

**University Curriculum Committee  
Course Program Change Proposals**

Curric. & Sched. No.	Course Prefix	Course Number	New Course #	Course/Program Title	Form	Type Action	Proposal Originator	Rec'd by Curr. & Sched.	C&S Sent to Senate	AS Sent to UCC	UCC Action	Action Date
1	ANTH	350		Visual Anthropology	C	New	Bonnie Bade	1/26/06	9/8/06	9/8/06	Approved	10/23/06
2	ANTH	430		Medical Ethnography	C	New	Bonnie Bade	1/26/06	9/8/06	9/8/06	Approved	10/23/06
3	BIOL	318		Plants and Society	C	New	Denise Garcia	5/6/06	10/4/06	10/4/06	Approved	10/16/06
4	BRS	453		Border Water Conflicts	C	New	Vivienne Bennett	5/2/06	10/4/06	10/4/06	Approved	10/16/06
5	HIST	361		Modern East Asia	C	New	Zhiwei Xiao	5/2/06	10/4/06	10/4/06	Approved	10/16/06
6	PSCI	339		Intro to the Politics of the Arab World	C-2	Change	Scott Greenwood	5/2/06	10/4/06	10/4/06	Approved	10/23/06
7	PSYC	215		Psychosocial Influences on Child Development	C	New	Maureen Fitzpatrick	5/2/06	10/4/06	10/4/06	Approved	10/16/06
8	PSYC	333		Psychology of Prejudice	C	New	Vincent Trofimoff	6/2/06	10/4/06	10/4/06	Approved	10/16/06

1 **BACHELOR OF ARTS IN ANTHROPOLOGY**

2  
3 **Office:**

4 Craven Hall, 6125

5  
6 **Telephone:**

7 (760) 750-4104

8  
9 **Program Coordinator:**

10 Bonnie Bade, Ph.D.

11  
12 **Faculty:**

13 Bonnie Bade, Ph.D.

14  
15 **Programs Offered:**

- 16 • Bachelor of Arts in Anthropology Areas of Concentration:  
17 - Medical Anthropology  
18 - Indigenous Anthropology  
19 • Minor in Anthropology

20  
21 Anthropology is the study of humans and what they think and do. Anthropology embraces the  
22 holistic perspective – the big picture – when examining human phenomena, seeking to understand  
23 human ideas and behavior as they are influenced by biological, ecological, economic, social,  
24 political, cultural and religious factors and realities.

25  
26 The anthropology major at Cal State San Marcos is an applied, collaborative, and  
27 interdisciplinary course of study that engages students directly with the interests and efforts of  
28 local communities. The anthropology major emphasizes cultural anthropology, one of the four  
29 sub-disciplines of anthropology, and takes into primary consideration the special role of Cal State  
30 San Marcos in the north San Diego county region and the opportunities for community-based  
31 research and fieldwork. The anthropology major has two research areas—medical anthropology  
32 and indigenous anthropology – that interrelate and complement each other as well as articulate  
33 with regional community interests. After a core curriculum of anthropological concepts and  
34 methods, anthropology students work collaboratively with local communities and agencies,  
35 including farm workers, local Native American Bands, migrants and immigrants, local health  
36 service providers, state and county Departments of Health, indigenous Mexicans and  
37 Oaxaqueños, and other communities. Through an engaged and innovative curriculum that  
38 responds to state and regional needs, the anthropology program trains students in qualitative and  
39 quantitative research methods that include ethnography, participant observation, ethnographic  
40 film, social documentation, ethnomedicine, ethnobotany, and applied archaeology. The  
41 anthropology major distinguishes itself through long-term collaborative research projects that  
42 enhance student learning experiences, promote the interests of local communities, and practice  
43 complementary exchange between the university and the community.

44  
45 The interdisciplinary curriculum draws upon existing faculty expertise and incorporates courses  
46 from the biological sciences, film studies, ethnic studies, border and regional studies, history,  
47 geography, linguistics, mass media, Native American studies, nursing, philosophy, political  
48 science, sociology, and visual and performing arts.

49  
50 There are two concentrations providing different paths to completion the anthropology major that  
51 have distinct yet related areas of focus: Medical Anthropology or Indigenous Anthropology. The

52 CSUSM anthropology major purposely targets Medical and Indigenous anthropology because its  
53 objective is to provide unique learning opportunities to students that engage them in collaborative  
54 research projects with local and regional entities.

55  
56 Medical Anthropology—focuses on the study of medical systems, health care systems, access to  
57 and utilization of health care, medicinal concepts and practices, and forms of diagnosis,  
58 prognosis, illness causation, and disease etiologies. Advanced students conduct field research and  
59 internships in the context of health care settings, community-based research projects, and  
60 internships.

61  
62 Indigenous Anthropology—focuses on working collaboratively with regional indigenous  
63 communities on long-term research and social documentation projects that include but are not  
64 limited to ethnobotany, cultural revitalization, social documentation, and issues surrounding  
65 cultural survival. Advanced students conduct field and laboratory research in collaboration with  
66 community-driven social documentation projects.

67  
68 As the first applied anthropology program in Southern California, CSUSM anthropology students  
69 gain hands-on field research experience through participation in long-term and on-going research  
70 among some of San Diego County’s diverse communities. The North County and Southern  
71 California location of CSUSM places it within a rich network of communities and organizations,  
72 from transnational immigrant and farm worker organizations to community health clinics and  
73 Native American reservations.

74  
75 After a core curriculum of anthropological concepts and methods, anthropology students work  
76 collaboratively with local communities and agencies, including farm workers, local Native  
77 American Bands, migrants and immigrants, local health service providers, state and county  
78 Departments of Health, indigenous Mexicans and Oaxaqueños, and other communities. Through  
79 an engaged and innovative curriculum that responds to state and regional needs, the anthropology  
80 program trains students in qualitative and quantitative research methods that include ethnography,  
81 participant observation, ethnographic film, social documentation, ethnomedicine, ethnobotany,  
82 and applied archaeology. The anthropology major distinguishes itself through long-term  
83 collaborative research projects that enhance student learning experiences, promote the interests of  
84 local communities, and practice complementary exchange between the university and the  
85 community.

86  
87 **Program Objectives**

- 88 • Provide applied learning experiences for students through collaborative, community-  
89 based field research using medical, cultural, visual, and environmental anthropological  
90 methods.
- 91 • Engender holistic understanding of the complex social, economic, cultural, political and  
92 environmental influences on the human experience.
- 93 • Contribute to raising awareness of issues surrounding indigenous and transnational  
94 communities in the region and cultural awareness in general.
- 95 • Engage in collaborative, community-based approaches to medical, cultural, and  
96 environmental issues.
- 97 • Use quantitative and qualitative research methods, including ethnographic fieldwork,  
98 community-based needs assessment, interviewing, focus groups, applied archaeology,  
99 and social documentation to address long-term community interests.
- 100 • Commit to partnerships between the university, students, and community aimed at  
101 regional enhancement through collaborative research and action.

- 102           • Respect the many ways of knowing and doing that we encounter in professional, civic,  
103           and daily life.  
104

105       **Community Partners**

106 Anthropology major's enhanced learning experiences gained through field research are due to  
107 collaborative partnerships with the following community organizations and agencies.

108 San Luis Rey Band of Luiseño Mission Indians

109 Coalition of Oaxacan Indigenous Communities

110 Bi-National Indigenous Communities Front

111 Vista Community Clinic

112 North County Health Services

113 Palomar Pomerado Health Services

114 National Latino Research Center

115 Farmworker C.A.R.E. Coalition

116 San Diego Archaeological Center

117 Native Communities Advisory Board, CSUSM

118

119       **Career Opportunities**

120 Graduates of the anthropology major will be uniquely positioned to acquire professional  
121 employment in the areas of social services, health services, education, and public service because  
122 they will have been engaged in research projects involving these areas and collaborating with  
123 local agencies focused on the delivery of these services. Additionally, graduates who desire to  
124 continue post- baccalaureate study in anthropology will benefit from CSUSM's established and  
125 cooperative links with anthropology graduate programs of regional institutions, including UC  
126 Riverside, UC San Diego, UC Irvine and San Diego State University.  
127

128       **Preparation**

129 Students wishing to declare the Anthropology Major must be of good standing and currently  
130 enrolled at Cal State San Marcos. All courses counted toward the major, including Preparation for  
131 the Major courses, and the Minor must be completed with a grade of C (2.0) or better.  
132

133       **Articulation with Community Colleges**

134 Articulation with local community colleges and collaboration with the anthropology programs at  
135 local community colleges have strongly guided the development of the CSUSM anthropology  
136 major. A primary goal of CSUSM is to complement existing anthropology programs in the  
137 region, rather than to compete with them. Introductory courses in cultural, biological, linguistic,  
138 or archaeological anthropology given at Community Colleges can count toward preparation for  
139 the anthropology major at Cal State San Marcos. Certain lower division courses, such as those  
140 listed below, specializing in various disciplinary concentrations of the major, including  
141 archaeology, linguistics, biological anthropology and Native American/American Indian Studies,  
142 can count for major requirements (up to nine units in addition to the required six units of Lower-  
143 Division preparation for the major coursework). Anthropology coursework taken at other  
144 institutions may be applied to the anthropology major only when approved by department chair.  
145 An updated list of approved community college transfer courses will be maintained at  
146 [www.csusm.edu/anthropology](http://www.csusm.edu/anthropology).  
147

148	<b>BACHELOR OF ARTS IN</b>	
149	<b>ANTHROPOLOGY</b>	
150		
151	General Education	51
152	Preparation for the Major <sup>1</sup>	06
153	Major Requirements	30
154	Breadth Electives	12
155	Students must take a sufficient	
156	number of elective units to bring	
157	the total to a minimum of	120
158		
159	<b>Preparation for the Major (6)</b>	
160	ANTH 200	
161	ANTH 215	
162		
163	<b>Major Requirements (30)</b>	
164		
165	Core Anthropology Courses (6 units)	
166	ANTH 330	
167	ANTH 390	
168		
169	Foundational Anthropology Courses for major (15 units)	
170	Choose five of the following courses:	
171	ANTH 301	
172	ANTH 305	
173	ANTH 310	
174	ANTH 325	
175	ANTH 350	
176	ANTH 370	
177	ANTH 380	
178		
179	Students may choose from two disciplinary concentrations:	
180	Medical Anthropology and Indigenous Anthropology	
181		
182	Upper-Division Field Research Courses: (9 units)	
183	Medical Anthropology	
184	ANTH 430	
185	ANTH 440	
186	ANTH 460	
187	NURS 472	
188		
189	Indigenous Anthropology	
190	ANTH 440	
191	ANTH 470	
192	ANTH 480	
193	ANTH 481	
194		

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<sup>1</sup> Preparation courses for the major also fulfill six units of General Education requirements for areas D7 and D.

195 Breadth Electives (12 units)

196

197 Please see anthropology staff or advisor for consultation regarding what courses from other  
198 disciplines may be applied to the anthropology major. A list of CSUSM courses that apply to the  
199 anthropology major are maintained at [www.csusm.edu/anthropology](http://www.csusm.edu/anthropology).

200

201 New Anthropology Courses:

202

203 **ANTH 305 Medical Anthropology (3)**

204 General survey of medical anthropology including the study of specific medical cultures,  
205 ethnomedicine, ethnobotany, medical concepts and treatments, illness causation, etiology,  
206 diagnostic methods, prognosis, treatment practices. health care delivery systems, patient-provider  
207 relationship, cross-cultural medicine, and the organization of health care systems. Includes  
208 examination of the role of medical anthropology in cross-cultural medicine.

209

210 **ANTH 350 Visual Anthropology (3)**

211 Course explores the field of visual anthropology, including but not limited to the examination of  
212 ethnographic film, process and production of ethnographic film, the relationship between the  
213 filmmaker and the subjects of the film, ethnographic photography, visual representation,  
214 multimedia presentation of ethnographic data, digitization of ethnographic data, community-led  
215 visual ethnography, and the use of ethnographic film in community advocacy.

216

217 **ANTH 380 General Archaeology (3)**

218 General survey of global archaeological sites, archaeological practice, and current issues in  
219 archeology including intellectual property rights and the relationship between archaeology and  
220 world/regional cultural resources. Includes study of material culture, the archaeological record,  
221 survey and excavation, dating technologies, and subsistence patterns. Includes the examination of  
222 local archaeological sites/collections, pictographs, lithic techniques, indigenous land and resource  
223 management practices, indigenous knowledge of archaeological sites including ceremonial, food  
224 gathering and processing, and village sites, and contemporary use of culturally significant sites by  
225 local indigenous bands.

226

227 **ANTH 390 Anthropological Research Methods (3)**

228 Introduces the fundamental methods in cultural anthropology including research design,  
229 participant observation, informant selection, organization of field notes, household and  
230 community questionnaires, structured and unstructured interviews, oral and life histories, case  
231 studies, focus groups, archival research and secondary data, and coding and analysis of qualitative  
232 data. Subjects include construction of research problems, research design, research  
233 implementation, preparation of human subject protocols, strategies of data collection and  
234 analysis, and report preparation.

235

236 **ANTH 430 Medical Ethnography (3)**

237 Involves advanced students conducting ethnographic fieldwork in local health clinics or hospitals  
238 or with local communities with unique medical cultures. Examines patterns of health service  
239 utilization and access to clinical health care, as well as alternatives to clinical health care.

240 Students, working collaboratively with either health care professionals and/or ethnic populations  
241 with special health care needs, such as immigrant or indigenous communities, document and  
242 analyze ethnographic data pertaining to the delivery and consumption of health care services and  
243 the generation of health care alternatives. A focused research question is examined through  
244 interviewing, participant observation, data collection, and analysis involving the community

245 under study and specific health service providers. *Service Learning Course. Prerequisite: ANTH*  
246 *200.*

247

248 **ANTH 440 Farmworker Health Ethnography (3)**

249 Involves field and quantitative ethnographic research regarding the health and health care  
250 practices of local farmworker communities. Students record work histories, living conditions,  
251 health behaviors, health histories, and use of clinical and non-clinical health care forms to assess  
252 the status of health and health care practices among local agricultural workers. Collaboration  
253 with the National Latino Research Center results in the production of an annual report on  
254 farmworker health in North County San Diego. *Service Learning Course. Prerequisite: ANTH*  
255 *200.*

256

257 **ANTH 460 Anthropology and Cultural Competency (3)**

258 Examines the relationship between concepts of cultural competency and realities of cultural  
259 interface. Focuses on individual and community interaction with health care, and other social  
260 institutions. Subjects include cross-cultural capabilities; identification of needs and help-seeking  
261 behaviors; and the value of support networks.  
262 Examines economic and social barriers to services, social and education services; institutional  
263 adaptation to diversity; and the role of community in decision making. Students generate  
264 research questions and conduct case studies regarding cultural competency and cross-cultural  
265 capabilities. *Prerequisite: ANTH 200.*

266

267 **ANTH/NATV 480 Local Archaeological Practice (3)**

268 Students perform archaeological and anthropological research relating to local cultural resource  
269 management (CRM) and documentation. Students engage with local professional archaeologists  
270 and Native American communities to learn site research methods and identification and  
271 documentation of material culture. The primary goals of this class are to provide students with a  
272 general understanding of CRM and the legislation that drives CRM; exposing students to  
273 archeological practice in a CRM context, and exposing students to various cultural viewpoints  
274 regarding recovered archeology. *Also offered as NATV 480. Students may not receive*  
275 *credit for both. Service Learning Course. Prerequisite: ANTH 200.*

276

277 **ANTH/NATV 481 Native American Archaeological Monitoring (3)**

278 Students work with local Native American bands concerning cultural preservation and the  
279 monitoring of archaeological sites threatened by development. Students examine traditional land  
280 use management and the traditional knowledge associated with specific sites. Students learn site  
281 research methods, identification and documentation of material culture, interpretation of federal,  
282 state, county, city, and private documents including Environmental Impact Reports, California  
283 Environmental Quality Act, land use legislation, and assessment of cultural significance. Covers  
284 preservation options, ethics, and specific case studies. *Also offered as NATV 481. Students*  
285 *may not receive credit for both. Service Learning Course. Prerequisite: ANTH 200.*

## BUDGET & LONG RANGE PLANNING COMMITTEE REPORT TO SENATE

**Voting Members:** Kit Herlihy, Robin Marion (co-chair), Judy Papenhausen,  
Patty Seleski, and Kathleen Watson (co-chair)

**Ex-officio Members:** David Barsky, Tom Bennett, Vicki Golich, Wayne Veres

### *Review of Proposed B.A. in Anthropology*

The Budget and Long Range Planning Committee (BLP) has investigated and discussed the P-Form for a major in anthropology. 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.

**Program Demand:** The demand for an Anthropology Major appears to be significant. The originators of the Major in Anthropology have performed a survey of students in anthropology courses at CSUSM, Palomar, and Mira Costa that indicates that of 94 students surveyed, 77% said that they would be interested in an anthropology major at CSUSM offering field research opportunities in the community, while 86% said they would like CSUSM to offer the major. There are currently 14 Special Majors in anthropology and 18 students minoring in anthropology. Spring 2006 has more than 61 FTES registered in anthropology.

**Resource Implications:** Much of the FTES for anthropology is generated by servicing several university requirements and majors, including lower division social science and interdisciplinary perspectives, upper division social sciences and arts and humanities, Human Development, Nursing, Environmental Studies, Native Studies, Border and Regional Studies, Liberal Studies, Women's Studies and others.

Needs for community ethnography, ethnobotany/archaeology, and visual anthropology labs for upper division field research courses are currently being met utilizing existing university space, but have been incorporated into planning for the upcoming Social and Behavioral Sciences building. Meanwhile, IITS states that existing Mac labs in Kellogg and University Hall, along with supporting IITS staff, are sufficient to meet anthropology needs for at least the next five years. Library collections in anthropology are strong, and multi-year funding was identified on the Academic Blueprint to build anthropology library collections.

Anthropology will be housed in the Office of Interdisciplinary and Emerging Programs along with Women's Studies, Human Development, and other departments that share the support staff there. Staff support needs for the Anthropology program will be at or close to 1.0 after five years with a possible transfer from the Office of Interdisciplinary and Emerging Programs.

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.



## **University Curriculum Committee Report to the Senate**

**Voting Members:** Robert Aboolian, Annette Daoud, Jule Gomez de Garcia, Gabriela Sonntag, Kara Witzke, Olaf Hansen

**Ex-officio Members:** David Barsky, Virginia Mann, Lourdes Shahamiri

### **Review of the proposed Major in Anthropology**

The University Curriculum Committee (UCC) has reviewed the P-Form for the proposed Major in Anthropology. The proposed Anthropology Major will provide students with an understanding of human behavior and how this behavior is influenced by social, economical, cultural, political, and environmental factors. The main emphasis of the major will be cultural Anthropology. The major has two concentrations, one in Medical Anthropology which is the field of expertise of the originator Prof. Bonnie Bade. The second concentration will be Indigenous Anthropology where students will be involved in collaborations with local communities. Both concentrations will provide students with fieldwork experience in various areas (Farmworker Health Ethnography, Community Ethnobotany...).

The proposed major is very interdisciplinary and students can choose from a wide range of electives which supports the broad view of Anthropology. The proposed major was designed to complement existing Anthropology programs in the surrounding Community Colleges (Palomar, Mira Costa, Mesa, San Diego City, Grossmont, San Jacinto, and Riverside City College). Students can transfer up to 9 upper division units from these colleges.

### **Conclusion:**

The UCC concluded that the Major in Anthropology would be a valuable addition to the programs at CSUSM and we would like to encourage the senate to approve the proposed Major in Anthropology. We thank Prof. Bonnie Bade for her proposal and her willingness to visit the UCC meeting and answer all of our questions.

1 **Resolution in Support of Prop 1D**

2  
3 RESOLVED, That the Academic Senate of Cal State San Marcos supports Proposition 1D, the  
4 Education Facilities: Kindergarten-University Public Education Facilities Bond Act of 2006 (AB  
5 127 – Nuñez); and be it further

6  
7 RESOLVED, That the Senate of Cal State San Marcos commends the CSU Trustees for their  
8 support of Proposition 1D; and be it further

9  
10 RESOLVED, That the Academic Senate of Cal State San Marcos calls upon students, staff and  
11 faculty at CSUSM to join with it in support for Proposition 1D.

12  
13  
14 ***RATIONALE:** The CSU will receive \$690 million from this bond issue for much needed*  
15 *infrastructure improvements, construction, and equipment for new facilities.*  
16 *Infrastructure needs continue to be a priority for the CSU; for safety reasons and for the*  
17 *ability to offer modern, high-quality instruction to California students. CSU system*  
18 *enrollment growth will require construction and equipment of new facilities in order to*  
19 *ensure that campuses continue to provide state of the art learning environments for*  
20 *students in all fields of study.*

21  
22 *The attached “Yes on 1D Fact Sheet” outlines additional reasons for supporting*  
23 *Proposition 1D.*



## Yes on 1D Fact Sheet

### 1) Yes on 1D is an investment in our schools, in our children and in California's future.

- Providing a quality education for our kids is the most important thing we can do to invest in their future. The best way to grow our economy and create good-paying jobs is to create world-class public schools that give our students the skills they need to succeed in the workforce. ***That's why parents, teachers, business groups and seniors have joined to actively support Yes on 1D.***
- Many students who don't plan on going to college need career education and vocational training, but our schools don't have facilities to accommodate them. Yes on 1D updates our schools with new technology and builds vocational education facilities so that all students are given the skills they need to get a job and succeed in life.
- To prepare for the jobs of the future, our children need to learn with the latest technology. Yes on 1D will help pay for wiring classrooms and providing 21<sup>st</sup> Century technology for our students.
- California's community colleges and state universities (UC and CSU) continue to grow exponentially. With community colleges serving more than 2 million students every year, and California's universities expected to grow to accommodate nearly 650,000 students, we need to provide funding to modernize and upgrade teaching and research facilities to remain competitive with other states.
- For every dollar California invests to get students into and through college, the state's economy receives a \$3 net return on that investment.
- This measure is so important for California's future that both candidates for Governor, Phil Angelides and Arnold Schwarzenegger, as well as a bipartisan majority of the Legislature, all agree – Yes on 1D.

### 2) Yes on 1D will make schools safer and relieve overcrowding.

- The California State Architect says that more than 7,000 schools may not be earthquake-safe. The safety of our students should be our top priority. Yes on 1D will allocate funds to retrofit and upgrade our schools and colleges to ensure they can withstand the impact of natural disasters like earthquakes.
- California classrooms are overcrowded. Students are trying to learn in schools that house 75% more students than they were built to accommodate. By building more classrooms, Yes on 1D will relieve overcrowding, help reduce class sizes and give students a real opportunity to learn.
- With half of a million children born in California every year, many school districts continue to grow and many more are severely overcrowded. Yes on 1D provides \$1.9 billion to construct new classrooms. If we don't build schools now and plan for the future, the overcrowding will only get worse.
- This measure includes funding directed at protecting our kids' safety, including school security, playground safety, removal of asbestos and replacing leaky and dangerous roofs.
- With restrooms leaking and buildings in disrepair, we send our students the wrong message: we tell them education is not important. A clean, well-maintained and safe school sends the right message: that education is a high priority.

### 3) Yes on 1D provides strict accountability to ensure that the money is spent properly.

- Prop. 1D contains strong accountability provisions to guarantee that every single dollar goes to improving schools for students in California.
- Funds from 1D will be subjected to independent audits, and misusing them is a crime, punishable by time in jail. This information will be made available to the public so taxpayers can ensure their money is spent properly and will NOT go to waste.

Yes on Prop 1D, a Coalition of parents, educators, taxpayers, labor and business dedicated to building better schools.

1 **Resolution on the Accurate Representation of University-Generated Research**  
2  
3

4 WHEREAS, A significant goal of California State University San Marcos is to be engaged with the  
5 community and to develop and sustain local community partnerships; and  
6

7 WHEREAS, Many entities on campus currently are directly engaged in community partnerships in the  
8 city of Escondido, ranging from cultural, social and economic research to K-12 school partnerships;  
9 and  
10

11 WHEREAS, The City of Escondido commissioned the National Latino Research Center (NLRC) to  
12 do a needs assessment of the Mission Park community; and  
13

14 WHEREAS, The Escondido City Council received a memorandum from the City Attorney citing the  
15 work of the NLRC in the Mission Park community and has apparently used that report, as represented  
16 in the City Attorney's memo, to justify actions of the council; and  
17

18 WHEREAS, The NLRC's Mission Park Community Survey did not address the issue of Mission Park  
19 residents' immigration status; and  
20

21 WHEREAS, The conclusions of the NLRC's Mission Park Community survey do not lend themselves  
22 either to judgments about immigration policy in general or to the specific concerns addressed in the  
23 Escondido ordinance banning landlords from renting to anyone but legal immigrants or U.S. citizens;  
24 and  
25

26 WHEREAS, The Academic Senate of CSUSM believes that the Escondido City Attorney's and the  
27 Escondido City Council's use of the NLRC's Mission Park Community Survey has misrepresented the  
28 research contained in the report; and  
29

30 WHEREAS, Misrepresenting research and research studies such as the NLRC report jeopardizes  
31 CSUSM's relationship with the Mission Park community in particular and with all communities in  
32 general by undermining the trust that must exist between researchers and the communities in which  
33 they undertake research partnerships; and  
34

35 WHEREAS, Not only must the university's partners trust the good faith of university researchers in  
36 undertaking community research, but university researchers must also be able to trust CSUSM's  
37 community partners to use their research results for the purposes intended; now, therefore, be it  
38

39 RESOLVED, That the Academic Senate CSUSM continues to support campus educational  
40 relationships with our local community and cooperative efforts to support our many partnerships; and  
41 be it further  
42

43 RESOLVED, That the Academic Senate CSUSM insists upon the importance of accurate portrayals of  
44 research and educational reports and programs conducted by CSUSM faculty and research centers;  
45 and be it further  
46

47 RESOLVED, That the Academic Senate CSUSM supports the efforts of the National Latino Research  
48 Center to set the record straight about the scope of its research in the Mission Park Community Survey  
49 and about the conclusions that legitimately can be drawn from that research; and be it further  
50

51 RESOLVED, That this resolution be forwarded to the President and Provost of CSUSM, the Director  
52 of the National Latino Research Center, the members of the Escondido City Council, the Mayor of  
53 Escondido and the Escondido City Attorney.



*Gerardo M. González, Ph.D.*  
*Interim Dean of Graduate Studies*  
*Interim AVP for Research and International Programs*  
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October 17, 2006

Honorable Mayor Pfeiler and Members of the City Council:

I am the interim Associate Vice President for Research and the Dean of Graduate Studies at California State University San Marcos. As AVP for Research I oversee research centers at Cal State San Marcos including the National Latino Research Center (NLRC). As you know, the NLRC conducted the Mission Park needs assessment study. I am the past director of the NLRC. As NLRC Director I oversaw implementation of the Mission Park study. Thus, I was directly involved with the project. I write this letter to express my concerns with interpretations of the Mission Park study offered by Escondido City Council members during recent public hearings. I wish to clear the record on the intent and findings of the Mission Park study.

In May 2005 the City of Escondido commissioned the NLRC to conduct a needs assessment of the Mission Park community. The objective of the study was to assess the needs, concerns, priorities, and perceptions of Mission Park residents. The researchers conducted a door-to-door survey of 200 households in Mission Park. In June 2006 the NLRC completed a report summarizing the study findings and recommendations. The report's recommendations offer opportunities for City officials and staff to collaborate with Mission Park residents to address unmet needs, problems, and gaps in services, such as housing, health, and safety issues.

The NLRC has presented the report to several groups including Escondido City staff and community representatives, and, recently, several City Council members have cited the report in meetings in council chambers, particularly in relation to proposed Ordinance No. 2006-08. Unfortunately, the City Council members overstated the information in the report and did not accurately represent either the scope or the findings of the study. These overreaching statements have resulted in public misperceptions of the study report and its association with the proposed ordinance.

As AVP for Research, it is my responsibility to uphold the scientific integrity of our university research, the academic reputation of our university and faculty, the ability of faculty to effectively conduct meaningful community research, the relationship of trust between our university and the community, and the researchers' obligation to minimize risks to voluntary research participants. In order to protect the integrity of our research, the reputation of our university, and the trust of the community, and to disassociate our study from the proposed ordinance, I am obliged to clarify three key issues about the Mission Park study.

- Researchers conducting the study did not ask participants about their immigration status. Thus, any inferences about the impact of undocumented immigration status are beyond the scope of the study.
- The study focused on the Mission Park community and only gathered surveys of Mission Park residents. Therefore, the results cannot be generalized to the entire population of Escondido or the entire Latino population.
- The study involved descriptive research and did not analyze cause-effect relationships. Thus, the study did not determine whether citizenship or immigration is a cause of overcrowding in Mission Park.

I hope that this clarifies the purpose and meaning of the Mission Park study. I also wish to reaffirm how research can offer opportunities for City officials and staff to collaborate with community residents and representatives to enhance the quality of life for Mission Park residents and all residents of Escondido. Our university looks forward to continuing our partnership with the City of Escondido.

I respectfully request that this letter be entered into the City Council record and that I be placed on the agenda for the October 18 City Council meeting to address this matter.

Sincerely,

Dr. Gerardo M. González  
Interim Associate Vice President for Research and Dean of Graduate Studies

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**Resolution on Satisfaction of the Computer Competency Requirement**

RESOLVED: *A student at California State University San Marcos (CSUSM) can satisfy the Computer Competency Requirement (CCR) only by passing the campus CCR exam. A student shall complete this requirement before he/she registers for his/her third semester of enrollment. This measure shall apply to all persons matriculating at CSUSM in or after the Fall of 2008.*

**Traffic Issues**  
Senate Questions & Neal Hoss Answers  
October 2006

1 *Initial group of questions and responses (excerpt from 10/4/06 Hoss memorandum):*

2  
3 In response to Academic Senate Executive Committee concerns regarding traffic on the  
4 campus, in particular the intersection of Craven Road and Palm Canyon Drive, please let me  
5 assure that the safety of our campus community is of greatest importance to all of us. The  
6 entire campus has been going through a period of adjustment to an increased population and  
7 schedules that now have a large percentage of faculty, staff, and students entering and exiting  
8 the campus at similar times. Some have altered their arrival and departure times to the extent  
9 possible and some have found that Campus Way serves as an acceptable alternate entrance  
10 and exit during busy periods. We acknowledge that this may not work for all, but it does  
11 work for some.

12  
13 Our response to the specific questions raised is shown below:

- 14  
15 1. *What is planned for ensuring the safety of pedestrians crossing Palm Canyon and Craven*  
16 *Drives?*

17  
18 Currently, the University Police Department (UPD) monitors the intersection throughout  
19 the day. During the busiest times, an officer or officers direct traffic for both pedestrians  
20 and vehicles as necessary. Officers can be dispatched within five minutes when there is a  
21 need for traffic control. We are considering feasibility of mounting a web camera on  
22 Craven Hall that would be monitored from UPD.

23  
24 Attached are the results of our initial assessment of the traffic flow at Craven Road and  
25 Palm Canyon Drive. We are presently involved in a more detailed assessment of the  
26 intersection in order to fine tune the times a bit more. By monitoring the intersection, we  
27 are able to identify when traffic control is needed.

- 28  
29 2. *What is planned to alleviate the traffic flow problems from Craven Drive onto Palm*  
30 *Canyon Drive?*

31  
32 The campus' traffic consultant is completing its plans for installation of a traffic signal at  
33 the corner of Craven Road and Palm Canyon Drive. We hope to have the signaled traffic  
34 controls installed that will manage both vehicular and pedestrian traffic by March 2007.

- 35  
36 3. *Has consideration been given to providing two left turn lanes from Palm Canyon onto*  
37 *Craven Drive West and, similarly, two right turn lanes from Craven Drive East onto*  
38 *Palm Canyon Drive?*

39  
40 No. The current roadway configuration does not allow two turning lanes onto westbound  
41 Craven Road. Allowing two vehicles to turn into the westbound lanes would create a  
42 conflict and additional congestion when vehicles in the number two lane (right) attempt  
43 to move over to the number one lane (left) to proceed straight across Twins Oaks Valley  
44 Road. Two right turn lanes from Craven onto Palm Canyon may be considered once the  
45 traffic control device is installed in the intersection.

46



**Traffic Issues**  
Senate Questions & Neal Hoss Answers  
October 2006

47 4. *Has consideration been given to opening the service road to La Moree in order to*  
48 *alleviate traffic congestion?*

49  
50 No. The use of the service road is not acceptable as it was not designed to handle  
51 continuous traffic flow. The road is not completely curbed, striped or lighted; it twists  
52 and turns frequently with the hillside, and often serves as a construction delivery road.

53  
54 Additionally, since the road is a service road it is often closer to the academic buildings  
55 than a standard road would be in order to permit deliveries. While acceptable for use by  
56 Facility Services, UPD, and delivery vehicles, frequent use of this road for normal traffic  
57 would actually create a safety issue for the campus community.

58  
59 5. *What is the plan for emergency evacuation of vehicles from the campus?*

60  
61 One component of our campus Emergency Management Plan is Traffic Control,  
62 which includes safely evacuating citizens from campus buildings, and providing  
63 traffic control for exiting vehicles on to city streets. As with any vehicular  
64 evacuation from a localized area, ingress into the area is shut down. No vehicular  
65 traffic is allowed into the area. All roadways are then used for evacuation in one  
66 direction. This doubles the number of vehicles leaving the area and lessens the  
67 amount of time it takes to complete the evacuation.

68  
69 Finally, reducing the number of the number of private vehicle trips and therefore the number  
70 of vehicles on campus would reduce traffic problems. The campus is now undertaking a  
71 Transportation Demand Management Program with SANDAG, the City of San Marcos and  
72 NCTD to develop alternatives to private vehicle use including shuttles, subsidizing bus use,  
73 and incorporating the future light rail with a station at the edge of campus. We will continue  
74 to work toward identifying other options to mitigate the congestion while we rely upon  
75 pedestrian and vehicular adherence to the existing intersection traffic controls.

76  
77 

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*Second group of questions and responses (excerpt from 10/24/06 Hoss memorandum):*

78  
79 In response to the follow-up questions from the Academic Senate regarding traffic-related  
80 issues, below are our responses to the questions raised as well as responses to two additional  
81 comments from the Academic Senate meeting.

82  
83 **1) Would you please share specifics of the emergency evacuation plan?**

84  
85 *Evacuation plans are implemented based on the nature and location of the incident. In the*  
86 *case of an earthquake, egress routes could potentially be blocked by debris, roads split, or*  
87 *the possibility of gas line breaks and subsequent fires in the area. Further, during a major*  
88 *incident, there will be injuries and, of course, they would take priority over mass evacuation.*  
89 *This would put an added burden on our limited staff. Our emergency plan regarding*  
90 *evacuation states that the incident commander will set up an evacuation plan as needed.*  
91 *Announcements will be made to the campus community supplying them with information and*  
92 *instructions on what to do. The campus emergency plan can be accessed at*  
93 [http://www.csusm.edu/ep/EmergencyPlan/CSUSM\\_Plan04-06.pdf](http://www.csusm.edu/ep/EmergencyPlan/CSUSM_Plan04-06.pdf).

**Traffic Issues**  
Senate Questions & Neal Hoss Answers  
October 2006

94

95 **2) EC members continue to notice heavy congestion at Craven/Palm Canyon with no**  
96 **traffic control. In the course of a day, how is the determination made that traffic**  
97 **control is needed?**

98

99 *UPD has identified the peak times when traffic control is needed. Traffic is monitored by*  
100 *UPD at these peak times to determine if traffic control should be implemented. It is*  
101 *important to remember that every time we station an employee in the intersection to conduct*  
102 *traffic control, we are putting that employee at increased risk for injury. Therefore, it is*  
103 *important that traffic control occur only during the peak times when pedestrian and*  
104 *automobile traffic warrant this action.*

105

106 **3) How was data collected for the Traffic Control Needs Assessment?**

107

108 *Individuals were stationed at the intersection for a full day to monitor the number of*  
109 *automobiles and pedestrians entering and exiting campus throughout the day.*

110

111 **4) Has consideration been given to adding a signal at the intersection of the road**  
112 **leading from Science Hall II to Barham Drive?**

113

114 *At some point, construction either on campus or across Barham will generate the need for a*  
115 *signal at the intersection of Barham Drive and Campus Way. The first parking structure on*  
116 *campus at the corner of Campus View Drive and Campus Way may necessitate the*  
117 *installation of this traffic signal.*

118

119 **5) An EC member suggested a video be produced illustrating the evacuation plan. This**  
120 **could be shown by faculty to students at the start of each semester, or available on the**  
121 **internet.**

122

123 *Emergency Management is producing a short video that may be played in class or viewed on*  
124 *the web. It will include information on campus emergency preparedness and building*  
125 *evacuations as well as general information regarding a full-campus evacuation.*

126

127 **6) There seems to be a blind spot as you come up the hill on Palm Canyon and enter**  
128 **Lot F. How can we protect the pedestrians crossing to Lot E?**

129

130 *Pedestrian crossing signs will be installed to draw attention to the existing crosswalk.*

131

132 **7) Pedestrian passage from Markstein Hall to Lot F can be challenging when drivers do**  
133 **not adhere to speed limits and pedestrian right of way.**

134

135 *UPD will begin targeted enforcement in Lot F for speed and pedestrian right of way in*  
136 *crosswalks, as staffing allows. (Targeted enforcement begins with written and verbal*  
137 *warnings and then proceeds to issuing citations if necessary.)*

