



SAN DIEGO STATE
UNIVERSITY

**SENATE
DECEMBER 6, 2016**

Table of Contents

0.	Table of Contents (this page).....	1
1.	Minutes (Cadiero-Kaplan)	3
2.	Copy of Agenda	15
3.	Announcements (Bober-Michel)	
3.1	Action Memos	
3.2	Campus Development Committee	
3.3	CSU Chairs Meeting	
3.4	Freedom of Expression Task Force	
3.5	November tasks: launch Maloy and Aztec Shops reviews	
3.6	SDSUid / faculty	
3.7	Travel restrictions	
3.8	Wang Family Award	
4.	Academic Affairs (Enwemeka)	
	Report / Executive Summary / New Registration Timeline Information	17
5.	SEC's Report	
5.1	Referral Chart	22
5.2	Update / faculty gift policy	
5.3	CSU Academic Conference (February 2017)	
6.	Old Business	
7.	New Business: Action Items	
7.1	Academic Calendars 2018/19 and 2019/20 (Shultz) (Corrected dates, footnotes)	23
7.2	Committee on Committees and Elections (Green)	29
7.3	Faculty Honors and Awards (Ozturk)	33
7.4	General Education (Mattingly).....	35
7.5	Graduate Council (Balsdon) – 3:30 pm time certain	48
7.6	Undergraduate Curriculum (Verity)	53
7.7	Enrollment Services (Lieu) - 3:15 pm time certain (late addition to agenda)	56
8.	New Business: Consent Calendar (Information Items / Committee Reports)	
8.1	AP & P (Hopkins)	
8.2	AR & P (Conaty / James-Ward)	59
8.3	ASCSU (Butler-Byrd, Eadie, Ornatowski).....	60
8.4	Graduate Council (Balsdon)	68



SAN DIEGO STATE
UNIVERSITY

8.5	Undergraduate Curriculum (Verity)	82
8.6	University Relations and Development (Carleton)	90
9.	Other Information Items	
9.1	Campus Development Committee (Schulz / Shinn) – 3:45 pm time certain	95
9.2	GE Reform (Shultz)	
9.3	ASCSU Chair Christine Miller: Update from CSU Chancellor’s Office	
10.	Other Business	
11.	Adjournment	



SAN DIEGO STATE
UNIVERSITY

San Diego State University Senate Minutes

December 6, 2016

AL 101

2:00 to 4:30 pm

Officers: Bober-Michel, Ornatowski, Cadiero-Kaplan

Arts and Letters: Blanco, Perez, Imazeki, Foad, McCall, Putman, Csomay, Mattingly, Abdel-Nour, Clo, Elkind

Business Administration: Fleming, Gill, Peter, DeBoskey

Coach: Crawford

Education: Brandon, Green, Bresciani, James-Ward

Emeritus Faculty: Shackelford

Engineering: Engin, May-Newman, Morsi

Health and Human Services: Kressler, Rauh, Maluf

Imperial Valley: Arbarbanell

Lecturers: Justice, Moberly

Library: Weston, Bliss

MPP I & II: Acfalle

Parliamentarian: Eadie

Professional Studies & Fine Arts: Cirino, Conaty, Humphrey, Durbin

Sciences: Reeder, Vaughn, Interlando, Ponomarenko, Atkins, Baljon, Lewison

Staff: Preciado, Attiq, Chie

University Services: Sakai, Rivera

Administration: Shultz, Enwemeka, Welter

Associated Students: Ebiriekwe

CFA: Toombs

ASCSU:

Guests: Hopkins, Bohonak, Balsdon, Schellenberg, Brooks, Prislín, Verity

CSU-ASCSU Senate Chair, Christine Miller

1. Agenda (Cadiero-Kaplan)
MSP To approve the December 6 Senate Agenda.
2. Minutes (Cadiero-Kaplan)

MSP To approve the minutes for the November 1 Senate meeting—with one additional attendee (Arbarbanell/IV campus).

3. Announcements (Bober-Michel)

3.1 Welcome / Christine Miller

3.2 Action Memo / November

The Memo had not yet been signed, but should be ahead of our February meeting.

3.3 CSU Chairs meeting

Bober-Michel plans to add her notes from the December 1/CSU Council of Chairs meeting to the ASCSU report already available in the Agenda packet. She encouraged Senators to carefully review these documents and share them with their respective units. The CSU is active on many fronts – and being informed is key to our responding in the best interests of our campus. ASCSU Chair Miller will provide an update later in the meeting (Item 9.3).

3.4 Excellence in Teaching Award

The Senate Office is aware of 6 nominees; several asked for a one-week deadline extension and the Officers approved the request. The new deadline is close of business on Friday, December 16.

3.5 Freedom of Expression Task Force

The Task Force met last week, and **Bober-Michel** followed up with President Hirshman afterward. Members are seeking counsel to understand where their charge ends – given how much has happened politically since the initiating poster event last Spring. The group wants to be responsive but recognizes it wasn't convened as a permanent entity. Members also need resources to complete their work – including web design and a compilation and then analysis of the many campus policies and regulations clearly or tangentially connected to freedom of expression.

3.6 Update: Maloy review

The staff election closed, with results forwarded to the Provost's Office. From there, the Provost will select one person following procedures outlined in the Policy File.

3.7 SDSUid / faculty

At January's SEC meeting and again at the Senate meeting in February, AVP Xanthos will present a road map for full scale SSO integration. Faculty will continue to receive messages about claiming their SDSUid accounts.

3.8 Response to Wait List query

At the November Senate meeting, **Esbenshade** asked for a formal evaluation of the wait list. Initially, the Senate Officers thought the matter should be referred to AP&P, but reconsidered that decision since AP&P isn't charged with conducting such

assessments. Instead, Bober-Michel and Esbenshade will meet with Sandra Cook to discuss Enrollment Services undertaking that task. AP&P will review any report the evaluation might generate.

Preciado: Raised a question regarding the Welter review. His concern was that the survey of graduate students was limited; he (as a graduate student) did not receive it and believes others didn't as well. He wants to know who makes decisions about recipient pools. Does the Committee make the call or are there specific guidelines in the Policy File to follow?

Bober-Michel: Reminded Preciado that the Senate does not get involved in review planning and execution, but she agreed to follow-up on his questions about survey distribution.

Preciado: Then asked for details about the President's five-year review because he couldn't recall participating in that process either. **Bober-Michel** agreed to check into this as well.

Provost: Believes the review was conducted in 2014-15 (see: <http://www.thedailyaztec.com/59893/news/csu-asks-sdsu-to-review-hirshman/>).

3.9 President Hirshman: will present at the February Senate meeting.

4. Academic Affairs (Enwemeka)

Update On Administrative Leadership Searches

Dean, College of Health and Human Services

Now that Korn Ferry International is assisting with the search, the advertisement will be republished; this should improve the pool of highly qualified applicants. The soft (updated) deadline to apply is January 8, 2017; to date, we've received 29 applications.

Dean, Fowler College of Business

The advertisement was published in October; Korn Ferry International is working with us on this search as well.

Dean, Imperial Valley Campus

Arrangements are underway for campus visits by top-ranked finalists; they will begin at the start of the Spring semester.

Update on Administrative Reviews

Dean Etschmaier

The Review Panel has completed its work, and its report was recently submitted to the Provost's Office.

Vice President Welter

Survey data gathering launched on October 4 and closed on October 18; interviews have also been conducted and compiled. Panel members are working now on the final report.

Dean Maloy

The review process has been initiated and the Administrative Review Panel is being constituted.

New Registration Timeline Implementation Task Force

The Provost briefly recapped the work of the Registration Timeline Task Force, which met during the Spring 2016 semester. He is now forming a Registration Timeline Implementation Task Force, charged with implementing report recommendations. Members were carefully selected to ensure representation of all key units affected by registration changes. [For additional details, see the document titled *New Registration Timeline and Related Items* in the Minutes packet.]

Update on employees and students on DACA status

A memo (organized around frequently asked questions, and jointly prepared by the Provost's Office and Student Affairs) will be released shortly to address questions that many CSU employees (and students) have raised.

Initial GE Reform Task Force

The initial group is now constituted and charged; for specifics, see attachments in the Minutes packet. This group will develop a guiding framework for the GE Reform Steering Committee (to be formed in late Spring 2017).

Update on SDSU Georgia

As reported previously, two student cohorts are now enrolled. Recruitment of a third cohort is in progress, as is preparation for Spring classes. In addition, construction (and/or renovation of labs and classrooms) is progressing nicely.

Philanthropic opportunities are emerging to support SDSU-Georgia students with tuition scholarships.

Putman: Expressed concern that SIMS adjustments might be delayed if the Registration Timeline Implementation Task Force doesn't meet until Spring; the **Provost** assured him that the timeline is workable.

Bober-Michel: Noted that at least one student will be added to the Task Force before its initial meeting.

Chie: Argued that the Provost's overview of SIMS was not entirely accurate; for example, it's built in Oracle, not Cobol—a conversion completed in 1999. SIMS also has more flexibility than the Provost suggested. Chie recognizes that SDSU is the only campus still

using SIMS—but it’s incorrect to assume that other campuses in the system use PeopleSoft exclusively; most use a combination of systems.

Provost: Explained that we cannot be the sole user of a system that is difficult to update and expensive to manage (since SDSU alone must bear the costs).

Elkind: Asked for more details about the DACA communication, and whether or not it will offer guidelines for assisting students whose education may be interrupted if current policy is modified or revoked.

Provost: Indicated that SDSU’s communication will amplify the one already distributed by the Chancellor’s Office. The message is that SDSU remains committed to our students and diversity on campus; undocumented students will not be arrested nor will they be identified. Future messaging (to faculty, staff and students) will identify resources of support on campus that students can seek out.

Elkind: Explained that she is interested in how we can help students who may be deported.

Provost: Noted that it’s challenging to predict the different scenarios that may play out once Trump takes office; we’ll have to wait and see what happens.

5. Officers’ Report

5.1 Referral chart

AP&P will bring the academic misconduct policy to the Senate at its February meeting.

5.2 Update / faculty gift policy

The Freedom of Expression Committee is proposing a new policy that ensures gifts to SDSU don’t influence curricular decisions. But first, FEC members Freeman and Wheeler (along with Senate Chair Bober-Michel) are seeking input from divisions that deal with outside funds – including University Relations and Development (gifts, donations) and the Research Foundation (grants, contracts).

5.3 CSU Academic Conference (February 2017)

The event is set for Feb 9 and 10, with most activities scheduled for the Student Union; Eadie serves as the local host.

Eadie: Noted that the conference is by invitation only. Participants include CSU trustees, staff from the Chancellor’s Office and CSU Presidents.

6. Old Business

7. New Business: Action Items

7.1 Academic Calendars 2018/19 and 2019/20 (Shultz)

Shultz: Presented the Academic Calendar for 2018/19 and 2019/20.

Ornatowski: Explained that calendaring is bound by an array of rules and algorithms – from the number of work days for faculty to the length of time allowed for final grading. At the November SEC meeting, **Shultz** offered to develop a document that covers these “principles” and forward them to SEC (in February) and the Senate (in March) for discussion and approval. Once approved, Shultz and her staff could independently proceed with their work, involving the Senate only when there were exceptional circumstances to consider.

Angin: Noticed a discrepancy between the Word narrative and chart itself relative to the start-date for classes in Fall 2018.

MP (as corrected; the first day of class is Monday, August 27—the date noted on the chart)

7.2 Committees and Elections (Green)

Bober-Michel: Noted that the report URL in the Agenda packet is incorrect and will be updated in the Minutes packet.

Green: Said that each Committee Chair was provided the link to his/her roster. She added that since the Senate’s November meeting, AS had filled several student member vacancies.

She also drew Senators’ attention to the five Committees that are listed as “under construction” and do not have a chair or members. Each of them has been dormant for quite some time, and at some point the Senate must decide whether to invest energy in reactivating them or opt instead to eliminate them (which calls for a change to the Policy File).

Bober-Michel: Explained that the process calls for a referral to CBL where members will review the role these Committees play in shared governance before recommending reconstitution or elimination.

Preciado: Recalled having this conversation some years back – during a period when all committees were examined; at that time, administrators with direct committee interactions were the ones primarily consulted. His concern is that this might not be the best way to proceed; more voices need to be heard to ensure political bias isn’t at play.

Bober-Michel: Indicated that, in light of his comments, CBL will determine a review strategy that allows for input from different constituent groups.

MP

7.3 Faculty Honors and Awards: (Bober-Michel for Ozturk)

Bober-Michel: Noted that the Senate must first approve FHA’s report dated October 13; it was inadvertently omitted from the November Senate agenda.

Richard W. Bizzoco – Biology / 39 years

Annette C. Easton – Management Information Systems / 29 years

Ramamohan Lal Tummala – Electrical and Computer Engineering / 14 years

Joanne Ferraro -- History / 32 years

Ronald Kline – Mechanical Engineering / 39 years

Bober-Michel: Noted that an incorrect version of FHA's November 14 report was posted to the Senate's December Agenda; specifically, Marilyn Newhoff (Professor of Speech, Language, and Hearing Science) withdrew her retirement request.

Kathryn Thorbjarnarson – Geological Sciences / 25 years

Sheldon X. Zhang – Sociology / 15 years

MP (as modified for the November 14 report)

7.4 General Education (Mattingly)

Mattingly: Explained that GEN S 290: Introduction to Undergraduate Research is the foundational class within a suite of courses designed to engage undergraduates in research (something President Hirshman strongly supports).

Vaughn: Questioned the timing, given that we're embarking on GE reform.

Mattingly: Explained that there is no moratorium in place on course proposals – and this one targets an area that fits well with the Strategic Plan and SDSU's commitment to improve students' research competence.

Moberly: Wondered if there should be a statistics prerequisite.

Welter: Reminded Senators that GE courses do not have prerequisites. In addition, the idea here is to simply expose students to different research paradigms—including those where traditional statistics are not employed.

Perez: Reiterated that this course is about major research concepts; there is no expectation of students conducting major research projects requiring analytical skills.

Reeder: Asked whether or not there is a deadline for approving all courses in the suite. **Mattingly** indicated not being aware of one.

Preciado: Provided a brief review of the Building on Excellence Strategic Plan (see: <https://go.sdsu.edu/strategicplan/images/finalstrategicplanbooklet.pdf>), which includes the charge to develop courses that build student interest in and capacity with research. We shouldn't confuse this proposal with our larger GE reform process. He added that approval today would ensure availability of the course in Fall 2017.

Conaty: Applauded the GE Committee for bringing together various disciplines.

Baljon: Asked for clarification about where the course fits in; does it replace something else already offered or is it simply a new opportunity? **Mattingly** reiterated that the class is simply an additional one in the *Foundation of Learning/Social and Behavioral Sciences* area.

Ponomarenko: Wondered why the courses were not presented together as a package. **Csomay** explained that this is a stand-alone course that will attract students in various majors. While courses in the suite were concurrently developed, each one is independent.

MP (five abstentions)

7.5 Graduate Council (Balsdon) – 3:30 pm time certain

Balsdon presented overviews of two new master's programs: computational science/concentration in data science and big data analytics (transdisciplinary) and explained the thoroughness with which each was vetted.

MP

7.6 Undergraduate Curriculum (Verity)

MP

7.7 Enrollment Services – **Tam Lieu 3:15 time certain**

Lieu presented the list of degree candidates (both undergraduate and graduate) who had applied late and thus did not appear on the initial list sent out for faculty review and approval.

Some Senate members questioned why faculty approve these lists (rather than administrators) and in response, **Eadie** provided a brief history of how this function (along with granting of emeritus status) came to be integrated into the Constitution.

MP

8. New Business: Consent Calendar (Committee Reports)

MSP To receive reports on the Consent Calendar.

8.1 AP&P (Hopkins)

Bober-Michel: Explained that Interim Dean Belch contacted her about the College's decision to eliminate the word *Administration* from its name. Name changes are covered in the *Administrative Units: Establishment and Restructuring* section of the Policy File (p. 172). Time was of the essence because the College could not move ahead with web updating or its orders (for stationery, business cards, etc.) until the change was approved. The final step of the process called for AP&P to review the request and present its decision to the Senate as an information item.

Hopkins: Confirmed that AP&P conducted its review via email, and the majority of respondents supported the name change.

8.2 AR&P (Conaty/James-Ward)

8.3 ASCSU (Butler-Byrd, Eadie, Ornatowski)

Bober-Michel: Reminded members that her notes from the CSU Council of Chairs meeting are appended to the ASCSU report, but she's looking for a better way to get this information to Chairs/Directors and faculty. All of us are at a disadvantage if we're not informed about CSU activity (Executive Orders, resolutions, Coded Memoranda, ASCSU meeting minutes); we should never be surprised about actions the CSU is taking (ostensibly on our behalf). The Provost proposed discussing solutions at future meetings.

Imazeki: Referencing the overall CSU tenure density goal noted in ASCSU report, questioned whether or not we have one for our campus. (**Ornatowski** was not sure.) She also questioned how (or from where) we can find information about our campus goals.

Ornatowski: Explained that last year's ASCSU resolution focused on increasing tenure density within the CSU overall; as part of that, we did look at numbers across the system and SDSU is in the middle. The lowest is less than 50% and SDSU is around 60% but this does not reflect a campus goal.

Eadie: Noted that ASCSU is also establishing a task force on tenure density, and members will examine different campus approaches. The Chancellor's remarks (summarized in the ASCSU report) were in reference to how the system should respond to tenure density. Each campus should determine its goal in response to the needs of its academic units.

Provost: Noted that if the Chancellor were to set a goal he would (in effect) be setting the system up to provide funds to meet it. There's little point in setting the goal without resources to support it. What we can do is incrementally raise the bar and keep growing as much as possible.

Ornatowski: Reiterated **Eadie's** comments, noting that a campus with low density tends to have very few graduate programs; higher density is the outcome sought by a campus with a larger footprint in graduate work. Do we want goal-setting in this area to be a system decision? CSU has put this question to the campuses to determine.

Provost: Reminded us that we need a good mix of lecturers and T/TT faculty; each "group" brings different attributes to the table.

Moberly: Asked if the statistics are tracked. **Eadie** indicated that the CSU has this data.

Lewison: Feels that this is an important discussion to have; we need to carefully consider what our tenure density should be to meet our unique needs.

Ornatowski: Reminded Senators that many mandates from the CSU are unfunded or partially funded; the Graduate Initiative is an example. Tenure density is an internal metric of the CSU, so we don't want to impose a mandate and thus centralize the density goal.

Imazeki: Believes it's not clear if SDSU has an established goal. **Conaty** directed her to the stated aspiration of 75% tenure density (Tenure-Track Planning section of the Policy File, p. 163) – but noted that this is not a mandate for SDSU or the CSU and no campus is even close to this ratio.

Shackelford: Shared that the way you get there is to eliminate lecturers; however, costs then increase for professors. We should have the softest possible language on density.

Some of this varies by academic program, but generally graduate level programs rely on T/TT faculty for core classes. However, it's desirable to have those in the field (often on the cutting-edge) teach and thus build out from the core.

8.4 CFA Report (Toombs)

8.5 Graduate Council (Balsdon)

- 8.6 Undergraduate Curriculum (Verity)
 8.7 University Relations and Development (Carleton)
MSP To accept reports on the Consent Calendar.

9. Other Information Items

9.1 Campus Development Committee (Schulz/Shinn) – **3:45 pm time certain**

Shinn: Explained that this report focuses primarily on development efforts during AY 2015/16.

Presentation slides (available in the Minutes packet) cover the following:

- Major outcomes of each campus development meeting (9/8, 10/12, 11/10, 12/8, 2/9, 4/12, 5/10)
- Details of the Extended Studies Center Renovation project (completed 8/16)
- Details of the Recreation Field project (completed 7/16)
- Details of the Open Air Theater project (completion set for 3/17)
- Details of the Confucius Institute (completion set for 4/17)
- Details of the Vehicular/Parking Signage – Destination SDSU project (completed 9/16)
- Details of the Turf Removal/Centennial Mall project (completed 9/16)
- Details of the South Campus Plaza project (completion set for 1/17) – not part of the suite of projects approved in AY 2015/16
- Details of the Clay Gateway – Destination SDSU project (completed 11/16) – not part of the suite of projects approved in AY 2015/16
- Details of the EIS building project (completion set for 1/18) – not part of the suite of projects approved in AY 2015/16

Shackelford: Clarified that South Campus Plaza was funded with revenue bonds that will be paid back by Housing; in addition, Aztec Shops will manage leasing and parking.

Cline: Expressed concern about the safety of Centennial Walkway, specifically where pavers near the Library are uneven or broken due to trees roots. He is worried that we'll face the same problem when the new trees begin to grow. According to **Shinn**, the issue was addressed by using special structural soil that drives the roots down and under. The failing pavers area that **Cline** pointed out will be remedied—hopefully by Summer 2017. **Shinn** added that trees aren't the only source of the pavers problem; also at fault is their sub-base.

9.2 GE reform (Shultz)

The Task Force convenes on Friday, December 9 – and will continue to meet biweekly through March. Some Task Force members plan to attend the *Association of American Colleges and Universities* (AAC&U) meeting in February (focus: GE and Assessment/Design Thinking and Student Learning).

9.3 ASCSU Chair Christine Miller: Update from CSU Chancellor's Office

Miller shared her priorities:

- Promotion of academic quality
- Faculty autonomy
- ASCSU relationship with campuses

To that end, she plans to visit all 23 campuses – to gain a better understanding of how the different Senates “work” and share what is happening statewide. Miller commented immediately on our lack of refreshments, and the Provost assured her he would look into this.

This is Miller's first semester as ASCSU Chair, and she's continually learning what it means to represent the CSU. Recently, she represented the system at the American Associate of University Professors (AAUP) conference and a meeting of the Association of Governing Boards (AGB).

ABG recently published an insightful study titled *Shared Governance: Is OK Good Enough?* (see: <http://agb.org/reports/2016/shared-governance-is-ok-good-enough> and http://agb.org/sites/default/files/survey_2016_shared_governance.pdf). The authors argue that shared governance, when working well, brings diverse ideas together in one space and can be an instructional asset. However, Miller believes that on most campuses shared governance is more aspirational than real – and used the Graduation Initiative to exemplify her position. The single-most word she hears to describe it is *audacious*; the Initiative's goals cannot be met without robust shared governance.

Following are other interrelated issues about which she feels strongly.

- There has been a dramatic disinvestment in the CSU by the State of California. The CSU is proposing a budget increase to avert a tuition hike of about 5%.
- Via resolution, the ASCSU requested that half of the \$75 million earmark for the Graduation Initiative be set aside to deal with tenure density issues.

An ASCSU Task Force is exploring this issue – and its report is set for release in March. As part of its work, members are looking at the data for each campus.

The Chancellor sees the 75/25 proportions as unreasonable—and the Task Force is exploring what might be more realistic. Ultimately, the system will not set a target; that will fall to campuses and many of them will opt for a range rather than specific numbers.

Miller argues that it's unwise to set goals without resources that follow. She and others strongly believe that student success (at the heart of the Graduation Initiative) is predicated in large measure on student access to T/TT faculty. They are the ones who develop, implement, and foster high-impact practices; they are the ones dedicated to improved student performance. She recommends each campus carefully review the Task Force's findings before setting any goals around tenure density.

- Miller noted that the CSU's General Education Task Force will not focus on campus specifics. Members will begin by analyzing recently submitted surveys (to better understand variance from one campus to the next) and then explore

philosophical foundations underlying GE. The Task Force will not “tell” campuses what GE should look like.

- Each campus President has in had a draft of the system’s proposed *Intellectual Property Policy*. Discussions will follow.

Imazeki: Inquired if resources for faculty development have been part of the discussion, in order to better support students and reach graduation rates. **Miller** believes that if the Graduation Initiative is fully funded (so, not an earmark), faculty development could be part of the mix.

10. Other Business

11. Adjournment

The Senate adjourned @ 4:20 pm.



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https://docs.google.com/spreadsheets/d/1Dq7q54q9IAVX3hgTGYJeScwNBkpGjJIWGW_s43MouMo/edit-gid=0
 - 7.3 Faculty Honors and Awards (Ozturk)

- 7.4 General Education (Mattingly)
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- 10. Other Business

- 11. Adjournment

Report on Current Registration Timing Practices at SDSU

Submitted to: Provost Chukuka S. Enwemeka

By: Early Registration Task Force Committee

October 3, 2016

Executive Summary

Enrollment management at SDSU differs substantially from that of all other campuses in the CSU (and the vast majority of campuses nation-wide) with regard to:

- 1) the late timeline of registration
- 2) the order of registration
- 3) the continuing use of an outdated legacy system for student administration, or SIMS, which is a pre-pay student management system as opposed to the post-pay system of CMS/PeopleSoft used by the rest of the CSU

The late timeline of registration, whereby **some 35,000 ca. students register 6 weeks before the start of the fall term and 2 weeks before the start of the spring term**, is a long standing issue on campus and has been questioned prior to this report. However, in early spring 2016 it was brought vigorously forward by the Associate Deans and the Council of Academic Deans. Associate Vice President for Enrollment Services Sandra Cook was asked to outline the rationale for SDSU's registration timing but the arguments made in support of the current registration timeline were deemed unsatisfactory by the Academic Deans.

By May 6, 2016, Academic Deans presented a formal letter to Provost Chukuka S. Enwemeka describing the negative impact of late registration timing practice on the Colleges and providing other comparative sets of data on retention, persistence, and graduation. Further, the letter requested that the Provost initiate an "objective examination of our registration timeline [...] as it relates to three primary areas: student success, instructional excellence, and fiscal/personnel resource management".

In response to the formal request of the Deans, in late spring 2016, Provost Chukuka S. Enwemeka assembled the Early Registration Task Force Committee, whose charge was:

- "to review the current practice wherein students register for courses close to the beginning of the semester instead of months earlier"
- assess the pros and cons of current practices of late registration
- recommend alternatives

Members of the Committee:

Norma Bouchard (Chair), Dean of the College of Arts and Letters

Edmund Balsdon, Associate Dean of Graduate Division

Colleen Conniff, Financial Aid and Scholarships

(Sandra Cook, AVP, Enrollment Services)*

Tita Gray, Assistant Dean for Student Affairs, College of Business

Rose Pasenelli, Financial Aid and Scholarship Director

Radmila Prislín, AVP, Academic Affairs

Christy Samarkos, AVP, Student Affairs

Larry Verity, Acting Dean, College of Health and Human Services

Agnes Wong-Nickerson, AVP, Financial Operations

*** On September 27, 2016, AVP Cook asked that her name be removed from the Early Registration Task Force Committee in an e-mail to the committee. On September 30, 2016, she submitted the minority report that is appended to this document. The Chair of the Committee wishes to note that the minority report came after the draft of the final report was made available on the committee's shared drive on September 18 for edits and additions. AVP Cook provided no input to the shared document till her request of September 27.**

No other member asked to be removed from the committee and no objections to the final version of this document were received by the deadline of October 3, 2016, 1:00 pm.

New Registration Timeline and Related Items

The report from the Registration Timeline Task Force indicates a need to address two related items: (1) Registration Timeline and (2) Students Information Management System (SIMS).

1. New Registration Timeline

The Task Force submitted three alternative registration timelines. Following a discussion at the recent meeting of the Vice Presidents and the Provost, the second option in the report was selected for implementation. This alternative calls for opening registration in May and June for the fall semester, and registration for spring semester in early November of the preceding year (for example, November 2017 for spring 2018 registration).

2. The VPs also suggested setting up a New Registration Implementation Task Force with the goal of reviewing activities related to students' registration and recommending how the activities will be carried out when the new timeline is implemented. A list of persons recommended to serve on the Task Force is attached to this document.
3. The Registration Implementation Taskforce is to conclude its work by the end of the spring semester, and the new registration timeline implemented beginning with spring 2018 semester; i.e., students will begin to register for spring 2018 in early November 2017. For fall 2018, registration will begin in May 2018.
4. It should be noted that **The University Senate** reviewed Student Registration Timeline about seven years ago, and made similar recommendations as the New Registration Timeline Task Force. However, many of the recommendations were not implemented.

SIMS

- The Task Force noted that SIMS is basically at the end of its life. Years ago, the CSU decided to migrate students' record from SIMS to PeopleSoft. At that time, SDSU, CSU-Northridge, San Francisco State and Fresno State declined to join the rest of the CSU in migrating from SIMS to PeopleSoft. However, like other CSUs, the four institutions were charged for PeopleSoft and continue to be charged for its upkeep.
- In the intervening period since then, CSU-Northridge, Fresno State and, more recently, San Francisco State, migrated from SIMS to PeopleSoft, leaving SDSU as the only institution using SIMS.
- Reports indicate that SIMS was written in COBOL, a computer language that has since become obsolete. Many of the original programmers have retired, the

remaining three are based at Fresno State and are paid over \$314,000 each year by SDSU alone.

- Accordingly, the New Registration Timeline Task Force recommended migrating from SIMS to a contemporary information management system.
- A task force will be formed in April 2017 to explore the possibility of implementing this recommendation.

Related Item

- Enrollment Services, the Student Success Team and others are reviewing available software that could provide data analytics and advising note tracking to advisors on campus as a way of improving advising at SDSU.
- Whatever software is selected should interface with any new student information system selected for student registration.
- This means that a decision on the software that will replace SIMS must be made before a compatible Advising Software can be selected.

New Registration Timeline Implementation Task Force **(DRAFT)**

1. Radmila Prislin (AA; Chairperson)
2. Norah Schultz (AA; Co-Chairperson)
3. Rose Pasanelli (Student Affairs)
4. Christy Sarmakos
5. Donna Conaty (PSFA)
6. Ed Balsdon (GRA)
7. Agnes Wong Nickerson (BFA)
8. Eric Hansen (Housing)
9. Rayanne Williams (Registrar)
10. Sandi Williams (Enrollment-Advising)
11. Madhavi McCall (CAL)
12. Gina Jacobs (URAD)

Committee	Date	Item	Referred by
Academic Policy and Planning	December 2016	Propose revisions to the Policy File that would clearly articulate university policies and procedures regarding academic misconduct.	Officers

2018	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	DAYS	Instructional Days								
MAY			T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	6	6						
JUN		TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	22	22		
JUL			S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	21	21				
AUG			W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	15	12
Total Academic Days for Summer 2018																												64	61														

X designates Academic Work day [0] First day of Summer term. [3] (* Final examinations are the last day of classes for each summer session)
 H designates Holiday [1] First day of classes. [4] Grades due at 11:00 pm, end of summer term
 [2] Last day of classes.

2018	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days											
AUG			W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	7	4				
SEPT		F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	20	20						
OCT			M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	22	22		
NOV		W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	19	18					
DEC	F		S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	19	9
Total Academic Days for Fall 2018																												87	73																		

X designates Academic Work day [0] First day of Fall term. [3] Final exams Note: Aug and Sept work days are paid in Sept
 W designates Weekend Work day [1] First day of classes. [4] Grades due at 11:00 pm, end of fall semester.
 H designates Holiday [2] Last day of classes.
 NC designates no class (Campus open)

2019	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days												
JAN			T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	7	6				
FEB		TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	21	21
MAR			F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	21	21
APR			M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	17	17			
MAY			W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	19	7					
Total Academic Days for Spring 2019																												85	72																			

X designates Academic Work day [0] First day of Spring term. [3] Final exams Note: Jan and Feb days are paid in Feb
 W designates Weekend Work day [1] First day of classes. [4] IVC Commencement - May 16, 2019
 H designates Holiday [2] Last day of classes. [5] Commencement Days - May 17, 18, 19, 2019
 SB Spring Break BB (Basketball NCAA - Non-instruction Day) [6] Grades due at 11:00 pm, end of spring semester.

Total 2018-19 172 145

This is not to be construed as an employee work calendar.

SDSU Academic/Holiday Calendar
2018-2019

Summer 2018

<u>Date</u>	<u>Holiday/Activity</u>
Tues, May 22, 2018	First day of Summer term
Tues, May 22, 2018	First day of classes
Mon, May 28, 2018	Memorial Day (Campus closed)
Wed, July 4, 2018	Independence Day (Campus closed)
Thurs, August 16, 2018	Last day of classes (Final examinations are the last day of classes for each summer session)
Tues, August 21, 2018	Last day of Summer term, grades due from instructors (11 pm deadline)

Draft 11/14/2016

<u>Date</u>	<u>Holiday/Activity</u>
Weds, August 22, 2018	First day of Fall semester
Mon, August 27, 2018	First day of classes
Mon, September 3, 2018	Labor Day (Campus closed)
Mon, November 12, 2018	Veterans Day Observed (Campus closed)
Wed, November 21, 2018	No Class (Campus open)
Thu, November 22 - Fri, November 23, 2018	Thanksgiving Break: (Campus closed) 11/22 Thanksgiving Day 11/23 * Admission Day
Wed, December 12, 2018	Last day of classes
Thurs, December 13 – Tues, December 19, 2018	Final Examinations
Mon, December 24 – Thurs, December 27, 2018	Winter Break: (Campus closed) 12/24 * Lincoln's Birthday 12/25 Christmas Day

12/26 * Columbus Day
 12/27 * Washington's Birthday

Mon, December 31, 2018

Last day of Fall semester, grades due from
 instructors (11 pm Deadline)

Tues, January 1, 2019

New Year's Day (Campus closed)

Spring 2019

Date

Holiday/Activity

Mon, January 21, 2019

Martin Luther King, Jr. Day (Campus closed)

Tues, January 22, 2019

First Day of Spring semester

Wed, January 23, 2019

First day of classes

Mon, April 1, 2019

Cesar Chavez Day Observed (Campus closed)

Mon, April 1 – Fri, April 5, 2019

Spring Break

Thurs, May 9, 2019

Last day of classes

Fri, May 10 -Thurs, May 16, 2019

Final Examinations

Thurs, May 16, 2019

IVC Commencement

Fri, May 17 – Sun, May 19, 2019

Commencement – San Diego Campus

Fri, May 24, 2019

Last day of spring semester, grades due from
 instructors (11 pm Deadline)

*= Re-scheduled holiday

2019	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	DAYS	Instructional Days	
MAY			W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	X	X	3	3
JUN		F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S			22	22
JUL			M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T			21	21
AUG		W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH			16	13	
																												Total Academic Days for Summer 2019		62	59					

X designates Academic Work day [0] First day of Summer term. [3] (* Final examinations are the last day of classes for each summer session)
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 [2] Last day of classes.

2019	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days	
AUG		W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	X	X	X	6	4	
SEPT	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M			21	21	
OCT			T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W			22	22	
NOV		TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S			19	18	
DEC			S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	X	X	19	8
																												Total Academic Days for Fall 2019		87	73						

X designates Academic Work day [0] First day of Fall term. [3] Final exams Note: Aug and Sept work days are paid in Sept
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2020	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days	
JAN			W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	X	X	8	7	
FEB		F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S			21	21		
MAR			S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	SB	H	20	20
APR			W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	X	X	19	19	
MAY			F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S			17	5
																												Total Academic Days for Spring 2020		85	72						
																												Total 2019-2020		172	145						

X designates Academic Work day [0] First day of Spring term. [3] Final exams Note: Jan and Feb days are paid in Feb
 W designates Weekend Work day [1] First day of classes. [4] IVC Commencement - May 14, 2020
 H designates Holiday [2] Last day of classes. [5] Commencement Days - May 15, 16, 17, 2020
 SB Spring Break BB (Basketball NCAA - Non-instruction Day) [6] Grades due at 11:00 pm, end of spring semester.

This is not to be construed as an employee work calendar.

SDSU Academic/Holiday Calendar
2019-2020

Summer 2019

<u>Date</u>	<u>Holiday/Activity</u>
Mon, May 27, 2019	Memorial Day (Campus closed)
Tues, May 28, 2019	First day of Summer term
Tues, May 28, 2019	First day of classes
Thurs, July 4, 2019	Independence Day (Campus closed)
Fri, August 16, 2019	Last day of classes (Final examinations are the last day of classes for each summer session)
Wed, August 21, 2019	Last day of Summer term, grades due from instructors (11 pm deadline)

Draft 11/14/2016

<u>Date</u>	<u>Holiday/Activity</u>
Thurs, August 22, 2019	First day of Fall semester
Mon, August 26, 2019	First day of classes
Mon, September 2, 2019	Labor Day (Campus closed)
Mon, November 11, 2019	Veterans Day (Campus closed)
Wed, November 27, 2019	No Class (Campus open)
Thu, November 28 - Fri, November 29, 2019	Thanksgiving Break: (Campus closed) 11/28 Thanksgiving Day 11/29 * Admission Day
Wed, December 11, 2019	Last day of classes
Thurs, December 12 – Tues, December 18, 2019	Final Examinations
Mon, December 23 – Thurs, December 26, 2018	Winter Break: (Campus closed) 12/23 * Lincoln's Birthday 12/24 * Columbus Day

12/25 Christmas Day
 12/26 * Washington's Birthday

Tues, December 31, 2019

Last day of Fall semester, grades due from
 instructors (11 pm Deadline)

Wed, January 1, 2020

New Year's Day (Campus closed)

Spring 2020

Date

Holiday/Activity

Mon, January 20, 2020

Martin Luther King, Jr. Day (Campus closed)

Tues, January 21, 2020

First Day of Spring semester

Wed, January 22, 2020

First day of classes

Mon, March 30 – Fri, April 3, 2020

Spring Break

Tues, March 31, 2020

Cesar Chavez Day (Campus closed)

Thurs, May 7, 2020

Last day of classes

Fri, May 8 -Thurs, May 14, 2020

Final Examinations

Thurs, May 14, 2020

IVC Commencement

Fri, May 15 – Sun, May 17, 2020

Commencement – San Diego Campus

Fri, May 22, 2020

Last day of spring semester, grades due from
 instructors (11 pm Deadline)

*= Re-scheduled holiday

TO: Senate
 FROM: Tonika Duren Green, Chair, Committee on Committees and Elections
 DATE:
 RE: Action Items

CCE Members are happy to announce a new system via google docs (created by Andrea Saltzman-Martin in the College of Education) that will help to improve the committee updating process. Tonika will provide links of the google docs to each committee chair. This will allow all Chairs to check and update their rosters as needed.

In an effort to recruit students, please remember to email me (Tonika Green-tduren@mail.sdsu.edu) and Zackary Albrecht (AS Chief of Staff-aschief@mail.sdsu.edu) a paragraph explaining the purpose of your committee, meeting times, and committee member commitment/responsibilities.

FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS AND VACANCIES

*Names marked with an asterisk need approval for reappointment or appointment

Academic Policy and Planning *All vacancies filled*

Academic Resources and Planning need IVC and ENG rep

*Krystal Nzeadibe (student)

*Sydney Daily (student)

AS Facilities *All vacancies filled*

Bookstore Advisory *All vacancies filled*

Campus Development *Need 2 faculty*

Needs 2 faculty (open)

Committee on Committees and Elections *Need 1 Faculty (ENG)*

Constitution and Bylaws *Need 1 Student*

1 student needed

Copyrights and Patents *All Vacancies Filled*

Disability Access and Compliance *Need Grad Student Rep*

*Erin Gonzales

Diversity, Equity, and Outreach *All faculty/staff and student vacancies filled*

Environment and Safety *Need 2 faculty and 1 student*

Rebecca Egipto term ended May 2016

Sherry Ryan term ended May 2016

*Jack Bailey appointed November 2016, term ends May 2017

Extended Studies

roster under construction

Faculty Affairs *Need 1 faculty*

Larry Beck-term ended 2015 (reappointment or new replacement needed)

Faculty Honors and Awards *Need 2 alumni*

*Uwakwe, Victor

Fee Advisory *Need 6 students***Freedom of Expression *All vacancies filled***

*Krystal Nzeadibe

*Christine Nguyen

*Camila Gisselle

*Harsh Harsh.

GE Curriculum and Assessment *Needs 1 IVC faculty and 1 student***Graduate Council *needs IVC faculty member, all student vacancies filled*****Honorary Degrees**

Elsa Romero (President of SDSU Alumni Association) need replacement or reappointment

Instructional and Information Technology *Need 2 faculty and 1 rep*

Yusuf Ozturk term ended May 2016

Bob Hoffman term ended May 2015

Need rep from Academic Affairs Information Technology Coordinator (or designee)

Intercollegiate Athletic Council *Need 6 faculty (4 need to be Presidential Appointee), 1 community member, 3 students, and 1 alumnus)*

*Fred Kolkhorst reappointed as chair, term ends May 2019

*Beth Pollard appointed term ends May 2019

*Ben Bagnas term reappointed May 2018

*Susan Cayleff term reappointed May 2018

*Joyce Gattas term reappointed May 2018

*Patrick Papin reappointed

2 students needed

International Programs-*under construction***Liberal Studies *All faculty and staff vacancies filled 1 student needed***

1 student needed

Library and Information Access *Need 1 faculty*

*AS Students: Michael Cline and Keagan Casey term appointed for May 2007

Need replacement for Soh-Leong Lim-retired (EDU)

Scholarships Committee-roster under construction**SDSU Press Editorial Board *All vacancies filled*****Staff Affairs *All Vacancies Filled*****Student Affairs-roster under construction****Student Grievance *Needs 1 admin and 4 students***

Rayanne Williams (Admin Full time) term ended May 2015

4 students needed

Student Health Advisory Board-*Senate member needed*

\

Student Learning Outcomes *Needs 3 faculty*

Larry Verity (HHS) term ended May 2016

Mike Sabath (IVC) term ended May 2016

Stephen Schellenberg (Chair) term ended May 2016

Student Media Advisory- *Need 3 students and Student Affairs Designees***Sustainability *Need 1 faculty and 2 students***

*Chris Kjonas (representative for Nora Shultz)

Bruce Appleyard term ended May 2015

2 students

Teacher Education Advisory Council-roster under construction**Undergraduate Council-*Needs IVC Representative*****Undergraduate Curriculum *All faculty and student vacancies filled*****University Research Council *Needs 6 Faculty (2 from PFSA), IRB Rep, Grad Research Affairs Rep***

Tracy Love-Geffen (HHS) term ended May 2016

Wayne Beach-(PFSA) term ended May 2016
Todd Anderson-(SCI) term ended May 2016
Christopher Glembotski (SCI)-term ended May 2016
IRB Rep
Graduate Research Affairs Rep

Senators Not Currently Represented on A Committee:
Werry, Chris

October 13, 2016

TO: SEC/Senate

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

SUBJECT: Emeritus Status

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

Name

College

Richard W. Bizzoco, Professor of Biology, August 21, 2016, 39 years

Annette C. Easton, Associate Professor of Management Information Systems, January 1, 2017, 29 years

Joanne Ferraro, Professor of History, August 21, 2016, 32 years

Ramamohan Lal Tummala, Professor of Electrical and Computer Engineering, December 31, 2016, 14 years

Ronald Kline, Professor of Mechanical Engineering, December 31, 2016, 39 years

Sincerely,

Yusuf Ozturk
Chair, Faculty Honors and Awards Committee

Monday, November 14, 2016

TO: SEC/Senate

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

SUBJECT: Emeritus Status

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

Marilyn Newhoff, Professor of Speech, Language, and Hearing Sciences, December 31, 2016, 15 years

Kathryn Thorbjarnarson, Associate Professor of Geological Sciences, December 31, 2016, 25 years

Sheldon X. Zhang, Professor of Sociology, January 11, 2017, 15 years

Sincerely,

Yusuf Ozturk
Chair, Faculty Honors and Awards Committee

TO: Senate Executive Committee / Senate

FROM: Doreen J. Mattingly, Chair
General Education Curriculum and Assessment Committee

DATE: November 9, 2016

RE: GENERAL EDUCATION PROGRAM

Action

II. FOUNDATIONS OF LEARNING

B. Social and Behavioral Sciences

New course.

GEN S 290. Introduction to Undergraduate Research (3) [GE]

Prerequisites: Linguistics 200 or Rhetoric and Writing Studies 200 with a grade of C (2.0) or better.

Basic principles and practices of research inquiry. Design and methodology of three research paradigms (mixed methods, qualitative, quantitative) and proposal preparation.

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 Pollard, Elizabeth
- o Preciado, Jose
- o Wells, Kristen
- o Harrison, Christopher
- o Bedau, Dani
- o Hopkins, DJ

2. This Proposal is Part of a Package: Yes
3. Course/Programs related to this Package:

GEN S 0291 GEN S 0390A-D

4. Course Status: Launched
5. Subject/Abbrev: GEN S - General Studies
6. Department: 132 - GENERAL STUDIES - *Active*
7. School: 85 - UNDERGRADUATE STUDIES - *Active*
8. Number: 0290
9. Suffix: —
10. Catalog Number: 36434
11. Full Title: Introduction to Undergraduate Research
12. Abbrev. Title: INTRO TO UNDGRAD RESEARCH
13. Variable Title: No
14. General Education:
a. Proposed for General Education: Yes
b. GE Fulfill: IIB - Foundations of Learning - Social & Behavioral Sciences
c. If Not Approved GE, Still New Course: No
15. Special Course Designator: —
16. Cross Listed Courses: No
17. Campus: R - San Diego Campus
18. Description: Basic principles and practices of research inquiry. Design and methodology of three research paradigms (mixed methods, qualitative, quantitative) and proposal preparation.
19. General Text: —
20. Course Hours Description: —
21. Course Statement: —
22. Proposed Start Year: 2017 **Term:** Fall
23. Variable Units: No
24. Units: 3.00
25. Mode of Instruction:

	<u>Units</u>	<u>Staffing Formula</u>
a. Lecture:	<u>3.00</u>	C- <u>4</u>
b. Lecture 2:	<u>0</u>	C- <u>—</u>
c. Seminar:	<u>0</u>	C- <u>—</u>
d. Laboratory:	<u>0</u>	C- <u>—</u>
e. Activity:	<u>0</u>	C- <u>—</u>
f. Supervision:	<u>0</u>	S- <u>—</u>
g. Discussion/Clinical Proc:	<u>0</u>	S- <u>—</u>
h. ROTC:	<u>0</u>	S- <u>—</u>
i. NTI:	<u>0</u>	S- <u>—</u>

26. Repeatable for Credit: No
27. Grading Methods: +LETTER (C/N OK)

SENATE
28. Prerequisites:

- **Prerequisite:**
RWS 0200 (R) with a minimum grade of C
Catalog Number: 26126
or
- **Prerequisite:**
LING 0200 (R) with a minimum grade of C
Catalog Number: 05119

29. Resources:

a. Faculty Resources

▪ **Describe Available Resources:**

Tenure-track and tenured faculty

▪ **Describe Needed Resources:**

b. Instructional Resources

▪ **Describe Available Resources:**

Smart classroom; Blackboard; Microsoft Word; Microsoft Excel; Google Drive

▪ **Describe Needed Resources:**

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

a. What other course or courses (in your department and others) cover subject matter similar to proposed content?

b. Will this course replace a course now offered? No

i. If yes, which course(s)?

c. Has this course been offered as a topics course? No

i. If yes, which semester and year?

d. Is course being proposed in response to academic review or accreditation recommendations? No

i. If yes, explain fully.

e. Does this course affect the STAR ACT? No

i. If yes, explain fully.

31. Justification:

a. Need for course:

Institutional justification: Charge by President Hirshman to "create and/or identify small courses that would advance research opportunities and integrate undergraduate research into the curricula." (See letter referring to 'Undergraduate Research Workgroup' charge.) Academic justification: Many of the undergraduate research classes are embedded in individual disciplines and are offered typically in the senior year only -- very late in the course of the students' study. Instead, by creating a pathway to undergraduate research through a General Education path, this program provides a) a breadth of knowledge and skills to engage in research; b) a 'head-start' for students to learn about and de facto engage in hands-on research early on. All is particularly important to pave the way for student success when they arrive at the senior year where they could effectively be full members of a disciplinary research project -- yet having an understanding of a slew of approaches and methods to research already. The fact that the pathway goes through the General Education offerings allows students to learn and inquire about the world from a broad perspective including all disciplinary areas. It also allows students to learn more about ways of inquiring about knowledge, and to develop critical thinking and research skills that are invaluable in the whole cycle of a research project: from conceptualization to carrying out a research project.

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

This course is the first of a series of a series of courses ensuring pathways for students to learn about and practice undergraduate research from a more general (and less strictly disciplinary) perspective.

c. Justify Cr/NC only grading (if applicable):

d. Justify if no prerequisite(s) for 300 through 700 level courses:

32. Needs Met by Course:

a. Satisfies:

i. Doesn't Fulfill a Specific Requirement

Specify Other: General Education - Foundations of Learningb. Does this course affect a program? No

c. List courses for which this course will be required as a prerequisite:

SENATE

d. Have Course Change proposals been submitted to make prerequisite changes? No

e. List which other departments or programs will use this course:

recommended for GEN S 390 A,B,C,D

33. Required Student Course Materials:

a. Textbooks:

- Booth, W.C., G.G. Colomb and J.M. Williams (2008). *The Craft of Research* (3rd/e). The Chicago University Press .
- Creswell, J. W (2014). *Research Design: Quantitative, Qualitative and Mixed Methods Approaches* (4th/e). Sage Publications.
- Feak, C.B. and J. Swales (2009). *Telling a Research Story. Writing a Literature Review*. Ann Arbor University of Michigan Press.

b. Manuals:

c. Periodicals:

d. Software:

- Google Forms. Google, (current/e).
- Microsoft Excel. Microsoft, (current/e).

e. Other:

f. Accessibility Materials: Yes

g. Accessibility

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

not a 300 level course

35. Grading Standards:

Participation (in class, in group work, in project) 5%
 Homework assignments 10%
 Annotated bibliography 10%
 Project presentation 5%
 Midterm 35%
 Final (Proposal) 35%

36. Graduate Student Requirements (500 level courses):

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

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

37. Student Learning Outcomes:

1. Outcome 1:

i. Identify topics of investigation within a multi-disciplinary common theme. (GE Capacities #3, #5, #6 and #7; SBS GE Goals #1 and #3)

ii. Course Activity:

Brainstorming in class; practice draft questions as homework; midterm exam; final exam.

iii. Assessment Strategy:

Scoring based on rubric including strong/acceptable/weak as part of homework assessment series; midterm/final scoring rubric

2. Outcome 2:

i. Compile an annotated bibliography.(SBS GE Goal #2)

ii. Course Activity:

Identify relevant literature through library resources (electronic or paper-based); Critically review the literature; Write up annotated bibliography

iii. Assessment Strategy:

Bring 8-10 sources to class; Answer set of questions reflecting on the paper; Evaluate annotated bibliography based on rubric and against structural and content input.

3. Outcome 3:

i. Compare and apply the basic principles and methodologies of three approaches to research, including their philosophical world views, types of research designs (qualitative, quantitative, and mixed methods), and types research methods to answer the research questions. (SBS GE Goals #1 to 4)

ii. Course Activity:

Read textbook chapters; Discuss research scenarios; Reflect on alternative designs and methods to what is presented in the book; Design own research; Create basic questionnaire and charts.

iii. **Assessment Strategy:**

Midterm exam with research scenarios; Final exam: Research proposal assessed based on a rubric.

4. **Outcome 4:**

- i. Compose a short research proposal (including an abstract) that builds upon the annotated bibliography and demonstrates one of the three approaches to research. (SBS GE Goals #1 to 4)

ii. **Course Activity:**

Work through multiple drafts of research proposal; Perform peer review on classmates' proposals.

iii. **Assessment Strategy:**

Final exam - Research Proposal rubric.

5. **Outcome 5:**

- i. Summarize and interpret various aspects of research ethics. (GE Capacity #7)

ii. **Course Activity:**

Library workshops and discussions in class.

iii. **Assessment Strategy:**

Blackboard discussion board post evaluated based on a rubric.

38. **Design and Conduct**

a. **Include topics to be covered:**

- i. Introduction to the course, to the Common Experience theme of the year, and to three ways of inquiry. Researching library resources; resource types; primary sources; (Syllabus p.5)
- ii. Asking questions, finding answers. Examples from Natural Sciences, Social Sciences, Art, and Humanities. (Syllabus p.5)
- iii. Reviewing the literature and writing your literature review. Advanced database searching. (Syllabus p.5)
- iv. The basics of quantitative, qualitative and mixed methods. (Syllabus p.5)
- v. Research ethics. Intellectual property and copyrights. (Syllabus, p.5)
- vi. Presenting individual research ideas and writing up research proposals. (Syllabus p.5)
- vii. I CANNOT CONTROL THE ORDER OF THESE THEMES HERE WITH DRAG-AND-DROP FOR SOME REASON BUT THE SYLLABUS SHOWS THE SEQUENCE. Eniko

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

- i. 2
- ii. 4
- iii. 2
- iv. 4
- v. 1
- vi. 2
- vii. 0

39. **General Education:**

a. **Section A:**

i. **Outline Selection:**

I. Communication and Critical Thinking

II. Foundations of Learning

B. Social and Behavioral Sciences

III. American Institutions

IV. Explorations

ii. **Justify Classification:**

This course will give students an insight into a) ways of inquiry (and knowledge) and b) a selection of methods to carry out research.

b. **Section B:**

Foundations of Learning - Social and Behavioral Sciences

SENATE

Goal 1: Explore and recognize basic terms, concepts, and domains of the social and behavioral sciences.

Activity:

Differentiate between research questions and hypotheses.

Assessment:

Midterm exam

Goal 2: Comprehend diverse theories and methods of the social and behavioral sciences.

Activity:

Demonstrate an understanding of the basic principles and methodologies of three approaches to research, including their philosophical world views, types of research designs (qualitative, quantitative, and mixed methods), and types research methods to answer the research questions.

Assessment:

Midterm Exam and Final project

Goal 3: Identify human behavioral patterns across space and time and discuss their interrelatedness and distinctiveness.

Activity:

Compile an annotated bibliography on a particular theme discussed in class focusing on the research questions asked.

Assessment:

Annotated bibliography

Goal 4: Enhance understanding of the social world through the application of conceptual frameworks from the social and behavioral sciences to first-hand engagement with contemporary issues.

Activity:

Compose a short research proposal (including an abstract) that builds upon the annotated bibliography and would potentially answer the research questions formulated on a given theme.

Assessment:

Final project proposal

c. Section C:

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

Course Work:

Assessment:

- ii. **2. Apply theoretical models to the real world.**

Course Work:

Assessment:

- iii. **3. Contextualize phenomena.**

Course Work:

Identify topics of investigation within a multi-disciplinary common theme.

Assessment:

Final project proposal evaluated through a rubric of how well students have met the rigor of design and the feasibility of the potential project they have designed.

- iv. **4. Negotiate differences.**

SENATE

Course Work:

Work in small research groups with common research goals of interdisciplinary teams.

Assessment:

Observation diary by peers and instructor.

- v. **5. Integrate global and local perspectives.**

Course Work:

Identify topics of investigation within a multi-disciplinary common theme.

Assessment:

Midterm and final

- vi. **6. Illustrate relevance of concepts across boundaries.**

Course Work:

Identify topics of investigation within a multi-disciplinary common theme.

Assessment:

Midterm and final

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

Course Work:

Demonstrate an understanding of research ethics.

Assessment:

Library Lab week 12

d. Section D:**i. Forms of Communication:****e. Section E:****i. Required For Majors: No****f. Section F:****i. GE Cultural Diversity Upper Division Only: No****ii. Consider if Rejected: No**

GEN S 290: INTRODUCTION TO UNDERGRADUATE RESEARCH

Classroom: TBD

Time: TBD

Instructor on record: Dr. Eniko Csomay

Office: Division of Undergraduate Studies (AD 222)

Email: ecsomay@mail.sdsu.edu

Phone: (619) 594-3377

Office hours: TBD or by appointment

Course description

This course introduces students to the principles and practices of a successful research cycle. More specifically, in this course, we will discuss and practice essential steps in carrying out research on the undergraduate level, basic principles and practices of research, the design and methodology of three research paradigms (quantitative, qualitative, mixed methods), and aspects of the write-up of such research. Through a common multi-disciplinary theme (e.g., Movement, Time, etc.), specific attention will be paid to a) identifying a problem; b) narrowing down the problem to formulate a set of questions; c) framing those questions through supporting literature; e) designing a small-scale investigation to answer those questions; f) data presentation techniques; g) writing up a short proposal for a small-scale investigation, including an abstract.

Recommended: Completion of RWS 200 or LING 200

General Education essential capacities (General Catalog, 2015 p.88)

1. Construct, analyze, and communicate arguments;
2. Apply theoretical models to the real world;
3. Contextualize phenomena;
4. Negotiate differences;
5. Integrate global and local perspectives;
6. Illustrate relevance of concepts across boundaries;
7. Evaluate consequences of actions.

General Education goals for the Social and Behavioral Sciences (General Catalog, 2015 p.89)

- Goal 1: Explore and recognize basic terms, concepts, and domains of the social and behavioral sciences.
- Goal 2: Comprehend diverse theories and methods of the social and behavioral sciences.
- Goal 3: Identify human behavioral patterns across space and time and discuss their interrelatedness and distinctiveness.
- Goal 4: Enhance understanding of the social world through the application of conceptual frameworks from the social and behavioral sciences to first-hand engagement with contemporary issues.

Student learning outcomes

1. Identify topics of investigation within a multi-disciplinary common theme. (Capacities #3, #5, #6 and #7; Goals #1 and #3)
2. Formulate a set of research questions within those topics of investigation (Goal #4)
3. Compile an annotated bibliography. (Goal #2)
4. Compare and apply the basic principles and methodologies of three approaches to research, including their philosophical world views, types of research designs (qualitative, quantitative, and mixed methods), and types of research methods associated with those designs. (Goals # 1 to 4)
5. Compose a short research proposal (including an abstract) that builds upon the annotated bibliography and demonstrates one of the three approaches to research. (Goals # 1 to 4)
6. Give an oral presentation of the research proposal. (Goals # 1 to 4)
7. Work in small research groups with common research goals of interdisciplinary teams. (Capacity #4)
8. Summarize and interpret various aspects of research ethics. (Capacity #7)

Required textbooks (the letters in bold correspond to the letters on the tentative schedule under 'Reading finished')

- Booth, W.C., G.G. Colomb and J.M. Williams. 2008. *The Craft of Research*. 3rd Edition. Chicago: Chicago: Chicago University Press. **(B)** (paperback cca. \$13.00)
- Creswell, J. W. 2014. *Research Design: Quantitative, Qualitative and Mixed Methods Approaches*. 4th Edition. London: Sage Publications. **(C)** (to rent cca. \$14.00)
- Feak, C.B. and J. Swales. 2009. *Telling a Research Story. Writing a Literature Review*. Ann Arbor: University of Michigan Press. **(FS)** (to buy new cca. \$18.00)
- Swales, J. and C.B. Feak 2009. *Abstracts and the Writing of Abstracts*. (only pp. 1-34). Ann Arbor: University of Michigan Press. **(SF)**

Course structure

Class lecture, on-line response to questions and answers via Blackboard, discussions in class sessions, weekly readings, homework assignments, and project-progress reports characterize the activities in and outside of the class sessions. Participation in discussions and group work is required.

Guest speakers are invited to a few sessions from the SDSU faculty pool of faculty in the respected fields of inquiry. When guest speakers are invited, the weekly class sessions will be divided into two parts: 1) discussion of reading materials assigned for that week, and 2) presentations given by guest speakers on the craft of their own research followed by question-answer concerning a particular topic that the speaker or the students choose to discuss.

Course expectations

Come to class prepared at all times. Please read the assigned texts before class (see syllabus 'Reading' column where applicable). Various types of written assignments, class participation, and exams and other activities serve as the basis for the final evaluation of performance in class. Missed assignments cannot be made up. All written assignments are due at the beginning of class (also uploaded in an electronic format on Blackboard by the time the class starts with the given deadline) and must be word-processed (double spaced, Arial 11 font, 1-inch margin all around) unless otherwise stated in class prior to due date. Late assignments and hand-written work (unless otherwise stated in class) are not accepted. Attendance and participation is required at all sessions.

Participants are required to arrive in time and will leave on time. All cell phones, pagers, and other electronic devices (laptops, tablets, iPads, etc.) must be turned off during the entire class period unless otherwise stated in the given class period. Please avoid keeping head/ear phones on in class as well.

Students with Disabilities

In collaboration with Student Disability Services, the instructor for this course is committed to providing equal opportunity to access materials. Students who need accommodation of their disabilities should contact the instructor privately immediately after the first class to discuss specific accommodations for which they have received authorization. Students should email the instructor to schedule an appointment. If you have a disability, but have not contacted Student Disability Services, please call them at 619-594-6473, or visit them at Calpulli Center, Suite 3101 before making an appointment to see the instructor.

Academic Dishonesty

Academic honesty is central to the academic process. It is essential that both students and faculty live up to the highest ethical standards with respect to the origin of ideas, the accuracy of data, and like matters. Cheating on exams, plagiarism, and disruption of the classroom or teaching environment will not be tolerated by the instructor or San Diego State University. The University's policy on Cheating and Plagiarism can be accessed at the following website: <http://csrr.sdsu.edu/cheating-plagiarism.html>. In general, the policy of San Diego State University is that a student who engages in cheating or plagiarism may face two courses of disciplinary action, which include: (1) academic sanctions, such as grade modifications; and (2) punitive sanctions, such as probation, suspension, or expulsion. The instructor is responsible for determining academic sanctions and will refer cases of suspected academic dishonesty to the San Diego State University Center for Student Rights and Responsibilities: <http://csrr.sdsu.edu/>.

Of the many different actions that constitute academic dishonesty, what follows are some examples of behaviors that illustrate such dishonesty. This is not a complete list, and a lack of information about other types of academic dishonesty is not an excuse for dishonesty:

1. Plagiarizing (e.g., presenting as your own some or all of the work of others without appropriate attributions or citations of your source(s), paying someone to write your project or assignment, copying all or part of someone else's project or assignment)
2. Providing false excuses (e.g., lying about why an assignment is late, forging or altering a legal or medical excuse).
3. Falsifying information (e.g., making up or altering data, making up content for a paper, presenting information drawn from a review or abstract as if you have read the original source)

Assessment

Participation (in class, in group work, in project)	5%
Homework assignments	10%
Annotated bibliography	10%
Project presentation	5%
Midterm	35%
Final (Proposal)	35%

95.00 – 100%	A	87.00 – 89.99%	B+	77.00 – 79.99%	C+
90.00 – 94.99%	A-	84.00 – 86.99%	B	74.00 – 76.99%	C (CREDIT)
		80.00 – 83.99%	B-	70.00 – 73.99%	C- (NO CREDIT)

Major Assignments

Annotated bibliography

The purpose of this assignment is to help you conceptualize a potential research topic by the time we are half way through the course. A short summary of 8 to 10 sources in the area of participants' specific research interests. Each source should have a paragraph length summary of 1) what the main goal of the study is; 2) what motivates the study; 3) what the question(s) is/are that is being answered by the research carried out; 4) what research design is apparent in the study; 5) what the significance of the study is.

Oral presentation

Time: 10 minutes presentation and 2 minutes for questions. Areas to include in the presentation:

1. Goal (What is the main goal of the proposed investigation? What is it trying to find out?);
2. Motivation (What motivated the study? What problem is it aiming at solving?);
3. Review of literature (What does the lit review say about the topic/theme? Briefly.);
4. Research questions (What questions is the proposed research aiming at answering?);
5. Research design (What is the proposed design? Which methodology is used?);
6. Significance (What are the expected outcomes of the research?).

Each area is covered on one to two slides; each slide should be discussed for about a minute and a half on average; each slide can have a maximum of 6 lines, and each line can have a maximum of 6 words. (Reminder: slides are guiding you in what you would like to say, and do not serve as a 'book' to read – hence, few words in bullet points is preferred)

Proposal

The purpose of this assignment is to help you formulate the motivation for a study, demonstrate your skills in synthesizing relevant research around the research question you may have; all in all, to showcase how well you understand the nuts and bolts of a potential research project that you would be carrying out. This course is leading up to a research proposal; further details on the content and format of the proposal as well as the rubric for evaluation will be shared during the course of the semester.

Tentative schedule

Week	Topic on the day of the class	Reading finished	Library labs done	Assignments due
1	Introduction to course and theme	B Prolog; B Ch 1		
2	Introduction to ways of inquiry – 3 approaches and 3 components; Researching library resources; resource types; primary sources;	B Ch 2; C Ch 1		HW # 1
3	Asking questions, finding answers: From topics to questions; Examples from Natural Sciences	B Ch 3 Guest speaker		HW # 2
4	Asking questions, finding answers: From questions to a problem; Examples from the Social Sciences	B Ch 4 Guest speaker		HW # 3
5	Asking questions, finding answers: From problems to sources; Examples from Art	B Ch 5 Guest speaker		HW # 4
6	Asking questions, finding answers: Engaging sources; Examples from the Humanities	B Ch 6 Guest speaker	Library Labs: 1, 2, 3, 4, 5, 6	HW # 5
7	Review of the literature; advanced database searching; Using your own words: paraphrasing, summarizing	C Ch 2; FS pp. 1-22 FS pp. 77-92		Midterm (timed take-home)
8	Writing a literature review Citing sources	FS pp. 23-42 B Ch 13; FS pp. 43-59		Annotated Bibliography
9	Quantitative research	C pp. 51-63; C Ch 8		HW # 6
10	Data visualization	B Ch 15		HW # 7
11	Qualitative research	C pp. 64-68; C Ch 9		HW # 8
12	Mixed Methods	C pp. 68-75; C Ch 10		HW # 9
13	Research Ethics; Intellectual property & copyright Writing up your proposal: Abstracts	C pp. 92-101 B pp. 273-276 SF pp. 1-34 B Ch 14	Library Labs 10, 12	HW # 10
14	Writing up your proposal – peer review Cycle 1			Proposal Draft 1
15	Writing up your proposal – peer review Cycle 2			Proposal Draft 2
Finals week	Oral presentations		Library Lab 13, 14	Proposal Final

This is a tentative schedule and is subject to change. Participants in this class are responsible for keeping track of all changes mentioned in class and/or posted on BB.

Guest speakers are SDSU faculty in the respected fields of inquiry. When guest speakers are invited, the weekly class sessions will be divided into two parts: 1) discussion of reading materials assigned for that week, and 2) presentations given by guest speakers on the craft of

their own research, followed by question answer concerning a particular topic the speaker or the students choose to discuss.

To: The Senate
 From: The Graduate Council
 Date: November 3, 2016
 Re: 2017-2018 *Graduate Bulletin*

ACTION (5A-11-16)COMPUTATIONAL SCIENCE

1. New program.

Computational Science
Specific Requirements for the Master of Science Degree
(Major Code: 07992)

Concentration in Data Science
(SIMS Code: XXXXXX)

The concentration focuses on data science. To enter the program, students must possess a bachelors degree in engineering, mathematics, sciences, or statistics. Students entering the program should have background in modeling, programming, simulation, or statistics. The student must complete a graduate program of 30 units to include the following:

Core Courses (24 units):

COMP 526	Computational Methods for Scientists (3)
COMP 605/CS 605	Scientific Computing (3)
COMP 670	Seminar: Problems in Computational Science (3)
CS 503	Scientific Database Techniques (3)
	OR CS 514 Database Theory and Implementation (3)
STAT 670A	Advanced Mathematical Statistics (3)
STAT 670B	Advanced Mathematical Statistics (3)
STAT 700	Data Analysis Methods (3)
STAT 702	Data Mining Statistical Methods (3)

Electives (6 units):

COMP 536	Computational Modeling for Scientists (3)
	OR MATH 636 Mathematical Modeling (3)
COMP 589	Computational Imaging (3)
CS 596	Advanced Topics in Computer Science: Machine Learning (3)
CS 696	Selected Topics in Computer Science: Introduction to Big Data: Tools and Methods (3)
STAT 672	Nonparametric Statistics (3)
STAT 673	Time Series Analyses (3)

Substitution of core courses is permitted based on disciplines related to student's specialization with consent of director.

Before entering the program, the student should have completed the following undergraduate coursework: three semesters of calculus, one semester of linear algebra, and one semester of probability theory. The student should have working knowledge of a programming language before entering the program. Students lacking some of the above undergraduate coursework may be admitted conditionally and may make up this coursework during the first year of the program (these courses will not be counted toward the degree course requirements).

GEOGRAPHY

1. New program.

Geography

Master of Science Degree in Big Data Analytics

General Information

The objective of the Master of Science degree in big data analytics is to produce technically competent students with the skills necessary to explore and identify research and business opportunities provided by big data across various application domains, such as biotechnology, business analytics, digital humanities, information technology, public health, and social and behavioral sciences.

Students will develop competencies in the management and analysis of big data applications using and applying appropriate analytic software, programming tools, social theories, and statistical models. The program will have a dual-core design for students to learn both computational skills (programming languages and software) and analytical methods (data mining, machine learning, spatiotemporal analysis, statistics, visualization) for data models and business applications.

The big data analytics program is a transdisciplinary program across the business, engineering, science, social science, and technological domains at San Diego State University. This program is designed to meet the extensive demand for data analytic jobs from innovation-driven, high technology companies. Upon successful completion of the program, students will be competent in leading organizations in analyzing, cleaning, collecting, modeling, and organizing data for various applications. Students will use the outcomes of big data analytics to formulate research hypotheses and to guide decision-making processes in academic and business settings.

This program provides a flexible curriculum framework for students from various backgrounds by customizing individual study plans with applications in business, database development and management, geographical information systems (GIS), social sciences, statistics, text analytics, or a general career track. This program will build a collaborative and active transdisciplinary educational environment for intended students and professionals who wish to advance their knowledge and skills in the fast growing fields of data science and data analytics.

Admission to Graduate Study

All students must satisfy the general requirements for admission to the university with classified graduate standing, as described in Part Two of this bulletin. The program accepts admission in fall semesters only.

Graduate Admissions

The following materials should be submitted as a complete package to <http://gra.sdsu.edu/decisiondesk> by the January 15 deadline.

1. Official transcripts (in sealed envelopes) from all postsecondary institutions attended;

Note:

- Students who attended SDSU need only submit transcripts for work completed since last attendance.
 - Students with international coursework must submit both the official transcript and proof of degree. If documents are in a language other than English, they must be accompanied by a certified English translation.
2. GRE or GMAT scores (<http://www.ets.org> SDSU institution code 4682);
 3. English language score, if medium of instruction was in a language other than English (<http://www.ets.org> SDSU institution code 4682).
 4. One page statement of research interests and professional goals (maximum 500 words).

Advancement to Candidacy

All students must satisfy the general requirements for advancement to candidacy, as described in Part Four of this bulletin.

Specific Requirements for the Master of Science Degree in Big Data Analytics (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, students must complete a minimum of 30 units of coursework in an officially approved course of study as outlined below. Students must earn a grade point average of B (3.0) or better in the master's program and no less than a C (2.0) in each course. Students may meet the culminating experience requirement through Plan A by completing Geography 799A or through Plan B by successfully passing a comprehensive examination.

Prerequisite Coursework. All incoming students are required to have basic computer science, programming, and statistics knowledge. Students should provide their undergraduate transcripts with the following courses (or equivalent courses) with passing grade of C (2.0) or better in each course. These courses may be waivable if students can demonstrate their comprehensive knowledge in basic computer science, programming, and statistics with their applications development, personal projects, or websites.

- | | |
|----------|--|
| CS 107 | Introduction to Computer Programming (3)
or equivalent introductory computer science or programming course (to include Geography 104 or Computer Science 100) |
| STAT 119 | Statistical Principles and Practices (3) |

or equivalent statistic courses (to include Geography 385, Sociology 201, or Statistics 250)

If students have not taken the prerequisite courses or their equivalents, the admission committee will recommend students complete these deficiency courses during the first semester with a prerequisite status. These students can officially enroll into the masters program after passing the required courses with a grade C (2.0) or better in each course.

Core Courses (12 units)

Students may be able to waive the core course requirements up to six units with approval of the graduate adviser.

GEOG 594	Big Data Science and Analytics Platforms (3)
B A 623	Statistical Analysis (3) or equivalent statistical analysis course above the 500-level
LING 572	Python Scripting for Social Science (3) or equivalent Python programming course above the 500-level
MIS 686	Enterprise Data Management (3)

Elective Courses (6-12 units)

Accounting, Business Administration, Management Information Systems

Topic Area

B A 625	Financial and Management Accounting (3)
ACCTG 621	Accounting Information Systems (3)
ACCTG 673	Accounting Information Systems (AIS) Development (3)
MIS 620	Electronic Business and Big Data Infrastructures (3)
MIS 687	Business Data Communications (3)
MIS 691	Decision Support Systems (3)
MIS 748	Seminar in Applied Multivariate Analytics (3)
MIS 749	Business Analytics (3)

Computation and Databases Topic Area

CS 503	Scientific Database Techniques (3)
CS 514	Database Theory and Implementation (3)
CS 653	Data Mining and Knowledge Discovery (3)

Data Analytics Topic Area

MATH 524	Linear Algebra (3)
SOC 607	Advanced Quantitative Methods (3)
SOC 730	Seminar in Social Institutions (3)
STAT 510	Applied Regression Analysis (3)
STAT 550	Applied Probability (3)
STAT 551A	Probability and Mathematical Statistics (3)

English and Linguistics Topic Area

ENGL 560	Literature in the Digital Age (3)
ENGL 562	Digital Methods in Literary Studies (3)
LING 571	Computational Corpus Linguistics (3)
LING 581	Computational Linguistics (3)
LING 583	Statistical Methods in Text Analysis (3)

Geographic Information Systems (GIS) Topic Area

GEOG 581	Data Visualization (3)
GEOG 583	Internet Mapping and Distributed GIServices (3)
GEOG 584	Geographic Information Systems Applications (3)
GEOG 593	GIS for Business Location Decisions (3)
GEOG 780	Seminar in Techniques of Spatial Analysis (3)

Research Courses (6-12 units)

INT S 600 Big Data Analytics Capstone Seminar (3)

Plan A: Three units of Geography 799A (Thesis) and six units of Geography 798 (Special Study) **OR** three units of Geography 799A (Thesis), three units of Geography 798 (Special Study), and three elective units selected with approval of the graduate adviser.

Plan B: A comprehensive examination concurrent with INT S 600 (Capstone Seminar), six units of Geography 798 (Special Study), and three elective units selected with the graduate adviser **OR** a comprehensive examination concurrent with taking INT S 600 (Capstone Seminar), three units of Geography 798 (Special Study), and six elective units selected with approval of the graduate adviser.

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair
Undergraduate Curriculum Committee

Date: November 9, 2016

Re: 2017-2018 *General Catalog*

ACTION (6A-12-16)ARABIC

1. Elevation of emphasis.

Arabic

**Islamic and Arabic Studies Major
With the B.A. Degree in Liberal Arts and Sciences
(Major Code: XXXXX) (SIMS Code: XXXXXX)**

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

A minor is not required with this major.

Impacted Program. The Islamic and Arabic studies major is an impacted program. To be admitted to the Islamic and Arabic studies major, students must meet the following criteria:

- a. Complete preparation for the major;
- b. Complete a minimum of 60 transferable semester units;
- c. Have a minimum cumulative GPA of 2.0.

To complete the major, students must fulfill the degree requirements for the major described in the catalog in effect at the time they are accepted into the premajor at SDSU (assuming continuous enrollment).

Preparation for the Major. Arabic 101, 102, 201 or Persian 101, 102, 201, and six units selected from History 100, 101, Religious Studies 101. (18 units)

Language Requirement. The language requirement for graduation is automatically fulfilled through coursework for preparation for the major.

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

Major. A minimum of 30 upper division units. Students who specialize in Islamic studies must take Religious Studies 310, 328, History 473, 474, and Women’s Studies 560 (15 units), and an additional 15 units from Arabic 301, 302, 330, 350, History 574, Political Science 363, Religious Studies 330, 379, and Women’s Studies 331. Students who specialize in Arabic studies must take Arabic 301, 302, 330, Political Science 363

(14 units), and an additional 16 units from Arabic 350, History 473, 474, 574, Religious Studies 310, 328, 330, 379, Women's Studies 331 and 560.

Up to six units, with appropriate content, can be applied to either area of specialization from Arabic, History, Political Science, Religious Studies 496, 499, and 596.

Change(s): Islamic and Arabic studies emphasis under social science major is being elevated to a full major.

DANCE

1. New minor.

Dance

Somatic Studies Minor

(Minor Code: XXXXX) (SIMS Code: XXXXXX)

Entrance into the somatic studies minor does not require any experience or expertise in dance; however, an interview with dance faculty is required.

Courses in the somatic studies minor, while listed in dance, are not specifically directed toward artistic goals. The movement techniques taught in the minor are designed to increase self-awareness through a process of embodied inquiry.

The minor in somatic studies consists of a minimum of 24 units to include Dance 100D (two units), 156, 190 (one unit), 289, 290 [or Music 290] (two units), 356 (three units), 390 [or Music 390] (three units), Biology 100, Counseling and School Psychology 401, and three units of upper division dance electives with approval of adviser.

The minor in somatic studies is not open to students in the B.A., B.F.A., or minor in dance.

ENVIRONMENTAL SCIENCES

1. Deactivation of emphasis.

Environmental Sciences

Environmental Sciences Major

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

(Major Code: 49011) (SIMS Code: 777001)

Emphasis in Watershed Science

(SIMS Code: 777005)

Environmental sciences has a strong geographic component. Understanding how vegetation, soils, climate, water, and human activities interact within a spatial context is the basis for watershed analysis. Students in this emphasis will a) acquire a fundamental background in the scientific fields that contribute to watershed analysis (geology and geomorphology, hydrology, ecology, and climatology) and b) develop skills and techniques that are important in applying and integrating this knowledge within a spatial context to address watershed science and management challenges at local to regional scales.

Preparation for the Major. Environmental Science 100 [or Sustainability 100]; Biology 203, 203L, 204, 204L; Biology 215 or Statistics 250; Chemistry 200; Geography 101; and Mathematics 122 or 124, Physics 180A, 180B, 182A, 182B, or Mathematics 150, 151, Physics 195, 195L, 196, 196L. (33-38 units)

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

Major. A minimum of 37-38 upper division units to include Biology 354; Geography 380 or 381, 385, 401, 484 or 591 and 591L, 495, 511; Geological Sciences 305; 15 units selected from the following courses, at least 12 units must be from 500-level courses selected from Environmental Science 301, 538 [or Biology 538], 544 [or Biology 544], Biology 531, 535, 540, Geography 370, 409, 570, 584, 592 and 592L, Philosophy 332 [or Sustainability 332], Public Administration 320, Science 350.

Change(s): Deactivation of emphasis.



December 6, 2016

In accordance with Senate policy, lists of baccalaureate degree candidates for December 2016 graduation have been distributed.

Lists of candidates for advanced degrees, as approved by the Graduate Council, have also been distributed. Each faculty member has been given the opportunity to approve or disapprove the candidates by ballot: a total of 22 ballots were received.

The following students applied late and do not appear on any list:

Farhiya Abdi	BA	Social Work
Gerardo Acosta	BA	Interdisciplinary Studies in Three Departments
Asmasia Yusuf Ali	BA	Sociology
Fahad Khalifa Aljadaan	BS	Mechanical Engineering
Paula Alexis Avila	BA	Psychology
Jayne Ann Barnett	BA	Art
Quintin Allyn Barry	BS	Criminal Justice
Pamela Rubi Basurto	BA	Theatre Arts-Performance
Ryan Alan Beal	BS	Business Administration-Management
Edgar Ivan Bernal Sevilla	BA	History
Ryan Patrick Bowie	BA	Interdisciplinary Studies in Three Departments
Vincent Thomas Canepa	BS	Business Administration-Marketing
An Minh Cao	BS	Business Administration-Accounting
Eddy Carrillo	BS	Criminal Justice
Francisco Castellanos	BS	Criminal Justice
Gabriel Carlon Castro Jr.	BS	Criminal Justice
Javier Castro	BA	Public Administration
Carmen Causor	BA	Psychology
Jessica Ceja	BA	Spanish
Melissa Berenice Ceja	BA	Social Science
Dana Alan Chavarria	BA	International Security and Conflict Resolution
Beatriz Ailly Chavez	BS	Recreation Administration-Sustainable Tourism Management
David Yanez Cisneros	BA	International Business-French and Western Europe
Yolanda Nicole Clark	BA	Psychology
Justin Sean Connolly	BA	Interdisciplinary Studies in Three Departments
Janelle Marie Coulter	BS	Child Development
Heather Pacunayen Cristobal	BA	Anthropology
Ana Isabel Cruz	BA	Liberal Studies
Joseph Alexander Cuellar	BS	Kinesiology-Prephysical Therapy
Kelsey Kay Cunningham	BS	Recreation Administration-Outdoor Resource Management
Dang Dinh Dong	BS	Biology
Chloe Danielle Doport	BS	Child Development
Stephanie Lynn Dunbar	BA	International Business-German and Western Europe
Carlynn Dyan Espinoza	BS	Civil Engineering
Jose Miguel Esquer	BA	Latin American Studies
Sandy Estrada	BS	Criminal Justice



Alina Adriannah Estrada-Pallares	BA	Economics
Ryan Mallari Figueroa	BA	International Business-Japanese and Asia
Trisha Lou Floor	BS	Recreation Administration-Outdoor Resource Management
Andrea Marie Reyes Foster	BS	Criminal Justice
Victor Alfonso Garcia	BA	International Business-Spanish and Latin America
Justin Nathaniel Geiser	BA	Psychology
Matthew Geller	BS	Geological Sciences
Donald Phillip Goode	BA	Economics-International Economics
Darrell Antonio Greene	BA	Social Science
Roman Gurinov	BA	International Security and Conflict Resolution-Cooperation, Conflict, and Conflict Resolution
Scott Christopher Hazen	BS	Mathematics-Applied Mathematics
Katerina Ariana Herrera	BA	Psychology
Maria del Carmen Huerta	BA	Journalism-Public Relations
Olivia Karmilita Hunter	BS	Recreation Administration-Recreation Systems Management
Young Hwan Hur	BS	Biology
Fernando Irineo	BA	Interdisciplinary Studies in Three Departments
Jenna Pauline Jahn	BA	Political Science
Grant Frederick Janecky	BS	Recreation Administration-Recreation Systems Management
Greg Tyler Kelly	BA	Political Science
Aiza Marie Garong Lamug	BA	Interdisciplinary Studies in Three Departments
Ignacio Lauder III	BS	Aerospace Engineering
Benjamin James Madruga	BS	Recreation Administration-Outdoor Resource Management
Emily Rae Mann	BA	Psychology
Christian Marron	BA	Mathematics
Joseph Michael Martinez	BS	Business Administration-Accounting
Kimberly Nicole Martinez	BA	Psychology
Giuseppe Massimiliano Marzola-Garrow	BA	International Business-Spanish and Latin America
Blake Francis McCormick	BA	Geography-Environment and Society
Kelly Ann McCosh	BA	Art-Interior Design
John D. McDonald	BA	Humanities
Brooke Anne Middleton	BA	International Security and Conflict Resolution
Julia Mireya Mira	BA	Interdisciplinary Studies in Three Departments
Florina Moreno	BA	Linguistics
Elizabeth Ann Myers	BA	Journalism-Advertising
Brian Duy Nguyen	BS	Business Administration-Accounting
Khanh Thi Mai Nguyen	BS	Business Administration-Accounting
Robert Michael O'Keefe	BA	Political Science
Manuel Ocano	BA	Economics
Andrew Mark Oldar	BA	Public Administration
Lindsey Rose Oshiro	BA	Interdisciplinary Studies in Three Departments
Reyes Ramirez Jr.	BS	Kinesiology-Prephysical Therapy
Virginia Ramiro	BS	Criminal Justice
Matthew James Ramsey	BS	Biology-Cellular and Molecular Biology
Nadeem Rassam	BS	Aerospace Engineering
Jahrese Kolan Reed	BA	Interdisciplinary Studies in Three Departments
Joe L. Rodriguez	BS	Biology
Jonathan Samaniego	BS	Criminal Justice
Jennifer Lynn Seaux	BA	Liberal Studies
Megan Elizabeth Smith	BS	Criminal Justice
Valerie Caroline Smith	BA	Classics-Classical Humanities
Arturo Ivan Sotomayor Gayosso	BS	Mechanical Engineering
Christine Lynn Stevenson	BS	Hospitality and Tourism Management-Meeting and Events Operations and Management



Ruth Ellen Sutehall	BA	French
Miguel Tellez	BS	Chemistry
Garrett Daniel Tobin	BS	Chemistry
Vibiana Summer Tran	BA	English
Charles Santino Ucciferri	BA	Communication
Gonzalo Andres Vasquez	BS	Mechanical Engineering
Leonor H. Velasco	BA	Spanish
Marian Nicole Viloría	BA	Biology
Angaar Wasimi	BS	Mechanical Engineering
Khyber Wasimi	BS	Mechanical Engineering
Laura Erin Werbaneth	BS	Biology
Natalie Michele Zufelt	BA	Interdisciplinary Studies in Three Departments
Behrouz Babakhani	Ph.D.	Computational Science
Kameryn Rene Denaro	Ph.D.	Computational Science-Statistics
Marissa Siriwan Yenpasook	Ph.D.	Education
Rong Wang Zablocki	Ph.D.	Computational Science-Statistics

It is requested that the Senate, subject to completion of degree requirements, approve all candidates for baccalaureate and advanced degrees.

November 9, 2016

TO: Marcie Bober-Michel, Senate Chair

FROM: Donna Conaty, AR&P co-chair
Cheryl James-Ward, AR&P co-chair

RE: October AR&P Committee Report

AR & P has no new items to report to SEC for this meeting as it has not met since October 11. The October 11 meeting items (approval of curricular items) have been previously reported.

The next scheduled meeting for AR&P is on November 29.

TO: Senate

FROM: Nola Butler-Byrd, Bill Eadie, Cezar Ornatowski
Academic Senate, CSU

DATE: December 6, 2016

SUBJECT: Information: Report from the November 2-4 plenary meeting of the CSU Academic Senate

Various Information

General Education

Coded Memorandum ASA-2016-19: *General Education Requirements Survey* required each campus to submit an accounting of the requirements of its GE program to the Chancellor's Office. On Oct. 28, data from the survey was provided to the ASCSU chair and the chair of Chancellor's General Education Advisory Committee (GEAC), as well as the chairs of Academic Affairs (AA) and Academic Preparation & Education Programs (APEP) committees of the ASCSU. In addition, AVC Mallon asked that GEAC examine the survey data to "provide recommendations, examples, or templates for clear, complete, and easy to understand GE requirements" as well as "suggestions for improving clarity in GE policy," along with a clarification of the benefits of GE.

Ryan Storm, Assistant VC for Budget, reported on the CO tuition proposal

Possible tuition increase timeline:

Sept/Oct.	Proposal to and meet and confer with CSSA
Nov.	BOT Meeting and revenue discussion
Jan 2017	Governor's budget proposal
Early 2017	BOT discussion and potential action
March-May	CSU Advocacy
May	Governor's budget revision
June	Final State Budget decisions
July	Final CSU budget decisions and campus allocations

Overview of CSU total budget expenses:

Total budget:	8.5 billion
Educational and related:	70 percent
Enterprise activity (parking, housing, etc.):	17 percent
Capital and construction:	7 percent
Trust:	5 percent
Lottery:	1 percent

CSU budget by category:

Salaries and benefits:	69 percent
------------------------	------------

Financial aid:	12 percent
Supplies and services:	5 percent
Contractual services:	3 percent
Other expenses:	2 percent
Utilities:	2 percent
Facility repair and construction:	2 percent
Insurance:	1 percent

Proposed expenditures:

Graduation initiative:	75.0 mil
Full-time equivalent student growth:	38.5 mil
Compensation, current commitments:	139.1 mil
Compensation, new:	55.1 mil
Facilities and infrastructure:	10.0 mil
Mandatory costs:	26.0 mil
Total:	343.7 mil

The current tuition proposal is a temporary stop-gap measure after 5 years of no action on the tuition front; downstream, the CSU will think of a long-term tuition model.

	Current	Increase	Future
Undergrad	5472	270	5742
Grad	6738	438	7176
Credential	6348	312	6660

(Trustee policy is that graduate tuition should be 1.5 times larger than undergrad tuition. The tuition increase of over 6 percent gets it to 1.35 of undergrad tuition, a step toward that goal.)

- 80 percent of CSU students receive financial aid
- More than 50 percent have 0 student loan debt
- More than 60 percent of students have tuition covered by grants/waivers
- CSU tuition is still the lowest of all comparable peer institutions.

Chancellor White

On tenure density: Tenure density is a local decision; the funds get distributed from the CO and spent according to local needs and criteria. Hiring more T/TT faculty is thus a campus decision. “To move the tenure percentage needle is a very expensive undertaking.” There is an opportunity here for a campus leadership to have a conversation on the desirable and realistic tenure density for the campus. “Every campus should have its own tenure density goal.”

On the tuition increase proposal: nobody wants to raise tuition; we want to get our resources through the appropriation process. But we need sufficient resources to fulfill our mission and serve California's future. The Graduation Initiative is an agreed upon way to meet that future. To meet our goals, we need \$400 million more in our budget over the next six years. In the past, we got a "bump" with one-time money. Today, as a result of many conversations, the "ask" for resources is tied to the success of our students; this presents an opportunity if the state appropriation does not meet our needs in this regard. In effect, through a tuition increase proposal students would be asked to pay for their success, not for other things. We need to keep the option of raising tuition "on the table" "in case the economy tanks" or in case we do not get needed resources for some other reason. The tuition proposal is a way of keeping that option on the table.

Guests from the Student Success Network/Educational Insights Center at Sacramento State

The CSU Student Success Network is a response to the challenge of increasing graduation rates in the CSU. To date, the Network includes 13 campuses. At its core is the Educational Insights (EdInsights) Center at Sacramento State University. EdInsights' mission is to inform and improve policymaking and practice for K-12 education, community colleges, and public universities. The 2016-17 CA budget includes annual \$1.1 million support for the Network. The funds will support six activities: applied research (on barriers to student success), student success labs (cross-campus collaboration on identifying solutions), convenings (learning from each other), and communication and dissemination (communicate lessons learned to stakeholders).

ASCSU senators asked questions and offered many critical comments on the initiative.

CSU Board of Trustees Meeting on Nov. 15-16, 2016

At the upcoming BOT meeting, two topics are of special interest:

1. Environmental sustainability update - In 2014 the Board adopted a sustainability policy that established goals to be met by 2020 for the CSU across a broad range of operational areas. In January 2018 a comprehensive report will be issued on the progress through the end of the 2016-2017 fiscal year. An interim report will be presented during the November meeting highlighting some of our areas of progress towards the 2020 goals and recognizing some of the outstanding projects the campuses have initiated.

2. Budget planning for 2017-2018 - The 2017-2018 draft CSU budget presented to the Board in September 2016 contained the following CSU supplemental requests for state funding:

3,600 FTES growth - \$40 million

Current compensation commitments (this includes continued funding of CFA 2016-2017 salary increases plus funding of the 2017-2018 increases) - \$140 million

Potential new compensation agreements - \$55 million

Facilities and Infrastructure needs - \$10 million
Mandatory cost increases (such as health insurance) - \$26 million
Graduation Initiative 2025 - \$75 million

This comes to a total of \$346 million in incremental expenditures, which would be offset by \$177.2 million in anticipated new revenue (\$157.2 million general fund increase from the Governor's Funding Plan and \$20.0 million net tuition increase from enrollment growth.) This leaves \$168.8 million as a supplemental increase request. As part of the budget presentation to the Board in September, it was expressed that while the top priority is to seek an increase in state funding from the Governor and Legislature, the system needs to keep its options open in case the 2017-2018 Support Budget is not fully funded by the state.

One of the options is a possible increase in tuition of approximately \$270 per year for full-time undergraduates, along with increases in other student categories (listed in the section above in the present report). During the November meeting an updated budget proposal will be presented to the Board for its approval. If the budget request remains substantially as outlined above, the earliest a vote would be taken on a tuition increase would be during the Board's January 2017 meeting.

(The agenda for the November 15-16, 2016 BOT meeting will be posted at: <http://www.calstate.edu/bot/agendas/> 10 days prior to the meeting.)

At the September 14-16, 2016 ASCSU Plenary Meeting, Five Resolutions Were Passed

AS-3268-16/FGA Response to ACR 158 (Holden): Postsecondary Education: Transfers

Reaffirms ASCSU's commitment to improving student transfer within and among California's three higher education segments, which is the goal of ACR 158 (Holden); and clarifies that many of the appropriate policies and processes to facilitate transfer are already in place.

AS-3269-16/AA Course Grading in the Golden Four

Recommends that course-to-course transfer of credit for lower division basic subjects in General Education (GE) (oral communication, written communication, quantitative reasoning, and critical thinking; the "Golden Four") follow the rules for GE credit from the institution where the student completed the course; reiterates ASCSU's support for Grade Minima for CSU General Education Courses in the "Golden Four" of a C (2.0) in each course; asks campus senates to adopt policies that require matriculated students to earn a grade of C (2.0) in each of the Golden Four courses for General Education credit; and encourages the adoption of a system-wide rule such that a grade of less than a C- will not yield CSU "Golden Four" GE credit, regardless of the institution of origin.

AS-3270-16/APEP Endorsement of the Quantitative Reasoning Task Force Recommendations

Endorses the recommendations included in the QRTF report.

From Christine Miller - at the Council of Chairs meeting

The Chancellor's Office is developing a FAQ document to help readers process the report, since they're likely not reading it cover to cover. [I guess this will be the CliffsNotes edition!] At the campus level, we're encouraged to provide feedback and locally determine the report's impact on curriculum.

AS-3271-16/AA Establishment of an ASCSU Faculty Workgroup to Study General Education

Establishes an ASCSU working group of faculty in order to support the value, quality, and diversity of General Education (GE) programs system-wide.

From Christine Miller - at the Council of Chairs meeting

New resolution: calls for formation of a GE Task Force (patterned after the Quantitative Reasoning Task Force). Members would first be charged with analyzing recently submitted survey data (generating a system-wide landscape of what's happening), and then move on to other issues (clarity of GE, integration of recommendations from the Quantitative Reasoning report, integration of ethnic education, and whether or not to continue with upper-division units [which many see an impediment to timely graduation]).

AS-3273-16/FGA Support for the California State University Board of Trustees (BOT) 2017-18 Budget Request

Asserts ASCSU support the BOT 2017-18 budget request for additional monies from the state for student success, completion and access, infrastructure/facilities, and employee compensation over and above the \$157.2 million funding commitment to the CSU by the Governor, and urges that in its request, the CSU BOT allocate at least half the monies for the Graduation Initiative 2025 to assist in resolving the tenure density issue in the CSU by the hiring of tenure track faculty to improve student success and access.

Four Resolutions Received First Reading

AS-3274-16/AA Commendation for the CSU Institute for Teaching and Learning (ITL) Summer Institute 2016

Applauds the various campus participants and institute presenters for their enthusiastic involvement in and instructive contributions to the CSU Institute for Teaching and Learning Summer Institute 2016 and urges more funding for this kind of ITL programming with support targeted in English, Quantitative Reasoning, and DFW courses.

AS-3275-16/AA/APEP Commendation for Ken O'Donnell

AS-3276-16/AA Academic Freedom Policy

Asks that the ASCU approve the policy on academic freedom as drafted by the ASCSU Faculty Affairs Committee.

AS-3277-16/AA Lactation Resource Policy and Practices in the California State University

Asks all CSU campuses to review existing lactation resource policies and develop and implement such a policy on campuses where it is absent; also, asks that new and existing CSU lactation resource policies comply with state and federal laws requiring a minimum number of dedicated (non multi-use) and regularly-maintained lactation stations on each campus.

One resolution was introduced from the floor

Support for Increased Funding to the California State University to Avert a Tuition Increase

Urges the ASCSU to acknowledge the burden that even modest tuition increases can impose, especially on vulnerable student populations and urges be it that the CSU, ASCSU, and CSSA continue to engage in sustained joint advocacy to secure state adequate funding to avert the need for a tuition increase.

Additional Information

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

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

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

Additional information / Council of Chairs Meeting (12/1)

- Formation of a Academic Technology Steering Committee - charged with developing a strategic (system-wide) plan for IT.
 - CalState Apply goes live in June -- campuses can finish Fall 2017 apps with CSU Mentor, however.
 - CalState Apply allows development of customized templates for program applications.
 - The degrees database is the starting point for the majors to be programed into CalState Apply - and we'll see many hiccups going this route. [Christine said the quality of what we end up with depends on the quality of systems at our own institutions. What does that portend for SDSU?]

- The CSU/CIO Patrick Perry presentation to ASCSU was acronym-rich and nearly impossible to follow - but linguistically, we've moving from the term *data warehouse* to *data lake* (see: <https://azure.microsoft.com/en-us/solutions/data-lake/>). When the system is complete (and we'll all likely be retired by then) - the structure will even feature access to CDE data.
- LMS: The hunt is on (officially??) for a system-wide solution. Seen in light of the previous bullet, the goal is to offer a *CSU Anywhere Experience* (eduroam, Course Match, LMS), PeopleSoft, etc) - simplifying yet still tailoring data collection, analysis, and reporting.
- Discussion of the Enrollment Management Letter sent to Presidents on 11/23.
 - There was quite a bit of discussion around this particular sentence: *Admit and enroll new students only to the extent that appropriate course loads that **provide an authentic path to success** are available - specifically, that paths to success are defined only in terms of speed to graduation.*
 - Trustee Stepanek said that in the future, we may not actually receive enrollment targets; rather it's all about FTES (meaning: larger course loads for students, not necessarily more students).
 - Relative to transfer students, there's concern at some campuses (example: San Marcos) that a) local graduation requirements are more stringent than the transfer agreements with the community colleges and b) some students (engineering in particular) know how to game the system.
- Discussion of (system-wide) Intellectual Property policy.
 - CSU Presidents have the draft version (including implementation guidelines) ... and, says Trustee Stepanek, it's *ready for review by CFA and the campus Senates*. The CSU is looking to hire someone who will handle IP affairs at the campus level.
- Changes in Course Redesign programs. Though it's not clear how this will be "enforced" the idea is that campuses think programmatically (which we at SDSU already do) - gatekeeper courses, courses w/ high DFW rates, etc.
- Discussion about the Graduation Initiative (relates, to some degree, to the *Zoom conversation* bullet below).
 - All initial plans are viewable (<https://www2.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/Pages/campus-plans-and-goals.aspx>) - but the submission deadline was tight, so now we're on to plans/phase 2.
 - This more "thoughtful" document is due March 30 (soft deadline) - and tackles goals at the *College* level (institutional goals are insufficient) and (I assume) metrics for measuring progress/accomplishments/. Supposedly, the CSU will compare and contrast across the campuses to detect "themes" or "inefficiencies."
 - Reporting will be required each semester.
- Campus audits are in process (where??) to explore the proportion of MPPs to faculty.
- Zoom conversation with Christian Osmena (Policy Analyst/CA Dept of Finance)
 - His "job" is to review proposed legislation and recommend whether or not the governor should sign it.

- He's been visiting all the campuses - and was at SDSU last Spring. [I've reached out to Doug for input here since he attended the meeting w/ BFA; I don't recall him sharing meeting notes with the Officers.]
- We got into quite a debate (somewhat heated at times) as to whether the Graduation Initiative is *solely about student services or more directly related to faculty access, small class sizes (capstone courses in particular), etc.* Some argued for measuring success via established social mobility measures and other sorts of metrics.
- Open conversation with Trustee Stepanek.
 - He reprised the budget challenges we discussed when he was on the SDSU campus; his telling of the story is certainly consistent.
 - He feels the Board has a "legalistic" bent - since so many of them are attorneys ... and that, he believes, is a danger to the system and its mission. There's no onboarding system in place - which means it takes new members quite some time to understand the system itself and the important (and full range of) roles they play.
 - He described a move to *meta-majors* (Humanities for example) - seeing it as a semantic work-around for problems with students who are undeclared; the new "term" for this is *exploratory*.
 - He encouraged the campuses to use a significant portion of their Graduation Initiative money for faculty hiring ... not merely more advisors.
 - Finally, he reminded us that the Student Success Fee expires in January 2017 - and guidelines are out (?? ... or shortly will be) for the next round of proposals. A few campuses have already decided not to participate.

To: The Senate
 From: The Graduate Council
 Date: November 3, 2016
 Re: 2017-2018 *Graduate Bulletin*

INFORMATION (5I-11-16)

ADMINISTRATION, REHABILITATION AND POSTSECONDARY EDUCATION

1. New course.

Administration, Rehabilitation and Postsecondary Education

HUMAN DEVELOPMENT AND DIS (C-4)

ARP 708. Human Development and Disability (3)

Prerequisite: Consent of instructor.

Developmental theories with implications of living with a disability. Ecological approach to human growth and development across the lifespan. Psychological, social, and spiritual aspects of individual and family response to disability and chronic illness throughout the lifespan.

2. Change in program.

Administration, Rehabilitation and Postsecondary Education

**Specific Requirements for the Master of
 Science Degree in Rehabilitation Counseling
 (Major Code: 12221) (SIMS Code: 331009)**

Paragraph 1 (*no change*)

Core program (24 units):

(*no change*)

15 units of required courses selected from the following:

ARP 607	Applications of Rehabilitation Technology (3)
ARP 610	Educational Leadership (3)
ARP 615	Seminar in Multicultural Dimensions in Rehabilitation Counseling (3)
ARP 648	Group Dynamics in Rehabilitation (3)
ARP 680	Seminar in Administration, Rehabilitation and Postsecondary Education (2-6)
ARP 708	Human Development and Disability (3)
ARP 710A-710B	Seminar in Rehabilitation (3-3)
ARP 720	Human Resource Development in Postsecondary Education (3)
ARP 740	Advanced Seminar in Administration, Rehabilitation and Postsecondary

Education (3)
 ARP 747 Educational Leadership in a Diverse Society (3)
 ARP 755 Governance and Policy Development
 in Postsecondary and Disability Systems (3)

A minimum of six units selected from the following:

(no change)

Additional electives as determined by consent of the faculty adviser.

Comprehensive Examination

(no change)

Program Structure

(no change)

Change(s): ARP 708 added as an option to select from list. *Six to nine* units of electives was updated to *additional* electives.

3. Deactivation of certificate.

Administration, Rehabilitation and Postsecondary Education
Institutional Research, Planning, and Assessment Certificate
(SIMS Code: 330202)

The purpose of the certificate is to equip postsecondary administrators in two- and four-year institutions with the knowledge and skills to access, manage, and utilize input data, student information system generated data, outcome-based assessment results, and other benchmark indicators of institutional data in their decision-making processes. Students will learn how to collect, analyze, and report these data to inform institutional decision-making processes that would include decisions to improve curriculum, as well as decisions to reallocate resources and to inform external requests for funds.

Prerequisites: A bachelor's degree from an accredited institution with demonstrated experience in institutional research, enrollment management research, outcomes-based assessment, and/or planning.

Required courses (12 units):

ARP 611 Program Development and Evaluation in Postsecondary
 Education (3)

ARP 760 Internship in Postsecondary Educational
 Leadership (3) Cr/NC/RP*

ED 690 Methods of Inquiry (3)

Three units of electives selected with approval of adviser.

***Three units of ARP 760 will be completed in an institutional research and/or assessment setting.**

Students must maintain a minimum grade point average of 3.0 in all certificate coursework with no less than a grade of C in any course. Only three units of coursework with a grade of C will count towards the certificate. A maximum of three units of coursework may be repeated. Courses in the certificate program may be applied to a master's degree if applicable. Students may concurrently register in the certificate program and the Master of Arts degree in educational leadership, specialization in postsecondary education.

For further information, contact the program adviser, Dr. Marilee J. Bresciani Ludvik, 619-594-8318.

Change(s): Certificate program is being deactivated.

CHEMISTRY

1. New course.

Chemistry

TOPICS IN STATISTICAL MEC (C-4)

CHEM 714. Topics in Statistical Mechanics (3)

Prerequisites: Chemistry 410A, 410B, Mathematics 252.

Selected topics from the field of physical chemistry. May be repeated with new content. See *Class Schedule* for specific content. Maximum credit six units applicable to a master's degree.

2. New course.

Chemistry

MOL MECH OF HUMAN DISEASE (C-4)

CHEM 765. Molecular Mechanisms of Human Disease (3)

Prerequisite: Chemistry 365 for biology majors, 560 for biochemistry and chemistry majors, or graduate standing.

Protein dysfunction in diseases such as cancer, HIV, and prion disorders. Characterizing and therapeutically targeting altered catalytic function, to include drug design/pharmacokinetics/ADME, global kinetics fitting software, hydrogen-deuterium exchange mass spectrometry, pre-steady-state kinetics, x-ray crystallography, and structural manipulation programs in the context of current biochemical research advances.

DUAL LANGUAGE AND ENGLISH LEARNER EDUCATION

1. New course.

Dual Language and English Learner Education

INTERN SEM TEACHING ENG (C-5)

DLE 925. Intern Seminar: Teaching English Learners (1)

Prerequisite: Admission to an internship program in dual language and English learner education, special education, or teacher education.

Implementation and organization of research-based instruction to meet the needs of diverse language learners in a variety of classroom settings. Maximum credit six units.

DOCTOR OF PHYSICAL THERAPY

1. Change to course hours description, staffing formula, and units.

Doctor of Physical Therapy

DPT 710. Foundations of Physical Therapy Evaluation (4)

Two lectures and six hours of laboratory.

Prerequisite: Admission to the DPT program.

Problem solving and psychomotor skills to perform general physical examination.

Concepts, procedures, and techniques required to provide safe and effective patient care.

Change(s): Staffing formula updated to two units C-4 and two units C-15. Units changed from three to four. Course hours description updated from *one lecture and six hours of laboratory* to what is reflected above.

2. Change to course hours description, staffing formula, and units.

Doctor of Physical Therapy

DPT 821. Musculoskeletal Therapeutics II (4)

Three lectures and three hours of laboratory.

Prerequisite: Doctor of Physical Therapy 820.

Clinical principles and concepts for management of orthopedic, sports, and industrial injuries.

Change(s): Staffing formula updated to three units C-4 and one unit C-16. Units changed from three to four. Course hours description updated from *two lectures and three hours of laboratory* to what is reflected above.

3. Change to description and units.

Doctor of Physical Therapy

DPT 878. Psychosocial Aspects of Rehabilitation (3)

Prerequisite: Admission to the DPT program.

Adjustment to physical disability and terminal illness. Development of communication and ethical decision-making skills.

Change(s): Communications skills added to description. Units changed from two to three.

4. Change to units.

Doctor of Physical Therapy

DPT 886. Functional Neuro-Biomechanical Relationships (4)

Prerequisite: Admission to the DPT program or master's degree program in kinesiology.

Structures of the musculoskeletal system and individual functional regions. Forces sustained in normal and pathological conditions.

Change(s): Units changed from three to four.

5. Change in program.

Doctor of Physical Therapy

**Specific Requirements for the Doctor of Physical Therapy Degree
(Major Code: 12122) (SIMS Code: 556529)**

The Doctor of Physical Therapy (DPT) is a professional and not a research degree. Students in the program will be involved in evidence-based practice/translational research projects as part of coursework and clinical internship. Students are expected to complete the program in three years while attending full-time as there is no part-time program. The number of units for the DPT program of study is 121 units.

FALL SEMESTER I (18 Units)

DPT 710	Foundations of Physical Therapy Evaluation (4)
DPT 725/ BIOL 725	Clinical Anatomy I (4)
DPT 750	Concepts in Physiology, Pathophysiology, and Pharmacology (4)
DPT 780	Integumentary Therapeutics (4)
DPT 881	Evidence-Based Practice I: Principles and Clinical Applications (3)

SPRING SEMESTER I (18 Units)

DPT 726/ BIOL 726	Clinical Anatomy II (4)
DPT 760	Neurosciences (4)
DPT 782	Therapeutic Exercise (4)
DPT 882	Evidence-Based Practice II: Research Applications (3)
DPT 886	Functional Neuro-Biomechanical Relationships (4)

SUMMER I (12 Units)

(no change)

FALL SEMESTER II (18 Units)

(no change)

SPRING SEMESTER II (17 Units)

DPT 803	Life Cycle II (2)
DPT 821	Musculoskeletal Therapeutics II (4)
DPT 836	Neurophysiological Therapeutics II (3)
DPT 875	Medical Therapeutics in Physical Therapy Practice (3)
DPT 878	Psychosocial Aspects of Rehabilitation (3)
DPT 888	Evidence-Based Practice IV: Advanced Clinical Reasoning (3)
DPT 897	Doctoral Research (1) Cr/NC

SUMMER II (10 Units)

(no change)

FALL III SEMESTER (12 Units)

(no change)

Change(s): Last sentence of the program's introductory paragraph simplified. Course units for DPT 710, 821, 878, and 886 updated based on submitted and approved course proposals.

ELECTRICAL ENGINEERING

1. Change to course description and prerequisite.

Electrical Engineering

E E 645. Antennas and Propagation (3)

Prerequisite: Electrical Engineering 440.

Antenna radiation mechanism, antenna types, fundamental antenna parameters, microstrip patch antennas, theory and design of various array and wire antennas, antenna measurement techniques and radio wave propagation in different propagation environments to include mobile communications, multiple input multiple output (MIMO) communications, and satellite communications.

Change(s): Description updated from *Impedance characteristics and radiation patterns of thin linear antenna elements; field intensity calculations. Tropospheric and ionospheric propagation; propagation anomalies.* to what is reflected above. Prerequisite changed from E E 540 to 440.

2. Change in program.

Electrical Engineering

Electrical Engineering (Major Code: 09091) (SIMS Code: 443001)

General information: The Department of Electrical and Computer Engineering offers graduate study leading to a Master of Science degree in Electrical Engineering. The program provides balanced opportunities to study practical engineering design and do research.

Specific requirements for the degree: Completion of 30 units of 500-, 600-, or 700-level courses to include one of two options: Plan A (Thesis) or Plan B (Comprehensive Examination). Students cannot use more than 12 units of 500-level courses. Students are required to plan their program of study and get it approved by the graduate adviser so that they can satisfy the depth and breadth course requirements.

1. Depth Requirement: Students are required to declare their depth area and complete a specific set of approved courses. The depth areas include but are not limited to communication systems, computer networks, digital signal processing, electromagnetic systems, embedded systems, energy systems and controls, and VLSI and digital systems.
2. Breadth Requirement: Students are required to complete a specific number of approved courses from areas other than their declared depth area.

3. Requirements for Plan A (Thesis): Students are required to take six units of Electrical Engineering 797 (Research) and three units of Electrical Engineering 799A (Thesis). The remaining twenty-one units can be taken from the chosen depth area or be breadth courses, all subject to the approval of the thesis adviser and graduate adviser. Credit for Electrical Engineering 797 will be given only after completing the thesis. Credit cannot be given for Electrical Engineering 798 for students in Plan A.
4. Requirements for Plan B (Comprehensive Examination): Students are required to take eighteen units from a chosen depth area and nine units of breadth courses. The remaining three units can be taken from the depth area or it can be a breadth course. Electrical Engineering 797 cannot be used as one of the required courses. Students taking Plan B must pass a comprehensive examination. The examination tests the students' understanding and mastery of fundamental principles and their ability to apply them to engineering problems. Members of the Electrical and Computer Engineering faculty will grade the comprehensive examination for technical correctness, completeness, and clarity of expression. After two unsuccessful attempts, the student may not take the examination without written permission from the graduate adviser. The graduate adviser may require the student to successfully complete certain additional courses before taking the comprehensive examination for a third and final time. Plan B students intending to take the comprehensive examination, but no course, must register in Electrical Engineering 799C during the semester.

For the availability of the courses, research areas, and other information related to the graduate program, refer to the Department of Electrical and Computer Engineering website at <http://electrical.sdsu.edu>.

Change(s): The course selection guideline has been revised. The courses and the program remain the same.

INTERDISCIPLINARY STUDIES

- 1 New course.

Interdisciplinary Studies

BIG DATA CAPSTONE SEMINAR (C-5)

INT S 600. Big Data Analytics Capstone Seminar (3)

Prerequisites: Geography 594, Business Administration 623, Linguistics 572, Management Information Systems 686.

Capstone course to integrate data analytics knowledge. Big data problems and research challenges. Student teams conduct group projects and present findings.

MANAGEMENT INFORMATION SYSTEMS

1. Change to description and title.

Management Information Systems

ELEC BUS & BIG DATA INF

MIS 620. Electronic Business and Big Data Infrastructures (3)

Prerequisite: Management Information Systems 610.

Advanced data analysis and information technology concepts associated with e-business infrastructure and systems architecture.

Change(s): Data analysis added and e-commerce removed from description. Big data added to title.

MATHEMATICS

1. New course.

Mathematics

GROUPS, RINGS, AND FIELDS (C-1)

MATH 620. Groups, Rings, and Fields (3)

Prerequisite: Mathematics 521A, 522, 524, or 525 with a grade of C (2.0) or better.

Group theory to include finite Abelian groups, isomorphism theorems, matrix groups, and permutation groups. Ring theory to include ideals, principal ideal domains, and unique factorization. Field theory to include field extensions and finite fields.

2. New course.

Mathematics

TOPICS IN ADV ALGEBRA (C-1)

MATH 621. Topics in Advanced Algebra (3)

Prerequisite: Mathematics 620 with a grade of C (2.0) or better.

Topics in advanced algebra. May be repeated with new content. See *Class Schedule* for specific content. Typical courses to include algebra-geometry dictionary, commutative algebra, and groups, fields, and Galois theory. Maximum credit six units.

MATHEMATICS AND SCIENCE EDUCATION

1. Change in program.

Mathematics and Science Education

Specific Requirements for the Master of Arts Degree for Teaching Service in Mathematics (Major Code: 17011) (SIMS Code: 776305)

Paragraphs 1-2 (*no change*)

Specialization in Mathematics for Community College Teaching (SIMS Code: 776320). Remainder of paragraph (*no change*)

Plan A requires Mathematics 600, 601, 602, and Mathematics Education 603; six units selected from Mathematics 509, 720, Mathematics Education 604, 605, 606, 607;

nine units of electives selected with the approval of the adviser; and Mathematics 799A, Thesis.

Plan B requires Mathematics 600, 601, 602, and Mathematics Education 603; nine units selected from Mathematics 509, 720, Mathematics Education 604, 605, 606, 607; and nine units of electives selected with the approval of the adviser. In addition, students must pass a comprehensive examination in mathematics education.

Change(s): Mathematics and Science Education 607 added to list of acceptable non-elective courses under plans A and B.

2. Change in program.

Mathematics and Science Education

Specific Requirements for the Master of Arts Degree for Teaching Service in Mathematics (Major Code: 17011) (SIMS Code: 776305)

Specialization in Mathematics for Secondary Teaching (SIMS Code: 776351).

Remainder of paragraph (*no change*)

Plan A requires Mathematics 524; Mathematics Education 603; three units selected from Mathematics 510, 600; three units selected from Mathematics 521A or 601; three units selected from Mathematics 534A or 602; six units selected from Mathematics 509, 720, Mathematics Education 604, 605, 606, 607; six units of electives selected with the approval of the adviser; and Mathematics 799A, Thesis.

Plan B requires Mathematics 524; Mathematics Education 603; three units selected from Mathematics 510, 600; three units selected from Mathematics 521A or 601; three units selected from Mathematics 534A or 602; nine units selected from Mathematics 509, 720, Mathematics Education 604, 605, 606, 607; and six units of electives selected with the approval of the adviser. In addition, students must pass a comprehensive examination in mathematics education.

Change(s): Mathematics and Science Education 607 added to list of acceptable non-elective courses under plans A and B.

3. Deactivation of certificate.

Mathematics and Science Education

**Mathematics Specialist Certificate
(Offered through the College of Extended Studies)
(SIMS Code: 776345)**

The mathematics specialist certificate program, prepares credentialed teachers to become mathematics specialists in the elementary grades. Two different certificates are offered, one focusing on the primary grades and the other on the upper elementary grades. Persons earning the certificates will develop special expertise in the teaching of mathematics in elementary schools. For application or further information, contact Dr. Nadine S. Bezuk (nbezuk@mail.sdsu.edu).

Prerequisites for admission include the following:

1. Teaching credential.
2. Two years of classroom teaching experience.
3. Two letters of recommendation.

Requirements for the primary mathematics specialist certificate (12 units):

1. Two units to include Mathematics 501A, 501B.
2. Six units to include Mathematics Education 571 and 572.
3. Four units of electives selected in consultation with and approved by program director.

Requirements for the upper elementary mathematics specialist certificate (12 units):

1. Four units to include Mathematics 501A, 501B, 504A, 504B.
2. Mathematics Education 574 (three units).
3. Five units of electives selected in consultation with and approved by program director.

Students must pass all courses with Cr/NC grading or receive at least a C (2.0) in all courses taken for a letter grade. With consent of the adviser, six units of education coursework may be applied toward a master's degree in education.

Change(s): Certificate program is being deactivated.

To: The Senate
From: The Graduate Council
Date: November 3, 2016
Re: 2017-2018 *General Catalog* and *Graduate Bulletin*

INFORMATION (5I-11-16.500)

GEOGRAPHY

1. New course.

Geography

GIS FOR BUSINESS DECISION (C-4)

GEOG 593. GIS for Business Location Decisions (3)

Two lectures and three hours of laboratory.

Prerequisite: Geography 484 or graduate standing. Recommended: Geography 584, 589.

GIS and location analysis methods to include modeling and spatial analysis. Applications of GIS and location analysis in business site selection, market segmentation, retail marketing, and service area analysis.

2. New course.

Geography

BIG DATA SCI ANALYTICS PL (C-2)

GEOG 594. Big Data Science and Analytics Platforms (3)

Prerequisites: Geography 104, Computer Science 100, or 107; and Geography 385, Sociology 201, Statistics 250, or graduate standing.

Fundamental concepts, knowledge, and methods in big data science to include analysis, data collection, filtering, GIS, machine learning, processing, text analysis, and visualization. Computational platforms, skills, and tools for conducting big data analytics with real world case studies and examples.

LINGUISTICS

1. New course.

Linguistics

STAT METH TEXT ANALYSIS (C-4)

LING 583. Statistical Methods in Text Analysis (3)

Prerequisites: Linguistics 571 or 572; and Statistics 550 or 551A.

Statistical methods for analysis of large texts, to include Bayesian classifiers, Markov models, maximum entropy models, neural nets, and support vector machines.

Data collection and annotation. Applications to annotation, relation detection, sentiment analysis, and topic modeling.

MANAGEMENT INFORMATION SYSTEMS

1. New course.

Management Information Systems

FUND OF CYBERSECURITY MGT (C-4)

MIS 585. Fundamentals of Cybersecurity Management (3)

Prerequisite: Management Information Systems 483 or 687.

Cybersecurity risks, threats, and vulnerabilities. Technologies, procedures, and techniques to assess, control, detect, and remediate threats and vulnerabilities.

MUSIC

1. Change to grading method and staffing formula.

Music

(S-78)

MUSIC 530. Music Internship (1-3) Cr/NC

Two hours of activity per unit.

Prerequisite: Upper division or graduate standing in a music degree program.

Work with approved music professionals and agencies off-campus to include education, performance, production, and administration under the combined supervision of agency personnel and instructor. Maximum credit six units.

Change(s): Staffing formula updated from C-7 to S-78. Grading method changed from +- LETTER (C/N OK) to CREDIT/NO CREDIT.

RHETORIC AND WRITING STUDIES

1. Change to prerequisites.

Rhetoric and Writing Studies.

RWS 503W. Professional Writing (3)

Prerequisites: Satisfies Graduation Writing Assessment Requirement for students who have completed 60 units; completed Writing Placement Assessment with a score of 8 or higher (or earned a C or higher in Rhetoric and Writing Studies 280, 281, or Linguistics 281 if score on WPA was 7 or lower); and completed General Education requirements in Composition and Critical Thinking. **Proof of completion of prerequisites required:** Test scores or verification of exemption; copy of transcript.

Principles and practices of professional writing, including clear and concise style and rhetorical strategies of designing effective workplace documents. Practice composing memos, reports, proposals.

Change(s): Prerequisites updated from *Rhetoric and Writing Studies 305W or 500W* to what is reflected above.

2. Change to prerequisites.

Rhetoric and Writing Studies

RWS 504. Advanced Professional Writing (3)

Prerequisite: Rhetoric and Writing Studies 500W, 503W, or graduate standing.

Advanced principles in professional writing, including user and task analysis for interface design; document design and typography; collaboration and interpersonal communication; ethical and cultural issues; usability testing; and small group management.

Change(s): Prerequisites updated from *Rhetoric and Writing Studies 503W. Recommended: Graphics or drawing course.* to what is reflected above.

3. Change to prerequisites.

Rhetoric and Writing Studies

RWS 509. Teaching Composition in Secondary Schools (3)

Prerequisite: Rhetoric and Writing Studies 200 or graduate standing.

Theory and practice of teaching and assessing composition in secondary schools and comparable contexts.

Change(s): Prerequisites updated from *Consent of instructor based on writing sample and/or test.* to what is reflected above.

SPANISH

1. Change to prerequisites.

Spanish

SPAN 502. Genre Studies in Spanish American Literature (3)

Prerequisites: Spanish 401 and 402.

A specific literary genre: overview of the genre's development in Spanish American literature (the Spanish American novel, short story, theatre) or focus on a narrower period (vanguardista poetry, the "Boom"). May be repeated with new title and content. See *Class Schedule* for specific content. Maximum credit six units.

Change(s): Spanish 406B replaced with 401 and 402 as prerequisites.

2. Change to prerequisites.

Spanish

SPAN 504. Don Quixote (3)

Prerequisites: Spanish 401 and 402.

A close reading of Cervantes' novel Don Quixote, Parts I and II.

Change(s): Spanish 405A replaced with 401 and 402 as prerequisites.

3. Change to prerequisites.

Spanish

SPAN 515. Mexican Literature (3)

Prerequisites: Spanish 401 and 402.

Mexican literature from the Romantic period to the present. Special emphasis placed on contemporary era.

Change(s): Spanish 406B replaced with 401 and 402 as prerequisites.

4. Change to prerequisites.

Spanish

SPAN 596. Selected Studies in Spanish (3)

Prerequisites: Spanish 401 and 402 or 448.

Topics in Spanish or Spanish American language, literature, culture and linguistics. May be repeated with new content. See *Class Schedule* for specific content. Limit of nine units of any combination of 296, 496, 596 courses applicable to a bachelor's degree. Maximum credit of six units of 596 applicable to a bachelor's degree. Credit for 596 and 696 applicable to a master's degree with approval of the graduate adviser.

Change(s): Spanish 302 or 381 or 382 replaced with what is reflected above as prerequisites.

THEATRE

1. New course.

Theatre

PLAYWRITING (C-4)

THEA 515. Playwriting (3)

Prerequisite: Theatre 325 or graduate standing.

Writing for the stage and public presentation. Characterization, dialogue, and formal experimentation when writing short plays.

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

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair
Undergraduate Curriculum Committee

Date: November 9, 2016

Re: 2017-2018 *General Catalog*

INFORMATION (6I-12-16)

CIVIL ENGINEERING

1. Change in program.

Civil Engineering

Civil Engineering Major

With the B.S. Degree

(Major Code: 09081) (SIMS Code: 442001)

Paragraph 1 (*no change*)

Preparation for the Major. (*no change*)

Engineering Science Elective. (*no change*)

General Education. (*no change*)

Graduation Writing Assessment Requirement. (*no change*)

Major. A minimum of 48 upper division units to include the following required and elective courses. Required upper division courses in the major: Civil Engineering 301 (or Mechanical Engineering 304), 302, 321, 401, 421, 444, 462, 463, 481, 495; Aerospace Engineering 340; Construction Engineering 330; Environmental Engineering 355.

Reminder of description (*no change*)

Change(s): CON E 430 replaced with 330 in the major section.

CONSTRUCTION ENGINEERING

1. Change to prerequisites.

Construction Engineering

CON E 320. Construction Estimating (3)

Two lectures and three hours of laboratory.

Prerequisites: Construction Engineering 280 and Mathematics 151.

Identifying and estimating time and cost requirements for construction operations based on drawings and specifications. Use computer applications for estimating.

Change(s): Prerequisites updated from *Credit or concurrent registration in Construction Engineering 310. Approved upper division engineering major, minor, or another major*

approved by the College of Engineering. Proof of completion of prerequisites required: Change of major form or other evidence of acceptable major code. to what is reflected above.

2. Change to course number.

Construction Engineering

CON E 330. Principles of Engineering Economy (3)

Prerequisite: Mathematics 151.

Mathematics of finance applied to engineering and managerial decision making. Framework for cost management in engineering and construction. (Formerly numbered Construction Engineering 430.)

Change(s): Course number updated from 430 to 330.

3. Change to course number and prerequisites.

Construction Engineering

CON E 340. Analysis and Design of Construction Operations (3)

Prerequisites: Construction Engineering 320 and 330.

Properties and methods for use of construction equipment and integration of construction equipment into production system. Assessment of equipment needs and selection. Site utilization and layout planning, incorporating efficiency and safety of operations. (Formerly numbered Construction Engineering 310.)

Change(s): Course number updated from 310 to 340. Prerequisite updated from CON E 280 to what is reflected above.

4. Change to prerequisites.

Construction Engineering

CON E 401. Construction Planning and Scheduling (3)

Two lectures and three hours of laboratory.

Prerequisites: Credit or concurrent registration in Construction Engineering 320 and Civil Engineering 160 for construction engineering majors; Civil Engineering 160 and 321 for civil engineering majors.

Fundamentals of scheduling logic including critical path method, deterministic and probabilistic scheduling, and impact of constraints. Development of construction plan and representation in schedule format using common computer applications used in industry.

Change(s): Prerequisites updated from *Construction Engineering 320 and Civil Engineering 160 for construction engineering majors; Civil Engineering 160 and 321 for civil engineering majors.* to what is reflected above.

5. Change in program.

Construction Engineering
Construction Engineering Major
With the B.S. Degree
(Major Code: 09254) (SIMS Code: 442010)

Paragraph 1 *(no change)*

Preparation for the Major. *(no change)*

General Education. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 44 upper division units to include Construction Engineering 301, 312, 320, 330, 340, 401, 479, 480, 590; Civil Engineering 301, 302, 321, 462, 463, 495; and three units selected from the following:

Reminder of description *(no change)*

Change(s): CON E 310 and 430 replaced with 330 and 340 in the major section.

EDUCATION

1. New course.

Education

SEM CULTURAL COMPETENCY (C-5)

ED 409. Seminar in Cultural Competency (3)

Prerequisite: Education 203 with a grade of C (2.0) or better.

Application for a democratic and pluralistic society to include critical thinking, multicultural awareness, and social issues. Beliefs and attitudes on cultural issues and identity.

GENERAL STUDIES

1. New course.

General Studies

INTRO TO UNDGRAD RESEARCH (C-4)

GEN S 290. Introduction to Undergraduate Research (3) [GE]

Prerequisites: Linguistics 200 or Rhetoric and Writing Studies 200 with a grade of C (2.0) or better.

Basic principles and practices of research inquiry. Design and methodology of three research paradigms (mixed methods, qualitative, quantitative) and proposal preparation.

INTERNATIONAL BUSINESS

1. Change in programs.

International Business

The Major

(No change)

Retention Policy

(No change)

Semester Abroad Requirement

(No change)

Study Abroad Programs

(No change)

Internship Requirement

(No change)

Impacted Program

The international business major is an impacted program. To be admitted to the international business major, students must meet the following criteria:

- a. *(No change)*
- b. Complete or test out of one language sequence: Arabic 101, 102, 201, 202 (16 units); Chinese 101, 102, 201, 202 (20 units); English (Communication 103, Linguistics 100, 200, and Rhetoric and Writing Studies 290 (12 units); French 100A, 100B, 201, 210, 221 (20 units); German 100A, 100B, 202, 205A, 205B (21 units); Italian 100A, 100B, 201, 211, 212 (21 units); Japanese 111, 112, 211, 212 (20 units); Korean 101, 102, 201, 202 (20 units); Portuguese 101, 102, 203, 204 (16 units); Russian 100A, 100B, 200A, 200B (20 units); or Spanish 101, 102, 201, 202, 211, 212 (22 units);
- c. Complete with a grade of C (2.0) or better, the regional/cultural studies emphasis from one of the following regions: *Middle East and North Africa*: History 101; *Asia (Chinese)*: Asian Studies 100 or 150; *Asia (Japanese or Korean)*: Asian Studies 100 or 101; *Latin America*: Latin American Studies 101; *North America (English)*: Six units (one pair) selected from History 109, 110; or Political Science 101, 102; *North America (French)*: History 110 or Political Science 102; *Central Europe*: European Studies 101 or History 106 (recommended); *Western Europe*: European Studies 101 or History 106 (recommended). These courses cannot be taken for credit/no credit (Cr/NC);
- d. *(No change)*
- e. *(No change)*
(No change)

Advising

(No change)

Major Academic Plans (MAPs)

(No change)

**International Business Major
With the B.A. Degree in Liberal Arts and Sciences
(Major Code: 05131)**

Language	Region	SIMS Code
<i>(No change)</i>		

Paragraph 1 *(No change)*

International business majors may not double major in the Fowler College of Business Administration or in the language or regional/cultural emphases used to satisfy major requirements. International business majors may minor in their chosen area of focus, but the same course cannot be used to fulfill both the focus and the minor.

No courses in the preparation for the major may be taken for Cr/NC; **the minimum grade in each course in lower division business and regional/cultural studies is C.**

Preparation for the Major. (Complete I, II, and III: 39-46 units)

I. Business: *(No change)*

II. Language Emphasis (choose one language): Paragraph 1 *(No change)*

Arabic 101, 102, 201, 202. (16 units)

Chinese 101, 102, 201, 202. (20 units)

English: Communication 103, Linguistics 100, 200, and Rhetoric and Writing Studies 290. (12 units)

French 100A, 100B, 201, 210, 221. (20 units)

German 100A, 100B, 202, 205A, 205B. (21 units)

Italian 100A, 100B, 201, 211, 212. (21 units)

Japanese 111, 112, 211, 212. (20 units) **(Not open to speakers of Japanese who have completed compulsory education through junior high school in Japan.)**

Korean 101, 102, 201, 202. (20 units)

Portuguese 101, 102, 203, 204. (16 units)

Russian 100A, 100B, 200A, 200B. (20 units)

Spanish 101, 102, 201, 202, 211, 212. Spanish 281 replaces 201 and 211; and Spanish 282 replaces 202 and 212 for U.S. Hispanics. (22 units)

III. Regional/Cultural Studies Emphasis (choose one region):

Middle East and North Africa (Arabic): History 101.

Asia (Chinese): Asian Studies 100 or 150.

Asia (Japanese or Korean): Asian Studies 100 or 101.

Latin America: Latin American Studies 101.

North America (English): Six units (one pair) selected from History 109, 110 or Political Science 101, 102.

North America (French): History 110 or Political Science 102.

Central Europe: European Studies 101 or History 106 (recommended).

Western Europe: European Studies 101 or History 106 (recommended).

Language Requirement. *(No change)*

Graduation Writing Assessment Requirement. *(No change)*

Major. (Complete I, II, and III below: 49-54 units) **A minimum grade point average of 2.0 in each of the three areas is required for graduation. No course in the major may be taken Cr/NC unless the course is only offered Cr/NC.**

- I. Business** (All preparation for the major in the business and language portions of this major must be completed, plus additional supplementary admissions criteria must be met, before enrolling in any upper division courses in Business Administration):

A minimum of 30 upper division units to include Business Administration 300, 310, 323, 350, 360, 370, 405; Finance 329; Marketing 376.

Focus (completion of one of the following areas of focus):

Economics: Two 300 or 400-level courses in Economics, excluding Economics 495, 496, 499. Recommended: Economics 330, 360.

Finance: Two 300 or 400-level courses in Finance, excluding Finance 496, 498, 499.

Management: Two 300 or 400-level courses in Management, excluding Management 401, 496, 498, 499. Recommended: Management 357.

Management Information Systems: Two 300 or 400-level courses in Management Information Systems, excluding Management Information Systems 496, 498, 499.

Marketing: Two 300 or 400-level courses in Marketing, excluding Marketing 496, 498, 499.

- II. Language Emphasis** (choose one language):

Arabic 301, 302, 350. (12 units)

Chinese 301, 302, and either 431 or 434. (9 units)

English: Communication 371; Linguistics 305W or Rhetoric and Writing Studies 305W; Linguistics 350, 352, or 420; Rhetoric and Writing Studies 503W. (12 units)

French 301, 302, 423. (9 units)

German 300, 301, and three units selected from German 400, 411, 430. (9 units)

Italian 301, 305A, 305B, 421, 422, or 424. (select 9 units)

Japanese 311, 312, 321 or 322. (9 units) (Not open to speakers of Japanese who have completed compulsory education through junior high school in Japan.)

Korean 301, 302, 331. (10 units)

Portuguese (Latin America) 311 or 312, 443, and 535 or 540. (9 units)

Portuguese (Western Europe) 311 or 312, 443, and 530 or 540. (9 units)

Russian 301, 303, 430. (9 units)

Spanish 301, 302 (or 381 or 382 and either 350, 491 or 493), 307 (9 units).

Spanish 381 or 382 replaces 301 and 302 for U.S. Hispanics.

- III. Regional/Cultural Studies Emphasis** (Choose one region/language combination). All international business majors are required to complete a study abroad or internship abroad experience of at least one semester in length. See the international business study abroad adviser to arrange for the study abroad and the internship adviser to contract for the internship. Students who choose the study abroad option are still required to complete an internship (International Business 495). Students who choose the internship abroad option may earn credit for

International Business 495. All students must complete International Business 495 and 498 (four units). In addition, all students must complete six units from the following courses. Three units from the listed courses below, that are also listed in Section IV Explorations from General Education, can be used toward the major.

Asia/Chinese: Art 564; Asian Studies 300, 320, 351 [or Philosophy 351], 421 [or History 421], 456, 458, 459; Chinese 433; Comparative Literature 451 [or Asian Studies 451]; History 420, 566, 567; Political Science 362, 365; Religious Studies 338, 340, 345.

Asia/Japanese: Art 566; Asian Studies 300, 320, 421 [or History 421], 456, 458 [or Religious Studies 458], 459; Comparative Literature 451 [or Asian Studies 451]; History 420, 570; Japanese 321, 322, 411, 412, 421, 422, 480; Philosophy 353; Political Science 362, 575; Religious Studies 341.

Asia/Korean: Six units selected from Asian Studies 300, 320, 421 [or History 421], 456, 458 [or Religious Studies 458], 459; Comparative Literature 451 [or Asian Studies 451]; History 420; Korean 321, 430; Philosophy 353; Political Science 362, 575; Religious Studies 345.

Latin America/Portuguese: Anthropology 442; Economics 464; Geography 324; History 415 [or Latin American Studies 415], 416, 557, 558; Latin American Studies 307 [or Portuguese 307], 325, 366 [or Political Science 366]; Political Science 566, 567; Portuguese 306, 311, 312, 535, 540.

Latin America/Spanish: Anthropology 442, 540; Art 563; Chicana and Chicano Studies 355 [or Latin American Studies 355]; Comparative Literature 445; Economics 464, 565; Geography 324; History 416, 551, 558; Latin American Studies 340, 350, 366 [or Political Science 366], 420, 545; Political Science 482, 566, 567, 568; Spanish 341, 342, 406B, 407; Women's Studies 512.

Middle East and North Africa/Arabic: Arabic 330; Economics 466; History 473, 474, 488, 501, 574; Political Science 363; Religious Studies 310, 328, 330.

North America/English: Africana Studies 321, 341, 422; American Indian Studies 320, 331 [or Political Science 331], 440; Anthropology 439; Asian Studies 310; Chicana and Chicano Studies 301, 320, 350B; Economics 338, 565; Geography 321; History 422 [or Asian Studies 422], 536, 537, 548 [or Chicana and Chicano Studies 548]; Humanities 370; Political Science 305, 347A, 347B, 435, 436, 478, 533; Religious Studies 390B, Sociology 421, Women's Studies 341B.

North America/French: Africana Studies 321, 422; American Indian Studies 320, 331 [or Political Science 331]; Anthropology 439; Asian Studies 310; Chicana and Chicano Studies 320, 350B; Economics 338, 565; Geography 321; History 422 [or Asian Studies 422], 536, 537, 548 [or Chicana and Chicano Studies 548]; Humanities 370; Political Science 305, 336, 347A, 347B, 435, 436, 478, 533; Religious Studies 390B; Sociology 421; Women's Studies 341B.

Central Europe/Russian: European Studies 301, 435, 440; Geography 336; History 408; Humanities 330; Political Science 359; Russian 305B, 310, 311, 435, 441, 501.

Western Europe/French: Art 557; European Studies 301, 424, 440, 501; French 305B, 421, 422, 424; Geography 336; History 407, 408; Humanities 310, 408; Political Science 356.

Western Europe/German: European Studies 301, 424, 440, 501; Geography 336; German 320, 400, 410, 411, 430, 520; History 407, 408, 512B; Humanities 320, 408; Political Science 356.

Western Europe/Italian: European Studies 301, 424, 440, 501; Geography 336; History 407, 408, 506, 528; Humanities 340, 408; Italian 305A, 305B, 421, 422, 423, 424; Political Science 356.

Western Europe/Portuguese: European Studies 301, 424, 440, 501; Geography 336; History 407, 408; Humanities 408; Political Science 356; Portuguese 306, 311, 312, 530, 540.

Western Europe/Spanish: European Studies 301, 424, 440, 501; Geography 336; History 407, 408; Humanities 408; Political Science 356; Spanish 340, 405A, 405B, 407, 501.

A maximum of six units of courses numbered 496 and 596 may be applied to the major with the approval of the international business adviser.

Change(s): Strengthened upper division business. Eliminated choices for lower division regional/cultural requirement. Cleaned up regional/cultural electives to reflect needs of emphases and courses no longer in catalog.

TO: SEC/SENATE
FROM: Mary Ruth Carleton, Vice President, University Relations and Development
DATE: November 15, 2016
RE: Information

The Campaign for SDSU:

The Campaign for SDSU has now surpassed the \$750M goal. The Campaign total now stands at \$755M. The following are gifts of note since the last report:

Ron Fowler and his wife, Alexis, an alumna, made a \$25M challenge gift to build endowments in the College of Business Administration – the largest donation in the history of San Diego State! In honor of this historic gift, the college has been renamed the Fowler College of Business Administration.

Alumni Richard and Susan Seiler made a \$125,000 pledge establishing the Richard and Susan Seiler Endowed Faculty Fellow in Taxation in the College of Business Administration.

Joseph Fisch and his wife, Joyce Axelrod, made a \$10,000 gift to support the Hausmann String Quartet Scholarship in the College of Professional Studies and Fine Arts.

Mark and Maria Schlossberg gifted \$30,000 to support Aztec Athletics.

Alumnus Chris Hansen made a \$282,761 pledge to provide scholarship support to a student from Kisaruni Secondary School in Kenya.

A \$5,033 gift from the San Diego Symphony will provide support to the SDSU Downtown Concert Fund in the College of Professional Studies and Fine Arts.

Alumnus Gary Cady gifted \$30,000 in support of the Aztec Club Director's Cabinet in Athletics.

Dr. Alana Nicastro, an alumna, made a \$5,000 gift to support the Nicastro Scholarship in the College of Professional Studies and Fine Arts.

A \$50,000 gift from John Moores and his wife, Dianne Rosenberg, will support the Aztec Club Director's Cabinet.

A \$120,000 gift from alumnus Art Flaming and his wife, Gwen, will support various areas in Aztec Athletics.

Kaleem and Lubna Shah made a \$25,000 gift establishing the Kaleem Shah Computer Engineering Scholarship in the College of Engineering.

Robert Schroeder made a \$10,700 gift to the Aztec Club Athlete Scholarship Fund.

A \$15,000 gift from alumnus John Wolfe will provide support to the Los Lobos Documentaries Film Fund in the College of Professional Studies and Fine Arts.

Alumna Anita Hix made a \$5,500 gift to provide support to the Zahn Innovation Platform Launchpad in the College of Engineering.

Gerald Starek made a \$12,000 gift to support Aztec Athletics.

Mitch Patridge made a gift of \$5,000 supporting the EMC Advisory Board Fund in the College of Business Administration.

Michael and Dana Miller gifted \$5,000 to support the Men's Soccer Excellence Fund.

The Northrop Grumman Corporation made gifts totaling \$110,000 to support the Mesa Engineering fund and the Troops to Engineers Program in the College of Engineering.

A \$45,000 pledge from the Epstein Family Foundation will establish the Jack Gard Music Education Scholarship in the College of Professional Studies and Fine Arts.

Alumnus and TCF Board Member, Ken McCain, and his wife, Mollie, an alumna, made a \$35,210 gift to support Aztec Athletics.

Koji Kasuyama and Susan Kasuyama, an alumna, made a \$7,650 gift to support Musical Theatre Scholarships in the College of Professional Studies and Fine Arts.

A \$12,000 gift from Jon Scurlock will support Aztec Athletics.

A \$13,000 gift-in-kind from Retriever Technology will support Astronomy in the College of Sciences.

Alumnus Jeffrey Meyers made a \$5,000 gift supporting the Real Estate General Fund in the Fowler College of Business Administration.

James McMillan and his wife, Kris, an alumna, made a gift of \$10,700 to support Aztec Athletics.

A gift of \$5,000 from Larry Alan Simon will provide support to the Women's and Men's Golf Excellence Funds.

A \$67,385 gift-in-kind from Susan Bernay will support the Love Library Special Collections.

The Swinerton Foundation gifted \$5,000 to support the CEM Excellence Fund in the College of Engineering.

Michael and Karen Stone made a \$50,000 gift supporting Aztec Athletics.

Alumni Engagement:

The first ever Great Give was a success for SDSU. As a university community, SDSU raised \$134,767 from 635 gifts. Within a 24 hour period, the alumni engagement team recorded over 750,000 impressions on Twitter and gifts came in from all over the country – including one from China. SDSU received several requests to make the Great Give an ongoing event. In response, the team has started to plan for next year. Thank you to all who participated in the 1st ever Great Give.

Campaign, Presidential & Special Events:

October 26th was a historic day for San Diego State and The Campaign for SDSU. President Hirshman announced to over 500 campus and community members that Ron L. Fowler, H’05 and his wife, Alexis Fowler, ’93 were giving the largest donation in university history -- \$25 million dollars – to support the College of Business Administration. The gift will create endowments for students and faculty. In recognition of this contribution, the College of Business Administration will be known as the Fowler College of Business Administration.

The Engineering & Interdisciplinary Sciences Complex reached a construction milestone and the final steel beam was placed on Thursday, October 27, beginning the next phase of construction on the new EIS Complex. Donors who had contributed \$10,000 plus to the EIS Complex attended a topping-out ceremony and luncheon hosted by President Hirshman.

Regional Initiatives:

In fall of 2016, URAD successfully opened two new regions, Las Vegas, Nevada, and Denver, Colorado. Launching events were held in both cities and were well attended. Alumni were able to reconnect with campus leadership and fellow alumni.

On November 4th and 5th, the inaugural Fall Forum event was held. Members from our regional councils nationwide came back to campus for two days of Aztec events. They were able to explore campus, with lectures from some of our leading researchers, as well as mix and mingle with council members from the other regions. The forum concluded with our regional leaders attending the Homecoming game at Qualcomm Stadium. The events provided SDSU with an opportunity to engage constituents in all the regions as San Diego State continues building a national reputation and financial stability in concert with the strategic plan.

Media Relations:

2016-17 Marketing and Communications Key Metrics Goals

	<i>Current Month</i>	<i>*goal met</i>		
		<i>Year to Date</i>		<i>Annual Goals</i>
SDSU NewsCenter			SDSU NewsCenter	
Visitors	39,036	153,644	Visitors	440,000
Page Views	64,426	234,750	Page Views	720,000

Twitter			Twitter	
Followers		70,183	Followers	65,000
Impressions (paid)	152,310	317,439	Impressions (paid)	5,000,000
Clicks (organic)	2,351	7,507	Clicks (organic)	6,500
Clicks (paid)	10,967	23,577	Clicks (paid)	61,000
Facebook			Facebook	
Fans		108,740	Fans	115,000
Impressions (paid)	239,085	1,582,429	Impressions (paid)	43,000,000
Likes/Comments (organic)	28,082	138,044	Likes/Comments (organic)	610,000
Clicks (paid)	4,124	42,149	Clicks (paid)	135,000
YouTube			YouTube	
Views (organic)	7,145	34,032	Views (organic)	132,000
Views (paid)	21,125	53,483	Views (paid)	575,000
Instagram			Instagram	
Followers	21,360	21,360	Followers	22,000
Likes (organic)	24,906	63,739	Likes (organic)	28,000
Impressions (paid)	NA	-	Impressions (paid)	550,000
Video views (paid)	NA	-	Video views (paid)	115,000
Media Relations			Media Relations	
Total Clips	1,726	6,990		
National Hits	142	662	National Hits	3,600
Major Hits	33	106	Major Hits	275
Merit			Merit	
Students Reached	29	9,663	Students with Merit Pages	10,000
High Schools reached	23	248	High Schools reached	775
Social Media Impressions	127	64,732	Social Media Impressions	TBD
Community Relations			Community Relations	
Community Members brought to campus for event or activity		107	Community Members brought to campus for event or activity	600
Significant individual meetings and interactions in the community		102	Significant individual meetings and interactions in the community	240

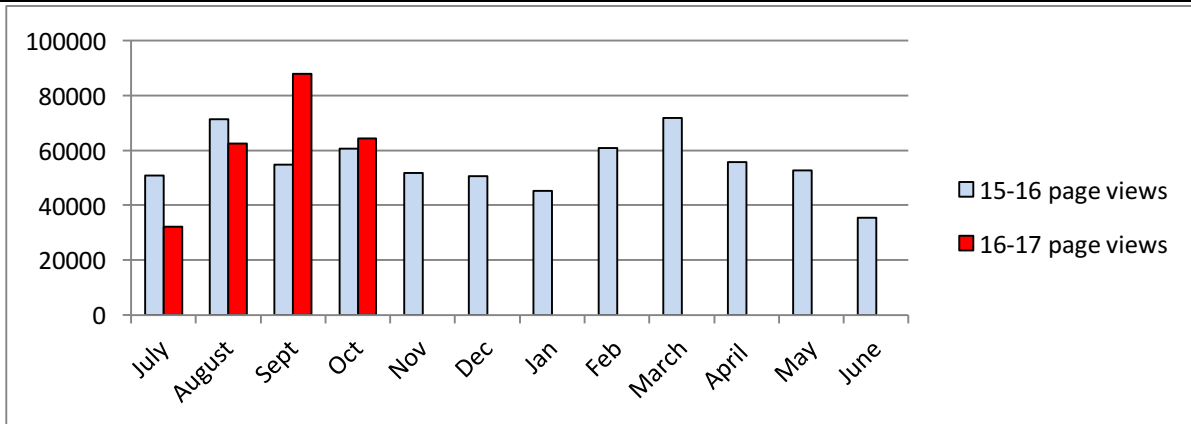
Detail

SDSU NewsCenter Top Stories This Month

SDSU 's College of Business Receives \$25 Million Endowment (5,783), SDSU Continues to Move up in U.S. News Rankings (2,725), SDSU Names New Athletic Director (2,354)

Traffic Sources to SDSU NewsCenter this month

Google (18,188), Facebook (12,027), SDSU (2,091), Twitter (1,386)



Media Relations National Hits

Caroline Thompson’s research about cancer deaths in Asian Americans in Time Magazine; Georg Matt’s study on the effects of thirdhand smoke and tobacco traces in homes in the LA Times, Medical Express, The Daily Mail and the San Diego Union Tribune; Jean Twenge’s research about millennials being more politically conservative than prior generations on CNN, Yahoo and in the LA Times; and John Ayers’ study about people playing Pokemon GO while driving on Reuters, NPR, Forbes and ABC News.

Media Relations Local Hits

Fowler College of Business renaming in the **Chronicle of Philanthropy and the New York Times-California Report**, Dr. Georg Matt’s thirdhand smoke research in the **New York Times**; Jean Twenge’s study about millennials not being big risk takers in the **LA Times, Chicago Tribune and The Charlotte Observer**; and the College of Education’s collaboration with the Wallace Foundation covered by **ED News Daily, The Non-Profit Times and Times of San Diego**. ... Local media this month included coverage about the Fowler donation to the College of Business by the Union Tribune, CBS 8, KUSI, Times of San Diego and KPBS; John David Wicker being appointed as new Athletic Director on KUSI, Fox 5, NBC 7, KOGO and Times of San Diego; and Fox 5, NBC7, KUSI, KPBS and Times of San Diego covered SDSU’s record-high graduation rates.

Merit Monthly Achievements	Total Students	Student Open Rate	Student Click Rate	Media Outlets
Lavin Entrepreneurship	29	97%	64%	73

Community Relations

Partnered with Arts Alive to host a College Area Neighbors Welcome Booth at Concert on the Plaza. About 75 (1/3 of attendees) were neighbors. ... partnered with the College Area Business District and Campus Community Commission to get the College Area involved with Aztecs Rock Hunger via the Boo Parade.



SAN DIEGO STATE
UNIVERSITY

**Campus Development Committee
Report to University Senate
December 6, 2016**

September 8th 2015

- Update on Capital Projects (Information Item)
- Naming of Day Quadrangle at EIS Complex (Information Item)
- CES Classroom Renovation (Passed – Unanimously)
- Student Recreation Field (Passed - Unanimously)

October 12, 2015

- Cal Coast Credit Union Open Air Theater Renovation (Passed – Unanimously)
- Confucius Institute (Passed – Unanimously)

November 10, 2015

- Vehicular Wayfinding (Passed – Unanimously)

December 8, 2015

- Tour of completed project: Zura Hall

February 9, 2016

- Tour of project under construction: South Campus Plaza

April 12, 2016

- Update on Capital Projects (Information Item)

May 10, 2016

- Turf Removal Projects (Information Item)

SENATE Extended Studies Center Renovation

12/06/2016

\$4.5 M Project Cost

Renovation of third floor

4 to 7 Classrooms to seat
20 -70 students

Completed August 2016



SENATE Recreation Field

12/06/2016

\$3.5 M Project Cost

Multi-purpose, synthetic turf field

New sports lighting and fenced storage area

Completed: July 2016



SENATE Recreation Field

12/06/2016



SENATE Open Air Theater

12/06/2016

\$3.89 M

Replace “temporary”
restrooms and concession
stands

Under construction

Completion: March 2017



\$3.5 M Project Cost

5,740 ASF

Renovate a portion of PSFA
to accommodate exhibit,
meeting and support space

Completion: April 2017



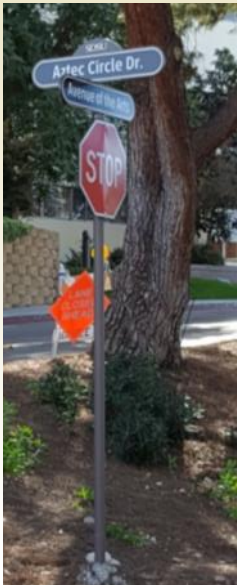
SENATE Destination SDSU – Vehicular/Parking Signage 12/06/2016

\$800 K Project Cost

Parking Lot and Garage signage with new numbers

Street signs and new vehicular directional signs

Completed: September 2016



Turf Removal: Centennial Mall

SENATE

12/06/2016

\$600,000 Project Cost

150,000+ Gallons of water saved

63% reduction in water use

Completed: September 2016





SAN DIEGO STATE
UNIVERSITY

Projects Approved in Previous Years

SENATE South Campus Plaza

12/06/2016

\$143 M Project Cost

600 Beds; 35,000 SF retail, 6 stories

Completion: January 2017



SENATE Destination SDSU – Clay Gateway

12/06/2016

\$1 M Construction of gateway

\$500 K Construction of pedestrian & roadway improvements

Completed and Dedicated: November 2016



SENATE

Engineering & Interdisciplinary Sciences

12/06/2016

\$79.4 M Project Cost

82,000 GSF

Completion: Jan 2018

