

**SDSU Senate  
December 3, 2013  
KPBS**

**2:02 p.m.**

- 1. Agenda** (Goehring)
- 2. Minutes** (Goehring)
- 3. Announcements** (Eadie)

Tom Karlo – Welcome to SDSU/KPBS  
Smoking ban has finished with meet and confer. The ban begins Jan. 1, 2014.

**4. President Hirshman**

Today I want to talk about the strategic plan. For the plan to work we will need broad engagement. We are discussing the strategic plan with different groups. We are starting new programs, including staff luncheons, Pizza with the President (for students). I am holding meetings with managers, and going around country talking to alumni. I want to share some brief perspectives on the plan and open up the floor for comments and questions. We have been named an “up and coming” university by US News & World report. We are up 30 places! I want to emphasize support of academic achievements and community involvement. There are several challenges facing this university and how we might respond. Higher education is being restructured. Moody’s Investment Services has given the entire sector of higher education a negative outlook. The Washington Post and The Chronicle of Higher Education are discussing the overall lack of state support and challenges to bringing in tuition. Our appropriation from the state has been reduced by \$81 million. Our capital and deferred maintenance have been reduced. The number of students who can pay tuition has reduced. The number of high school students graduating is declining on a local, state, and national level. This will likely reverse in a decade. We have over \$40 million in tuition waivers. The cumulative effect of state support and generating tuition is referred to as a structural deficit. The financial model where we were reliant on state support is no longer viable. We are seeing the same challenges across the country. This is about broader change. We need to bring revenues and costs in line. I am advocating for enhancing and strengthening revenues. We know that if we further cut costs we will permanently damage academic and curricular programs. If I think of things that we do as part of what SDSU is, I would not list revenue generation. But, revenues are so low we cannot accomplish all we want to do. We need multiple revenue streams, such as the proposed Student Success Fee. We are working collaboratively with the state to bring back support. The governor is indicating significant limitations in capital funding. Our 2018 allocations will be below 2007 allocations, and this is all occurring in an environment where it is harder to get tuition from students. We need a broad based discussion to enhance our academic programs, including five task forces and a steering committee, representatives from all divisions, the Senate, Associated Students, and community. We will be holding public forums. Our plan describes a large number of initiatives. The critical challenge is investments to maintain current quality, and those to grow in a changing and challenging environment. This plan needs to be a living document. The website has details regarding all of the initiatives. We are off to a good start, including new allocations for faculty and staff. Thank you for your support and I look forward to hearing your perspectives.

**Discussion:**

**(Senator Shackelford):** You mentioned \$40 million in fee waivers. Is this a restatement of financial aid? **(President Hirshman):** The system figures out financial need, and then tells us to waive 1/3 of the cost. This need on every campus is reconciled after a year, then appropriation is swapped out. There are incentives to not collect tuition. \$40 million is simply a number that we do not collect and is not funded. **(Senator Shackelford):** We would use 2/3 for fee increases and 1/3 for tuition. Is there additional loss of revenue? **(President Hirshman):** What you call financial aid is not actually financial aid. We have no funding source. It is not used for any accounting sense, we simply waive the fee. This is why it is critical to raise funds for scholarships that are real dollar funds, because we can use that to fund salary for faculty and staff, etc. **(Senator Donadey):** Do tuition waivers cover the basic fees or also additional campus fees? **(President Hirshman):** We create financial aid packages and say what is available to you (PELL grant, etc.). Not only do they not pay tuition but also receive funds for living expenses, etc. **(Senator Rivera):** Loans can only be applied to tuition, not fees. **(President Hirshman):** Financial aid is very complicated,

because each student is packaged within a framework. **(Senator Testa):** If revenue generation is key, who is good at that? **(President Hirshman):** The framework breaks down, because we have a unique culture. How do we generate revenue while keeping our culture and values and vision as a campus? We don't want to think about revenue generation as one thing, but to think about a portfolio approach that will allow us to generate revenue while continuing our current commitments. **(Senator Testa):** There might be ways to get help in thinking about revenue generation. **(President Hirshman):** Within the context of colleges and departments they may have different ways to do it. Arts & Letters leads the way in philanthropy, with a \$1.4 million grant for humanities. **(Senator Mattingly):** What about the Student Success Fee? **(President Hirschman):** We have a mixed view of tuition. In other words, it is a necessary evil. We will be discussing two things: Faculty positions (90% of the Student Success Fee is for faculty), and 10% for academic initiatives determined by colleges. We should strongly encourage support for this fee, since it is one of our best opportunities to get new faculty. We are down over 200 faculty members, but this could get us 80 faculty members. We can do something similar for staff. **(Senator Mattingly):** Is the money for Tenure Track faculty lines or instructional budget? **(President Hirshman):** This fee is allocated to faculty lines, but it depends on how it is structured. **(Senator Preciado):** Can we follow up with presentations for staff lines. I am concerned about support for student services and positions that support students directly for retention. I wonder when we will get permanent support for these positions. Professional staff will want permanent positions. **(President Hirshman):** VPs will be able to propose new staff. We want to build all positions, and that's why we want to focus on a revenue approach instead of a cost-cutting approach. If we have revenue we will support staff if there is a need. **(Senator Fleming):** What are the top two strategies? **(President Hirshman):** I don't believe in having a top one or two. In the past, we have had an undiversified revenue stream, so let's think on balance. We increased CA residents by 300 FTEs, soon to be 175 FTEs. With philanthropy we can only go so far...we need balanced revenue streams. We are trying to think of multiple strategies with different solutions. Where can we each contribute? Each initiative is making a little progress...none are "gimmies." This is a very competitive environment. **(Senator Barbone):** Even before Senators asked about the fees you brought it up. You noted the financial challenge, so how do we make sense of a new fee? **(President Hirshman):** For each student, how can we generate new revenue? If we have mixture and diversity of students we can do it. Our tuition is low compared to many Universities. If we asked for \$400 increase, many of our students can pay through PELL grants. We need to frame this from the student perspective. If we are charging something they should get something. Increasing the number of faculty will dramatically help students. The costs in terms of loans, etc. pale in comparison to the benefit from faculty helping them. **(Senator Rivera):** We did a full analysis and we learned that no low-income students would have to take out a new loan. On campus, low-income students are already taking loans. If they are graduating sooner, the income potential will increase the benefits over costs. **(President Hirshman):** The CSU is putting a premium on growth. You get money for new students, but no money for current students. **(Senator Graves):** Do you ever think about secession from the CSU? **(President Hirshman):** Yes, but there is an institutional culture. This is a public university and people are committed to that. We would have to buy the land and the buildings, which we estimate at \$550 million. It is a catch 22 situation: we would have to demonstrate the capacity to get tuition to get a loan, but we are restricted. The issue is creating more quality so we can thrive in this challenging environment. Prop 30 is temporary, so how we respond after it goes away is going to be critical. We need to be strong at that point. **(Senator Thurn):** Does it make sense...who is at greater risk, the for-profit or the state universities? Isn't a state source of funding more solid than other options? **(President Hirshman):** We need to be realistic of California state. There is a huge issue with poverty. As a state, we are in a deficit of \$25 billion. We will continue to build our relationship with the state, but it would be a mistake to put all our eggs in that basket. **(Senator Grajeda-Higley):** How can we justify shifting the tax burdens on students? **(President Hirshman):** Are students going to stay in the state? Mobility is different now. Support is given for purposes. This is the crux of issue, but we need to prepare for all contingencies.

## **SEC Report (Osman)**

Referring to p. 8, the Committee of the Willing is designing a survey focusing on class size issues. Please look out for the survey. Faculty Affairs brought forth a suggestion for a task force related to student evaluations, especially regarding reliability and validity. Let Senator Packard or the Senate Officers know if you are interested.

## **Discussion:**

(**Senator Putman**): In regard to evaluations, is the possibility of open access to evaluations a reality for students?

(**Senator Packard**): We've talked to student groups and are moving forward with something parallel to what we are working on.

## 6. Old Business

### 7. New Business: Action Items

#### 7.1 Committees and Elections (Rhodes)

##### Action:

The Committee on Committees and Elections moves approval of the following committee:

##### International Programs Council

Larry Verity

##### Staff Affairs Committee

Debra Bertram- May-2016

Aracely Bojorquez- May 2016

Cyndie Chie- May 2016

Thomas Dowdy- May 2016

Suzanne Finch- May 2016

Lisa Heizer – May 2016

Lisa Thurn- May 2016

##### Student Media Advisory Committee

Suzanne Finch – May 2016

**MP** To approve the committee appointments.

#### 7.2 Enrollment Services (Williams)

Enrollment Services presented the list of baccalaureate degree candidates for December 2013 graduation.

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

Michael Antoine Abikhalil	BA	Economics
Anthony Wisam Aziz	BS	Biology
Katherine Aniceto Bonete	BA	Psychology
Kevin Boyoung Cho	BA	Sociology
Erika Liliana Corona Martinez	BA	Economics
Matthew Austin Ellenbogen	BS	Television, Film, New Media-Production
Tyler Young Escudero	BS	Business Administration-Financial Services
Rita P. Flores	BS	Child Development
Antonio Galindo	BS	Business Administration-Finance
Erika Monique Goeriz	BM	Music-Performance
Jang Hun Kim	BS	Business Administration-Accounting
Alexis Rachelle McCoy	BA	Social Science-Single Subject Teaching Credential
Edgar Moreno Arellano	BS	Criminal Justice
Travis Jabar Nanor	BA	Communication
Donald Henry Olhausen Jr.	BS	Business Administration-Management
Sara R. Roldan	BA	Psychology
Alec Neely Rosenblum	BA	Philosophy
Austin Michael Riedel	BS	Business Administration-Finance
Jessica Shamoon	BA	Journalism-Media Studies
Tina Solorzano Fletcher	BA	American Indian Studies

Kaitlyn Hope Taylor	BA	International Security and Conflict Resolution-Cooperation, Conflict, & Conflict Resolution and French
Michael Christopher Vaca	BS	Recreation Administration-Sustainable Tourism Management
De Angelo Roshawn Williams	BA	Public Administration
Fileg G. Zere	BS	Hospitality & Tourism Management-Hotel Operations & Management
Donna Prommas Duchow	MA	English-Rhetoric & Writing
Brian Charles Pierce	MS	Geological Sciences

**MSP** To approve all qualifying students for December 2013 graduation.

### 7.3 Graduate Council (Balsdon)

**Action:**

TEACHER EDUCATION

1. New program.

Linked Learning Certificate  
(Offered through the College of Extended Studies)

(Certificate Code: xxxxx) (SIMS Code: xxxxxx)

The purpose of this certificate is to provide practicing teachers and other education professionals with in-depth study of the field of linked learning, one of California's primary high school reform strategies for improving students' learning outcomes. Professionals who work in linked learning pathway programs must have all of the skills and abilities needed by educators in traditional schools and classrooms, and more. This certificate program is designed to provide the unique knowledge and skills essential to a linked learning approach, including its signature pedagogy: career-themed, project-based instruction; work-based learning both within and outside of school; and support services to ensure the success of all students.

Successful applicants to this certificate must have completed a bachelor's degree from an accredited institution and hold a current teaching credential or a credential in another relevant educational field, such as school counseling or administration. A minimum grade point average of 3.0 must be maintained in certificate coursework with no less than a grade of C in any course.

This graduate-level certificate is designed for education professionals who are currently working in linked learning pathway programs or who would like to know more about this transformative approach to secondary education.

Required courses (15 units):

- TE 680 Foundations of Linked Learning (3)
  - TE 681 Linked Learning Pathway Design and Delivery (3)
  - TE 682 Integrated Curriculum Design, Implementation, and Assessment (3)
  - TE 683 Work-based Learning: Core Linked Learning Instructional Strategy (3)
  - TE 684 Rethinking Teacher Roles in Linked Learning Pathways (3)
- For further information, contact 619-594-1366.

**MP** To approve the Linked Learning Certificate.

**Discussion:**

(**Senator Moore**): Are all of the classes for the program new? Are these classes only for those getting the certificate, or are SDSU students eligible? (**Senator Balsdon**): These classes are only available through extended studies.

### 7.4 Undergraduate Curriculum Committee (Barbone)

**Action:**

## LEARNING DESIGN AND TECHNOLOGY

1. Change in program.

Learning Design and Technology

### **Learning Design and Technology Minor**

**(Minor Code: 08999) (SIMS Code: 331940)**

The minor in learning design and technology consists of a minimum of 15 units to include Learning Design and Technology 540, 541, 544, and six units selected from Learning Design and Technology 532, 561, 570, 572, or 596 (when applicable).

Second paragraph. (*no change*)

Change: Minor name reflects approved departmental name change from Educational Technology to Learning Design and Technology.

**MP** To approve the Learning Design and Technology Minor

## **7.5 Honors and Awards**

### **Action:**

The Faculty Honors and Awards committee recommends emeritus status upon:

Richard Parker

**MP** To grant emeritus status to Richard Parker.

## **8. New Business: Consent Calendar (Committee Reports)**

### **8.1 Academic Policy and Planning (Schellenberg)**

#### **Information:**

APP unanimously approved the Department of English proposal to eliminate the Comparative Literature Major in preparation for the Single Subject Teaching Credential in English Language Arts. This proposal streamlines the broader curriculum of the English Department and facilitates placement of graduates in middle and high school (where positions often require/prefer a degree in English). Student interested in Comparative Literature may still specialize in this field within the English Major. Current students in the program will be able to graduate with no structural delays.

### **8.2 California Faculty Association (Toombs)**

#### **Information:**

CFA Report:

#### Bargaining

CFA's Bargaining Team and CSU management agreed to begin talks in December on the next faculty contract. The dates for initial meetings are: December 12/13, January 9/10, January 30/31, and February 13/14. Andy Merrifield, chair of CFA's Bargaining Team, praised the efforts of CFA members who weighed in publicly about the need to get negotiations started quickly. "This is the first time in anyone's memory that we have opened contract talks this early," says Merrifield. "Since spring, we have discussed with CFA member-leaders our goal of getting started before the end of the year," he says. "We are pleased that the Chancellor and his representatives have agreed to begin talks now, seven months before the expiration of our current contract on June 30, 2014."

#### CFA Contact Information

Please feel free to contact our campus California Faculty Association office at any time if we can provide assistance, whether on a contract rights issue or other matter. Our campus CFA chapter has a Faculty Rights Committee,

composed of faculty volunteers, and we are available to talk with faculty colleagues about individual situations and assist in resolving issues. We can be reached at [cfa@mail.sdsu.edu](mailto:cfa@mail.sdsu.edu) or x42775.

### 8.3 Graduate Council (Balsdon)

#### Information Item #1:

##### ACCOUNTANCY

1. Change in prerequisite.

Accountancy

ACCTG 501. Advanced Financial Accounting (3)

Prerequisites: Minimum grade of C in Accountancy 334; credit or concurrent registration in Accountancy 421. **Proof of completion of prerequisites required:** Copy of transcript.

Advanced financial accounting topics. Partnerships, consolidations, foreign currency transactions and financial statements, accounting for derivatives and hedging, accounting for bankruptcy and reorganizations.

Change: Update made to reflect new course numbers of prerequisites.

2. Change in prerequisite.

Accountancy

ACCTG 505. Fraud Examination (3)

Prerequisite: Accountancy 431 or 626.

Skills and tools for auditors, consultants, tax professionals, managers. Techniques and technologies for fraud investigation and interviewing. Case analysis, research of public records, ethical decision-making for accountants. Service learning project.

Change: Update to reflect new course numbers of prerequisites.

3. Change in prerequisite.

ACCTG 508. Accounting for Not-For-Profit Organizations (3)

Prerequisite: Minimum grade of C in Accountancy 334. **Proof of completion of prerequisite required:** Copy of transcript.

Principles of modified accrual accounting in state and local governmental units, hospitals, colleges, and universities. Budgetary accounting, appropriations, encumbrances, internal controls, and auditing procedures.

Change: Update made to reflect new course numbers of prerequisites.

4. Change in prerequisite.

ACCTG 522. International Financial Reporting (3)

Prerequisites: Minimum grade of C in Accountancy 334 (or Accountancy 620 and 625). **Proof of completion of prerequisites required:** Copy of transcript.

Accounting convergence, IASB-FASB joint projects. US and international financial reporting issues and standards.

Change: Update made to reflect new course numbers of prerequisites.

##### AEROSPACE ENGINEERING

1. Change in prerequisite.

Aerospace Engineering

A E 550. Viscous Flow (3)

Prerequisites: Aerospace Engineering 340 and credit or concurrent registration in Aerospace Engineering 515.

Kinematics of fluid motion. Conservation of mass, momentum, and energy. Navier-Stokes equations; exact solutions. Boundary layer approximations, turbulent flow.

Change: Switch prerequisite concurrent registration from 340 to 515.

ART

1. Change in description.

Art

ART 516. Sculpture III (3)

Six hours.

Prerequisite: Art 416.

Advanced level investigations into sculptural ideas, processes, and materials. Maximum credit six units.

Change: Updated with more contemporary description of materials.

2. Change in description.

Art

ART 540. Advanced Photographic Imagery (3)

Six hours.

Prerequisites: Art 440, or Art 340 and 407. All courses must be completed with a grade of C (2.0) or better.

Visual and creative expression using photographic media, including traditional and digital processes. Emphasis on conceptual project development and portfolio. Maximum credit six units with consent of instructor.

Change: Updated with more contemporary description of methods and processes.

3. Change in prerequisite.

Art

ART 541. Graphic Design IV (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in two of the following: Art 441, 442, 450, 454. Computer proficiency required with working knowledge of vector graphics, page layout, digital image editing, web design, and motion graphics software consistent with current industry standards. **Proof of completion of prerequisites required:** Copy of transcript.

Strategy, planning, and problem solving related to visual communication systems with emphasis on social and cultural context.

Change: Art 339A, 339B, and 339C were removed.

4. Change in prerequisite.

Art

ART 542. Typography IV (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in Art 442. Computer proficiency required with working knowledge of vector graphics, page layout, digital image editing, web design, and motion graphics software consistent with current industry standards. **Proof of completion of prerequisite required:** Copy of transcript.

Individual creative and scholarly research in typography, conceptual and contextual exploration, typographic experimentation based on theory, strategy, and problem solving. Maximum credit six units with consent of instructor..

Change: Art 339A, 339B, and 339C were removed.

5. Change in description and title.

Art

*ILLUSTRATION III*

ART 543. Illustration III (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in Art 443. **Proof of completion of prerequisite required:** Copy of transcript.

Strategy and problem solving of professional illustration as related to art and design; individual conceptual and contextual exploration. Maximum credit six units.

Change: Removed references specific to graphic design in title and description.

6. Change in prerequisite.

Art

ART 545. Design Studio (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in two of the following: Art 441, 442, 450, 454, 541, and portfolio review. Computer proficiency required with working knowledge of vector graphics, page layout, digital image editing, web design, and motion graphics software consistent with current industry standards. **Proof of completion of prerequisites required:** Copy of transcript.

Solutions to design problems for clients in a studio environment including business procedures and production management. Development of a professional level portfolio. Maximum credit six units with consent of instructor.

Change: Art 339A, 339B, and 339C were removed.

## CHEMISTRY

1. Change in prerequisite.

Chemistry

CHEM 550. Instrumental Methods of Chemical Analysis (2)

Prerequisites: Chemistry 232, 232L, and credit or concurrent registration in Chemistry 410A; credit or concurrent registration in Chemistry 457 for undergraduate students only. Chemistry majors in the teaching credential program (BA in Applied Arts and Sciences) can replace the Chemistry 457 corequisite with credit or concurrent registration in Chemistry 417. Chemical Physics majors can replace the Chemistry 457 corequisite with credit or concurrent registration in Physics 311.

Theory and application of those instrumental methods of chemical separation and analysis most frequently used in all subdisciplines of chemistry.

Change: Update to accommodate chemistry single subject teaching credential sequencing of courses.

## ENGLISH



1. Change in description.

English

ENGL 521. Early American Literature (3)

Prerequisites: Six lower division units in literature and/or creative writing.

Representative works by American writers from the colonial period through the Revolution; to include works by Anne Bradstreet, Phillis Wheatley, Olaudah Equiano, Cotton Mather, Jonathan Edwards, Benjamin Franklin, Thomas Jefferson, various Native American speakers and writers, and others. See *Class Schedule* for specific content.

Change: Added *class schedule* sentence to allow for variable titles to appear in schedule.

2. Change in description.

English

ENGL 522. Literature of the United States, 1800-1860 (3)

Prerequisites: Six lower division units in literature and/or creative writing.

Representative works by United States writers from 1800 to 1860; likely to include works by Emerson, Hawthorne, Melville, Poe, Stowe, Thoreau, Whitman, and others. See *Class Schedule* for specific content.

Change: Added *class schedule* sentence to allow for variable titles to appear in schedule.

3. Change in description.

English

ENGL 523. Literature of the United States, 1860-1920 (3)

Prerequisites: Six lower division units in literature and/or creative writing.

Representative works by United States writers from 1860 to 1920; likely to include works by Charles Chesnutt, Kate Chopin, Stephen Crane, Emily Dickinson, Henry James, Mark Twain, Edith Wharton, and others. See *Class Schedule* for specific content.

Change: Added *class schedule* sentence to allow for variable titles to appear in schedule.

4. Change in description.

English

ENGL 524. Literature of the United States, 1920-1960 (3)

Prerequisites: Six lower division units in literature and/or creative writing.

Representative works by United States writers from 1920 to 1960; likely to include works by Willa Cather, T. S. Eliot, William Faulkner, F. Scott Fitzgerald, Ernest Hemingway, Zora Neale Hurston, Eugene O'Neill, Katherine Anne Porter, Ezra Pound, John Steinbeck, and others. See *Class Schedule* for specific content.

Change: Added *class schedule* sentence to allow for variable titles to appear in schedule.

5. Change in description.

English

ENGL 525. Literature of the United States, 1960 to Present (3)

Prerequisites: Six lower division units in literature and/or creative writing.

United States writers from 1960 to the present; likely to include works by Edward Albee, Saul Bellow, Allen Ginsberg, Joseph Heller, Maxine Hong Kingston, Norman Mailer, Toni Morrison, Sylvia Plath, Adrienne Rich, Kurt Vonnegut, Eudora Welty, and others. See *Class Schedule* for specific content.

Change: Added *class schedule* sentence to allow for variable titles to appear in schedule.

6. Change in description.

English

ENGL 540A-540B. English Fiction (3-3)

Prerequisites: Six lower division units in literature and/or creative writing.

The development of English fiction from its beginnings to the end of the nineteenth century.

Semester I: The eighteenth century. Semester II: The nineteenth century. See *Class Schedule* for specific content.

Change: Added *class schedule* sentence to allow for variable titles to appear in schedule.

7. Change in description.

English

ENGL 541A-541B. English Drama (3-3)

Prerequisites: Six lower division units in literature and/or creative writing.

English dramatic literature from its beginnings to the present. Semester I: From the beginning to 1642. Semester II: Period following reopening of the theatres in 1660. See *Class Schedule* for specific content.

Change: Added *class schedule* sentence to allow for variable titles to appear in schedule.

#### SPEECH, LANGUAGE, AND HEARING SCIENCES

1. New course.

Speech, Language, and Hearing Sciences

*NEURO-SPEECH & LANGUAGE (C-1)*

SLHS 539. Neuroanatomy and Disorders of Speech and Language (3)

Three hours of laboratory screening per week.

Prerequisites: Speech, Language, and Hearing Sciences 150, 300, 305, and 321.

Structural and functional neuroanatomy and disorders of speech and language resulting from pathology of the nervous system.

2. New course.

Speech, Language, and Hearing Sciences

*SEMINAR FOUNDATIONS SLHS (C-5)*

SLHS 590. Seminar in Research Foundations of Speech, Language, and Hearing Sciences (3)

Prerequisites: Consent of instructor and a B+ grade or better in Speech, Language, and Hearing Sciences 305, 320, and 513. Open to senior Speech, Language, and Hearing Sciences majors only. Graduate students may not use this course towards their program of study.

Specialized study of selected topics in speech, language, and hearing sciences.

#### THEATRE

1. Change in description, mode, and title.

Theatre

THEA 532. Advanced Topics in Stage and Screen Performance (3)

Two lectures and two hours of activity.

Prerequisites: Theatre 332 and either Theatre 320 or 355.

Advanced theory and practice in performance from theatre, television, and film; to include physical theatre, voice and speech, film and theatre performance styles, intercultural theatre, devised work. May be repeated with new course content. Maximum credits six units.

Change: More comprehensive content added to course to add greater breadth to student training in acting styles and techniques in different mediums.

Information Item #2:

### AEROSPACE ENGINEERING

1. Change in prerequisite.

Aerospace Engineering

A E 644. Turbulent Flow (3)

Prerequisites: Aerospace Engineering 515 and 550.

Nature of turbulence based on simple flow observations and a theoretical basis for interpreting and predicting the behaviors of specialized turbulent flow problems.

Change: Replace Aerospace Engineering 340 with 550.

2. Change in number and prerequisite.

Aerospace Engineering

A E 651. Theory of Elastic Stability (3)

Prerequisite: Aerospace Engineering 310 and graduate standing in aerospace engineering.

Stability of elastic systems. Differential equations of stability by summation of forces and moments, and by the variational method. Applications. (Formerly numbered Aerospace Engineering 727.)

Change: Course number changed to a 600-level course in order to tailor to incoming master's students. Aerospace Engineering 621 was deleted; 310 and graduate standing were added as prerequisites.

### ACCOUNTANCY

1. Change in prerequisite.

Accountancy

ACCTG 650. Tax Research and Practice (3)

Prerequisite: Accountancy 332, 503, or 624.

Tax research methodology; statutory, administrative, and judicial sources of tax law. Tax practitioner regulations, responsibilities, and ethics to include IRS Circular 230, AICPA Code of Conduct and Statements on Standards for Tax Services. Tax administration, sanctions, agreements, and disclosures.

Change: Accountancy 322 was deleted as a prerequisite; 332 was added.

2. Change in prerequisite.

Accountancy

ACCTG 670. Seminar in Assurance Services (3)

Prerequisite: Accountancy 431 or 626.

Selected conceptual issues in assurance services.

Change: Deletion of Accountancy 421, addition of 431 as a prerequisite.

3. Change in program.

**Master of Science Degree in Accountancy**  
**(Major Code: 05021) (SIMS Code: 221909)**

**Admission to the Degree Curriculum**

First paragraph (*no change*)

- B A 623 Statistical Analysis (3)
- B A 624 Organizational Behavior and Leadership (3)
- B A 625 Financial and Management Accounting (3)
- B A 626 Business Economics (3)  
(or ECON 101 and ECON 102)
- B A 629 Financial Management (3)

Paragraphs 2-4 (*no change*)

**Specific Requirements for the BS/MS 4+1  
Degree Program (BMACC)**

**(Major Code: 05021) (SIMS Code: 221913)**

First paragraph (*no change*)

Students attain graduate status when they have earned at least 120 units toward the completion of the BMACC program. No more than nine units may be in 500-level courses to meet the requirements of the master's program. At least 15 units of 500-, 600-, and 700-numbered courses must be in accountancy (to include Accountancy 790) and must include at least 12 units in courses numbered 650 and above (in special cases, nine units with adviser approval). Students must achieve at least a 3.0 average in the courses numbered 500 and above and specified on their official program for the 30 unit master's degree. Courses numbered 500 and above must be completed within seven years of the first course completed on the master's degree program. If for any reason a student does not satisfactorily complete the requirements for the Master of Science in Accountancy degree, they will be awarded the B.S. degree in Business Administration in Accounting, upon completion of the requirements for the B.S. degree.

Change: Courses updated to reflect new, changed, or no longer required courses in program.

AUDIOLOGY

1. New course.

Audiology

*CLINICAL METHODS LAB (C-7)*

AUD 702. Clinical Methods Lab (1)

Two hours of activity.

Prerequisite: Concurrent registration in Audiology 701.

Practice in tests and methods used in audiological clinical practicum. May be repeated. Maximum credit three units.

2. New course.

Audiology

*CLINICAL PRECEP IN AUDIOLOGY (C-2)*

AUD 802. Clinical Precepting in Audiology (1)

Prerequisite: Audiology 701.

Effective precepting, determining appropriate teaching styles to maximize clinical learning, including timely and positive feedback regarding clinical progress and assigning grades. Identifying need for remediation and developing effective programs to target deficient skills. May be repeated. Maximum credit three units.

EDUCATION

1. Change in program.

**Doctor of Philosophy Degree in Education**  
**(Major Code: 08011) (SIMS Code 331901)**

**Specific Degree Requirements for the Ph.D. Degree in Education**

- 72 semester units (minimum) of coursework (24 units at San Diego State University, 24 units at Claremont Graduate University, and 24 units transferred from master's degree);
- Two research tools (one at each institution);
- Two written qualifying examinations;
- The oral qualifying examination;
- A written dissertation;
- The dissertation defense.

Paragraph after bulleted list (*no change*)

**Written Qualifying Examinations**

Two written qualifying examination are required. The first qualifying exam is usually written as a research paper, a literature review on a research interest, or an examination. Students are eligible to sit for the first qualifying examination after completion of 46 units in the program (cumulative of SDSU courses, CGU courses, and master's transfer units). This examination is to be co-supervised by a faculty member from each institution. Students must enroll in the capstone doctoral research seminar after completion of 62 cumulative units. A second qualifying exam will take the form of a mock dissertation proposal and will come out of the capstone seminar. The mock proposal may also serve as the framework for the final dissertation proposal that usually will be co-supervised by the same faculty who supervised the first qualifying exam.

Change: The number of qualifying exams has changed from three to two.

**MANAGEMENT INFORMATION SYSTEMS**

1. Change in description and title.

Management Information Systems

*ENTERPRISE DATA MGMT*

MIS 686. Enterprise Data Management (3)

Prerequisite: Classified graduate standing.

Database management technologies to host, secure, and manipulate enterprise data, information, and knowledge assets to create business value. Modeling tools for analyzing and specifying data requirements. (Formerly numbered Information and Decision Systems 686.)

Change: Updated with more succinct title and description that reflects modernized course content.

2. Change in description and title.

Management Information Systems

*BUSINESS DATA COMMUNICATN*

MIS 687. Business Data Communications (3)

Prerequisite: Classified graduate standing.

Deployment and management of technologies for integrating resources within and between organizations through secure data communications capabilities. Data network topologies, including wired, wireless, mobile and cloud architectures. (Formerly numbered Information and Decision Systems 687.)

Change: Updated with more succinct title and description that reflects modernized course content.

3. Change in description and title.

Management Information Systems

*INFO SYS & STRTGY IN ORGS*

MIS 688. Information Systems and Strategies in Organizations (3)

Prerequisite: Classified graduate standing.

Managing information to create business value. Planning, organizing, and leading information systems initiatives. Relationship of data, information, and knowledge to strategic and operational decision making. Global aspects and ethical uses of information systems. (Formerly numbered Information and Decision Systems 688.)

Change: Updated with more succinct title and description that reflects modernized course content.

4. Change in description and title.

Management Information Systems

*BUS SYS ANALYSIS & DESIGN*

MIS 695. Business Systems Analysis and Design (3)

Prerequisite: Classified graduate standing.

Generating business value through analysis and design of information systems to solve problems and exploit opportunities. Feasibility studies, requirements definition, process and data modeling, development and implementation strategies for information systems. (Formerly numbered Information and Decision Systems 695.)

Change: Updated with more succinct title and description that reflects modernized course content.

5. Change in description, prerequisite, and title.

Management Information Systems

*PROJECT PLAN&DEVELOPMENT*

MIS 697. Project Planning and Development (3)

Prerequisite: Classified graduate standing.

Project development, planning, execution, and control for information systems. Information project development life cycle, structure project planning methodology, theories, techniques, and utilization of project management technologies. (Formerly numbered Information and Decision Systems 697.)

Change: Updated with more succinct title and description that reflects developed course content. Management Information Systems 695 deleted as a prerequisite; changed to classified graduate standing.

6. Change in description, prerequisite, and title.

Management Information Systems

*STRATEGIC PROJECT MGMT*

MIS 750. Strategic Project Management (3)

Prerequisite: Business Administration 628.

Managing projects and programs to implement business strategies. Project selection, programs and portfolios; project organization; resource conflict and resolution; stakeholder management; project team management; project risk assessment and mitigation. (Formerly numbered Information and Decision Systems 750.)

Change: Updated with more succinct title and description that reflects developed course content. Business Administration 662 deleted as a prerequisite; changed to 628.

7. Change in description and title.

Management Information Systems

*SEM SUPPLY CHAIN & ERP*

MIS 752. Seminar in Supply Chain and Enterprise Resource Planning (3)

Prerequisite: Business Administration 662.

Methodology, theory, and systems to plan and control supply chain and enterprise resources. Integrated processes of sales and operations planning, corporate accounting, materials requirement, procurement, capacity planning, and warehouse management in a simulated enterprise environment. (Formerly numbered Information and Decision Systems 752.)

Change: Updated with more succinct title and description that reflects developed course content.

### POLITICAL SCIENCE

1. Change in description, prerequisite, and title.

Political Science

*SEM FNDNS PUBLIC POLICY*

POL S 603. Seminar in Foundations of Public Policy (3)

Prerequisites: Graduate standing.

Theory and practice of the policy making process. Policy design, agenda setting, policy tools, and implementation. Examination of different methods used for policy analysis.

Change: Updated with title and description that reflects developed course content. Political Science 601 and admission to the specialization in public policy was deleted as a prerequisite; changed to graduate standing.

### PUBLIC HEALTH

1. Change in unit value.

Public Health

P H 899. Doctoral Dissertation (1-15) Cr/NC/RP

Prerequisites: An officially constituted dissertation committee and advancement to candidacy.

Preparation of the dissertation for the doctoral degree. Enrollment is required during the term in which the dissertation is approved.

Change: Unit value changed from 3-15 to 1-15.

### SPEECH, LANGUAGE, AND HEARING SCIENCES

1. New course.

Speech, Language, and Hearing Sciences

*ORIENT ADV FIELD CLIN SLP (C-4)*

SLHS 629. Orientation to Advanced Field Clinical Practice in Speech-Language Pathology (1)

Prerequisite: Concurrent registration in Speech, Language, and Hearing Sciences 627.

Procedures for organizing and administering speech, language, and hearing programs to adults in the medical setting. Maximum credit three units.

### TEACHER EDUCATION

1. New course.

Teacher Education

*FOUNDATIONS OF LINKED LRN (C-4)*

TE 680. Foundations of Linked Learning (3)

(Offered only in the College of Extended Studies)

Prerequisite: Teaching credential.

Principles of linked learning and key components and instructional strategies that are part of the approach. Explore research on linked learning and examine key legislation that support linked learning and related high school improvement approaches.

2. New course.

Teacher Education

*PATHWAY DESIGN & DELIVERY (C-4)*

TE 681. Linked Learning Pathway Design and Delivery (3)

(Offered only in the College of Extended Studies)

Prerequisite: Teaching credential.

Concepts and efforts for building high-quality linked learning pathways. Development of a pathway vision, mission, theme, and student learning outcomes. Effective instructional practices; interventions including academic, behavioral, and health supports; and college and career readiness.

3. New course.

Teacher Education

*INTEGRATED CURRICULUM (C-4)*

TE 682. Integrated Curriculum Design, Implementation, and Assessment (3)

(Offered only in the College of Extended Studies)

Prerequisite: Teaching credential.

Planning, creating, and implementing integrated curriculum and assessment for linked learning environments, including defining quality integrated curriculum, best practices in problem-based learning, integration of career technical education, and work-based learning.

4. New course.

Teacher Education

*WORK-BASED LEARNING (C-4)*

TE 683. Work-based Learning: Core Linked Learning Instructional Strategy (3)

(Offered only in the College of Extended Studies)

Prerequisite: Teaching credential.

Work-based learning, a key component and instructional strategy of the linked learning approach to high school improvement. Work-based learning and key features. Integrate authentic work-based learning experiences into courses and projects.

5. New course.

Teacher Education

*RETHINKING TCHR ROLES LL (C-4)*

TE 684. Rethinking Teacher Roles in Linked Learning Pathways (3)

(Offered only in the College of Extended Studies)

Prerequisite: Teaching credential.

Key elements and principles associated with the linked learning field that are transforming the role of the teacher. How those roles affect pathway continuous improvement and achievement and success for all students.

#### **8.4 Smoking Policy Implementation Committee (Chan)**

##### **Information:**

Update:



The meet and confer process has concluded. The CSU/SDSU and CSU Employees Union has agreed to the smoking policy as proposed (see attachment). The Smoking Policy Implementation Committee has been charged to begin implementation immediately. Below is a tentative schedule for implementation.

Schedule for Implementation:

November 22, 2013

- Campus wide email to be sent out informing students, faculty, and staff of the smoke free campus
- Temporary signs to be placed at current designated smoking sites

November 22, 2013- December 29, 2013

- Permanent signage to be installed

Outreach and Messaging

- Smoke Free SDSU website is live at [smokefree.sdsu.edu](http://smokefree.sdsu.edu)
- Targeting Outreach:
  - Residential Education Office/ Office of Housing Administration
  - American Language Institute

**(Senator Chan):** We are informing the campus of the policy change. Email states the policy is active January 1<sup>st</sup>. The website ([smokefree.sdsu.edu](http://smokefree.sdsu.edu)) is open. We are producing signage, which will be up by beginning of spring semester. We are working with specific groups (residence halls, ALI) for extra support and resources since they have had trouble with designated zones. Enforcement will be mainly social: Members of the campus community are to inform others. The parking structure smoking areas are going away as well. Counseling and Psychological services will be offering smoking cessation services. E-cigarettes are also part of the policy. **(Senator Wheeler):** When will we be getting a report from AR&P? **(Senator Deutschman):** You will receive an expedited report in March. **(Senator Wheeler):** We used to receive a report every meeting, so we might benefit from hearing from AR&P more often.

### **8.5 Student Success Fee Proposal (LaMaster)**

#### **Information:**

Academic Affairs submitted a proposal the Campus Fee Advisory Committee (CFAC) requesting a Student Success Fee following alternative consultation. Alternative consultation was deemed important to engage students in community discourse concerning the fee and implementation process. CFAC deliberated and voted to accept the proposal and forward to President Hirshman for his consideration. President Hirshman accepted the CFAC recommendation and CFAC has begun the alternative consultation. For more details refer to the CFAC website <http://bfa.sdsu.edu/~budfin/cfacpage.htm>

#### **Background & Goal:**

The State of California has undergone a transformational shift in how higher education is funded. Since 2008, our state appropriation has been reduced from \$221 million to \$143 million, a reduction of \$78 million. Currently, the state appropriation represents less than 20% of the overall operating budget for San Diego State University. This loss of funding has greatly impacted the opportunities that are available for students. In response, the administration is developing a new financial model for the university. This includes pursuing multiple ways to enhance campus resources.

Last year the students, faculty and staff embarked on a strategic planning process that culminated in the “Building on Excellence” plan. Focusing on three broad institutional goals of: Student Success, Research and Creative Endeavors, and Community and Communication, this plan sets forth ambitious initiatives for our campus. Building on Excellence identifies initiatives and objectives for each of the institutional goals. A primary initiative in both Student Success and Research and Creative Endeavors is the need to increase tenured/tenure-track faculty by investing significant resources. Since 2008 data indicates:

- Net loss (headcount) of 238 tenured/tenure-track faculty
- Reduction of over 600 course sections
- Continued gap in four-year graduation rates

Increasing the number of faculty is essential to SDSU's mission and to build on the level of quality and excellence the university has worked hard to provide to students. Increased number of faculty provide greater opportunity for intellectual growth of our students, increase the ability to attract external grants, and bring increased prestige to the San Diego State University degree and overall educational value. Increasing the number of faculty would result in a net gain of course sections available to students and will contribute to their educational experience.

**Student Success Fee Initiatives**

The student success fee would support two large initiatives. Ninety percent of the revenues will be used to hire additional faculty and the remaining ten percent would be dedicated to enhancing student success at the college level through expanded academic related programs.

Objectives of the Fee

- Increasing the frequency and number of course sections offered to enable students to complete their degrees within four years
- Increasing the number of tenured/tenure-track faculty who provide the leadership for SDSU's excellent programs.
- Increasing funding for student academic and scholarly activities at the college level.

CFAC will be responsible for the oversight of the fee revenue use and will monitor the allocation of funds on an annual basis.

Specific fee amounts have not been determined and will be informed by the Student Success survey (sent to all students on the main campus of SDSU in October 2013) and the open forum discussions.

Modeling of fees has provided data that indicate for every \$100 of new fee revenue (per student/per semester) there is sufficient funding for approximately 40 tenured or tenure-track faculty. Four different funding amounts per semester will be discussed at the forums during alternative consultation. An example of the revenue modeling is listed below.

	\$200 per semester	\$300 per semester	\$400 per semester	\$500 per semester
Total Revenue	\$12,481,000	\$18,721,500	\$24,962,000	\$31,202,500
Est. Faculty (cumulative)	80	120	160	200
Est. additional Course sections (annually)	360	540	720	900
Academic related programs (10% estimated)	\$1,248,000	\$1,872,000	\$2,496,000	\$3,120,000

Establishing the Student Success Fee will is one way that students can contribute in a significant manner to the Building on Excellence strategic plan. Supporting these initiatives through a mandatory category II campus fee will hopefully allow for other strategic initiatives to successfully move forward simultaneously to the hiring of faculty and revenue for academically related programs.

**Discussion:**

**(Senator Mattingly):** Is all the money designated for tenure track hires, or is it also for lecturers and the instructional budget? **(LaMaster):** The money is for tenure track hires. **(Senator Moore):** Who are the members of CFAC, the committee that oversees the fee revenue? **(LaMaster):** 13 members (representative from Student Affairs, two from Business and Financial Affairs, the Senate Vice Chair, a member at large, Kathy LaMaster, plus 7 students.) **(Senator Esbenshade):** How was the calculation done? **(LaMaster):** 4.5 sections per faculty member per year. **(Senator Esbenshade):** Are these hires centralized or is it through regular channels? **(LaMaster):** They go through Academic Affairs, and the deans working through the Provost based on need. **(Senator Abdel-Nour):** In terms of calculating the number of sections, does it not make sense that regular teaching load is calculated.

**(LaMaster):** We did not want to overpromise. We know we can deliver that number of sections. We want to talk about it through the community discussion. If faculty members are buying out, then I am misrepresenting the fee. **(Senator Donadey):** I am trying to figure out the numbers. Currently our mandatory campus fees are \$647, and for Imperial Valley it is \$117. Will the fee be prorated for IVC? **(LaMaster):** This is not affecting IVC. **(Senator Bain):** If this is collected, will the allocation cause fighting over distribution? The needs are different. For instance, Engineering needs technicians. Why not allow colleges to decide what funding goes toward? **(LaMaster):** The students are passionate about this, and they want funds to go to academically related programs, not parties or socials. They want more opportunities for internships, better access to software, more debate tournaments, the ability to attend conferences, and do research. Their vision, through CFAC, would entail receiving requests and on annual basis allocate that 10%. They want to maintain control over that 10% because it's their academic programs and their needs may change. **(Senator Wheeler):** Do students vote for this...is it a done deal? **(LaMaster):** We are using alternative consultation – 30 community forums are coming up. We want to get as many students as possible. We will try to get a sense of their tolerance for the fee. The students can transform their University, not us. **(Senator Wheeler):** Is it a referendum? **(LaMaster):** No, we are collecting ballots at forums to be used as information for CFAC, who will then make a recommendation to the President for a final decision. **(Senator Putman):** Can Senator Chan comment? When IRA came up, there was uproar over the lack of democracy. There is a perception that there is a small clique making these recommendations. **(Senator Chan):** The goal is to get 10% of student population through alternative consultation. We are asking about visiting classrooms and giving a 1-2 minute introduction to attend forum. Student organizations are hosting/sponsoring forums. These are new techniques for increasing attendance. **(Senator Shackelford):** We have data on attrition of faculty, so what exactly is the ratio of what we are gaining? We have more than strictly tenure and tenure-track when considering all teaching faculty. Number for instructional faculty is closer to 687 teaching faculty. As a second suggestion, we have been referencing 20% of the overall budget from the state. The reality is that most money is earmarked. For instructional funding it's not earmarked, so there is no flexibility. **(LaMaster):** We are working on an informational video for Blackboard, which will list all public forum times to drive interest. The video will also talk about some of these concepts, then segue into talking points about financial aid, etc. One of biggest complaints has been Capstone courses only offered in the Spring, so students need to come back in the Spring despite December graduation. **(Senator Deutschman):** As chair of AR&P the SEC has tasked us to look at declining budgets and faculty. Most information is wrong, so we'll have a report this Spring. **(LaMaster):** Please email me at [LaMaster@mail.sdsu.edu](mailto:LaMaster@mail.sdsu.edu) for more information and questions. **(Senator Chan):** Heavier discussions will occur in the spring. We need to get educated students to participate in the forums. The faculty's role is to get students interested and let them know this is going on.

## 8.6 Undergraduate Curriculum (Barbone)

Posted on Senate website.

## 8.7 University Relations and Development (Carleton)

### Information:

Campaign Update:

The Campaign is at \$360 million in gifts and pledges. Nearly \$10M was raised to support The Campaign for SDSU in the month of October. This includes the following gifts of note:

\$2.4M in faculty support for Musical Theatre from Carey Wall & Terry O'Donnell.

\$1.9M in faculty support for Political Science from Bruce Porteus.

\$500M for transfer student scholarships from the Osher Foundation.

\$700,000 software gift from Paradigm Geophysical for Geology.

\$100,000 for Guardian Scholars from the Hervey Family Fund.

We recently hosted a tour for two elderly Alums who have not been on campus in 60 years. They are now considering a \$1M gift to support scholarships.

To find out more about the gifts being made to support our students, faculty and programs, please visit:  
<http://campaign.sdsu.edu>.

Marketing and Communications:

SDSU Insider, SDSU's TV news magazine, is a partnership of MarComm and KPBS. Our fall episode includes stories on Professor Kim Olsen's earthquake research, the SDSU Heart Institute's research and SDSU sculptor Jess Dominguez. The program airs locally on KPBS and other cable channels.

Since the start of the fiscal year, SDSU has been mentioned more than 518 times by the national news media and faculty experts have been quoted more than 286 times. During the same time, SDSU NewsCenter has attracted more than 115,000 visitors.

## **9. Other Information Items**

### **10. Adjournment**

**3:37pm**