$2000.00 total expenses) as discussed with the TLTR Steering Committee. In addition, the TLTR-FF will receive one (1) course of assigned time in the fall and one (1) course of assigned time in the spring to work initiatives described above.

**To apply:** Send the following information to the Faculty Center ([faculty\\_center@csusm.edu](mailto:faculty_center@csusm.edu)) by noon on June 3, 2005.

1. Tell us how your experiences with technology and/or with teaching and learning relate to this position.
2. Describe some of things you would like to see the TLTR-FF achieve in 2005/2006.
3. Attach a copy of your CV.

**What will happen to your application:** the Dean of IITS, the Director of Academic Technology Services, and the Faculty Center Director will review all applications. You will be notified no later than July 1, 2005.

**Questions?** Please call Wayne Veres (IITS) @ 4785 or [veres@csusm.edu](mailto:veres@csusm.edu)  
Teresa Macklin (IITS) @ 4787 or [macklin@csusm.edu](mailto:macklin@csusm.edu)  
Carmen Nava (Faculty Center) @ 8028 or [cnav@csusm.edu](mailto:cnav@csusm.edu)