



SAN DIEGO STATE  
UNIVERSITY

## San Diego State University Senate Minutes

September 4, 2018

AL 101

2:00 to 4:30 pm

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\*\* Topics likely to be included in President de la Torre's presentation

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The University Senate meeting (for September 4) was called to order at 2:03 pm.

**Attendance:**

**Officers:** Bober-Michel (Chair), Ornatowski (Vice-Chair), Attiq (Secretary)

**Arts and Letters:** Abdel-Nour, Adams, Atterton, Beltran, Christakos, Cló, Hua, Imazeki, Weise (for Penrose), Riley, Roberts, Werry, Wheeler

**Business Administration:** Ahsan, Gill, Gubellini, Peter

**Coach:**

**Education:** Cappello, Chizhik, Degeneffe, Duesbery

**Engineering:** Engin, May-Newman, Morsi, Sharma

**Health and Human Services:** Gates, Greiner, Mahar, Maluf, Rauh

**Imperial Valley:** Abarbanell

**Lecturers:** Fuller, Justice, Moberly

**Library:** Bliss, Weston

**MPP I & II:** Montero-Adams, Caryl

**Parliamentarian:** Eadie

**Professional Studies & Fine Arts:** Canary, Conaty, Durbin, Hopkins, Sasidharan, Sha

**Sciences:** Atkins, Harrison, Interlando, Marx, Ponomarenko, Reeder, Schellenberg, Vaughn, Xie, Zona

**Staff:** Aguilar, Chie, Preciado

**University Services:** Sakai

**Administration:** De la Torre, Johnson, Shultz

**Ex-Officio / Emeritus Faculty:** Shackelford

**Associated Students:** Cravens, Thomas

**CFA:** Toombs

**ASCSU:** Butler-Byrd, Csomay

**Guests:** Brooks, Chung, Gattas, Keckler, Prislín, Santos-Derieg, Verity, Wood

1. Agenda (Attiq)

**MSP** To approve the Senate Agenda for September 4, 2018.

2. Minutes (Attiq)

**MSP** To approve the Minutes for May, 2018.

3. Welcome / President de la Torre

**President de la Torre's** presentation focused primarily on SDSU's overall strengths and accomplishments as well as her initial ideas about a strategic plan (to be rolled out next year) and vision for the campus.

The **President** noted that SDSU is well positioned in the community – but we must also look to many untapped opportunities within the region. Her goal is to provide educational options that help to create global citizens, compassionate leaders and ethical innovators who will benefit the San Diego community and the world at large.

This year, she said, the Deans (influenced by our current efforts to embrace shared governance) will be working with Chairs and Directors, faculty and staff to determine what our future strategic direction should be. Also important to consider are suggestions from members of her transition team and the larger SDSU community (with which faculty have deep roots/connections).

The **President** addressed the structure of Academic Affairs, recognizing what many faculty and staff see as a lack of transparency with the budget allocation process. Deans, she added, are already working with Provost Johnson to create a more transparent, decentralized model. She would like to incentivize faculty to work in a more creative, interdisciplinary way—and to that end, she and her staff will hold both College and Department/School-level meetings. The President's Office has discretionary funds for interdisciplinary projects that can create bridges between colleges and the SDSU Research Foundation. She has already begun to meet with donors and community members who desire to learn more about academics and research at SDSU. She would like to showcase the best of these projects and programs to the public.

Finally, the **President** addressed the Aztec Identity issue and the educational and cultural resources under development (to include a healing garden).

**Shackelford** reminded the President about a budget-focused Resolution that the Senate approved in May 2017, and encouraged her to review it.

**Preciado** expressed concern that a foundations document created by the (informally-structured) *Shared Governance Discussion Group* (SGDG) was being circulated without first coming to the Senate for discussion and approval. He emphasized our Senate's unique structure, with members representing staff, students, faculty and administrators. In response, **Conaty** reminded Senators that the opportunity for dialogue was opened up to everyone; no one was or is intentionally left out.

4. Announcements (Bober-Michel)

4.1 Summary of SEC actions/Summer 2018

**Bober-Michel** reviewed our two Summer SEC meetings. The first, held on May 25, allowed President Roush to discuss (in Executive Session) the interim Provost position. Chair Bober-Michel called the July 17 meeting to discuss the proposed Winter Session as well as selection of the AVP for Diversity and Inclusion. SEC also approved the graduation of three students.

#### 4.2 Dean Search Committees

**Bober-Michel** highlighted each of the three Dean searches along with the search for a permanent Provost. A yet-to-be-selected search firm will assist with all four.

She reminded Senators about our selection today of outside faculty members for the Engineering, PSFA, and Library Search Committees. Based on input from Parliamentarian Eadie, Deans, Associate Deans and Assistant Deans would not appear on any of the three ballots.

#### 4.3 SDSU Mission Valley

**Bober-Michel** provided an update on the Mission Valley initiative and the informational Open Forums already/to be held prior to the November 6 election—including one set for SDSU Imperial Valley. She cautioned that in our professional roles, we aren't allowed to campaign; we can, however, educate and inform the electorate.

**Preciado** asked if the Senate could take a position to support SDSU West through a Resolution. **Bober-Michel** replied affirmatively, but added that she didn't yet know if this would happen at our October meeting.

#### 4.4 Aztec Identity

#### 4.5 Aztec Shops review

**Bober-Michel** anticipates that we'll start this process within the next few weeks.

#### 4.6 Pool of 14 (Ornatowski)

**Bober-Michel** deferred to **Ornatowski** who explained that the Provost draws from the pool of 14 faculty when forming Dean Review Committees; we will indeed finalize membership over the next few weeks, although no Deans will be reviewed this year.

**Sha** suggested that the group focus instead on developing common survey items—as we discussed at length last year.

#### 4.7 Status: Senate websites (public and internal), senator orientation and outreach efforts

**Bober-Michel** shared the Senate external website, which has undergone significant rework led by Administrative Analyst Dania Brett; however, revamping of the SharePoint (internal) site is on hold.

**Bober-Michel** announced that the Senate Officers will host a series of lunches this Fall to give Deans, faculty and staff opportunities to learn about the Senate and get input (on a variety of topics/issues) from the community. The Senate Office will also launch a newsletter that, among other priorities, will showcase different Senate Committees and Committee members.

#### 4.8 Freedom of Expression website

According to **Bober-Michel**, Chief of Staff Santos-Derieg will take the lead on designing a website that integrates work we completed last year with a recent similar effort at UC Davis (the **President's** former institution).

#### 4.9 Update: Academic Misconduct Policy (faculty)

**Bober-Michel** indicated that the meet-and-confer is ongoing.

#### 4.10 Update: Shared governance, class size discussion groups

**Bober-Michel** is working on a coordinated way to roll out the foundational document that the SGD (mentioned earlier) has drafted. However, **Wheeler** wants the materials distributed now, even if rollout is uneven. **Reeder**, on the other hand, prefers that the Senate first review it. **Schellenberg** emphasized that nothing is final; the goal of distribution is to solicit input/feedback and then to review, revise, and promote. **Conaty** re-emphasized that we are not a formally-sanctioned committee but rather a discussion group open to all Senators.

Finally, **Bober-Michel** noted that the updated Policy File will soon be posted. There are *many* longstanding errors that need to be corrected. The Officers are also working on transitioning what now is a flat (and challenging to update) pdf file into a web-based format that is easy to maintain and ensures currency.

#### 4.11 Active Shooter Training

**Bober-Michel** is working on coordinating active shooter training. Chief Mays is working on a training schedule and Senators will have the opportunity to sign up when it becomes available.

#### 4.12 Update: Common survey items / administrative reviews

**Bober-Michel** reminded Senators about the Task Force we approved last year (stemming from an AP&P referral) ... charged with a multipronged examination of the curriculum process. Task Force members have been identified and the charge for that group will be discussed at our October meeting. The first meeting will likely be held immediately after that.

### 5. Academic Affairs (Johnson) -- see appended slides

**Provost Johnson** welcomed Senators to the new academic year and spoke about synergies and opportunities for change. He encouraged all Senators to share his message with their constituents.

6. Elections—deferred to the October meeting

The Senate debated the Parliamentarian and Senate Chair's decision to exclude Deans, Associate Deans and Assistant Deans from serving on any of the three Search Committees. After significant input (**Schellenberg, Shulz, Wheeler, Conaty, Bohonak, Aguilar, May-Newman, Preciado**), Senators opted to vote on rescission.

**MSP** (opposed: Adams, Beltran, Clo, Abdel-Nour, Gates, Greiner; abstentions: Sha)

**Bober-Michel** indicated that balloting was rescheduled for our October meeting, with all nominated Deans, Associate Deans, and Assistant Deans included.

6.1 Engineering Dean Search Committee (one outside member)

6.2 PSFA Dean Search Committee (one outside member)

6.3 Library and Information Access Dean Search Committee (three faculty members)

7. SEC Report

7.1 Referral chart

**Ornatowski** updated Senate on CBL's selection of Peter Atterton as Chair.

8. Old Business

9. New Business: Action Items

9.1 Committees and Elections (Vaughn)

**Vaughn** provided an updated on committee membership; she is working with AS President Thomas on placement of students.

**MP**

9.2 Faculty Honors and Awards (Ozturk)

On behalf of FHA Chair Yusuf Ozturk, **Bober-Michel** presented the list of faculty and lecturers requesting emeritus status.

**Carolyn (C.J.) Keith**, Lecturer in the School of Theatre, Television and Film (College of Professional Studies and Fine Arts)

December 2018, 24 years

**Diana Richardson**, Lecturer in the Department of Geography (College of Arts and Letters)

July 2018, 30 years

**Kim Archuletta**, Lecturer in the School of Social Work (College of Health and Human Services)

May 2018, 13 years

**Stephanie K. Brodine**, Professor of Public Health (College of Health and Human Services)

May 31, 2018; 20 years

**Lawrence C. Rhyne**, Associate Professor of Management (Fowler College of Business)

August 1, 2018; 31 years

**Allen W. Shafter**, Professor of Astronomy (College of Sciences) May 31, 2018; 29 years

**MP**

### 9.3 General Education Curriculum and Assessment (Sha)

Chair **Sha** presented the following action items.

LING 100B—English Composition for International Students and English Learners II (I. Communication and Critical Thinking → 2. Composition). *Change to description, number, prerequisites, and title.*

MATH 110—Mathematics for Life (II. Foundations of Learning→ A. Natural Sciences and Quantitative Reasoning→ 4. Mathematics/Quantitative Reasoning. *New course.*

WMNST 103—Women and Global Justice ((II. Foundations of Learning→ B. Social and Behavioral Sciences. *New course.*

CFD 170—Child and Adolescent Development from a Cultural Perspective (III. Lifelong Learning and Self-Development); same courses as Teacher Education 170. *Change to course statement, description, and general education area.*

COMM 245—Interpersonal Communication (III. Lifelong Learning and Self-Development). *Change to description and GE area.*

HIST 125—Sexuality, Past and Present (III. Lifelong Learning and Self-Development). *New course.*

HIST 150—Why History Matters (III. Lifelong Learning and Self-Development). *New course.*

JMS 210—Social Media in the Digital Age (III. Lifelong Learning and Self-Development). *Change to description and general education area.*

PHIL 140—Technology and Human Behavior (III. Lifelong Learning and Self-Development). *New course.*

PSFA 100—Sustainable Self-Development (III. Lifelong Learning and Self-Development). *Change to description, title, and general education area.*

TE 170—Child and Adolescent Development from a Cultural Perspective (III. Lifelong Learning and Self-Development); same courses as Child and Family Development 170. *Change to course statement, description, and general education area.*



ASTR 303—A Walk through the Stellar Graveyard (IV. Explorations of Human Experience→ A. Natural Sciences). *New course.*

ANTH 404—Evolution of Human Behavior (IV. Explorations of Human Experience→ B. Social and Behavioral Sciences). *New course; cultural diversity course.*

LING 452—Language Acquisition (IV. Explorations of Human Experience→ B. Social and Behavioral Sciences). *Add course to general education, update prerequisite.*

ASIAN 425—The Vietnam War (IV. Explorations of Human Experience→ C. Humanities); same course as History 425. *New course; cultural diversity course.*

HIST 425—The Vietnam War (IV. Explorations of Human Experience→ C. Humanities); same course as ASIAN 425. *New course; cultural diversity course.*

**MP**

9.4 Senate's Yearly Agenda – **see document in Minutes Packet**

**MP**

9.5 Undergraduate Curriculum (Verity)

Chair **Verity** presented the following action items.

Accountancy

Accounting Certificate / deactivation of program

English

Children's Literature Certificate / new program

Linguistics

Language, Culture and Society major (with the BA Degree in Liberal Arts and Sciences (new program)

Theatre

Theatre Arts Major (with the BA Degree in Applied Arts and Sciences) / change in program

**MP**

9.6 Follow-up from AP&P referral summary presented to SEC (Wheeler)

**Bober-Michel** recapped key aspects of the presentation AP&P made to SEC in responding to the referral on General Education.

Referral: *Consider SDSU's GE course identification process, both in general and with specific attention to a) course proposals that may be perceived to cross into another department or school's disciplinary purview and b) double counting of courses for major and GE.*

**Bober-Michel** then noted that AP&P ultimately recommended a series of principles and guidelines to assist those originating and evaluating GE proposals. A lively discussion ensued, in part because some members were confused about how to deal with recommendations that were philosophical, and thus not actionable/enforceable. Ultimately, SEC approved accepting the report with appreciation and moving it to the GE Reform Steering Committee for consideration/inclusion in its efforts.

**Wheeler** moved that Senate approve the report despite its philosophical stance. After debate about the appropriateness of that action, **Shultz** and others discussed what actual action to take. Ideas included sending it back to SEC for a second look or referring it to CBL for its input. Ultimately **Shultz** amended the motion—asking for it to come back to SEC for action and inviting AP&P to assist with editing.

**MSP** (final vote: 30 in favor, 10 opposed).

10. New Business: Consent Calendar (Committee Reports)

**MSP** To receive reports on Consent Calendar.

10.1 Academic Policy and Planning (Hopkins)

10.2 Academic Resources and Planning (Conaty)

10.3 ASCSU (Butler-Byrd, Peter, Ornatowski)

10.4 Committees and Elections (Vaughn)

10.5 Diversity, Equity and Outreach (Chung)

10.6 Faculty Affairs (Imazeki)

10.7 Undergraduate Curriculum (Verity)

10.8 University Relations and Development (Carleton)

**MSP** To accept reports on the Consent Calendar.

11. Other Information Items

11.1 GE Reform/Graduation Initiative 2025/EO 1100 and 1110 (Shultz)

Deferred.

12. Other Business

13. Adjournment

The Senate adjourned at 4:32 pm.

**MSP**



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**San Diego State University Senate  
Agenda**

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To: Senate  
From: Marcie Bober-Michel, Senate Chair  
Re: SEC actions (on behalf of Senate) / Summer 2018

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The Senate Executive Committee (SEC) met twice during Summer 2018.

- May 25; meeting called at President Roush's request  
Executive Session, focused on selection of the Interim Provost
- July 17; meeting called at the Senate Chair's request  
Two discussion topics: Winter Session and selection of the AVP for Diversity and Inclusion (Minutes posted to the Senate website)

In addition, at different times over the Summer SEC approved the graduation of three students.

<b>Committee</b>	<b>Date</b>	<b>Item</b>	<b>Referred by</b>
Constitution and Bylaws	May 2018* <sup>1</sup>	Review Senate committee structure, specifically: duties, roles, and responsibilities of committees, length of appointment of members and chairs, and related issues. Are all the standing & other committees needed?	SEC
Academic Policy and Planning	May 2018*	Consider SDSU's GE course identification process, both in general and with specific attention to a) course proposals that may be perceived to cross into another department or school's disciplinary purview and b) double-counting of courses for major and GE.	SEC

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<sup>1</sup> \* = extended timeframe for completion

TO: SEC/Senate  
FROM: Allison Vaughn, Chair, Committee on Committees and Elections  
DATE: August 30, 2018  
RE: Action Items

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The Committee on Committees and Elections moves approval of the following appointments, reappointments, or replacements to committees (marked with an asterisk) along with open spots which need to be filled in each committee. Additionally, we provide a list of existing committee chairs and a list of committees for which no roster information could be found. Finally, we end this report with a list of Senators who are not currently serving on a committee. We expect to provide a more finalized report in once vacancies have been filled.

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### **NEW COMMITTEE CHAIRS**

#### Fee Advisory Committee (Campus)

Chair: Chris Thomas

### **EXISTING COMMITTEE CHAIRS**

#### Academic Policy and Planning

Chair: DJ Hopkins

#### Academic Resources and Planning

Chair: Donna Conaty

#### Bookstore Advisory

Chair: Glen McClish

#### Campus Development

Chair: Laura Shinn

#### Committee on Committees

Chair: Allison Vaughn

#### Constitution and Bylaws

Chair: Reza Sabzehgar

#### Copy Rights and Patents

Chair: Douglas Grotjahn

#### Disability Access and Compliance

Co-Chairs: Jessica Rentto and Pamela Starr

Diversity, Equity, and Outreach

Chair: Beth Chung

Environment and Safety

Chair: Sridhar Seshagiri

Faculty Advancement

Chair: Jennifer Imazeki

Faculty Honors and Awards

Chair: Yusuf Ozturk

Freedom of Expression

Chair: Mark Freeman

GE Curriculum and Assessment

Chair: Bey-Ling Sha

Graduate Council

Chair: Stephen Welter

Honorary Degrees

Chair: Provost Joseph Johnson

Instructional and Information Technology

Chair: Mark Siprut

Intercollegiate Athletic Council

Chair: John Puttman

Liberal Studies

Chair: Virginia Loh-Hagan

Library and Information Access

Chair: Edward Beasley

SDSU Press Editorial Board

Chair: William Anthony Nericcio

Staff Affairs

Chair: Debra Bertram

Student Grievance

Chair: Estralita Martin

Student Learning Outcomes



Chair: Stephen Schellenberg

Student Media Advisory

Chair: Giselle Luevanos

Sustainability

Chair: Keven Jeffrey

Undergraduate Council

Chair: Norah Shultz

Undergraduate Curriculum

Chair: Larry Verity

**COMMITTEES WITH NO ROSTER INFORMATION**

Extended Studies

International Programs

Scholarships Committee

Student Affairs

Student Health Advisory Board

Teacher Education Advisory Council

**FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS & NEED**

\*reappointments or new appointments

***Academic Policy and Planning***

\*John Penrose term renewed May 2021

\*Cathie Atkins new term May 2021

\*Khaled Morsi new term May 2021

\*Ronnie Cravens new term May 2019

NEED 1 student from AS

***Academic Resources and Planning***

\*Rebecca Lewison term renewed May 2021

\*Eric Boime new term May 2021

\*Mark Reed new term May 2021

\*Michael Roberts new term May 2021

NEED 2 students

***Bookstore Advisory***

\*Tao Xie new term May 2021

\*Carrie Sakai new term May 2021

NEED 1 student

***Campus Development***

\*Niyi Coker new term May 2021

NEED 1 student

***Committee on Committees***

\* Linda Abarbanell term renewed May 2019

\*Clarissa Clo term renewed May 2019

\*Michael Gates term renewed May 2019

\*Stefano Gubellini term renewed May 2019

\*Vinod Sasidharan term renewed May 2019

\*Allison Vaughn term renewed May 2019

\*Heather Canary (PSFA) new term May 2019

\*David Marx (SCI) new term May 2019

\*Satish Sharma (ENG) new term May 2019

\*Alfredo Urzúa Beltran (A&L) new term May 2019

\*Wil Weston (LIB) new term May 2019

NEED 1 EDU senator

***Constitution and Bylaws***

\*Bann Attiq (Senate Secretary) new term May 2019

\*Peter Atterton new term May 2021

\*Walter Penrose new term May 2021

\*Tod Reeder new term May 2021

NEED 1 student

***Copyrights and Patents***

\*Philip Greiner new member May 2019

***Disability Access and Compliance***

NEED 2 students (1 undergrad and 1 grad)

***Diversity, Equity, and Outreach***

\*Beth Chung term renewed May 2021

\*Tiffany Dykstra-Devette new term May 2021

\*Roberto Hernandez new term May 2021

\*Natalie Mladenov new term May 2021

NEED 2 students (one from AS)

***Environment and Safety***

NEED 2 students

***Faculty Affairs***

\*Margaret Field term renewed May 2021

***Faculty Honors and Awards***

NEED 1 student

***Fee Advisory Committee (Campus)***

\*Ronnie Cravens new term May 2019

\*Josh Miller new term May 2019

\*Christian Onwuka new term May 2019

\*Anya Shutovska new term May 2019

\*Michael Wiafe new term May 2019

\*Nikolas Wohlman new term May 2019

***Freedom of Expression***

\*Jonathan Graubert term renewed May 2021

\*Ronnie Cravens new term May 2019

\*Christian Onwuka new term May 2019

\*Michael Wiafe new term May 2019

\*Nikolas Wohlman new term May 2019

***GE Curriculum and Assessment***

\*Bey-Ling Sha term renewed May 2021

\*Michelle Dean term renewed May 2019

\*Christopher Harrison new term May 2021

\*Yusuf Ozturk new term May 2021

\*Ramona Perez new term (replacing E. Csomay) May 2020

\*David Pearson new term May 2021

NEED 2 (undergrad) students

***Graduate Council***

\*Mark Reed term renewed May 2021

\*Steve Gill new term May 2021

\*Barry Stampfl new term May 2021

\*Satchi Venkataraman new term May 2021

NEED 2 (grad) students

***Honorary Degrees (roster full)******Instructional and Information Technology***

\*Harsimran Baweja term renewed May 2021

\*Brian Adams new term May 2021

NEED 1 student

***Intercollegiate Athletic Council***

\*Sara Gombatto new term May 2021

\*Christian Onwuka new term May 2019

NEED 2 faculty (presidential appointees)

NEED 1 community member (presidential appointee)

NEED 1 student (Student Athlete Advisory Council)

NEED President of Aztec Athletic Foundation (or designee)

### ***Liberal Studies***

NEED 1 faculty (liberal studies within Fine Arts & Humanities)

NEED 1 faculty (liberal studies within Social & Behavioral Sciences)

NEED 1 student (Liberal Studies major)

### ***Library and Information Access***

\*Edward Beasley term renewed May 2021

\*A. Ege Engin term renewed May 2021

\*Mitchell Rauh term renewed May 2021

\*Jaemin Kim new term May 2021

\*Donatella Zona new term May 2021

NEED 2 students

### ***SDSU Press Editorial Board (roster full)***

### ***Staff Affairs***

\*Norma Aguilar new term May 2021

\*Johanna (Kris) Rodenberg new term May 2021

NEED 1 student

### ***Student Grievance***

\*Paul Justice term renewed May 2021

\*Carol Landry new term May 2021

\*Caryl Montero Adams new term May 2021

\*Anya Shutovska new term may 2019

NEED 1 faculty

NEED 7 students

### ***Student Learning Outcomes***

\*Taekjin Shin new term May 2021

NEED 1 SCI faculty

NEED 2 students

### ***Student Media Advisory***

\*Skot Norton new term May 2021

NEED 1 University president designee

NEED 4 students (AS appointed)

### ***Sustainability***

\*Bruce Appleyard term renewed May 2021

\*Anh Hua new term May 2021

NEED 2 students

***Undergraduate Council***

\*Linda Abarbanell new term May 2021

\*John Love new term May 2021

NEED 2 (undergraduate) students

***Undergraduate Curriculum***

\*Magdalena Altamirano term renewed May 2021

\*Bey-Ling Sha term renewed May 2021

\*Ege Engin new term May 2021

NEED 2 students

***University Research Council***

\*Erin Riley new term May 2021

\*Mujtaba Ahsan new term May 2021

NEED 1 EDU faculty

\*reappointments or new appointments

Friday May 11, 2018

TO: SEC/Senate

FROM: Yusuf Ozturk, Chair, Faculty Honors and Awards Committee

SUBJECT: Emeritus Status

The Faculty Honors and Awards committee recommends that the Senate approve emeritus status for the following professors.

Carolyn "C.J." Keith , Lecturer in the School of Theatre, Television, and Film (TTF), 24 years.

Sincerely,

Yusuf Ozturk  
Chair, Faculty Honors and Awards Committee



SAN DIEGO STATE  
UNIVERSITY

Prof. D.J. Hopkins, MFA, PhD  
Director, School of Theatre, Television, and Film  
San Diego State University

Office: 619-594-5091  
dhopkins@mail.sdsu.edu

30 April 2018

Marcie Bober-Michel, Senate Chair  
Cezar Ornatowski, Senate Vice Chair  
Bann Attiq, Senate Secretary

Dear Senate Officers,

I am writing to nominate Carolyn “C.J.” Keith, a longtime Lecturer in the School of Theatre, Television, and Film (TTF), for Emeritus status. She will retire from SDSU at the end of the Fall 2018 semester.

Since 1994, when she joined the SDSU Department of Theatre (as it was called then), C.J. has been a truly exceptional member of the TTF community. As a student in our rigorous MFA program in Musical Theatre, C.J. was voted Outstanding Graduating Graduate Student of 1996. She has served as a member of our faculty since her graduation. During that time, C.J. has helped build the skills of nearly every SDSU Performance Major over more than twenty years. I have visited acting classrooms at conservatory programs and elite universities, so I speak from first-hand knowledge when I say that C.J. has provided our students with a quality of instruction on par with the best training in the country.

Since 2002, C.J. has been more than an exceptionally strong instructor: for sixteen years, C.J. has been the Head of Undergraduate Academic Advising for the School. For most of that time, she alone served as the organized mind and compassionate heart of undergraduate study in the TTF. The School has grown significantly since 2002, with currently over 600 majors enrolled in our undergraduate programs. C.J. provides them all with clear, consistent, reliable advice. Yet, even as she demonstrates efficiency in her academic planning and polite formality in her office demeanor, C.J. is truly big-hearted. Her personal investment in student success is evident in her commitment to excellence, her long office hours, her relentless dedication to getting it right for every student, and in her service — which is above and beyond. An example: C.J. served for ten years as our School’s leader for Explore SDSU Day, planning for and welcoming the hundreds of prospective students and family members who visit the TTF every March.

C.J. can break down the curricular map for any emphasis in the School with a cool, quick explanation and make it appear perfectly clear; yet, if students or faculty still have follow-up questions, she responds with patience and a smile. For all her professional acumen, C.J. is also the School’s #1 shoulder to cry on, as

many grateful students can attest. It never ceases to amaze me that all these capacities are combined in a single person. Indeed, C.J. Keith demonstrates the essential features of the ideal academic advisor.

Of C.J.'s role as Undergraduate Advisor, Professor Peter Cirino, head of the Performance area, writes: "C.J. Keith is inspirational in her devotion to helping the students in our School in both their academic requirements and artistic aspirations." Professor Denitsa Bliznakova, faculty in Design and Technology, writes: "C.J. Keith spends an enormous amount of time with our many undergraduate students, always making each one of them feel unique and special. She consistently accomplishes this with a caring and cheerful demeanor. We have never heard a complaint from any student regarding counseling from C.J." Professor Greg Durbin, head of the Television, Film, and New Media area, writes: "C.J. Keith is the most effective undergraduate advisor I have observed in my years at San Diego State University. While I recognize that such praise risks accusations of hyperbole, I mean it sincerely. C.J. possesses exquisite judgment and a calm, reflective bent of mind that engender great trust and confidence in the students who depend so critically on her counsel. She combines an impressive grasp of the vast TTF undergraduate curriculum with an exceptional rapport with her many advisees. As any TTF student can attest, this rapport stems from a genuine sensitivity to their needs and the pressures they face. We all marvel at C.J.'s genuine dedication to helping students in their path toward graduation as well as her indefatigable energy and industry." I concur with these eloquent and emphatic remarks from leaders in our School.

During my time as Director of the School, C.J.'s office has been my first stop when I have had questions about curriculum, course scheduling, or academic planning. I have turned to C.J. for advice on thorny questions related to campus policy or student rights and responsibilities. C.J. consistently provides an experienced and compassionate point of view. Her focus is always student success, and with that goal in mind, C.J. has been for many years among the School's greatest assets.

Some objective support for this claim. C.J. received the Provost's 2016 Award for Outstanding Academic Advising. She received another campus-wide advising award in 2006 and the PSFA College Council's Inspiration Award in 2016. Further, C.J. has been recognized for her artistic accomplishments. She routinely directs plays in our theatre season, and has received off-campus theatre awards for excellence (in 2003, 2012, and 2013). C.J. has twice received the Theatre Program's Most Inspirational Faculty Member Award (in 2008 and 2014). Most recently, C.J. was awarded the PSFA College Council's 2018 Outstanding Professor Award.

For all these reasons and more, C.J. Keith is eminently qualified for Emeritus status at San Diego State University. This letter of nomination has been enthusiastically approved by a unanimous vote of the full faculty of the School. Thus, I write on behalf of a large academic unit that has thrived during the years in which C.J. has provided our students with both insightful academic guidance and rigorous arts education.

Sincerely,



D.J. Hopkins



Friday June 8, 2018

TO: SEC/Senate

FROM: Yusuf Ozturk, Chair, Faculty Honors and Awards Committee

SUBJECT: Emeritus Status

The Faculty Honors and Awards committee recommends that the Senate approve emeritus status for the following professors.

Diana Richardson , Lecturer Department of Geography, College of Arts and Letters, 30 years.

Sincerely,

Yusuf Ozturk  
Chair, Faculty Honors and Awards Committee


SAN DIEGO STATE  
UNIVERSITY

College of Arts and Letters  
San Diego State University  
5500 Campanile Drive  
San Diego CA 92182 · 6060  
Tel: 619 · 594 · 5431  
Fax: 619 · 594 · 6281

**MEMORANDUM**

Date: May 24, 2018

To: Yusuf Ozturk, Chair, Faculty Honors and Awards Committee, SDSU Senate

From: Norma Bouchard, Dean   
College of Arts and Letters

Subject: Nomination of Diana Richardson for Emeritus Status

Re: Piotr Jankowski memo of April 16, 2018

I enthusiastically support Piotr Jankowski's nomination for Diana Richardson to be awarded emeritus status. In addition to serving as a lecturer in Department of Geography for more than 30 years, Diana has served for the last 17 years as the department's undergraduate advisor and internship coordinator. She has taken a leadership role in organizing annual Geography Awareness Week activities and has coordinated department outreach programs to high school and community college students. Outstanding graduating seniors have selected Diana as Most Influential Faculty Member on numerous occasions, including at the 2018 CAL Commencement Ceremony where she was the Most Influential Faculty Member for the outstanding graduates in Geography and Sustainability.

SAN DIEGO STATE  
UNIVERSITY

Department of Geography  
College of Arts and Letters  
San Diego State University  
5500 Campanile Drive  
San Diego, CA 92182 · 4493  
Tel: 619 · 594 · 5437  
Fax: 619 · 594 · 4938

To: Yusuf Ozturk, Chair, Faculty Honors and Awards Committee, SDSU Senate  
From: Piotr Jankowski, Chair, Department of Geography  
Subject: Nomination of Diana Richardson for emeritus status  
Date: 4/16/2018

Cc: Norma Bouchard, Dean, College of Arts and Letters

I nominate Diana Richardson, Department of Geography, for the emeritus status effective July 15, 2018.

Diana Richardson will retire on July 5, 2018 after 30 years of distinguished service as a lecturer at SDSU. For the past 17 years, as a full-time lecturer, she has been the undergraduate advisor and internship coordinator for the Department of Geography. Her advising service has been exemplary. She has been effectively a go-to person for all of the undergraduate students in the Department. Her friendly and insightful guidance has been warmly appreciated by our undergraduate students. She has placed many undergraduate majors with student internships. A number of those internships have led to permanent positions with private firms and government agencies.

Diana was selected multiple times the Most Influential Faculty Member – the last time in May 2014. In her nomination she was described as a person who “exudes warmth and benevolence,” and has “an unconcealed love of teaching.” In addition to her regular advising duties, Diana has served undergraduate students by organizing annually Geography Awareness Week, Careers in Geography panel presentations, and outreach to area high school and community colleges. She has served the university and the broader community as a board member of the one-to-one Movement, a member of the advisory council for the San Diego Roots Sustainable Food Project, and a member of the advisory committee for the Sage Project at SDSU.

I believe that the level of commitment to teaching and service at SDSU demonstrated by Diana Richardson deserves to be recognized by granting her the emeritus status at SDSU.

Tuesday August 14, 2018

TO: SEC/Senate

FROM: Yusuf Ozturk, Chair, Faculty Honors and Awards Committee

SUBJECT: Emeritus Status

The Faculty Honors and Awards committee recommends that the Senate approve emeritus status for the following professors.

Stephanie K. Brodine, Professor of Public Health, May 31, 2018, 20 years

Lawrence C. Rhyne, Associate Professor of Management, August 1, 2018, 31 years

Allen W. Shafter, Professor of Astronomy, May 31, 2018, 29 years

Ms. Kim Archuletta, Lecturer, School of Social Work, May 31, 2018, 13 years

Sincerely,

Yusuf Ozturk  
Chair, Faculty Honors and Awards Committee



School of Social Work  
College of Health and  
Human Services  
San Diego State University  
5500 Campanile Drive  
San Diego CA 92182 · 4119  
Tel: 619 · 594 · 6865  
Fax: 619 · 594 · 5991

May 3, 2018

Faculty Honors and Awards Committee  
University Senate  
San Diego State University

Dear Committee members:

Ms. Kim Archuletta will be retiring as a lecturer in the School of Social Work at the end of the spring semester. I have known Ms. Archuletta the entire time she has been on faculty and I nominate her for emeritus status due to her lengthy and active service to San Diego State University. In many ways Ms. Archuletta has dedicated herself to our students, the School, and the mission of San Diego State University.

Kim Archuletta has served on the faculty for 13 years. She has worked in our field department and for the past 7 years served as our Undergraduate Field Director. This involves working with our over 300 community partners regarding the placement and supervision of students in field sites. This involves representing SDSU and the School and Ms. Archuletta has always done so in a professional manner and is well respected in the community.

She also was involved with our state-wide social work Lobby Days, where social work students from across California meet to learn about advocacy with our legislators. Ms. Archuletta organized student trips and helped secure funding so that our students could attend. She also worked with our former Director to organize a study abroad program in Spain.

Her greater service to the university included being selected to develop and oversee the Aztecs for Recovery student organization, for students in recovery from substance use problems. This was due to her extensive background in substance use treatment. Ms. Archuletta's other extensive service to SDSU includes 3 years on University Student Grievance Committee, 6 years as CFA Treasurer, 7 years as Lecturer Representative, and 6 years on Faculty Rights with 2 years as co-chair. These roles are all above and beyond her position here.

Based on her numerous contributions to San Diego State University, it is clear that Kim Archuletta deserves this recognition of emeritus status.

Sincerely,

Melinda Hohman, Ph.D.  
Professor and Director

TO: Senate Executive Committee / Senate

FROM: Bey-Ling Sha, Chair  
General Education Curriculum and Assessment Committee

DATE: August 15, 2018

RE: GENERAL EDUCATION PROGRAM

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## Action

### I. COMMUNICATION AND CRITICAL THINKING

#### 2. Composition

*Change to description, number, prerequisites, and title*  
(For 2018-2019 implementation)

#### **LING 100B. English Composition for International Students and English Learners II (3) [GE I2]**

Prerequisite: Linguistics 100A with a grade of C- (1.7) or better.

College-level writing; attention to language needs of advanced English Learners. Written argument, comprehension and analysis of college-level academic texts, and use of multiple text sources for written synthesis and argument. Not open to native speakers of English. Not open to students with credit in a higher-numbered composition course or Africana Studies 120 or American Indian Studies 120 or Chicana and Chicano Studies 111B or Rhetoric and Writing Studies 100 [or English 100] or 105B. (Formerly numbered Linguistics 100.)

### II. FOUNDATIONS OF LEARNING

#### A. Natural Sciences and Quantitative Reasoning

#### 4. Mathematics/Quantitative Reasoning

*New course*  
(For 2018-2019 implementation)

#### **MATH 110. Mathematics for Life (3) [GE]**

Mathematical problem solving pertinent to daily life. Exponential and logarithmic functions; conversion, estimation, and measurements; personal finance; probability and statistics.

#### B. Social and Behavioral Sciences

*New course*  
**WMNST 103. Women and Global Justice (3) [GE]**

Gendered injustices and resistance from a global perspective. Colonization, environmental justice, gendered violence, migration, militarization, poverty, and travel and tourism. Structural inequalities in consumption, food production, and labor through a feminist lens. Activism and formation of social movements.

### III. LIFELONG LEARNING AND SELF-DEVELOPMENT

*Change to course statement, description, and general education area*

#### **CFD 170. Child and Adolescent Development from a Cultural Perspective (3) [GE]**

**(Same course as Teacher Education 170)**

Theories of child and adolescent development using a cultural and contextual approach with emphasis on self-reflection and lifelong learning. Liberal Studies premajors and majors and students seeking teaching credentials will complete Teacher Education 170; all others will complete Child and Family Development 170. Not open to students with credit in Child and Family Development 270, Psychology 230, or Teacher Education 170.

*Change to description and GE area*

#### **COMM 245. Interpersonal Communication (3) [GE]**

Theory and practice of interpersonal communication. Role of communication in developing, initiating, maintaining, and transitioning through everyday social relationships. Challenges of managing interpersonal communication; contexts, and verbal and nonverbal messages.

*New course*

#### **HIST 125. Sexuality, Past and Present (3) [GE]**

How the past shapes the modern physiological, psychological, and sociological sexual self. Censorship and sex, influence of capitalism, religion, and science on sexuality; modern romance, nonconformity, personal sexual identities, gender and sexual roles, the sexual body, sexual liberation, and sexual norms.

*New course*

#### **HIST 150. Why History Matters (3) [GE]**

Historically-informed behaviors, contexts, and frameworks through the lenses of contemporary social issues, marking memory through monuments, museum and cultural experiences, politics, and pop-culture.

*Change to description and general education area*

#### **JMS 210. Social Media in the Digital Age (3) [GE]**

Two lectures and one hour of discussion.

Digital media literacy, digital resilience, social networking, and virtual worlds. Evaluating information via digital, mobile, and social technologies in a global environment. Social media's impact on life-long familial, personal,

professional, and social relationships; mental and physical health, and personal identity.

*New course*

**PHIL 140. Technology and Human Behavior (3) [GE]**

Consequences of technology on our lives as integrated physiological, psychological, and social beings. Environmental problems associated with rapid development of technology. Responses to problems by various philosophers and writers.

*Change to description, title; move to different area of general education*

**PSFA 100. Sustainable Self-Development (3) [GE]**

Applications, definitions, key concepts, measures, and theories of sustainable development of individuals and society. Establishment of effective and potentially fulfilling sustainability lifestyle plan for the future. Interrelationships between biodiversity and society.

*Change to course statement, description, and general education area*

**TE 170. Child and Adolescent Development from a Cultural Perspective (3) [GE]**

**(Same course as Child and Family Development 170)**

Theories of child and adolescent development using a cultural and contextual approach with emphasis on self-reflection and lifelong learning. Liberal Studies premajors and majors and students seeking teaching credentials will complete Teacher Education 170; all others will complete Child and Family Development 170. Not open to students with credit in Child and Family Development 170, 270, or Psychology 230.

**IV. EXPLORATIONS OF HUMAN EXPERIENCE**

**A. Natural Sciences**

*New course*

**ASTR 303. A Walk through the Stellar Graveyard (3) [GE]**

Prerequisites: Completion of the General Education requirement in Foundations of Learning II.A.1. Physical Sciences and in Foundations of Learning II.A.4 Mathematics/Quantitative Reasoning.

Deaths of stars and their exotic corpses to include black holes, neutron stars, and white dwarfs. User-friendly introduction to Einstein's relativity theories, gravitational waves, and warped space-time.

**B. Social and Behavioral Sciences**

*New course*

**\*ANTH 404. Evolution of Human Behavior (3) [GE]**



Prerequisites: Anthropology 101 or Biology 101. Completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences required for nonmajors.

Evolutionary approaches to human behavior to include evolutionary psychology, gene-culture coevolution, and human behavioral ecology. Evolution of cooperation and altruism, human health and survival, human mating, parenting, and violence and warfare.

*Add course to general education, update prerequisite*

**LING 452. Language Acquisition (3) [GE]**

Prerequisites: Linguistics 420 and completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences.

Principles of child language development. Sounds and grammar in speech of young children. Acquisition of reading and vocabulary. Relationship between cognitive development and language. Development of language in bilinguals. Second language acquisition.

**C. Humanities**

*New course*

**\*ASIAN 425. The Vietnam War (3) [GE]**

**(Same course as History 425)**

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.

The Vietnam War from a global perspective. The war's evolution in Vietnam and Indochina as well as its implications on socialist nations, the Third World, and the West.

*New course*

**\*HIST 425. The Vietnam War (3) [GE]**

**(Same course as Asian Studies 425)**

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.

The Vietnam War from a global perspective. The war's evolution in Vietnam and Indochina as well as its implications on socialist nations, the Third World, and the West.

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**\*Cultural diversity course**

Report prepared and respectfully submitted by Curriculum Services on behalf of the General Education Curriculum and Assessment Committee.

## University Senate Yearly Agenda – AY 2018/19

- Take an active role in welcoming President de la Torre to campus, and orienting her to Senate priorities, operations, and needs.
- Build Senate capacity by increasing the number seats for staff—including those who are nonrepresented (2 or 3)—and lecturers (2).
- Monitor:
  - reforms affecting General Education and assessment -- including WASC Review Panel recommendations and Executive Order 1100; call for routine reporting from any Task Force or Committee charged with implementation.
  - reforms affecting remediation -- including Executive Order 1110; call for routine reporting from any Task Force or Committee charged with implementation.
  - rollout of Graduation Initiative 2025 (activities, curricular decisions, etc.); call for routine reporting from any Task Force or Committee charged with implementation.
  - rollout of the accelerated Registration Timeline; call for routine reporting.
  - the development and implementation of Diversity Plans (within Faculty Search Requests) that the Senate approved in Spring 2018.
  - the initial (and “experimental”) rollout of Winter Session in January 2019; call for routine reporting from the College of Extended Studies.
- Assist with forming (early Fall 2018) and then monitoring the Task Force charged with implementing curriculum approval process reforms that AP&P recommended (and the Senate approved) in Spring 2018; call for routine reporting
- Review the Policy File with an eye to modernizing policies to reflect technological enhancements, changed priorities, new or revised state laws and CSU regulations, etc.—and refer each instance to the appropriate Committee(s) for input.
- Initiate and monitor a review of Aztec Shops, per the Policy File (UNIVERSITY POLICIES: Organization-->Auxiliaries, Review of).
- Based on recommendations emanating from a referral to AR&P and a Sense of Senate Resolution (both approved in May 2017), continue the discussion on University budgeting (with an eye to transparency, shared decision-making, and reallocation of resources).
- Help to facilitate campus feedback for CSU Executive Orders, consulting any and all groups potentially impacted by their implementation.
- Track CSU regulations relating to the educational quality of courses and programs offered online.
- Professionalize the Senate Office via an enhanced web presence, access to files (records, reports), and timely submission/posting of agendas and minutes.
- Promote the precepts of shared governance via regularly-scheduled events that are both informal (i.e., coffee with the Officers on specific issues) formal (i.e., workshops for select Standing Committees on preparing action-item revisions to policy).

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair  
Undergraduate Curriculum Committee

Date: August 15, 2018

Re: 2019-2020 *General Catalog*

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## **ACTION (3A-09-18)**

### ACCOUNTANCY

1. Deactivation of program.

Accountancy

#### **Accounting Certificate (SIMS Code: 221003)**

The purpose of the Accounting Certificate is to provide professional and post-baccalaureate certification to accounting and non-accounting professionals.

Students must apply and be admitted to the program before the completion of 18 certificate units. The certificate requires 30 units to include Accountancy 201, 202, 331\*, 332\*, and 18 units of approved electives to make a total of 30 units. Accountancy 201 and 202 must be completed with a minimum grade of C (2.0) and the certificate coursework must be completed with a minimum grade point average of C (2.0).

Courses with relevant content may be substituted for the courses listed above with the approval of the certificate adviser. Courses in the certificate may not be counted toward the major or minor.

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\*General Education prerequisite waived for students in this program.

### ENGLISH

1. New program.

English

#### **Children's Literature Certificate (SIMS Code: XXXXXX)**

The certificate in children's literature allows students to benefit from programming and curriculum offered by SDSU National Center for the Study of Children's Literature. Designed for students interested in editing and publishing, education, graduate study, library studies, and writing, the certificate provides specialized study in children's and young adult literature.

Certificate courses examine formal and critical shifts that have occurred over the course of the history of children's literature, introduce theoretical developments, and survey the history of literature for children and young adults. Students gain broad and rigorous training in the analysis, interpretation, critique, and appreciation of diverse

forms of children's/young adult literature, which may broaden professional and academic opportunities.

The certificate in children's literature consists of a minimum of 18 units to include English 220, 501, 502; six units of English 503; and three units selected from Theatre 310, 315, 510, 580, History 402, Music 343.

Under certain circumstances a maximum of six units of transfer credit may count toward the certificate. Such courses must be evaluated and approved by the certificate adviser. A maximum of six units in the certificate may count toward the major in English or the major in comparative literature but may not count toward the minor in English, the minor in comparative literature, or the minor in children's literature. Students should consult with the certificate adviser to develop an individualized program of study.

A minimum grade point average of 3.0 or better must be maintained in certificate coursework, with no less than a grade of C (2.0) in any course.

## LINGUISTICS

### 1. New program.

#### Linguistics

##### **The Major**

The major in language, culture, and society offers an exploration of the relationship between language, social factors and culture, multilingualism, language variation, and theories about how language is shaped by, and in turn shapes, our understandings about the world, social relations, identities, and power. This major offers a coherent interdisciplinary curriculum with coursework that will provide theories and analytical frameworks to explore language use and variation across cultures and social contexts. Students receive foundational knowledge of the two disciplines, linguistics and anthropology, and will be immersed in sustained inquiry of social, cultural and linguistic systems, with a focus on the interdependence of these systems. The major enables students to perform analyses of language use to investigate the nature of language and power, language use and identity construction, language and world-view, gendered speech, discourse styles and social roles and relations, and cultural traditions and language arts. The major also involves consideration of issues of bilingualism and multilingualism, and related issues of language ideology and policy.

Graduates gain expertise to address complex social problems in a globalized, pluralistic twenty-first century world and qualify for employment in applied careers in nonprofit associations, federal, state, local government and international agencies, community centers, refugee organizations, cultural institutes, and tech companies. Graduates can pursue graduate work in anthropology, law, linguistics, or a variety of interdisciplinary areas in the social sciences, especially those related to language and its use.

**Language, Culture, and Society Major  
With the B.A. Degree in Liberal Arts and Sciences  
(Major Code: XXXXX) (SIMS Code: XXXXXX)**

All candidates for a degree in liberal arts and sciences must complete the graduation requirements listed in the section of this catalog on “Graduation Requirements.” No more than 48 units in linguistics courses can apply to the degree.

**Preparation for the Major.** Linguistics 101 and Anthropology 102. (6 units)

**Language Requirement.** Competency (successfully completing the third college semester or fifth college quarter) is required in one foreign language to fulfill the graduation requirements. Refer to section of catalog on “Graduation Requirements.”

**Graduation Writing Assessment Requirement.** Passing the Writing Placement Assessment with a score of 10, or Linguistics 305W, or Rhetoric or Writing Studies 305W or 500W with a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements.

**Major.** A minimum of 33 units to include Linguistics 300; Anthropology 303, 410; three units selected from Linguistics 420, 501, Anthropology 304; nine units selected from Linguistics 483, 502, 526, 551; three units selected from Linguistics 363 [or African Studies 363] or Linguistics 460 [or American Indian Studies 460 or Anthropology 460]; six units selected from Linguistics 350, 352, 354, Sociology 410, 412; and three units of a course focusing on a specific culture, from any department.

THEATRE

4. Change in program.

Theatre

**Theatre Arts Major  
With the B.A. Degree in Applied Arts and Sciences  
(Major Code: 10071)  
Emphasis in Design and Technology  
(SIMS Code: XXXXXX)**

Paragraphs 1-3 (*no change*)

**Preparation for the Major.** Theatre 100, 115 (recommended) or 130, 120, 240, Television, Film and New Media 160 (15 units). Theatre 100, 120, and 240 must be completed with a grade of C (2.0) or better and cannot be taken credit/no credit (Cr/NC).

**Graduation Writing Assessment Requirement.** (*no change*)

**Major.** A minimum of 39 upper division units in theatre to include Theatre 325, 359, 440 or Television, Film, and New Media 350, Theatre 442A or 442B, 446A or 446B, 447, 449, 452, 460A, 460B, 530A or 530B; and six units selected from Theatre 335, 490, 540, 547, 548, 552, 561, Television, Film, and New Media 550, 551, 558, 559, international exchange option; and four units selected from Theatre 349, 539, 541, 542, 544, 545, 546, 549, 550, 551, 554A, 554B, 556, 557, 564.

Change(s): *For the theatre* omitted from emphasis name. Theatre 111 removed from and 130 added to prep section. Major section updated from *A minimum of 37 upper division units in theatre to include Theatre 325, 359, 440, 442A or 442B, 446A, 446B, 447, 452,*

*460A, 460B, 530A or 530B; and three units selected from Theatre 540, 547, 548, 552; and four units selected from Theatre 349, 448, 539, 541, 545, 546, 549, 550, 554A, 554B to what is reflected above.*

Report prepared and respectfully submitted by Curriculum Services on behalf of the Undergraduate Curriculum Committee.

Date: 29 August 2018  
To: The Senate  
From: Mark Wheeler, SEC Member At Large and CAL Senator  
Subject: APP's Recommendation Regarding SEC Referral on GE Curriculum (Sept. 2017 #2)

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**Background:** The Academic Policy and Planning Committee received the following referral from the Senate in September 2017: *Consider SDSU's GE course identification process, both in general and with specific attention to a) course proposals that may be perceived to cross into another department or school's disciplinary purview and b) double-counting of courses for major and GE.* In good faith, AP&P pursued this charge.

The Chair of AP&P reported to the SEC on 21 August 2019, that AP&P had interviewed a group of faculty and administrators with years of experience in the GE curriculum review process, including:

- Cathie Atkins, Associate Dean, College of Sciences
- Norma Bouchard, Dean, College of Arts and Letters
- Sandra Cook, Associate Vice President Academic Affairs – Enrollment Management
- Eniko Csomay, Chair, General Education Curriculum and Assessment Committee (Fall 2017)
- Bey-Ling Sha, Chair, General Education Curriculum and Assessment Committee (Spring 2018)
- Larry Verity, Interim Dean, College of Health and Human Services; Chair, Senate Committee on Undergraduate Curriculum (AY 2017-18)

Committee members additionally collected accounts from faculty with recent experience creating and submitting GE curriculum proposals for review.

*The Chair of AP&P Presented the Following Summary of AP&P's Findings to the SEC on 8/21/2019:*

1. SDSU's GE curriculum does not align with the CSU's, complicating articulation agreements.
2. There is a lack of shared understanding about the purpose of the GE curriculum, which slows down the course approval process.
3. Changes to GE categories resulting from EO 1100 pose the potential to exacerbate competition for GE courses. There is concern that the "double counting" provision of EO1100 could undermine the integrity and spirit of General Education.
4. There is a lack of transparency and communication about the allocation of instructional budgets across the university. There is widespread concern that department and school part-time instructional budgets are dependent on FTES. There is a perception that FTES concerns motivate the proposal and/or review of some new GE courses.
5. The connection between GE courses and part-time instructional budgets can hinder interdisciplinary cooperation and collegiality in the course proposal and review process.

The Chair of AP&P stated that AP&P views the General Education Curriculum not as the purview of any particular departments or schools; rather, AP&P sees the GE curriculum as the purview of the entire faculty. The committee encourages collegiality and cooperation between and across departments and schools in the continued development of the GE curriculum in service to student learning. Cross-disciplinary conversation and collaboration in the development of new courses can yield innovative approaches in education and should be incentivized.

The Chair of AP&P reported that AP&P recommends that the Senate adopt a set of general principles and recommendations (copied below) as guidelines for colleagues originating and evaluating GE Curriculum proposals. The SEC referred these principles and guidelines to a new GE Reform Task Force.

**Action:** I move that the Senate adopt the following Principles and Guidelines as part of the Policy File, University Policies: Committees and Councils, General Education Curriculum and Assessment Committee, under section 2.1.

## **A. General Principles on Cross-Disciplinarity and Course Overlap**

Principle 1: Interdisciplinarity is valuable.

The interdisciplinary nature of scholarship often results in a healthy degree of overlap between courses. Different approaches to the same topic or subject matter expose students to multiple paths to knowledge and understanding.

Principle 2: Overlap is not replication.

Overlap in course content should not be conflated with redundancy or replication. Any two courses that a student can take for credit should be distinct in content, discipline, method, and / or approach. The distinction between courses with some degree of overlap should be evident in the course learning outcomes, activities, and assessments.

Principle 3: No Exclusive Ownership of Areas of Knowledge.

No department or school has exclusive ownership of any particular course topics, themes, disciplines, approaches, methods, or areas of knowledge. Each department or school represents a concentration of expertise rather than an exclusive purview. A department or school proposing a course with content that extends significantly beyond its faculty's general concentration of expertise should demonstrate sufficient expertise to sustain offering that course.

Principle 4: Curriculum Decisions Should be Based on Intellectual and Educational Rationales.

Decisions by review committees about new course proposals must be based strictly on intellectual and educational reasons in the context of a coherent curriculum and not on enrollment or budgetary concerns.

## **B. Procedure for Dealing with Course Proposals that are Perceived to Overlap Significantly with Existing Courses**

1. In proposing a new course, originators should list the courses in the university curriculum that in their judgment might raise reasonable concerns of substantial overlap or replication by review committees. It is the responsibility of originators to review the course catalog and GE course listings to identify potentially overlapping courses. In order to avoid undue delays in the review process, originators are advised to err on the side of caution and to follow the steps outlined in B.2. below with regard to generating that list of courses.
2. A department or school proposing a new course has the responsibility to initiate a conversation with the departments or schools offering courses with which the new course may overlap. The goal of these conversations is to ensure that the courses complement one another and do not substantially replicate one another (see principle 2). While the burden of initiating the conversation between academic programs falls on the department or school proposing the new course, both parties should seek a mutually agreeable outcome with reference to the principles in section A. Originators are encouraged to obtain a letter of support for the new course from the other department or school, though a letter of objection could be submitted. In the event that attempts to contact the other department or school yield no response, course originators are advised to include evidence of a good faith effort to initiate a conversation.
3. In evaluating a new course proposal, review committees should focus on whether a proposed course substantially overlaps with or replicates an existing one. Review committees will need to use their discretion in making this determination. Principle 2 offers concise criteria for evaluation. The goal should be to prevent the possibility of a student obtaining credit for two separate courses that are



essentially the same. When a review committee has a reasonable concern regarding course content replication, and that concern has not been addressed by the new course originator, the committee should require the originator to follow the steps outlined in B.2. above. Where there is no reasonable concern of significant overlap or replication, review committees may consider modest overlap between courses as healthy interdisciplinarity and not request the steps in B.2.

4. Review committees should evaluate the complete proposal before making a decision. In doing so, they should focus on intellectual and educational rationales for the new course. An objection from a department or school should not be treated as a veto, a statement of support should not be regarded as ensuring approval, and a lack of any response from a department or school should not be construed as an objection.
5. When considering category assignments for GE courses, originators and reviewers alike are encouraged to consult the CSU-distributed document “Guiding Notes for General Education Course Reviewers.”

### **C. Implementation of EO 1100 Revised**

1. Implementation of EO 1100’s “double-counting” provision must respect the mission of General Education to give students a broad base of knowledge about the world in which they live, how they impact that world, and how it impacts them. To be approved, new GE course proposals must fulfill all GE requirements and fit clearly and logically within the GE categories for which they are proposed. (See [http://advising.sdsu.edu/graduation/nine\\_graduation\\_requirements/general\\_education](http://advising.sdsu.edu/graduation/nine_graduation_requirements/general_education)).
2. In implementing EO 1100 and other Executive Orders, the application of new and revised categories to particular cases should align with the wording of those categories while maintaining reasonable flexibility in interpreting that wording.

Date: 23 May 2018  
To: SEC / The Senate  
From: D.J. Hopkins, AP&P Chair  
Subject: Information Report

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The Academic Policy and Planning Committee met in finals week to address old business and new.

In preparation for today's meeting, AP&P members reviewed both the ERG Compendium and a report on it drafted by the Undergraduate Curriculum Committee, with whom AP&P co-authors the annual ERG report. Some revisions and additions were recommended. The next draft of the compendium report will be circulated to AP&P members and, if approved, will be sent to SEC for that committee's August meeting. My thanks to Norah Shultz, Associate Vice President for Academic Affairs/Academic Engagement and Student Achievement, for taking a leadership role in writing this report.

In September 2017, AP&P received the following referral from the Senate:

Consider SDSU's GE course identification process, both in general and with specific attention to a) course proposals that may be perceived to cross into another department or school's disciplinary purview and b) double-counting of courses for major and GE.

This is the second of two significant curriculum-related referrals sent to AP&P. Consideration of these two referrals has consumed a great deal of attention from this committee throughout AY 2017-18 — both research and deliberation. Our response to the first referral was submitted to the Senate and approved last March. The second referral has been developed over the last two months, following substantial research beginning in Fall 2017.

AP&P is working on a set of general principles to be used by the faculty in general and the General Education (GE) Committee in specific when developing and evaluating GE course proposals. These principles will serve as a guide for GE curriculum originators and evaluators until such time as they are superseded by recommendations from the General Education Task Force.

AP&P reviewed draft principles in advance of the May meeting, approving the general scope of the response and the content of the principles. A subcommittee was formed to execute substantial revisions and to complete the draft. An advanced draft will be sent to AP&P members in late May. When approved, this Action item will be sent to SEC for that committee's August meeting.

AP&P received a proposal for a new major: Language, Culture, and Society (BA, jointly proposed by the Department of Linguistics and Asian / Middle Eastern Languages and the Department of Anthropology). The committee was joined by Dr. Betty Samraj (Chair, Department of Linguistics) and Dr. Frederick Conway (Chair, Department of Anthropology), who provided substantial information about the proposal in advance of the meeting and answered questions at the meeting. Motion to accept the new major in Language, Culture, and Society was unanimously approved. AP&P members had a few friendly recommendations for the development of the major; approval of the major was not contingent upon implementation of these recommendations.

Election of AP&P officers for AY 2018-19:  
Chair D.J. Hopkins was re-elected to serve as Chair.  
Secretary Randy Philipp was re-elected to serve as Secretary.

Last, AP&P is adjusting its schedule of meetings for AY 2018-19 in order to optimize our communication with other Senate committees and to avoid holding our last meeting in finals week. If this new schedule is found to be productive in 2018-19 and encounters no conflicts, then this will become our permanent meeting schedule. The new dates are as follows.

August 28, 2018  
September 25, 2018  
October 23, 2018  
November 27, 2018

January 29, 2019  
February 26, 2019  
March 26, 2019  
April 30, 2019

Date: 10 Aug. 2018  
To: SEC / The Senate  
From: D.J. Hopkins, AP&P Chair  
Subject: Information Report

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The Academic Policy and Planning Committee (AP&P) was asked to consider a proposal to change the name of SDSU's Imperial Valley Campus (IVC) to "SDSU – Imperial Valley."

AP&P conducted a discussion of this matter and a vote via email during the week of 6–10 August 2018.

Following a vote with a strong rate of participation, AP&P recommends that this name change be implemented.

TO: Senate Executive Committee/Senate

FROM: Donna Conaty, chair, AR&P Committee

DATE: August 15, 2018

RE: Information Item

Since our last report, the PBAC process concluded following extensive discussions between AR&P and representatives from each of the divisions as requests for new funds were presented. As indicated in our earlier report, the combined meeting of PBAC, BRAT and AR&P on March 15, 2018 enabled a robust discussion that identified common areas of interest and assisted in the priorities identified by each division.

AR&P will continue to engage with the leadership of PBAC and BRAT as the institution moves forward in budgetary planning. Of concern is the low base reserve, however the trends in non-resident matriculation over the past years show that the university's conservative allocation of non-resident tuition to base is prudent and stable. The amount attributed to base from the non-resident revenues is 70%, a slight increase over previous years.

The PBAC final recommendation to President Rousch is attached along with her response to PBAC chair VP Tom McCarron.

## 2018/19 Integrated Budget Proposals -- Consolidated

	(1)	(2)	(3)
<b>Strategic Planning Initiatives</b>	<b>2018/19 One-Time</b>	<b>2018/19 Base</b>	<b>2018/19 TOTAL</b>
			(Cols 1 + 2)
<b>Academic Affairs:</b>			
Tenure-Track Faculty Hiring		\$1,250,000	\$1,250,000
Tenure and Promotion		\$339,822	\$339,822
Library Funding		\$100,000	\$100,000
Start-Up Funds for New TT Faculty	\$2,100,000		\$2,100,000
Summer Smart Technology Upgrades	\$500,000		\$500,000
Software and Database	\$550,000		\$550,000
Provost Milestone Award	\$100,000		\$100,000
Visiting Scholars	\$75,000		\$75,000
<b>Subtotal Academic Affairs</b>	<b>\$3,325,000</b>	<b>\$1,689,822</b>	<b>\$5,014,822</b>
<b>Student Affairs:</b>			
Economic Crisis Response Team (ECRT) - Coordinator (SSP II)		\$75,218	\$75,218
University Judicial Officer (SSP III)		\$81,966	\$81,966
Educational Opportunity Program (EOP) @ Imperial Valley Campus		\$30,000	\$30,000
Student Organization Conflict & Identity Awareness (SOCIA)	\$200,000		\$200,000
<b>Subtotal Student Affairs</b>	<b>\$200,000</b>	<b>\$187,184</b>	<b>\$387,184</b>
<b>Business &amp; Financial Affairs:</b>			
			\$0
<b>Subtotal Business &amp; Financial Affairs</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>University Relations &amp; Development:</b>			
Development Officer, Diversity Prospect Development		\$37,500	\$37,500
<b>Subtotal University Relations &amp; Development</b>	<b>\$0</b>	<b>\$37,500</b>	<b>\$37,500</b>
<b>Institutional:</b>			
Staff Professional Development	\$250,000		\$250,000
ECCC	\$500,000		\$500,000
<b>Subtotal Institutional</b>	<b>\$750,000</b>	<b>\$0</b>	<b>\$750,000</b>
<b>Total Strategic Planning Initiatives</b>	<b>\$4,275,000</b>	<b>\$1,914,506</b>	<b>\$6,189,506</b>

## 2018/19 Integrated Budget Proposals -- Consolidated

	(1)	(2)	(3)
<b>Critical Support Needs</b>	<b>2018/19 One-Time</b>	<b>2018/19 Base</b>	<b>2018/19 TOTAL</b>
	(Cols 1 + 2)		
<b>President's Office:</b>			
Executive Assistant to the President and Office Manager		\$67,000	\$67,000
Presidential Speechwriter/Presidential Communications Director		\$210,000	\$210,000
Travel		\$5,250	\$5,250
Est. Relocation Cost for New President and Staff	\$50,000		\$50,000
<b>Subtotal President's Office</b>	<b>\$50,000</b>	<b>\$282,250</b>	<b>\$332,250</b>
<b>Academic Affairs:</b>			
IVC Operational Budget		\$20,000	\$20,000
University Graduate Fellowship (UGF)		\$500,000	\$500,000
AVP IT		\$125,000	\$125,000
Accountant		\$112,500	\$112,500
2017-18 Enrollment Growth (2778 FTES) - multi-year plan to fund base FTES		\$1,000,000	\$1,000,000
2017-18 Enrollment Growth (2778 FTES) - 50% of 1x funding; balance to be funded in Fall	\$2,498,977		\$2,498,977
Student Support in Instruction	\$1,000,000		\$1,000,000
Instructional Equipment	\$3,040,655		\$3,040,655
<b>Subtotal Academic Affairs</b>	<b>\$6,539,632</b>	<b>\$1,757,500</b>	<b>\$8,297,132</b>
<b>Student Affairs:</b>			
ADA Mandatory Accommodations	\$35,000		\$35,000
Black Resource Center - Infrastructure	\$44,501		\$44,501
<b>Subtotal Student Affairs</b>	<b>\$79,501</b>	<b>\$0</b>	<b>\$79,501</b>
<b>Business &amp; Financial Affairs:</b>			
Facilities Services – Custodians (restrooms)		\$325,000	\$325,000
University Police – Administrative Lieutenant		\$197,000	\$197,000
Project Manager	\$180,000		\$180,000
Athletics – Baseball Warning Track	\$175,000		\$175,000
Athletics – Aztecs Going Pro & Nutrition	\$50,000		\$50,000
<b>Subtotal Business &amp; Financial Affairs</b>	<b>\$405,000</b>	<b>\$522,000</b>	<b>\$927,000</b>
<b>University Relations &amp; Development:</b>			
			\$0
<b>Subtotal University Relations &amp; Development</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**2018/19 Integrated Budget Proposals -- Consolidated**


<b>Critical Support Needs</b>	<b>2018/19 One-Time</b>	<b>2018/19 Base</b>	<b>2018/19 TOTAL</b>
<b>Institutional:</b>			
Red & Black Shuttle		\$163,340	\$163,340
EIS – Maintenance to APPA Level 3		\$61,000	\$61,000
EIS – Maintenance to APPA Level 2		\$185,500	\$185,500
EIS –Meeting Space Support Technician		\$42,500	\$42,500
University Lease Payments		\$165,000	\$165,000
Staff Positions		\$300,000	\$300,000
Tennis Court Resurface	\$80,000		\$80,000
Red & Black Shuttle	\$240,040		\$240,040
Worker’s Compensation Insurance Premium	\$700,000		\$700,000
SDSU Home Page	\$150,000		\$150,000
Painting	\$500,000		\$500,000
Master Plan - EIR Mitigation	\$2,200,000		\$2,200,000
Deep Cleaning in Classroom/Office	\$500,000		\$500,000
Bridge Loan due to Early Registration	\$860,000		\$860,000
Centennial Paver Repair	\$1,000,000		\$1,000,000
SDSU Research Foundation	\$750,000		\$750,000
<b>Subtotal Institutional</b>	<b>\$6,980,040</b>	<b>\$917,340</b>	<b>\$7,897,380</b>
<b>Total Critical Support Needs</b>	<b>\$14,054,173</b>	<b>\$3,479,090</b>	<b>\$17,533,263</b>
<b>Total Strategic Planning Initiatives/Critical Support Needs</b>	<b>\$18,329,173</b>	<b>\$5,393,596</b>	<b>\$23,722,769</b>
	(1)	(2)	(3)
<b>President's Additional Allocations</b>	<b>2018/19 One-Time</b>	<b>2018/19 Base</b>	<b>2018/19 TOTAL</b>
(Cols 1 + 2)			
<b>President's Office:</b>			
Support the Aztec Identity Governing Authority		\$200,000	\$200,000
Creation of Garden - "Building Bridges"	\$250,000		\$250,000
<b>Subtotal President's Office</b>	<b>\$250,000</b>	<b>\$200,000</b>	<b>\$450,000</b>
<b>Academic Affairs:</b>			
Cover Costs of Enrollment and Academic Support (2 years of \$1.25M)	\$2,500,000		\$2,500,000
Social and Economic Vulnerabilities Initiative (3 years of \$51,560)	\$154,680		\$154,680
<b>Subtotal Academic Affairs</b>	<b>\$2,654,680</b>	<b>\$0</b>	<b>\$2,654,680</b>
<b>Revised Total</b>	<b>\$21,233,853</b>	<b>\$5,593,596</b>	<b>\$26,827,449</b>



**MEMORANDUM**

Date: June 27, 2018

To: Tom McCarron  
Chair, President's Budget Advisory Committee

From: Sally Roush   
President

Subject: 2018-19 Budget Amendment

Tom, as we have discussed, I am amending the 2018-19 budget to include additional one-time funding items as follows:

\$2.5 million in one-time funds (\$1.25 million each year), to be allocated in 2018-19 and 2019-20 to high-cost, high enrollment departments. The funds are to cover the cost of enrollment and related academic support in high-cost, high-demand departments where enrollment has grown rapidly and funding has not kept pace. This two-year allocation of one-time funds is intended as a stop gap while an analysis of enrollment management, and funding policies and practices is conducted. The funds should be allocated to colleges or departments directly, in consultation with the Provost.

\$154,680 in one time funds (\$51,560 per year) over three years to the Social and Economic Vulnerabilities Initiative (SEVI) in the Division of Academic Engagement and Student Achievement (DAESA) to fund the homelessness and affordable housing initiative as outlined in Dr. Mounah Abdel-Samad's June 11, 2018 memo.

c: Adela de la Torre, President Designate  
Joseph Johnson, Interim Provost  
Agnes Wong-Nickerson, Associate Vice President for Financial Operations

**June 11, 2018**

**To:** President Sally Roush

**From:** Mounah Abdel-Samad

**Title:** Social and Economic Vulnerabilities Initiative (SEVI), Center for Regional Sustainability

**Objectives of SEVI:**

- 1- Advance community engagement (mainly focusing on homelessness and affordable housing)
- 2- Improves students learning experience (through in field-training, and project based assignments)
- 3- Increases students' involvement in research
- 4- Advance faculty research

With more than 9000 homeless individuals in San Diego and more than 114000 in California, homelessness has become a pressing social and economic state issue. One of the main factors leading to homelessness has been the lack of affordable housing. As the State of California moves to tackle both issues, the San Diego region is taking key steps to reduce homelessness and increase affordable housing. SDSU has a key role as a local institution to invest in supporting the community in finding the best solutions for these issues.

**Members/Faculty:** This initiative includes 14 professors from Public Administration, Criminal Justice, City Planning, Political Science, Economics, Art + Design, Speech, Language, and Hearing Sciences, Engineering, and Public Health with potential for others to join.

This initiative supports faculty engagement in research that impacts the local community, trains students on data collection and conducting research, and provides hands-on in-field experience in researching issues related to homelessness and affordable housing. The initiative fills a need gap in research on homelessness and housing affordability in San Diego. The initiative will lead to the production of peer-reviewed journal articles and professional reports based on class research. The professional reports will influence policy makers and allow SDSU to be a key player in the political and social movement that is examining new solutions for homelessness and affordable housing.

**Request:**

Funding amount: \$51,560/year for 3 years.

**Students:**

We expect this initiative to engage around 200 students/academic year through field work or research related directly to homelessness and affordable housing.

**Budget Breakdown:**

- 1- Course buy out:
  - a. 1 course/semester for coordinating the initiative (Director of the initiative) = 2 courses/academic year
  - b. 1 course/semester for professors (5) to train their students and conduct research on homelessness= 5 courses/academic year
  - c. Total= 7 courses\* 5000 = 35,000
- 2- Graduate Assistants (number = 2); 20 hours/week for two semesters= 8,560
- 3- Incentives for research: 400 interviews (2 interviews/surveys per students) = 400\*\$15= 6,000
- 4- Supplies, printing, design: 2,000

TO: SEC

FROM: Nola Butler-Byrd, Cezar Ornatowski, Paula Peter  
Academic Senate, CSU

DATE: August 21, 2018

SUBJECT: Information: Report from the May 9-11, 2018 plenary meeting of the  
Academic Senate CSU

### **Budget Advocacy**

A subcommittee of the ASCSU fiscal and Governmental Relations Committee went to Sacramento on April 23 to lobby members of the Legislature for more funding beyond the \$92.1 million increase proposed in the Governor's January budget and reaffirmed in the May 2018 budget revision.

Senators Cezar Ornatowski, Jerry Schutte (CSU Northridge), and Mark Stohs (CSU Fullerton) also met with the Legislative Analyst's office and the CA Department of Finance (DoF). DoF analysts suggested that the CSU should "integrate" more with the California Community Colleges, including perhaps implementing a "dual admission" program by which a student would be "admitted" to a CSU campus but required to complete the first two years in a local community college (this approach, which SDSU tried and abandoned several years ago, is also being discussed – at this point in an exploratory and informal way –within the CSU Chancellor's Office).

### **CSU Budget**

The budget allocation proposed by the governor in January and reaffirmed in the May 2018 revision left the CSU with a deficit of \$171 million (the difference between the \$263 million BOT ask and the \$92.2 million designated by the Governor).

The legislature passed the final 2018-19 state budget bill (SB 840) on June 24, 2018. In spite of the initial euphoria over the seeming increases over the Governor's May proposal, the budget actually contains very little if any additional money and presents a number of troubling developments.

The final 2018/9 CSU operating budget of \$6.7 billion per year includes **\$197.2** million in **ongoing** state funding (\$75 for the Graduation Initiative, \$106.6 million for compensation increases, and 15.6 million for anticipated mandatory costs such as health, retirement, and new facilities maintenance). It also includes **\$169.2** million of **one-time** funding: \$120 million over 4 years for a 1% enrollment growth, \$35 million for deferred maintenance (instead of the requested \$50 million), \$7 million for undocumented and immigrant legal support services, and \$1.5 million to help campuses address basic student needs (food pantries, etc.).

In spite of the temporary euphoria over the seeming increase, however, the CSU's budget needs are not fully funded. Of the \$105 million additional on-going funds (the final \$197.2 million minus the \$92.2 proposed in Governor's January and May budget), only a net of \$5 million can be used to cover the \$65 million of unfunded liabilities. Moreover, of the \$167 million in one-time money, \$120 million is to fund a 1% enrollment increase for four years (at \$30 million per year).

The funding of enrollment growth with on-time money is a completely new and troubling development (never happened before). In his comments during the Board of Trustees Committee on Finance discussion of the budget on July 14, Chancellor White noted that progress to degree may now have to be accomplished with increasing reliance on non-permanent faculty in order not to commit one-time money on permanent basis (the discussion may be accessed at <https://youtu.be/w0uSrR2JGDI>). An alternative, also noted by the Chancellor, is that campuses will attempt to "shed" access students at the end of four years by directing them to other campuses (movement of students between campuses has been subtly encouraged, in fact, in various ways as part of the state's long-term agenda to make the CSU "one university," not a federation of autonomous universities).

The budget bill also contains a number of policy mandates:

- It requires the CSU to earmark at least \$25 million of the base funding increase to increase the percentage of tenure-track faculty and requires a follow-up report (the increase in tenure density seems like a welcome development in itself, but note that it is undermined by the fact that enrollment growth is now funded with one-time money, thus increasing the ranks of non-permanent faculty, as the Chancellor noted);
- It requires the CSU to report on the impacts of admissions policy changes that require admissions preferences for local students applying to impacted programs and allow qualified students to be redirected to non-impacted campuses if they are denied admission to an impacted campus;
- It requires the CSU to report on Graduation Initiative spending and activities, as well as faculty, staff, and administrative hiring, and
- It requires campuses to report on uses of funding and outcomes related to basic needs and requires campuses to create a working group between higher education segments and county and state social service providers to improve coordination around student benefits.

Some of these mandates will cost us money. Thus, the bottom line is that what one hand giveth the other taketh away, while the budget bill further tightens legislative control over CSU policies--a trend has been in effect for a while, and all indications are that it will continue and money will increasingly be tied to further mandates.

### **EO 1110 and Academic Preparation**

The Chancellor's Office has been working with WestEd to conduct a study of how CSU campuses have been dealing with the changes mandated by OE 1110 (the one affecting developmental writing and math courses and programs). WestEd is "a nonpartisan, nonprofit research, development, and service agency" -- based in San Francisco -- that "works with education and other communities throughout the United States and abroad to promote excellence, achieve equity, and improve learning"--  
<https://www.wested.org/about-us/>.

The study is going to have five phases. The research questions for Phase 1 are:

- What courses, course adaptations and new course pathways have been designed in response to the Executive Order?
- What is the range of instructional interventions that have been developed across the campuses?
- What are the various Early Start instructional models being implemented?

Initially, WestEd will make two rounds of visits to selected CSU campuses (four in the summer, and eight in the fall. In determining which campuses to visit, the West Ed team is planning to look at campuses with the greatest number of students needing support that have historically had the lowest six-year completion rates. WestEd might want to look at how the EO 1100 restriction of units might impact the modes of instruction used (lecture versus activity or lab). One of the things that West Ed will be looking at is how faculty will debrief regarding their experiences with the initial offerings of new courses. West Ed will also conduct visits with campus administrators, including provosts, associate deans, faculty center directors, and department chairs.

Further phases of the study have not been fully conceptualized yet; they will be shaped in consultation with the Academic Preparation and Education Programs (APEP) committee of the ASCSU.

### **May Board of Trustees meeting**

In response to Assembly Bill 422 (Arambula), *California State University: Doctor of Nursing Practice Degree Program*, the BOT at its May meeting adopted changes to Title 5 that gave the CSU permanent authority to offer the independent Doctor of Nursing Practice program.

The CSU is also moving forward on reestablishing the Commission on Online Education (perhaps under a different name; see Committee on Educational Policy item in the May BOT agenda)

### **ASCSU Chair and Executive Committee Elections**

At its May 9-11, 2018 plenary meeting, the ASCSU elected its leadership for AY 2018-19:

#### **Chair**

*Dr. Catherine Nelson*

Political Science, Sonoma State University

**Vice Chair**

*Dr. Robert Keith Collins*

American Indian Studies, San Francisco State University

**Secretary**

*Dr. Simone Aloisio*

Chemistry, CSU Channel Islands

**Member-at-Large**

*Dr. Praveen Soni*

Marketing, CSU Long Beach

**Member-at-Large**

*Dr. Jodie Ullman*

Psychology, CSU San Bernardino

**Resolutions**

At the May 9-11, 2018 ASCSU plenary meeting, thirteen resolutions were passed:

**AS-3321-18/EX Academic Senate of the CSU 2018-19 Calendar of Meetings**

**AS-3322-18/AA Endorsement of the “White Paper on Student Success”**

Urges that the ASCSU endorse the “White Paper on Student Success” that recognizes that student success is the degree to which students possess the skills, knowledge, habits, attitudes, values, and credentials necessary to attain their academic, career, and other life goals; asserts that student success requires that students develop intellectually, emotionally, aesthetically, physically, socially and ethically, and that this development stems from the overall quality of student experience including the quality and quantity of interactions with faculty and peers; and urges the Chancellor’s Office and Board of Trustees to adopt the same definition of student success.

**AS-3323-18/FA Concerning the Influence of Outside Groups on Curriculum Development in the California State University (CSU)**

Requests that the Chancellor’s Office be transparent about sources (e.g., Complete College America) of curriculum changes found in revised EO 1100 and EO 1110.

**AS-3324-18/APEP Equity and Responsibility in Admissions to the Distinctive Universities and Campuses of the California State University System**

Endorses practices that give an admission advantage to applicants from the local admission areas of the individual campuses while balancing the ability for other students from outside of the local region to access “out of local area” campuses and programs.

**AS-3325-18/AA The State University Grant Program: A Call for Full Funding from**

**the State**

Encourages the California Legislators, the Governor of California, the CSU Board of Trustees, and the CSU Chancellor's Office work in concert to restore the full funding of the State University Grant (SUG) Program from the State of California.

**AS-3326-18/FA Protecting Faculty from Attacks by Outside Groups**

Urges the Chancellor's Office to appoint an ad hoc committee to draft a policy for addressing circumstances where CSU students or employees come under attack for their professional work or political stances.

**AS-3327-18/FA Appreciation for the American Association of University Professors' (AAUP) Support of Shared governance at the California State University (CSU)**

Expresses ASCSU appreciation for the efforts of the AAUP and the California Council of the AAUP in advocating for genuine shared governance in public higher education.

**AS-3329-18/EX Commemoration of the 1968 Student Strikes for Relevant Education**

Honors the legacy of the 1968 strikers at San Francisco State University and other CSU campuses.

**AS-3330-18/AA/APEP Funding the English Council Professional Development Plan to Implement Executive Order (EO) 1110**

Urges the CSU Chancellor's Office to allocate additional professional development resources to fully fund the May 2018 English Council Professional Development Plan in order to implement the policies of EO 1110. This plan supports implementation of EO1110 to provide enhanced written communication courses that support all students admitted to the CSU as they successfully complete their GE Area A2 requirement within a year. The plan includes the following: 1) establishing an online workspace to allow sharing of best practices, models, solutions to implementation challenges, and successful curricula and training via a communities-of-practice model; 2) implementing monthly Zoom webinars (beginning April through June of 2019) to share effective instructional approaches, innovative course design models, and pedagogical expertise; 3) conducting regional conferences focused on improving models for instruction for all faculty teaching Early Start English; 4) providing released time for 3 WPAs to implement assessment of student learning; and 5) continuing CO efforts to support effective instruction via reading apprenticeship (the Reading Apprenticeship model—WestEd--is an evidence-based and systematic approach to apprenticing students into the problem-solving strategies of academic reading).

**AS-3331-18/EX In Support of the Advancement of Ethnic Studies in the California State University**

Affirm ASCSU's support for the work accomplished by the CSU Task Force on the Advancement of Ethnic Studies and urges campus Provosts/Vice Presidents of Academic Affairs to highlight Ethnic Studies major and minor options in advising materials, campus websites, and student orientations.

**AS-3322-18/APEP Assessing Outcomes Stemming from Changes in Academic Preparation Driven by Executive Order 1110**

Requests that the WestEd *Implementation and Outcome Studies on Recent CSU Policy Changes Related to Academic Preparation* or a parallel effort be undertaken to assess the efficacy of the changes to academic preparation on achievement of student learning outcomes.

**AS 3333-18 Commendation for Dr. Christine Mallon****AS-3334-18/FLOOR Concerning Conversations on System Level Shared Governance in the CSU**

Expresses ASCSU's appreciation to the Senate Executive Committee and the CSU Office of the Chancellor for their joint efforts in developing the "Tenets of System Level Shared Governance in the California State University" and encourages the ASCSU to continue to work collaboratively with the CSU Office of the Chancellor on matters of system-wide governance.

One resolution "died" on the floor:

**AS-3328-18/EX Adoption of "Tenets of System Level Shared Governance in the California State University"**

Urges adoption of the "Tenets of System Level Shared Governance in the California State University" negotiated jointly by the ASCSU and the CO.

**Additional Information**

Copies of these and other resolutions may be found at <http://www.calstate.edu/AcadSen/Records/Resolutions/>. Faculty are encouraged to provide feedback on the above resolutions (as well as on any other matters of potential concern) to the CSU Academic Senate via our SDSU academic senators: Nola Butler-Bird ([nbutler@mail.sdsu.edu](mailto:nbutler@mail.sdsu.edu)), Cezar Ornatowski ([ornat@mail.sdsu.edu](mailto:ornat@mail.sdsu.edu)), and Paula Peter ([ppeter@mail.sdsu.edu](mailto:ppeter@mail.sdsu.edu)).

The ASCSU website (<http://www.calstate.edu/AcadSen/?source=homepage>) includes committee information, approved agendas/minutes, reports, resolutions, and current senator contact information.

*Faculty-to-Faculty*, the ASCSU newsletter, is published approximately two weeks after each Plenary. It includes the ASCSU Chair's report, committee reports, invited articles on current events, and committee recommendations. To have the newsletter delivered automatically via email, subscribe at <http://www.calstate.edu/AcadSen/Newsletter/>.



**Annual Report**  
Committee on Committees and Elections  
2017-2018  
Chair: Allison Vaughn

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The Committee on Committees and Elections was fully staffed (12 senators) all academic year. Our main accomplishments pertained to committees (namely, staffing) and elections.

- In terms of committees, we were able to successfully staff most committees throughout the year with faculty, staff, and student representatives (21 complete rosters of the 30 committees with active rosters). We were also able to place most senators onto committees – thereby fulfilling their senate responsibility of serving on at least one committee. Only 6 senators not on a committee and of these, some were for reasons beyond their control (e.g., university services are faculty but did not have the flexibility of schedules to serve on some open committees).
- In terms of elections, we ensured that there were always multiple members of the CCE present for all senate meetings for any/all elections. Furthermore, we provided quick and accurate balloting so that senate members and guests would know the immediate results of all balloted votes.

At the last regular senate meeting (May 1, 2018), all college successfully caucused and the CCE was constituted once again with 12 members per the policy file. Allison Vaughn was once again elected as chair of CCE for the 2018/2019 year.

## **SDSU Committee on Diversity, Equity and Outreach Annual Report 2017-2018**

The committee met four times during Fall 2017 and four times during Spring 2018. Activities undertaken by the DEO (in addition to regularly-scheduled activities) during the year included:

- The DEO worked on and sent a resolution to the Senate Executive Committee and the full Senate regarding the Aztec Mascot and forming a task force to examine the Aztec Identity. The Senate voted to approve the resolution. As a result, the President formed a task force that provided recommendations at the end of the Spring 2018 semester.
- The DEO work on and sent a resolution to the Senate Executive Committee and full Senate advocating that every academic unit at SDSU has a Diversity Plan. The Senate voted to approve the resolution. The President signed the resolution.
- The DEO provided input on selection of a new President for SDSU.
- The DEO Chair participated on the Tenure and Tenure-Track Planning Committee (making recommendations regarding allocation of faculty positions to the Provost)
- The DEO Chair was part of a committee that ranked Building on Inclusive Excellence (BIE) applications for Fall 2017 and Spring 2018. Recommendations were made to the Provost.
- The DEO Chair continued participation in a Task Force on Freedom of Expression
- The DEO Chair made a presentation to the Council of Chairs on October 4, 2017 regarding the creation of diversity plans.
- The DEO reviewed diversity data for faculty, staff and students.
- The DEO received reports and presentations on various diversity-related initiatives:
  - Presentation by Eric Rivera and Randy Timm on Aztec Culture (October 2017)
  - Presentation by Antionette Domingo from the Physical Therapy Dept on Adaptive Sports (December 2017)
  - Presentation by Becca Lewison on improving representation of under-represented groups in STEM (December 2017)
  - Presentation by Pam Starr on name change for Student Disability Services to Student Ability Success Center (December 2017)
  - Presentation by Eric Rivera and Miguel Rahiotis on integration with the IVC campus (January 2018)

**University Committee on Diversity, Equity and Outreach**  
2018-19 Annual Agenda

1. Advise the Senate and various university groups on issues of diversity and equity.
2. Help enhance meaning and messaging regarding SDSU's HSI status
3. Help enhance cultural competency on campus
4. Continue to monitor faculty, staff, and student diversity
5. Help facilitate the creation of Employee Resource Groups (ongoing to build structure/support)
6. Define roles and tasks of DEO members
7. Serve as an Advisory Board for the Chief Diversity Officer
8. Request and receive reports from relevant campus units, working groups, and programs working toward student success and issues regarding diversity and equity
9. Help academic units create diversity plans
10. Support the Building on Inclusive Excellence (BIE) initiative
11. Examine policing issues on campus as they relate to diversity
12. Explore adding "inclusiveness" to the DEO name
13. Examine issues related to international students
14. Address ad-hoc issues as they arise

August 2018

TO: Senate Executive Committee  
FROM: Jennifer Imazeki, Chair, Faculty Affairs Committee  
RE: 2017-18 Faculty Affairs Committee report

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The committee met monthly during the year and worked on several issues including:

- Drafted and submitted the annual 'State of the Faculty' report on University faculty.
- Proposed revisions to the Senate Policy File related to range elevation for lecturers. Established membership of a Peer Review Panel to hear appeals of range elevation applications, as required by the Collective Bargaining Agreement. Changes were approved by the Senate and implemented in the spring semester.
- Proposed revisions to the Senate Policy File related to range elevation and evaluation of temporary employees, adding language to expand how teaching effectiveness is defined and evaluated. The changes were intended to provide guidance for range elevation decisions, and consistency across policies. The policy changes were discussed by the Senate Executive Committee and given concerns raised there, did not proceed to Senate.
- At the request of Senate officers, the committee reviewed Senate Policy File language related to volunteers/adjuncts. The committee decided that the policy does not need any changes.
- At the request of a faculty member, the committee discussed the policies related to the review and hiring of administrators, particularly whether language should be added related to review of Associate Vice Presidents in Academic Affairs. These discussions are on-going, subject to discussions in the Shared Governance group.
- At the request of Senate officers, the committee discussed the issue of accommodations for spousal hires. The committee determined that the Office of Faculty Advancement should promote the information and guidelines that already exist.
- The committee discussed the report of the CSU tenure density task force and considered implications for SDSU. Tenure density will be a highlighted topic in the 2018 State of the Faculty report and will be a topic for further discussion in 2018-19.

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair  
Undergraduate Curriculum Committee

Date: August 15, 2018

Re: 2019-2020 *General Catalog*

## INFORMATION (3I-09-18)

### ACCOUNTANCY

#### 1. Change to description.

##### Accountancy

ACCTG 409. Field Study in Taxation (1) Cr/NC

Prerequisite: Credit or concurrent registration in Accountancy 325, 332, or 503.

**Proof of completion of prerequisite required:** Copy of transcript.

Income tax preparation in the field. Follows procedures of IRS VITA Program. IRS instruction followed by faculty supervised fieldwork. Student must be available for special IRS tax school. Maximum credit three units.

Change(s): *Not applicable to an accounting major or minor* statement removed from description.

#### 2. Change in programs.

##### Accountancy

##### **Accounting Major**

##### **With the B.S. Degree in Business Administration**

**(Major Code: 05021) (SIMS Code: 221908)**

Paragraph 1 (*no change*)

**Preparation for the Major.** (*no change*)

**Graduation Writing Assessment Requirement.** Passing the Writing Placement Assessment with a score of 10 or completing one of the approved upper division writing courses (W) with a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements.

**Business Accounting Program Major.** Forty-four upper division units consisting of Accountancy 331, 332, 333, 334 with a grade of C (2.0) or better, Accountancy 431, 432, and six units of upper division accountancy electives (not including Accountancy 325 or 326); Business Administration 300, 310, 323, 350, 360, 370. Business Administration 404, 405, or 458 (three units). Management Information Systems 301. A “C” (2.0) average or better is required in the courses stipulated here for the major.

Remainder of description (*no change*)

Change(s): Replaced *Students must have fulfilled the Writing Placement Assessment with a score of 8 or above before taking Accountancy 390W and earn a grade of C (2.0) or better* statement from GWAR section with *Passing the Writing Placement Assessment with a score of 10 or completing one of the approved upper division writing courses (W) with a grade of C (2.0) or better.* Removal of ACCTG 390W from program major section.

## AEROSPACE ENGINEERING

1. Change in program.

Aerospace Engineering

**Aerospace Engineering Major**

**With the B.S. Degree**

**(Major Code: 09021) (SIMS Code: 441001)**

Paragraphs 1-2 (*no change*)

**Preparation for the Major.** (*no change*)

**Graduation Writing Assessment Requirement.** (*no change*)

**Major.** A minimum of 51 upper division units to include Aerospace Engineering 301, 302, 303, 310, 320, 340, 341, 403, 410, 430, 440, 460A, 460B, 515; Civil Engineering 301 (or Mechanical Engineering 304), 302; Mechanical Engineering 350; and six units selected from Aerospace Engineering 510, 520, 530, 535 [or Mechanical Engineering 535], 540, 546, 550.

Remainder of description (*no change*)

Change(s): A E 546 added to select-from list.

## ANTHROPOLOGY

1. New course.

Anthropology

*EVOLUTION HUMAN BEHAVIOR (C-2)*

ANTH 404. Evolution of Human Behavior (3) [GE]

Prerequisites: Anthropology 101 or Biology 101. Completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences required for nonmajors.

Evolutionary approaches to human behavior to include evolutionary psychology, gene-culture coevolution, and human behavioral ecology. Evolution of cooperation and altruism, human health and survival, human mating, parenting, and violence and warfare.

2. New course.

Anthropology

ANTHROPOLOGY OF VIOLENCE (C-2)

## ANTH 443. Anthropology of Violence (3)

Prerequisite: Anthropology 102

Individual and collective acts of armed violence in variety of historical and cultural settings. Structural violence with attention to how poverty and inequality are related to violence and suffering. Warfare and aggression on the part of colonial powers and the modern state.

## 3. New course.

## Anthropology

*TOPICS IN ANTHROPOLOGY (C-2)*

## ANTH 483. Topics in Anthropology (3)

Prerequisites: Anthropology 101 or 102 and upper division standing.

Archeological, biological, linguistic, or sociocultural dimensions of anthropology. See *Class Schedule* for specific content. May be repeated with new content. Maximum credit six units.

ART

## 1. Change to description and prerequisites.

## Art

## ART 241. Graphic Design I (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in Art 100, 101, 103, 104. **Proof of completion of prerequisites required:** Copy of transcript.

Principles of visual presentation. Development of image-generation skills, verbal and visual design literacy. Printed and screen-based graphic design media.

Change(s): Description updated from *Principles of two-dimensional design applied to graphic form, including form/counter form, contrast, progression, and sequence* to what is reflected above. ART 258 and 259 removed as prerequisites.

## 2. Change to description and prerequisites.

## Art

## ART 242. Typography I (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in Art 100, 101, 103, 104. **Proof of completion of prerequisites required:** Copy of transcript.

Fundamentals of typography to include history, theory, and practice with emphasis on study of letterforms and typographic layout systems for printed and screen-based media.

Change(s): Description updated from *Fundamentals of typography including history, theory, and practice with emphasis on study of letterforms and type design; principles of*

*two-dimensional design and hierarchy applied to basic typographic layout* to what is reflected above. ART 258 and 259 removed as prerequisites.

3. Change to description and prerequisites.

Art

ART 341. Graphic Design II (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in Art 241 and 242. **Proof of completion of prerequisites required:** Copy of transcript.

Visual problem-solving skills through a variety of design methods. Conceptual thinking, experimentation, and research in design for print and screen-based media. Study of content, form, signs, and symbols.

Change(s): Description updated from *Graphic form with emphasis on visual translation techniques, visual metaphor, signs and symbols* to what is reflected above. ART 345 removed as prerequisite.

4. Change to description and prerequisites.

Art

ART 342A. Typography II (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in Art 241 and 242. **Proof of completion of prerequisites required:** Copy of transcript.

Typographic issues pertaining to concept, expression, and meaning using design tools for development of printed and screen-based media. Implementation of narrative and time-based typographic systems.

Change(s): Description updated from *Typographic layout and page systems including theories of visual organization, proportion, and grids with emphasis on expression and communication* to what is reflected above. ART 345 removed as prerequisite.

5. Change in program.

Art

**Art Major**

**With the B.A. Degree in Applied Arts and Sciences**

**Emphasis in Multimedia and Photography  
(Major Code: 06991) (SIMS Code: 660561)**

**Impacted Program.** *(no change)*

**Preparation for the Major.** *(no change)*

**Graduation Writing Assessment Requirement.** *(no change)*

**Major.** A minimum of 30 upper division units in art to include Art 340 and 344; six units of art history (Art 371, 409, 557 through 578, and 593); three units selected from Art 342A, 346, 348; nine units selected from Art 342A, 342B, 343, 346, 348, 407, 408,



409, 440, 442, 444, 446, 448, 452, 524, 540, 544, Journalism and Media Studies 435; six units of art electives.

Change(s): Add new course JMS 435 to a select-from list.

6. Change in program.

Art

**Art History Minor  
(Minor Code: 10031) (SIMS Code: 660518)**

The minor in art history includes a minimum of 21 units in art distributed as follows: Nine units to include Art 258, 259, 263. Twelve units selected from Art 371, 409, 557 through 578, and 593; and with consent of instructor selected Art 596 courses with art history content.

Remainder of description (*no change*)

Change(s): Add ART 409 to a select-from list.

ARTS AND LETTERS

1. New course. (*For 2018-2019 implementation*)

Arts and Letters

*CAL-MATH SUPPORT (C-15)*

CAL 201X. Mathematics and Quantitative Reasoning CAL Support (1) Cr/NC

Three hours of activity.

Prerequisite: Concurrent registration in Economics 201, Geography 104, Philosophy 120, Political Science 201, or Sociology 201. Required for students who have not satisfied the SDSU Mathematics/Quantitative Reasoning Assessment requirement.

Required support course for General Education Mathematics/Quantitative Reasoning classes offered in the College of Arts and Letters (CAL). Credit in this course satisfies the SDSU Mathematics/Quantitative Reasoning Assessment requirement.

ASIAN STUDIES

1. New course.

Asian Studies

*THE VIETNAM WAR (C-2)*

ASIAN 425. The Vietnam War (3) [GE]

(Same course as History 425)

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.

The Vietnam War from a global perspective. The war's evolution in Vietnam and Indochina as well as its implications on socialist nations, the Third World, and the West.

ASTRONOMY

1. New course.

Astronomy

*THE STELLAR GRAVEYARD (C-1)*

ASTR 303. A Walk through the Stellar Graveyard (3) [GE]

Prerequisites: Completion of the General Education requirement in Foundations of Learning II.A.1. Physical Sciences and in Foundations of Learning II.A.4 Mathematics/Quantitative Reasoning.

Deaths of stars and their exotic corpses to include black holes, neutron stars, and white dwarfs. User-friendly introduction to Einstein's relativity theories, gravitational waves, and warped space-time.

BIOLOGY

1. Change in program.

Biology

**Biology Major**

**With the B.S. Degree in Applied Arts and Sciences**

**(Major Code: 04011) (SIMS Code: 771401)**

**Emphasis in Zoology**

**(SIMS Code: 771438)**

**Preparation for the Major.** *(no change)*

**Graduation Writing Assessment Requirement.** *(no change)*

**Major.** A minimum of 36 upper division units to include Biology 352, 354, 366, 366L, Chemistry 365, and 21 units of electives selected from the courses listed below. At least three courses must be selected from Biology 509, 510, 512, 515, 516A, 518, 523, 524, 525, 526, 527, 527L, 540, 560, 576, or Biology 496 and/or 596 (maximum three units). A minimum of two elective courses must be biology laboratory courses, at least one of which must be an organismal level course, selected from Biology 512, 515, 516A, 523, 524, 525, or 526. The remaining units must be selected from biology courses numbered 350 and above (except Biology 452), Biology 497 and 499 (maximum six units), and all upper division chemistry courses (except Chemistry 300, 308, 497, 499, and 560). Approval of the emphasis adviser is required for credit in Biology 496, 596, and other courses not listed above to be included in the zoology electives. This approval must be filed with the Office of Advising and Evaluations.

Remainder of description *(no change)*

Change(s): Removal of BIOL 354L as a required upper-division course.

2. Change in program.

Biology

**Microbiology Major**

**With the B.A. Degree in Liberal Arts and Sciences  
(Major Code: 04111) (SIMS Code: 771452)**

Paragraphs 1-2 *(no change)*

**Preparation for the Major.** *(no change)*

**Language Requirement.** *(no change)*

**Graduation Writing Assessment Requirement.** *(no change)*

**Major.** A minimum of 30 upper division units to include Biology 350, 352, 354, 366, 366L, Chemistry 365, and 11 units of electives selected from the courses listed below. At least two courses must be selected from Biology 480, 485 or 585, 528, 549, 554, 556, 557, 562, 567, 567L, 568 [or Bioinformatics and Medical Informatics 568], 584, 590, Chemistry 432 or 432L. At least one of these courses must be a biology laboratory course. Other electives include all biology courses numbered 350 and above (except Biology 452, 497, and 499), and all upper division chemistry courses (except Chemistry 300, 308, 497, 499, and 560). Approval of the microbiology adviser is required for credit in Chemistry 498, Biology or Chemistry 496 and 596 and other courses not listed above to be included in the electives. This approval must be filed with the Office of Advising and Evaluations.

Remainder of description *(no change)*

Change(s): *At least one of these courses must be a laboratory course* statement replaced with *at least one of these courses must be a biology laboratory course.*

3. Change in program.

Biology

**Microbiology Major**

**With the B.S. Degree in Applied Arts and Sciences  
(Major Code: 04111) (SIMS Code: 771451)**

Paragraphs 1-2 *(no change)*

**Preparation for the Major.** *(no change)*

**Graduation Writing Assessment Requirement.** *(no change)*

**Major.** A minimum of 36 upper division units to include Biology 350, 352, 354, 366, 366L, Chemistry 365, and 17 units of electives selected from the courses listed below. At least four courses must be selected from Biology 480, 485 or 585, 528, 549, 554, 556, 557, 562, 567, 567L, 568 [or Bioinformatics and Medical Informatics 568], 584, 590, Chemistry 432, 432L. At least one of these courses must be biology laboratory course. Other electives include all biology courses numbered 350 and above (except Biology 452), Biology 497 and 499 (maximum six units), and all upper division chemistry courses (except Chemistry 300, 308, 497, 499, and 560). Approval of the microbiology adviser is required for credit in Chemistry 498, Biology or Chemistry 496 and 596 and other courses not listed above to be included in the electives. This approval must be filed with the Office of Advising and Evaluations.

Remainder of description *(no change)*

Change(s): *At least two of these courses must be a laboratory course* statement replaced with *at least one of these courses must be a biology laboratory course.*

4. Change in program.

Biology

**Microbiology Major**

**With the B.S. Degree in Applied Arts and Sciences**

**(Major Code: 04111)**

**Emphasis in Clinical Laboratory Science**

**(SIMS Code: 771453)**

Paragraph 1 (*no change*)

**Preparation for the Major.** (*no change*)

**Graduation Writing Assessment Requirement.** (*no change*)

**Major.** A minimum of 36 upper division units to include Biology 350, 352, 354, 366, 366L, 480, 485, 584, Chemistry 365, and eight units of electives selected from the courses listed below. At least two courses must be selected from Biology 528, 549, 554, 556, 557, 567L, 590, Chemistry 432 or 432L. At least one of these courses must be a biology laboratory course. Other electives include all biology courses numbered 350 and above (except Biology 452), Biology 497 and 499 (maximum six units), and all upper division chemistry courses (except Chemistry 300, 308, 497, 499, and 560). Approval of the microbiology adviser is required for credit in Chemistry 498, Biology or Chemistry 496 and 596 and other courses not listed above to be included in the electives. This approval must be filed with the Office of Advising and Evaluations.

Remainder of description (*no change*)

Change(s): *At least one of these courses must be a biology laboratory course* statement added to description.

## CHEMISTRY

1. Change to prerequisites.

Chemistry

CHEM 410A. Physical Chemistry (4)

Three lectures and three hours of laboratory.

Prerequisites: Chemistry 232, 232L, 251; Mathematics 252; Physics 195, 195L, and 196, 196L. Recommended: Physics 197 and 197L. For chemistry teaching major only: The mathematics and physics requirements may be replaced by Mathematics 150, 151, 252 and Physics 180A, 180B OR Mathematics 150, 151, and Physics 195, 195L, 196, 196L. Mathematics and physics prerequisites must be completed with a grade of C (2.0) or better in each course; if any were completed with a grade of less than a C (2.0), concurrent registration in Chemistry 210 is required.

Theoretical principles of chemistry with emphasis on mathematical relations. Theory and practice in acquisition and statistical analysis of physical measurements on chemical systems.

Change(s): Mathematics and physics prerequisites must be completed with a C (2.0) or better in each course; if any were completed with a grade less than a C (2.0), concurrent registration in Chemistry 210 is required.

2. Change in program.

Chemistry

**Chemistry Major**

**With the B.S. Degree in Applied Arts and Sciences and Certificate of the American Chemical Society  
(Major Code: 19051)**

**Emphasis in Biochemistry**

**(SIMS Code: 772609) (SIMS Code: 772611 - Georgia)**

**Preparation for the Major.** Chemistry 200, 201, 232, 232L, 251; Biology 203, 203L or Biology 204, 204L; Mathematics 150, 151, 252; Physics 195, 195L, 196, 196L. (43 units) Recommended: Physics 197 and 197L.

**Graduation Writing Assessment Requirement.** *(no change)*

**Major.** *(no change)*

Change(s): BIOL 203 and 203L added as options to preparation section.

CHICANA AND CHICANO STUDIES

1. New course.

Chicana and Chicano Studies

*POSTCOLONIAL MASCULINITIES (C-2)*

CCS 240. Postcolonial Masculinities (3)

Masculinity in post-colonial contexts. Intersections of masculinity and race. Cultural and historical trends and practices, issues of self-identity, media narratives, sexuality, and social and interpersonal relationships.

CHILD AND FAMILY DEVELOPMENT

1. Change to course statement, description, and general education area.

Child and Family Development

CFD 170. Child and Adolescent Development from a Cultural Perspective (3) [GE]

(Same course as Teacher Education 170)

Theories of child and adolescent development using a cultural and contextual approach with emphasis on self-reflection and lifelong learning. Liberal Studies premajors and majors and students seeking teaching credentials will complete Teacher Education 170; all others will complete Child and Family Development 170. Not open to students with credit in Child and Family Development 270, Psychology 230, or Teacher Education 170.

Change(s): Changing description and course statement from *Theories of human development using a cultural/ecological framework applied to case studies and direct observations. Open only to liberal studies majors. Not open to students with credit in Child and Family Development 270, Psychology 230, or Teacher Education 170* to what is reflected above. Changing GE area from IIB to III.

## COMMUNICATION

1. Change to description and GE area.

### Communication

#### COMM 245. Interpersonal Communication (3) [GE]

Theory and practice of interpersonal communication. Role of communication in developing, initiating, maintaining, and transitioning through everyday social relationships. Challenges of managing interpersonal communication; contexts, and verbal and nonverbal messages.

Change(s): Description updated from *Theory and practice of interpersonal communication focuses on the role of communication in initiating, developing, and transitioning through everyday relationships. Emphasis on verbal and nonverbal messages, contexts, and challenges of managing interpersonal communication* to what is reflected above. GE area changed from social and behavioral sciences to lifelong learning and self-development.

## DUAL LANGUAGE AND ENGLISH LEARNER EDUCATION

1. Change to CS number, description, number, course hours, course statement, units.

### Dual Language and English Learner Education

(C-4)

#### DLE 416. Bilingual Foundations for Teaching and Learning in Diverse Communities (3)

Prerequisite: Upper division standing.

Oral, written, and communicative competencies in Spanish through practical experiences and study of sociopolitical and sociocultural contexts impacting bilingual learners in culturally and linguistically diverse communities. Maximum credit six units. (Dual Language and English Learner Education 416 and 416L formerly numbered Dual Language and English Learner Education 415.)

Change(s): Additional unit of activity removed from CS number. Removed hyphens from *sociopolitical* and *sociocultural*. Reduced maximum credit from eight to six units. Updated formerly numbered statement. Changed number to 416 from 415. Deleted prior course hours statement. Reduced course units to 3 from 4.

2. New course.

## Dual Language and English Learner Education

*BILITCY TEACH LEARN FIELD (C-8)*

DLE 416L. Biliteracy Foundations for Teaching and Learning in Diverse Communities Field Experience (1) Cr/NC

Two hours of activity.

Prerequisites: Credit or concurrent registration in Dual Language and English Learner Education 416, upper division standing, and working fluency in Spanish.

Field experience in multilingual (Spanish-English) K-12 schools and communities. Maximum credit two units. (Dual Language and English Learner Education 416 and 416L formerly numbered Dual Language and English Learner Education 415.)

ENGLISH

1. Change in program.

English

**English Major****In preparation for the Single Subject Teaching Credential in English Language Arts****With the B.A. Degree in Liberal Arts and Sciences****(Major Code: 15011) (SIMS Code: 112102)**

Paragraphs 1-3 *(no change)*

**Impacted Program.** *(no change)*

**Preparation for the Major.** *(no change)*

**Language Requirement.** *(no change)*

**Graduation Writing Assessment Requirement.** *(no change)*

**Major.** (46 upper division units) Courses in the major cannot be double-counted.

Numbered list *(no change)*

**Literature:** *(no change)*

**English and American Literature:** *(no change)*

**Comparative Literature:** *(no change)*

**Written Expression:** *(no change)*

**Linguistics:** Twelve units selected from Group A (ESL emphasis): Linguistics 452\*, 454, 550\*, 555\*, 556 or Group B (English language linguistics emphasis): Linguistics 420, 502\*, 525\*, 526\*, 551, 552\*, 571.

**Theatre:** Twelve units selected from Theatre 315, 359\*, 460A, 460B, 510, 525\*, 580\*.

**Journalism:** Twelve units selected from Journalism and Media Studies 300, 408, 460, 480, 489, 494.

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\*Additional prerequisites required.

Remainder of description *(no change)*

Change(s): Updates to the following specialization areas: linguistics group B – add LING 502\*, LING 525\*, LING 526\*; theatre – delete THEA 325 and add THEA 315, THEA 460A, THEA 460B, THEA 525\*; journalism – add JMS 489, JMS 494.

## GEOGRAPHY

1. New course.

### Geography

*GIS SCRIPTING FUNDAMENTLS (1 unit C-15; 2 units C-2)*

GEOG 383. GIS Scripting Fundamentals (3)

Two lectures and three hours of laboratory.

Prerequisite: Computer Science 107.

Geospatial data processing, analysis, and modeling by scripting languages using Python and R and Structured Query Language for PostgreSQL.

## HISTORY

1. New course.

### History

*SEXUALITY PAST & PRESENT (C-2)*

HIST 125. Sexuality, Past and Present (3) [GE]

How the past shapes the modern physiological, psychological, and sociological sexual self. Censorship and sex, influence of capitalism, religion, and science on sexuality; modern romance, nonconformity, personal sexual identities, gender and sexual roles, the sexual body, sexual liberation, and sexual norms.

2. New course.

### History

*WHY HISTORY MATTERS (C-2)*

HIST 150. Why History Matters (3) [GE]

Historically-informed behaviors, contexts, and frameworks through the lenses of contemporary social issues, marking memory through monuments, museum and cultural experiences, politics, and pop-culture.

3. New course.

### History

*THE VIETNAM WAR (C-2)*

HIST 425. The Vietnam War (3) [GE]

(Same course as Asian Studies 425)

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.

The Vietnam War from a global perspective. The war's evolution in Vietnam and Indochina as well as its implications on socialist nations, the Third World, and the West.

## HONORS COLLEGE



1. Change to description and variable title status.

Honors College

HONOR 113. Seminar in Honors Connection and Commitment (3)

Prerequisite: Admission to the Weber Honors College.

Interdisciplinary education and the theoretical and practical integration of knowledge. Coursework beyond the classroom in areas of community service, creative activity, leadership, research, and study abroad. See *Class Schedule* for specific content.

Change(s): Course description updated from *Interdisciplinary education and the theoretical and practical integration of knowledge. Coursework beyond the classroom in areas of research, creative activity, leadership, community service, and study abroad* to what is reflected above. Course changed to variable titled course.

2. Change to description and repeatability.

Honors College

HONOR 313. Seminar in Interdisciplinary Studies (3)

Prerequisite: Credit or concurrent registration in Honors College 113.

Idea, philosophy, and method of interdisciplinary studies. Various disciplines and topics from interdisciplinary perspectives, workplaces, and societal settings. Integration of a variety of schools of thought and the value of an interdisciplinary outlook. May be repeated with new content. See *Class Schedule* for specific content. Maximum credit six units.

Change(s): *May be repeated with new content* and *maximum credit six units* statements added to description. Course is now repeatable for credit.

3. Deactivation of course.

Honors College

HONOR 480. Seminar in High Impact Activities (3)

Prerequisite: Credit or concurrent registration in Honors College 313.

High impact activities completed in research, leadership, service, and/or creative arts performance. Impact of engagement outside the classroom on specific goals.

Change(s): Course is being deactivated.

4. Change in program.

Honors College

**Honors Minor in Interdisciplinary Studies  
(Minor Code: 49993) (SIMS Code: 888001)**

Paragraph 1 (*no change*)

**Preparation for the Honors Minor (4 units).** (*no change*)

**Upper Division for the Honors Minor (12 units).** Honors College 313 (6 units), 495, and three units selected from Honors College 413 or honors sections of general education courses (Anthropology 402; Humanities 370, 405 [or Religious Studies 405], 409; Sociology 320).

Paragraph 2 (*no change*)

**Study Abroad Requirement.** All honors minor students are required to complete a credit-bearing study abroad experience prior to their final semester at SDSU.

To meet the study abroad requirement, students must complete one of the following:

1. An approved SDSU international program, either listed in the SDSU Aztecs Abroad database or approved by SDSU through pre-departure petition or pre-departure permission from the honors adviser; or
2. One course selected from:
  - Asian Studies 490;
  - Education 450;
  - General Studies 450;
  - Health and Human Services 290 or 350;
  - International Security and Conflict Resolution 450;
  - Latin American Studies 320, 350, 450, or 550;
  - Political Science 450; Science 350.

Change(s): Listing HONOR 313 as repeatable for credit (6 units), deleting HONOR 480, adding HUM 405 and 409 to upper division for the honors minor section. Changes to study abroad requirements.

## INTERDISCIPLINARY PROGRAMS

1. Change in programs.

Interdisciplinary Programs

**Urban Studies Major**

**With the B.A. Degree in Liberal Arts and Sciences**

**(Major Code: 22141)**

Paragraphs 1-2 (*no change*)

**Preparation for the Major.** (*no change*)

**Language Requirement.** (*no change*)

**Graduation Writing Assessment Requirement.** (*no change*)

**Major.** A minimum of 36 upper division units to include:

1. Nine units of Urban Theory selected from Chicana and Chicano Studies 355 [or Latin American Studies 355]; Geography 354; Political Science 422, Public Administration 320, Sociology 448;
2. Nine units of Urban Methods selected from Economics 301, Geography 380, 381, 385, 484, 584, 585, 586, 589, 590, Public Administration 420, Sociology 301, 406, 407, 408;
3. (*no change*)
4. Fifteen units selected from an area of specialization:

***Urban Cultures and Societies (SIMS Code: 117011).*** Anthropology 533, Chicana and Chicano Studies 303, 375, Geography 312, 354 (if not taken as a requirement), 554, Latin American Studies 320, 550, Sociology 355, 443, 448 (if not taken as a requirement), 457.

***Urban Planning, Design, and Management (SIMS Code: 117012).*** (no change)

***Urban Political Economy and Public Policy (SIMS Code: 117013).*** Chicana and Chicano Studies 301, 306, 355 [or Latin American Studies 355] (if not taken as a requirement), Economics 401, 489, Geography 348, 353, 354 (if not taken as a requirement), Latin American Studies 430 [or Political Science 430], Political Science 335, 422 (if not taken as a requirement).

***Urban Sustainability (SIMS Code: 117014).*** Anthropology 353 [or Sustainability 353], 532, Economics 455, Geography 340, 354 (if not taken as a requirement), 370, 375, 409, 440 [or Political Science 440], 454, 572, 591 and 591L, 592 and 592L, History 584, Political Science 334 [or Sustainability 334].

Change(s): Add SOC 448 to the urban theory select-from list. Add GEOG 585 and SOC 301 to the urban methods select-from list. Add SOC 448 (if not taken for urban theory) as an elective in the urban cultures and societies specialization. Add GEOG 348 as an elective in the urban political economy and public policy specialization. Add GEOG 409 and HIST 584 as electives in the urban sustainability specialization.

## INTERNATIONAL BUSINESS

### 1. New course.

International Business

*INTERNSHIP EXPERIENCE (C-2)*

I B 295. Internship Experience (1-3) Cr/NC

Prerequisites: Consent of instructor and a minimum of 15 units taken at SDSU with a GPA of 2.9 or better.

Internship in business or community setting. Work done under joint direction of activity sponsor and instructor. Project assignments and minimum hour requirement depending on units. May not be counted towards major requirements. Maximum credit six units.

### 2. Change in programs.

International Business

**International Business Major**

**With the B.A. Degree in Liberal Arts and Sciences**

**(Major Code: 05131)**

<b>Language</b>	<b>Region</b>	<b>SIMS Code</b>
Arabic	Middle East and North Africa	<b>113688</b>
Chinese	Asia	<b>113602</b>
English	North America	<b>113650</b>
French	North America	<b>113622</b>

	Western Europe	<b>113613</b>
German	Western Europe	<b>113614</b>
Italian	Western Europe	<b>113616</b>
Japanese	Asia	<b>113603</b>
Korean	Asia	<b>113639</b>
Portuguese	Latin America	<b>113610</b>
	Western Europe	<b>113617</b>
Russian	Central Europe	<b>113608</b>
Spanish	Latin America	<b>113612</b>
	Western Europe	<b>113619</b>

Paragraphs 1-3 *(no change)*

**Preparation for the Major.** *(no change)*

**Language Requirement.** *(no change)*

**Graduation Writing Assessment Requirement.** *(no change)*

**Major.** *(no change)*

**I. Business** *(no change)*

Focus (complete one of the following focus areas):

**Economics:** *(no change)*

**Entrepreneurship:** Management 358 and one course selected from: Finance 328, Management 353, 355, 452, 455, 459, or 460.

Remainder of description *(no change)*

Change(s): Added entrepreneurship focus to business requirements in the major for all emphases.

JOURNALISM AND MEDIA STUDIES

1. Change to description and general education area.

Journalism and Media Studies

*SOCIAL MEDIA DIGITAL AGE (1 unit C-4; 2 units C-1)*

JMS 210. Social Media in the Digital Age (3) [GE]

Two lectures and one hour of discussion.

Digital media literacy, digital resilience, social networking, and virtual worlds. Evaluating information via digital, mobile, and social technologies in a global environment. Social media's impact on life-long familial, personal, professional, and social relationships; mental and physical health, and personal identity.

Change(s): Description updated from *Social networking, virtual worlds, and digital media literacy. Creating and communicating arguments and consuming information via digital, social, and mobile technologies in a global environment* to what is reflected above. GE area changed from foundations-social and behavior sciences to lifelong learning and self-development.

2. Change to prerequisite.

## Journalism and Media Studies

## JMS 220. Writing for the Mass Media (3)

Two lectures and two hours of activity.

Prerequisites: Sophomore standing; ability to type; premajor in advertising, journalism, media studies, public relations; or premajor or major in art with an emphasis in multimedia and photography. **Proof of completion of prerequisites required:** Copy of transcript.

Introduction to writing techniques for mass media. Laboratory practice in informational and persuasive writing, evaluation, and judgment. In some semesters, specially designated sections require bilingual fluency in English and Spanish, to be determined by a stamp of Spanish/English biliteracy on high school transcript, or a score of 5 on AP Spanish test, or passing the SDSU Spanish Language Proficiency Test. See footnotes in *Class Schedule*.

Change(s): *Or premajor or major in the emphasis in multimedia and photography program* statement added as prerequisite.

3. Change to prerequisite.

## Journalism and Media Studies

## JMS 300. Principles of Journalism (3)

Prerequisite: Completion of 45 baccalaureate level semester units.

Theory and practice of journalism, survey of history, ethics, law, international news systems, and social responsibility of the press. Operations of newspapers, news magazines, radio and television news departments, and other news agencies. Impact of new media and technology on journalism, economics, and management of news organizations.

Change(s): Prerequisite updated from *upper division standing* to what is reflected above.

4. Change to prerequisite.

## Journalism and Media Studies

## JMS 408. Principles of Media Studies (3)

Prerequisite: Completion of 45 baccalaureate level semester units.

Media theories, models, and research exploring media effects, and audience uses of media.

Change(s): Prerequisite updated from *upper division standing* to what is reflected above.

5. New course.

## Journalism and Media Studies

*PHOTOJOURNALISM (2 units C-2; 1 unit C-12)*

## JMS 435. Photojournalism (3)

Two lectures and two hours of activity.

Prerequisites: Journalism and Media Studies 220 with a grade of C (2.0) or better. Admission to a major in the School of Journalism and Media Studies; or premajor or major in art with an emphasis in multimedia and photography. Completion of the Graduation Writing Assessment Requirement or the eligibility to enroll in an upper division writing course.

Creating, curating, and editing photographs for use in news stories. Professional practices and ethical principles of photojournalism. Use of visual elements to report the news.

6. Change to prerequisite.

Journalism and Media Studies

JMS 460. Principles of Advertising (3)

Prerequisite: Completion of 45 baccalaureate level semester units.

Advertising practices. Historical perspectives, changing role of advertising, shift from impression to engagement and from traditional to emerging media, evolving agency structure, audience targeting, creative strategy, regulation, social responsibility and ethics, globalization, and current trends and developments.

Change(s): Prerequisite updated from *upper division standing* to what is reflected above.

7. New course.

Journalism and Media Studies

*FASHION PUBLIC RELATIONS (C-12)*

JMS 482A. Fashion Public Relations (1)

Prerequisite: Credit or concurrent registration in Journalism and Media Studies 480.

Strategic planning processes applied to problems and opportunities in the fashion industry. Insights from industry insiders. Case study and hands-on work for national clients.

## LINGUISTICS

1. New course. (*For 2018-2019 implementation*)

Linguistics

*ENGL COMP INTL STDNTS I (C-4)*

LING 100A. English Composition for International Students and English Learners I (3)

Prerequisite: Open to international students or other students whose first language is not English and who have not satisfied the SDSU Written Communication Assessment requirement.

Introduction to college-level writing for language/grammar needs of first-semester English Learners. Understanding written argument, comprehension of college-level academic texts, and integrating ideas and information from multiple text sources in formal written papers. Not open to native speakers of English.

2. Change to description, number, prerequisites, and title. (*For 2018-2019 implementation*)

Linguistics

*ENGL COMP INTL STDNTS II (C-4)*

LING 100B. English Composition for International Students and English Learners II (3) [GE]

Prerequisite: Linguistics 100A with a grade of C- (1.7) or better.

College-level writing; attention to language needs of advanced English Learners. Written argument, comprehension and analysis of college-level academic texts, and use of multiple text sources for written synthesis and argument. Not open to native speakers of English. Not open to students with credit in a higher-numbered composition course or Africana Studies 120 or American Indian Studies 120 or Chicana and Chicano Studies 111B or Rhetoric and Writing Studies 100 [or English 100] or 105B. (Formerly numbered Linguistics 100.)

Change(s): Description updated from *Introduction to college-level written English; attention to English language/grammar needs of non-native speakers of English; grammatical and rhetorical techniques for effective writing, based in part on study of models of current American writing. Not open to students with credit in a higher-numbered composition course or Africana Studies 120 or American Indian Studies 120 or Chicana and Chicano Studies 111B or English 100 [or Rhetoric and Writing Studies 100] or Rhetoric and Writing Studies 101* to what is reflected above. Prerequisites updated from *Satisfaction of the English Placement Test and Writing Competency requirements. (See Graduation Requirements section of catalog.) Proof of completion of prerequisite required: Copy of EPT or competency scores (including ISEPT) or verification of exemption; proof of Cr in Linguistics 94 [or Rhetoric and Writing Studies 94] or Rhetoric and Writing Studies 92* to what is reflected above. Number updated from 100 to 100B. Title updated from *English Composition for International Students* to what is reflected above.

3. New course.

Linguistics

*LANGUAGE CULTURE SOCIETY (C-4)*

LING 300. Language, Culture, and Society (3)

Prerequisites: Linguistics 101 and Anthropology 102.

Language, culture, and society study using anthropology and linguistics. Bilingualism, dialect variation, language endangerment and preservation, language ideology and policy, sexism and racism.

4. Add course to general education, update prerequisite.

Linguistics

LING 452. Language Acquisition (3) [GE]

Prerequisites: Linguistics 420 and completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences.

Principles of child language development. Sounds and grammar in speech of young children. Acquisition of reading and vocabulary. Relationship between cognitive development and language. Development of language in bilinguals. Second language acquisition.

Change(s): Add course to GE, explorations, social and behavior sciences. Add *completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences* statement to prerequisite.

5. New course.

Linguistics

*TOPICS LANG CULTURE SOC (C-4)*

LING 483. Topics in Language, Culture, and Society (3)

Prerequisites: Linguistics 101, 300, Anthropology 102.

Topics such as language and culture in technology, cross-linguistic lexical semantics and culture, conversational analysis and cultural variation, language and gender, globalization and English. Maximum credit six units.

MATHEMATICS

1. New course. *(For 2018-2019 implementation)*

Mathematics

*COLLEGE ALGEBRA SUPPORT (C-15)*

MATH 105X. College Algebra Support (1) Cr/NC

Three hours of activity.

Prerequisite: Concurrent registration in Mathematics 105. Required for students who have not satisfied the SDSU Mathematics/Quantitative Reasoning Assessment requirement.

Required support course for Mathematics 105. Credit in this course satisfies the SDSU Mathematics/Quantitative Reasoning Assessment requirement.

2. New course. *(For 2018-2019 implementation)*

Mathematics

*MATH FOR LIFE (C-3)*

MATH 110. Mathematics for Life (3) [GE]

Mathematical problem solving pertinent to daily life. Exponential and logarithmic functions; conversion, estimation, and measurements; personal finance; probability and statistics.

3. New course. *(For 2018-2019 implementation)*



## Mathematics

*MATH LIFE SUPPORT (C-15)*

MATH 110X. Mathematics for Life Support (1) Cr/NC

Three hours of activity.

Prerequisite: Concurrent registration in Mathematics 110. Required for students who have not satisfied the SDSU Mathematics/Quantitative Reasoning Assessment requirement.

Required support course for Mathematics 110. Credit in this course satisfies the SDSU Mathematics/Quantitative Reasoning Assessment requirement.

MUSIC

1. New course.

## Music

*INTRO RECORD & SOUND REIN (1 unit C-4; 1 unit C-10)*

MUSIC 162. Introduction to Recording and Sound Reinforcement (2)

One lecture and two hours of laboratory.

Physical and theoretical technologies applied to sound recording and live sound reinforcement.

2. New course.

## Music

*INT RECORD & SOUND REINF (1 unit C-4; 1 unit C-10)*

MUSIC 262. Intermediate Recording and Sound Reinforcement (2)

One lecture and two hours of laboratory.

Prerequisite: Music 162 with a grade of C (2.0) or better.

Continuing study of physical and theoretical technologies applied to sound recording and live sound reinforcement.

3. Change in program.

## Music

**Music Major****With the Bachelor of Music Degree in Applied Arts and Sciences****(Major Code: 10041)**

*Track 3 – Music Recording Technology and Audio Design (SIMS Code: 665326):* Music 105 (or passing placement examination), 106A, 106B, 110A-110B, 151, 162, four units selected from Music 170 through 189; 205A, 205B, two units of Music 207, 262, 290 [or Dance 290], Art 101, Art 103 or 240; Psychology 101; Computer Science 100 or 107. (37-40 units)

Change(s): Replace MUSIC 160 and 260 with 162 and 262 in required and select-from lists.

PHILOSOPHY

1. New course.

Philosophy

*TECH AND HUMAN BEHAVIOR (C-2)*

PHIL 140. Technology and Human Behavior (3) [GE]

Consequences of technology on our lives as integrated physiological, psychological, and social beings. Environmental problems associated with rapid development of technology. Responses to problems by various philosophers and writers.

PROFESSIONAL STUDIES AND FINE ARTS

1. Change to description, title; move to different area of general education.

Professional Studies and Fine Arts

*SUSTAINABLE SELF-DEVELOP*

PSFA 100. Sustainable Self-Development (3) [GE]

Applications, definitions, key concepts, measures, and theories of sustainable development of individuals and society. Establishment of effective and potentially fulfilling sustainability lifestyle plan for the future. Interrelationships between biodiversity and society.

Change(s): Description updated from *Key concepts, definitions, and measures of sustainable development. Interrelationships between biodiversity and society. Integrated view of science of sustainable development* to what is reflected above. Title updated from *Sustainable Development* to what is reflect above. GE area changed from IIB to III.

PSYCHOLOGY

1. New course.

Psychology

*FORENSIC PSYCHOLOGY (C-2)*

PSY 356. Forensic Psychology (3)

Prerequisite: Psychology 350.

How psychological research and theory informs legal processes. Behavioral analysis, criminal investigation, eyewitness identification, jury selection, juvenile forensics and death penalty cases, mental competencies, police work, school bullying, sexual abuse issues, and threat assessment.

SOCIOLOGY

1. Reinstatement of course.

Sociology

*SOCIOLOGY MENTAL ILLNESS (C-2)*

SOC 441. Sociology of Mental Illness (3)

Prerequisite: Sociology 101.

Social, cultural, historical, and political factors involved in definition of "madness" and theories of mental illness in various societies. Review of research about incidence, prevalence, and social epidemiology of mental illness, as a community problem, and its distribution by social class, gender, age, geographical region, and country.

2. New course.

Sociology

*SOC OF INTERSECTIONALITY (C-4)*

SOC 455. Sociology of Intersectionality (3)

Prerequisite: Sociology 101.

Social inequality to include current research on class, gender, and race. Interlocking systems of privilege and oppression and their impact on society.

3. New course.

Sociology

*AMERICAN LABOR MOVEMENT (C-2)*

SOC 459. The American Labor Movement (3)

Prerequisite: Sociology 101.

Social history of the American labor movement from late eighteenth century to present. Relationship between the labor movement, the labor process, and the state. Race and gender divisions within the labor movement.

SPEECH, LANGUAGE, AND HEARING SCIENCES

1. Change to prerequisite.

Speech, Language, and Hearing Sciences

SLHS 340. Principles of Audiology (3)

Prerequisite: Speech, Language, and Hearing Sciences 305 with a grade of C (2.0) or better. **Proof of completion of prerequisite required:** Copy of transcript.

Diagnostic audiology procedures: Pure-tone testing, masking, speech recognition testing and immittance. Integration and interpretation of results from the basic audiological test battery.

Change(s): *And concurrent registration in Speech, Language, and Hearing Sciences 340L* statement removed as prerequisite.

2. Deactivation of course.

Speech, Language, and Hearing Sciences

## SLHS 340L. Techniques of Audiometry (1)

Three hours of laboratory.

Prerequisite: Credit or concurrent registration in Speech, Language, and Hearing Sciences 340.

Laboratory experience with pure-tone, speech, and immittance audiometric tests.

## 3. Change in program.

Speech, Language, and Hearing Sciences

**Speech, Language, and Hearing Sciences Major**

**With the B.A. Degree in Liberal Arts and Sciences**

**(Major Code: 12203) (SIMS Code: 550107)**

Paragraphs 1-2 *(no change)*

**Preparation for the Major.** *(no change)*

**Language Requirement.** *(no change)*

**Graduation Writing Assessment Requirement.** *(no change)*

**International Experience.** *(no change)*

**Major.** Speech, Language, and Hearing Sciences 300, 305, 320, 321, 340, 512, 513, 514, 539, and 580. (32 units)

Remainder of description *(no change)*

Change(s): Removal of SLHS 340L and adjustment of units by one for the major.

STATISTICS1. New course. *(For 2018-2019 implementation)*

Statistics

*ELEM STATS SUPPORT (C-15)*

STAT 119X. Elementary Statistics Support (1) Cr/NC

Three hours of activity.

Prerequisite: Concurrent registration in Statistics 119. Required for students who have not satisfied the SDSU Mathematics/Quantitative Reasoning Assessment requirement.

Required support course for Statistics 119. Credit in this course satisfies the SDSU Mathematics/Quantitative Reasoning Assessment requirement.

TEACHER EDUCATION

## 1. Change to course statement, description, and general education area.

Teacher Education

TE 170. Child and Adolescent Development from a Cultural Perspective (3) [GE]

(Same course as Child and Family Development 170)

Theories of child and adolescent development using a cultural and contextual approach with emphasis on self-reflection and lifelong learning. Liberal Studies

premajors and majors and students seeking teaching credentials will complete Teacher Education 170; all others will complete Child and Family Development 170. Not open to students with credit in Child and Family Development 170, 270, or Psychology 230.

Change(s): Changing description from *Theories of human development using a cultural/ecological framework applied to case studies and direct observations* to what is reflected above. Changing GE area from IIB to III.

2. Change to course hours description and staffing formula.

#### Teacher Education

(C-8)

TE 211A. Field Experience in Mathematics (1) Cr/NC

One lecture and 15 hours of fieldwork.

Prerequisite: Recommended for sophomore or higher level students.

Guided classroom observations for prospective middle and high school mathematics teachers. Mathematics education and strategies that promote professional development. Teaching in culturally and linguistically diverse school settings. (Formerly numbered Teacher Education 211.)

Change(s): Course hours description changed from *One lecture and 10 hours of fieldwork* to what is reflected above. Staffing formula changed from C-2 to C-8.

3. Change to course hours description, prerequisite, and staffing formula.

#### Teacher Education

(C-8)

TE 211B. Field Experience in Science (1) Cr/NC

One lecture and 15 hours of fieldwork.

Prerequisite: Recommended for students interested in pursuing a career in science teaching.

Guided classroom observations for prospective middle and high school science teachers. Science education and strategies that promote professional development. Teaching in culturally and linguistically diverse school settings.

Change(s): Course hours description changed from *One lecture and 10 hours of fieldwork* to what is reflected above. Prerequisite updated from *Recommended for sophomore or higher level students* to what is reflected above. Staffing formula changed from C-2 to C-8.

### THEATRE

1. Change to prerequisite.

#### Theatre

THEA 111. Voice and Movement (3)

Prerequisite: Open to majors in the School of Theatre, Television, and Film only.  
Project-based preparation of physical and vocal instrument for acting. Not open to students with credit in Theatre 110.

Change(s): *And minors* removed from prerequisite statement above.

2. Change to prerequisite.

Theatre

THEA 355. Movement for the Theatre I (2)

Two hours of activity per unit.

Prerequisite: By audition.

Activities to develop physical skills of the performer. Links between imagination, movement, and body expression leading to character development. Maximum credit four units.

Change(s): Remove *for majors* and THEA 111 from prerequisite.

3. New course.

Theatre

*PORTFOLIO PREP (C-4)*

THEA 449. Portfolio Preparation and Exit Interview (1)

Prerequisites: Senior standing and Theatre 440, 447, or 452.

Transition to the industry of design and technology for theatre, television, and film by examining the self-marketing materials required to enter the workforce after graduation. Culmination in exit interview.

## WOMEN'S STUDIES

1. New course.

Women's Studies

*WOMEN AND GLOBAL JUSTICE (C-4)*

WMNST 103. Women and Global Justice (3) [GE]

Gendered injustices and resistance from a global perspective. Colonization, environmental justice, gendered violence, migration, militarization, poverty, and travel and tourism. Structural inequalities in consumption, food production, and labor through a feminist lens. Activism and formation of social movements.

Report prepared and respectfully submitted by Curriculum Services on behalf of the Undergraduate Curriculum Committee.

TO: SEC/Senate

FROM: Mary Ruth Carleton, Vice President, University Relations and Development

DATE: August 21, 2018

RE: Information

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**The Campaign for SDSU:**

The following are gifts received since our last report:

President-Designate Adela de la Torre and her husband, Stephen Bartlett, made a \$250,000 pledge to establish the Adela de la Torre and Stephen Bartlett Student Financial Assistance Endowment in Student Affairs.

Alumnus Alan Jennat and his wife, Carmen Gloria Catalan, named SDSU as beneficiary of a \$409,054 gift to support an endowment for International Business, Sustainability, and scholarships for first generation college students.

Gifts-in-kind totaling \$372,256 from Ed Marsh will support the Love Library Special Collections.

An anonymous donor named SDSU in their estate for \$300,000, to support the School of Theatre, Television, and Film allocating \$100,000 each towards the Musical Theatre Endowed Internship Scholarship, the MFA Musical Theatre Endowed Scholarship and the Performing Artist Residency Endowment.

A realized bequest for \$78,442 from the Estate of Marie Curtright will establish the Charles E. and Marie S. Curtright Endowed Scholarship for Nursing in the College of Health and Human Services.

Pledges totaling \$1.8M will support the Space Engineering and Rocket Laboratories, NCR Foundation Student Rocket Project, and the Center for Aerospace Research in the College of Engineering.

A \$150,000 pledge from James Elliott will support the Lemon Grove Tutoring Program in the College of Education.

Alumnus Michael Povar named SDSU as a beneficiary of his estate for a market value of \$2M to support the Lavin Entrepreneurship Center.

Alumnus Ryan Donovan and his wife, Janelle, named SDSU as a beneficiary in their trust for \$200,000 to support the Men's Golf Team.

Alumnus William Wade made a \$100,000 gift to support scholarships in the Division of Academic Engagement and Student Achievement.

Thomas P. Newton, Tory James Hazard, Jeff C. Jellison and Edwin P. Baldry made a \$100,000 gift to provide scholarship support to students in the Fowler Scholars Program in the Fowler College of Business. They are all alumni of SDSU.

Gifts-in-kind totaling \$75,600 from Passion Planner, LLC will support Division of Academic Engagement & Student Achievement.

James “Dan” and Barbara Plough have named SDSU as a beneficiary of their estate for \$1.5 million to support education.

Alumni Jason T. Campbell and Carlota Guarana Campbell made a \$100,000 pledge which will provide support to the sailing team, a recognized student organization. They have pledged an additional \$400,000 to support Athletics.

Mary Ellen Souza named SDSU as a beneficiary of her estate for \$100,000 to support the Tiffany Ward Memorial Endowment fund in the College of Education.

Price Philanthropies Foundation pledged \$472,500 to support scholarships for the recruitment of high-achieving students from City Heights.

Gifts-in-kind totaling \$264,700 from the National College Resource Foundation will support the College of Engineering.

Dr. Nancy Linck named SDSU as a 12.5% beneficiary of her trust (NPV \$428,511) to create the Nancy J. Linck Endowed Scholarship for Students in Science.

The Estate of Britt Lundberg made a gift in the amount of \$1,029,700 to provide support for scholarships in the College of Sciences.

Lester “Les” D. Earnest is leaving 5% (approx. \$350,000) of his estate to San Diego State University to add to the Sue Earnest Endowed Scholarship, which provides scholarship support for students in the School of Speech, Language and Hearing Sciences in the College of Health and Human Services.

### **Campaign, Presidential & Special Events:**

On Wednesday, May 16<sup>th</sup>, Jim ’59, LHD ’99 and Janet ’62 Sinegal hosted a reception in their home to introduce Lance Nail, Thomas and Evelyn Page Dean, Fowler College of Business to donors and alums in the Seattle region. Jim is the co-founder of Costco Wholesale Corporation and a member of The Campanile Foundation.

On Friday, May 18<sup>th</sup>, President Roush hosted the 2018 PLF Excellence Awards honoring six faculty and staff members for their outstanding leadership. The three faculty members and three staff members were awarded \$5,000 each to reinvest in their important work at San Diego State.

On Thursday, May 24<sup>th</sup>, President Roush hosted a reception to dedicate the Confucius statue, which will be housed at San Diego State’s Confucius Institute. This statue symbolizes world peace and knowledge;



sharing through harmony and lifelong learning. Nearly 70 Confucius Institute donors, volunteers and community members were in attendance as Ron Roberts, San Diego County Board of Supervisors, 4<sup>th</sup> District unveiled the statue along with President Roush. The City of San Diego provided a grant to acquire the statue.

On Tuesday, June 19<sup>th</sup>, President-Elect Adela de la Torre attended a Heritage Society Regional Appreciation Reception for north coastal region donors. This was President de la Torres' first donor presentation. This was the final planned giving regional event that was held throughout San Diego County over the past several months. This reception was hosted at the home of Campanile Foundation board member, Mary Curran. The main goal for hosting these regional receptions was to thank planned giving donors on a more personal level and to showcase the impact of realized planned gifts.

On Thursday, July 19<sup>th</sup>, President de la Torre hosted a reception at the new University House for her neighbors in Alvarado Estates. Nearly 100 neighbors attended the reception and were introduced to the new President and her spouse, Steve Bartlett.

President de la Torre and Vice President Carleton hosted a reception on Thursday, July 26<sup>th</sup>, at the University House for past and current members of The Campanile Foundation board. President de la Torre thanked the board members for their guidance and support and stressed the importance of their relationship moving forward.



# MONTHLY METRICS

Department of Marketing and Communications

JULY 2018



## SDSU.EDU HOME PAGE

Counts for traffic to the [sdsu.edu](https://sdsu.edu) front page are lower than usual due to migration to a new content management system, server and updated security settings.

Total Visitors

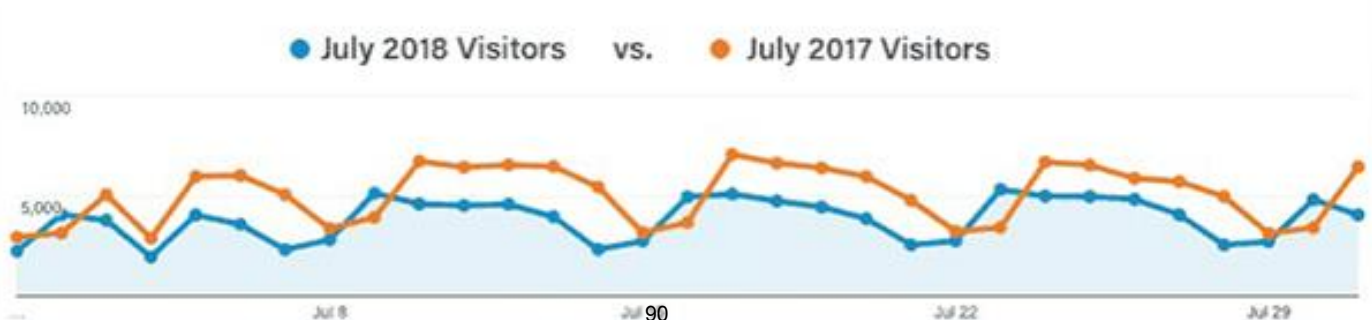
**91,570**

Month Diff. June 2018 - July 2018: 6%  
Year Diff. July 2017 - July 2018: -34%

Total Page Views

**189,528**

Month Diff. June 2018 - July 2018: 9%  
Year Diff. July 2017 - July 2018: -21%



## PRESIDENT.SDSU.EDU

Total Visitors

**1,125**

Total Page Views

**4,058**

● July 2018 Visitors



## SDSU.EDU/ MISSIONVALLEY

Live date November 28, 2017

Total Visitors

**1,154**

Total Page Views

**2,902**

Month Diff. June 2018 - July 2018: 41%

Month Diff. June 2018 - July 2018: 53%

● July 2018 Visitors vs. ● June 2018 Visitors



# SDSU.EDU/ NEWSCENTER

Total Visitors  
**28,691**

Month Diff. June 2018 - July 2018: 25%  
Year Diff. July 2017 - July 2018: 1%

Total Page Views  
**46,297**

Month Diff. June 2018 - July 2018: 26%  
Year Diff. July 2017 - July 2018: 1%



## Top #1 News Story



[A Vision for the Valley](#)

Published: July 18, 2018 | Views: 2,232

## Top #2 News Story



[SDSU Sports MBA Program Ranked Among World's Best](#)

Published: July 05, 2018 | Views: 2,083

## Top #3 News Story



[New Interactive Map Rolled Out](#)

Published: June 11, 2018 | Views: 4,335

## Top #4 News Story



[U.S. News Ranks SDSU Among Top National Universities](#)

Published: September 12, 2017 | Views: 1,454



**\*\* PLEASE NOTE:** Due to the media relations team's migration from Meltwater to Cision; both of which are media monitoring software, the specific number of media hits are not available for July 2018 **\*\***

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### Examples of Secured Media in Major Markets

Center for the Study of Women in Film and Television's "Thumbs Down 2018" study, which looks at the lack of diversity in film criticism.



A story on how SDSU's VR initiative is using holograms to train nursing students.

**THE WALL STREET JOURNAL.**





## NEWSCENTER NEWSLETTER

Average Open Rate

**3,084 (27%)**

Average Click-through Rate

**1,255 (11%)**

Week 2: Highest Click-through



[Women Who Shaped SDSU](#)

Published: June 28, 2018 | Views: 333

Week 4: Highest Click-through



[\\$1 Million Gift to SDSU Supports Pride Center, LGBT Studies](#)

Published: July 11, 2018 | Views: 326



Total Engagement

**8,729**

Month Diff. June 2018 - July 2018: 84%

Total Fans

**123,296**

Month Diff. June 2018 - July 2018: 1%

Most Engaged Post



[U.S. News Ranks SDSU Among Top National Universities](#)

Published: July 15, 2018  
Engagements: 1,199

Total Reach

**256,498**

Month Diff. June 2018 - July 2018: 28%



Total Engagement

**6,572**

Month Diff. June 2018 - July 2018: 46%

Total Followers

**96,725**

Month Diff. June 2018 - July 2018: -1%

Most Clicked Link



[U.S. News Ranks SDSU Among Top National Universities](#)

Published: July 15, 2018 | Likes: 248

Total Link Clicks

**2,511**

Month Diff. June 2018 - July 2018: 74%



Total Engagement

**23,017**

Month Diff. June 2018 - July 2018: 26%

Total Followers

**30,396**

Month Diff. June 2018 - July 2018: 0.5%

Most Liked Post



[Have a great weekend!](#)

Published: June 7, 2018 | Likes: 1,326

Total Story Impressions

**50,427**

Month Diff. June 2018 - July 2018: -58%



Top YouTube Video



[Venice - History of the Floating City](#)

Published: July 24, 2012 | Views: 790

Top Facebook Video



[New Student Orientation - Timelapse](#)

[Tuesday](#)

Published: July 17, 2018 | Views: 1,878



### Top Twitter Video



[SDSU Sports MBA Program Ranked Among World's Best](#)

Published: July 20, 2018 | Views: 3,158

Total YouTube Views

**10,980**

Month Diff. June 2018 - July 2018: 0.5%

Total Facebook Video Views

**10,844**

Month Diff. June 2018 - July 2018: -2%

Total Twitter Video Views

**13,772**

[Metrics Defined](#)

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SAN DIEGO STATE  
UNIVERSITY

## Department of Marketing and Communications Metric Terms Glossary

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### WEB TRAFFIC

#### **Total Visitors**

A visitor is someone who did not have Google Analytics cookies when they hit the first page in this visit. If a visitor deletes their cookies and comes back to our site, the visitor will be counted as a new visitor.

#### **Total Page Views**

An instance of a page being loaded or reloaded in a browser. Page views is a metric defined as the total number of pages viewed.

#### **Top News Stories**

The stories on Newscenter with the most page views within the report month. Publish date may be outside of the month.

### MEDIA RELATIONS

#### **Total Hits**

Total number of times SDSU is mentioned throughout news sources.

#### **Total National Hits**

Total number of times SDSU is mentioned throughout national news sources defined as an appearance in the top 10 national media markets with more than 1M visitors per day.

#### **Total Major Hits**

Total number of times SDSU is mentioned throughout news sources that are identified as major defined as an appearance in a top-25 metro daily or online site with more than 200,000 visitors per day

#### **Pitches**

The number of story pitches made by the Media Relations team to media outlets.

#### **Placements**

The number of pitches made to a media outlet that resulted in a story or media inquiry and were leveraged for a positive story.

## EMAIL

Our Newscenter email newsletter is sent to the campus community of faculty and staff, as well as some alumni, students and friends of SDSU. This email is sent weekly.

### **Average Open Rate**

The open rate is a measure of the average number of people on the email list that open or view a particular email campaign. As a mathematical equation, it's the total number of email opens divided by the number of emails delivered.

### **Average Click-through Rate**

The percentage of our audience that advances ("clicks through") from our email to our website or the next step of our marketing campaign. As a mathematical equation, it's the total number of clicks that our email receives divided by the number of opportunities that people had to click (e.g., emails sent, emails opened etc.).

### **Week Highest Click-through Newsletter stories**

The stories within the approximately four newsletters sent with the most clicks within the report month.

## SOCIAL CHANNELS

### FACEBOOK

#### **Total Engagement**

The total number actions performed on our Facebook content, including reacting to, liking or commenting on a post.

#### **Total Fans**

A fan is a Facebook user who has followed our page.

#### **Most Engaged Post**

The Facebook post with the most actions performed, including reactions, likes and comments.

#### **Total Reach**

The number of people who saw a post from our Facebook page.

### TWITTER

#### **Total Engagement**

The number of times a user interacted with our tweets (a post in Twitter). This includes likes, retweets and clicks.

#### **Total Followers**

A follower is another Twitter user who has followed us to receive our tweets in their feed.

#### **Most Clicked Link**

The tweet with the most clicks.

**Total Link Clicks**

The total number of link clicks from our tweets.

**INSTAGRAM****Total Engagement**

The total number of times followers or non-followers engaged with our Instagram account (e.g. likes, comments).

**Total Followers**

Total number of followers of SDSU's Instagram account.

**Most Liked Post**

The post with the most likes.

**Total Story Impressions**

The number of times an Instagram Story was displayed to an Instagram user during the month.

**VIDEO****Top YouTube Video**

Our YouTube video with the most views.

**Top Facebook Video**

Our Facebook video with the most views.

**Total YouTube Views**

The number of times our YouTube videos were viewed.

**Total Facebook Video Views**

The number of times Facebook videos posted this month were viewed.

**SOURCES**

<https://megalytic.com/blog/understanding-google-analytics-channels>  
<https://support.google.com/analytics/answer/2731565?hl=en>  
<https://support.google.com/analytics/answer/2992042?hl=en>  
[https://support.google.com/analytics/answer/6086080?hl=en&ref\\_topic=6083659](https://support.google.com/analytics/answer/6086080?hl=en&ref_topic=6083659)  
<http://www.analyticsmarket.com/blog/google-analytics-definitions>  
<http://help.campaignmonitor.com/topic.aspx?t=89>  
<http://blog.hubspot.com/marketing/inbound-marketing-glossary-list>  
<https://www.facebook.com/business/help/447834205249495/>  
<https://support.twitter.com/articles/166337>  
<https://business.twitter.com/help/twitter-adsglossary?lang=en&location=na>