



SAN DIEGO STATE
UNIVERSITY

San Diego State University Senate Minutes

March 5, 2019

Table of Contents

0.	Table of Contents	1
1.	Minutes	3
2.	Copy of Agenda	14
3.	Announcements (Ornatowski)	
3.1	Aztec Shops review	
3.2	Teaching Excellence Award	
3.3	Update: Academic Misconduct Policy (faculty)	
3.4	Senate-sponsored forum (Professors of Practice)	
3.5	Lunches / Senate Officers	
4.	Academic Affairs (Johnson)	
5.	SEC Report	
5.1	Referral chart (Ornatowski)	16
6.	Old Business	
7.	New Business: Action Items	
7.1	Committees and Elections (Vaughn)	17
7.2	Constitution and Bylaws – Referrals for Second Reading (Atterton)	22
7.3	Constitution and Bylaws – Referral for First Reading (Atterton)	24
7.4	General Education Curriculum and Assessment (Sha)	25
7.5	Graduate Council (Bohonak) – 3:00pm time certain	48
7.6	Parking and Transportation Committee (Richeson) – 3:50pm time certain	55
7.7	Resolution in support of Pell and EOP students (Preciado)	58
7.8	Undergraduate Curriculum (Verity)	60

- 8. New Business: Consent Calendar (Committee Reports)
 - 8.1 Academic Policy and Planning (Abdel-Nour)61
 - 8.2 Academic Resources and Planning (Conaty, Reed)62
 - 8.3 Faculty Affairs (Imazeki)79
 - 8.4 Undergraduate Curriculum (Verity)80
 - 8.5 University Relations and Development (Vargas)91

- 9. Other Information Items
 - 9.1 Campus Development Committee (Shinn) – **2:45pm time certain**
 - 9.2 Academic Calendar (Saturday classes)93
 - 9.3 GE Reform/Graduation Initiative 2025/EO 1100 and 1110 (Shultz)94
 - 9.4 Parking and Transportation Committee (Richeson) – **3:50pm time certain**109
 - 9.5 Update: Enrollment Management Advisory Group (Wood)
 - 9.6 Update: Student Learning Outcomes and Program Assessment Committee
(Schellenberg)113

- 10. Other Business

- 11. Adjournment: 4:34pm



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AL 101

2:00 to 4:30 pm

The March 5th Senate meeting was called to order at 2:02 pm.

Officers: Ornatowski (Vice-Chair, serving as Chair in **Bober-Michel**'s absence), Attiq (Secretary)

Arts and Letters: Abdel-Nour, Adams, Alkebulan, Atterton, Beltran, Csomay (substituting for Cló), Hua, Imazeki, Penrose, Roberts, Werry, Wheeler

Coach: Crawford

Education: Duesbery, Kraemer

Engineering: Engin, May-Newman

Fowler College of Business: Ahsan, DeBoskey, Gubellini, Peter

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

Imperial Valley: Abarbanell

Lecturers: Justice, Moberly

Library: Weston

MPP I & II: Cruter (substituting for Montero-Adams)

Parliamentarian: Eadie

Professional Studies & Fine Arts: Canary, Conaty, Durbin, McMills, Ryan (substituting for Hopkins), Sha

Sciences: Atkins, Harrison, Interlando, Love, Ponomarenko, Reeder, Sadler (substituting for Marx), Vaughn, Xie, Zona

Staff: Aguilar, Preciado

University Services: Sakai

Ex-Officio / Administration: Brooks, Johnson, Prislin, Shultz, Welter, Wood

Ex-Officio / Emeritus Faculty: Shackelford

Ex-Officio / Associated Students: Estrada, Thomas

Ex-Officio / CFA: Toombs

ASCSU: Butler-Byrd, Csomay

Guests: Bohonak, Chizhik, Everett-Haynes, Hansen, Marbray, MEChA students [37, in total, representing Pell and EOP recipients], Reed, Richeson, Roberts, Santos-Derieg, Shinn, Timm, Verity, Villegas

1. Agenda (Attiq)

MSP To approve the Senate Agenda for March 5, 2019—with the late addition of Item 7.7 (Resolution in Support of Pell and EOP Students).
No=5
2. Minutes (Attiq)

Deferred
3. Announcements (Ornatowski)
 - 3.1 Aztec Shops review

Ornatowski indicated that faculty for the Review Panel would be elected at our April meeting.
 - 3.2 Teaching Excellence Award

Ornatowski announced the recipient of the Senate’s Teaching Excellence Award: Audrey Hokoda/College of Education (Child & Family Development). The reception is scheduled for April 24 with the invitation to be distributed on or around March 18..
 - 3.3 Update: Academic Misconduct Policy (faculty)

Ornatowski reminded Senators of the message about the (long-awaited but ultimately) finalized Academic Misconduct Policy for faculty; Dania and Marcie will update the Policy File over Spring Break. We’ll also update the Policy File to correctly note CES’ new name: College of Professional and International Education.

Abdel-Nour expressed concern, asking if the new name had indeed cleared all approvers. He explained that AP&P had not moved it forward because it called for more serious deliberation. In fact, members voiced many objections to the name – and felt they needed additional information before continuing deliberations.

Ornatowski agreed to clarify the situation with **Bober-Michel** once she returned from her conference in Salt Lake City.
 - 3.4 Senate-sponsored forum (Professors of Practice)

Ornatowski announced that the Senate-sponsored Professors of Practice (PoP) Forum was set for March 11 at 2:00 pm in the Student Union Theatre; the Senate paid the room fee. Those who responded to the call-out will receive a confirmation email well ahead of time. The “main” invitation was directed to SEC, Senate, and faculty—with Deans/Associate Deans forwarding a slightly different version to lecturers who might be affected by the PoP option.
 - 3.5 Lunches / Senate Officers

Ornatowski updated Senate on lunches Senate Officers have been holding with faculty and staff. Three events were held in February--75 attendees altogether, many

of them staff. A summary of those conversations was emailed to attendees late last week. Three more lunches are set for March and we may add two more after Spring Break if time and money allow. We thank the President's Office for helping to defer our expenses.

Finally, **Ornatowski** announced a Budget Forum scheduled for Friday, March 8 in AL 201 (2:00 pm).

4. Academic Affairs (Johnson)

Provost Johnson briefly informed Senators about processes in place to ensure more openness about the budget process, how proposals are developed and routed, and the roles that each major committee (BRAT, AR&P, PBAC) plays. The Division of Business and Financial Affairs (BFA) has updated its website so that those interested can track what is being considered and by which committee (see: <https://bfa.sdsu.edu/financial/budget/> and <https://bfa.sdsu.edu/financial/budget/pbacpage.aspx>). In the future, that site will include College-specific information – allowing faculty, Chairs and Directors, and Deans to better understand our available resources and ways in which funds can and might be transferred to meet specific funding needs and/or achieve specific funding outcomes..

A key date is March 29, 2019; that is when final proposals (requests) for one-time and base funding for this academic year must be submitted. Shortly thereafter, the requests will be available for review.

The Provost encouraged Senators to follow along and engage in the discussion so that we truly use our limited funding in ways that best meet the needs of the University.

Preciado asked about ongoing discussions around the Professors of Practice option – specifically from where resources for this “group” derive.

- Will this new group be prioritized above staff hiring?
- How will resources be prioritized?

Provost Johnson explained that no decisions have been made, nor has the Senate yet been asked to consider modifications to our current hiring options. The previously announced Forum focuses on problems or issues we are trying to address and viable ways to mitigate them. It's premature to consider impacts on budget since we haven't fully conceptualized with what we're actually dealing.

5. SEC Report

5.1 Referral chart (Ornatowski)

Ornatowski briefly summarized the several referrals from CBL for both first readings (#1) and second readings (#4, #5, #7).

Before **Ornatowski** could transition to the next item (7. New Business: Action Items), **Csomay** noted that “...there is a Task Force Report on General Education that ...”

Ornatowski interrupted her, saying “I’m going to rule this question out of order at this point. Please bring it up later in the proceedings, I’ll be happy to explain. But we have guests in the chamber and we need to get on with the agenda.”

Csomay asked if **Ornatowski** “... could point [her] to the time [she could] ask this question.”

Ornatowski responded with “Let’s leave it for now.”

Eadie told **Ornatowski** that “...[he] could recommend whenever we have an opportunity.”

Eadie told **Csomay** that “...the Senate agreed to change the Agenda in order to accommodate our guests. Once that’s done, you can address your question.”

Csomay confirmed Eadie’s point, asking “Can I then address my question?”

Eadie replied “Yes.”

6. Old Business

7. New Business: Action Items

7.1 Committees and Elections (Vaughn)

Chair **Vaughn** sought approval of recent appointments to both Standing Committees and other committees and councils. She continues to work with AS to place students on committees.

MP

7.2 Constitution and Bylaws – Referrals for Second Reading (Atterton)

Chair **Atterton** provided an update on three (second-read) CBL referrals:

Referral #4—research the viability of a Senate seat for nonrepresented staff (CES and the Research Foundation).

CBL concluded it is not viable to add a Senate seat.

Instead Senate is being asked to approve the following: That CES Dean Search and Review Committees include two CES staff members: one represented and one nonrepresented. Thus, the election for staff will be limited to CES staff only – not all SDSU staff (which is the current practice).

CBL also asked that Senators approve splitting Section 2.32 (Review of Academic Administrators) into two sections since it now applies to both the Dean of the College of Extended Students and the AVP for Student Achievement.

2.32(d) For Associate Vice President for Academic Affairs - Student Achievement: Staff member: An election among staff shall determine four nominees from which one shall be selected by the Provost in agreement with the Associate Vice President for Academic Affairs for Student Achievement.

2.32(e) Dean of the College of Extended Studies: Staff members (two): An election among staff shall determine four nominees (usually two represented and two nonrepresented) from which two (one represented and one nonrepresented)

shall be selected by the Provost in agreement with the Dean of the College of Extended Studies.

Ornatowski argued that CBL's response to the Referral doesn't actually allow nonrepresented staff to participate in shared governance. It is not enough, he said, to add nonrepresented staff to the Search and Review Committees. He called for an amendment to CBL's recommendation to include an extra seat for nonrepresented staff.

Preciado objected to the change in the Referral since this is a second reading.

Eadie explained to **Ornatowski** that the proposed amendment is not germane to the present motion because it entails a revision to the Constitution – which is a very different matter; **Ornatowski** then withdrew the request.

MP

Referral #5—to consider a membership addition to the DEO committee (Diversity Officer of Students or designee) as well as a change to the committee's name (to Diversity, Equity and Inclusion).

MP

Referral #7—review proposed changes to the Faculty Affairs Committee, specifically, the addition of two new members (Chief Diversity Officer/Associate Vice President for Faculty Diversity and Inclusion or designee and the Director of the Center for Teaching and Learning or designee) *and* a change in function. (See report for specifics.)

MP

7.3 Constitution and Bylaws – Referral for First Reading (Atterton)

Chair **Atterton** provided CBL's response to referral #1 (May 2018)--terms of service on Senate and Senate appointed committees. Specifically, members called for service to be capped at two consecutive terms—with partial terms not included in the calculation.

Vaughn offered background information on this matter—including drawbacks to people serving and/or Chairing for years on end; over the past few weeks, she has shared her views with AP&P Chair **Abdel-Nour**.

Abdel-Nour countered, arguing that the revised policy inadvertently creates a two-class system; the only members who will serve in “perpetuity” are ex-officios. We'll see a substantive and serious loss of institutional memory. It takes time for committee members to really learn the issues and then address them effectively. He and other AP&P members would prefer to see a three-term cap.

Conaty endorsed **Abdel-Nour's** comments while **Verity** spoke against them; he argued that the reason people stay on is disinterest amongst their peers; faculty, in particular, are just not interested in service.

Imazeki suggested that Colleges manage Committee assignments; each College Policy File should explicitly state service expectations.

Sha suggested replacing committee members who are not doing the work.

7.4 General Education Curriculum and Assessment (Sha)

Chair **Sha** presented both new GE courses and changes to existing ones.

RWS 250. Rhetoric in everyday Life (3) [GE] (II. Foundations of Learning→C. Arts and Humanities→2. Humanities: History, Languages other than English, Literature, Philosophy, Religious Studies). *Change to prerequisite.*

SOC 115. Body and Society (3) [GE] (III. Lifelong Learning and Self-Development). *New course.*

WMNST 101. Gender: Self, Identity, and Society (3) [GE] (III. Lifelong Learning and Self-Development). *Change to description, general education, and title.*

*HUM 360. Animal Humanities (3) [GE] (IV. Explorations of Human Experience→C. Humanities). *New Course. See appended course materials.*

***Cultural diversity course**

Vaughn then read a statement on behalf of DEO, arguing that HUM 360 should not be approved as meeting our cultural diversity overlay since it really doesn't address *human* cultural diversity issues. **Toombs** agreed with DEO's assessment.

Atterton disagreed, arguing that we should not so narrowly define diversity. He noted, for example, that animals have been both culturally and physically oppressed and should not be excluded from the diversity category.

Both **Alkebulan** and **Preciado** felt **Atterton's** assessment or interpretation was incorrect.

Csomas yielded the floor to **Professor Dumas**, the author of the course, who offered several examples to support the ways in which it fits our cultural diversity criteria.

Shultz indicated her support of this course—though **Brooks** voiced opposition.

Wood asked Senators to be mindful of the Resolution they just approved (see Item 7.7) – and that alone should tell them that the course doesn't "fit" the overlay criteria.

Moberly moved to send the course back to the GE Committee for another review; however, **Sha** indicated that the Committee would not change its original vote. Ultimately, the motion failed (Yes=14, No=34, Abstentions=4).

[**Name unknown**] moved to approve the course with the Cultural Diversity distinction, but the motion failed (Yes=14, No=39, Abstentions=2)

Ornatowski moved to approve the course for GE only—absent the Cultural Diversity Overlay.

MSP (Abstentions=2)

MP To approve the other three courses detailed in the GE report.

7.5 Graduate Council (Bohonak) – **3:00 pm time certain**

Following are highlights of **Bohonak**'s report:

- Chemistry: Chemistry Major (Teaching Credential Only) in Preparation for the Single Subject Teaching Credential in Science/Chemistry with the BA Degree in Applied Arts and Sciences
- Liberal Studies: Emphasis in Multiple Subject Credential – Integrated Teacher Education Program (MS-ITEP)
- Management: Master of Science in Global Business Development
- Mathematics: Mathematics Major in Preparation for the Single Subject Teaching Credential with the BA Degree in Liberal Arts and Sciences

MP

7.6 Parking and Transportation Committee (Richeson) – **3:50 pm time certain (see appended incident report)**

Richeson presented a revision to UNIVERSITY POLICIES → Facilities → 4.0 Skateboards and Roller Skates, Bicycles and Motor Scooters, given the growing number of micro-mobility modes of transportation now on campus. In the revised policy, micro-mobility is defined as "...alternate modes of transportation to include skateboards, scooters, bicycles, roller skates, hover boards or any other device whether human propelled, electric or motorized." The revised policy distinguishes "rules" for each of these three different "power" sources – a stance that is both reasonable and safety oriented.

As part of her presentation, **Richeson** noted that incidents with bikes, etc. rose more than 22% between Fall 2017 and Fall 18—a statistic that contributed to this request for stricter regulations. She is working with geofencing vendors to set access parameters for a Fall 2019 rollout. There will be messaging to students through social media, WebPortal, email, and other communication channels. Ultimately, some electric or motorized devices will no longer be allowed on the campus itself; riders will need to park in designated areas around the outskirts of campus.

Harrison asked about the 22% increase in incidents, and **Richeson** clarified that the percentage includes many types; she can't actually distinguish those specifically related to motorized scooters, etc. **Harrison** also asked **Richeson** to clarify whether or not rental bikes were covered by the new policy, and **Richeson** confirmed that the ban was limited to any mode of transportation that was motorized or electric, and most of the rental bikes we see are "traditional." Additionally, geofencing does not apply to motorized or electric "vehicles" that faculty, staff, or students personally own.

Finally, **Harrison** asked that we make our bike racks more secure, so that bikes aren't so easily stolen. **Richeson** then explained that revenue generated from ticketing

would be used toward the kind of improvement he wants to see and to support the program generally.

Zona asked about the seriousness of the incidents, and **Richeson** agreed to send her spreadsheet to the Senate Office for distribution.

Zona moved to postpone consideration, but several Senators (Penrose, Thomas, Shultz, Conaty) spoke against it. Ultimately it overwhelmingly failed (oral vote).

MSP (1 abstention)

7.7 Resolution in Support of Pell and EOP Students (Preciado) – **2:30 time certain**

Preciado presented the *Resolution of the San Diego State University Senate: Pell Student Enrollment Decline*. It calls for the "...appropriate Senate Committees to consider [several] actions in connection with the AY 2018/19 annual review of enrollment management practices:

- That the review include enrollment goals or targets, if any, for Pell Students under the present admissions process and strategy, including the so-called 'clusters,' Educational Opportunity Program admissions, and Local 38% floor; and
- That the review include and report comprehensive admission, enrollment, retention, and graduation data for Fall 2010 through Fall 2018 for the Educational Opportunity Program (EOP) and that such data become a component data set of the Compendium from this point forward; and
- That the Enrollment Management Advisory Group, through its comprehensive planning efforts, identify its goals or objectives related to the enrollment of new freshmen and transfer students from educationally or economically disadvantaged backgrounds in terms of inclusion in all the colleges and academic programs."

Wheeler thanked the students who came to Senate to hear the Resolution's presentation as well as those who helped write it.

Abdel-Nour recommended EMAG take the Resolution as input from the Senate. EMAG should recognize that the Senate, which in fact speaks for the University, is recommending actions in line with the Resolution.

Aguilar expressed her support and asked that SDSU IV be included in terms of whom we support. She reminded Senators of our commitment to the local community—and the reduction in Pell students suggests we really aren't.

Sha asked what committees focus on enrollment management and are responsible for reporting on it to the Senate and administrators. **Preciado** identified several, including such Standing Committees as DEO, AP&P, and Undergraduate Council. He added that Chair **Bober-Michel** would assist with specific referrals.

Shultz, who shared her support of the Resolution, wondered what actions these Committees should take. **Preciado** said he couldn't really answer that – but his worry is that EMAG has taken on a role once reserved for AP&P. **Shultz** agreed that this conflict needs to be resolved.

Shackelford stated the reduction in Pell students occurred during a time when we were actually increasing enrollment. He added his support for the Resolution, noting that the institution is supposed to be focused on diversity and economic opportunity.

Thomas thanked the students and added his support for the Resolution's approval.

MSP Yes=49, No=3, Abstentions=5

7.8 Undergraduate Curriculum (Verity)

Chair **Verity** presented on a new program in the College of Arts and Letters—Pop Culture Certificate.

MP

8. New Business: Consent Calendar (Committee Reports)

MSP To receive reports on Consent Calendar.

8.1 Academic Policy and Planning (Abdel-Nour)

Wheeler asked about budget transparency, specifically whether or not AR&P still feels excluded from decisions PBAC makes. **Conaty** indicated that information is being shared more than ever before; there definitely is greater transparency. There is a recommendation for multi-year budget planning and she is optimistic that we will get there.

8.2 Academic Resources and Planning (Conaty, Reed)

8.3 Faculty Affairs (Imazeki)

8.4 Undergraduate Curriculum (Verity)

8.5 University Relations and Development (Vargas)

MSP To accept reports on the Consent Calendar.

9. Other Information Items

9.1 Campus Development Committee (Shinn) – **2:45 pm time certain (see appended presentation)**

Shinn's annual report focused on major projects across campus—some proposed or in process, others completed. The one action item in AY 2017/18 was the naming of the Engineering and Interdisciplinary Science Complex. Below are highlights:

- Renderings for the proposed SDSU Mission Valley proposed project
- Deferred maintenance projects affecting Fowler, PSFA, and several residence halls (Tenochca, Maya, Olmeca, Chapultepec, etc.).
- Deferred maintenance focused on electrical infrastructure and steam systems (which will be converted into hot water systems)
- Tula/Tenochca community space replacement project completed in Fall 2018.
- An east campus gateway
- New student residence hall to be completed August 2019 (Uzxaca)

- Football locker room renovation

Sha and Preciado voiced their disappointment in how the PSFA project has been handled.

Aguilar told Senators and Shinn that SDSU IV is in desperate need of maintenance; she said University administrators should not forget SDSU IV when prioritizing deferred maintenance projects.

Ryan asked where Senators can obtain the list of the prioritization the projects. **Shinn** stated BFA is working with the new facilities director and the AVP of Operations to consolidate and prioritize the list—and make it available to the campus community.

Conaty spoke to the importance of good communication. The PSFA Dean’s Office, she said, was not aware that the PSFA remodel was so extensive; she certainly couldn’t (and thus didn’t) anticipate how the work would affect operations. Going forward, consultation has to be part of the remodeling process; we cannot have a repeat of what happened in PSFA.

9.2 Academic Calendar (Saturday classes) (Shultz)

Shultz shared this year’s Academic Calendar for CSU San Marcos because it illustrates the flexibility afforded with the inclusion of Saturday classes. Saturday classes would run much like evening classes (2 hour/40 minute slots in the morning and afternoon) – a structure that works well for GE courses. Adding Saturday classes would allow us to gain an entire week, accommodating a longer Winter Session. While we’re still awaiting the learning outcome data for last year’s test run, Winter Session is likely to continue and the addition of Saturday classes is the most plausible way to extend its length.

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

Shultz briefly updated Senators on the Steering Committee’s work, and announced a series of themed or topical public events to engage the campus community.

9.4 Parking and Transportation Committee (Richeson) – **3:50pm time certain (see appended form)**

Richeson overviewed the new “ban” on cars for first-year live-on students, along with the process by which waivers will be approved. A waiver will be considered for such reasons as medical needs, extenuating family circumstances, safety issues, academic needs, job commutes, etc. – and as the [appended] form illustrates, all requests must be documented. The Waiver Review Committee will include experts from the Student Ability Success Center (SASC), Counseling and Psychological Services, and Housing and Residential Education; of course, students will be able to appeal a negative decision.

- 9.5 Update: Enrollment Management Advisory Group (Wood); **see appended document Ornatowski** welcomed our guests (Pell and EOP students) and acknowledged their concerns.

Wood read a document that responded to MEChA members' concerns about impending changes to various Compact Scholars programs – as well as the process by which students and community members were notified.

Wood noted that the admissions agreements will now extend to AY 2020/21. In addition, he has been regularly meeting with students about all the issues and is eager to respond to their questions. EMAG regrets that communications have not been sufficiently clear; members truly want to be responsive.

Wheeler yielded the floor to Cassandra (Compact student) who read a statement about the decline in the admission of marginalized students—in particular, Pell students (where the enrollment numbers have dropped over the past few years).

- 9.6 Update: Student Learning Outcomes and Program Assessment Committee (Schellenberg)

Tabled

10. Other Business

11. Adjournment

The Senate adjourned at 4:34 pm.

MSP



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Agenda**

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AL 101

2:00 to 4:30 pm

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3.3 Update: Academic Misconduct Policy (faculty)	
3.4 Senate-sponsored forum (Professors of Practice)	
3.5 Lunches / Senate Officers	
4. Academic Affairs (Johnson)	
5. SEC Report	
5.1 Referral chart (Ornatowski)	3
6. Old Business	
7. New Business: Action Items	
7.1 Committees and Elections (Vaughn)	4
7.2 Constitution and Bylaws – Referrals for Second Reading (Atterton)	9
7.3 Constitution and Bylaws – Referral for First Reading (Atterton)	11
7.4 General Education Curriculum and Assessment (Sha)	12
7.5 Graduate Council (Bohonak) – 3:00pm time certain	35
7.6 Parking and Transportation Committee (Richeson) – 3:50pm time certain	42
7.7 Resolution in support of Pell and EOP students (Preciado)	
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8. New Business: Consent Calendar (Committee Reports)	
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8.3	Faculty Affairs (Imazeki)	64
8.4	Undergraduate Curriculum (Verity)	65
8.5	University Relations and Development (Vargas)	76
9.	Other Information Items	
9.1	Campus Development Committee (Shinn) – 2:45pm time certain	
9.2	Academic Calendar (Saturday classes)	78
9.3	GE Reform/Graduation Initiative 2025/EO 1100 and 1110 (Shultz)	79
9.4	Parking and Transportation Committee (Richeson) – 3:50pm time certain	
9.5	Update: Enrollment Management Advisory Group (Wood)	
9.6	Update: Student Learning Outcomes and Program Assessment Committee (Schellenberg)	94
10.	Other Business	
11.	Adjournment	

Referral Chart

	Committee	Date	Item	Referred by
1	Constitution and Bylaws	May 2018* ¹	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
2	Constitution and Bylaws	September 2018	Revise the language associated with elections -- specifically, search and review committees (UNIVERSITY POLICIES -->Administration--> Search Committees for University Administrators) -- to ensure clarity about those on which Deans, Associate Deans and Assistant Deans can or should serve <i>in a faculty capacity</i> . Rationale for CBL: Currently, Senate Officers and others must painfully wend their way through a slew of reverse references to figure this out.	Senate Officers
3	Constitution and Bylaws	September 2018	Revise the language associated with elections -- specifically: search and review committees (UNIVERSITY POLICIES -->Administration--> Search Committee for University Administrators) -- to ensure clarity about where representation from <i>different</i> Colleges is required. Rationale for CBL: To exemplify, the Policy File section covering Presidential searches specifically notes that faculty representatives must be from different Colleges; however, the reverse reference dance (noted above) is required when determining outside faculty members on College of Extended Studies and Library Dean Search Committees (where multiple faculty are elected).	Senate Officers
4	Constitution and Bylaws	September 2018	Research the viability of a Senate seat for non-represented staff (who, in general, work in the College of Extended Studies and the Research Foundation.) Rationale for CBL: It seems wise to include all members of a group in the election process; the break between non-represented and represented feels arbitrary.	Senate Officers
5	Constitution and Bylaws	October 2018	Consider a membership addition to the Diversity, Equity, and Outreach Committee as well as a change to the Committee's name (BYLAWS-->Section 3.9).	Senate Officers
6	Constitution and Bylaws	November 2018	Examine how the Senate membership would change following an increase in representation for each college (including SDSU Imperial Valley, Library and SSPAR) from 8 to 9 percent of full-time T/TT faculty. Examine potential mixed models of representation.	Senate Officers
7	Constitution and Bylaws	November 2018	Review proposed changes to the composition of the Faculty Affairs Committee (Bylaws 3.5, PF p. 9)	Senate Officers
8	Academic Resources and Planning	November 2018	Explore potential sources of funding for more faculty lines to replace the Student Success Fee after it expires.	Senate Officers
9	Faculty Affairs	November 2018	Investigate challenges in hiring and retention of faculty.	Senate Officers
10	Diversity, Equity and Outreach	November 2018	Investigate the gender gap among full professors, including determining how many men/women go up for promotion from associate to full professor and what percentage are actually promoted, the average length of time that associate professors have remained in rank or percentage that have been in rank for over 7 years, broken down by gender.	Senate Officers

TO: SEC/Senate
FROM: Allison Vaughn, Chair, Committee on Committees and Elections
DATE: February 13, 2019
RE: Action Items

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.

NEW COMMITTEE CHAIRS

EXISTING COMMITTEE CHAIRS

Academic Policy and Planning

Chair: Farid Abdel-Nour (Spring 19, DJ Hopkins on sabbatical)

Academic Resources and Planning

Co-Chairs: Donna Conaty and Mark Reed

Bookstore Advisory

Chair: Glen McClish

Campus Development

Chair: Laura Shinn

Committee on Committees

Chair: Allison Vaughn

Constitution and Bylaws

Chair: Peter Atterton

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: Matt Anderson

Fee Advisory Committee (Campus)

Chair: Chris Thomas

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

Scholarships Committee

Chair: Michelle Lopez

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

International Programs

Student Affairs

Student Health Advisory Board

Teacher Education Advisory Council

FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS & NEED

*reappointments or new appointments

Academic Policy and PlanningNEED 2 students***Academic Resources and Planning***

*Michael Wiafe (student) new term May 2019

*Easton Tsui (student) new term May 2019

Bookstore Advisory (roster full)***Campus Development (roster full)******Committee on Committees (roster full)******Constitution and Bylaws***NEED 1 student

Copyrights and Patents (roster full)***Disability Access and Compliance (roster full)******Diversity, Equity, and Outreach***

*Kelsey Bajet (student) new term May 2019

NEED 1 student

Environment and Safety

*Noah Siegal (student) new term May 2019

NEED 1 faculty

NEED 1 student

Extended Studies Advisory Council

NEED 1 IVC faculty

Faculty Affairs (roster full)***Faculty Honors and Awards******Fee Advisory Committee (Campus)***

NEED 2 students

Freedom of Expression (roster full)***GE Curriculum and Assessment***

NEED 1 IVC faculty

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

*Matt Blutinger (student) new term May 2019

Intercollegiate Athletic Council (roster full)***Liberal Studies (roster full)******Library and Information Access (roster full)******Scholarships Committee***

NEED 2 administrators

NEED 2 faculty

NEED 2 students

NEED 1 Campanile Foundation Member

SDSU Press Editorial Board (roster full)

Staff Affairs (roster full)

Student Grievance

*Brandon Khamenian (student) new term May 2019

*Victoria Krivogorsky new term May 2021

Student Learning Outcomes (roster full)

Student Media Advisory

NEED 1 University President designee

Sustainability (roster full)

Undergraduate Council (roster full)

Undergraduate Curriculum

NEED 2 students

University Research Council (roster full)

*reappointments or new appointments

Date: 27 November 2018 (**revised 2/28/18**)
 To: SEC
 From: Peter Atterton, Chair, Constitution and Bylaws Committee
 Subject: ACTION: response to referrals (**second reading**)

The Constitution and Bylaws Committee moves the following revisions to the *University Policy File* in response to Senate Officers' referrals. The revisions are listed following a restatement of the relevant referral.

Referral 4

Research the viability of a Senate seat for non-represented staff (who, in general, work in the College of Extended Studies and the Research Foundation.) Rationale for CBL: It seems wise to include all members of a group in the election process; the break between non-represented and represented feels arbitrary.

Recommendation: *Not viable to add a seat, but change the membership of the Dean's search committee to secure representation of CES staff.*

Search Committees for University Administrators

1.0 Search for University-Wide Administrative Personnel

....

- g. Dean of the College of Extended Studies: five faculty members, two students, ~~one staff member~~ **two College of Extended Studies staff members (one represented and one non represented)**, and four additional members (of whom at least two shall be faculty);

To be consistent with the above:

Review of Academic Administrators

....

2.32 Associate Vice President for Academic Affairs - Student Achievement, Dean of the College of Extended Studies, and their offices

- d. **For Associate Vice President for Academic Affairs - Student Achievement:** Staff member: An election among staff shall determine four nominees from whom one shall be selected by the Provost in agreement with the Associate Vice President for Academic Affairs - Student Achievement ~~or the Dean of the College of Extended Studies.~~
- e. **Dean of the College of Extended Studies:** Staff members **(two)**: An election among staff shall determine four nominees **(usually two represented and two non represented)** from whom ~~one two (one represented and one non represented)~~ shall be selected by the Provost in agreement with ~~the Associate Vice President for Academic Affairs—Student Achievement~~ **or** the Dean of the College of Extended Studies.

Referral 5

Consider a membership addition to the Diversity, Equity, and Outreach Committee as well as a change to the Committee's name (BYLAWS-->Section 3.9).

BYLAWS**3.9 Committee on Diversity, Equity, and Outreach Inclusion**

- 3.91 Membership (~~21~~ 22) nine faculty, one of whom shall chair, including one from each college, the Library, and SDSU Imperial Valley, at least one of whom shall be a Senator; two students, including a representative from the Associated Students; one staff representative; the Associate Vice President for Academic Affairs - Enrollment or designee; the Director of the Office of Employee Relations and Compliance; the Chief Diversity Officer; the Chair of the Senate or designee; the Provost or designee; the Vice President for Student Affairs or designee; ~~the Diversity Officer of Students or designee~~; the Associate Vice President for Academic Affairs - Student Achievement or designee; the Director of the Center for Human Resources or designee; and the Director of the Student Ability Success Center or designee.

Referral 7

Review proposed changes to the composition of the Faculty Affairs Committee (Bylaws 3.5, PF p. 9)

BYLAWS**3.5 Committee on Faculty Affairs**

3. 51 Membership (~~79~~): The Committee shall consist of ~~seven~~ nine members, six nominated by the Committee on Committees and Elections and appointed by the Senate for three-year terms, and ~~one~~ three non-voting ex officio members: the Associate Vice President for Academic Affairs - Faculty Advancement or designee, Chief Diversity Officer/Associate Vice President for Faculty Diversity and Inclusion or designee, and the Director of the Center for Teaching and Learning or designee. At least two of the elected members shall be members of the Senate, and all shall be full-time members of the faculty as defined in Sec.1 of the Bylaws.
- 3.52 Functions: In conformance with the Unit 3 faculty Collective Bargaining Agreement (CBA), the Committee shall consider matters that involve particularly the individual or collective relationship of faculty to the university. Among its considerations shall be policies concerning the selection and evaluation of faculty, e.g., academic tenure, promotions, sabbaticals, academic privilege, and separation from the university. ~~;, and advice to the President on staff issues and the review and selection of administrative personnel. It shall formulate recommendations on current practice, shall propose revisions or new procedures, and shall report to the Senate.~~

Date: 1/29/19
 To: SEC
 From: Peter Atterton, Chair, Constitution and Bylaws Committee
 Subject: ACTION: response to referrals (**first reading**)

The Constitution and Bylaws Committee moves the following revisions to the *University Policy File* in response to Senate Officers' referrals. The revisions are listed following a restatement of the relevant referral.

Referral 1 (May 2018)

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?

BYLAWS

2.68 Terms of Service on Senate and Senate-Appointed University Committees

- 2.681 Unless otherwise specified, committee members shall serve three-year terms. A committee member may be reappointed. **A committee member shall serve no more than two consecutive complete terms. Service for a partial term shall not be included in this calculation.** During a committee's initial three years the Committee on Committees and Elections shall specify members with one-, two-, and three-year seats.

From the Policy File (this is where it talks about senators and term limits on senators):
 4.113 *The term of office for Professor Senators shall be three Senate calendar years. A Professor Senator shall serve no more than two consecutive complete terms. Service for a partial term and for terms served on the Academic Senate of The California State University shall not be included in this calculation. So far as feasible, Senate terms shall be arranged so that only one-third of the membership is elected annually in the spring.*

Re: senate-appointed committees, no committees other than Grad Council and Intercollegiate Athletic Council have any policy file language about service term lengths or limits. There are a few "special" committees where making this policy would not make sense, due to the make-up of the committee:

- *Copyrights and Patents*
- *Honorary Degrees*
- *Tenure-Track Planning Committee*

However, I think because the Bylaws specific "unless otherwise specified" – this leaves the aforementioned committees safe from this policy.

TO: Senate Executive Committee / Senate

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

DATE: February 12, 2019

RE: GENERAL EDUCATION PROGRAM

Action

II. FOUNDATIONS OF LEARNING

C. Arts and Humanities

2. Humanities: History, Languages other than English, Literature, Philosophy, Religious Studies

Change to prerequisite

RWS 250. Rhetoric in Everyday Life (3) [GE]

Rhetorical analysis of written, visual, and electronic texts. How rhetorical theories and perspectives help us understand the workings of popular culture, political discourse, visual images, legal arguments, social media, and other texts encountered in everyday life.

III. LIFELONG LEARNING AND SELF-DEVELOPMENT

New course

SOC 115. Body and Society (3) [GE]

Relationship between the body and society and the body as a product of complex social arrangements, interactions, and processes. The body and aging, consumer culture, dying, health, inequalities, life course, and as an object of social control and regulation.

Change to description, general education, and title

WMNST 101. Gender: Self, Identity, and Society (3) [GE]

Interdisciplinary introduction to women's studies thought and scholarship, to include topics such as body image, family structures, personality development and self-concept, relationships, reproduction, violence and health. Intersections of ability, class, gender and gender identity, race, sexual orientation.

IV. EXPLORATIONS OF HUMAN EXPERIENCE

C. Humanities

New course

*HUM 360. Animal Humanities (3) [GE]

Humanities beyond “the human.” Nonhuman animals as subjects in the world. Animals as focus of ethics, literature, philosophy, theory, and visual culture.

***Cultural diversity course**

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

SDSU Course Outline

0100-0498 New Ugrad GE

1. **Co-Contributors:**
 - o Atterton, Peter
 - o Kohn, Risa Levitt
2. **This Proposal is Part of a Package:** Yes
3. **Course/Programs related to this Package:**

Humanities major: Global Humanities program

4. **Course Status:** Launched
5. **Subject/Abbrev:** HUM - Humanities
6. **Department:** 183 - CLASSICS & HUMANITIES - *Active*
7. **School:** 62 - ARTS & LETTERS - *Active*
8. **Number:** 0360
9. **Suffix:**
10. **Catalog Number:**
11. **Full Title:** Animal Humanities
12. **Abbrev. Title:** ANIMAL HUMANITIES
13. **Variable Title:** No
14. **General Education:**
 - a. **Proposed for General Education:** Yes
 - b. **GE Fulfill:** IVC - Explorations - Humanities & Fine Arts
 - c. **If Not Approved GE, Still New Course:** Yes
15. **Special Course Designator:** -
16. **Cross Listed Courses:** No
17. **Campus:** R - San Diego Campus
18. **Description:** Humanities beyond "the human." Nonhuman animals as subjects in the world. Animals as focus of ethics, literature, philosophy, theory, and visual culture.
19. **General Text:**
20. **Course Hours Description:**
21. **Course Statement:**
22. **Proposed Start Year:** 2020 **Term:** Fall
23. **Variable Units:** No
24. **Units:** 3.00
25. **Mode of Instruction:**
 - Units Staffing Formula
 - . Lecture: 3.00 C- 2
 - a. Lecture 2: 0 C-
 - b. Seminar: 0 C-
 - c. Laboratory: 0 C-
 - d. Activity: 0 C-
 - e. Supervision: 0 S-

- f. Discussion/Clinical Proc: 0 S-
 - g. ROTC: 0 S-
 - h. NTI: 0 S-
26. **Repeatable for Credit:** No
27. **Grading Methods:** +-LETTER (C/N OK)
28. **Prerequisites:**

N/A

29. **Resources:**

- . **Faculty Resources**

- **Describe Available Resources:**

This course will not require any additional faculty resources and will be taught by its originator, Raechel Dumas (Assistant Professor of Humanities). Current instructional resources (classrooms) are sufficient.

- **Describe Needed Resources:**

N/A

30. **Relationship of this Course to Total Educational Program of University:**

- . **What other course or courses (in your department and others) cover subject matter similar to proposed content?**
- a. **Will this course replace a course now offered? No**
 - i. **If yes, which course(s)?**
- b. **Has this course been offered as a topics course? No**
 - i. **If yes, which semester and year?**
- c. **Is course being proposed in response to academic review or accreditation recommendations? No**
 - i. **If yes, explain fully.**
- d. **Does this course affect the STAR ACT? No**
 - i. **If yes, explain fully.**

31. **Justification:**

- . **Need for course:**

The department is seeking to expand its offerings in 21st-century areas of inquiry in the humanities. Animal Humanities is an emergent field of inquiry that has prompted much discussion and debate concerning possibilities for revising the scope of "the humanities" to include nonhuman animals. This course will be the first in the department to focus exclusively on nonhuman animals as subjects of artistic representation, ethical inquiry, and theoretical consideration.

- a. **Justify level of course (a justification for all 500-level courses is required by Graduate Council):**

Reading material, analytical writing, and examinations are congruent with assignments and expectations in other upper-division courses in the department.

- b. **Justify Cr/NC only grading (if applicable):**
 c. **Justify if no prerequisite(s) for 300 through 700 level courses:**

32. **Needs Met by Course:**

- . **Satisfies:**
 - i. Degree/Major
- a. **Does this course affect a program?** No
- b. **List courses for which this course will be required as a prerequisite:**
- c. **Have Course Change proposals been submitted to make prerequisite changes?** No
- d. **List which other departments or programs will use this course:**

33. **Required Student Course Materials:**

- . Textbooks:
- a. Manuals:
- b. Periodicals:
 - Cary Wolfe "Human, All Too Human: 'Animal Studies' and the Humanities." 07-01-1905.
 - Onno Oerlemans "The Animal in Allegory: From Chaucer to Gray." 07-05-1905.
 - Andrea Arai "The 'Wild Child' of 1990s Japan." 06-22-1905.
 - Grace Clement "'Pets or Meat?' Ethics and Domestic Animals." 07-03-1905.
 - Lorraine Plourde "Cat Cafés, Affective Labor, and the Healing Boom in Japan." 07-06-1905.
 - John Muckelbauer "Domesticating Animal Theory." 07-03-1905.
 - David Herman "Animal Autobiography; Or, Narration Beyond the Human." 07-08-1905.
 - Oliver Völker "Whiteout: Animal Traces in Werner Herzog's Grizzly Man and Encounters at the End of the World." 07-09-1905.
- c. Software:
- d. Other:
- e. Accessibility Materials: Yes
- f. **Accessibility**

34. **Writing Component (300 level courses or above):**

Discussion boards, 2 analytical papers, essay-based midterm and final exams

35. **Grading Standards:**

In-Class Activities (4X5): 20%

Discussion Board Assignments:
(4 X 5%): 20%

Response Papers (2X15%): 30%

Midterm Exam: 15%

Final Exam: 15%

36. Graduate Student Requirements (500 level courses):

- . **For 500 numbered courses, specify any special assignments for graduate students:**

- a. **For 500 numbered courses, if grading standards and weights are identical for graduate and undergraduate students, please justify:**

37. Student Learning Outcomes:

0. Outcome 1:

- . Identify how popular cultural discourses and practices have contributed to the maintenance of the human/animal binary across societies past and present, local and global.

i. Course Activity:

class readings and viewings of animal allegories and readings on animal domestication, consumption, and experimentation across modern historical moments and global regions; lecture; discussion of readings with comparative/contrastive focus

ii. Assessment Strategy:

The first in-class analytical activity and online discussion board will ask students to analyze the human/animal binary in allegorical fiction; the second in-class activity will ask students to analyze the rhetorical treatment of animals in media designed to sell products, experiences, or ideologies to human consumers; the second online discussion board will ask students to analyze a case study of animal ethics with reference to writing on human discourses on animal pain and pleasure

1. Outcome 2:

- . Argue from multiple perspectives concerning the ethical issues that arise from the human instrumentalization of nonhuman animals.

i. Course Activity:

class readings in animal ethics, philosophy, and theory; discussion of case studies in animal experimentation and exploitation

ii. **Assessment Strategy:**

Students will complete an online discussion board requiring them to identify and analyze a case study in animal ethics not explored in class; they will complete an in-class group activity requiring them to analyze an example of animals being used to sell a product, experience, or ideology in the media; the midterm and final exam essays will require students to reference key ethical debates; for their first response paper, students may choose to focus on ethical debates surrounding animals in their discussion of challenges to the anthropocentric worldview

2. **Outcome 3:**

- . Compare and contrast the treatment of nonhuman animals in fiction and the visual arts with attention to their specific historical and cultural contexts.

i. **Course Activity:**

assigned readings/viewings of fiction, poetry, comics, film, and documentary; discussion of weekly discussion questions

ii. **Assessment Strategy:**

Online discussion boards (#1 and #4) and in-class analytical activities (#1, #3, and #4) will require students to analyze the human/animal relationship in literature and visual arts with attention to what these works reflect about the specific times and places in which they were created. In essay-based midterm and final exams, students will perform more extensive textual analysis with attention to a selection of assigned literary/visual artistic texts of their choosing. In response papers #1 and #2, students have the option of focusing on literature/visual arts in their discussions of challenges to the anthropocentric worldview and what the "inhumanities" might look like.

3. **Outcome 4:**

- . Identify intersections between animal studies and humanities disciplines that focus on marginalized human populations.

i. **Course Activity:**

readings that explore the intersection of animal studies and theories of gender and sexuality and race and ethnicity; readings/viewings of fictional works that use animals to examine the experience of marginalized populations.

ii. **Assessment Strategy:**

In-class activities #1 and #3 require students to analyze how the perspective of animal characters have been used to address problems common to both animals and marginalized human populations; online discussion board #4 asks students to discuss how "animal rhetoric" might provide unique insights into "human" problems; the final essay examine will require students to draw on theorists (Plourde, Derrida, Haraway) whose work uses animals to explore "human" issues such as as labor exploitation, gender disparity, and racial tensions.

4. **Outcome 5:**

- . Theorize what it would mean to revise the scope of "the humanities" to include nonhuman animals in the consideration of culture.

i. **Course Activity:**

assigned readings and viewings of animal-centric fiction, poetry, comics, film, documentary, theory, philosophy, and ethics; discussion of weekly discussion questions that ask students to consider whether these works urge us to enlarge the scope of the humanities to include nonhuman animals

ii. **Assessment Strategy:**

In response paper #2, students will be asked to discuss the implications of enlarging the scope of "the humanities" to acknowledge the subjectivity of nonhuman animals, and to answer the question, "what would an "inhumanities" look like?" Students will also address this question with reference to selected works from class in their final exam essay.

38. **Design and Conduct**

. **Include topics to be covered:**

- . Introduction to Animal Studies
- i. Animal Poetics
- ii. Animal Allegory: Human Stories, Nonhuman Actors
- iii. Anthropomorphic Animals, Theriomorphic Humans: A National Fable
- iv. Pleasure, Pain, and the Question of Animal Consciousness
- v. Animal Experiments
- vi. Pet Projects, Cute Commodities
- vii. The Feline Gaze
- viii. Unpacking Lapine: Rabbit Language
- ix. Interspecies Narration
- x. Becoming-Animal
- xi. Being-Animal
- xii. Beyond Allegory?: Living and Dying with Animals

xiii. From the Anthropocene to the Chthulucene

a. **Approximate time in number of weeks:**

.	1
i.	1
ii.	1
iii.	1
iv.	1
v.	1
vi.	1
vii.	1
viii.	1
ix.	2
x.	1
xi.	1
xii.	1
xiii.	1

39. **General Education:**

. **Section A:**

. **Outline Selection:**

- **I. Communication and Critical Thinking**
- **II. Foundations of Learning**
- **III. Lifelong Learning and Self-Development (Area E)**
- **IV. Explorations**

C. Humanities and Fine Arts

i. **Justify Classification:**

This course entails the interdisciplinary study of "animal humanities" through extensive engagement with literature and visual culture, the examination and application of diverse theoretical approaches, and the formulation of complex questions and arguments pertaining to issues of local and global relevance. The course targets the four GE Explorations goals as follows: 1. Analysis of animals in works of written and visual culture (fiction, poetry, cinema, comics, mass media, and documentary film) with attention to their historical and cultural contexts; 2. Examination of how value systems (aesthetic, cultural, ethical, scientific, economic) within and across times and places confer value upon animals; 3. Identification of issues of "real-world" local and global relevance (e.g. the economics, ethics, and environmental consequences of animal consumption, experimentation, and commodification); and 4. Approaching complex questions and problems pertaining to the emergent field of "animal humanities" (including what it means to acknowledge the

humanity of animals, or the animality of humans both in academia and in society at large) from different perspectives, and with reference to key texts and contexts studied in class.

a. Section B:

Explorations - Humanities and Fine Arts

Goal 1: Analyze advanced level written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments.

Activity:

Reading/viewing of fiction, poetry, film, and comics deriving from diverse time periods and geographical locales.

Assessment:

in-class analysis activities centered on animal representation in written and visual texts (see syllabus in-class activities #1, #3, #4); essay-based exams requiring analysis of written and/or visual texts with attention to their historical/cultural contexts

Goal 2: Develop a greater understanding and familiarity with various aesthetic and other value systems and the ways they are communicated across time and cultures.

Activity:

Reading/viewing and discussion of artistic works, media images, and cultural practices regarding "the animal" across historical and cultural perspectives

Assessment:

discussion board activities requiring students to identify connections between assigned materials and outside examples of their own choosing (see syllabus discussion board activities #1, #2, #3); essay-based exams will require students to analyze how humans confer value on animals across various historical moments and cultures.

Goal 3: Argue from an enhanced awareness of multiple perspectives about issues in the humanities that have personal and global relevance.

Activity:

Reading and discussion of theoretical texts that use "the animal" to examine "human" issues such as labor exploitation, the experiences of

gender and racial minorities, political violence, and environmental crisis.

Assessment:

discussion board requiring students to apply animal theory to address a "human" problem (see syllabus discussion board #3)

Goal 4: Demonstrate the ability to approach advanced complex problems and ask complex questions drawing from an enhanced knowledge of the humanities.

Activity:

Reading/viewing and class discussion of texts that complicate or reject the anthropocentric worldview that guides traditional humanistic inquiry

Assessment:

response papers will ask students to address the "big questions" that guide the course, and which urge them to consider what it means to revise the scope of "the humanities" to acknowledge the subjectivity of nonhuman animals (see syllabus response papers #1, #2); essay-based exams will require students to expand on these "big questions" with reference to works examined in class and outside works of their choosing

b. Section C:

- . 1. Construct, analyze, and communicate arguments.**

Course Work:

Reading/viewing and discussion of fictional, media, and philosophical texts

Assessment:

in-class textual analysis activities (see syllabus in-class activities #1, #3, #4); response papers (see syllabus response papers #1, #2) and essay exams requiring textual analysis and argumentation

i. 2. Apply theoretical models to the real world.

Course Work:

Readings in animal theory, philosophy, and ethics

Assessment:

in-class activities and discussion boards requiring students to apply theoretical concepts explored in class to "real world" contexts of their own choosing (see syllabus discussion boards #2, #3, #4 and in-class activity #2)

ii. 3. Contextualize phenomena.

Course Work:

Assessment:

iii. 4. Negotiate differences.

Course Work:

Assessment:

iv. 5. Integrate global and local perspectives.

Course Work:

Assessment:

v. 6. Illustrate relevance of concepts across boundaries.

Course Work:

reading, viewing, and discussion of "the animal" in texts representing diverse artistic and media forms, historical periods, geographical regions, and scholarly disciplines.

Assessment:

response papers (see syllabus response papers #1, #2) and essay exams centered on the treatment of animals in multiple texts/contexts from a comparative perspective

- vi. **7. Evaluate consequences of actions.**

Course Work:**Assessment:****c. Section D:**

- . **Forms of Communication:**

Classes will be largely discussion-based, and will be organized around weekly discussion questions designed to guide students' reading/viewing. Additionally, students will participate in in-class oral analytical activities, produce four ~250-word discussion boards, produce two 3-page analytical papers, and complete essay-based midterm and final examinations.

d. Section E:

- . **Required For Majors: No**

e. Section F:

- . **GE Cultural Diversity Upper Division Only: Yes**

In its focus on "the animal," this course challenges the dominant anthropocentric scope of traditional humanistic inquiry. It does so not only by situating "the animal" as the central object of study, but also by focusing on texts and contexts in which nonhuman animals feature as speakers, actors, and subjects. "Animal Humanities" fulfills the GE Cultural Diversity goals in unique ways. Nonhuman animals do not possess the means to challenge their own exploitation, but the texts and contexts explored in this course enhance our understanding of strategies humans can adopt to transform or dismantle these structures (Goal 1). They also enable us to appreciate the perspectives of other species, and urge us to rethink the human/animal binary that sustains the anthropocentric concept of "culture" (Goal 2). This course also explores how nonhuman animals have featured in fictional

engagements with, historical discourse on, and theoretical approaches to privilege and oppression across various axes of identity in human society (e.g. the Holocaust graphic novel MAUS, the irradiated pig from Bikini Atoll, the multispecies feminist writings of Donna Haraway) (Goal 3). Finally, this class unpacks various ways in which the human exertion of power over nonhuman animals is maintained and considers the implications of hierarchical thinking for both animal welfare and non-dominant members of human society (Goal 4).

- i. **Consider if Rejected: Yes**

ANIMAL HUMANITIES

COURSE INFORMATION

Class Days:	Office Hours Times (and by appointment):
Class Times:	Office Hours Location:
Class Location:	

GE EXPLORATIONS

Explorations: Courses that fulfill the 9-unit requirement for Explorations in General Education take the goals and skills of GE Foundations courses to a more advanced level. Your three upper division courses in Explorations will provide greater interdisciplinary, more complex and in-depth theory, deeper investigation of local problems, and wider awareness of global challenges. More extensive reading, written analysis involving complex comparisons, well-developed arguments, considerable bibliography, and use of technology are appropriate in many Explorations courses.

This is an **Explorations course in the Humanities and Fine Arts**. Completing this course will help you to do the following in greater depth: 1) analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments; 2) describe various aesthetic and other value systems and the ways they are communicated across time and cultures; 3) identify issues in the humanities that have personal and global relevance; 4) demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the humanities.

COURSE OVERVIEW

This course challenges the anthropocentric scope of "the humanities" through the study of fictional and theoretical texts in which nonhuman animals feature as central speakers, actors, and subjects of inquiry. The course opens with texts that blur the historically constructed human/animal binary by using nonhuman animals to explore dimensions of "the human" that are difficult to reduce to tidy categories: the art we create, the identities we subscribe to, the histories we live, the relationships we forge, and the ecologies in which we participate. Next, students will consider animal ethics through the study of theory, fiction, and case studies dealing with themes such as food animals, animal experimentation, animals on display, companion animals, and animals as affective laborers. The course also explores "animal rhetoric": works that privilege the languages and embodied experiences of nonhuman animals over those of human beings. It concludes with an examination of works in which encounters with nonhuman animals yield the radical dismantling of traditional identity paradigms, social structures, and interspecies hierarchies. In exploring these topics, students will analyze a variety of ways in which nonhuman animals have been used as objects, be it as artistic metaphors for human experience or real-world

commodities. They will also assess the implications of de-centering "the human" to create space for literal animals in artistic and theoretical discourse--that is, the implications of a move toward the "inhumanities." Students will thus be asked to think not only beyond the axes of identity they occupy in human society, but also beyond their own species to consider the challenges and possibilities of understanding nonhuman animals as subjects in the world.

COURSE LEARNING OUTCOMES

1. Identify how popular cultural discourses and practices have contributed to the maintenance of the human/animal binary across societies past and present, local and global.
2. Argue from multiple perspectives concerning the ethical issues that arise from the human instrumentalization of nonhuman animals.
3. Compare and contrast the treatment of nonhuman animals in fiction and the visual arts with attention to their specific historical and cultural contexts.
4. Identify intersections between animal studies and humanities disciplines that focus on marginalized human populations.
5. Theorize what it would mean to revise the scope of "the humanities" to include nonhuman animals in the consideration of culture.

PREREQUISITE

Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for non-majors.

COURSE MATERIALS

- Art Spiegelman, *MAUS*
- Hideo Furukawa, *Horses, Horses, in the End the Light Remains Pure*

All other reading and viewing materials are located under the "Course Documents" tab on Blackboard.

COURSE EXPECTATIONS, ASSESSMENT, AND GRADING

Each week, discussion questions will be provided to guide students' reading and viewing. Students are expected to complete all readings/viewings before the class meeting for which they are assigned and arrive to class prepared to participate in dialogue centered on these questions.

In-Class Activities (4X5): 20%

In addition to regular class discussion, students will complete four scheduled and graded in-class activities. In these activities, students will work in small groups to develop their abilities to perform close readings of individual texts, compare and contrast texts representing different genres and media forms, and apply theoretical concepts in the analysis of literature and visual culture. These activities may involve a mini-presentation of your conclusions or require you to locate, bring to class, and analyze an outside cultural artifact. These assignments will be graded according to whether the student was present, prepared for, and actively participant, which I will evaluate by joining and posing questions to each group for part of our breakout discussion. Descriptions and dates of each activity are listed on the Course Schedule below.

Discussion Board Assignments (4 X 5%): 20%

Students will complete four discussion board assignments, each connected to a different unit. These assignments ask students to identify connections between texts and contexts studied in class and outside cultural artifacts, phenomena, and debates of their choosing. Students will post in the appropriate thread located under the "Discussion" tab on Blackboard. Due dates and instructions for each post are listed on the Course Schedule below and will also appear on Blackboard.

Response Papers (2X15%): 30%

Students will complete **two** three-page (double-spaced, 12-point font) response papers whose prompts and due dates are listed on the course schedule below. These papers ask students to draw on works examined in class to address "big questions" pertaining to the emergent field of animal humanities: *How do the texts we have examined challenge an anthropocentric worldview? What would an "inhumanities" look like?* A high-quality paper will include a coherent thesis, a sustained argument, relevant textual evidence, and logical organization, and will be free of spelling, grammatical, and structural errors. A more extensive rubric will be provided on Blackboard.

Midterm Exam: 15% and Final Exam: 15%

Students will complete midterm and final essay-based examinations that expand on the "big questions" explored in the two response papers. These exams combine our course learning objectives, asking students to discuss an issue of their choosing with reference to key critical concepts, ethical debates, and artistic works examined in class, and with an eye toward some of the potential challenges and possibilities of rethinking how we approach nonhuman animals both as subjects of study and as fellow inhabitants of the world.

Late Assignments: Late assignments will not be accepted except in the case of documented medical emergencies, disability accommodations, university activities, and scenarios discussed in advance with and approved by the instructor.

COURSE SCHEDULE

TABLE 1 - COURSE SCHEDULE WITH DATE, READING/VIEWING MATERIALS, AND ASSIGNMENT

Unit I: Animalizing the Human: Animal Symbolism, Animal Allegory, and Anthropomorphism

Week	Pre-Class Reading/Viewing	Assignment
1: Introduction to Animal Studies	Article: Cary Wolfe, "Human, All Too Human: 'Animal Studies' and the Humanities"	Review weekly discussion questions before class
2: Animal Poetics	Article: Onno Oerlemans, "The Animal in Allegory: From Chaucer to Gray" Poetry: José Emilio Pacheco, "Crickets (A Defense and Illustration of Poetry)" and "The Octopus" (1939-2014)	Review weekly discussion questions before class
3: Animal Allegory: Human Stories, Nonhuman Actors	Graphic Novel: Art Spiegelman, <i>MAUS</i> (1980-1981)	Review weekly discussion questions before class In-Class Activity 1: As a group, select the scene from <i>MAUS</i> that you feel best demonstrates the potential of nonhuman animals as a means of representing human experience. Each group will briefly present their chosen scene to the class, and together we will analyze some of the thematic and formal (framing, graphic weight, figures, text, etc.) features that comprise these scenes.
4: Anthropomorphic Animals, Theriomorphic Humans: A National Fable	Film: Hayao Miyazaki, <i>Princess Mononoke</i> (1997) Article: Andrea Arai, "The 'Wild Child' of 1990s Japan"	Review weekly discussion questions before class Discussion Board 1 Due: Provide a ~250-word analysis of an animal allegory that we have not explored in class, with attention to how animals are used to explore experiences commonly attributed to "the human." You may analyze a work of poetry, fiction, film, visual art, theater, or any other artistic medium. If the work or a synopsis of the work is available online, provide a link.

Unit II: Animal Ethics

Week	Reading/Viewing	Assignment
5: Pleasure, Pain, and the Question of Animal Consciousness	<p>Essay: Peter Singer, "All Animals are Equal" (1989)</p> <p>Essay: David Foster Wallace, "Consider the Lobster" (2004)</p> <p>Book Chapter: Jonathan Balcombe, "Forbidden Pleasure: Scientific Taboos on Animal Feelings," from <i>Pleasurable Kingdom</i></p>	Review weekly discussion questions before class
6: Animal Experiments	<p>Essay: Alice Bingham Gorman, "Nagasaki, the Atomic Bomb and the Radiated Pig that Haunts Me" (2016)</p> <p>Images: Pig #311; examples from In-Class Activity 2</p> <p>Film: Bong Joon-ho, <i>Okja</i> (2017)</p>	<p>Review weekly discussion questions before class</p> <p>In-Class Activity 2: Before class, locate an example of a nonhuman animal being used to sell a product, experience, or ideology. Your example can be drawn from advertising, news media, a museum exhibit, or another source. Bring your examples to class (in electronic or print format), where we will assess the strategies they use and the ethical questions they pose.</p>
7: Pet Projects, Cute Commodities	<p>Article: Grace Clement, "'Pets or Meat?' Ethics and Domestic Animals"</p> <p>Article: Lorraine Plourde, "Cat Cafés, Affective Labor, and the Healing Boom in Japan"</p> <p>Short Video: Tour of Tokyo-based cat café MOCHA</p>	<p>Review weekly discussion questions before class</p> <p>Discussion Board 2: Select a case study pertaining to "animal ethics" that we did not discuss in class. This can be a specific example of a theme we explored (e.g. animal experimentation), or an example of a theme we did not cover (e.g. working animals). With reference to Balcombe's "Forbidden Pleasure," provide a ~250-word discussion of ethical questions your example gives rise to. You are <i>not</i> required to come to an ethical conclusion.</p>
8: Midterm Exam	MIDTERM REVIEW AND EXAM	

Unit III: Animal Rhetoric

Week	Reading/Viewing	Assignment
9: The Feline Gaze	<p>Essay Excerpt: Jacques Derrida, "The Animal That I Therefore Am (More to Follow)" (1997)</p> <p>Book Excerpts: Natsume Sōseki, <i>I am a Cat</i> (1905-1906)</p>	<p>Review weekly discussion questions before class</p> <p>Response Paper #1 Due: How might texts that center on nonhuman animals be said to challenge an anthropocentric worldview? Concentrating on this question, examine the treatment of animals in any two of the works we explored in Units I and II. Refer to key imagery, scenes, and themes (in literature, film, and popular media) and central concepts, arguments, and debates (in non-fiction) to support your position.</p>
10: Unpacking Lapine: Rabbit Language	<p>Article: John Muckelbauer, "Domesticating Animal Theory"</p> <p>Film: Marin Rosen, <i>Watership Down</i> (1978)</p>	<p>Review weekly discussion questions before class</p> <p>In-Class Activity 3: Muckelbauer describes "animal rhetoric" as one that "doesn't presume to know what a species is in advance." In your group, discuss how this idea can be applied to <i>Watership Down</i>. What does the film achieve by granting the privilege of speech to rabbits? How might it be said to challenge humans' insistence on categories and hierarchies (e.g. linguistic, interspecies)? Identify the scene in the film that best demonstrates the concept of "animal rhetoric." Your group will present a brief verbal analysis of this scene to the class.</p>
11: Interspecies Narration: No More Words	<p>Book: Hideo Furukawa, <i>Horses, Horses, in the End the Light Remains Pure</i> (2016) (1st half)</p>	<p>Review weekly discussion questions before class</p>
12: Interspecies Narration: No More Words	<p>Book: Hideo Furukawa, <i>Horses, Horses</i> (2nd half)</p> <p>Article: David Herman, "Animal Autobiography; Or, Narration Beyond the Human"</p>	<p>Review weekly discussion questions before class</p> <p>Discussion Board 3: This unit focused on narratives that unfold largely or entirely from the perspectives of nonhuman animals. For this discussion board, consider in ~250 words how "animal rhetoric" might provide a unique perspective on an issue that is commonly categorized as a "human problem." Be imaginative: attempt to inhabit the position of a nonhuman animal, and</p>

Week	Reading/Viewing	Assignment
		consider how it might approach an issue that is deeply important to you, or one that seems too enormous for humans to resolve.

Unit IV: Close Encounters of the Animal Kind

Week	Reading/Viewing	Assignment
13: Becoming-Animal	<p>Book Excerpt: Herman Melville, "Chapter 42: The Whiteness of the Whale," from <i>Moby-Dick; or, The Whale</i> (1851)</p> <p>Book Excerpt: Gilles Deleuze and Félix Guattari, "Becoming-Intense, Becoming-Animal, Becoming-Imperceptible" pp. 268-280 from <i>A Thousand Plateaus</i> (1980)</p>	Review weekly discussion questions before class
14: Being-Animal	<p>Film: John Carpenter, <i>The Thing</i> (1982)</p> <p>Short Story: Peter Watts, "The Things" (2010)</p>	<p>Review weekly discussion questions before class</p> <p>In-Class Activity 4: In your group, identify central features that differentiate the film clip from <i>The Thing</i> and the excerpt from "The Things." Consider in particular how narrative perspective operates in both works. Then, discuss how these texts differently inform how the reader/viewer views the animal "antagonist." In your view, what feature of these works differentiates their treatment of "the animal" most powerfully? Your group will briefly present your conclusions to the class.</p>
15: Beyond Allegory?: Living and Dying with Animals	<p>Documentary Film: Werner Herzog, <i>Grizzly Man</i> (2005)</p> <p>Article: Oliver Völker, "Whiteout: Animal Traces in Werner Herzog's <i>Grizzly Man</i> and <i>Encounters at the End of the World</i>"</p>	<p>Review weekly discussion questions before class</p> <p>Discussion Board 4: In ~250 words, discuss the work from this course that you feel best demonstrates the value of extending the traditional human-oriented scope of the humanities to include nonhuman animals. Why was this work especially meaningful to you? In what ways might it be said to</p>

Week	Reading/Viewing	Assignment
		resonate with "real-world" developments, dialogues, and debates concerning nonhuman animals?
16: From the Anthropocene to the Cthulucene Final Exam Review	Book Chapters: Donna Haraway, "Tentacular Thinking" and "Making Kin," from <i>Staying With the Trouble: Making Kin in the Cthulucene</i> FINAL EXAM REVIEW	Review weekly discussion questions before class Response Paper #2 Due: With reference to any two texts we explored in Units III and IV, discuss the following prompt in ~250 words: <i>What are the implications of enlarging the scope of "the humanities" to acknowledge the subjectivity of nonhuman animals? In other words, what would an "inhumanities" look like?</i>

ACADEMIC HONESTY

The University adheres to a strict [policy regarding cheating and plagiarism](http://studentaffairs.sdsu.edu/srr/cheating-plagiarism.html). These activities will not be tolerated in this class. Become familiar with the policy and what constitutes plagiarism (<http://studentaffairs.sdsu.edu/srr/cheating-plagiarism.html>). Any cheating or plagiarism will result in failing this class and a disciplinary review by the University. These actions may lead to probation, suspension, or expulsion.

Examples of Plagiarism include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
- Copying and pasting work from an online or offline source directly and calling it your own
- Using information you find from an online or offline source without giving the author credit
- Replacing words or phrases from another source and inserting your own words or phrases
- Submitting a piece of work you did for one class to another class

STUDENTS WITH DISABILITIES

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. You can also learn more about the services provided by visiting the [Student Disability Services](#) website. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

STUDENT SERVICES

A complete list of all academic support services is available on the [Academic Success](#) section of the [SDSU Student Affairs](#) website.

For help with improving your writing ability, the staff at the SDSU [Writing Center](#) is available in person and online.

[Counseling and Psychological Services](#) offers confidential counseling services by licensed psychologists, counselors, and social workers. More info can be found at their website or by contacting (619) 594-5220. You can also Live Chat with a counselor http://go.sdsu.edu/student_affairs/cps/therapist-consultation.aspx between 4:00pm and 10:00pm, or call San Diego Access and Crisis 24-hour Hotline at (888) 724-7240.

TURNITIN

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to [Turnitin.com](http://www.turnitin.com) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to www.turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

TECHNICAL SUPPORT FOR BLACKBOARD

Student support for Blackboard is provided by the Library Computing Hub, located on the 2nd floor of Love Library. They can be reached at 619-594-3189 or hub@mail.sdsu.edu

COPYRIGHT POLICY

SDSU respects the intellectual property of others and we ask our faculty & students to do the same.

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To: Senate Executive Committee / Senate
From: Graduate Council
Date: February 8, 2019
Re: 2020-2021 *General Catalog* and *Graduate Bulletin*

ACTION (1A-02-19)CHEMISTRY

1. New program (to be listed in *General Catalog*).

Chemistry

Chemistry Major (Teaching Credential Only)

**In preparation for the Single Subject Teaching Credential in Science/Chemistry
With the B.A. Degree Applied Arts and Sciences**

(Major Code: 19051)

**Emphasis Chemistry Integrated Teacher Education Program (Chemistry ITEP)
(SIMS Code: XXXXXX)**

This emphasis is designed to combine the degree and credential into a four-year Integrated Teacher Education Program. The program is designed to qualify the student for a chemistry degree and a preliminary single subject teaching credential in science: chemistry.

A minor is not required with this major.

Preparation for the Major. Biology 203; Chemistry 200, 201, 232, 232L, 251; Communications 103; Mathematics 150, 151, 252; Physics 195, 195L, 196, 196L; Teacher Education 170 [or Child and Family Development 170], 211B, 280. (50 units)

Graduation Writing Assessment Requirement. Students must have fulfilled the Writing Placement Assessment with a score of 8 or above before taking Teacher Education 405W and earn a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements.

Major. A minimum of 26 upper division units to include Chemistry 410A, 410B, 417, 432, 432L; Geological Sciences 412; Philosophy 332 [or Sustainability 332]; Teacher Education 331, 405W*.

Additional Requirements for Subject Matter Preparation Certification. Certification of subject matter competency by the chemistry department requires completion of all preparation for the major and major courses with the required grades. (At most one course with a C- or lower among the courses listed under Preparation for the Major, and at most one course with a C- or lower among the courses listed under the Major. If a course is repeated, the highest grade will count.) Certification must be achieved before student teaching.

ITEP Admission Requirements. Students apply for admission to the Integrated Teacher Education Program during the spring of their sophomore year. Students who qualify for admission to the Chemistry Integrated Teacher Education Program the summer

prior to their junior year must have a GPA of 2.67 or better, passing scores on the CBEST, a documented field experience, and complete program application.

Credential Requirements (32 units): Education 484, 970 (1 unit); Special Education 450; Teacher Education 303 (3 units), 903 (1 units), 914C, 924C (3 units), 933, 954 (3 units), 963 (9 units).

*Required of all single subject ITEP majors regardless of Writing Proficiency Assessment score.

LIBERAL STUDIES

1. New program (to be listed in *General Catalog*).

Liberal Studies

Emphasis in Multiple Subject Credential Integrated Teacher Education Program (MS-ITEP)

The Liberal Studies Multiple Subject Credential Integrated Teacher Education Program (MS-ITEP) emphasis is designed primarily for students who wish to teach at the elementary school level. This program integrates the study of interdisciplinary liberal arts courses with professional preparation courses and field experiences leading to a Preliminary Multiple Subject Teaching Credential. Successful completion of the Liberal Studies Multiple Subject Credential Integrated Teacher Education Program (ITEP) includes both a Bachelor of Arts degree in Applied Arts and Sciences and a Preliminary Multiple Subject Teaching Credential. This program includes subject matter in English, Mathematics, Science, Arts, Humanities, Social Sciences, Pedagogy, and Student Teaching. This program can be completed in 4 years, 8 semesters. The program requirement for the ITEP program is 131 units which includes 1 unit required to meet the International Experience requirement. [Students are required to fulfill the International Experience requirement; as such, students may participate in faculty-led travel abroad opportunities during spring break or summer. In addition, students will enroll in ED 450 for 1 unit; this course supports International Experience.] Furthermore, by completing the program, students will satisfy General Education requirements as per EO 1100, graduation requirements, major requirements (impaction criteria), and Elementary Subject Matter (ESM) requirements. They will also complete requirements as set forth by the California Commission on Teacher Credentials (CTC).

All candidates for a degree in applied arts and sciences must complete the graduation requirements listed in the section of the catalog on “Graduation Requirements.”

This emphasis is designed to combine the degree and credential into a 131-unit, eight-semester, four-year Integrated Teacher Education Program. The program is designed to qualify the student for an undergraduate degree and a preliminary multiple subject teaching credential. A minor is not required with this major.

Certification of subject matter competency by the Liberal Studies program requires completion of all preparation for the major and major courses with grades of C or better. (If a course is repeated, the highest grade will count.)

ITEP Admission Requirements. Students can start applying for admission to the Liberal Studies Multiple Subject Credential Integrated Teacher Education Program (MS-

ITEP) emphasis during the spring of their sophomore year. Students who qualify for admission to the Liberal Studies Multiple Subject Credential Integrated Teacher Education Program (MS-ITEP) must meet the following criteria during the summer prior to their junior year: They must have a GPA of 2.7 or better, must have passing scores on the CBEST, must have a documented early field experience, must complete program application process which may include interviews, narratives, etc.

Emphasis in Multiple Subject Credential Integrated Teacher Education Program (MS-ITEP)

(SIMS Code: XXXXXX)

Preparation for the Major. Complete 60 units of lower division core which include Exercise and Nutritional Sciences 241A, 241B (with a grade of C (2.0) or better); Mathematics 211 (with a grade of C (2.0) or better); Mathematics Education 212 (2 units) with a grade of C (2.0) or better; Music 102; Natural Science 100; Teacher Education 280. Exercise and Nutritional Sciences 241A, 241B and Mathematics 211 may not be taken for credit/no credit (CR/NC). (60 units)

Lower Division Core (60 units):

Students in the Elementary Education, Mathematics, Science, and Multiple Subject Credential Integrated Teacher Education Program (ITEP) emphases must complete the following General Education and American Institutions requirements and Education 200.

(Differences in lower division core)

B. Social and Behavioral Sciences

2. Teacher Education 170 (3 units) [or Child and Family Development 170].

C. Humanities (9 units (ITEP) per Executive Order 1100)

1. Literature: English 220 (3 units).

2. Visual and Performing Arts: Art 157, Theatre 100 (6 units).

(3. and 4. are not options).

Graduation Writing Assessment Requirement. Students must have fulfilled the Writing Proficiency Assessment with a score of 8 or above or with a grade of C (2.0) or better in Rhetoric and Writing Studies 280 or 281 [or Linguistics 281] before taking English 306W and earn a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements.

International Experience. All liberal studies majors are required to complete the international experience requirement.

Major including required focus and option (71 units).

Upper Division Core (44 units):

Liberal Studies (9 units): Education 451; Liberal Studies 300; Special Education 450.

Scientific Inquiry and Quantitative Reasoning (10 units): Mathematics 312*; Mathematics 313*; Physics 412.

Arts and Humanities (12 units): Art 387; English 306A, 306W; Music 343

Social Sciences (12 units): History 411; History 413; Linguistics 420, 452.

International Experience (1 unit): Education 450 (1 unit)

Emphasis - ITEP (27 units):

Coursework (17 units): Teacher Education 910A (3 units); Teacher Education 910B (3 units); Teacher Education 910C (3 units); Teacher Education 930 (6 units);

Teacher Education 960 (2 units) Student Teaching (9 units): Teacher Education 965 (9 units) Performance Assessment (1 unit): Education 970 (1 unit)**

*Students must pass the Liberal Studies Mathematics Proficiency Assessment prior to enrolling in Mathematics 312 and 313.

**ED 970 serves as the equivalent of LIB S 498.

MANAGEMENT

1. New program.

Management

Master of Science in Global Business Development

General Information

The objective of the Master of Science Degree in Global Business Development is to prepare students to start or accelerate careers related to international business development across a wide variety of sectors. As economies continue to be integrated via trade, investment and advanced technology, an increasing number of companies seek qualified global professionals. They seek culturally intelligent individuals capable of employing data-driven and relationship approaches to growing international sales and global business opportunities. The program is designed to provide graduates with the analytical skills, entrepreneurial perspectives, and cross-cultural competencies needed to successfully engage in sales and business development in a global context. Upon completion of the program, students should be competent in leading efforts -- either in established organizations or in their own ventures -- to identify, analyze, assess and pursue international sales and business opportunities for both U.S. and foreign companies.

Admission to the Degree Curriculum

In addition to meeting the requirements for classified graduate standing and the general requirements for master's degrees as described in Part Two of this bulletin, the students must meet the following requirements:

- A. A satisfactory achievement on the GMAT (www.mba.com). GRE (www.ets.org) scores will be considered on an individual basis.
- B. Significant international experience (equivalent to at least semester-long international internship, student exchange, Study Abroad or international professional engagement).
- C. Professional experience equivalent to at least a semester-long internship, preferably in another country.
- D. Priority in admission will be given to those with foreign language proficiency. A 570 TOEFL score is normally required when English is not the student's principal language.
- E. Satisfactory completion of these courses or their equivalent prior to admission to the program:

B A 624 Organizational Behavior and Leadership (3)

B A 625 Financial and Management Accounting (3)

- B A 626 Business Economics (3)
- B A 627 Marketing (3)
- B A 628 Operations and Supply Chain Management (3)
- B A 629 Financial Management (3)

Satisfactory completion of these courses means that the student's grade in each course must be a B (3.0) or better and that the course must have been completed within seven years prior to the first course completed in the master's degree program.

The above requirements may be waived by the program adviser.

Specific Requirements for the Master of Science Degree in Global Business Development

(Major Code: XXXXX) (SIMS Code: XXXXXX)

In addition to meeting the requirements for classified graduate standing as described above and the general requirements for master's degrees as described in Part Four of this bulletin, the student must complete a graduate program of at least 30 approved units in 600- and 700-numbered courses. With approval of the graduate adviser, a substitute course may be allowed in place of a required course after reviewing student credentials.

Required core courses:

Business Foundation Courses (6 Required Units)

- B A 623. Statistical Analysis (3)
- B A 630. Business Strategy (3)

International Business Foundation Courses (6 Required Units)

- MGT 710. Seminar in World Business Environment (3)
- FIN 654. Seminar in International Business Finance (3)

International Business Development Theme Courses (15 Required Units)

- MGT 748. International Entrepreneurship & Business Development (3)
- MKTG 763. Seminar in Sales Management (3)
- MKTG 767. Sales and Marketing Analytics (3)
- MKTG 769. Seminar in International Marketing (3).

Choose one from:

- MIS 753. Global Supply Chain Management (3)
- MIS 697. Project Planning and Development (3).
- FIN 659. Decision Making in the World Economy (3).
- MKTG 772. Strategic Brand Management (3).
- JMS 574. International Advertising (3)

International Business Development Capstone (3 Required Units)

Choose one from:

- B A 794. International Business Development Practicum (3)
- B A 799A. Thesis. (3) Cr/NC/RP

MATHEMATICS

1. New program (to be listed in *General Catalog*).

Mathematics

Mathematics Major

In preparation for the Single Subject Teaching Credential With the B.A. Degree in Liberal Arts and Sciences

(Major Code: XXXXX)

Emphasis in Mathematics Integrated Teacher Education Program (Math ITEP)

(SIMS Code: XXXXXX)

This emphasis is designed to combine the degree and credential into a 135-unit, four-year Integrated Teacher Education Program. The program is designed to qualify the student for a mathematics degree and a preliminary single subject teaching credential in mathematics.

A minor is not required with this major.

Impacted Program. Complete with a grade of C (2.0) or better: Mathematics 150, 151, 245, 252, 254; Statistics 250; and Teacher Education 170 [or Child and Family Development 170], 211A, 280.

These courses cannot be taken for credit/ no credit (Cr/NC).

Preparation for the Major. Mathematics 150, 151, 245, 252, 254, Statistics 250, and Teacher Education 170 [or Child and Family Development 170], 211A, 280. These courses must be completed with a grade of C (2.0) or better, and cannot be taken for credit/no credit (Cr/NC). (26 units)

Language Requirement. Competency (successfully completing the third college semester or fifth college quarter) is required in one foreign language as part of the preparation for the major. Refer to the section of this catalog on “Graduation Requirements.”

Graduation Writing Assessment Requirement. Students must have fulfilled the Writing Placement Assessment with a score of 8 or above before taking Teacher Education 405W and earn a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements.

Major. A minimum of 28 upper division units in mathematics to include Mathematics 302, 303, 320, 330, 341, 414, 510; Statistics 550; Teacher Education 405W; and three units of electives in mathematics approved by the adviser for the major.

Additional Requirements for Subject Matter Preparation Certification. Certification of subject matter competency by the mathematics department requires completion of all preparation for the major and major courses with the required grades. (At most one grade of C- or lower among the courses listed under the major is allowed. If a course is repeated, the highest grade will count.) Certification must be achieved before student teaching in the credential part of the program.

ITEP Admission Requirements. Students apply for admission to the Mathematics Integrated Teacher Education Program during the spring of their sophomore year. Students who qualify for admission to the Mathematics Integrated Credential Program the summer prior to their junior year must have a GPA of 2.67 or better, passing scores on the CBEST, a documented field experience, and complete program application.

Credential Requirements (32 units). Education 484 (3 units), 970 (1 unit); Special Education 450 (3 units); Teacher Education 303 (3 units), 903 (1 unit), 914A, 924A, 933, 954 (3 units), 963 (9 units).

*Required of all single subject ITEP majors regardless of Writing Proficiency Assessment score.

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



SAN DIEGO STATE
UNIVERSITY
Parking & Transportation Services

PARKING & TRANSPORTATION SERVICES

Interoffice Memorandum

TO: SEC / Senate

FROM: Debbie Richeson
Director Parking & Transportation Services

DATE: January 27, 2019

SUBJECT: ACTION:Micro-Mobility Transportation and Senate Policy File Changes

The parking and transportation services committee was created to look at current and future parking and transportation issues/changes that may impact parking and transportation at San Diego State University.

In San Diego and across the nation, new modes of transportation have been introduced that include human propelled, electric and/or motorized scooters, bicycles and skateboards. These new types of devices have been given the name of micro-mobility transportation by the transportation industry. Over the last six months, we have seen the industry change quickly and this has brought an influx of micro-mobility devices to our campus.

The parking and transportation services committee has reviewed our current senate policy file in regards to the use of transportation devices on our campus. The committee is recommending changes to the senate policy file to update the language to include micro-mobility transportation and to include the authorized use of the new devices.

Additionally, we received data from Risk Management on injuries reported to Student Health Services in the fall of 2017 and 2018. Last fall we saw an increase of injuries by 22%. Due to the increasing concern for the safety of pedestrians and riders on our campus, the committee recommends that electric/motorized micro-mobility transportation devices not be permitted to be used on campus.

Attached you will find the recommended policy changes.

"Commitment to Safety and Service"

UNIVERSITY POLICIES → FACILITIES**Current version**

- 4.0 Skateboards and Roller Skates, Bicycles and Motor Scooters**
- 4.1 Skateboards, roller skates, bicycles, and similar personal wheeled conveyances may only be operated on streets and designated paths. In other locations, bicyclists shall walk their bicycles and shall park them in designated parking stands and areas.
 - 4.2 All bicycles on campus shall properly display a valid SDSU bicycle license.
 - 4.3 Bicycles shall be parked only in designated areas. Bicycles attached to railings or other fixtures not designated for bicycle parking are subject to removal and impound.
 - 4.4 In no case shall bicycles, skateboards, roller skates, or similar personal wheeled conveyances be permitted on ramps for handicap access.
 - 4.5 Pedestrians shall have right of way at all times.
 - 4.6 An 8 miles per hour speed limit shall be observed, except on curbed streets.
 - 4.7 Motor scooters, motorbikes, and motorcycles shall be operated only on curbed streets and vehicular thoroughfares. They shall not be ridden or walked elsewhere on campus but shall be parked in areas designated for motorcycles and not in bicycle stands or in areas designated for bicycles.
 - 4.8 Motorized and non-motorized carts, trucks, or dollies approved for operations on campus and only officially permitted motor vehicles shall be operated in areas other than designated bike/skateboard lanes.
 - 4.9 These prohibitions shall not apply to non-ambulatory persons in wheelchairs or to children in carriages or strollers.
 - 4.10 These prohibitions shall be enforced in accordance with the San Diego State University Public Safety Code, Section 100 and the California Vehicle Code, Section 21113(f) (as revised to conform to this policy change).
 - 4.11 The university, at principal entrances and accesses, shall post appropriate signs to campus.

** Approved March 2013; Action Memo signed (by President Hirshman) March 2017

4.0 Micro-Mobility Transportation

Micro-mobility refers to alternate modes of transportation to include skateboards, scooters, bicycles, roller skates, hover boards or any other device whether human propelled, electric or motorized.

4.1 Human-propelled devices such as skateboards, roller skates, bicycles, scooters, and others may only be operated on streets and designated paths. In other locations, these devices shall be walked and shall be parked in designated parking stands or areas.

4.2 Electric or motorized skateboards, scooters, bicycles, or other non-human propelled micro-mobility devices are not permitted to be used on campus.

All electric or motorized micro-mobility devices used to commute to campus shall be parked in zones designated for these devices.

4.3 It is recommended that all personal bicycles display a valid SDSU bicycle license.

4.4 Any micro-mobility devices attached to railings or other fixtures not designated for bicycle parking are subject to removal and impound.

4.4 In no case shall micro-mobility devices be permitted on ramps for handicap access or fire egress paths.

4.5 Pedestrians shall have right of way at all times.

4.6 An 8 miles per hour speed limit shall be observed, except on curbed streets.

4.7 Mopeds and motorcycles shall be operated only on curbed streets and vehicular thoroughfares. They shall not be ridden or walked elsewhere on campus but shall be parked in areas designated for motorcycles and not in bicycle stands or in areas designated for bicycles.

4.8 Motorized and non-motorized carts, trucks, or dollies approved for operations on campus and only officially permitted motor vehicles shall be operated in areas other than designated bike/skateboard lanes.

4.9 These prohibitions shall not apply to non-ambulatory persons in wheelchairs or to children in carriages or strollers.

4.10 These prohibitions shall be enforced in accordance with the San Diego State University Public Safety Code, Section 100 and the California Vehicle Code, Section 21113(f) (as revised to conform to this policy change).

4.11 The university, at principal entrances and accesses, shall post appropriate signs to campus.

**Resolution of the San Diego State University Senate:
Pell Student Enrollment Decline**

1. **Whereas:** The University is engaged in a broad review of enrollment management practices with the establishment of the Enrollment Management Advisory Group (EMAG); and
2. **Whereas:** In accordance with the 2018-19 University Policy File (University POLICIES →Academics→Impaction and Enrollment Management, p. 56) the Committee on Academic Policy and Planning annually reviews the previous year's outcomes as well as any enrollment management changes proposed by the administration, and annually reports that information to the Senate; and
3. **Whereas:** The Enrollment, Retention, and Graduation Report for AY 17/18 posted jointly on the University Senate website by the Committee on Academic Policy and Planning and the Undergraduate Council noted that Pell-eligible enrollment is decreasing overall regardless of admission area, gender, and ethnicity (page 3); and
4. **Whereas:** The Enrollment, Retention, and Graduation Report for AY 17/18, as part of its review under the heading of Opportunities for Improving Student Retention, Graduation, and Achievement, posed the question of the ideal balance between out of state students (i.e. non-resident) and California students" and suggested that

There is a complexity to this question in that it not only addresses a particular element of diversity in our population but also has significant budgetary implications. One of the concerns is that it may be having an unintended consequence on the percentage of our students who are Pell-eligible, which in turn is having an impact on our current status as a Hispanic Serving Institution (HSI). This impact is seen on [Compendium] pages 34 and 35. Within our transfer student population, as seen on [Compendium] pages 51 and 52, the number of Pell-eligible students is currently rising." (pages 5-6); and

5. **Whereas:** The Enrollment, Retention, and Graduation Report for AY 17/18 posted jointly on the University Senate website by the Committee on Academic Policy and Planning and the Undergraduate Council included an accompanying set of tables, figures and charts titled AY 17/18 Enrollment, Retention and Graduation Compendium; and
6. **Whereas:** The SDSU Diversity Policy states that "Diversity shall be an essential consideration in all university policies and decisions" (University Policy File, Page 60); and
7. **Therefore, be it resolved that** the San Diego State University Senate requests that appropriate university committees consider the following actions in connection with the AY 18/19 annual review of enrollment management practices:
 - 7.1 That the review include enrollment goals or targets, if any, for Pell Students under the present admissions process and strategy, including the so-called "clusters", Educational Opportunity Program admissions, and Local 38% floor; and
 - 7.2 That the review include and report comprehensive admission, enrollment, retention, and graduation data for Fall 2010 through Fall 2018 for the Educational Opportunity Program (EOP)

and that such data become a component data set of the Compendium from this point forward;
and

7.3 That the Enrollment Management Advisory Group, through its comprehensive planning efforts, identify its goals or objectives related to the enrollment of new freshmen and transfer students from educationally or economically disadvantaged backgrounds in terms of inclusion in all the colleges and academic programs.

Screenshot of the Diversity policy referenced above.

- 4.0 Diversity: Diversity shall be an essential consideration in all university policies and decisions, and shall be guided by the following statements that shall be published in staff and faculty handbooks, in the University Policy File, in the University General Catalog, the Bulletin of Graduate Affairs, the IVC Bulletin, and linked from the Mission and Goals section on the main University web home page.
 - 4.1 San Diego State University is a community diverse in race, ethnicity, language, culture, social class, national origin, religious and political belief, age, ability, gender, gender identity, and expression, and sexual orientation. As a university committed to learning in all its forms, San Diego State University recognizes the need to attract and retain a critical mass of diverse persons who will advance its goals and ideals. This fundamental commitment to diversity 1) enriches the institution and provides an atmosphere in which all human potential is valued, 2) promotes learning through interactions among people of different backgrounds and many perspectives, and 3) better enables the university to prepare all members of its community to promote social responsibility, equity, freedom, and productive citizenship in a global society.
 - 4.2 Diversity means not only the opportunity for all groups to be represented among faculty, student, staff, and administration but also the support for these persons as they seek the highest achievements. Attitudes, actions, programs, and policies that foster diversity engender the vigorous exchange of ideas, enhance respect and consideration for individuals and groups, strengthen the understanding of our mutual dependence, and form the core of the university. Diversity promotes enriched learning and produces positive educational outcomes for all.
 - 4.3 Vigorous efforts to increase the diversity of the faculty, staff, administration, and students shall continue as a high priority, and as access increases, the university will create changes in its environment that enhance the opportunities for the success of all members of the campus community.
 - 4.4 The university shall cultivate a campus climate that promotes human dignity, civility, and mutual appreciation for the uniqueness of each member of our community. Because the university's educational goals are founded on the values of intellectual honesty, appreciation for diversity, and mutual respect, it is critical that our academic and co-curricular programs, scholarships, courses, workshops, lectures, and other aspects of campus life reflect diverse perspectives. Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning. Freedom of speech shall be protected. By the same token, the campus community shall denounce and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have separated us as a people.

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair
Undergraduate Curriculum Committee

Date: February 12, 2018

Re: 2020-2021 *General Catalog*

ACTION (2A-03-19)

ARTS AND LETTERS

1. New program.

Arts and Letters

**Pop Culture Certificate
(SIMS Code: XXXXXX)**

The basic certificate in pop culture allows students to complete their course of study through multidisciplinary coursework offered by the College of Arts and Letters and the College of Professional Studies and Fine Arts. Courses focus on commodities, consumer behaviors, fiction, film, gaming, music, performance, social networks, television, and visual arts, to identify social trends in an ever-competitive job market.

The certificate requires 15 units to include Humanities 410; three units selected from Dance 281, Journalism and Media Studies 210, 408, Learning Design and Technology 515, Music 151, 345, 351, Public Administration 582, Television Film and New Media 160, 363, 364A, 364B, 430; and nine units selected from Chicana and Chicano Studies 400 [or Latin American Studies 400], Comparative Literature 584, European Studies 424, French 424, German 320, History 537, Humanities 380 [or Japanese 380], 409, Italian 426, Portuguese 307 [or Latin American Studies 307], Religious Studies 356, Rhetoric and Writing Studies 250, 414, Russian 250, 310, Sociology 335, Women's Studies 355.

Students must obtain a grade of C (2.0) or better in each of the certificate courses. If applicable, six units of the certificate may be used towards a major in the College of Arts and Letters or the College of Professional Studies and Fine Arts, but may not be used toward a minor.

Contact the certificate adviser in the College of Arts and Letters to enroll in the certificate program or for additional information.

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

Date: 11 February 2019
To: SEC / Senate
From: Farid Abdel-Nour, Interim Chair, Academic Policy and Planning Committee
Subject: INFORMATION: Academic Misconduct policy

At its January 2019 meeting the Academic Policy and Planning Committee approved the following academic misconduct policy for instructional employees:

Academic misconduct: Instructional employees shall not provide fraudulent academic credit or provide an academic exception that results in a grade change, academic credit, or fulfillment of a graduation requirement when such an exception is not available to all students. Nothing in this section is intended to penalize, prevent, or discourage mentoring or otherwise providing extra education to any student. Nothing in this section shall be construed to prohibit assistance to a student based upon an accommodation for a student disability or instructor assistance required by law or university policy. Any disciplinary action will be administered in accordance with the Education Code and applicable Collective Bargaining Agreement.

The committee plans to write policy for the academic misconduct of Management Personnel Plan employees.

To SEC/Senate

From Donna Conaty & Mark B. Reed
Co-Chairs, Academic Resources and Planning

Date February 14th, 2019

Re Information items from recent ARP meetings

1/29/19 Meeting

- There were no PBAC funding requests for this meeting; however, the committee approved the Liberal Studies ITEP curricular proposal.
- In anticipation of the joint budget meeting between PBAC, AR&P, and BRAT, the committee discussed suggestions for talking points for the joint meeting. The committee agreed to the following discussion points for the joint meeting: 1) What does budget transparency look like to you? 2) What investments are best viewed as campus level rather than divisional? How might we go about identifying and characterizing these? and 3) What are the qualities of a fair process that ensures we have identified and are addressing the university's funding priorities?
- Divisional budgets (see attached) were provided to the committee on 1/28/19. The committee reviewed and discussed these budgets. The structure of the reports were reviewed first and then a general discussion around the meaning of budget terms (e.g., institutional budget, committed carry-forward, uncommitted carry-forward, etc.) ensued. The consensus of the committee was that it is essential for AR&P and other consumers of these budgets to have a very good understanding of each of the items listed. Members made specific recommendations about what information should be included in these types of reports to make them easier to understand.

1/31/19 Joint AR&P/BRAT/PBAC Meeting

- A majority of committee members were able to attend the joint budget meeting between AR&P, BRAT, and PBAC. The meeting began with an overview of the purpose and goals for the meeting followed by an overview of the budget for FY 19/20 by VP McCarron. Smaller breakout groups were then formed with discussion and reports. The divisional budget reports were then presented (see attached) and discussed.

2/12/2019 Meeting

- There were no PBAC funding requests for this meeting. Donna Conaty and Mark Reed updated the committee on a new campus workgroup focused on the cost of campus construction. The workgroup will be convening soon. Mark and Donna will be members of the workgroup.
- There was a general discussion around whether there are guidelines for the use of GI 2025 funds allocated to SDSU. Radmila Prislin informed the group initial guidelines for

how these funds were to be used were vague; however, future allocation of GI 2025 funds will have specific areas in which the funds must be spent.

- There was additional discussion of the next steps needed to facilitate more budget transparency on campus as well as how the university can develop a budget prioritization process. There was consensus among committee members there needs to be a common language to present/report divisional budgets to ensure the greatest utility of this information for university budget decisions and planning.
- Radmila Prislin presented a brief report on faculty separations/retirements over the past 3 years as well anticipated faculty hiring/separations for fall 2019. Over the past 3 years, the university gained an average of 21 faculty (accounting for separations). The projection for fall 2019 is a gain 9 faculty (accounting for separations).
- Ed Balsdon presented information about the Enrollment Management Advisory Group (EMAG) concerning the charge of the group as well as a timeline of milestones for the group for spring 2019.

President's Office

Summary of Resources YTD as of DEC-2018

(Includes UOF funds 1006-1026)

Uncommitted Carry-forward 6/30/2018	\$	27,242	
Committed Carry-forward 6/30/2018	\$	-	
Designated Carry-forward 6/30/2018 [1]	\$	-	
Encumbered Carry-forward 6/30/2018	\$	-	
Total Carry-forward 6/30/2018			\$ 27,242
Initial UOF Base Allocation	\$	1,163,829	
Additional UOF Base Allocation	\$	16,716	
Strategic Communications from URAD to PRES	\$	1,651,954	
Initial Budgeted Student Fees [1]	\$	-	
Additional Budgeted Student Fees [1]	\$	-	
UOF Base Funding for 2018/19			\$ 2,832,499
Initial Budgeted Cost Recovery [2]	\$	-	
Additional Budgeted Cost Recovery [2]	\$	-	
1x Strategic Communications from URAD to PRES [4]	\$	318,902	
1x UOF PBAC Allocations	\$	300,610	
1x UOF Allocations/Transfers	\$	(2,919)	
UOF 1x Funding for 2018/19			\$ 616,593
Cost Recovery Carry-forward Transfer [3]			\$ -
Total Funding for 2018/19			\$ 3,476,334
YTD UOF Benefits Allocation			\$ 286,313

Funding Allocated to:

60100 - PRESIDENT'S OFFICE	\$	1,505,478	
60110 - STRATEGIC COMMUNICATIONS	\$	1,970,856	
Total Allocated			\$ 3,476,334
Projected Carry-forward 7/1/2019 [5]			\$ 180,000
Committed/Designated Carry-forward			
Aztec Identity Salary (Pres Office)	\$	167,000	
	\$	-	
	\$	-	
			\$ 167,000
Projected Uncommitted Carry-forward			\$ 13,000
Est. One Month Payroll (Jul-Dec Actual / 6)	\$		106,426
Est. One Month Payroll/OEE (Jul-Dec Actual / 6)	\$		120,430

[1] Designated amounts include Student fees and CSU allocations are designated for the purpose for which they are approved/allocated and cannot be reallocated for other purposes.

[2] Cost recovery includes goods and services provided to other funds, Auxiliaries and external entities.

[3] Systemwide accounting change to transfer cost recovery balance to University Operating Fund (UOF) in 2018/19.

[4] Additional 1x transfer from URAD to PRES pending in the amount of \$220,714 in 2018/19.

[5] Excludes Strategic Communications as the budgetary plans are still in process due to the recent transition of this department to the President's Office.

President's Office - Institutional (ENDV 1050) Summary of Resources YTD as of DEC-2018

(Includes UOF funds 1006-1026)

Uncommitted Carry-forward 6/30/2018	\$	-	
Committed Carry-forward 6/30/2018	\$	48,317	
Designated Carry-forward 6/30/2018 [1]	\$	138,122	
Encumbered Carry-forward 6/30/2018	\$	10,059	
Total Carry-forward 6/30/2018			\$ 196,497
Initial UOF Base Allocation	\$	230,000	
Additional UOF Base Allocation	\$	-	
Strategic Communications from URAD to PRES	\$	-	
Initial Budgeted Student Fees [1] [4]	\$	500,000	
Additional Budgeted Student Fees [1]	\$	-	
UOF Base Funding for 2018/19			\$ 730,000
Initial Budgeted Cost Recovery [2]	\$	20,000	
Additional Budgeted Cost Recovery [2]	\$	-	
1x Strategic Communications from URAD to PRES	\$	-	
1x UOF PBAC Allocations	\$	-	
1x UOF Allocations/Transfers	\$	61,153	
UOF 1x Funding for 2018/19			\$ 81,153
Cost Recovery Carry-forward Transfer [3]	\$	-	\$ -
Total Funding for 2018/19			\$ 1,007,650
YTD UOF Benefits Allocation			

Funding Allocated to:

60100 - PRESIDENT'S OFFICE	\$	1,007,650	
60110 - STRATEGIC COMMUNICATIONS	\$	-	
Total Allocated			\$ 1,007,650
Projected Carry-forward 7/1/2019			\$ 75,400
Committed/Designated Carry-forward			
Commencement	\$	30,000	
Veterans House	\$	29,400	
Community Relations	\$	16,000	
			\$ 75,400
Projected Uncommitted Carry-forward			\$ -
Est. One Month Payroll (Jul-Dec Actual / 6)			\$ -
Est. One Month Payroll/OEE (Jul-Dec Actual / 6)			\$ 39,748

[1] Designated amounts include Student fees and CSU allocations are designated for the purpose for which they are approved/allocated and cannot be reallocated for other purposes.

[2] Cost recovery includes goods and services provided to other funds, Auxiliaries and external entities.

[3] Systemwide accounting change to transfer cost recovery balance to University Operating Fund (UOF) in 2018/19.

[4] Pending \$200k reduction due to postponing the graduation (commencement) fee increase to Fall 2019.

Academic Affairs

Summary of Resources YTD as of DEC-2018

(Includes UOF funds 1006-1026 and Lottery funds 48xx)

Uncommitted Carry-forward 6/30/2018	\$	14,053,092	
Committed Carry-forward 6/30/2018	\$	37,177,375	
Designated Carry-forward 6/30/2018 [1]	\$	7,835,674	
Encumbered Carry-forward 6/30/2018	\$	1,514,587	
Total Carry-forward 6/30/2018			\$ 60,580,728
Initial UOF Base Allocation	\$	165,501,820	
Additional UOF Base Allocation	\$	4,066,017	
Initial Budgeted Student Fees [1]	\$	20,325,140	
Additional Budgeted Student Fees [1]	\$	-	
UOF Base Funding for 2018/19			\$ 189,892,977
Initial Budgeted Cost Recovery [2]	\$	11,962,688	
Additional Budgeted Cost Recovery [2]	\$	-	
1x UOF PBAC Allocations	\$	10,766,606	
1x UOF Allocations/Transfers	\$	4,085,367	
Lottery Allocations (includes carry-forward)	\$	2,771,124	
UOF 1x Funding for 2018/19			\$ 29,585,785
Cost Recovery Carry-forward Transfer [3]			\$ 3,507,015
Total Funding for 2018/19			\$ 283,566,505
YTD UOF Benefits Allocation			\$ 39,976,120

Funding Allocated to:

48000 - Arts+Letters, Coll of	\$	40,565,028	
WRPI	\$	5,907	
43000 - Business Admin, Coll of	\$	19,847,491	
44000 - Education, Coll of	\$	17,143,770	
46000 - Engineering, Coll of	\$	18,973,263	
47000 - Health+Human Svcs, Coll of	\$	24,711,494	
41000 - Professional Studies+Fine Arts, Coll of	\$	22,530,305	
42000 - Sciences, Coll of	\$	40,498,209	
CSUPERB	\$	1,703,784	
COAST	\$	108,073	
40400 - Imperial Valley Campus	\$	8,100,553	
40100 - Library	\$	13,325,396	
40700 - Academic Engagement & Student Achievement (DAESA)	\$	3,810,177	
40600 - Enrollment Services	\$	12,875,461	
40500 - Instructional Technology Svcs	\$	3,139,820	
AB 798 Textbook Affordability Program	\$	14,563	
40040 - Senate	\$	97,263	
40200 - Provost+VP for Academic Affairs	\$	45,806,358	
40300 - VP for Research+Dean of the Graduate Div	\$	10,309,554	
Total Allocated			\$ 283,566,470

Projected Carry-forward 7/1/2019 \$ 54,447,933

Committed/Designated Carry-forward

Instructional/Student Success Initiatives	\$	27,193,167	
Start Up Funding - Escrows and 2019 Hires	\$	18,205,772	
Positions Funded with Other One Time funds	\$	4,136,277	
Space/Technology Upgrades	\$	690,000	
Other	\$	241,424	
			\$ 50,466,640

Projected Uncommitted Carry-forward \$ 3,981,293

Est. One Month Payroll (Jul-Dec Actual / 6) \$ 15,079,847
 Est. One Month Payroll/OEE (Jul-Dec Actual / 6) \$ 18,018,099

[1] Designated amounts include Student fees and CSU allocations are designated for the purpose for which they are approved/allocated and cannot be reallocated for other purposes.

[2] Cost recovery includes goods and services provided to other funds, Auxiliaries and external entities.

[3] Systemwide accounting change to transfer cost recovery balance to University Operating Fund (UOF) in 2018/19.

Academic Affairs - Institutional (ENDV 1050)
Summary of Resources YTD as of DEC-2018

(Includes UOF funds 1006-1026 and Lottery funds 48xx)

Uncommitted Carry-forward 6/30/2018	\$	-	
Committed Carry-forward 6/30/2018	\$	-	
Designated Carry-forward 6/30/2018 [1]	\$	-	
Encumbered Carry-forward 6/30/2018	\$	-	
Total Carry-forward 6/30/2018			\$ -
Initial UOF Base Allocation	\$	671,374	
Additional UOF Base Allocation	\$	1,548	
Initial Budgeted Student Fees [1]	\$	-	
Additional Budgeted Student Fees [1]	\$	-	
UOF Base Funding for 2018/19			\$ 672,922
Initial Budgeted Cost Recovery [2]	\$	-	
Additional Budgeted Cost Recovery [2]	\$	-	
1x UOF PBAC Allocations	\$	-	
1x UOF Allocations/Transfers	\$	-	
UOF 1x Funding for 2018/19			\$ -
Cost Recovery Carry-forward Transfer [3]	\$	-	\$ -
Total Funding for 2018/19			\$ 672,922
YTD UOF Benefits Allocation			\$ 14,567

Funding Allocated to:

48000 - Arts+Letters, Coll of	\$	-	
WRPI	\$	-	
43000 - Business Admin, Coll of	\$	-	
44000 - Education, Coll of	\$	-	
46000 - Engineering, Coll of	\$	-	
47000 - Health+Human Svcs, Coll of	\$	-	
41000 - Professional Studies+Fine Arts, Coll of	\$	-	
42000 - Sciences, Coll of	\$	-	
CSUPERB	\$	-	
COAST	\$	-	
40400 - Imperial Valley Campus	\$	-	
40100 - Library	\$	-	
40700 - Academic Engagement & Student Achievement (DAESA)	\$	-	
40600 - Enrollment Services	\$	60,600	
40500 - Instructional Technology Svcs	\$	-	
AB 798 Textbook Affordability Program	\$	-	
40040 - Senate	\$	-	
40200 - Provost+VP for Academic Affairs	\$	612,322	
40300 - VP for Research+Dean of the Graduate Div	\$	-	
Total Allocated			\$ 672,922
Projected Carry-forward 7/1/2019			\$ -
Committed/Designated Carry-forward			\$ -
Projected Uncommitted Carry-forward			\$ -
Est. One Month Payroll (Jul-Dec Actual / 6)	\$		4,425
Est. One Month Payroll/OEE (Jul-Dec Actual / 6)	\$		54,464

[1] Designated amounts include Student fees and CSU allocations are designated for the purpose for which they are approved/allocated and cannot be reallocated for other purposes.

[2] Cost recovery includes goods and services provided to other funds, Auxiliaries and external entities.

[3] Systemwide accounting change to transfer cost recovery balance to University Operating Fund (UOF) in 2018/19.

Student Affairs**Summary of Resources YTD as of DEC-2018***(Includes UOF funds 1006-1026)*

Uncommitted Carry-forward 6/30/2018	\$	2,276,912	
Committed Carry-forward 6/30/2018	\$	2,000,000	
Designated Carry-forward 6/30/2018 [1] [4]	\$	7,143,700	
Encumbered Carry-forward 6/30/2018	\$	125,303	
Total Carry-forward 6/30/2018			\$ 11,545,915
Initial UOF Base Allocation	\$	12,518,610	
Additional UOF Base Allocation	\$	547,275	
Initial Budgeted Student Fees [1]	\$	12,522,996	
Additional Budgeted Student Fees [1]	\$	2,500	
UOF Base Funding for 2018/19			\$ 25,591,381
Initial Budgeted Cost Recovery [2]	\$	1,656,815	
Additional Budgeted Cost Recovery [2]			
1x UOF PBAC Allocations	\$	297,710	
1x UOF Allocations/Transfers	\$	118,725	
UOF 1x Funding for 2018/19			\$ 2,073,250
Cost Recovery Carry-forward Transfer [3]	\$	3,372,805	\$ 3,372,805
Total Funding for 2018/19			\$ 42,583,350
YTD UOF Benefits Allocation	\$		4,300,195
Funding Allocated to:			
50004 - VP for Student Affairs	\$	6,946,997	
50184 - SA AVP Student Services	\$	748,281	
Health Services [1]	\$	17,248,321	
50189 - SA Student Affairs Assoc VP-TC	\$	5,729,464	
Health Services [1]	\$	289,377	
50299 - SA Student Affairs Asst VP-RT [5]	\$	4,514,653	
50209 - SA Student Affairs Asso VP-AJM	\$	7,106,257	
Total Allocated			\$ 42,583,350
Projected Carry-forward 7/1/2019			\$ 5,665,287
Committed/Designated Carry-forward			
Positions Funded with One Time Funds	\$	750,000	
Student Programming with One Time Funds	\$	488,989	
ADA Accomodations	\$	100,000	
Student Recruitment Support for Enrollment Services	\$	40,000	
Designated Carry-forward [1]	\$	3,100,000	
Encumbered Carry-forward	\$	200,000	
			\$ 4,678,989
Projected Uncommitted Carry-forward			\$ 986,298
Est. One Month Payroll (Jul-Dec Actual / 6)	\$		2,044,229
Est. One Month Payroll/OEE (Jul-Dec Actual / 6)	\$		2,886,090

[1] Designated amounts include Student fees and CSU allocations are designated for the purpose for which they are approved/allocated and cannot be reallocated for other purposes.

[2] Cost recovery includes goods and services provided to other funds, Auxiliaries and external entities.

[3] Systemwide accounting change to transfer cost recovery balance to University Operating Fund (UOF) in 2018/19.

[4] Includes Health Services fee and does not reflect the transfer of \$3M to the institutional benefits pool in 2018/19 to correct for an error in prior years.

[5] Includes cultural centers that will transition to Academic Affairs in 2018/19.

**Student Affairs - Institutional (ENDV 1050)
Summary of Resources YTD as of DEC-2018**

(Includes UOF funds 1006-1026)

Uncommitted Carry-forward 6/30/2018	\$	-	
Committed Carry-forward 6/30/2018	\$	-	
Designated Carry-forward 6/30/2018 [1]	\$	-	
Encumbered Carry-forward 6/30/2018	\$	-	
Total Carry-forward 6/30/2018			\$ -
Initial UOF Base Allocation	\$	66,900	
Additional UOF Base Allocation	\$	-	
Initial Budgeted Student Fees [1]	\$	-	
Additional Budgeted Student Fees [1]	\$	-	
UOF Base Funding for 2018/19			\$ 66,900
Initial Budgeted Cost Recovery [2]	\$	-	
Additional Budgeted Cost Recovery [2]	\$	-	
1x UOF PBAC Allocations	\$	-	
1x UOF Allocations/Transfers	\$	-	
UOF 1x Funding for 2018/19			\$ -
Cost Recovery Carry-forward Transfer [3]	\$	-	\$ -
Total Funding for 2018/19			\$ 66,900
YTD UOF Benefits Allocation	\$	-	\$ -

Funding Allocated to:

50004 - VP for Student Affairs	\$	66,900	
50184 - SA AVP Student Services	\$	-	
Health Services	\$	-	
50189 - SA Student Affairs Assoc VP-TC	\$	-	
Health Services	\$	-	
50299 - SA Student Affairs Asst VP-RT	\$	-	
50209 - SA Student Affairs Asso VP-AJM	\$	-	
Total Allocated			\$ 66,900
Projected Carry-forward 7/1/2019			\$ -
Committed/Designated Carry-forward	\$	-	
	\$	-	
	\$	-	
			\$ -
Projected Uncommitted Carry-forward			\$ -
Est. One Month Payroll (Jul-Dec Actual / 6)			\$ -
Est. One Month Payroll/OEE (Jul-Dec Actual / 6)			\$ 8,402

[1] Designated amounts include Student fees and CSU allocations are designated for the purpose for which they are approved/allocated and cannot be reallocated for other purposes.

[2] Cost recovery includes goods and services provided to other funds, Auxiliaries and external entities.

[3] Systemwide accounting change to transfer cost recovery balance to University Operating Fund (UOF) in 2018/19.

Business & Financial Affairs

Summary of Resources YTD as of DEC-2018

(Includes UOF funds 1006-1026)

Uncommitted Carry-forward 6/30/2018	\$	1,069,934	
Committed Carry-forward 6/30/2018	\$	9,085,923	
Designated Carry-forward 6/30/2018 [1]	\$	3,060,394	
Encumbered Carry-forward 6/30/2018	\$	1,404,211	
Total Carry-forward 6/30/2018			\$ 14,620,462
Initial UOF Base Allocation	\$	30,454,441	
Additional UOF Base Allocation	\$	796,572	
Initial Budgeted Student Fees [1]	\$	1,328,125	
Additional Budgeted Student Fees [1]	\$	578,000	
UOF Base Funding for 2018/19			\$ 33,157,138
Initial Budgeted Cost Recovery [2]	\$	14,293,715	
Additional Budgeted Cost Recovery [2]	\$	1,321,034	
1x UOF PBAC Allocations	\$	2,030,772	
1x UOF Allocations/Transfers	\$	812,815	
UOF 1x Funding for 2018/19			\$ 18,458,336
Cost Recovery Carry-forward Transfer [3]	\$	6,368,611	\$ 6,368,611
Total Funding for 2018/19			\$ 72,604,546
YTD UOF Benefits Allocation			\$ 8,338,357
Funding Allocated to:			
61005 - VP for BFA	\$	22,131,507	
68005 - Administration (excluding ETS)	\$	10,369,833	
69040 - Enterprise Technology Services [4]	\$	7,931,314	
69070 - Business Operations	\$	20,068,821	
69005 - Financial Operations	\$	5,980,266	
63005 - Real Estate, Plng & Developing	\$	6,122,805	
Total Allocated			\$ 72,604,546
Projected Carry-forward 7/1/2019			\$ 12,500,000
Committed/Designated Carry-forward			
Facilities - Deferred Maintenance	\$	2,150,000	
Facilities - Improvement	\$	700,000	
Vehicles	\$	2,954,100	
Positions Funded by 1x Funds	\$	1,300,380	
PBAC 1X	\$	1,005,015	
Equipment upgrade and replacment	\$	3,160,000	
Other various items	\$	230,000	
			\$ 11,499,495
Projected Uncommitted Carry-forward			\$ 1,000,505
Est. One Month Payroll (Jul-Dec Actual / 6)	\$		3,011,417
Est. One Month Payroll/OEE (Jul-Dec Actual / 6)	\$		7,607,914

[1] Designated amounts include Student fees and CSU allocations are designated for the purpose for which they are approved/allocated and cannot be reallocated for other purposes.

[2] Cost recovery includes goods and services provided to other funds, Auxiliaries and external entities.

[3] Systemwide accounting change to transfer cost recovery balance to University Operating Fund (UOF) in 2018/19.

[4] Reporting line changed in 2018/19. IT now reports to President. The budget will be transferred out of BFA.

Business & Financial Affairs - Institutional (ENDV 1050, 61xx)

Summary of Resources YTD as of DEC-2018

(Includes UOF funds 1006-1026)

Uncommitted Carry-forward 6/30/2018	\$	-	
Committed Carry-forward 6/30/2018	\$	6,836,983	
Designated Carry-forward 6/30/2018 [1]	\$	(13,308)	
Encumbered Carry-forward 6/30/2018	\$	262,978	
Total Carry-forward 6/30/2018			\$ 7,086,653
Initial UOF Base Allocation	\$	22,388,833	
Additional UOF Base Allocation	\$	32,530	
Initial Budgeted Student Fees [1]	\$	220,000	
Additional Budgeted Student Fees [1]	\$	-	
UOF Base Funding for 2018/19			\$ 22,641,363
Initial Budgeted Cost Recovery [2]	\$	7,120	
Additional Budgeted Cost Recovery [2]	\$	-	
1x UOF PBAC Allocations	\$	700,000	
1x UOF Allocations/Transfers	\$	(23,636)	
UOF 1x Funding for 2018/19			\$ 683,484
Cost Recovery Carry-forward Transfer [3]			\$ 76,472
Total Funding for 2018/19			\$ 30,487,972
YTD UOF Benefits Allocation	\$		322,198

Funding Allocated to:

61005 - VP for BFA	\$	5,919,766	
68005 - Administration (excluding ETS)	\$	1,164,079	
69040 - Enterprise Technology Services	\$	8,875,844	
69070 - Business Operations	\$	11,902,889	
69005 - Financial Operations	\$	2,625,394	
63005 - Real Estate, Png & Developing	\$	-	
Total Allocated			\$ 30,487,972
Projected Carry-forward 7/1/2019			\$ 7,100,000
Committed/Designated Carry-forward			
ERP	\$	6,900,000	
Foreign Travel Insurance/Background Checks	\$	200,000	
			\$ 7,100,000
Projected Uncommitted Carry-forward			\$ -
Est. One Month Payroll (Jul-Dec Actual / 6)	\$		103,385
Est. One Month Payroll/OEE (Jul-Dec Actual / 6)	\$		1,996,114

[1] Designated amounts include Student fees and CSU allocations are designated for the purpose for which they are approved/allocated and cannot be reallocated for other purposes.

[2] Cost recovery includes goods and services provided to other funds, Auxiliaries and external entities.

[3] Systemwide accounting change to transfer cost recovery balance to University Operating Fund (UOF) in 2018/19.

Athletics

Summary of Resources YTD as of DEC-2018

(Includes UOF funds 1006-1026)

Uncommitted Carry-forward 6/30/2018	\$	-	
Committed Carry-forward 6/30/2018	\$	-	
Designated Carry-forward 6/30/2018 [1]	\$	-	
Encumbered Carry-forward 6/30/2018	\$	-	
Total Carry-forward 6/30/2018			\$ -
Initial UOF Base Allocation	\$	3,410,583	
Additional UOF Base Allocation	\$	303,694	
Initial Budgeted Student Fees [1]	\$	-	
Additional Budgeted Student Fees [1]	\$	-	
UOF Base Funding for 2018/19			\$ 3,714,277
Initial Budgeted Cost Recovery [2] [4]	\$	6,936,223	
Additional Budgeted Cost Recovery [2]	\$	-	
1x UOF PBAC Allocations	\$	130,000	
1x UOF Allocations/Transfers	\$	1,421,048	
UOF 1x Funding for 2018/19			\$ 8,487,271
Cost Recovery Carry-forward Transfer [3]	\$	(22,790)	\$ (22,790)
Total Funding for 2018/19			\$ 12,178,757
YTD UOF Benefits Allocation			\$ 3,112,619

Funding Allocated to:

52000 - Athletics	\$	12,178,757	
Total Allocated			\$ 12,178,757
Projected Carry-forward 7/1/2019			\$ -
Committed/Designated Carry-forward			\$ -
Projected Uncommitted Carry-forward			\$ -
Est. One Month Payroll (Jul-Dec Actual / 6)	\$		1,048,041
Est. One Month Payroll/OEE (Jul-Dec Actual / 6)	\$		1,056,424

[1] Designated amounts include Student fees and CSU allocations are designated for the purpose for which they are approved/allocated and cannot be reallocated for other purposes.

[2] Cost recovery includes goods and services provided to other funds, Auxiliaries and external entities.

[3] Systemwide accounting change to transfer cost recovery balance to University Operating Fund (UOF) in 2018/19.

Athletics - Institutional (ENDV 1050)
Summary of Resources YTD as of DEC-2018

(Includes UOF funds 1006-1026)

Uncommitted Carry-forward 6/30/2018	\$	-	
Committed Carry-forward 6/30/2018	\$	-	
Designated Carry-forward 6/30/2018 [1]	\$	-	
Encumbered Carry-forward 6/30/2018	\$	-	
Total Carry-forward 6/30/2018			\$ -
Initial UOF Base Allocation	\$	316,975	
Additional UOF Base Allocation	\$	-	
Initial Budgeted Student Fees [1]	\$	-	
Additional Budgeted Student Fees [1]	\$	-	
UOF Base Funding for 2018/19			\$ 316,975
Initial Budgeted Cost Recovery [2]	\$	-	
Additional Budgeted Cost Recovery [2]	\$	-	
1x UOF PBAC Allocations	\$	-	
1x UOF Allocations/Transfers	\$	-	
UOF 1x Funding for 2018/19			\$ -
Cost Recovery Carry-forward Transfer [3]	\$	-	\$ -
Total Funding for 2018/19			\$ 316,975
YTD UOF Benefits Allocation			\$ -

Funding Allocated to:

52000 - Athletics	\$	316,975	
Total Allocated			\$ 316,975
Projected Carry-forward 7/1/2019			\$ -
Committed/Designated Carry-forward			\$ -
Projected Uncommitted Carry-forward			\$ -
Est. One Month Payroll (Jul-Dec Actual / 6)			\$ -
Est. One Month Payroll/OEE (Jul-Dec Actual / 6)			\$ 48,437

[1] Designated amounts include Student fees and CSU allocations are designated for the purpose for which they are approved/allocated and cannot be reallocated for other purposes.

[2] Cost recovery includes goods and services provided to other funds, Auxiliaries and external entities.

[3] Systemwide accounting change to transfer cost recovery balance to University Operating Fund (UOF) in 2018/19.

KPBS

Summary of Resources YTD as of DEC-2018

(Includes UOF funds 1006-1026)

Uncommitted Carry-forward 6/30/2018	\$	-	
Committed Carry-forward 6/30/2018	\$	-	
Designated Carry-forward 6/30/2018 [1]	\$	-	
Encumbered Carry-forward 6/30/2018	\$	-	
Total Carry-forward 6/30/2018			\$ -
Initial UOF Base Allocation	\$	933,675	
Additional UOF Base Allocation	\$	32,160	
Initial Budgeted Student Fees [1]	\$	-	
Additional Budgeted Student Fees [1]	\$	-	
UOF Base Funding for 2018/19			\$ 965,835
Initial Budgeted Cost Recovery [2]	\$	-	
Additional Budgeted Cost Recovery [2]	\$	-	
1x UOF PBAC Allocations	\$	674	
1x UOF Allocations/Transfers	\$	-	
UOF 1x Funding for 2018/19			\$ 674
Cost Recovery Carry-forward Transfer [3]	\$	-	\$ -
Total Funding for 2018/19			\$ 966,509
YTD UOF Benefits Allocation			\$ 231,104

Funding Allocated to:

33100 - KPBS	\$	966,509	
Total Allocated			\$ 966,509
Projected Carry-forward 7/1/2019			\$ -
Committed/Designated Carry-forward			\$ -
Projected Uncommitted Carry-forward			\$ -
Est. One Month Payroll (Jul-Dec Actual / 6)	\$		81,604
Est. One Month Payroll/OEE (Jul-Dec Actual / 6)	\$		83,176

[1] Designated amounts include Student fees and CSU allocations are designated for the purpose for which they are approved/allocated and cannot be reallocated for other purposes.

[2] Cost recovery includes goods and services provided to other funds, Auxiliaries and external entities.

[3] Systemwide accounting change to transfer cost recovery balance to University Operating Fund (UOF) in 2018/19.

KPBS - Institutional (ENDV 1050)
Summary of Resources YTD as of DEC-2018

(Includes UOF funds 1006-1026)

Uncommitted Carry-forward 6/30/2018	\$	-	
Committed Carry-forward 6/30/2018	\$	-	
Designated Carry-forward 6/30/2018 [1]	\$	-	
Encumbered Carry-forward 6/30/2018	\$	-	
Total Carry-forward 6/30/2018			\$ -
Initial UOF Base Allocation	\$	450,000	
Additional UOF Base Allocation	\$	-	
Initial Budgeted Student Fees [1]	\$	-	
Additional Budgeted Student Fees [1]	\$	-	
UOF Base Funding for 2018/19			\$ 450,000
Initial Budgeted Cost Recovery [2]	\$	-	
Additional Budgeted Cost Recovery [2]	\$	-	
1x UOF PBAC Allocations	\$	-	
1x UOF Allocations/Transfers	\$	-	
UOF 1x Funding for 2018/19			\$ -
Cost Recovery Carry-forward Transfer [3]	\$	-	\$ -
Total Funding for 2018/19			\$ 450,000
YTD UOF Benefits Allocation			\$ -

Funding Allocated to:

33100 - KPBS	\$	450,000	
Total Allocated			\$ 450,000
Projected Carry-forward 7/1/2019			\$ -
Committed/Designated Carry-forward			\$ -
Projected Uncommitted Carry-forward			\$ -
Est. One Month Payroll (Jul-Dec Actual / 6)			\$ -
Est. One Month Payroll/OEE (Jul-Dec Actual / 6)			\$ 36,827

[1] Designated amounts include Student fees and CSU allocations are designated for the purpose for which they are approved/allocated and cannot be reallocated for other purposes.

[2] Cost recovery includes goods and services provided to other funds, Auxiliaries and external entities.

[3] Systemwide accounting change to transfer cost recovery balance to University Operating Fund (UOF) in 2018/19.

University Relations & Development Summary of Resources YTD as of DEC-2018

(Includes UOF funds 1006-1026)

Uncommitted Carry-forward 6/30/2018	\$	-	
Committed Carry-forward 6/30/2018	\$	1,585,429	
Designated Carry-forward 6/30/2018 [1]	\$	-	
Encumbered Carry-forward 6/30/2018	\$	-	
Total Carry-forward 6/30/2018			\$ 1,585,429
Initial UOF Base Allocation	\$	6,812,879	
Additional UOF Base Allocation	\$	143,978	
Base Strategic Communications from URAD to PRES	\$	(1,651,954)	
Initial Budgeted Student Fees [1]	\$	-	
Additional Budgeted Student Fees [1]	\$	-	
UOF Base Funding for 2018/19			\$ 5,304,903
Initial Budgeted Cost Recovery [2]	\$	44,000	
Additional Budgeted Cost Recovery [2]	\$	-	
1x Strategic Communications from URAD to PRES [4]	\$	(318,902)	
1x UOF PBAC Allocations	\$	155,618	
1x UOF Allocations/Transfers	\$	1,108,334	
UOF 1x Funding for 2018/19			\$ 989,050
Cost Recovery Carry-forward Transfer [3]	\$	50,517	\$ 50,517
Total Funding for 2018/19			\$ 7,929,899
YTD UOF Benefits Allocation	\$		1,357,562

Funding Allocated to:

60326 - VP UNIVERSITY RELATIONS AND DEVELOPMENT	\$	1,391,935	
60346 - ADVANCEMENT SERVICES	\$	1,063,419	
60316 - ALUMNI ASSOCIATION	\$	857,400	
60416 - ALUMNI ENGAGEMENT	\$	52,792	
60356 - DONOR RELATIONS	\$	163,810	
60436 - FINANCE MGMT, IT, GIFT REPORT	\$	1,010,029	
60306 - MARKETING AND COMMUNICATIONS	\$	477,335	
60426 - PLANNED GIVING	\$	539,711	
60336 - SPECIAL EVENTS	\$	356,181	
60406 - UNIVERSITY DEVELOPMENT	\$	2,017,287	
Total Allocated			\$ 7,929,899
Projected Carry-forward 7/1/2019			\$ 100,000
Committed/Designated Carry-forward PBAC projects	\$	100,000	\$ 100,000
Projected Uncommitted Carry-forward			\$ -
Est. One Month Payroll (Jul-Dec Actual / 6)	\$		638,329
Est. One Month Payroll/OEE (Jul-Dec Actual / 6)	\$		711,898

[1] Designated amounts include Student fees and CSU allocations are designated for the purpose for which they are approved/allocated and cannot be reallocated for other purposes.

[2] Cost recovery includes goods and services provided to other funds, Auxiliaries and external entities.

[3] Systemwide accounting change to transfer cost recovery balance to University Operating Fund (UOF) in 2018/19.

[4] Additional 1x transfer from URAD to PRES pending in the amount of \$220,714 in 2018/19.

University Relations & Development - Institutional (ENDV 1050)**Summary of Resources YTD as of DEC-2018***(Includes UOF funds 1006-1026)*

Uncommitted Carry-forward 6/30/2018	\$	-	
Committed Carry-forward 6/30/2018	\$	-	
Designated Carry-forward 6/30/2018 [1]	\$	-	
Encumbered Carry-forward 6/30/2018	\$	-	
Total Carry-forward 6/30/2018			\$ -
Initial UOF Base Allocation	\$	8,500	
Additional UOF Base Allocation	\$	-	
Strategic Communications from URAD to PRES	\$	-	
Initial Budgeted Student Fees [1]	\$	-	
Additional Budgeted Student Fees [1]	\$	-	
UOF Base Funding for 2018/19			\$ 8,500
Initial Budgeted Cost Recovery [2]	\$	-	
Additional Budgeted Cost Recovery [2]	\$	-	
1x Strategic Communications from URAD to PRES	\$	-	
1x UOF PBAC Allocations	\$	-	
1x UOF Allocations/Transfers	\$	-	
UOF 1x Funding for 2018/19			\$ -
Cost Recovery Carry-forward Transfer [3]	\$	-	\$ -
Total Funding for 2018/19			\$ 8,500
YTD UOF Benefits Allocation			\$ -

Funding Allocated to:

60326 - VP UNIVERSITY RELATIONS AND DEVELOPMENT	\$	-	
60346 - ADVANCEMENT SERVICES	\$	-	
60316 - ALUMNI ASSOCIATION	\$	8,500	
60416 - ALUMNI ENGAGEMENT	\$	-	
60356 - DONOR RELATIONS	\$	-	
60436 - FINANCE MGMT, IT, GIFT REPORT	\$	-	
60306 - MARKETING AND COMMUNICATIONS	\$	-	
60426 - PLANNED GIVING	\$	-	
60336 - SPECIAL EVENTS	\$	-	
60406 - UNIVERSITY DEVELOPMENT	\$	-	
Total Allocated			\$ 8,500
Projected Carry-forward 7/1/2019			\$ -
Committed/Designated Carry-forward			\$ -
Projected Uncommitted Carry-forward			\$ -
Est. One Month Payroll (Jul-Dec Actual / 6)	\$	-	
Est. One Month Payroll/OEE (Jul-Dec Actual / 6)	\$		956

[1] Designated amounts include Student fees and CSU allocations are designated for the purpose for which they are approved/allocated and cannot be reallocated for other purposes.

[2] Cost recovery includes goods and services provided to other funds, Auxiliaries and external entities.

[3] Systemwide accounting change to transfer cost recovery balance to University Operating Fund (UOF) in 2018/19.

Institutional Summary of Resources YTD as of DEC-2018

(Includes UOF funds 1006-1026)

Uncommitted Carry-forward 6/30/2018	\$	-	
Committed Carry-forward 6/30/2018	\$	48,464,398	
Designated Carry-forward 6/30/2017	\$	4,671,073	
Encumbered Carry-forward 6/30/2018	\$	-	
Total Carry-forward 6/30/2018			\$ 53,135,472
Anticipated Carry-forward 7/1/2019			\$ 47,475,400
Committed/Designated Carry-forward			
Financial Aid	\$	3,000,000	
Benefits	\$	3,000,000	
Other Institutional	\$	275,400	
PBAC	\$	30,000,000	
Legal Reserve	\$	3,700,000	
Utility Reserve	\$	1,000,000	
Cap & Trade	\$	6,000,000	
Investment Earnings	\$	500,000	
			\$ 47,475,400
Anticipated Uncommitted Carry-forward			\$ -

February 2019

TO: Senate Executive Committee / Senate

FROM: Faculty Affairs Committee

RE: Information item from Feb 11, 2019 Faculty Affairs meeting

- The committee noted that the DEO committee has discussed making a request to the Chief Diversity Officer regarding review of the Policy File. We agreed that we would like to add our committee's voice to that request. Therefore, the Faculty Affairs Committee requests that the Chief Diversity Officer engage a committee of faculty to conduct a comprehensive examination of the Senate Policy file to determine how to enhance and support efforts for equity, diversity, and inclusion through policy file language, or better implementation of existing language. Faculty Affairs further requests that the results of this analysis and recommended language be brought to Faculty Affairs and DEO for review, discussion, and (if appropriate) recommendation to the University Senate.
- The committee discussed the initiative to create Professors of Practice. AVP Brooks shared the results of on-going conversations with faculty in HHS and Education who are keen to develop these positions. Jennifer noted that conversations are also beginning in CAL and Sciences, where the model may look quite different. Faculty Affairs will need to review language in the University Policy File to see what changes might need to be made to accommodate the criteria and guidelines being developed by individual departments. We agreed that we need a better sense of what those local criteria might look like.
- The committee continued our discussion of the Senate referral to investigate challenges in hiring and retention of faculty. At our previous meeting, we had discussed partner hires at length. Given the complexity of the issue, Jennifer raised the option of drafting a Senate resolution, calling for the administration to develop a formal program for spousal hires. It would then be incumbent on the Provost to figure out the specifics of such a program, with input from this committee. We agreed that this is an option to work on and will consider specific language at our next meeting.

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair
Undergraduate Curriculum Committee

Date: February 12, 2018

Re: 2020-2021 *General Catalog*

INFORMATION (2I-03-19)

AFRICANA STUDIES

1. Change in program.

Africana Studies

Africana Studies Major

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

(Major Code: 22111) (SIMS Code: 110301)

Paragraphs 1-2 *(no change)*

Preparation for the Major. *(no change)*

Language Requirement. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

Study Abroad Requirement. *(no change)*

Major. *(no change)*

African American Studies: *(no change)*

African Studies: *(no change)*

Diaspora Studies: Africana Studies 300, 320, 351 [or Religious Studies 351], 421, 476, 485. Study abroad is required.

*Additional prerequisites required.

Change(s): Added AFRAS 300 to the Diaspora Studies area of the major.

COMMUNICATION

1. Change to description, mode of instruction, prerequisites, and units.

Communication

(S-78)

COMM 490. Internship (1-3) Cr/NC

Prerequisites: Communication 300 and 350. Admission to a major or minor in the School of Communication.

Students work at approved organizations off-campus under the combined supervision of organization personnel and instructors. Internship hours to be arranged. Maximum credit three units.

Change(s): *Agencies* and *agency* replaced respectively with *organizations* and *organization* in description. Staffing formula changed from S-36 to S-78. *Junior or senior standing* deleted from prerequisites. Units updated from one to variable 1-3.

COMPARATIVE LITERATURE

1. Change in program

Comparative Literature

Comparative Literature Minor

(Major Code: 15031) (SIMS Code: 111701)

The minor in comparative literature consists of a minimum of 15 units. Three units must be selected from Comparative Literature 270A or 270B. The remaining 12 units must be in upper division courses selected from Comparative Literature 440, 445, 451 [or Asian Studies 451], 470, 513, 561, 570, 577, 580, 584, 594, 595, 596.

Remainder of description (*no change*)

Change(s): Add C LT 584 to the list of options for the minor.

ECONOMICS

1. Change to prerequisites.

Economics

ECON 487. Economics of Strategy (3)

Prerequisites: Economics 321 and Mathematics 120 or 124 or 150.

Game theory and analysis of strategic decision-making. Non-cooperative games in the context of business, bargaining among agents, political decision-making, voting, etc.

Change(s): ECON 321 added as prerequisite.

2. Change in program.

Economics

Economics Major

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

(Major Code: 22041) (SIMS Code: 111901)

Paragraphs 1-2 (*no change*)

Preparation for the Major. Economics 101, 102; Economics 201 or Statistics 119 or 250; one course selected from Mathematics 120, 124, or 150; Management Information Systems 180. (15 units)

Remainder of description (*no change*)

Change(s): Dropped ACCTG 201 from preparation for the major section.

3. Change in program.

Economics

Economics Major**With the B.A. Degree in Liberal Arts and Sciences****(Major Code: 22041)****Emphasis in International Economics****(SIMS Code: 111920)**

Preparation for the Major. Economics 101, 102; Economics 201 or Statistics 119 or 250; Mathematics 120, 124, or 150; Management Information Systems 180. (15 units)

Remainder of description (*no change*)

Change(s): Dropped ACCTG 201 from preparation for the major section.

4. Change in program.

Economics

Economics Major**With the B.A. Degree in Liberal Arts and Sciences****(Major Code: 22041)****Emphasis in Public Policy****(SIMS Code: 111961)**

Preparation for the Major. Economics 101, 102; Economics 201 or Statistics 119 or 250; Mathematics 120, 124, or 150; Communication 160; Management Information Systems 180. (18 units)

Remainder of description (*no change*)

Change(s): Dropped ACCTG 201 from preparation for the major section.

4. Change in program.

Economics

Economics Major**With the B.A. Degree in Liberal Arts and Sciences****(Major Code: 22041)****Specialization in Quantitative Analysis****(SIMS Code: 111970)**

Preparation for the Major. Economics 101, 102; Economics 201 or Statistics 119 or 250; Mathematics 150; Management Information Systems 180. (16 units)

Remainder of description (*no change*)

Change(s): Dropped ACCTG 201 from preparation for the major section.

ELECTRICAL ENGINEERING

1. Change to description and prerequisites.

Electrical Engineering

E E 430L. Electronic Circuits Laboratory (1)

Three hours of laboratory.

Prerequisites: Electrical Engineering 330L and 430.

Design and evaluation of active filters and tuned amplifiers, current mirrors, feedback circuits, single-stage and multistage amplifiers, voltage regulators. Advanced uses of laboratory test equipment.

Change(s): Description updated from *Transistor dynamic characteristics; single stage and multistage amplifier circuits including feedback, tuned amplifiers, voltage regulators, active filters, and A/D-D/A converters* to what is presented above. *Or credit or concurrent registration in* deleted from prerequisites.

ENGLISH

1. Change in program.

English

English Major

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

(Major Code: 15011) (SIMS Code: Liberal 112101) OR

Applied Arts and Sciences (Open only to AA-T/TMC)

(Major Code: 15011) (SIMS Code: Applied 112111)

Paragraphs 1-3 *(no change)*

Impacted Program. *(no change)*

Preparation for the Major. *(no change)*

Language Requirement. *(no change)*

Language Competency Requirement (Applied Arts and Sciences). *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

Major. *(no change)*

- a. Twelve units selected from the following: English 510A, 510B, 521-525, 527, 528, 530, 533, 534, 536, 537, 540A, 540B, 541A, 541B, 542-544, 560. Must include at least three units of English 510A, 521, 522, 530, 533, 534, 536, 537, 540A, 541A, or 542.
 - b. Twelve units selected from the following: English 501-503, 519, 526, 549, 550, 556, 563, Comparative Literature 440, 445, 451 [or Asian Studies 451], 470, 513, 561, 570, 577, 580, 584, 594, 595, 596. Must include at least three units of comparative literature.
- Remainder of description *(no change)*

Change(s): Added ENGL 560 to the list of options for Module A of the major. Added ENGL 556 and C LT 584 to the list of options for Module B of the major.

2. Change in program.

English

English Minor
(SIMS Code: 112101)

Paragraph 1 (*no change*)

Module A. Courses in module A explore the development of English and American literary traditions. Three units selected from English 510A, 510B, 521, 522, 523, 524, 525, 527, 528, 530, 533, 534, 536, 537, 540A, 540B, 541A, 541B, 542, 543, 544, 560.

Module B. Courses in module B use literary and cultural studies to engage with a diversity of human societies, viewpoints, and experiences. Three units selected from English 501, 502, 503, 519, 526, 549, 550, 556, 563, Comparative Literature 440, 445, 451 [or Asian Studies 451], 470, 513, 561, 577, 580, 584, 594, 595, 596.

Remainder of description (*no change*)

Change(s): Added ENGL 560 to the list of options for Module A of the minor. Added ENGL 556 and C LT 584 to the list of options for Module B of the minor.

HUMANITIES

1. New course

Humanities

ANIMAL HUMANITIES (C-2)

HUM 360. Animal Humanities (3) [GE]

Humanities beyond “the human.” Nonhuman animals as subjects in the world. Animals as focus of ethics, literature, philosophy, theory, and visual culture.

JAPANESE

1. Change to prerequisite.

Japanese

JAPAN 411. Fourth Year Japanese I (3)

Prerequisite: Japanese 312 or 322.

Continuation of Japanese 312. Further strengthening of communication skills in Japanese; various literary styles; more chugaku kanji. Social and economic issues in Japan and in the U.S.; cultural values shaping business conduct in Japan; characteristics of Japanese management; intercultural communication. Preparation for Japanese 412.

Change(s): Adds JAPAN 322 as prerequisite option.

2. Change to prerequisite.

Japanese

JAPAN 412. Fourth Year Japanese II (3)

Prerequisite: Japanese 411 or 421.

Continuation of Japanese 411. Further strengthening of communication skills in Japanese; various literary styles; most joyo kanji. Social and economic issues in Japan and the U.S.; cultural values shaping business conduct in Japan; characteristics of Japanese management; intercultural communication.

Change(s): Adds JAPAN 421 as prerequisite option.

3. Change to prerequisite.

Japanese

JAPAN 421. Japanese Literature Through Text and Film (3)

Prerequisite: Japanese 312 or 322.

Japanese literature from earliest times to present. Major works of modern Japanese fiction as a literary genre and their cinematic interpretation.

Change(s): Adds JAPAN 322 as prerequisite option.

4. Change to prerequisite.

Japanese

JAPAN 422. Newspaper Reading and Advanced Composition (3)

Prerequisite: Japanese 411 or 421.

Development of reading and writing skills through texts taken from current Japanese newspapers and broadcast news.

Change(s): Adds JAPAN 421 as prerequisite option.

5. Change to prerequisite.

Japanese

JAPAN 480. Business Japanese (3)

Prerequisite: Japanese 411 or 421.

Commercial Japanese, with emphasis on economic principles necessary for financial analysis and management, including banking system, foreign exchange market, stock market, and derivatives. Terminology and techniques used in Japanese commercial transaction. Japanese business rhetoric.

Change(s): Adds JAPAN 421 as prerequisite option.

JOURNALISM AND MEDIA STUDIES

1. Change to course hours description, mode of instruction, and prerequisites.

Journalism and Media Studies

(one unit C-4; two units C-2)

JMS 492. Creative Uses of Emerging Media (3)

Two lectures and one hour of discussion.

Prerequisites: Journalism and Media Studies 472, 494, and either Journalism and Media Studies 418, 428, Learning Design and Technology 410, or 432 with grade of C (2.0) or better in each course. **Proof of completion of prerequisites required:** Copy of transcript.

New and often unexpected convergence of media institutions, technology, and content. New economic and social alliances, entrepreneurial opportunities, uses, and effects. Capstone course for media studies majors. Completion of course with grade of C (2.0) or better required for majors.

Change(s): Staffing formula changed from three units C-2 to two units C-2; one unit C-4. *Two lectures and one hour of discussion* added to course hours description. JMS 494 added as prerequisite.

LATIN AMERICAN STUDIES

1. Change in program.

Latin American Studies

Latin American Studies Major

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

(Major Code: 03081) (SIMS Code: 114301)

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. *(no change)*

Group A: History, Politics, and Economics. Latin American Studies 325, 350, 366 [or Political Science 366], 370, 415 [or History 415], 420, 430 [or Political Science 430], 498, 553 [or History 553], 556 [or History 556], 580; Chicana and Chicano Studies 340A, 350A, 375; Economics 365, 464; Health and Human Services 350; History 416, 550, 551, 557, 558, 580*; Political Science 361, 482, 566, 568; Public Health 362.

Group B: Cultures and Environments. Latin American Studies 320, 333 [or Anthropology 333], 355 [or Chicana and Chicano Studies 355], 425, 545, 550, 580; Anthropology 350, 439, 440, 442, 520, 529, 533, 582*, 583*; Chicana and Chicano Studies 554; Geography 324, 554*; Political Science 564; Sociology 350, 522, 554; Women's Studies 310*, 512.

Group C: Arts and Literature. Latin American Studies 306 [or Portuguese 306], 307 [or Portuguese 307], 310 [or Chicana and Chicano Studies 310], 380 [or Chicana and Chicano Studies 380], 400 [or Chicana and Chicano Studies 400], 580; Chicana and Chicano Studies 376; Comparative Literature 445, 580*; English 519*; Portuguese 443; Spanish 341, 342, 402, 502, 515.

*Acceptable when of relevant content with consent of adviser.

Change(s): Add LATAM 306 Portuguese and Brazilian Cinema to Field C of the upper-division electives. Add LATAM 325 Political Economy of Brazil to Field A of the upper-division electives. Add LATAM 333 Race, Ethnicity, and Identity in the Americas to Field B of the upper-division electives. Add LATAM 553 History of Slavery in the Americas to Field A of the upper-division electives. Add LATAM 556 History of Brazil to Field A of the upper-division electives.

2. Change in program.

Latin American Studies

Latin American Studies Minor

(SIMS Code: 114301)

Paragraph 1 (*no change*)

Group A: History, Politics, and Economics. Latin American Studies 325, 350, 366 [or Political Science 366], 370, 415 [or History 415], 420, 430 [or Political Science 430], 498, 553 [or History 553], 556 [or History 556], 580; Chicana and Chicano Studies 340A, 350A, 375; Economics 365, 464; Health and Human Services 350; History 416, 550, 551, 557, 558, 580*; Political Science 361, 482, 566, 568; Public Health 362.

Group B: Cultures and Environments. Latin American Studies 320, 333 [or Anthropology 333], 355 [or Chicana and Chicano Studies 355], 425, 545, 550, 580; Anthropology 350, 439, 440, 442, 520, 529, 533, 582*, 583*; Chicana and Chicano Studies 554; Geography 324, 554*; Political Science 564; Sociology 350, 522, 554; Women's Studies 310*, 512.

Group C: Arts and Literature. Latin American Studies 306 [or Portuguese 306], 307 [or Portuguese 307], 310 [or Chicana and Chicano Studies 310], 380 [or Chicana and Chicano Studies 380], 400 [or Chicana and Chicano Studies 400], 580; Chicana and Chicano Studies 376; Comparative Literature 445, 580*; English 519*; Portuguese 443; Spanish 341, 342, 402, 502, 515.

Remainder of description (*no change*)

Change(s): LATAM/PORT 306 Portuguese and Brazilian Cinema to Group C. LATAM 325 Political Economy of Brazil to Group A. LATAM/ANTH 333 Race, Ethnicity, and Identity in the Americas to Group B. LATAM/HIST 553 History of Slavery in the Americas to Group A. LATAM/HIST 556 History of Brazil to Group A.

MANAGEMENT INFORMATION SYSTEMS

1. Change in program.

Management Information Systems

Information Systems Minor

(SIMS Code: 222337)

Admission to the minor in information systems requires completion of at least 60 units with a minimum grade point average of 2.9, and completion of Management Information Systems 180 with a grade of C (2.0) or better.

The minor in information systems consists of a minimum of 18 units to include Management Information Systems 180 and 15 units selected from Management Information Systems 301, 305, 306, 315, 375, 380, 383, 406, 460, 481, 482, 492, 496, 515, 585.

Remainder of description (*no change*)

Change(s): Added MIS 301, 460, 496, and 585; deleted MIS 483 from the list of courses that qualify for the minor.

RHETORIC AND WRITING STUDIES

1. Change to prerequisite.

Rhetoric and Writing Studies

RWS 250. Rhetoric in Everyday Life (3) [GE]

Rhetorical analysis of written, visual, and electronic texts. How rhetorical theories and perspectives help us understand the workings of popular culture, political discourse, visual images, legal arguments, social media, and other texts encountered in everyday life.

Change(s): *Rhetoric and Writing Studies 100 [or English 100] or 105B and Rhetoric and Writing Studies 200 [or English 200] or Journalism and Media Studies 210* deleted from prerequisites.

2. Reinstatement of course.

Rhetoric and Writing Studies

RWS 498. Seminar: Writing and Research (3)

Prerequisite: Senior standing.

Synthesis and application of rhetorical concepts and methods used to produce scholarship in the field of rhetoric and writing studies. Includes three major writing and research projects.

3. Change in program.

Rhetoric and Writing Studies

Rhetoric and Writing Studies Major

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

(Major Code: 15013) (SIMS Code: 112204)

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. A minimum of 30 units in rhetoric and writing studies to include 15 units selected from Rhetoric and Writing Studies 411, 498, 500W or 503W, 506, and 510. The

remaining 15 units will be selected from elective courses in the Rhetoric and Writing Studies Department.

Change(s): To require RWS 498 (which will be reinstated fall 2020).

SOCIOLOGY

1. New course.

Sociology

BODY AND SOCIETY (C-2)

SOC 115. Body and Society (3) [GE]

Relationship between the body and society and the body as a product of complex social arrangements, interactions, and processes. The body and aging, consumer culture, dying, health, inequalities, life course, and as an object of social control and regulation.

2. New course.

Sociology

SOC RESEARCH COMM ENGAGE (one unit C-13; two units C-4)

SOC 470. Sociology, Research, and Community Engagement (3)

Two lectures and two hours of activity.

Prerequisite: Sociology 301 with a grade of C (2.0) or better.

Division of labor in sociology, theories of organizations and social change, labor market trends frame internship experience. Students will be required to complete 45 hours of outside supervised research or internship.

3. Change in program.

Sociology

Sociology Major

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

(Major Code: 22081) (SIMS Code: 116901)

Paragraphs 1-2 *(no change)*

Preparation for the Major. *(no change)*

Language Requirement. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

Major. Complete 18 units of core requirements listed below and 12 units of upper division sociology electives. (30 units)

Core requirements (18 units) should be completed before upper division sociology electives (12 units):

Sociology 301

Sociology 401

Sociology 403

Sociology 406 or 407 or 408

Sociology 433 or 455

Sociology 457 or 458 or 459

Change(s): Changed two core requirements currently listed as: SOC 410 or 412 and SOC 430 or 433 to read: SOC 457, 458, or 459 and SOC 455 or 433.

4. Change in program.

Sociology

Sociology Minor**(SIMS Code: 116901)**

The minor in sociology consists of a minimum of 18 units to include Sociology 101 and either 102, 201, or 301; three units selected from Sociology 401, 403, 406, 407, 408, 433, 455, 457, 458, or 459; and nine elective units from other upper division courses in the department. Note: Statistics 119 or 250, or Biology 215 will be accepted in lieu of Sociology 201.

Remainder of description (*no change*)

Change(s): Students may select three units from: Sociology 401, 403, 406, 407, 408, 410, 412, 430, or 433. We propose that it should instead read: Sociology 401, 403, 406, 407, 408, 433, 455, 457, 458, or 459.

WOMEN'S STUDIES

1. Change to description, general education, and title.

Women's Studies

GENDER SELF IDENTITY SOC

WMNST 101. Gender: Self, Identity, and Society (3) [GE]

Interdisciplinary introduction to women's studies thought and scholarship, to include topics such as body image, family structures, personality development and self-concept, relationships, reproduction, violence and health. Intersections of ability, class, gender and gender identity, race, sexual orientation.

Change(s): Description updated from *Interdisciplinary introduction to women's studies thought and scholarship in the social sciences, to include such areas as gender-based language, personality development and self-concept, social evolution, family structures, and economic life* to what is presented above. GE area changed from IIB to III—Area E. Title updated from *Women: Self, Identity and Society* to what is presented above.

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

TO: SEC/Senate

FROM: Adrienne D. Vargas, Interim Vice President, University Relations and Development

DATE: February 19, 2019

RE: Information

Philanthropy Report:

The following are notable gifts received since January 22, 2019:

A \$30,000 gift from Bill Habeger will benefit Athletics.

Gifts totaling \$50,000 from Union Bank will support the Zahn Innovation Platform Launchpad - Women in STEM Entrepreneurship Initiative and the Fowler College of Business Veterans Scholarship.

The Doris A. Howell Foundation made a \$21,000 gift to the CSUPERB CSU Ed Research Biotech Fund in the College of Sciences.

Gifts totaling \$16,000 from the San Diego Kiwanis Club Foundation will support the Kiwanis Club Scholarship and Athletics.

Alumni Richard and Sharon Fogg made a \$15,000 gift to support Discover SDSU.

Alumna Margaret M. Dickey made a \$150,000 planned gift to the Dickey Family Trust Bequest.

A realized bequest of \$20,000 from the Estate of Walter Benak will support the SDSU Joan and Art Barron Veterans Center.

Alumna Sarah B. Marsh-Rebelo and her husband, John G. Rebelo, made a \$15,000 gift to provide scholarship support to students pursuing a Masters of Fine Arts in Creative Writing with an emphasis in Poetry in the College of Arts and Letters.

Alumni Rodger and Barbara Dishong made a \$12,196.79 gift to support Athletics.

A \$15,000 gift from the Lawrence & Opal Maletta Scholarship Trust will benefit students in the College of Education.

ARCS Foundation, Inc. made a gift of \$67,500 to provide scholarship support to graduate students who have demonstrated excellence in their academic fields and show exceptional promise to make significant contributions in science, engineering or medical research.

Alumnus William A. Callegari and his wife, Violet, made a planned gift of \$1 million to support the Real Estate Program in the Department of Finance in the Fowler College of Business.

Alumna Deborah Gann Carstens made a planned gift of \$300,000 to support the Department of

Women's Studies in the College of Arts and Letters.

Alumnus Edward W. Blessing and his wife, Kalita, made a planned gift to support The Blessing Combat Leadership Panel in the College of Professional Studies and Fine Arts.

A realized bequest of \$239,529 from the Estate of Pitt and Virginia R. Warner will support the Pitt & Virginia Warner Endowment for Jazz Studies and the Pitt and Virginia Warner College of Arts and Letters Dean's Excellence Endowment.

Mary B. Leutloff made a \$77,125 gift to the Wayne E. & Mary Beiler Leutloff Aerospace Endowment in the College of Engineering.

A gift of \$73,000 from the J.W. Sefton Foundation to the College of Arts and Letters will provide support for the Real Time Monitoring Alert System for the San Diego River Sewer Monitoring Project.

Alumnus Stephen H. Miller, M.D. made a planned gift of \$30,000 to support the Graduate School of Public Health in the College of Health and Human Services.

A gift of \$15,306 from alumnus Jim Neal will provide scholarships for students majoring in Biology, Physiology, Ecology, and Systematics and Evolutionary Biology (Zoology) in the College of Sciences

A gift of \$150,000 from the Gilbert J. Martin Foundation will provide scholarship support to students in the Fowler Scholars Program in the Fowler College of Business.

The Land of the Free Foundation made a \$30,000 gift to the Veterans Academic Advisory Fund.

Alumna Judith W. Hamilton made a \$10,000 gift to support Athletics.

San Diego Gas & Electric contributed a total of \$25,000 in board dues on behalf of alumnus Scott Drury, alumnus Alan Dulgeroff, and Michael Schneider.

Joyce F. Axelrod made a planned gift of \$30,000 to support the Fisch/Axelrod Student Artist Scholarship in the College of Professional Studies and Fine Arts.

Alumna Cynthia Torres has notified us that she has named SDSU as 20% beneficiary of her trust. This gift will be split to support the Undocumented Student Resource Center and American Indian Alumni Association.

2018-2019 ACADEMIC CALENDAR

SUMMER 2018 Term

June 4 (Mon)	First day of classes for 10-week Summer classes and classes in first half-Summer block
July 4 (Wed)	Independence Day holiday — campus closed
July 7 (Sat)	Last day of classes for classes in first half-Summer block
July 9 (Mon)	First day of classes for classes in second half-Summer block
August 1 (Wed)	Initial Period for filing applications for Spring 2019 begins
August 11 (Sat)	Last day of classes for 10-week Summer classes and classes in second half-Summer block
August 16 (Thur)	Grades due from instructors; last day of Summer term

FALL 2018 Semester

August 21-24 (Tue-Fri)	Faculty pre-instruction activities
<i>To Be Determined</i>	Convocation for faculty and staff
August 27 (Mon)	First day of classes
September 3 (Mon)	Labor Day holiday — campus closed
October 1 (Mon)	Initial period for filing applications for Fall 2019 begins
October 19 (Fri)	Last day of class for first session of Fall half-semester classes*
October 20 (Sat)	First day of class for second session of Fall half-semester classes*
November 12 (Mon)	Veterans Day (observed) – campus closed
November 22-23 (Thur-Fri)	Thanksgiving holiday – campus closed (No classes scheduled for Saturday, November 24)
December 8 (Sat)	Last day of classes
December 10-15 (Mon-Sat)	Final examinations
December 20 (Thur)	Grades due from instructors; last day of Fall semester
<i>To Be Determined</i>	Staff accumulated holidays – campus closed

SPRING 2019 Semester

January 16-18 (Wed-Fri)	Faculty pre-instruction activities
January 21 (Mon)	Martin Luther King, Jr. Day — campus closed
January 22 (Tue)	First day of classes
March 15 (Fri)	Last day of class for first session of Spring half-semester classes*
March 16 (Sat)	First day of class for second session of Spring half-semester classes*
April 1-6 (Mon-Sat)	Spring break
April 1 (Mon)	Cesar Chavez Day (observed) — campus closed
May 10 (Fri)	Last day of classes
May 11-16 (Sat-Thur)	Final examinations
May 17-18 (Fri-Sat)	Commencement
May 23 (Thur)	Grades due from instructors; last day of Spring semester

(Note: This calendar is not intended to be construed as an employee work calendar.)

**Some Fall and Spring semester classes meet in a half-semester term.*

**EO 1100 and Mathematics/Quantitative Reasoning Policy
2016-17 Consultation Timeline**

For more information, see the Policy Q&A website at
<http://www.calstate.edu/app/policywebcast/index.shtml>

What resulted in a revision to Executive Order (EO) 1100, began as discussions about general education requirements and how well they supported student achievement of systemwide academic goals. As the Chancellor’s Office and Academic Senate CSU (ASCSU) began discussing CSU General Education (GE) Breadth requirements in spring and summer 2016, the ASCSU *Quantitative Reasoning Task Force Report* was issued, and in fall was endorsed by the senate. The report recommended changes to GE policy that required modification of EO 1100 General Education Breadth Requirements.

3/29/16 Introduced by Assembly Member Holden, Assembly Concurrent Resolution No. 158 *Relative to Public Postsecondary Education* encourages all three higher education segments to expedite efforts to streamline the transfer process and ensure that all general education courses can transfer seamlessly from campus-to-campus and among all three systems.

8/12/16 AVC Mallon writes t the Office of Advocacy and State Relations, providing an overview of system GE transfer and articulation policies, addressing the concerns of Assembly Concurrent Resolution No. 158 *Relative to Public Postsecondary Education*. ASCSU Chair Miller is copied, and Chair Miller and AVC Mallon discuss the ACR 158 hearing and the Chancellor’s Office written response. Additionally, the issue was discussed in the Chancellor’s General Education Committee (GEAC), which is chaired by an academic senator and has academic senators among its membership.

8/16/16 EVC Blanchard issues survey of campus GE requirements, responding to Chancellor White’s request for a report of campus GE requirements.

8/28/17 ASCSU Planning Retreat: ASA Division discusses with senate the external pressures to examine GE policy. Results of the campus GE surveys are promised (and later delivered) to ASCSU chair.

9/13/16 In response to GEAC members discussing draft Title 5 language for quantitative reasoning, AVC Chris Mallon advises GEAC members that EO 1100 will be revised to include modified language for the GE Breadth Area B4 mathematics/quantitative reasoning requirement, and specifies that Title 5 will not be amended to include a new Area B4 definition.

9/14/16 Campus GE requirements survey responses due.

9/14-15/16 AS-3264-16/EX, Approved Unanimously, *ASCSU Accepts QRTF Report and recommendations*, including the changes to GE Area B4, Mathematics and

CSU Campuses
Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

Quantitative Reasoning. Adopting changes related to the task force recommendations will require amending EO 1100.

AS-3265-16/APEP, Approved, *Implementation of Quantitative Reasoning Task Force (QRTF) Recommendations That Reflect Items Previously Approved by the Academic Senate CSU*

- 9/23/16-3/17/16 CO AVCs and ASCSU consult with multiple groups* regarding QRTF recommendations.
- 11/1/16 AVC Chris Mallon and State University Associate Dean Alison Wrynn met with GEAC, requesting GEAC help in clarifying GE requirements and providing campus templates or examples of best practice; specifying that upper-division GE fits within Areas B, C and D; and identifying benefits of GE Breadth requirements through use of program review and assessment evidence. Some GEAC members opposed GEAC conducting this work, asserting that it should be addressed by the GE Task Force. GEAC did not accept the invitation to be involved in this work. As noted in GEAC minutes:
- “The ASCSU GE Task Force is there to address some of these issues. The distinction being a senate-owned committee (ASCSU) vs. the targeted expertise and ease of access to stakeholders with a GEAC-centered effort.”
- <http://www.calstate.edu/app/GEAC/documents/2016/GEAC-Minutes-Draft-Nov-2016.pdf>
- 11-17-16 Following ASCSU endorsement of the QRTF report and recommendations, EVC Blanchard requests systemwide feedback on QRTF recommendations by 2/6/17. ASCSU is included but provides no written response. Also included in the distribution list are the California State Student Association and Campus Presidents of CSU Associated Students.
- 1/24/17 GEAC discusses change to Area B4 definition. During the year, Steven Filling, Kate Stevenson and GEAC Vice Chair Mark Van Selst led the discussion and drafting efforts. AVC Mallon invites GEAC to begin proposed language for a revised EO 1100, in response to the QRTF recommendations. She reminds GEAC that Area B4 is not defined in Title 5. Chair Miller was present.
- 3/7/17 Following an analysis of campus feedback and review of the senate resolution endorsing the task force report, an EVC Blanchard letter is sent to Chair Miller, advising of Chancellor’s Office policy decisions resulting from QRTF recommendations. This includes changes to GE Breadth Area B4 mathematics/quantitative reasoning requirements and the use of multiple measures of demonstrating college readiness; use of co-requisite and other learner-supportive models; and requiring the completion of GE mathematics/quantitative reasoning in the first year of enrollment.
- 3/10/17 [EVC Blanchard memorandum](#) issued to presidents requesting feedback on how EO 1100 can be revised to: (1) improve clarity, (2) ensure equity, and (3) streamline graduation requirements—in response to criticism regarding these areas, from Governor Brown, Assembly Member Chris Holden, the

Department of Finance, and trustees. The memo asked campuses for feedback from faculty, students and administrators. The invitation distribution list included the ASCSU, California State Student Association, Presidents of California State Student University Associated Students, and others. [An EO 1100 feedback survey form](#) was attached.

3/14/17

GEAC further discussed changing the Area B4 definition.

3/15/17

Originally, EO 1100 survey feedback was requested to be submitted by 5/12/17. AVC Leo Van Cleve met with Senate Executive Committee. EO 1100 consultation memo and timing were discussed. In response to the committee's request, the deadline was extended to 6/16/17 in order to give campuses more time to consider the issues. Administration agreed to the ASCSU request to convene a five-member work group to review the draft EO 1100, following receipt of campus feedback in June. Work group members were to be paid \$500 each.

EVC Blanchard met with the Executive Committee, and his [letter of March 15, 2017](#) addressed senate concerns, confirmed the agreed-upon consultation feedback deadline, and confirmed the agreed-upon consultation process and timing. EVC Blanchard's letter responding to Chair Miller included:

"I want to assure you that we will share the information gathered through this process with the ASCSU and the GE Task Force, to inform their work. We will also allocate funding for stipends to allow faculty to work with us during summer 2017.

Finally, we appreciate that the original timeline to achieve the review of EO 1100 may pose challenges and will extend the deadline to June 16, 2017, the end of the spring quarter. This extension will allow additional time for campus consultation while also ensuring that we can make progress in resolving policy-related impediments to student access, equity, progress and graduation."

March 2017

ASCSU Chair's Report
[January to March Plenary 2017](#)

ASCSU Chair Miller wrote:

"In the meantime, on March 10, 2017, EVC Blanchard sent a letter to presidents asking campuses to provide feedback on potential revisions to EO 1100 governing general education in the system. Dr. Blanchard's letter and call for feedback raised several questions about how this effort relates to the charge of the GE Task Force. These questions are being engaged in discussions between ASCSU leadership and Chancellor's Office leadership. More information will be forthcoming as events unfold."

"On March 7, EVC Blanchard sent me a letter articulating the direction being pursued by the Chancellor's Office regarding the recommendations of the Quantitative Reasoning Task Force. The pieces are beginning to fall into place, as that letter discusses, and groups such as GEAC are offering their expert analysis of how to make the words on the pages of the Task Force report come alive as student experiences."

- 5/16/17 Final 2016-17 GEAC meeting. “Conceptual Draft” for GE Breadth Area B4 mathematics/quantitative reasoning language for EO 1100. Chair Miller was present. GEAC Chair Mary Ann Creadon suggested that EO 1100 discussions were not needed for the GEAC agenda because the draft revised EO would be discussed by GEAC’s ASCSU members in other ASCSU committees.
- 5/17/17 ASCSU Academic Affairs Committee discussed Senator Filling and Dr. Kate Stevenson’s “Conceptual Draft” notes for EO 1100 definition of Area B4. AA Committee offered feedback on the language but did not offer feedback on the request for input on revising EO 1100. Some members refused to discuss the EO, saying sufficient time was not given for consideration and consultation. AVC Mallon replied that the committee’s comments would be reported back but not considered the formal response. She invited the committee to provide a written response, but none was received.
- 5/18-19/17 Final 2016-17 ASCSU Plenary
AS-3291-17/APEP (Rev) *Incorporating the Quantitative Reasoning Task Force (QRTF) Recommendations in Revising Executive Order (EO) 1100*, postponed indefinitely
- 6/16/17 Systemwide EO 1100 feedback due. No formal feedback was received from ACSCU committees or plenary. Feedback was received by all but one campus, which chose not to respond. Faculty were involved in responses from 20 of the 22 campuses responding. Nine campuses indicated that their feedback incorporated responses from all three constituencies (faculty, students and administration). Of the 13 campuses that did not give “all-campus” feedback, six response forms were submitted by faculty and administrators; four from faculty only; two from administrators only; and one was from faculty and students.

SEC Minutes April 18 2017:

3.1 Feedback process / EO 1100 The Chancellor’s Office is seeking input on revisions to this Executive Order, which serves as the basis for the CSU General Education Program. The entire policy is under consideration. Chair Bober-Michel has organized a team to provide the feedback requested, recognizing that the CSU-mandated deadline is Friday, June 16.

- 7/14/17 In a conference call between Chair Miller, AVC Mallon and AVC Leo Van Cleve, arrangements for final EO 1100 were discussed. AVC Mallon requested names and contact information for the senate’s work group. Chair Miller asked that the executive committee also serve as a work group. AVC Mallon agreed to having this extension of the plans previously agreed to in March.
- 7/17/17 Per the request of Chair Miller in mid-July, the EO 1100-Revised draft was shared with the ASCSU Executive Committee, and committee members gave their input to Chancellor’s Office administrators via a Zoom web conference. Some input was included in the developing draft. Some senate suggestions were not included because they were in contradiction to the goals of (1) creating greater clarity; (2) ensuring equitable opportunities for student achievement; and (3) facilitating degree completion.

ASCSU Chair's Report
[May Plenary to July 20, 2017](#)

7/20/17

ASCSU Chair Miller wrote:

“The Executive Committee met with AVC Mallon to discuss pending changes to Executive Order (EO) 1100. We were told that a new version of the EO would be published by August 14, 2017. Prior to that, campus representatives as well as ASCSU would be queried regarding the changes. The Executive Committee met with AVCs Mallon and Van Cleve to share feedback on the most current version of the EO. In addition, we shared our feedback with the current and former Chairs and Vice Chairs of the Academic Affairs Committee and the General Education Advisory Committee, Senators Ullman, Schleivert, [sic] Creadon, Van Selst, and Baaske. Along with me, they are slated to meet (virtually) with AVCs Mallon and Van Cleve next week.

Following on discussions with ASCSU committees and GEAC last year, these meetings are consistent with the memo in March from EVC Blanchard which stipulates that senators will be involved this summer in providing feedback on revisions to EO 1100 prior to its release, scheduled before campuses return for fall semester/quarter operation. This timing gives campuses the maximum amount of time to make any changes necessary to their GE programs prior to Fall 2018.”

7/26/17

Per the senate's request in March, the EO 1100-Revised draft was discussed via a zoom conference that included Chair Miller and ASCSU EO 1100 review work group members: Jodie Ullman, Kevin Baaske, Susan Schlievert, Mark Van Selst, and Mary Ann Creadon. Chancellor's Office participants were AVC Christine Mallon, AVC Leo Van Cleve and State University Associate Dean Alison Wrynn. Some senate suggestions were not included because they were in contradiction to the goals of (1) creating greater clarity; (2) ensuring equitable opportunities for student achievement; and (3) facilitating degree completion. Each work group member (excluding Chair Miller, who served as an observer) was paid \$500 for the review and Zoom conference.

8/4/17

Draft EO 1100 Revised--feedback due from presidents.

8/7/17

Draft EO 1100 Revised—feedback due from provosts.

8/7 through 8/22/17

Input from all constituents was analyzed, and the draft executive order was finalized and reviewed by the Vice Chancellors, General Counsel and Chancellor.

8/23/17

Executive Order 1100-Revised was signed by Chancellor White and posted by the end of the day.

***CO and ASCSU QRTF Consultation Schedule Beyond ASCSU
9/23/16 through 3/17/17**

CO Staff Member: Caro Cardenas

Constituent Group	Planned Consultation Venue and Date
Test Officers	Test Officer Meeting (11/
Directors of Outreach and Recruitment	DOR Retreat (12/5)
ELM Faculty Committee	ELM Meeting (12/10) San Diego
EAP Coordinators	EAP Meeting (1/23/17) Bakersfield
Math Council	TBD
Admissions Advisory Council	LA Crowne Plaza (12/8) Eric/Caro

CO Staff Member Eric Forbes

Constituent Group	Planned Consultation Venue and Date
DARS	April Grommo
UC BOARS	
Admissions Advisory Council	LA Crowne Plaza (12/8) Eric/Caro
ICC	
VPs of Student Affairs	Ray <u>Murrillo</u> will be responsible

CO Staff Member Marquita Grenot-Scheyer

Constituent Group	Planned Consultation Venue and Date
CORE Districts Superintendents	Presentation to their regular meeting 2/10/17 (tentative)
CA Department of Education	Need to set up this spring
Deans of Education	(3/16-17/17)
Recipients of CA Math Readiness Challenge Grants (4 campuses)	Planning a spring meeting
CAPP	Consulted at their fall meeting
CORE Districts Superintendents	Presentation to their regular meeting 2/10/17 (tentative)

CO Staff Member Chris Mallon

Constituent Group	Planned Consultation Venue and Date
Provosts	Academic Council Meeting (11/29/16)
Presidents	Council of Presidents Meeting (12/6/16)
Academic AVPs	Web-Assisted Conference (12/12/16)
ICAS (intersegmental senates)	ICAS Meeting (9/23/16)

ASCSU Consultation with ICAS

From ASCSU:

ICAS received the report at its September 23 meeting. It was clarified that receiving the report is not considered acceptance but instead is intended as an informal receipt of report to allow for the segments to discuss the report. By consensus, each segment received the Quantitative Reasoning Task Force report and agreed to share with their respective segments for input and feedback at the December ICAS meeting.

October 12, 2017

First meeting with CAL chairs where we thought that we would have some campus flexibility and began to negotiate with committee and Deans

[These negotiations stalled for a number of reasons and we still on going in the spring without a resolution; becoming a moot point]

February 7, 2018

Letter to Provost Enwemeka on our progress. (attached)

March 2018

Letter to San Bernardino indicating that no modification to area C would be allowed

April 17, 2018

Letter to all campuses indicating that no modification to area C would be allowed. (attached)

August, 2018

Request for 19-20 Catalog Copy from CO to check on compliance followed by written communication to President de la Torre confirming issues

Series of phone calls with Executive Vice Chancellor Blanchard

January 31, 2019

Letter to President de la Torre clarifying the language in the above



Academic and Student Affairs
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

www.calstate.edu

Loren J. Blanchard, Ph.D.
Executive Vice Chancellor

Telephone: 562-951-4710
E-mail: lblanchard@calstate.edu

February 7, 2018

Dr. Chukuka S. Enwemaka
Provost and Vice President of Academic Affairs
San Diego State University
5500 Campanile Drive
San Diego, California 92182

Dear Chukuka:

Thank you for meeting by phone with Drs. Christine Mallon and Alison Wrynn to discuss the proposal to extend implementation of elements of [Executive Order 1100-Revised](#), *General Education Breadth Requirements* from fall 2018 to fall 2019. I understand that San Diego State University has organized shared governance and curriculum-development processes that have positioned all GE requirements related to [EO 1110](#) to be in place by fall 2018. Your strong collaborative approach is to be congratulated.

Additionally, faculty and administrators have worked together to ensure that EO 1100 policy requirements can be in position by fall 2018, even while the campus continues reviewing new and reconsidered GE courses. We believe that by fall 2018 the campus can accomplish identifying some currently offered humanities courses as falling within one of these two GE Subareas, with further work continuing through the academic year:

C1 Arts: Arts, Cinema, Dance, Music, Theater
C2 Humanities: Literature, Philosophy, Languages Other than English

We appreciate work being carried out to create Area E outcomes and support the campus faculty undertaking the development of new courses while continuing to allow students to satisfy their Area E requirement as they have in 2017-18 and preceding academic years. Most entering transfer students will not be subject to the revised GE requirements until 2020 because they are subject to the catalog requirements in effect when they began continuous enrollment at the community college.

Regarding the third request, I would like to clarify that the SDSU study abroad requirement is not a systemwide GE requirement, and transfer students may not be held to different requirements than freshman-entry students. In keeping with [Title 5 s. 40403\(c\) Required Residence](#), the campus may authorize the use of study abroad courses to satisfy GE courses for residence credit. We encourage

CSU Campuses
Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

the campus to embrace the international education requirement as part of its GE program and to assist students in their ability to complete bachelor's degrees within the required number of units.

If you have further questions, please contact Dr. Christine Mallon, Assistant Vice Chancellor for Academic Programs and Faculty Development. Chris can be reached at cmallon@calstate.edu or (562) 951-4672.

Sincerely,



Loren J. Blanchard, Ph.D.
Executive Vice Chancellor

LJB/clm

c: Timothy P. White, Chancellor
Sally Rousch, Interim President



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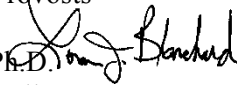
Loren J. Blanchard, Ph.D.
Executive Vice Chancellor

Tel: 562-951-4710
Email: lblanchard@calstate.edu

April 17, 2018

MEMORANDUM

TO: CSU Presidents and Provosts

FROM: Loren J. Blanchard, Ph.D. 
Executive Vice Chancellor

SUBJECT: Clarification on Executive Order 1100-Revised

Responding to recent discussions with the Academic Senate CSU (ASCSU), this policy clarification is provided for campuses as they implement [Executive Order 1100-Revised](#) (EO 1100-R). This revision of official CSU general education (GE) policy focuses on (1) creating clarity and (2) equity in CSU GE Breadth requirements and on (3) streamlining graduation requirements for all students at all campuses. As these three purposes arose from concerns from the CSU Board of Trustees, the legislature, Governor Brown and others; and because these three intentions were involved in all stages of consultation, we continue to emphasize the importance of operating within these policy tenets.

Policy Requirements and FAQ

EO 1100-R continues the GE program framework established first through [EO 338](#) in 1980 and makes

clear in the revised policy that “CSU campus GE requirements shall conform to the requirements established in this executive order...” (Section 2.2.1 of EO 1100-R). The policy intent was that campuses would be consistent in requiring only the GE Areas and Subareas specified on page 20—Attachment A—of EO 1100-R (See attachment 1). This issue was addressed in the FAQ distributed when the EO was issued on [August 23, 2017](#). The following three EO FAQ questions and answers clarify GE policy on program requirements:

If a campus has a service learning, GVAR or other all-campus requirement that is completed as part of GE, can the campus continue this practice?

The initial FAQ response, [sent on August 23, 2017](#) with the EO and consultation summary and FAQ documents, contained this response to question # 12:

No, there is no upper-division Area A [writing] allowed in CSU policy. Campus GE requirements need to conform to the Area requirements and 48 semester-unit limit (or 49 semester units as described in Article 4 Area B). Campus-wide requirements may continue double counting with GE requirements.

CSU Campuses

Bakersfield
 Channel Islands
 Chico
 Dominguez Hills
 East Bay

Fresno
 Fullerton
 Humboldt
 Long Beach
 Los Angeles
 Maritime Academy

Monterey Bay
 Northridge
 Pomona
 Sacramento
 San Bernardino
 San Diego

San Francisco
 San José
 San Luis Obispo
 San Marcos
 Sonoma
 Stanislaus

Presidents and Provosts
 Clarification on Executive Order 1100-Revised
 April 17, 2018
 Page 2 of 4

After receiving further questions from campuses, the answer was modified on February 5, 2018 to read:

Campus-specific requirements such as service learning or cultural diversity may continue to double count or be specifically required within the defined distribution Area requirements. All campus GE programs must conform to the total 48 semester-unit GE program limit (or 49 semester units as described in Article 4, Area B). Total degree requirements cannot exceed 120 units (or the unit total approved by Chancellor White in 2014). A GVAR course cannot be required as part of GE because there is no upper-division Area A allowed in CSU policy. (This response to question #12 can be found in the current FAQ [posted online](#) as a living document).

To further clarify, it is acceptable for a campus to overlay GVAR requirements with upper-division GE courses in Areas B, C or D.

If a campus GE program requires an Area beyond those required in the EO, does the campus need to discontinue the additional campus-specific GE Area?

If a campus has added a required GE course or Area not specified in the CSU GE Breadth requirements, the campus could discontinue the required course. Alternatively, the campus could retain the course but move it out of GE, if the total degree requirements will not exceed 120 units (or the unit total approved by Chancellor White in 2014). (This response to question #13 can be found in the EO 1100-R FAQs, [issued on August 23, 2017](#) and also as the response to question #13 in the current FAQ [posted online](#) as a living document).

What sort of “reasonable adjustments,” as described in 2.2.5.d may a campus make to the required distribution Areas A-E?

One example of a “reasonable adjustment” that a campus might make would be to break Area C into Subareas C1 for arts, C2 for humanities and C3 for *upper-division* arts or humanities. Students would be instructed to take three semester units each in C1, C2 and C3—with the three remaining Area C units to be taken in either C1 or C2 (as specified by the campus). This sort of adjustment could also be made in Area D. (This response to question #14 can be found in the EO 1100-R FAQs, [issued on August 23, 2017](#) and also as the response to question #14 in the current FAQ [posted online](#) as a living document).

To further clarify, the example in the FAQ #14 answer was offered as a way of specifying to students and advisors that the nine units of upper-division GE are to be offered and satisfied only in Areas B, C [and D]. We apologize for not making this a clearer example.

Consistent GE Structure

The Academic Senate CSU has brought forward questions about whether EO 1100-R supports campuses instituting additional GE Areas or Subareas. In keeping with intentions for the EO and with responses given during the spring and summer 2017 consultation, the policy was written to achieve a consistent CSU General Education Breadth structure. Further, systemwide consistency facilitates efficient transfer from community colleges and other CSU campuses, and ensures that freshmen and transfer students are held to the same GE requirements, giving them equitable opportunities for academic success.

Presidents and Provosts
 Clarification on Executive Order 1100-Revised
 April 17, 2018
 Page 3 of 4

Allowance for Variation

Through consultation with ASCSU and campuses, concerns were raised in fall 2017 about meeting the fall 2018 EO 1100-R implementation deadline. In response, the Chancellor's Office issued an [October 12, 2017 memorandum](#) inviting campuses to submit proposals for a deadline extension. In later conversation with ASCSU (on April 13, 2018), the Chancellor's Office suggested soliciting additional exception proposals to address variations in GE Areas or Subareas. Although ASCSU did not support this approach, in recognition of their concerns and in keeping with their preference not to issue a call for exception proposals, we offer the following clarification regarding additional campus-specific variation in GE Breadth Area distribution.

For campuses planning GE Area variations, if the plans achieve the intent of the EO to ensure clarity, equity and streamlined graduation requirements, the Chancellor's Office has supported campus plans to vary from the prescribed GE Breadth Areas or Subareas if:

1. The course is an existing campus-wide graduation requirement (such as language other than English), is not an existing GE Area, and will be double counted within the discipline-appropriate EO 1100-R GE Area or campus-specific Subarea; or
2. The course is an existing Title 5 graduation requirement (such as American Institutions), and it will be double counted within the discipline-appropriate GE Area or campus-specific Subarea; or
3. For the purposes of directing students to take an upper-division course in satisfaction of the EO 1100-R requirements, campuses may add an upper-division Subarea in Areas B, C, and/or D. (See question #14 in the EO 1100-R FAQ, [issued on August 23, 2017](#) and [posted online](#) as a living document).

Pre-EO 1100-R campus GE requirements that exceed the Areas or Subareas specified in the EO shall not be required in the campus GE program; however, such courses could be adopted as a campus graduation requirement. The total number of units in each distribution Area and in the total GE program shall not exceed the units specified in EO 1100-R. The Academic Senate CSU General Education Task Force, which began its work in March 2017, may pursue distribution requirements in their consideration of CSU General Education Breadth requirements.

As your campus community continues working on revisions to your GE program, I ask that the intent and requirements of EO 1100-R be at the center of discussions with faculty. In keeping with the ASCSU request, we see the value in not asking for new exception proposals but welcome inquiries from campuses as necessary. We hope this approach will support your curriculum-development processes as the system works toward fall 2018 implementation. Those campuses already granted extensions for particular elements of EO 1100-R will continue to have additional time previously granted. If you have further questions, please contact State University Associate Dean for Academic Programs, Dr. Alison Wrynn. Alison may be reached at (562) 951-4603 or awrynn@calstate.edu.

Attachment

- c: Rebecca D. Eisen, Chair, CSU Board of Trustees
 Timothy P. White, Chancellor
 Christine Miller, Chair, Academic Senate, CSU
 Alison Wrynn, State University Associate Dean, Academic Programs

Attachment 1

Presidents and Provosts
 Clarification on Executive Order 1100-Revised
 April 17, 2018
 Page 4 of 4

**Executive Order 1100 Revised August 23, 2017
 Attachment A**

**Requirements for
 Lower- and Upper-Division
 California State University General Education Breadth**

GE Area	Lower-Division Semester Units	Upper-Division Semester Units	Total Semester Units* Required
Area A English Language Communication and Critical Thinking			
One course in each Subarea			
A1 Oral Communication			
A2 Written Communication			
A3 Critical Thinking			
Area A total semester units required:	9	0	9
Area B Scientific Inquiry and Quantitative Reasoning			
One course in each Subarea			
B1 Physical Science			
B2 Life Science			
B3 Laboratory Activity - associated with the course taken to satisfy either B1 or B2			
B 4 Mathematics/Quantitative Reasoning			
Area B total semester units required:	9	3	12
Area C Arts and Humanities			
At least one course in each Subarea			
C1 Arts: Arts, Cinema, Dance, Music, Theatre			
C2 Humanities: Literature, Philosophy, Languages Other than English			
Area C total semester units required:	9	3	12
Area D Social Sciences			
Area D total semester units required:	9	3	12
Area E Lifelong Learning and Self- Development			
Area E total semester units required:	3		3
Total GE Units	39	9	48



April 17, 2018
 Academic and Student Affairs
 Page 5 of 4
 2100 Ocean Shore, 6th Floor
 Long Beach, CA 90802-4210

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Loren J. Blanchard, Ph.D.
 Executive Vice Chancellor

Telephone: 562-951-4710
 E-mail: lblanchard@calstate.edu

January 31, 2019

Dr. Adela de la Torre President
 San Diego State University 5500
 Campanile Drive
 San Diego, California 92182

Dear Adela:

Thank you for submitting the San Diego State University update to the request for variances in Executive Order (EO) 1100-Revised. After careful review of the campus plan, I am pleased to offer this confirmation that upon the completion of the items listed below that were discussed with interim Provost Johnson on November 27, 2018, your plan will align with the executive order.

1. In your fall 2019 campus catalog, list the appropriate CSU General Education Breadth Area and Subarea next to the SDSU campus-based Areas. Upon the campus transition to an Enterprise Resource Planning system (e.g., PeopleSoft) the SDSU campus-based labels will be removed and only CSU GE Breadth Areas and Subareas will be listed.
2. For the fall 2019 catalog revise the SDSU campus-based Area title "Composition" to "Written Communication."
3. For the fall 2019 catalog revise the SDSU campus-based Area title "Intermediate Composition and Critical Thinking" to "Critical Thinking."
4. Maintain student choice in Area C Arts and Humanities by requiring students to take one lower-division course in Subarea A1 Arts, one lower-division course Subarea A2 Humanities, and a third lower-division course from either Subarea A1 or A2 (student choice).

The plan that you have shared also provides validation of the thoughtful curricular discussions and shared governance process on your campus. We are aware of how time consuming this work can be and appreciate the diligent work of the faculty and administrators as they complete these revisions.

CSU Campuses

Bakersfield
 Channel Islands
 Chico
 Dominguez Hills
 East Bay

Fresno
 Fullerton
 Humboldt
 Long Beach
 Los Angeles
 Maritime Academy

Monterey Bay
 Northridge
 Pomona
 Sacramento
 San Bernardino
 San Diego

San Francisco
 San José
 San Luis Obispo
 San Marcos
 Sonoma
 Stanislaus

Dr. Adela de la Torre January

31, 2019

Presidents and Provosts

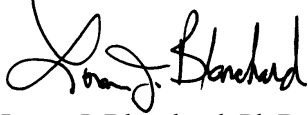
Page 2 of 2

Clarification on Executive Order 1100-Revised

April 17, 2018

Page 6 of 4
If there are additional questions on your campus about EO 1100-Revised please contact Dr. Alison Wrynn, interim assistant Vice Chancellor for Academic Programs and Faculty Development. Alison may be reached at awrynn@calstate.edu or (562) 951-4672.

Sincerely,



Loren J. Blanchard, Ph.D.
Executive Vice Chancellor

LJB/amw

- c: Timothy P. White, Chancellor
- Joseph F. Johnson, Interim Provost and Senior Vice President of Academic Affairs
- Alison Wrynn, Interim Assistant Vice Chancellor for Academic Programs and Faculty Development

Proposed Freshmen Parking Waiver San Diego State University

Context

San Diego State University considers the on-campus living experience an integral and necessary part of the total education of first and second-year students. For that reason, all first and second-year student who do not reside in the local service area are required to live on campus. Students who are subject to the Freshmen Parking Restriction policy but have hardships identified below can apply for a waiver prior to the first semester of enrollment. Waivers are granted at an absolute minimum. Waiver requests must be approved prior to bringing the vehicle to campus.

Criteria

Exemption Reason	Criteria	Required Documentation
Medical Need	Students requesting release because of medical hardship must register and meet with Student Ability Success Center (SASC).	SASC will request appropriate medical documentation, including a description of diagnosis provided by a licensed physician or psychological clinician. The letter must be on the professional’s letterhead and must include a statement of how the need to park a vehicle on campus is related to the illness and the Licensee's treatment.
Extenuating Family Circumstances	The applicant must be able to demonstrate an extenuating circumstance in regards to ongoing care or need of a family member.	The reviewing committee will request documentation that is pertinent to the extenuating circumstance. Waivers will not be granted for: <ul style="list-style-type: none"> • Circumstances that are not ongoing
Safety Issues	Applicant must have suffered from a crime-related incident (<i>e.g.</i> , stalking or threats).	<ul style="list-style-type: none"> • Police reports • Restraining orders
Academic Need	Applicant must provide original documentation of paid work study or internship required as part of a curriculum.	<ul style="list-style-type: none"> • Proof of enrollment in work study/employment verification • Course Code Contract • Program/internship verification • Explanation why local transit options cannot be used
Job Commute	Applicant must have a local, verifiable, current, continuous, and off-campus paid job or paid internship.	Must provide one of the following: <ul style="list-style-type: none"> • Two pay stubs • Bank statement verifying paycheck deposits • Two company-canceled checks* (front and back copy is required) and letter from employer or quarterly 1099-MISC <ul style="list-style-type: none"> ○ *A canceled check is a check that has been redeemed and endorsed by a bank • Letter from employer must be on company letterhead verifying your employment status, date of hire, and pay duration Employment Waivers will not be granted: <ul style="list-style-type: none"> • to look for employment, or to prepare for subsequent employment • for employment less than ten hours per week • for jobs of "on-call" status (low and inconsistent hours)

		<ul style="list-style-type: none"> • for cash payments or non-taxed income (under the table) • for self-employment, unless you have been so for a minimum of one year and provide a copy of the most recent year's income tax return • if you cannot produce a timely, and consistent paystub. For example, a position where you get paid at the end of a job • if your waiver is incomplete
<p>Military Need</p>	<p>Applicant must supply paperwork of active duty status and requirements.</p>	<p>Must provide the following:</p> <ul style="list-style-type: none"> • A letter from the applicant's commanding officer on unit stationery of applicant's status • The full unit designation • Drill location • A drill schedule that reflects required attendance

Waivers will not be granted for:

- Transportation back and forth to home due to family or students' convenience, financial constraints, medical appointments
- To look for a job
- Illnesses (friends or family)
- Status checks on relatives/friends
- Unpaid Internship
- Volunteer work

Process

Apply

Download the **Freshman Parking Waiver Request application form (PDF)**

To submit a request for a waiver, complete the application and submit any required documentation by date posted on the webpage. (Please note: Documentation must be included to support the request). The committee will assess required documentation and level of hardship. Decisions will be sent to each applicant by email.

Submit waiver application to:
Freshman Parking Waiver Committee
 Parking & Transportation Services
 5500 Campanile Drive
 San Diego, CA 92182-4390

Appeal

If the waiver request was denied the student may request an appeal within the application window to the Office of the Vice President of Student Affairs.

Interpretation and Enforcement of this Policy

We ask that students comply with the spirit of this policy by not bringing vehicles to San Diego State University. SDSU works with its neighbors to reduce traffic flow and students are expected to help SDSU be a good neighbor. Most surrounding streets and neighborhoods require a City parking permit that are limited to the property owner or authorized recipient who currently reside within the residential district boundaries.

The Code of Conduct encompasses a wide range of behaviors with have been specific importance to your waiver request. Honesty in presenting all the facts necessary to make an informed evaluation and decision is expected. Your signature verifies your understanding of the Code of Conduct as stated in the SDSU Student Handbook.

Falsifying information

Freshmen who obtain a parking permit by providing falsified information, as well as upperclassmen who attempt to purchase a permit for a freshman, will have future parking privileges revoked and may face judicial action.

Benchmark institutions

- **Stanford University** - <https://transportation.stanford.edu/freshman-parking-waiver>
- **University of Vermont** - <https://www.uvm.edu/tps/parking/student/?Page=firstyear-student.html>
- **Virginia Commonwealth University** - <https://students.vcu.edu/freshman-parking/>
- **Colorado School of Mines** - <https://www.mines.edu/parking/>
- **Cal Poly San Luis Obispo** – <https://afd.calpoly.edu/parking/parkingoncampus/permits/residential.php>
- **Hampton University** - http://docs.hamptonu.edu/student/2018_FreshmanSophomore_Parking_Waiver_Form_20180717120707.pdf
- **UCLA** - <https://transportation.ucla.edu/campus-parking/students/student-parking-exemption>
- **UCSD** - <https://transportation.ucsd.edu/parking/first-year.html>



SAN DIEGO STATE UNIVERSITY

**PARKING & TRANSPORTATION SERVICES
FRESHMAN PARKING PERMIT WAIVER REQUEST**

Students who can demonstrate a compelling need or who would suffer undue hardship under this policy can apply for a waiver. To apply for a waiver, complete this application and submit during the application period for the quarter applying for.

WAIVER YEAR	

APPLICANT	
Name (Last, First)	RedID number
Email address	Phone number ()

VEHICLE INFORMATION (for the vehicle you plan to use if your waiver request is granted)				
License plate number	State	Make	Model	Vehicle registration name

JUSTIFICATION Please provide an explanation to support why you need a car on campus

AGREEMENT AND SIGNATURE

- I certify that the information I provided above is accurate.
- I am prepared to provide supporting documents as requested.
- I understand providing false information is in violation of the SDSU Code of Conduct.
- I understand that if someone buys a permit on my behalf, we will both have our parking privileges revoked.
- I understand I have the option to appeal the waiver should this application be denied (The decision made if appealed will be final).

SIGNATURE DATE

Date: 25 February 2018
To: The Senate
From: Stephen A. Schellenberg, Chair,
Student Learning Outcomes and Program Assessment Committee (SLOPAC)
Info: Upcoming Campus Event and Funding Opportunity

Invitation to the SDSU Assessment Forum and Luncheon (8:30-1:00, March 18th)

SLOPAC and the Office of the Provost are pleased to invite faculty, staff, and administrators from across the campus to the SDSU Assessment Forum and Luncheon on Monday, March 18th, from 8:30-1:00 in Montezuma Hall. This interactive event will include perspectives on assessment from President de la Torre and Provost Johnson, short presentations highlighting local evidence-based approaches to improving student learning and development, a provocative keynote by Chancellor James Anderson of Fayetteville State University, and luncheon break-out discussions on various topics. You can view the latest version of the schedule [here](#)¹. One outcome of the forum will be a white paper on the role of evidence-based continuous improvement efforts across campus and in our nascent strategic plan. *Please RSVP for the SDSU Assessment Forum and Luncheon [here](#)² by Friday, March 8th.*

Request for Proposals for the 2019 Program Assessment Awards

SLOPAC and the Office of the Provost are pleased to announce a Request for Proposals for the 2019 Program Assessment Awards in support of continuous improvement efforts within degree-conferring academic units. Proposals may be submitted to support implementation of (1) a *Measure* to assess student achievement with respect to one or more *Degree Learning Outcomes* or (2) an evidence-based *Action Plan* to improve student achievement with respect to one or more *Degree Learning Outcomes*. We anticipate awarding a total of up to \$40,000; proposal amounts of less than \$4,000 are encouraged, though particularly impactful higher-cost proposals will be considered. Additional information and the proposal submission form may be found [here](#)³. *The deadline for submitting proposals is March 29th at 5 PM.* Awards will be announced on April 19th.

¹ <https://docs.google.com/document/d/1K244wtvS64Vnc53Ycuihv1tCTJnEM8lxa0dRXGM00us/edit?usp=sharing>

² https://sdsu.co1.qualtrics.com/jfe/form/SV_2lvA7aqwEuerzwN

³ https://sdsu.co1.qualtrics.com/jfe/form/SV_7QIwQ06MdXw8CPP