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**CSU Channel Islands  
 PROPOSAL TO AMEND  
 THE ACADEMIC MASTER PLAN (Short Form)**

**SIGNATURE PAGE**

Name of Proposed Degree/Credential:	Bachelor of Arts in Global Studies
Date of Submission:	October 26, 2011
Faculty Proposing New Program:	Terry L. Ballman, Marie Francois, Scott Frisch, Andrea Grove, Antonio F. Jiménez Jiménez, Stephen Stratton

**Review and Approval Signatures:**

1. Proposer:	TERRY BALLMAN	Date:	12/07/12
2. Curriculum Chair:	J. ANDREW MORRIS	Date:	12/10/12
3. Academic Senate Chair	JAMES MERIWETHER	Date:	12/10/12
4. AVP Academic Programs and Planning	BILL CORDEIRO	Date:	12-12-12
5. Provost: <i>ae</i>	DAWN NEUMAN	Date:	1-24-12
6. President or Designee:	RICHARD RUSH	Date:	1/28/13

**Internal Note:** Please return this document to Academic Programs and Planning after all signatures are completed.

**CSU Channel Islands**  
**PROPOSAL TO AMEND**  
**THE ACADEMIC MASTER PLAN (Short Form)**

This *Proposal for a New Degree*, or 'short form,' is the method for adding a new degree, minor, or credential to the Academic Master Plan. Completed forms should be submitted to the Academic Programs and Planning office, Sage Hall, Room 2053 no later than the first Monday in October of each year.

Approval Process: Proposals for new degrees, minors, and credentials are reviewed by the Academic Planning Committee early each fall semester, and submitted to the Curriculum Committee, the Academic Senate, and the Provost and President for approval. As an additional step, new degrees (but not minors and credentials) are submitted to the CSU Office of the Chancellor in January of each year, for review and approval by the Board of Trustees.

**1. Program Identification**

- A. Program Name:** B.A. in Global Studies
- B. State Support or Self-Support (identify one):** State Support
- C. Academic Year of Implementation:** Fall 2013
- D. Name of the program area or unit that would offer the proposed degree or program:** Spanish/Languages
- E. Name, title, and rank, of individual(s) primarily responsible for drafting the proposed degree program:**

Terry L. Ballman, Ph.D., Professor of Spanish  
Marie Francois, Ph.D., Professor of History  
Scott Frisch, Ph.D., Professor of Political Science  
Andrea K. Grove, Ph.D., Professor of Political Science  
Antonio Jiménez Jiménez, Ph.D., Associate Professor of Spanish  
Christopher W. Scholl, Ph.D., Lecturer of Political Science  
Stephen Stratton, MLIS, Librarian

**2. Program Description**

**A. Description of the degree program. Major subject matter elements of the program, core content areas, and representative courses taught. (250 words)**

This interdisciplinary program will provide students the opportunity to develop their knowledge of the world and the major contemporary issues confronting humanity. Students in this major will obtain a deep understanding of global issues, processes, and systems and the various implications of globalization.

This program builds upon the existing Global Studies Minor maintaining its original structure and philosophy and reinforcing its links with the University mission. It also retains the two co-requisites of the minor: 1) Language requirement to achieve an intermediate level in a language other than English (e.g., the equivalent of the first four semesters or two years in a language other than English or by demonstrating equivalent proficiency as approved by the CI languages faculty), and 2) Study Abroad requirement to complete a minimum of one international experience course.

The B.A. in Global Studies will include three lower division core courses (9 units), namely GLST 200 (Introduction to Global Studies), GEOG 201 (Cultural and Historical Geography of the World) and POLS 103 (Introduction to International Politics). At the upper division level, students have to complete 24 units, distributed as followed:

- A capstone project (3 units)
- Students are required to take 21 units from a minimum of (3) discipline areas, which are: Art, Communication and Performing Arts, Business and Economics, Global Studies, Language and Literatures, Sciences and Social Sciences (examples of courses included under these areas include SOC 448 (Globalization and Development), POLS 354 (International Relations of the Middle East), and CHS 401 (Latina/o Workers in a Global Economy).

This B.A. draws from the wide variety of courses already offered at CI and that are already part of the Global Studies minor. No new courses need to be created in order to start this program. This low-unit program allows students to seek the completion of a second major or to add other minors (for instance, Asian-Pacific Studies, Spanish, Chicana/o Studies, etc.).

**B. Student Learning Objectives: Principal content and skills that students will learn in the program. (150 words)**

Students graduating from the Global Studies program will be able to:

- Demonstrate knowledge and understanding of the interdisciplinary nature of contemporary global issues, processes, and systems (e.g., issues such as environmental justice, immigration or poverty, processes such as the economic and political interdependency among nations, and systems such as global governance bodies).

- Analyze global issues from multiple viewpoints.
- Acquire the communication skills needed to work effectively in a global and multicultural context.
- Engage in communicative activities in a second language (other than English) at an intermediate level (following ACTFL language proficiency guidelines).
- Engage as active citizens in a global society.

**C. How the program aligns with the University mission and strategic planning goals.**

The proposed B.A. in Global Studies is deep-rooted strongly around the University mission.

- *International perspectives* are acquired throughout the program as students learn about global issues, processes, and systems.
- The *interdisciplinary* pillar of the mission is represented in two ways:
  - Students are required to take upper division courses from three different discipline areas
  - The global issues discussed throughout the program are analyzed from a variety of worldviews and disciplines.
- Knowing more about other people's cultures and ideas make students reflect on their own culture and values (*multicultural perspectives*).
- Lastly, one of the goals of the program is to engage students as active citizens in the global society (*service learning*).

In addition, this program aligns perfectly with the Institutional Mission-Based Learning Outcomes, specially the first one that indicates that "graduates will be able to identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate)."

**3. Program Need**

This program recognizes the increasing interdependence of the world and the global nature of contemporary issues, such as population growth, immigration, global warming, environmental justice, health and education, etc. This major will offer students the opportunity to develop the skills needed to work effectively in a global and multicultural context.

Also, even though Channel Islands has gone a long way in its internationalization efforts since 2002, the introduction of a B.A. in Global Studies would enhance CI's promise to graduate students with international perspectives. However, this program does not only further develop the international component of CI's mission, but it also cultivates the other three areas; multiculturalism, service, and interdisciplinarity.

As we increase the number of students that we send overseas, there is also an enhanced interest in global topics, intercultural understanding, and second languages. The fact that this would be the only Global Studies major that the CSU system would offer between Long Beach to San Jose also calls for the adoption of this degree at CI.

Lastly, as we grow, Channel Islands needs to expand its undergraduate curriculum. This is a program that can be easily implemented, drawing from the resources that we already have in place. At the current moment, there is no other Bachelor Degree in the Academic Master Plan for the proposed date of implementation for this degree (Fall 2013).

**A. Other Universities and CSU campuses and that currently offer the proposed degree or program. How is this degree distinctive?**

Only 6 of the 23 CSU Campuses offer this degree:

- CSU East Bay offers a B.A. in International Studies
- CSU Long Beach offers a B.A. in International Studies
- CSU Monterey Bay offers a B.A. in Global Studies
- San Jose State University offers a B.A. in Global Studies
- CSU San Marcos offers a B.A. in Global Studies
- Sonoma State University offers a B.A. in Global Studies

Other universities that offer this degree in the region are:

- California Lutheran University offers a B.A. in Global Studies
- UC Santa Barbara offers a B.A. in Global Studies
- UCLA offers a B.A. in Global Studies
- Pepperdine University offers a B.A. in International Studies

Within the CSU system, only six campuses offer this program and CI would be the only campus providing this degree between the cities of San Jose and Long Beach, which are 325 miles apart. This degree would be distinctive to any other program in that it would contain the four elements of the CI mission.

**B. Professional uses of the proposed degree program:**

The Global Studies major provides a well-rounded degree that will help prepare students for a variety of careers in the international arena. For example, Global Studies majors could qualify to work for the federal government (such as the Foreign Service, the US Agency for International Development, the Department of Homeland Security, etc.) international service agencies (such as CARE, UNICEF, Direct Relief International), international NGOs (e.g. Peace Corps, Red Cross, Amnesty International, etc.), and many overseas careers. It will also help prepare students for further graduate study in international affairs, international business, peace and world order studies, area studies, and the emergent global civil society.

**C. What sources of information provide evidence for regional, state, and/or national need for the program?**

The reality of globalization and the interconnectedness of nations and economies demand that students must be well educated in global issues. At the national level, the implementation of this program meets President's Obama 2020 Goals to improve the quality of international education in order to increase its national capacity, global peace and its economic competitiveness. The current global economic crisis provides one of the best examples about the importance of graduating students with a global understanding of world issues. This financial crisis has taught us that countries have to work together to solve global problems that extend beyond individual borders. As these problems become larger in scale, the region, the state and the nation need students that can understand and analyze these issues and provide solutions.

**4. Student Enrollment:**

**A. The expected number of majors in the year of initiation and three and five years thereafter. Please identify the data source(s) for these projections.**

	<b>Number of Majors</b>	<b>Number of Graduates</b>
<b>Initiation Year:</b>	20	0
<b>Third Year:</b>	30	10
<b>Fifth Year:</b>	50	20

There are currently 15 students completing the Global Studies minor. In the last few years, the required core course for the Global Studies minor has been very well enrolled every time that has been offered. See the figures below:

GLST 200: Introduction to Global Studies (Fall 2011) - 34 students  
GLST 200: Introduction to Global Studies (Spring 2011) - 29 students  
GLST 200: Introduction to Global Studies (Fall 2010) - 38 students  
GLST 200: Introduction to Global Studies (Fall 2009) - 39 students  
GLST 435: Global Cities (Fall 2011) - 21 students

These projections are also based on the number of majors and graduates in the Political Science program, which could be considered a comparable degree at CI.

Additionally, these figures are partly based on the number of students that travel overseas through a University sponsored program, be it through a UNIV 392 course or through the CSU International Programs Office. Every year, CI sends an average of 90 to 120 students overseas. Considering that students in these courses have invested already in international education and that their enrollment in these programs would already fulfill

the study abroad component of this major, it would be a great incentive for them to complete a major in Global Studies.

**5. Resources and Budget**

**A. Existing faculty, staff, and programmatic resources that support the program.**

Terry L. Ballman, Ph.D., Professor of Spanish  
 Sunghee Choi, Ph.D., Lecturer in the Sociology Program  
 Marie Francois, Ph.D., Professor of History  
 Scott A. Frisch, Ph. D., Professor of Political Science  
 Andrea Grove, Ph.D., Professor of Political Science  
 Antonio Jiménez Jiménez, Ph.D., Associate Professor of Spanish  
 Christopher W. Scholl, Ph. D., Lecturer in the Political Science Program  
 Stephen Stratton, MLIS, Librarian

**B. Community/industry partnerships. Identify organizations, businesses, and agencies contributing to the academic or financial support or delivery of the degree, and describe their role.**

The World Affairs Council of America - Central California Coast promotes understanding by sponsoring public programs for citizens of all ages that foster discussion of international issues. They do this through programs such as engaging policy makers; educational programs; business roundtables; travel programs for teachers; thematic speakers series; and conducting internationally oriented events. This program could collaborate with the World Affairs Council for different extracurricular events.

Ventura County enjoys the presence of a good number of multinational companies, such as Amgen, Technicolor, Patagonia, or Haas Automation. These companies could be potential employers for the Global Studies graduates.

**C. Budget. Costs estimated to be associated with the degree in the pre-implementation year, first, third and fifth year of operations. Provide narrative describing these budget estimates.**

	<b>Pre-Implementation Year</b>	<b>First Year</b>	<b>Third Year</b>	<b>Fifth Year</b>
<b>Faculty by Rank</b>	\$0	\$23,100	\$30,800	\$110,000
<b>Staff by Job Class</b>	\$0	\$0	\$0	\$0
<b>Equipment</b>	\$0	\$0	\$0	\$0
<b>Instructional</b>	\$0	\$5000	\$1000	\$1000

<b>Support</b>				
<b>Program Development (Consultants, etc.)</b>	\$0	\$0	\$0	\$0

Only three courses are taught with a GLST denomination, namely GLST 200 (Introduction to Global Studies), GLST 435 (Global Cities), which is an elective and does not need to be taught every year, and the capstone. In addition, 3 units of re-assigned time would be necessary for a faculty member to provide advising to Global Studies majors. The figures included in the category of "Faculty by rank" represent the cost associated with the regular teaching of these courses and advising. The first year includes the teaching of two courses and assigned time for advising. The third year includes three courses and advising. The fifth year includes a tenure-track faculty line that would teach all GLST courses and be in charge of advising.

The rest of the courses are offered by the existing programs and do not require additional costs. No new staff would be needed since this degree would run under the Spanish/Languages program. New library materials would need to be acquired in order to provide enough resources for the students (included under "Instructional Support"). No extra equipment or additional program development expenses would be needed to implement this program.

**D. Facilities. Identify new facilities, building modifications and other physical and space needs associated with the new degree or program.**

	<b>Pre-Implementation Year</b>	<b>First Year</b>	<b>Third Year</b>	<b>Fifth Year</b>
Facilities	No new facilities required	Regular classroom space needed for the teaching of courses associated with the major	Regular classroom space needed for the teaching of courses associated with the major	Regular classroom space needed for the teaching of courses associated with the major

This low-cost high-impact degree will draw from the existing resources on campus. No additional new facilities are needed beyond the classroom space required for the teaching of the courses associated with the major.

The CI Library already has the basic electronic databases necessary to begin a Global Studies major – SCOLA, JSTOR, CQ Weekly Report, CQ Researcher, Academic Search, International Politics Science Abstract, etc. Additional books will need to be purchased to fill out the Global Studies collection.



In the future, additional faculty as the program expands commensurate with growth.