

San Diego State University Senate Minutes
December 4, 2012
AL 101
2:00 p.m.-4:30 p.m.

The Senate was called to order at 2:01 p.m.

Members present:

Academic Senators (CSU): Eadie, Ornatowski, Wheeler.

Arts & Letters: Abdel-Nour, Balsdon, Blanco, Bordelon, Borgstrom, Csomay, Donadey, Esbenshade, Kamper, Mattingly, Osman, Putman. [Absent: Biggs, Del Castillo.]

Business: Chan, Ely, Fleming, Plice. [Absent: Zheng]

Coach: Van Wyk

Education: Alfaro, Alvarado, Bezuk, Butler-Byrd, Graves. [Absent: Wang]

Engineering: Beyene, Valdes, Venkataraman. [Absent: Walsh]

Health & Human Services: Gates for Fields, Love-Geffen, Pruitt-Lord. [Absent: Chowdhury, Mathiesen, Rasmussen.]

IVC: Cordero

Lecturers: Aste [Absent: Goehring]

Library: Rhodes [Absent: Salem]

MPP I & II: Garcia for Richeson.

PSFA: Alter, Cirino, Lee for Geist-Martin, Lindemann, Schreiber, Snavelly, Spilde.

Sciences: Beck, Deutschman, Matt, Nickerson, O'Sullivan, Papin, Schellenberg, Stewart, Torikachvili, Ulloa. [Absent: Bergdahl, Dunster.]

Staff: Bojoroquez, Preciado, Sanborn-Chen. [Absent: Baxter]

University Services: Rivera

Administration: Chase, Hirshman, Marlin.

Emeritus: Shackelford

Associated Students: Cecil, Kim, O'Keefe, Terry.

California Faculty Association: Toombs

Guests: Matt Anderson, Steve Barbone, Kathy LaMaster, Andrea Rollins.

1. Agenda (Bordelon)

MSP Approved the revised agenda.

2. Minutes (Bordelon)

MSP Approved corrected minutes of Nov. 6, 2012, which were distributed via the website.

3. Announcements (Eadie)

Dean Wong decided not to retire, so the search for a new dean of the College of Arts and Letters has been canceled. Chair Eadie stated that the strategic planning process was proceeding, and the committees were moving toward posting drafts on the Strategic Plan website (<http://go.sdsu.edu/strategicplan/>). The deadline for the working groups to post drafts for public comment is Thursday, Dec. 6th. He encouraged faculty to review the drafts and to offer comments. The working groups are supposed to submit their final versions by Dec. 21. The Task Force drafts are due in mid-January. The Steering Committee's draft will be posted for comment in March. An email will be sent to faculty members letting them know that drafts are posted and available for comment. The Chair urged the Senate to take a significant role in the strategic planning process.

Discussion:

Senator Donadey clarified that the working group drafts were due Dec. 6th.

4. President Hirshman

The President began by thanking the Senate for its collaborative spirit and its work during these challenging times. He explained that the Senate Chair had asked him to discuss the passage of Proposition 30 and its implications. At the start of this academic year, the President stated the University faced three challenges: first, it needed to strengthen its financial position. Since 2008, the state reduced appropriations to the University by more than \$100 million. Therefore, he said it was critical for the University to create a new financial model, one that could be used moving forward. At the start of the year, the University also had to address a \$6 million institutional obligation. This obligation occurred when the President's Budget Advisory Committee (PBAC) recommended that the tenured/tenure-track faculty dollar value be removed from the top of proposed cuts. The President said this money was not allocated as a pro-rata reduction because PBAC felt it would irreparably harm academic programs. At the same time, the President said PBAC didn't feel it could allocate those reductions to other divisions. The President clarified that this background was to provide motivation for "a new model and a new approach." The model includes two components: one is to be efficient in terms of costs, which he said the University already was achieving. The other is to create multiple, diversified revenue streams, which were independent of state appropriations.

The second broad challenge is to invest resources as strategically as possible. The University has made significant progress in terms of student success, research and creative endeavors, community engagement, diversity, and internationalization. The President said the questions now to address are what are the next steps? He noted the strategic planning process and its five task forces. He urged Senators to review the ideas emerging and to engage in the discussion.

The third major challenge, according to the President, is to raise awareness of the University's excellence. He added this process would take multiple years, given the public relations challenges the University has faced in the last few years. The University has many excellent programs, and faculty, staff, and students are doing great things. Although not the fault of anyone on campus, the President stated that "we have lost the public relations battle" during the last few years. He added that he wanted to ensure that people were aware of the positive work going on at SDSU. He said the goal was "to create a virtuous cycle" with these three initiatives. The President said the goals were to become stronger financially, to invest these resources strategically, and then to share the positive results with the community to create "a virtuous cycle."

The President explained that this was the broader perspective. More immediately and importantly, the passage of Proposition 30 meant that the University didn't have "the draconian cuts that were forecasted." It also creates time to become stronger financially and to develop the new financial model. The President discussed two specific outcomes of which senators should be aware. The CSU released \$18.5 million in appropriations it was holding contingent upon the proposal's passage. At the same time, the CSU implemented a \$500 per student tuition reimbursement, which is beneficial to students from a financial perspective. The challenge is that University revenues have been reduced by \$14 million. However, given the anticipated state appropriation and the tuition reimbursement, the University is expected to be up \$5 million.

In terms of 2013-2014, the President said he thought there was reason for "cautious optimism." In terms of optimism, the University has experienced some success in each of its revenue campaigns. However, California's financial challenges are expected to continue. Even with the proposition's revenues, the state is projecting a \$2 billion deficit for this year. He said he was optimistic because if the University combines the new

revenue streams, the new model, with even a modest investment, would be in relatively good shape. In 2013-2014, he said he hoped to begin the process of cautiously investing those funds in the ideas that emerged from the strategic planning process.

The President also addressed the question of why the \$5 million in one-time funds couldn't go toward base purposes now. He acknowledged that there were many units on campus that needed base funding support. He then provided a rationale for caution concerning these funds. The President reiterated that even with the passage of the proposition, the state faces a \$2 billion deficit for this year. The state also has \$25 billion in debt that it has built up through borrowing. He added that \$10 billion of that debt is short-term debt, which is subject to short-term repayment.

Second, the President drew attention to the "federal fiscal cliff," noting that if the deadline hits, it would potentially mean an \$11 billion reduction to California. More than 30 percent of SDSU students receive Federal Pell Grants. The loss of these funds would be tragic for students and for the University, which is dependent on these funds for tuition revenue.

Third, he explained that the alternative revenue streams were not yet firmly established. In addition, the University faces significant financial obligations it must meet, including the \$6 million obligation and increases in mandatory costs, especially health care. For these reasons, the President said he favored a conservative approach, particularly given California's fiscal and political climate. He said at the beginning of the year, PBAC decided not to spend the "trigger funds"—\$18.5 million—because it couldn't be sure Proposition 30 would pass. This turned out to be a very prudent decision. If the University had spent those funds, the tuition reimbursement would have produced an immediate deficit of \$14 million that the University would have had to resolve in the next six months. The President stated that this could not have been carried out without seriously damaging programs. He added that this perspective suggests the need to move initiatives forward, "to control our own destiny," but also the need to be prudent, establishing the University's financial strength and then investing it.

Discussion:

Senator Fleming asked how much time the passage of the proposition gave the University. **The President** said, realistically, it gave the University about two to three years. However, he said this time frame depended on how quickly revenue initiatives worked. If the funding goes to endowment as opposed to expendable accounts, the President explained those funds were "long-term ballast that we can count on." He added that faculty and staff members have been very generous in their support of the Campaign for SDSU. He discussed some recent examples. **Senator Mattingly** asked what the President meant that SDSU had "lost the public relations battle." **The President** clarified that not specifically SDSU, but that coverage of the California State University system and the way the University was viewed, had not been particularly positive. Noting more negative aspects tend to be covered, he questioned whether the public had received coverage of more positive elements such as the University's recent research grants, the level of community engagement, and the achievements of students. He said the University needed to work hard and to tell its story to different constituencies. The President added that being united as a campus was critical, not that there weren't disagreements. **Senator O'Sullivan** said the Provost had indicated that roughly only 30 percent of existing lines would be filled with tenured/tenure track faculty. He asked if this was still the case with the passage of Proposition 30. **The President** responded that the passage of the proposition would have "minimal impact" on this decision. He noted, though, that there have been discussions that the governor, in response to the tuition reimbursement, might give the University an appropriation. Strengthening revenue

initiatives also would be helpful. The President stated that he and the Provost have spent significant time discussing ways that more funds could be provided for faculty and staff. In other words, **Senator O'Sullivan** clarified, the one-third hiring would continue in the short term. **The President** responded affirmatively. He said he would let faculty and staff know if the situation changed. **Senator Plice** asked about the increased recruitment of international students and indications about how such efforts were proceeding. **The President** responded that, in general, senators shouldn't think that significant budget issues could be addressed in only one manner. He explained that to address the \$100 million reduction in state appropriations, the University would need to raise \$2 billion in endowment, which couldn't be done in two or three years. He clarified that the recruitment of international students was "a modest piece that moves us forward." At the University of Washington, 18 percent of the first-year class was from China. The President stated that this situation wouldn't happen at SDSU. First, he pointed out the competition, explaining that many other universities were already involved in recruitment of international students. Second, he said the purpose of the recruitment was to ensure opportunities for California students. As the University becomes financially stronger, he said the goal was to maintain the enrollment of California students, particularly those in the local area. He said the University needed these resources to support critical aspects of the University's mission. He added that SDSU plans to maintain enrollment levels at the same level as this year. **Senator Esbshade** asked what the other pieces of the financial model were, and she asked about the online initiative. **The President** responded that he did not think online education was the answer to the University's financial challenges. He explained that the time frame for building online programs wouldn't seem to work relative to the current financial issues. Another important piece of the financial model to recognize is that University auxiliaries can help to generate revenue. He then discussed some specific examples. The President clarified that this was not a new financial model so much as a "reorientation of our consciousness and awareness."

Given that the CSU has a new chancellor, **Senator Putman** asked if the relationship with the Chancellor's Office might be better. **The President** responded there were significant opportunities. He praised the efforts of Chancellor Reed, noting his sincerity. The new chancellor, Tim White, is familiar with research universities. The President said Chancellor White would understand "some of the things that we do." In addition, the new chancellor is familiar with issues of access. Noting he was optimistic, the President said the University would get "a sympathetic hearing." **Senator Preciado** asked what type of investments might emerge from the strategic planning process. **The President** said one-time investments that would leverage funds, and base investments over multiple years would be considered.

5. SEC Report

5.1 Referral Chart (Valdes)

Committee	Date	Item	Referred by
Active Transportation Task Force	<i>Sept. 26, 2012</i>	Investigate the current state of allowing active transportation vehicles to access and navigate the campus. Determine whether and how increased active transportation access to campus can be accomplished without compromising safety. Issue a report to Senate.	Officers
Environment and Safety	<i>Nov 29, 2011</i>	Review the Memo from Peter Andersen, re: "Air Pollution from Leaf Blowers" (page 44-46 of SEC agenda) and provide a recommended action for the Senate.	Officers
Academic Policy and	<i>Mar 15, 2012</i>	Develop a review process for Distance Education Modality courses that addresses compensation, TA support, final testing	Officers

Academic Policy and Planning	<i>Mar 15, 2012</i>	Develop a review process for Distance Education Modality courses that addresses compensation, TA support, final testing schedules, and course quality.	Officers
Faculty Affairs	<i>Apr 24, 2012</i>	Review and revise the language on page 98 of the Policy File with respect to “Departments and Schools: Creation, Merger,	Officers

5.2 Resolution Removing the Clause Recommending the Discontinuation of State University Grants for Graduate Students from the Pending ASCSU Resolution AS-3100-12/FGA.

Action:

Removing the Clause Recommending the Discontinuation of State University Grants for Graduate Students from the pending ASCSU Resolution AS-3100-12/FGA

RESOLVED: That the San Diego State University Senate urge the Academic Senate of the California State University to remove the clause recommending the discontinuation of State University Grants for graduate students from its pending Resolution AS-3100-12/FGA, On the California State University Board of Trustees Instituted State University Grants (SUGs).

RESOLVED: That copies of this resolution be distributed to members of the Academic Senate of the California State University and in particular to the membership of its Committee on Fiscal and Governmental Affairs.

RATIONALE:

The SUG Program represents a significant—and growing—source of support for graduate students. In 2011/12, 41.1% of SDSU graduate students were SUG recipients (up from 29.19% in 2008/9). Most of the SUGs go to master’s students (86.7%), followed by teaching credential students (11.2%), and, in much smaller numbers, doctoral students (2.1%).

The proposed cancellation of SUGs for graduate students would affect every program in the University; some might be dramatically affected. There is no college or program where graduate students do not receive SUGs. The following numbers speak to the importance of the SUG program in sustaining graduate education at the University: in the College of Arts and Letters, 23.2% of graduate students receive SUGs; in Health and Human Services, 20.7%; in Sciences, 16.3%; in Education, 15.6%; in Professional Studies and Fine Arts, 11.1%; in Business Administration, 8.4; and in Engineering, 4.4%. In many departments, especially in the college of Arts and Letters, significant percentages of graduate students rely on SUGS: in Anthropology, 60%; in Women’s Studies, 56%; in Sociology 54%; in Political Science, 48%; in Philosophy and Creative Writing, 47%.

Cancellation of SUGs for graduate students would also impact diversity. In 2011/12, 45.1% of SUG recipients were students of color, most of them Hispanic (26.1%). The proportion of graduate SUG awardees of color has increased from 39.0% in Fall 2008 to 43.3% in Fall 2011. Graduate student SUGs also appear to positively influence continuation and graduation rates. Comparison of one-year continuation rates for SUG Awardees with other graduate students (non-awardees) indicates that SUG Awardees have a higher (84.4%) one-year graduation rate than non-awardees (76.9%), a higher 2-year graduation rate (44.5%) compared to non-awardees (36.3%), a higher 3-year graduation rate (65.5% and 61.2 for the SUG awardees and non-awardees, respectively).

The changing workforce increasingly demands graduates with skills and education beyond the bachelor’s degree; post-bachelor’s education is no longer a luxury, often not even an option, but a necessity. It thus deserves state support along with undergraduate education. All graduate SUGs

recipients are, by definition, California residents and all have demonstrated financial need and lack other support. The cancellation of graduate SUGs would thus not only have a potentially dramatic effect across a wide range of programs, especially in the Humanities and Liberal Arts, but also impact CSU's ability to meet California's needs for a highly qualified and educated workforce and citizenry.

Discussion:

In terms of the clause reducing set-asides for undergraduates, **Senator Shackelford** asked whether the resolution addressed tuition increases going forward or whether the committee was considering reducing the percentage allocated at this time. **Chair Eadie** noted that the question was not specifically germane to the resolution. He asked Senator Ornatowski whether he wanted to respond. **Senator Ornatowski** said that, to the best of his knowledge, the proposal would simply reduce the undergraduate set-aside. He said the sense was that some campuses, those with more affluent students who pay full tuition, end up subsidizing the "poorer campuses." He said the thinking behind the resolution seems to be to burden the fully paying students less because, in effect, the financial burden falls on their parents. However, the idea is to maintain the same money going to less affluent campuses by not funding the graduate students. Senator Ornatowski said he didn't think was a good idea. He explained that the Fiscal and Governmental Affairs Committee drafted the resolution. Senator Ornatowski said he spoke strongly against reducing State University Grants to graduate students but was unsuccessful. **Senator Esbenschade** asked what the vote had been. Since the vote was by a show of hands, **Senator Ornatowski** said it was difficult to tell. **Senator Donadey** noted the sharp increase in tuition in the last ten years. She said every time faculty members voiced concern about how the increase would reduce access for students from low-income backgrounds, they have been told that one-third of the money was set-aside for financial aid for those students who need it. Although she said she could understand why the Board of Trustees might want to reduce the set-aside, she said she didn't understand why faculty members wanted to reduce this money. **Chair Eadie** said the point was interesting but also not germane to the resolution. **Senator Donadey** said she wished that the resolution under discussion opposed the entire resolution and not just the graduate student portion. She also asked if there was a typo on page 2, in the second half of the second paragraph—the rationale. She asked whether it was one-year *continuation* rates or if it should be *graduation* rates. **Chair Eadie** said the error would be corrected. **Senator Preciado** explained why he would abstain from voting. While he supported the information provided in this resolution, he said he was uncomfortable taking a position not strongly advocating against the proposed reduction of the one-third set-aside. In addition, he said he didn't like the characterization of the rich campuses sharing with the poor campuses. He said the dichotomy presented was unfortunate and not in the best light of the CSU. He noted the President's comments about losing the public relations war. This was an instance where this discussion, shared outside, could put the University in a position of losing the public relations war because the University has a commitment to access through financial aid initiatives. He said in one sense the Senate was affirming support for graduate students. But in another sense, the lack of support for the other part of the resolution seemed to indicate support of the reductions to undergraduates. **Senator Schackelford** said he would oppose the resolution because he felt it should affect future tuition increases. He said it was an issue of doing something from now forward. **Senator Ornatowski** said we were viewing this as richer versus poorer, but he said we needed to remember that the wider context for the resolution was decreasing state support. He said the purpose of the resolution was to have the Board of Trustees advocate for the state funding of its students. He said the state was "backing off" its support. He said students were asked to pay more, so that part of what they pay can go to those who can't pay. Locally, as a transfer from one to the other, he said this was fair. However, in the context of the state not meeting its obligation, it was not fair. Senator

Ornatowski added that we have been consistently pushing the Chancellor to demand more support from the state. **Senator Esbenshade** asked for clarification of the process. She asked if the Senate would have time in the future to discuss the set-aside portion of AS 3100-12. **Chair Eadie** said the Senate didn't meet again until February, and AS 3100-12 was scheduled for a vote in January. This probably was the Senate's only opportunity to respond. Speaking in favor of the resolution, **Senator Snavelly** said graduate education was very important to SDSU. He said if senators didn't speak up at this point, the rest of CSU would say that even San Diego State, which relies on graduate education, was not interested in opposing this resolution, and vote to approve it. He added that it was a very narrow resolution to try and support graduate education, which makes SDSU unique from other CSUs. **Senator Putman** called for a motion to end debate. The motion wasn't seconded. As Parliamentarian, **Senator Snavelly** clarified that if the Senate was going to debate the resolution, the speaking order should be to speak for and then against acceptance. **Senator Shackelford** reversed his position and said the resolution should be supported.

MSP Adopted Senate resolution (removing the clause recommending the discontinuation of State University Grants for graduate students from the pending ASCSU Resolution AS-3100-12/FGA). The vote included five abstentions.

After thanking senators for accepting the resolution, **Senator Ornatowski** said that if senators felt strongly against the first part of resolution AS-3100-12, he would be glad to speak against that section. **Senator Wheeler** urged senators to bring any concerns to the Academic senators prior to the January vote.

6. Elections

6.1 Senate Representatives to Vice President for Business and Financial Affairs Search Committee

MSP To close nominations.

MP To elect by acclamation Kathy LaMaster, chair of the Academic Resources and Planning Committee and Associate Dean of the College of Professional Studies and Fine Arts, and David Ely, Professor of Finance, to serve as the Senate representatives to the Vice President for Business and Financial Affairs Search Committee.

6.2 Senate Representative to Dean of College of Education Search Committee

MSP To close nominations.

Ed Balsdon, assistant dean of the Division for Graduate and Research Affairs, was elected to serve as the Senate representative to the Dean of College of Education Search Committee.

7. Old Business

8. New Business: Action Items

8.1 Committees and Elections (Ulloa)

Action:

Nominations:

Diversity Equity Outreach

Chris Turntine (Staff; term ends May 2015)

Staff Affairs

Lisa Thurn (Staff; term ends May 2015)

MP To approve the nominations.

8.2 Enrollment Services (Lieu)

Action:

Enrollment Services presented the list of baccalaureate degree candidates for December 2012 graduation.

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

Erika Gonzalez	BA	Public Administration
Phi Thai Ha	BS	Business Administration-Marketing
Brandon Michael Keating	BA	Japanese
Anuar Alejandro Mendoza Resolution-Global Systems	BA	International Security and Conflict
Sonia Veronica Portugal Systems	BS	Business Administration-Information
Garrett John Reed America	BA	International Business-Spanish and Latin
John David Rutledge Resolution-Global Systems	BA	International Security and Conflict
Jane Lansing Ryder	BS	Business Administration-Accounting
Emily Catherine Sachse	BS	Criminal Justice
Maria Veronica Twist	BS	Criminal Justice
Samuel Setsoafia Yador	BA	International Security and Conflict Resolution-Cooperation, Conflict, and Conflict Resolution

MSP To approve all qualifying students for December 2012 graduation.

8.3 Faculty Affairs (Anderson)

Action Item #1:

The Faculty Honors and Awards Committee moves that the Senate approve emeritus status upon retirement to the following faculty:

The faculty affairs committee recommends emeritus status upon the following faculty members:

Dale A. Chatfield, Associate Professor of Chemistry and Biochemistry, August 19, 2012, 34 years

Long C. Lee, Professor of Electrical and Computer Engineering, December 30, 2012, 30 years

Jaynelle F. Stichler, Professor of Nursing, August 13, 2012, 6 years

Pradeep K. Tyagi, Professor of Marketing, December 30, 2012, 30 years

MP To approve emeritus status upon retirement for the above individuals.

Action Item #2:

The faculty affairs committee proposes a rewrite of page 98 of the policy file.

Rationale:

The committee has revised the proposed rewrite of page 98 of the policy file based on suggestions from the university senate. Attached please find the updated version. Substantive changes (from the recent version) appear in bold underline.

Many comments were received from senators, and some of them have been incorporated herein. One contentious discussion item was the nature of the faculty vote and whether this vote should be binding or not. The committee discussed this at length, and although they appreciated the idea of giving “weight” to the faculty vote, the committee ultimately decided that there were too many pitfalls to make this vote binding.

As always, we are happy to discuss any questions or concerns you may have.

Administrative Units: Establishment and Restructuring

Departments and Schools: Establishment

1.0 A proposal for establishing a department or school shall be recommended by a college academic planning committee, the dean of the college, the Committees on Academic Policy and Planning and on Academic Resources and Planning, the Provost, and the Senate, and shall be approved by the President.

2.0 The proponent(s) shall distribute a written outline proposal to the college academic planning committee. The committee shall transmit its recommendation to the Dean. If the recommendation is negative, the proponents of the proposal shall have 10 working days to offer additional arguments.

2.1 If the Dean judges that the proposal has merit, this recommendation shall be transmitted to the Provost, who shall convey the recommendation with comments to the Committees on Academic Policy and Planning and on Academic Resources and Planning.

2.2 The Senate Committees on Academic Policy and Planning and on Academic Resources and Planning shall present their recommendations to the Senate, which shall recommend action to the President.

3.0 Criteria for Establishing Schools within an Administrative Unit (i.e., Protoschools)

3.1 The academic unit (a) shall offer a degree program subject to accreditation by a recognized external accrediting group or (b) shall contain within itself subunits that offer various and distinct professional degree programs and faculty members who do not necessarily have common professional qualifications.

4.0 Criteria for Establishing Autonomous Schools

4.1 The academic unit shall meet the criteria of section 3.1 for the establishment of a school within an existing administrative unit.

4.2 If a recognized external accrediting body exists, the academic unit shall meet the criteria for accreditation except autonomy.

4.3 The academic unit shall demonstrate experience in the operation of a program as a major, department, or school within a college.

4.4 The academic unit shall demonstrate both present capacity and future potential for a graduate program.

Colleges: Establishment

1.0 A proposal for establishing a college shall be recommended by the Committees on Academic Policy and Planning and on Academic Resources and Planning, the Provost, and the Senate, and

shall be approved by the President.

2.0 The proponent(s) shall distribute a written outline proposal to the Provost.

2.1 If the Provost judges that the proposal has merit, the Provost shall convey the recommendation with comments to the Committees on Academic Policy and Planning and on Academic Resources and Planning.

2.2 The Senate Committees on Academic Policy and Planning and on Academic Resources and Planning shall present their recommendations to the Senate, which shall recommend action to the President.

Departments and Schools: Merger, Transfer, and Abolition

1.0 Proposals for merger, transfer, restructuring or abolition of existing departments or schools may be initiated by departments or schools, faculty members, or administrative officers of the university. The proponent(s) shall distribute a written outline proposal to the appropriate departments, schools and deans. The proposal shall address employment options, informed by the current Collective Bargaining Agreements, for the affected tenured and probationary faculty and for permanent staff.

2.0 The proposal shall be reviewed by the dean or deans of the colleges concerned.

2.1 If the dean or deans judge that the proposal has no merit, this recommendation together with the original proposal shall be forwarded to the Provost. The Provost shall publicly announce to the faculty of the affected units the recommendation of the deans not to pursue further action. The faculty shall have 10 working days to offer additional arguments.

2.2 If the dean or deans judge that the proposal has merit, the dean or deans shall then form an ad hoc committee that will give the matter full and serious consideration. The committee shall comprise at least five members, at least two of whom should be department chairs or school directors, one tenured faculty member drawn from an uninvolved college, and representatives from at least 2 affected academic units **elected by full-time faculty from the affected academic units**. The committee shall then report its recommendations to the dean(s) and the executive committee(s) (or equivalent) of the college(s) involved.

2.21 A final proposal shall be made available to all full-time faculty from affected academic units. These faculty members shall vote on the proposal. **The results of the vote shall be transmitted to the dean and all subsequent reviewing bodies.**

2.22 The dean or deans shall subsequently transmit final recommendations to the Provost, who shall convey the recommendation with comments to the Committees on Academic Policy and Planning and on Academic Resources and Planning.

2.23 The Senate Committees on Academic Policy and Planning and on Academic Resources and Planning shall present their recommendations to the Senate, which shall recommend action to the President.

Colleges: Merger and Abolition

1.0 Proposals for the merger, or abolition of existing colleges may be initiated by faculty members, or administrative officers of the university. The proponent(s) shall distribute a written outline proposal to the appropriate dean/s. The proposal shall address employment options, informed by the current Collective Bargaining Agreements, for the affected tenured and probationary faculty and for permanent staff.

2.0 The Provost shall establish an ad hoc committee that will give the matter full and serious consideration. The committee shall comprise at least seven members, dean/s of the affected units, at least two department chairs or school directors, one tenured faculty member drawn from an uninvolved college, and at least 3 faculty from affected academic units **elected by full-time faculty from the affected academic units**. The committee shall then report its recommendations to the dean(s) and the executive committee(s) (or equivalent) of the college(s) involved and to the Provost.

2.21 The Provost shall evaluate the report and submit a recommendation with comments to the Committees on Academic Policy and Planning and on Academic Resources and Planning.

2.22 The Senate Committees on Academic Policy and Planning and on Academic Resources and Planning shall present their recommendations to the Senate, which shall recommend action to the President.

Discussion:

Senator Graves said she was confused by the report. She said about 50 percent of the original content had been changed. **Faculty Affairs Chair Anderson** explained that the changes indicated were revisions from the previous draft. **Senator Graves** said the original version included two sections in the Policy File, and she said the problem last spring emerged because the sections were not parallel. She also noted that several of the key terms (i.e., *establish, formation, creation, merger, and abolition*) were called into question. She said her understanding was that the committee was to make this section of the Policy File more user friendly. However, she said the current revision was more confusing and less parallel. In addition, certain important points have been removed, and most involve shared faculty governance. She added that this was disconcerting, especially since she had provided the committee with so much input. **Chair Anderson** said the committee's charge was taken seriously, and the goal was to maintain the structure of the original but to clarify the procedures. **Senator Graves** noted that the Senate wasn't able to discuss the changes last time the proposal came to the floor. **Chair Eadie** explained that Senator Graves could propose amendments, postpone consideration until the next meeting, or draft her own version and bring it as a substitute, but she should refrain from discussing the proposal directly with Faculty Affairs Chair Anderson. **Senator Graves** moved that the language be revised so that the two sections were parallel and that nothing protecting faculty rights be eliminated from the current language. **Chair Eadie** explained the Senator could move to send it back to committee and *instruct* the committee to make those revisions. **Senator Graves** then moved to send the proposal back to committee and instructed the committee to make the sections parallel and to preserve existing aspects that support shared governance. **Senator Ornatowski** seconded the motion. The Senate then debated the motion. **Senator Graves** said before there were two sections, and now there are four sections proposed. The sections for reorganizing colleges or forming new colleges have been separated out and substantive changes to those sections are now in the proposed policy with the Provost in control of this process. She said it doesn't allow faculty or affected groups to have a say in this process if a college was reorganized or a college was formed. These are two specific points. In addition, she said she had trouble having an ad hoc committee appointed in these circumstances. It seems that the existing academic planning committees within colleges should be responsible, rather than an ad hoc committee. She said it "skews the process" and "creates more drama in the process." Finally, she said it was important for both of those parts to be as parallel as possible. In doing so, if individuals were establishing a department rather than merging two existing departments, they wouldn't have entirely different steps to follow. She said this didn't make sense.

Chair Eadie asked if anyone would like to speak against the motion. **Senator Venkataraman** said the language presented today assumes that the faculty or a department initiates this change. However, he said recently there have been cases where mergers or changes have been proposed by the deans. He said if the deans initiate the changes, the language should clarify how the process would be different and what responsibilities the faculty and affected department would have. Noting his confusion with Robert's Rules of Order, **Senator Beyene** said he would like to see the more substantive changes indicated in the proposal. He explained that he would have liked to see the original alongside the revised version. **Senator Snavelly** said he didn't want to see this revision getting sent repeatedly back to the committee. He said he thought this version was an improvement, and he wanted more specific feedback given to the committee. **Senator Wheeler** asked for a restatement of Senator Graves's motion and

whether the committee felt an urgent timeline for completing the revision to the proposal. **Chair Eadie** restated the motion and said there were no pending merger proposals. Noting he was speaking against the motion, **Senator Wheeler** said if the motion were made, it should be made after the discussion of the proposal. He said the revision was an improvement over the original. He said he didn't see a basis for voting against the proposal. Unless there were significant objections to the proposed changes, Senator Wheeler said he would urge the Senate not to send it back to the committee. **Senator Donadey** said normally when the Senate reviews changes in Policy File language, the crossed out language is provided. She said she would like to see the changes listed in the proposal. She also said she would like to see language discussing the question concerning whether mergers come from deans. She agreed to send it back to the committee. **Senator Snavelly** said we should vote against the motion because it was premature. He said he still had questions about wording that he hadn't yet been able to discuss. **Senator Graves** responded that she had "made the wrong motion." She said she wanted to discuss the proposal. **Chair Eadie** said the discussion had been helpful. He asked senators if they favored stopping discussion on the proposal and sending the proposal back to committee. This motion was defeated, and the Senate returned to the main motion, which was the proposal from the Faculty Affairs Committee. **Senator Snavelly** asked whether the committee would like to address the difference in the language between *establishment* and *restructuring*. He said his understanding of *establishment* was that a unit that was completely new is created (not combining or merging). If, however, current departments are put into different configurations, that would fall under *merger*. He asked Faculty Affairs Committee Chair Anderson whether this was correct under the current version. **Chair Anderson** responded affirmatively. **Senator Preciado** asked whether the current language addressed the concern raised by Senator Venkataraman. **Chair Anderson** responded that he wasn't clear about Senator Venkataraman's concern. **Senator Venkataraman** explained that the proposal (page 11 of the agenda) seemed to assume the proposal came from the faculty and then was reviewed by a dean. **Senator Snavelly** clarified that the deans determine whether the proposal has merits. **Senator Venkataraman** responded that if this were the case, "something was missing in shared governance." **Senator Osman** asked whether section 2.0 under "Departments and Schools: Merger, Transfer, and Abolition" should indicate that if the proposal comes from the faculty, that it will be reviewed by the deans of colleges. **Senator Venkataraman** explained that he would like clarification concerning those instances where the proposal originates from the dean. **Senator Anderson** asked if section 2.2 addressed that question. **Senator Graves** said she didn't want to see separate steps for proposal originating from deans as opposed to the faculty. Instead she suggested that proposals should go before the college's Academic Planning Committee as a first step, regardless of who submitted it. **Senator Schellenberg** asked whether all colleges have an Academic Planning Committee. In terms of the Policy File requirements, **Chair Eadie** responded affirmatively. He said he would entertain a motion to send the proposal back to committee because the language issues couldn't be resolved on the floor. The motion was seconded. **Senator Graves** said that the original version, under 2.2 and 2.3 under Formation of Schools and Colleges, specifies that there would be approval by affected departments, schools, or groups. She said the groups could be interpreted broadly as students, staff, etc. She added that this section was eliminated. **Chair Eadie** said it would be helpful if Senator Graves met with the committee. **Senator Ornatowski** asked for a point of clarification. He asked whether the college Academic Planning Committee would replace the ad hoc committee. **Senator Graves** said that the current policy includes both. However, she said she would recommend that the Academic Planning Committee handle it because the ad hoc committee adds another layer. She added that a bias is created in the process since the ad hoc committee is appointed by administration.

MSP To send the proposal back to committee

8.4 General Education (Bliss)

II. FOUNDATIONS OF LEARNING

C. Humanities

2. Art, Classics, Dance, Drama, Humanities, and Music

Rhetoric and Writing Studies 250. Rhetoric in Everyday Life (3) [GE]

Prerequisites: Rhetoric and Writing Studies 100; and Rhetoric and Writing Studies 200 or Journalism and Media Studies 210.

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

MP To approve the addition to GE courses.

8.5 Undergraduate Curriculum (Barbone)

Discussion:

Senator Donadey commented that it was disappointing that the new English degree didn't include a foreign language requirement.

MP To approve the UCC action items.

9. New Business: Consent Calendar (Committee Reports)

MSP To receive the reports on the Consent Calendar.

9.1 Academic Policy and Planning (Schellenberg)

Discussion:

Senator Abdel-Nour asked for an update from APP concerning distance online education. **Senator Schellenberg** explained that the referral included several issues. He said the committee was trying to determine what specific issues could be addressed in terms of policy. **Senator Abdel-Nour** asked how the process would be handled. Currently, he said it seemed as if any courses listed in the catalog could be placed online, without any formal review or approval. **Senator Schellenberg** said that a review process for fully online courses was supposed to take place through the colleges. He said the committee was trying to assess exactly how this process was being completed. **Senator Abdel-Nour** suggested that this should be examined carefully. He also suggested that curriculum committees should be involved in developing criteria.

Senator Putman noted that a proposal for a smoke-free campus should come before the Senate soon. He urged the Academic Senators to support and develop a CSU smoke-free policy.

9.2 Academic Resources and Planning (LaMaster)

Information:

1. Approved proposal to delete the emphasis in telecommunication and film with the BA degree in liberal arts and sciences, major code 06033 in the School of Theatre, Television and Film.
2. Approved proposal to establish a new minor in Entrepreneurship in the Management Department in the College of Business. No resources are requested from Academic Affairs.
3. Reviewed and discussed a one-time funding request for PBAC to support the University Grant Program in the amount of \$194,168. The Chancellor's Office no longer provides the funds to support these grants, but they are deemed extremely important to our faculty. The committee supports the one-time funding request and advised Chair LaMaster to vote in favor of the action.

9.3 ASCSU (Ornatowski)

Information:

CSU Budget

With the passage of Prop. 30, there may be more money on some campuses than was thought. The CSU will avoid a \$250 million mid-year budget cut, and will start the process of rescinding the \$249 per semester tuition fee increase already in place. Annual tuition fees for full-time undergraduate students will now revert back to \$5,472 – the same rate as in the 2011-2012 academic year. Students will either be credited, refunded, or receive a reconfigured financial aid package to account for the revised tuition fee rates.

The CSU budget will essentially remain flat for the remainder of this fiscal year, but state funding is still approximately \$1 billion less than several years ago. This year, the CSU still will have a one-time revenue hole of \$135 million due to the refunds due to students; luckily, in 2013-24 it gets an augmentation of \$125m. Overall, even with the passage of Prop. 30 and with tuition rollback the CSU faces a 132m reduction compared to last year. Campuses will thus still have to reduce their operating budgets by \$70 million by June 30. The CSU is requesting a budget augmentation of \$85m for a 3 percent general salary increase.

Sequestration may further cut funds (for instance, in the form of cuts to student aid) to educational institutions, if the “fiscal cliff” at the federal level is not avoided.

Financial future for the CSU remains a concern; state revenues continue well below expectations. The package of financial measures, including esp. increases in CSU employee health care contributions, remains on the table (Chancellor Reed says that health care costs have increased by \$38 m over the last couple of years; he thinks that employee contributions should amount to 20 percent of the premium, not, as at present, 5 percent).

Campus enrollments will remain constant for Fall 2013. The system had held up applications from new students pending the outcome of Proposition 30, which has a direct impact on funded enrollment targets. Campuses will immediately begin to review applications for new student admissions for the Fall.

Bachelors' Degrees Unit Requirement

Chancellor Reed has agreed to adjust the timelines for the new 120-unit requirement so that new limits would be implemented by fall 2014 for *all* programs over 120 units (that have not been granted exceptions); and this revised timeline will include (1) programs that require between 121-129 units

shall report to the Chancellor's Office by April 30, 2013 their plans for reduction or requests for exception; and (2) programs requiring 130 units or more shall report to the Chancellor's Office their plans for reduction or requests for exception by January 30, 2014.

Board of Trustees

The BOT has postponed consideration of additional student fees (third-tier tuition fee, on more than 18 units, course repeat fee, and graduation incentive fee for "super seniors") until later date, so they can gather "additional data" and hear from stakeholders. (Both ASCSU and CSSA passed resolutions opposing the fees.)

CA Bills to Watch

SB-1103 (Wright): onerous regulations requiring that each Cal Grant participating institution track each graduate's career for 8 years, incl. their salary history.
(http://www.aroundthecapitol.com/Bills/SB_1103/20112012/)

Resolutions

Seven resolutions were approved:

AS-3092-12/AA ASCSU Faculty Consultation on Baccalaureate Unit Limits

Expresses concerns with the current wording of changes to title 5 concerning limits on the number of baccalaureate units, reaffirms the need for shared governance in the process of limiting the number of units in baccalaureate degrees, and requests a revised timeline to allow units to engage in the appropriate curricular review process.

AS-3095-12/AA Support for an Executive Order on the California State University (CSU) System-wide Baccalaureate Nursing Policy

Supports the issuance of the Executive Order in congruence with shared governance to establish statewide policy regulating CSU Nursing degree programs at the undergraduate and graduate levels.

AS-3097-12/FGA California State University Board of Trustees 2013-14 Proposed Support Budget

Supports the BOT's proposed 2013-14 support budget request of \$441.8 million and asks the BOT to convey to the Governor and the Legislature that this is only a partial restoration of the recent cuts.

AS-3098-12/EX Resolution Welcoming Timothy P. White as Chancellor Select of the California State University

AS-3099-12/AA Postponement of Implementation of Consolidated Executive Orders Regarding International Programs at the CSU Campuses

Requests postponement of consolidation of Executive Orders regarding International Programs at the CSU, until appropriate consultation has taken place.

AS-3105-12/Floor [Davis] Opposition to Proposed Graduation Incentive, Third-Tier Tuition and Course Repeat Fees

Opposes the three proposed fees "as currently envisioned" and asks for further investigation of their potential, especially unintended, effects.

Resolution Commending John Travis

Commends John Travis, CFA liaison to the ASCSU.

Four resolutions received their first reading:

AS-3100-12/FGA On the California State university Board of Trustees Instituted State University Grants (SUGs)

Recommends that the BOT reduce the one-third set-aside from the State University Grants and requests that the BOT discontinue the SUGs to graduate students.

AS-3101-12/APEP Support for SciGETC Pathway in CSU GE Breadth and IGETC

AS-3102-12/EX A Smoke-Free CSU

Requests that the Chancellor take steps to create a smoke-free CSU, including prohibition on smokeless and unregulated (“e-cigarettes”) tobacco products.

AS-31-3-12/APEP Importance of Considering the Unique Characteristics of the CSU Student body in Making Policy Decisions

Recommends that proposals intended to alter student behaviors to expedite progress to degree be analyzed as to their unintended consequences, based on solid data from campuses, and pilot tested before being implemented system-wide.

AS-3104-112/APEP Faculty Involvement in the Establishment of a Uniform Set of Academic Standards for the Inclusion of high School Career (CE) Technical Courses in Area g of the CSU a-g Admissions Standards

Reaffirms that the ASCSU is the appointing body for faculty representing the CSU on academic and other matters.

One resolution was referred back to committee:

AS-3096-12/FA Selection of Committee Chairs

Modifies ASCSU Bylaws to make committee select their own chairs.

Faculty are encouraged to provide feedback on the above resolutions as well as on any other relevant matters to their academic senators (Bill Eadie, Cezar Ornatowski, Mark Wheeler). All resolutions are available at <http://www.calstate.edu/AcadSen/Records/Resolutions/>

9.4 California Faculty Association (Toombs)**Information:**

CFA Report:

Proposition 30 and 32 -- Strong faculty participation

As we are all aware, Proposition 30 was passed by the voters and Proposition 32 was defeated. Our SDSU CFA chapter organized a number of faculty phone banks to contact targeted voters throughout the County. I'm happy to report that over 40 SDSU faculty members made the time to participate in one or more of our voter outreach phone banks. All of us have busy schedules and many demands on our time. We owe a debt of gratitude to those faculty colleagues who made time to do this important work on behalf of our colleagues, our students, and our university.

Congratulations to CFA members Marty Block and Shirley Weber

State Senator-elect Marty Block (CFA-retired member) and State Assembly Member-elect Shirley Weber (CFA-active member) are among five current or former CFA members who were elected to the state legislature this past Tuesday. In addition, two UC faculty members were elected to the state legislature.

Choosing a new Faculty Hearing Panel

There are two pathways for faculty members to bring a formal grievance against the administration for a violation of the Collective Bargaining Agreement or an action that adversely affects working conditions. One pathway is a "contractual" grievance, in which the grievance is heard at various administrative levels before it can be brought before an arbitrator. The other pathway is a "statutory" grievance, in which the grievance is heard on campus by a three-person panel of faculty peers. The three faculty peers who hear a statutory grievance are chosen at random from a campus-wide Faculty Hearing Panel.

Elections will take place soon at the departmental level to choose a new campus-wide Faculty Hearing Panel. The Faculty Hearing Panel consists of approximately 300 SDSU faculty members, with each department on campus being apportioned a certain number of slots. Think of the Faculty Hearing Panel as a juror pool. For each statutory grievance case that is brought by a faculty member, three faculty members are chosen at random, from the larger pool, to hear the case.

CFA is working with AVP Edith Benkov's office on the parameters and timeline for the election of the new Faculty Hearing Panel.

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 or x42775.

9.5 Graduate Council (Balsdon)

Information Item #1:

AEROSPACE ENGINEERING

1. Change in course rubric.

Aerospace Engineering
 A E 510. Finite Element Methods in Aerospace Structures (3)
 Prerequisite: Aerospace Engineering 410.
 Static and dynamic analysis of aerospace structures utilizing finite element methods. (Formerly numbered Engineering Mechanics 510.)

Change: AE&EM department proposing to delete Engineering Mechanics from catalog.

2. Changes in course rubric and number.

Aerospace Engineering
 A E 515. Methods of Analysis (3)
 Prerequisite: Engineering 280 with minimum grade of C.
 Selected topics from vector calculus, partial differential equations, and complex analysis, with engineering applications. (Formerly numbered Engineering 510.)

Change: AE&EM department responsible for teaching ENGR 510.

3. Changes in course rubric and number.

Aerospace Engineering

A E 535. Composite Structural Analysis (3)

Prerequisites: Engineering 280 and Civil Engineering 301 (or Mechanical Engineering 304).
Strength of composite materials; lamination theory; strength analysis of laminates; bending, buckling, and vibration of composite plates. (Formerly numbered Engineering Mechanics 530.)

Change: AE&EM department responsible for teaching ENGR 510.

ART, DESIGN, AND ART HISTORY

1. Changes in course title and description.

Art

ART 506. Contemporary Issues (3)

Prerequisites: Upper division or graduate standing in art and consent of instructor.
Art and design issues relevant to contemporary global society. Sources of inspiration in art and design practice and topical issues examined.

Change: Revisions reflect course content.

BIOLOGY

1. New course.

Biology

GLOBAL CHANGE SCI LAB (C-16)

BIOL 544L. Global Change Science Laboratory (2)
(Same course as Environmental Science 544L)

Six hours of laboratory.

Prerequisite: Biology 354.

Ecological methods in ecosystem and climate change science to include chemical analysis (of stable isotopes and elements) and meteorological measurements. Modeling, data interpretation, and presentations.

2. New course.

Biology

ECOL METAGENOMICS (C/4-C/16)

BIOL 562. Ecological Metagenomics (3)

Two lectures and three hours of laboratory.

Prerequisites: Credit or concurrent registration in Biology 354 and 366.

Next generation DNA sequencing technology with emphasis on ecological applications in microbial communities. Metagenomic analysis of taxonomic identification, physiological function, and the ecological role of the microbial community in the broader ecosystem.

CLASSICS

1. Change in course prerequisite.

Classics

CLASS 599. Special Study (1-3)

Prerequisites: Consent of instructor and department chair. For 599C: Classics 304L or 304G.

For 599G: Classics 304G. For 599L: Classics 304L.

Directed individual study. Maximum credit nine units in any combination of 599C, 599G, 599L.

C. Special Study in Classics.

- G. Special Study in Greek.
- L. Special Study in Latin.

Change: Clarify and streamline approval process; shift from 599 to 499 prerequisite.

ENGLISH

- 1. New course.

English

QUEER TEXTS&CONTEXTS (C-1)

ENGL 550. Queer Texts and Contexts (3)

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

Queer knowledge and identities as expressed in literature and culture to include queer theory, history, and experience. May be repeated with new content. See Class Schedule for specific content. Maximum credit six units.

GEOLOGICAL SCIENCES

- 1. Changes in course title, prerequisite, and description.

Geological Sciences

IMAG & GIS IN DIS RESP

GEOL 505. Imaging and GIS in Disaster Response (3)

Two lectures and three hours of laboratory.

Prerequisite: Geological Sciences 200 or enrollment in homeland security program.

Imaging and Geographic Information Systems applications in disaster management.

Change: Emphasis on disaster response makes course suitable for GEOL and HSEC.

- 2. Changes in course title, prerequisite, and description.

Geological Sciences

ECONOMIC GEOLOGY

GEOL 520. Economic Geology (3)

Prerequisite: Geological Sciences 200.

Origin and distribution of mineral deposits, economic considerations involved in their recovery, and assessment of available reserves.

Change: Broadens scope to include economic concerns and consideration of strategic mineral resources.

- 3. Change in course prerequisite.

Geological Sciences

GEOL 521. Petroleum Geology (3)

Prerequisite: Geological Sciences 336.

History of petroleum exploration; statistics of energy use; principles of well logging; theories of petroleum generation, migration, and accumulation; exploration and production techniques; case studies of important oil fields.

Change: Appropriate adjustment made in support of new BA degree designation.

HUMANITIES

- 1. Changes in course title and description.

Humanities

THE DARK AGES

HUM 504. The Dark Ages (3)

(Same course as History 504)

Europe and the Mediterranean, sixth to eleventh centuries C.E. through various approaches: political, economic, social, and cultural. Topics include barbarians and Vikings, the Byzantine, Arab, and Holy Roman Empires, the Norman Conquest, Charlemagne, Beowulf, feudalism, and serfdom. (Formerly numbered History 404.)

Change: Update to attract more students.

IMPERIAL VALLEY CAMPUS: PUBLIC ADMINISTRATION

1. New course.

MANAGING WATER&ENERGY RES (C-2)

P A 571. Managing Water and Energy Resources (3)

(Offered only at IVC)

Prerequisite: Public Administration 301.

Management and economics of water and energy resource, delivery systems, regulatory framework, and renewable resources. Contemporary water and energy management issues.

JOURNALISM AND MEDIA STUDIES

1. Change in course description; add prerequisite.

Journalism and Media Studies

JMS 560. Advertising Research (3)

Prerequisites: Journalism and Media Studies 310W, 460, and 462 with grades of C (2.0) or better in each course. Admission to advertising majors and minors. Major and Minor Code: 06041. **Proof of completion of prerequisites required:** Copy of transcript.

Planning, evaluation, and analysis of qualitative and quantitative research across traditional, digital, and social platforms. Ethics, sampling, experimentation, data analysis, segmentation, brand mapping, advertising testing and optimization, and social media metrics.

Change: Revisions reflect revised course content and focus; add JMS 462 as prerequisite.

2. New course.

Journalism and Media Studies

ADVERTISING CREATIVE (C4/C12)

JMS 562. Advertising Creative (3)

One lecture and four hours of activity.

Prerequisites: Journalism and Media Studies 310W, 460, and 462 with grades of C (2.0) or better in each course. Admission to advertising majors and minors. Major and Minor Code: 06041. **Proof of completion of prerequisites required:** Copy of transcript.

Advertising, applying consumer insights, developing creative strategies, and drafting creative briefs. Writing and design of advertising for traditional, digital, social, and emerging media platforms. Multimedia laboratory experience. (Formerly numbered Journalism and Media Studies 461.)

3. Changes in course prerequisite and description.

Journalism and Media Studies

JMS 565. Advertising Campaigns (3)

Prerequisites: Journalism and Media Studies 560 and 562 with grades of C (2.0) or better in each course.

Branding campaigns using traditional, digital, and social media. Strategy for owned, earned, and paid media. Consumer analysis, community definition. Creative development. Media strategy and tactics. Campaign measurement. Completion of course with grade of C or better required for majors and minors.

Change: Revisions reflect revised course content and updated course focus; delete JMS 461 prerequisite; add JMS 560 and 562 prerequisites.

4. Changes in course title and description.

Journalism and Media Studies
JMS 581. Applied Research in Public Relations (3)
Two lectures and two hours of activity.

Prerequisites: Journalism and Media Studies 310W and 480 with grades of C (2.0) or better in each course. Admission to Public Relations majors and minors. Major Code: 05992. **Proof of completion of prerequisites required:** Copy of transcript.

Qualitative and quantitative methods used in research to plan, track, and evaluate public relations and communication practices. Computerized statistical analysis.

Change: Clarify course content and update accordingly.

5. New course.

Journalism and Media Studies
SEM CRISIS COMM PR MGMT (C-5)
JMS 590. Seminar in Crisis Communication in PR Management (3)
Prerequisite: Upper division or graduate standing.

Theory, research, and practice of crisis communication in public relations; development of crisis management plans; and critical examination of classic/contemporary crisis management cases, both domestic and international.

MATHEMATICS

1. Changes in course prerequisite and description.

Mathematics
MATH 541. Introduction to Numerical Analysis and Computing (3)
Prerequisites: Mathematics 254 or 342A; and Mathematics 241 or 242 or Computer Science 106 or 107 or 205.

Solution of equations of one variable, polynomial interpolation and approximation, numerical differentiation and quadrature, linear least squares approximation, the fast Fourier transform.

Change: Updates course as it is actually taught.

2. Changes in course title and description.

Mathematics
INTRO COMPUTATIONAL ODE
MATH 542. Introduction to Computational Ordinary Differential Equations (3)
Prerequisites: Mathematics 337 and 541.

Initial and boundary value problems for ordinary differential equations. Runge-Kutta, linear multi-step, predictor-corrector, adaptive, hybrid, shooting, and general linear methods. System, stiffness, and non-linear problems. Iterative methods.

Change: Updates course as it is actually taught.

3. Change in course description.

Mathematics

MATH 543. Numerical Matrix Analysis (3)

Prerequisite: Mathematics 541.

The singular value decomposition. Projections, QR-factorization, orthogonalization, conditioning and stability, Gaussian Elimination, LU-Factorization, pivoting strategies, Cholesky Factorization. Iterative methods for diagonalization and eigensystem computation. Tridiagonal, Hessenberg, and Household matrices. The QR algorithm.

Change: Updates course as it is actually taught.

MUSIC

1. Delete existing course.

Music

MUSIC 517. Orchestra Audition Practices (1)

Two hours of activity.

Prerequisite: Graduate or upper division music major standing.

Techniques necessary to win an orchestral audition. Practice and preparation, live mock auditions, addressing stage fright and resume evaluation. See Class Schedule for specific content. Maximum credit one unit.

Change: No longer being offered.

Information Item #2:

ACCOUNTANCY

1. Changes in course title.

Accountancy

SEM REG GOVERNANCE ACCTG

ACCTG 681. Seminar in Regulation and Corporate Governance in Accounting (3)

Prerequisite: Business Administration 650.

Social, ethical, and behavioral science theories influencing design and operation of corporate governance systems, topics include environmental and regulatory factors that influence, motivate, and control managers and employees.

Change: Revised title to reflect new state regulations that qualifying content is included.

AEROSPACE ENGINEERING

1. Change in course rubric.

Aerospace Engineering

A E 600. Seminar (1-3)

Prerequisites: Consent of the graduate adviser and instructor.

Intensive study of one of the following topics: Nonlinear vibrations, random vibrations, continuum mechanics, anisotropic elasticity, energy methods, plasticity, and other areas of engineering

mechanics. May be repeated with new content. See *Class Schedule* for specific content. Maximum credit six units applicable to a master's degree. (Formerly numbered Engineering Mechanics 600.)

Change: Engineering Mechanics to be deleted from the catalog and transferred into Aerospace Engineering.

2. Change in course rubric.

Aerospace Engineering

A E 611. Vibration of Elastic Solids (3)

Prerequisites: Engineering 510 and Aerospace Engineering 410 or Mechanical Engineering 520.

Vibrational characteristics of elastic media. Vibration of plates. Longitudinal and transverse wave motion in infinite, semi-infinite and finite thickness media. (Formerly numbered Engineering Mechanics 611.)

Change: Engineering Mechanics to be deleted from the catalog and transferred into Aerospace Engineering.

3. Changes in course rubric and prerequisite.

Aerospace Engineering

A E 621. Theory of Elasticity (3)

Prerequisites: Civil Engineering 301 (or Mechanical Engineering 304) and credit or concurrent registration in Aerospace Engineering 515.

Analysis of stress and strain; stress-strain relations; the equations of elasticity; uniqueness theorem; compatibility conditions; flexure and torsion. (Formerly numbered Engineering Mechanics 621.)

Change: Engineering Mechanics to be deleted from the catalog and transferred into Aerospace Engineering.

4. Changes in course rubric and prerequisite.

Aerospace Engineering

A E 641. Structural Optimization (3)

Prerequisites: Aerospace Engineering 310 and 510.

Analytical and numerical methods for structural optimization. Optimization problem formulation; optimization using calculus of variations; linear programming; nonlinear optimization; global optimization; generalized optimality criteria and dual methods; sensitivity analysis; multilevel and decomposition techniques; shape and topology optimization. (Formerly numbered Engineering Mechanics 641.)

Change: Engineering Mechanics to be deleted from the catalog and transferred into Aerospace Engineering.

5. Change in course rubric and title.

Aerospace Engineering

A E 696. Advanced Topics in Aerospace Engineering (1-3)

Advanced topics in aerospace structural mechanics and design to include non-linear elasticity, plasticity, analysis of plates and shells, fracture mechanics, thermal stress analysis, fatigue analysis, non-linear aeroelasticity, advanced optics in finite element methods, structural optimization and reliability analysis. May be repeated with new content. See *Class Schedule* for specific content. Credit for 596 and 696 applicable to a master's degree with approval of the graduate adviser.

Change: Engineering Mechanics to be deleted from the catalog and transferred into Aerospace Engineering.

6. Changes in course rubric and prerequisite.

Aerospace Engineering

A E 727. Theory of Elastic Stability (3)

Prerequisite: Aerospace Engineering 621.

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

Change: Engineering Mechanics to be deleted from the catalog and transferred into Aerospace Engineering.

7. Changes in course rubric and prerequisite.

Aerospace Engineering

A E 731. Aeroelasticity (3)

Prerequisites: Aerospace Engineering 611 and 620.

Fluid-structure interaction and its static and dynamic effects on airplanes. Unsteady aerodynamics, static aeroelastic instability (divergence), aileron reversal, sweep effects, doublet lattice method, dynamic aeroelastic instability (flutter), computational dynamic aeroelasticity using NASTRAN. (Formerly numbered Engineering Mechanics 731.)

Change: Engineering Mechanics to be deleted from the catalog and transferred into Aerospace Engineering.

CIVIL ENGINEERING

1. Change in course title.

Civil Engineering

SEDIMENTATION ENGINEERING

CIV E 638. Sedimentation Engineering (3)

Prerequisite: Civil Engineering 444 with minimum grade of C.

Hydraulics of sediment transport; erosion and sedimentation problems; river mechanics and morphology; mathematical modeling of river hydraulics; sediment transport and river channel changes. Design and environmental problems; erosion control and river training.

Change: Update to reflect change of emphasis as taught by current faculty.

JOURNALISM AND MEDIA STUDIES

1. Changes in course title and description.

Journalism and Media Studies

SEM ADVANCED THEORY PR

JMS 780. Seminar: Advanced Theory in Public Relations (3)

Prerequisites: Journalism and Media Studies 600A and 600B.

Analysis and critique of contemporary public relations theory. Development of scholarly works that explicate concepts or otherwise advance public relations theory.

Change: Clarify and update of course.

MATHEMATICS

1. Changes in course title, prerequisite, and description.

Mathematics

ADV COMP OPTIMIZATION

MATH 693A. Advanced Numerical Methods: Computational Optimization (3)

Prerequisites: Mathematics 524 and 541.

Numerical optimization: Newton, Truncated-Newton, and Quasi-Newton methods for unconstrained optimization; with applications to nonlinear least squares, orthogonal distance regression, and nonlinear equations.

Change: Updates reflect reality of course.

2. Changes in course title, prerequisite, and description.

Mathematics

ADV COMPUTATIONAL PDE

MATH 693B. Advanced Numerical Methods: Computational Partial Differential Equations (3)

Prerequisites: Mathematics 531 and 541.

Methods for hyperbolic, parabolic, and elliptic partial differential equations: consistency, stability, convergence.

Change: Updates reflect reality of course.

MATHEMATICS AND SCIENCE EDUCATION

1. Change in program

**Specific Requirements for the Doctor of Philosophy Degree
(Major Code: 08997) (SIMS Code: 993501)**

(no change to first two sections.)

Core Requirements: All students admitted into the doctoral program will fulfill the following requirements. Any alternative method of fulfilling these requirements must be approved by the graduate advisers.

- A. Four research apprenticeship experiences:
SDSU: MSE 801 *and*
SDSU: MSE 802 *and* UCSD: MSED 295, *and*
SDSU: MSE 820 *or* UCSD: MSED 298.
- B. Core courses in Mathematics or Science Education:
UCSD: MSED 296A, 296B, 296C *and*
SDSU: MTHED 603.
Science Education students must also take UCSD: MSED 290.
Mathematics Education students must select two of the following courses: SDSU: MTHED 600, 601, 604, 605, 606, 607.
- C. Three courses on quantitative and qualitative research methods: Select SDSU: MSE 810 *and* one of the following sequences:
UCSD: EDS 287, 288 *or*
UCSD: PSYC 201A, 201B *or*
UCSD: MA 282A, 282B *or*
SDSU: PSY 670A, 670B.
- D. (no change.)
- E. One teaching practicum:
SDSU: MSE 805, 806, *or* 807 *or*

UCSD: EDS 129A/139, *or* Discipline 500, *or* MSED 295.

F. Two courses from different categories are selected with advisers according to the student's needs and background:

(1) Philosophy and History. UCSD: PHIL 145, 146, 147, 209A; HISC 106, 107, 108, 109, 160/260, 163/263, 164/264, *or* 165/265.

(2-5) (no change.)

G. Three doctoral research courses:

SDSU: MSE 830, 899, *and*

UCSD: MSED 299.

(no change to balance of program)

Change: Update program for better coordination between UCSD and SDSU.

SPEECH, LANGUAGE, AND HEARING SCIENCES

1. New course.

Speech, Language, and Hearing Sciences

RES METH IN CSD (C-2)

SLHS 600A. Research Methods in Communication Sciences and Disorders (1)

Prerequisite: Admission to the M.A. program in speech, language, and hearing sciences.

Methods of investigation in communication sciences and disorders to include research design, basic statistics, principles of evidence-based practice, ethical conduct in research design and work with human participants. (Speech, Language, and Hearing Sciences 600A, 600B formerly numbered Speech, Language, and Hearing Sciences 600.)

Change: Splitting into two courses (600-1 unit; 601-2 units) for scheduling and curriculum considerations.

2. New course.

Speech, Language, and Hearing Sciences

ADV RES METH IN CSD (C-2)

SLHS 600B. Advanced Research Methods in Communication Sciences and Disorders (2)

Prerequisite: Speech, Language, and Hearing Sciences 600A.

Principles of evidence-based practice, single-subjects design, statistics for single subjects design, and statistics used in longitudinal research and scale development; regression and factor analysis. (Speech, Language, and Hearing Sciences 600A, 600B formerly numbered Speech, Language, and Hearing Sciences 600.)

3. Change in program.

Specific Requirements for the Master of Arts Degree (Major Code: 12201)

A. **Concentration in Speech-Language Pathology (SIMS Code: 550182)**

Graduate Program. Students must complete a minimum of 44 units. The following core courses are required: Speech, Language, and Hearing Sciences 570, 600A, 600B, 606, 607, 608, 609A, 609B, 613, 614, 617, 675, and either 672 or 673. (*no change balance of section.*)

Specialization in Bilingualism

(*no change to first paragraph.*)

The following core courses are required: Speech, Language, and Hearing Sciences 570, 600A, 600B, 606, 607, 608, 609A, 609B, 613, 614, 617, 672 or 673, 675, 794. (*no change balance of paragraph .*)

B. **Concentration in Communicative Sciences (SIMS Code: 550142)**

Graduate Program. Required courses: 36 units to include Speech, Language, and Hearing Sciences 600A, 600B, 33 units of electives from 600- and 700-level courses with consent of the faculty adviser that can include up to six units of 500-, 600-, and 700-numbered courses from engineering, linguistics, physics, psychology, or other departments. (*no change balance of section.*)

Change: Update program to reflect split of SLHS 600 to SLHS 600A (1 unit) and 600B (2 units).

4. Change in program.

Specific Requirements for the Doctor of Philosophy Degree

(*no change to first four sections.*)

Course Requirements.

The *Foundations* requirement consists of two courses on normal language and three courses on disorders of language.

The *Electives* requirement consists of at least four courses with a minimum of three courses related to the chosen concentration. (*no change balance of section.*)

Laboratory Rotations. In order to obtain experience in different research methodologies, each student will be required to complete two laboratory rotations, each lasting a minimum of one semester or quarter. (*no change balance of section.*)

Change: Streamline program requirements to benefit students and program mission.

STATISTICS

1. Change in unit value.

Statistics

STAT 795. Practicum in Statistical Computing (3) Cr/NC

Prerequisite: Statistics 670B.

Statistical communication and problem solving. Short-term consulting to campus clients in design and analysis of experiments. Surveys, and observational studies. Heuristics for effective problem identification, client interactions, oral and written presentations. Maximum credit three units applicable to a master's degree.

Change: Course content equivalent to 3-unit course; previously (1-2).

9.6 Undergraduate Curriculum (Barbone)

Information Item #1:

AEROSPACE ENGINEERING

1. Change in course rubric.

Aerospace Engineering

A E 510. Finite Element Methods in Aerospace Structures (3)

Prerequisite: Aerospace Engineering 410.

Static and dynamic analysis of aerospace structures utilizing finite element methods. (Formerly numbered Engineering Mechanics 510.)

Change: A E & E M department proposing to delete Engineering Mechanics.

2. Changes in course rubric and number.

Aerospace Engineering

A E 515. Methods of Analysis (3)

Prerequisite: Aerospace Engineering 280 with minimum grade of C.

Selected topics from vector calculus, partial differential equations, and complex analysis, with engineering applications. (Formerly numbered Engineering 510.)

Change: A E & E M department responsible for teaching ENGR 510.

3. Changes in course rubric and number.

Aerospace Engineering

A E 535. Composite Structural Analysis (3)

Prerequisites: Aerospace Engineering 280 and Civil Engineering 301 (or Mechanical Engineering 304).

Strength of composite materials; lamination theory; strength analysis of laminates; bending, buckling, and vibration of composite plates. (Formerly numbered Engineering Mechanics 530.)

Change: A E & E M department responsible for teaching ENGR 510.

ART, DESIGN, AND ART HISTORY

1. Changes in course title and description.

Art

ART 506. Contemporary Issues (3)

Prerequisites: Upper division or graduate standing in art and consent of instructor.

Art and design issues relevant to contemporary global society. Sources of inspiration in art and design practice and topical issues examined. Field trips.

Change: Revisions reflect course content.

BIOLOGY

1. New course.

Biology

GLOBAL CHANGE SCI LAB (C-16)

BIOL 544L. Global Change Science Laboratory (2)

(Same course as Environmental Science 544L)

Six hours of laboratory.

Prerequisite: Biology 354.

Ecological methods in ecosystem and climate change science to include chemical analysis (of stable isotopes and elements) and meteorological measurements. Modeling, data interpretation, and presentations.

2. New course.

Biology

ECOL METAGENOMICS (C/4-C/16)

BIOL 562. Ecological Metagenomics (3)

Two lectures and three hours of laboratory.

Prerequisites: Credit or concurrent registration in Biology 354 and 366.

Next generation DNA sequencing technology with emphasis on ecological applications in microbial communities. Metagenomic analysis of taxonomic identification, physiological function, and the ecological role of the microbial community in the broader ecosystem.

CLASSICS

1. Change in course prerequisite.

Classics

CLASS 599. Special Study (1-3)

Prerequisites: Consent of instructor and department chair. For 599C: Classics 304L or 304G. For 599G: Classics 304G. For 599L: Classics 304L.

Directed individual study. Maximum credit nine units in any combination of 599C, 599G, 599L.

- D. Special Study in Classics.
- H. Special Study in Greek.
- L. Special Study in Latin.

Change: Clarify and streamline approval process; shift from 599 to 499 prerequisite.

ENGLISH

1. New course.

English

QUEER TEXTS&CONTEXTS (C-1)

ENGL 550. Queer Texts and Contexts (3)

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

Queer knowledge and identities as expressed in literature and culture to include queer theory, history, and experience. May be repeated with new content. See Class Schedule for specific content. Maximum credit six units.

GEOLOGICAL SCIENCES

1. Changes in course title, prerequisite, and description.

Geological Sciences

IMAG & GIS IN DIS RESP

GEOL 505. Imaging and GIS in Disaster Response (3)

Two lectures and three hours of laboratory.

Prerequisite: Geological Sciences 200 or enrollment in homeland security program.

Imaging and Geographic Information Systems applications in disaster management.

Change: Emphasis on disaster response makes course suitable for GEOL and HSEC.

2. Changes in course title, prerequisite, and description.

Geological Sciences

ECONOMIC GEOLOGY

GEOL 520. Economic Geology (3)

Prerequisite: Geological Sciences 200.

Origin and distribution of mineral deposits, economic considerations involved in their recovery, and assessment of available reserves.

Change: Broadens scope to include economic concerns and consideration of strategic mineral resources.

3. Change in course prerequisite.

Geological Sciences

GEOL 521. Petroleum Geology (3)

Prerequisite: Geological Sciences 336.

History of petroleum exploration; statistics of energy use; principles of well logging; theories of petroleum generation, migration, and accumulation; exploration and production techniques; case studies of important oil fields.

Change: Appropriate adjustment made in support of new BA degree designation.

HUMANITIES

1. Changes in course title and description.

Humanities

THE DARK AGES

HUM 504. The Dark Ages (3)

(Same course as History 504)

Europe and the Mediterranean, sixth to eleventh centuries C.E. through various approaches: political, economic, social, and cultural. Topics include barbarians and Vikings, the Byzantine, Arab, and Holy Roman Empires, the Norman Conquest, Charlemagne, Beowulf, feudalism, and serfdom. (Formerly numbered History 404.)

Change: Update to attract more students.

IMPERIAL VALLEY CAMPUS: PUBLIC ADMINISTRATION

1. New course.

MANAGING WATER&ENERGY RES (C-2)

P A 571. Managing Water and Energy Resources (3)

(Offered only at IVC)

Prerequisite: Public Administration 301.

Management and economics of water and energy resources, delivery systems, regulatory framework, and renewable resources. Contemporary water and energy management issues.

JOURNALISM AND MEDIA STUDIES

1. Change in course description; add prerequisite.

Journalism and Media Studies

JMS 560. Advertising Research (3)

Prerequisites: Journalism and Media Studies 310W, 460, and 462 with grades of C (2.0) or better in each course. Admission to advertising majors and minors, Major and Minor Code: 06041. **Proof of completion of prerequisites required:** Copy of transcript.

Planning, evaluation, and analysis of qualitative and quantitative research across traditional, digital, and social platforms. Ethics, sampling, experimentation, data analysis, segmentation, brand mapping, advertising testing and optimization, and social media metrics.

Change: Revisions reflect revised course content and focus; add JMS 462 as prerequisite.

2. New course.

Journalism and Media Studies

ADVERTISING CREATIVE (C4/C12)

JMS 562. Advertising Creative (3)

One lecture and four hours of activity.

Prerequisites: Journalism and Media Studies 310W, 460, and 462 with grades of C (2.0) or better in each course. Admission to advertising majors and minors. Major and Minor Code: 06041. **Proof of completion of prerequisites required:** Copy of transcript.

Advertising, applying consumer insights, developing creative strategies, and drafting creative briefs. Writing and design of advertising for traditional, digital, social, and emerging media platforms. Multimedia laboratory experience. (Formerly numbered Journalism and Media Studies 461.)

3. Changes in course prerequisite and description.

Journalism and Media Studies
JMS 565. Advertising Campaigns (3)

Prerequisites: Journalism and Media Studies 560 and 562 with grades of C (2.0) or better in each course.

Branding campaigns using traditional, digital, and social media. Strategy for owned, earned, and paid media. Consumer analysis, community definition. Creative development. Media strategy and tactics. Campaign measurement. Completion of course with grade of C or better required for majors and minors.

Change: Revisions reflect revised course content and updated course focus; delete JMS 461 prerequisite; add JMS 560 and 562 prerequisites.

4. Changes in course title and description.

Journalism and Media Studies
JMS 581. Applied Research in Public Relations (3)

Two lectures and two hours of activity.

Prerequisites: Journalism and Media Studies 310W and 480 with grades of C (2.0) or better in each course. Admission to Public Relations majors and minors. Major Code: 05992. **Proof of completion of prerequisites required:** Copy of transcript.

Qualitative and quantitative methods used in research to plan, track, and evaluate public relations and communication practices. Computerized statistical analysis.

Change: Clarify course content and update accordingly.

5. New course.

Journalism and Media Studies
SEM CRISIS COMM PR MGMT (C-5)

JMS 590. Seminar in Crisis Communication in PR Management (3)

Prerequisite: Upper division or graduate standing.

Theory, research, and practice of crisis communication in public relations; development of crisis management plans; and critical examination of classic/contemporary crisis management cases, both domestic and international.

MATHEMATICS

1. Changes in course prerequisite and description.

Mathematics
MATH 541. Introduction to Numerical Analysis and Computing (3)

Prerequisites: Mathematics 254 or 342A; and Mathematics 241 or 242 or Computer Science 106 or 107 or 205.

Solution of equations of one variable, polynomial interpolation and approximation, numerical differentiation and quadrature, linear least squares approximation, the fast Fourier transform.

Change: Updates course as it is actually taught.

2. Changes in course title and description.

Mathematics

INTRO COMPUTATIONAL ODE

MATH 542. Introduction to Computational Ordinary Differential Equations (3)

Prerequisites: Mathematics 337 and 541.

Initial and boundary value problems for ordinary differential equations. Runge-Kutta, linear multi-step, predictor-corrector, adaptive, hybrid, shooting, and general linear methods. System, stiffness, and non-linear problems. Iterative methods.

Change: Updates course as it is actually taught.

3. Change in course description.

Mathematics

MATH 543. Numerical Matrix Analysis (3)

Prerequisite: Mathematics 541.

Singular value decomposition. Projections, QR-factorization, orthogonalization, conditioning and stability, Gaussian Elimination, LU-Factorization, pivoting strategies, Cholesky Factorization. Iterative methods for diagonalization and eigensystem computation. Tridiagonal, Hessenberg, and Household matrices. The QR algorithm.

Change: Updates course as it is actually taught.

MUSIC

1. Delete existing course.

Music

MUSIC 517. Orchestra Audition Practices (1)

Two hours of activity.

Prerequisite: Graduate or upper division music major standing.

Techniques necessary to win an orchestral audition. Practice and preparation, live mock auditions, addressing stage fright and resume evaluation. See Class Schedule for specific content. Maximum credit one unit.

Change: No longer being offered.

Information Item #2:

AEROSPACE ENGINEERING

1. Change in course rubric.

Aerospace Engineering

A E 200. Statics (3)

(Same course as Mechanical Engineering 200)

Prerequisites: Physics 195 and credit or concurrent registration in Mathematics 151. **Proof of completion of prerequisites required:** Copy of transcript or enrollment confirmation.

Force systems, equilibrium, structures, distributed forces, friction, virtual work, moments of inertia, vector algebra. (Formerly numbered Engineering Mechanics 200.)

Change: Engineering Mechanics being deleted.

2. Changes in course rubric and prerequisite.

Aerospace Engineering

A E 220. Dynamics (3)

(Same course as Mechanical Engineering 220)

Prerequisite: Aerospace Engineering 200 or Mechanical Engineering 200 with a grade of C or better. **Proof of completion of prerequisites required:** Copy of transcript.

Kinetics of a particle, central force motion; systems of particles; work and energy; impulse and momentum; moments and products of inertia; Euler's equations of motion; vibration and time response; engineering applications. (Formerly numbered Engineering Mechanics 220.)

Change: Engineering Mechanics being deleted.

3. Change in course rubric.

Aerospace Engineering

A E 280. Methods of Analysis (3)

Prerequisite: Mathematics 151 with minimum grade of C. Recommended: Mathematics 252.

Selected topics from ordinary differential equations, the Laplace transform, Fourier series, and linear algebra, with engineering applications. (Formerly numbered Engineering 280.)

Change: Aerospace Engineering is responsible for teaching ENGR 280.

4. Changes in course rubric and prerequisite.

Aerospace Engineering

A E 340. Fluid Mechanics (3)

Prerequisites: Aerospace Engineering 220 or Mechanical Engineering 220; and credit or concurrent registration in Aerospace Engineering 280.

Fluid statics. Laminar and turbulent flow of liquids and gases in pipes, nozzles, and channels. Dimensional analysis and modeling. Drag forces on moving or immersed objects. (Formerly numbered Engineering Mechanics 340.)

Change: Engineering Mechanics is being deleted.

5. Changes in course rubric and prerequisite.

Aerospace Engineering

A E 341. Fluid Mechanics Laboratory (1)

Three hours of laboratory.

Prerequisite: Credit or concurrent registration in Aerospace Engineering 340.

Flow measuring devices. Experimental applications of continuity, Bernoulli and momentum equations. Model studies. Pipe and channel flows. Flow visualization techniques. Operating characteristics of wind tunnel and water table. (Formerly numbered Engineering Mechanics 341.)

Change: Engineering Mechanics is being deleted.

6. Change in program.

Aerospace Engineering Major

With the B.S. Degree

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

Preparation for the Major. Aerospace Engineering 123, 280; Aerospace Engineering 200 or Mechanical Engineering 200; Aerospace Engineering 220 or Mechanical Engineering 220; Biology

100 or 101; Chemistry 200 or 202; Electrical Engineering 204; Mathematics 150, 151, 252; Mechanical Engineering 101, 202, 240; Physics 195, 195L, 196, 197. (50 units)

Chemistry 202 (or 200); Aerospace Engineering 200 or Mechanical Engineering 200; Mathematics 150, 151; Physics 195, 196 must be completed with a grade of C or higher. These courses cannot be taken for credit/no credit (Cr/NC)

General Education. (no change to this section)

Graduation Writing Assessment Requirement. (no change to this section)

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

Other electives may be substituted with consent of the adviser and department chair.

Master Plan. The master plan provides an advising record for aerospace engineering majors and should be initiated by the student with their faculty adviser during the second semester of the freshman year. All students must comply with this requirement prior to enrollment in Aerospace Engineering 301 or 310. The student must have a master plan on file in the Department of Aerospace Engineering. The master plan must be reviewed each semester with the faculty adviser before registration. All course substitutions must be approved by the department chair.

Change: Update of major to reflect department name and course rubric to Aerospace Engineering. Engineering Mechanics (E M) change to Aerospace Engineering (A E). ENGR 280 and 510 changed to A E 280 and 515; M E 352 replaced with M E 350.

CHILD AND FAMILY DEVELOPMENT

1. New course.

Child and Family Development

NUTRI HEALTH SAFETY CHILD (C-1)

CFD 278. Nutrition, Health, and Safety for Young Children (2)

Prerequisites: Child and Family Development 135, 270, 270L (one unit).

Health, safety and nutrition practices, and policies for young children in the context of the family, culture, and community.

2. Change in program.

Child Development Major

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

(Major Code: 08231) (SIMS Code: 330909)

Preparation for the Major. Child and Family Development 135, 270, 270L (1 unit), 272, 275, 278; Biology 100; Psychology 101; Sociology 101; Psychology 280, or Sociology 201, or a three unit elementary statistics course. (27-28 units).

These prerequisite courses may not be taken Cr/NC. The minimum grade in each class is C or higher.

Change: Addition of new course, CFD 278.

COMMUNICATION

1. New course.

Communication

LANG DYNAM & INTERACTION (C-2)

COMM 484. Language Dynamics and Human Interaction (3)

Prerequisites: Communication 300 and 350.

Powerful role of language on perception, interpretation, reaction, and response to environmental stimuli. Language choices on the nature of interpersonal relationships. Language in establishing and maintaining groups, societies, and cultures.

GERONTOLOGY

1. Change in program.

Gerontology Major

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

(Major Code: 21043) (SIMS Code: 551902)

Preparation for the Major. Gerontology 101, 250; Biology 100; Child and Family Development 270, 270L; Public Health 101; Psychology 101; and Social Work 110. (22 units)

Major. A minimum of 36 upper division units to include Gerontology 350, 360, 370, 400A, 402, 520, Social Work 381, 391, and 12 units selected with approval of the adviser from Gerontology 400B, 496, 499, and 596 (when appropriate); Exercise and Nutritional Sciences 433; General Studies 420; Psychology 380; Social Work 382*, 483A*.

* Prerequisites waived.

Change: Preparation for the Major: CFD 135 replaced with CFD 270, 270L. Major: Delete GERO 400B, 522; add SWORK 381, 391.

2. Change in program.

Gerontology Minor

(SIMS Code: 551901)

The minor in gerontology consists of a minimum of 18 units selected from Gerontology 101, 350, 360, 370, 400A, 402, 499, 520, 596; Exercise and Nutritional Sciences 433; General Studies 420; Psychology 380; Social Work 120, 381.

Additional prerequisites may be required for the courses in the minor.

Courses in the minor may not be counted toward the major or the certificate, but may be used to satisfy preparation for the major and general education requirements, if applicable. A minimum of six upper division units must be completed in residence at San Diego State University.

Change: Delete GERO 400B, 522, SOC 496, SWORK 420. Add: GERO 520, GEN S 420, PSYCH 380, SWORK 381.

JOURNALISM AND MEDIA STUDIES

1. Change in course description.

Journalism and Media Studies

JMS 460. Principles of Advertising (3)

Prerequisite: Upper division standing.

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

Change: Revision reflects revised course content and updated course focus.

2. Delete existing course.

Journalism and Media Studies

JMS 461. Advertising Creative Development (3)

One lecture and four hours of activity.

Prerequisites: Journalism and Media Studies 310W and 460 with grades of C (2.0) or better in each course. Admission to Advertising majors and minors. Major Code: 06041. **Proof of completion of prerequisites required:** Copy of transcript.

Advertising creative philosophy, strategy, and tactics; art copy, and creation of advertisements for broadcast, print, and interactive electronic media. Application of computers to creative development.

Change: Course to be updated with new JMS 562.

3. New course.

Journalism and Media Studies

ADVER STRAT AND SOC MEDIA (C-1)

JMS 462. Advertising Strategy and Social Media (3)

Prerequisite: Upper division standing.

Developments and emerging trends in use of social media for company and brand promotion. Case studies. Strategic planning options for current and emerging social media environments. Segmentation and approaches for community engagement. Metrics and evaluation.

4. Change in course description.

Journalism and Media Studies

JMS 480. Principles of Public Relations (3)

Prerequisite: Upper division standing.

Concepts, history, theory, social responsibility, ethics, and management of public relations. Public relations strategic planning process. Survey of problems and practices in corporations, government and politics, health care, education, associations, and not-for-profit organizations.

Change: Revision reflects current course content.

5. Changes in course title and description.

Journalism and Media Studies

PR MEDIA AND MESSAGING

JMS 481. Public Relations Media and Messaging (3)

One lecture and four hours of activity.

Prerequisites: Journalism and Media Studies 310W and 480 with grades of C (2.0) or better in each course. Admission to Public Relations majors and minors. Major Code: 05992. **Proof of completion of prerequisites required:** Copy of transcript.

Practical applications of public relations techniques with emphasis on writing, messaging, and selecting media channels. Production of materials for all forms of media. Special events, crisis management, and strategic planning. Field and laboratory practice.

Change: Revision reflects current course content.

6. Change in program.

Journalism Major

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

Emphasis in Advertising

(Major Code: 06041) (SIMS Code: 661108)

Preparation for the Major. Journalism and Media Studies 200, 210, 220; Economics 101; Political Science 101, 102. Some of these courses may also be used to fulfill lower division general education requirements. (15 units)

These prerequisite courses may not be taken Cr/NC and must be completed with a minimum GPA of 3.0 and a grade of C or higher in each class.

Major. A minimum of 33 upper division units to include Journalism and Media Studies 310W, 460, 462, 494, 560, 562, 565; three units selected from Journalism and Media Studies 300, 440, 480; and six units of upper division coursework in Journalism and Media Studies.

Change: Update of emphasis.

LIBERAL STUDIES

1. Change in program.

Liberal Studies Major

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

(Major Code: 49015) (SIMS Code: 886453)

Upper Division Major including required focus. (40-54 units)

(no change to this section.)

Focus (31-39 units)

SCIENCE FOCUS (Minimum 33 units not included in preparation for the major or major.)

(no change to first two paragraphs.)

Science Courses: Chemistry 100; Geological Sciences 303, 412; Natural Science 100; Teacher Education 211B; three to four units selected from Biology 101 and 101L (4 units)³, 319, 324, 327; three to five units selected from Chemistry 130 (3 units), 200 (5 units)³, [Imperial Valley Campus only: Chemistry 308 (3 units)], Physics 180A and 182A (4 units)³.

¹Verify with liberal studies adviser.

²Students must pass the Liberal Studies Mathematics Proficiency Assessment prior to enrolling in Mathematics 313.

³Required for Foundational Level General Science certification. See adviser.

LITERACY FOCUS (Minimum 31 units not included in preparation for the major or major.)

(no change to first two paragraphs.)

Linguistics, Theatre, and Literature Courses: Linguistics 430³, 452³; Theatre 315; three units selected from Africana Studies 365A, 365B, American Indian Studies 430, Chicana and Chicano Studies 335, Comparative Literature 470, Women's Studies 352; three units selected from English 501⁴, 502⁴, 503⁴.

(no change to next four paragraphs.)

Option 4 – Performing Arts [Not available at the Imperial Valley Campus]: Highly recommended prerequisites: Music 102 and one unit of a performing arts course, such as Music 110, 175, 185, 212.

Theatre 510 (3 units); three units selected from Africana Studies 385, Chicana and Chicano Studies 310, Music 345, 351.

Option 5 – Physical Education [No new students are being admitted to this option until further notice.]: Exercise and Nutritional Sciences 335 or 337 (2 units); Exercise and Nutritional Sciences 347A (2 units) and 347B (1 unit) (concurrent registration).

(no change to balance of program.)

¹Verify with liberal studies adviser.

²Students must pass the Liberal Studies Mathematics Proficiency Assessment prior to enrolling in Mathematics 313 or 315.

³Prerequisite: LANG-5 Linguistics 420 in the major.

⁴Prerequisite: LANG-6 and LANG-7 in the major.

⁵For information on the Basic Certificate in Teaching English as a Second or Foreign Language, see the linguistics section of the catalog.

⁶Prerequisite: VPA-1 Art 259 in preparation for the major.

⁷Prerequisites: Art 258, 259..

⁸Prerequisite: Mathematics 141 or qualification of the General Education requirement in Foundations of Learning IIA., Natural Sciences and Quantitative Reasoning for non-majors.

Change: Update of selected focus sections.

MANAGEMENT

1. Delete prerequisite.

Management

MGT 352. Human Resource Management (3)

Acquisition, development, maintenance, and termination of human resources in accordance to goals of the organization.

Change: MGT 350 not preparatory to MGT 352. Gives students time to complete specialization courses.

2. Change in course number.

Management

MGT 353. Creativity and Innovation (3)

Prerequisite: Management 350.

Managing creativity, including selling creative ideas to others, scanning for new opportunities, taking creativity to the marketplace, and creating an organizational culture for innovation. (Formerly numbered Management 453.)

Change: Students will be exposed to creativity and innovation issues at 300-level before taking specialized 400-level courses.

3. Change in course number and delete prerequisite.

Management

MGT 355. International Entrepreneurship (3)

Launching and managing an international entrepreneurial venture. Search and identification of opportunities in foreign markets, logistics of international business expansion, cross-cultural business communication, and international networking. (Formerly numbered Management 456.)

Change: Renumbering certain courses to general 300-level to expand selections to junior students before taking specialized 400-level courses.

4. Delete prerequisite.

Management

MGT 358. Fundamentals of Entrepreneurship (3)

Process of initiating, expanding, purchasing, and consolidating businesses. Concepts, theories, and techniques of managerial innovation and implementation. (Formerly numbered Management 450.)

Change: MGT 350 not preparatory to MGT 358. Gives students time to complete specialization courses in entrepreneurship.

5. Change in course prerequisite.

Management

MGT 452. Family Business Management (3)

Prerequisite: Management 358.

Managing a family owned business. Succession planning, governance, strategy and family dynamics of mixing family and business roles, non-family employees, and culture.

Change: Previous MGT 350 content not preparatory. MGT 358 essential and appropriate.

6. Change in course prerequisite.

Management

MGT 455. Social Entrepreneurship (3)

Prerequisite: Management 358.

Entrepreneurial skills to craft innovative responses to social needs. Social mission, launching and building a social venture and developing social returns to an enterprise.

Change: Previous MGT 350 content not preparatory. MGT 358 essential and appropriate.

7. Change in course prerequisite.

Management

MGT 459. Franchise Management (3)

Prerequisite: Management 358.

Franchising presented as a viable alternative path to entrepreneurship. Nature and role of franchisor and franchisee including challenges of becoming a franchisee of an existing system and of becoming a franchisor.

Change: Previous MGT 350 content not preparatory. MGT 358 essential and appropriate.

8. Change in course prerequisite.

Management

MGT 460. Business Plan Development (3)

Prerequisite: Management 358.

Core concepts and key elements of producing a business plan for a new entrepreneurial venture or for new business opportunity within an existing organization.

Change: Previous MGT 350 content not preparatory. MGT 358 essential and appropriate.

MECHANICAL ENGINEERING

1. Delete existing course.

Mechanical Engineering

ME 352. Thermodynamics and Heat Transfer (3)

Prerequisites: Engineering Mechanics 200 and Mathematics 252.

First and second laws of thermodynamics; heat conduction, convection and radiation. Not acceptable for mechanical engineering majors.

Change: Replaced with existing ME 350, Thermodynamics.

MUSIC

1. Change in program.

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

Major.

(c) *Performance.* Music 305A, 305B, 308A, 308B, 347, 408A, 515; six units selected from courses numbered 370 through 389; 12 units of Music 450.

(Keyboard majors must include two units of Music 516; Music 541, 554.)

(String majors must include three units of Music 516; Music 541, 554.)

(Vocal majors must include two units of Music 516; Music 541, 543, 554.)

(Woodwind majors must include Music 516, 541, 554.)

(All other performance majors must include nine units of upper division electives.) (43-45 units)

Change: Delete Music 517 and 542; reduce units of Music 554 in Keyboard area to match other areas of study.

RHETORIC AND WRITING STUDIES

1. New course.

Rhetoric and Writing Studies 250. Rhetoric in Everyday Life (3) [GE]

Prerequisites: Rhetoric and Writing Studies 100; and Rhetoric and Writing Studies 200 or Journalism and Media Studies 210.

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

9.7 Undergraduate Council (Chase)

Information:

1. Assistant Dean Search Update: Dr. Bonnie Anderson, Assistant Dean of Division of Undergraduate Studies is leaving the Division at the end of fall semester, 2012. 30 applicants have applied for the position and Dean Chase has asked a panel to meet with the top candidates, and to provide feedback. The panel consists of Sandra Cook, Randy Reinholz, Nina Potter, Allison Pierce. The new assistant dean will be focusing on, among other duties, academic scholarships and competitive scholarships. The plan is to have the new dean in chosen by Thanksgiving.

2. Enrollment Management Report: the new average unit load for freshmen is 15 units per semester. The achievement gap for students of color has also diminished. Vice President Singer's letter providing an overview of the 2012/13 enrollment statistics can be found at: http://arweb.sdsu.edu/es/hobsons/emails/acad_affairs/em_124.html

3. SB 1440/ 120 Units: SB 1440 requires that students who complete Transfer Model Curricula (TMCs) at community colleges be able to complete their upper division and major coursework within 60 once they transfer. San Diego State has been working hard to identify and modify majors to ensure that SB 1440 will be met. To date, nearly 15 programs have approved changes to make the TMCs work. The Board of Trustees will be examining the question of limiting all undergraduate programs to 120 hours. San Diego State is already addressing this issue. The discussion that ensued included questioning the eventual value of these degrees in the future and the possible diminishing of worth of those degrees overall. Finally, the Undergraduate Council discussed the proposal from the CSU for a new fee structure, which could add fees, for repeating a course, and /or a fee for 18 or more units per semester.

4. The Student Success Task Force: The Student Success Task Force held an open forum on Oct. 10 that 55 people attended. Breakout groups were formed to discuss the President's recently announced 6

charges to the Task Force. Discussions included asking which of the charges would be implemented immediately and which where to be fulfilled in the long run. Additionally, it was noted that there was a low faculty participation in the all of the Strategic Planning open forums. It was suggested that it will be important to find ways to engage faculty and to seek participation in the strategic planning process as it moves forward.

5. High-Achieving Students and Scholarships: Dean Chase reported on efforts to collect data on local high-achieving applicants that do or do not attend SDSU, and on community outreach efforts with counselors, parents, and students to identify and attract potentially high achieving students. It was questioned about those local pre-SDSU students who have the potential to *become* high achievers and what methods could be utilized to assist them. Also, Dean Chase reported that 3800 7th graders and their parents from the Sweetwater district were on campus on Oct. 20 for the annual Compact for Success visit; an introduction to SDSU, including workshops and seminars designed to introduce the students to the university. President Hirshman has recently signed a new Compact for Success through to the 2018 high school graduates.

9.8 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.

10. Other Information Items

10.1 Retirement Association Scholarships (Shackelford)

Senator Shackelford reminded the Senate that students related to past or present faculty or staff members are eligible for Retirement Association scholarships, which carry a minimum award of \$2,500. He encouraged senators to let others know about the scholarships.

10.2 Imperial Valley Campus Report from Eadie and Valdes (Cordero)

Discussion:

Senator Cordero announced a meeting was planned Wednesday, Dec. 5th, to discuss her campus's response to the report by Chair Eadie and Vice Chair Valdes. She then assured the Senate that faculty at Imperial Valley understood and valued shared governance. Now that the report is completed, she asked what the next step would be. **Chair Eadie** said the report addressed shared governance and what was viewed as problems of shared governance. It also offered recommendations about how it could be improved. He clarified that he and Vice Chair Valdes were not in a position to mandate anything. He added that he had conversations with both the Provost and the President about the matter, and they take the issues raised in the report very seriously. Chair Eadie added that both he and the Vice Chair took seriously the multiple number of people who said that women were not as valued at SDSU-IV. The Office of Employee Relations and Compliance will soon offer workshops and that he encouraged all to engage in the workshops. **Senator Cordero** said several faculty members were relieved that the point about the treatment of women was addressed in the report. For clarification, she asked if groups other than the dean and associate dean should take part in the workshops. **Chair Eadie** said he heard from faculty and staff of both genders who thought that women were not treated equally to men.

Senator Cordero asked if all should participate in the workshops on harassment and discrimination or were these complaints concerning the administration in particular. **Chair Eadie** said he thought the complaints were about the administration in particular but he encouraged all to participate in the workshops. **Provost Marlin** said the most important aspect was for all groups to consider the recommendations and to start working together. She said this was what should be the focus. **Senator Bojorquez** said she was very concerned about women on her campus. She said she would like to hear from "someone that someone is taking care of us." However, she said she didn't hear anyone doing this. She commended the efforts of the chair and vice chair; however, she said she would like to hear what the administration planned to do. **Provost Marlin** answered that complaints should be brought forward to Employee Relations and Compliance. The University cannot act simply on allegations alone. She said it was difficult to respond if there were no specific complaints. She also noted that Employee Relations would be coming to the campus in January. She said if there were specific grievances, they should be brought forward.

Senator Wheeler said that recommendation seven in the report seemed "wildly" understated. He said such actions were "outrageously disrespectful." He urged that the recommendation be worded much more strongly. If we were to hear of similar complaints concerning a colleague of color, he said he anticipated that the language would be much stronger. He said such behavior was "not acceptable," and he repeated his assertion that the recommendation be reworded.

Senator Beyene noted that the report indicated such behavior involved *administrators* (plural). He said this concerned him. He asked how widespread it was among administrators. **Chair Eadie** responded that more than one or two people brought this point up concerning the treatment of women. He clarified that the purpose of visiting the campus was to listen and not to investigate the facts. **Senator Donadey** said she appreciated the report. She said she knows that the senators had to be careful because of confidentiality. Given that it appears that those who have disparaging attitudes toward female employees are administrators, she said she hoped the Provost would encourage those who need to attend, to participate in the workshops. The senator said the point is to make sure that those who need to attend the workshops do attend and that "something is actually done." She also said the report clearly explained the difference between collaboration and consultation. Perhaps, she added, the Provost could impress on administrators the need for collaboration and shared governance.

11. Adjournment

The Senate adjourned at 4:10 p.m.

Respectfully submitted:

Suzanne Bordelon
Secretary of the Senate

Allison Bobrow
Administrative Analyst