

San Diego State University Senate Minutes
February 5, 2013
AL 101
2:00 p.m.-4:30 p.m.

The Senate was called to order at 2:04 p.m.

Members present:

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

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

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

Coach: Van Wyk.

Education: Aquino for Alfaro, Alvarado, Butler-Byrd, Graves. **Engineering:** Beyene, Valdes, Venkataraman, Walsh, Wang. [Absent: Bezuk.]

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

IVC: Cordero.

Library: Rhodes [Absent: Salem.]

Lecturers: Goehring. [Absent: Aste.]

MPP I & II: Garcia for Richeson.

Parliamentarian: Snavely.

PSFA: Cirino, Geist-Martin, Lindemann, Schreiber, Spilde. [Absent: Alter.]

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

Staff: Baxter, Bojoroquez, Preciado, Sanborn-Chen.

University Services: Rivera.

Administration: Chase, Kitchen, Marlin, Shapiro, Welter.

Emeritus: Shackelford.

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

California Faculty Association: Toombs.

Guests: Robert O. Briggs, Bruce Reinig.

1. Agenda (Bordelon)

MSP Approved revised agenda for February 5, 2013.

2. Minutes (Bordelon)

MSP Approved minutes of December 4, 2012, as corrected.

3. Announcements (Eadie)

President Hirshman approved all of the action items from the December Senate meeting. Chair Eadie said today's Senate meeting would be relatively short, with an open forum on the Strategic Plan scheduled at 3 p.m., or whenever Senate business concluded, if earlier. He noted that a list of the recommendations from the various planning groups was included with the agenda. Given the abbreviated meeting schedule, the Chair explained that several items would be delayed until the March meeting. He also announced that Dean David Hayhurst had stepped down from his position in the College of Engineering. At the next meeting, the Senate will elect a representative to that search committee. He asked senators to consider potential candidates to serve on the committee.

4. Academic Affairs (Marlin)

The most important item is the governor's 2013-2014 state budget proposal, which would allocate \$125 million to the CSU as a result of the passage of Proposition 30. The governor

also proposed an additional \$125.1 million to the CSU and a multi-year type of budget, which is desirable for planning purposes. The Provost said all are feeling positive about the proposed budget. However, she cautioned that the budget should be kept in perspective. Even if the governor's budget were to pass, President Hirshman has noted that it would take until 2018 before the University would return to 2008 state appropriation levels. She said this fact provided a perspective on how "far down we've come."

The Provost also said the governor's proposed budget includes many unknowns. For example, the governor allocated \$10 million to online education, but it is unclear how these funds would be used. The governor also indicated that "super-seniors" would pay the full cost of their education. The Provost indicated that "probably the most pernicious and potentially damaging to the CSU" is capital and debt transfer. The proposed budget would transfer debt service and capital costs to the CSU. This would be problematic because the debt service alone would obligate the University for years to come. The Provost noted, though, that it was important to remember that this is the governor's proposed budget. It still needs to go through the legislative process. However, she said the governor's proposed budget is typically a good indicator of what the University's allocation will be.

The President's Budget Advisory Committee recently met, and it plans to use the funds that would come to the University to first pay off the \$6.2 million obligation the University incurred in order to avoid cuts to Academic Affairs, which would have hurt tenure-line faculty. The University also will need to pay mandatory cost increases—largely health insurance and utility costs. The Provost said the University was benefitting from the President's integrated budget strategy, which is allowing the University to generate its own funds. She explained that these non-state sources were starting to be an important part of the University's budget. The effort to recruit out-of-state and international students is yielding positive results. Extended Studies and the Campaign for SDSU contributions also have increased. The Provost concluded by stating that the University would have funds to invest in the Strategic Planning initiatives that the Senate will discuss. The Steering Committee will develop the integrated Strategic Plan over the next several weeks.

Discussion:

In relation to the debt-service issue, **Senator Shackelford** stated that buildings completed recently were funded by general obligation bonds for higher education that were passed by voters. He asked whether the governor's proposal focused on past bonded indebtedness or future debt service. To the best of her knowledge, **Provost Marlin** said the proposal included the existing debt service, which would become the CSU's responsibility. She said this transfer would not be advantageous for the University. **Senator Wheeler** asked if the Provost could address future tenure-line hires and salary inversion and compression problems that many senior colleagues face. **Provost Marlin** said her priority is to rebuild the tenured and tenure-track faculty lines, which she said had been "decimated." She said hiring was anticipated through the Strategic Planning process. In addition, on the Academic Affairs' side of the budget, the University will hire roughly one-third of tenure-line positions. The Provost said the hiring process would follow the same procedures as last year. In terms of salary inversion and compression, the Provost said this issue was related to compensation issues. Depending on the outcome of collective bargaining, she said she hoped there would be some compensation. **Senator Kamper** asked about the unpaid part of the equity salary increases from 2008. **The Provost** asked Charles Toombs if he could address the question. **CFA Chapter President Toombs** said it was a campus-based decision, and the President will determine whether he follows through on it. The projected cost of the equity salary increases for year two of the program would be about \$400,000, or slightly less. **The Provost** said the status of the issue was that it was the President's decision. **Senator Putman** asked whether current enrollment levels would change, given the governor's proposed budget. **The Provost** responded that the University would maintain the current enrollment target. She noted that

SDSU had received about 75,000 undergraduate applications for the Fall 2013 semester. **Senator O’Sullivan** asked about tenure-line hires. **The Provost** responded that about one-third of the positions would be filled. She said the University was on year two of a four-year plan for tenure-line hires. **Senator O’Sullivan** said many departments have been hit hard by retirements. **The Provost** said that the University had lost 100 tenured/tenure-track faculty lines. In terms of the obligation on the bonds and debt service, **Senator Shackelford** said he read the bonds when they were voted on, and they were general obligation bonds of the state, not of the universities. He suggested that perhaps someone from the CSU should investigate the legality of the governor’s proposal. He said the bonds were not written the way they are for K-12.

As investments are made through the Strategic Planning process, **Senator Preciado** asked whether these proposals would come back through a shared-governance process. In other words, he asked whether the proposals would come before the various appropriate Senate committees. **Chair Eadie** said Senate representation was included on each of the Strategic Planning groups, including the Steering Committee. Thus, there has been representation in the process. He said he was unsure if the Senate would be asked to approve these ideas, given this representation. **Senator Preciado** recommended that there is some “loop back” to the Senate once the work of the Steering Committee is completed. **The Chair** noted there would be an additional open forum after the Steering Committee develops its recommendations. While senators have had the opportunity to contribute, **Senator Preciado** asked that Senate Officers consider bringing the proposals before Senate for discussion. **Chair Eadie** said he would take the recommendation to the Steering Committee for discussion. He added that the request would also probably need to come before the President.

5. SEC Report (Valdes)

5.1 Referral Chart:

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 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, Transfer and Abolition” and “Departments, Schools and Colleges, Formation of.”	Officers

Discussion:

Vice Chair Valdes said that the Committee on Environment and Safety was reviewing the report from the Active Transportation Task Force. The Vice Chair added that the Committee on Environment and Safety was developing a proposal that would ban smoking on campus. He said recommendations would likely be brought before the Senate at its next meeting.

6. Old Business**7. New Business: Action Items****7.1 Faculty Affairs (Anderson)****Action:**

The Faculty Affairs Committee recommends emeritus status upon the following faculty members:

Robert Carande, Associate Librarian, June 29, 2013, 26 years

Michael A. Kartalija, Professor of Marketing, July 31, 2013, 37 years

Olita D. Harris, Associate Professor of Social Work, December 31, 2012, 33 years

Kris W. Stewart, Professor of Computer Science, June 30, 2013, 29 years

Constantine Tsoukas, Professor of Biology, July 31, 2013, 26 years

John R. Weeks, Professor of Geography, June 30, 2013, 39 years

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

7.2 Graduate Council (Balsdon)**Action:**MANAGEMENT INFORMATION SYSTEMS

1. New doctoral degree and supporting courses.

Information Systems**General Information**

San Diego State University (SDSU) and Claremont Graduate University (CGU) offer a joint doctoral program in Information Systems. The cooperating faculties are from SDSU's Management Information Systems Department and CGU's School of Information Systems and Technology. This program aims to serve both part-time mid-career professionals who will continue to work during their programs, and full-time doctoral students who will immerse themselves in the research streams. The program aims to develop advanced organizational leaders and IS academics with the scientific and technical skills to *understand and improve the ways people create value with information*. This program is transdisciplinary, accepting students from any domain with challenges and opportunities for which Information Systems research could produce solutions.

Admission to Doctoral Study

Applicants must meet the requirements for admission to both SDSU and CGU. There are no inflexible requirements for entrance to graduate study in this program. A number of factors will be taken into account for admission to the JDP-IS. Admission to the program is competitive, and successful applicants typically meet these minimum standards:

- A baccalaureate degree with a minimum GPA of 3.0.
- A GPA of 3.5 for any prior graduate-level courses. (A master's degree is not required for admission).
- Acceptable GMAT or GRE Scores

- Satisfactory English-language competency. Applicants whose prior education was delivered in a language other than English must attain a minimum TOFEL score of 80 (computer based) or a minimum IELTS score of 6.5. If the admission interview reveals that an otherwise highly qualified applicant is found to lack sufficient skills in spoken English, the applicant may be granted provisional admission until they successfully complete ESL training to a level sufficient for effective classroom teaching.

A strong background in information systems or one of its reference disciplines (e.g. psychology, management, computer science) would be valuable, as would work experience in a field with classes of unsolved information-related problems. Outstanding students in other disciplines are also encouraged to apply. Advisers will help such students to design a course of study for their first year to strengthen their backgrounds in Information Systems.

Application

Applications for admission to the doctoral program in Information Systems should be submitted following the procedures on the SDSU Graduate Admissions web site, found at: <http://arweb.sdsu.edu/es/admissions/grad/>

Applicants must submit with their applications:

- Official transcripts of all post-secondary coursework
- A curriculum vita detailing their employment history and professional accomplishments.
- GMAT or GRE scores
- Three letters of recommendation from former or current professors, supervisors, or other professionals qualified to judge their academic and leadership potential.
- A written goal statement explaining the goals the applicant seeks to achieve through doctoral training.

Applications for the Ph.D. program in Information Systems must be received by SDSU Department no later than February 1.

Satisfaction of the minimum requirements at San Diego State University or Management Information Systems Department does not guarantee admission to the doctoral program. The faculty of the joint doctoral program on each campus will recommend admission of acceptable applicants to the graduate deans at SDSU and CGU. Entry occurs when the student is formally accepted by both graduate deans and the student is officially notified of acceptance.

Course Requirements

This program is designed to prepare graduates to make advanced, original contributions to both academic knowledge and organizational success. To achieve those dual purposes, students must gain broad knowledge of the information systems literature, broad knowledge of the literature and of an applied domain where information challenges remain unaddressed, and must gain deep knowledge of the logic and disciplines of rigorous scientific inquiry. Students will therefore be required to complete a minimum of 48 units of course work. Students must complete no less than 40% of their coursework at each of the partner universities. Course requirements are as follows:

Information Systems Core	12 units
Research Core	21 units
Domain Specialization	<u>15 units</u>
Minimum Coursework	48 units

Students will also be required to complete a minimum of six units of directed research under the guidance of a faculty member, and a minimum of three units of dissertation research.

SDSU courses that could fulfill the Information Systems Core requirements are: MIS 686, 687, 688, 695. CGU courses that could fulfill the Information Systems Core requirements are: IS 302, 303, 304, and 305.

SDSU courses that could fulfill the research core requirements are: BA 652 and MIS 696, 748, and 897. CGU courses that could fulfill the research core requirements are IS 501, 503, 504, and 505.

Students must also complete a minimum of 15 units in a domain specialization they choose in consultation with their research adviser. The coursework will be selected to support

and enhance the student's ability to conduct high-quality dissertation research on their selected topic in their chosen domain. Domain specialization courses may be taken at either SDSU or CGU.

Depending on their research interests and initial education, some students may be required, or may elect to take additional courses beyond the program requirements to augment their research. If there are prerequisites for domain specialization courses, students must either meet those prerequisites or get the instructor's permission to enroll.

Students with prior graduate work at other institutions that could fulfill graduate requirements may apply to the director of the joint doctoral program to request that up to 18 units of course requirements be waived.

Qualifying Examination

Upon completion of core coursework, students must pass a written qualifying examination to validate their broad knowledge of the IS research, and of the logic and methods of scientific research, and to demonstrate their ability to synthesize that material into solutions for unfamiliar problems. This examination will be written and graded jointly by faculty from both partner institutions.

Portfolio of Professional Activities

Students must submit to their doctoral committees a written portfolio demonstrating mastery of five professional activities, such as publishing an original research paper in a top-tier peer-reviewed academic conference, receiving a revise-and-resubmit decision on one original research paper in a peer-reviewed journal, acquiring external grant funding, teaching one section of an undergraduate course, serving as a peer reviewer for a top-tier academic outlet, or other service to the department, college, university, or research community. Students must make an oral defense of the portfolio to their doctoral committee members.

Doctoral Dissertation

Doctoral candidates will be required to complete a doctoral dissertation that demonstrates mastery of the discipline and rigor of scientific inquiry in an original work of IS research under the guidance of a dissertation chair and a doctoral committee. Key milestones in the dissertation are:

- Forming a doctoral committee composed of a dissertation chair and at least two other members. Doctoral committees must have at least one faculty member from each partner institution. Students are encouraged to invite the participation of a fourth committee member from their specialty domain;
- A written dissertation proposal submitted to the doctoral committee detailing the motivation for the dissertation research, its theoretical foundations, and proposed research design;
- An oral defense of the dissertation proposal;
- A written draft dissertation submitted to the doctoral committee;
- An oral review of the draft dissertation;
- A doctoral dissertation submitted to the doctoral committee;
- A formal, public dissertation defense.

Satisfactory Progress

The students admitted to this program are expected to make continuous, satisfactory progress and to remain in good standing at both institutions.

Award of the Degree

The Doctor of Philosophy degree in Information Systems will be awarded jointly by San Diego State University and Claremont Graduate University.

2. New course.

Management Information Systems

DOCTORAL RESEARCH PRACT (S-25)

MIS 896. Doctoral Research Practicum (1-9) Cr/NC/RP

Prerequisite: Admission to doctoral program.

Independent investigation in general area of field of dissertation. Conducted in practical settings under faculty supervision. Maximum credit 36 units.

3. New course.

Management Information Systems

DOCTORAL RESEARCH (S-25)

MIS 897. Doctoral Research (1-9) Cr/NC/RP

Prerequisite: Admission to doctoral program.

Independent investigation in general field of information systems. Maximum credit 36 units.

4. New course.

Management Information Systems

DOCTORAL SPECIAL STUDY (S-25)

MIS 898. Doctoral Special Study (1-3) Cr/NC/RP

Prerequisite: Advancement to candidacy.

Individual study leading to study and research required for doctoral dissertation.

5. New course.

Management Information Systems

DOCTORAL DISSERTATION (S-25)

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

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

Preparation for the dissertation for the doctoral degree. Enrollment is required during the term in which the student plans to graduate.

Discussion:

Senator Balsdon, Associate Dean for the Division of Graduate Affairs, provided an overview of the proposal for a joint doctoral program in Management Information Systems. **Senator Snavelly** asked whether this program would use non-resident tuition waivers. **Senator Balsdon** replied that it was anticipated that the program would not use the waivers. In that case, **Senator Snavelly** responded that he would support the proposal. **Senator Abdel-Nour** asked if the library resources would be sufficient. **Joint Doctoral Program-Information Systems Director Robert O. Briggs** said the SDSU library report indicated the resources were adequate. He said the library resources at Claremont Graduate University (the partner university) were also adequate, on their own, to support the proposed doctoral program.

MP To approve the proposed joint doctoral program in Management Information Systems (two abstentions).

7.3 Undergraduate Curriculum (Barbone)**Action:****JOURNALISM AND MEDIA STUDIES**

1. New minor.

Digital and Social Media Studies Minor

The minor in digital and social media studies consists of 18 units to include Journalism and Media Studies 200, 210, 494, and nine units selected from Journalism and Media Studies 300, 375, 408, 440, 460, 462, 480, 489. Admission to the minor requires a minimum

cumulative GPA of 2.0 and completion of Journalism and Media Studies 200 and 210 with grades of C (2.0) or better in each course.

Courses in the minor may not be counted toward the major 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 at San Diego State University.

2. Deletion of minor.

Advertising Minor

(Minor Code: 06041) (SIMS Code: 061118)

The minor in advertising consists of 21 units to include Journalism and Media Studies 200, 220, 310W, 460, 461, 560, 565. Admission to the advertising minor requires completion of at least 45 units with a minimum GPA of 3.0 overall; completion of Journalism and Media Studies 200 and 220 with grades of C (2.0) or better and a GPA of 3.0 in these two courses, and a passing score on the Grammar, Spelling and Punctuation test by third attempt.

Courses in the minor may not be counted toward the major, 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 at San Diego State University.

Change: Deletion of discipline-specific minor in favor of new cross-discipline “Digital and Social Media Studies Minor.”

3. Deletion of minor.

Journalism Minor

(Minor Code: 06021) (SIMS Code: 664101)

The minor in journalism consists of 21 units to include Journalism and Media Studies 200, 220, 300, 310W, 420, 461, 494, and three units selected from Journalism and Media Studies 315, 430, or 445. Admission to the journalism minor requires completion of at least 45 units with a minimum GPA of 3.0 overall; completion of Journalism and Media Studies 200 and 220 with grades of C (2.0) or better and a GPA of 3.0 in these two courses, and a passing score on the Grammar, Spelling and Punctuation test by third attempt.

Courses in the minor may not be counted toward the major, 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 at San Diego State University.

Change: Deletion of discipline-specific minor in favor of new cross-discipline “Digital and Social Media Studies Minor.”

4. Deletion of minor.

Public Relations Minor

(Minor Code: 05992) (SIMS Code: 661121)

The minor in public relations consists of 21 units to include Journalism and Media Studies 200, 220, 310W, 480, 481, 581, 585. Admission to the public relations minor requires completion of at least 45 units with a minimum GPA of 3.0 overall; completion of Journalism and Media Studies 200 and 220 with grades of C (2.0) or better and a GPA of 3.0 in these two courses, and a passing score on the Grammar, Spelling and Punctuation test by third attempt.

Courses in the minor may not be counted toward the major, 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 at San Diego State University.

Change: Deletion of discipline-specific minor in favor of new cross-discipline “Digital and Social Media Studies Minor.”

KOREAN

1. New certificate program.

Korean Studies Certificate

The Department of Linguistics and Asian/Middle Eastern Languages offers a basic certificate in Korean studies. The certificate requires 12-13 units to include six to seven units selected from Korean 301, 302, 331; Korean 321; and three units selected from Korean 430, Political Science 362, or Religious Studies 345.

Students must obtain a grade of C or better in each of the certificate courses. Under certain circumstances, comparable courses taken at other institutions may count toward the certificate. Such courses must be evaluated and approved by the certificate adviser. To register in the certificate program, contact the certificate adviser in the Department of Linguistics and Asian/Middle Eastern Languages.

RHETORIC AND WRITING STUDIES

1. New degree.

The Major

Rhetoric refers to the study and uses of written, spoken, and visual language. From antiquity to the present, rhetoric has included both theory and practice, looking to produce and understand persuasion in social, political, and institutional settings. Rhetoric reflects on the nature and function of discourse in action, investigates literacy and literacy instruction, and offers frameworks for understanding technical and scientific writing as artifacts of communal practice. The primary areas of study for the major are rhetorical theory, literacy and the teaching of writing, and professional (primarily technical and scientific) writing and public discourse.

The purpose of rhetorical education extends beyond understanding literacy as basic skills. The major teaches literacy as an array of advanced language and critical thinking abilities that enhance a person's participation in professional, civic, and personal life. It offers sustained inquiry into the nature of writing and its relationship to knowledge, culture, and professional practice. It involves students in composing a variety of texts for multiple audiences and contexts. It provides a specifically rhetorical framework for analyzing and producing texts that circulate across disciplines and writing cultures.

International and native students who want to develop their analytical reading and writing abilities, and those interested in pursuing graduate work or entering more writing-intensive careers will benefit from the major. While virtually all professions are enhanced by skills in writing, critical reading, and analytical thinking, the major may be particularly beneficial to students seeking careers in law, business, science, engineering, non-profits, and technical and scientific writing. Teaching at the primary to university levels also offers opportunities for rhetoric majors who continue their education at the graduate level.

The major includes five core courses intended to introduce students to the study of rhetoric, which incorporates a broad range of topics, including rhetorical theory, cultural rhetoric, and digital rhetorics. The field of rhetoric is interdisciplinary in nature and includes coursework in rhetorical history, gender and rhetoric issues, technical and scientific writing, political rhetoric, and culture. Students select the courses that best suit their future career and educational goals.

Rhetoric and Writing Studies Major

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

All candidates for a degree in liberal arts and sciences must complete the graduation requirements listed in the section of this catalog on "Graduation Requirements." No more than 48 units in Rhetoric and Writing Studies courses can apply to the degree. A minor is not required with this major.

Preparation for the Major: Rhetoric and Writing Studies 200 or Journalism and Media Studies 210; Rhetoric and Writing Studies 250. (6 units)

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

International Experience: The department encourages international experience for its majors. It will facilitate the transfer of rhetoric and writing studies credits for appropriate study abroad, student exchange, or other overseas programs. International internships may also receive rhetoric and writing studies credit, if approved in advance by a department adviser.

Major: A minimum of 30 units in rhetoric and writing studies to include 12 units selected from Rhetoric and Writing Studies 411, 500W or 503W, 510, and 498 or 506. The remaining 18 units will be selected from elective courses in the Rhetoric and Writing Studies Department.

MP To approve the proposed Minor in Digital and Social Media Studies, which would replace the deletion of minors in Advertising, Journalism, and Public Relations from the School of Journalism & Media Studies.

To approve the proposed Certificate Program in Korean Studies.

To approve the proposed Rhetoric and Writing Studies Major.

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

MSP To receive the reports on the Consent Calendar.

8.1 **Academic Calendar (Chase)**

Information:

Update on the 2013-2014 Academic Calendar (campus closure on March 21, 2014, to accommodate the NCAA Tournament).

8.2 **Academic Policy and Planning (Schellenberg)**

Information:

1. Approved proposal for BA in Rhetoric and Writing Studies.
2. Approved proposal for JDP in Information systems
3. Approved proposal for Minor in Digital and Social Media Studies
4. Approved proposal for name change from the Department of Educational Technology to the Department of Learning Design and Technology

Discussion:

With the governor’s proposed budget and emphasis on online education, **Senator Abdel-Nour** asked whether there was more urgency to provide clear procedures for how online courses were approved. **Senator Schellenberg** said the challenge is that he had not received information about what the governor’s proposal specifically entails related to online learning. He said the committee currently was addressing some logistical issues, such as clearly identifying the modality of the course. He said the more significant challenge was addressing

questions related to compensation, TA support, final testing schedules, and course quality. He said the committee was currently addressing more pragmatic issues to respond to structural issues. He said the committee would then attempt to address the more philosophical questions, including whether such courses should be treated the same as existing courses. He said the approval process for taking courses online currently resides at the college level and that this also was an item for discussion. **Senator Abdel-Nour** asked if the committee was considering developing a University-wide process similar to the curricular process for existing courses. **Senator Schellenberg** said creating such a process was part of the discussion. **Senator Ornatowski** noted that one of the ASCSU committees developed a white paper on the topic. **Senator Schellenberg** said the committee was aware of the document. **Senator Csomoy** asked about a timeline to develop an outcome of the discussion. **Senator Schellenberg** said the committee hoped to present its report this semester.

8.3 Academic Resources and Planning (LaMaster)

Information:

1. Unanimously approved proposal to establish a new major in Rhetoric and Writing (RWS), 12-02. No resources are requested from Academic Affairs.
2. Unanimously approved proposal to establish a new minor in Digital and Social Media in the School of Journalism and Media Studies, 12-104. No resources are requested from Academic Affairs.
3. Unanimously approved proposal to establish a new emphasis Bioengineering in the Mechanical Engineering, 12-46. No resources are requested from Academic Affairs.
4. Approved proposal to establish a new Joint Doctoral Program in Information Systems. The degree has been in the pipeline prior to 2009 and the committee discussed the value of a doctoral program to the College of Business. Committee members acknowledged that doctoral students are on campus longer than master's students and support faculty research and contribute to the ability of faculty to obtain external funding. Academic Affairs had will provide \$150,000 in permanent funding to support the director of the program the first year that students are enrolled. All other financial obligations will be taken care of by the College of Business.
5. Reviewed and discussed one-time funding allocations to be voted on by PBAC at the December 13, 2012 meeting. The funds will be allocated pro-rata to the divisions and each division will determine how to spend the funds.

8.4 ASCSU (Ornatowski)

Information:

Budget

The Governor's budget proposal both backfills the tuition rollback and increases our allocation by \$125m for a total of a little over \$250m. The Governor plans to increase the

CSU budget 5%, 5%, 4% and 4% in the succeeding four years. The Governor is also planning to put \$288m in our budget next year to pay for our debt service. The good news is that this budget is the first of a five-year proposal that will allow campuses to plan. The bad news is that the Governor also expects the CSU to freeze tuition for those 4 years. He also has some expectations of changes in how we approach our mission. He has a lot of interest in increasing “bottleneck” course offerings and using on-line learning to increase the number of students served (for an interesting and informative discussion of the issue of on-line learning in the CSU and UC, check the link for the Forum with Michael Krasny that aired on NPR this week <http://www.kqed.org/a/forum/R201301170900>). The governor also wants improvement in basic skills preparation, transfer percentage and graduation performance. The Governor has taken a much more active role in the operation of the CSU (he is a member of the Board of Trustees and has been attending and influencing decisions at Board meetings). In a meeting with ASCSU Chair Guerin, CFA President Taiz, Faculty Trustee Cheyne, and ASCSU Senator Brodowsky, Governor Brown stated that the California budget will not allow a large restoration of funds to higher education, and we need to do more with less.

Chancellor White

Chancellor Timothy White met with some ASCSU senators on Wednesday, January 16th. He had been on the job for 11 days. He believes strongly in a “shared leadership” approach rather than a “shared governance” approach. The latter term seems to lack the collegiality and shared responsibility that the former term implies. He does not believe that he has all the best ideas. He solicits ideas and suggestions from others. Q: How will you ensure the CSU avoids some of the management and decision-making pitfalls common to large organizations. A: He is doing a lot of listening and observing to try to understand the CSU better? Communication is key. We need to have the right people and enough people vet decisions. We need to get the right people involved in conversations. There are many groups that meet. It is difficult to get a handle on all of our many groups. We may need to review the various groups and their roles and perhaps consolidate. These groups had a rationale once that perhaps needs to be reviewed. Q: What is the appropriate role of athletics in the CSU? A: Athletics has a place. It is a part of the culture. It keeps alumni connected to the campus, in addition to more academic connections. It furthers teamwork, initiative, etc. It is a part of campus life and helps student to connect with the university. Certain careers requiring a degree are connected to athletics. The “mid-major” experience in some cases is more conducive to the student-athlete model. The conference realignment and big bowl games may not serve the university. I am not in favor of eliminating athletics. Q: What are your plans regarding the three interim presidents? A: I plan to talk with each of them to discuss their aspirations and plans. If they desire a permanent position, I will consult with campus groups, including faculty, and take a recommendation to the Board as a result. Q: What are your plans regarding quarter to semester conversion? A: Most campuses are on semesters. I am a fan of semesters, particularly for first-generation students. It gives more time for academic interventions during the term. We need to provide lots of help for these students. We will need to provide support to campuses if they move. Having all the campuses on semesters provides some advantages. Q: What is your view on the 120-unit degree maximum? A: This will be in front of the Board next week. We should make some exceptions based upon programmatic needs. Q: What is the role of technology and distance learning in North America and how should we proceed? A: We need to enrich the learning environment. Some curricula lend themselves to extensive use of technology. Other curricula lend themselves less so and require more intensive face-to-face interaction. Faculty are the key to success, not the technology. We need to focus on integrating faculty efforts and technology to become more effective and efficient and to enrich the learning environment. The bottom line is the learning environment, even as we need to be accountable for the number of degrees we provide. Q: We are concerned that initiatives begin with a lack of input and/or assessment: A: I plan to visit all 23 campuses soon. I will participate in organized meetings and spend time walking around the campuses and visiting informally and randomly with students, faculty, etc. I am cognizant of the budget challenges

and am gratified things look better this year. Budget numbers translate into hope. I will try not to be isolated. I want to meet with local elected officials, police, etc. I am a CSU faculty member. I am one of you. I look forward to my time with you.

Other Issues

The Intersegmental Committee of Academic Senates (ICAS) oversees the preparation of competency statements (<http://icas-ca.org/competencies>) to provide guidance to high school students on the intellectual preparation necessary for students entering higher education in California. The ASCSU seeks three faculty from disciplines in the natural science area (including, for example, biology, chemistry, physics, and earth science) to provide advice on revising the competency statement for science, which is dated 1986. These faculty would not be revising the standards, but instead developing a charge for those who would carry out the revision. It is expected that participation would involve reviewing the competency statement and then participating in one or two conference calls that include faculty from the University of California and California Community Colleges. The CSU has been requested to include a faculty member from earth science, if possible, among our three faculty. Interested faculty can contact ACSU Chair Diana Guerin directly at dguerin@calstate.edu (referrals/nominations are also welcome.)

The CO announced the launch of the Cal State Online student-facing website (www.calstateonline.com).

The ASCSU Executive Committee will be forming a joint task force with Academic Affairs at the CO to produce a white paper on Cal State Online and MOOCs by May.

SB 1440—The Transfer Model Curricula (TMCs) are either complete or shortly will be finalized. The ASCSU is looking for more CSU faculty to do course reviews in a variety of disciplines. This work is compensated. Overall, transfer patterns have been developed for more than 75% of students transferring to the CSU.

C-ID Course Reviewers Needed: additional faculty are needed need to serve as course reviewers for the intersegmental C-ID process. This is a web-based process that faculty complete on an as-needed basis. The criteria are that individuals be full-time (usually senior) tenure/tenure track faculty with previous significant curriculum and/or articulation experience (preferably with an intersegmental perspective), and have the support of a department chair/ASCSU campus senator. Faculty in the following areas are needed: Accounting, Administration of Justice, Anthropology, Art History, Biology, Business, Chemistry, Child Development, Communication Studies, Computer Science, Early Childhood Education, Economics, Elementary Education, Engineering, English, Geography, Geology, History, Information Technology/Systems, Journalism, Kinesiology, Mathematics, Music, Nursing, Philosophy, Political Science, Psychology, Radio/TV/Film, Social Work, Spanish, Studio Arts, Theatre. If you are able to serve, please contact me immediately. Barbara Swerkes, our past ASCSU colleague, is coordinating; she can be contacted at Barbara.swerkes@csun.edu. Shortly, a letter will be sent to provosts and campus senate chairs seeking nominations. (About C-ID: C-ID is a supranumber, a faculty-driven system to assign numbers to significant transfer courses, and a response to needs of transfer partners and their transfer initiatives. Each C-ID number identifies a lower-division, transferable course commonly articulated between the California Community Colleges and universities (including Universities of California, the California State Universities, as well as with many of California's independent colleges and universities). The C-ID number is a designation that ties that course to a specific course “descriptor” that was developed by intersegmental discipline faculty and reviewed statewide. It provides information for students, staff and faculty who must identify which community college courses best meet the expectations transfer partners have for courses that

contribute to transfer into a major at specific universities or fulfill general education requirements. The C-ID descriptor also provides information for ongoing curriculum development and revision of lower division courses. Once the descriptor for a course has undergone wide discipline review, it is posted for general viewing. Individual college courses are compared to the minimum requirements set by these descriptors. Any community college course that bears the C-ID supranumber conveys that faculty have determined it meets the published course content, rigor, and student learning outcomes. The C-ID descriptor also means that any other course elsewhere, bearing the same number will be accepted by the institution (source: <http://www.c-id.net/about.html>).

ASCSU needs to appoint three faculty to serve on a subgroup that will write the charge to update the Science Competencies statement. We have specifically been requested to recruit an earth sciences faculty member. Please let me know if you have a faculty colleague in earth sciences, physics, biology, or chemistry who might be interested in serving. We need to forward three names in the next few weeks.

VC Brooks informed the ASCSU us that we will soon be receiving information about our mandated role as reporters of child neglect and abuse. We are legally required to receive training and report suspicions of neglect and abuse if we regularly have contact with persons under the age of 18 during the course of our employment activities.

Recognizing Outstanding CSU Faculty

Based on a recommendation of the ASCSU Faculty Affairs Committee, CO Communications staff are developing content to highlight the outstanding faculty from each of our universities on the system website.

Resolutions

The ASCSU passed 5 resolutions:

Commendation of Chancellor Timothy White's Requesting a 10% Reduction in Salary

Commends Chancellor White for his requested salary reduction. It will be presented to the Board at their meeting next week, likely in the presence of the Governor, who has shown great interest in executive compensation.

Support for the Continued Inclusion of Upper Division General Education Within WASC Accreditation Guidelines

The resolution is a reaction to a proposal to delete the reference to upper-division general education in their new guidelines that will be voted on next month.

Support for Alternative General Education Pathways for STEM (Science, Technology, Engineering, Mathematics) Transfer Students

Urges the creation of GE transfer pathways that preserve student rights and guarantees while allowing them to substitute some lower-division GE coursework with major/major preparation coursework both under IGETC and GE-Breadth.

A Smoke-Free California State University

Requests the Chancellor to issue a directive banning smoking and sale of tobacco products on CSU campuses.

Towards a Culture of Evidence-Based Academic Policies and Initiatives

Urges more pre-implementation analysis of new policies and initiatives, and the piloting of them, before system-wide implementation.

Four resolutions received first reading:

California State University (CSU) Action on Environmental Sustainability

Commends the CSU campuses that have signed the American College & University Presidents' Climate Commitment and the CSU campuses that have signed Talloires Declaration and encourages the Chancellor's Office and the other campuses to consider becoming signatories to these commitments.

Support for the Course Identification Numbering (C-ID) System

Expresses support for the continuation of the system and requests funding to ensure its viability. The system not only supports the implementation of SB 1440 but also provides a vehicle for system-wide articulation.

AB 67 (Gorell) Post-Proposition 30 Freeze on Systemwide Student Fees and Tuition Increases

Expresses concerns about overall CSU funding and encourages the author to include exceptions in the case that adequate state general fund support is unavailable.

Request for a Task Force to Study California State University (CSU) Student Tuition Fees and Financial Aid Support

Encourages the establishment of a task force to include CSSA, Chancellor's Office staff and ASCSU.

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

Discussion:

In terms of the recent SDSU resolution removing the clause recommending the discontinuation of State University Grants for graduate students from the pending ASCSU Resolution AS-3100-12/FGA, **Chair Eadie** said the statewide Senate did withdraw its resolution and proposes instead to establish a task force to study student tuition fees and financial aid support. System-wide, **Senator Ornatowski** said the set-aside for State University Grants is \$627 million. He said the statewide Senate realized more time was needed to study the system and set-asides for students. **Senator Preciado** said he abstained from supporting the SDSU resolution because he was uncomfortable taking a position not strongly advocating against the proposed reduction of the one-third set-aside. He said a document has been sent to legislators to ensure that financial aid programs that guarantee access "will not be tokens for negotiations on any campus." He added that access was paramount for the CSU. He said he was concerned that there were discussions of the State University Grants and potential changes in how they were invested. Senator Preciado said this was "an enormous resource" that goes to financial aid programs. He said he was concerned about it being seen as a pool of money to be used to divert to other things. **Senator Shackelford** noted that the governor plans to increase the CSU budget 5%, 5%, 4% and 4% in the succeeding four years. However, he pointed out that only about half of the University's money comes from the state. Thus, if this represents increases only in state funding, the real allocation is about 2.5%, 2.5%, 2%, and 2%. He said with pay increases, he didn't see an increase. **Chair Eadie** agreed, noting the situation was actually worse because the governor "has put so many strings on the increases." **Senator Ornatowski** added that there is pending legislation suggesting that CSU should freeze tuition and fee increases. He said the ASCSU has had a first reading of a resolution opposing this legislation. **Senator Preciado** said he had

a procedural question. He asked whether the chair would comment on the recent discussion of doctoral programs. **Chair Eadie** said a productive meeting of interested parties was held after the Senate Executive Committee meeting. He said another meeting was held that morning with some of the chairs of the Senate's major committees—Academic Resources and Planning, Academic Policy and Planning, Faculty Affairs, and Graduate Council. He said the committees were still working on issues, particularly in terms of providing context so that senators “don't feel they are voting in a vacuum about specific proposals.”

8.5 California Faculty Association (Toombs)

Information:

CFA Report:

Udacity, San Jose State to partner for online education pilot program

CSU Chancellor Timothy White joined Gov. Jerry Brown, the San Jose State campus president and Sebastian Thrun, the head of an online education company, to announce a pilot online teaching project at a news conference on January 15. Three courses (six online course sections) will be offered to 50 matriculated San Jose State students and 50 community college and high school students. The curriculum and teaching is being prepared by San Jose State faculty working together with Udacity, a new company offering free, very large online courses commonly known as MOOCs (Massively Open Online Courses). This experimental project is designed, in part, to see if the drop-out and failure rates (as high as 90%) in so many online courses can be improved.

In his remarks at the news conference, Chancellor White highlighted what he sees as some key questions that need to be answered in studying this project:

“This is an R&D [research and development] project for us right now to figure out what are the moving parts. What is the role of faculty and the human contact? What can be done with technology? How they interface? Do students learn? Do they advance?

“And [we are now] working out the bugs on a handful of courses with a handful of students. Then the next question is a business question. Can it be scaled up? And how do you scale it up and still maintain the learning environment that the students of today need to be successful?”

“And if we can't do that last piece, well then, we have to start again.”

CFA President Lil Taiz agrees on the importance of asking questions about student success. She said, “It's good the CSU is actually testing out these methods and starting on a small scale. We must find out which online tools work well (or not), for what kinds of students, and for what kinds of subject matter. There is a lot to unpack in the pedagogy.” CFA and CSU managers have met on how the terms of work in the first semester of the pilot accord with the faculty contract.

“You can't have quality learning conditions for students—online or in a classroom—without professional working conditions for the faculty. Our contract is an important piece of making sure we have fairness, equity, and quality in all aspects of CSU teaching,” said Taiz.

Governor's state budget plan provides CSU with a needed boost

Gov. Jerry Brown introduced his budget proposal for the 2013/14 fiscal year, which included a much-needed funding increase for the CSU. The governor proposes to increase CSU funding from the state's general fund by \$125.1 million, while also back-filling \$125 million in CSU resources that the system refunded to students and their families as a result of the tuition rollback last fall. “This budget proposal is the first step in restoring a prosperous future for California,” said CFA President Lillian Taiz, a professor of history at CSU Los Angeles. “We appreciate the governor's commitment to public higher education and, in particular, to keeping the CSU affordable for our students.” While the funding portions of the budget plan are a positive for the CSU, the governor also proposed some policy changes that CFA will continue to monitor as they proceed through the legislature.

View the proposal in its entirety at: <http://www.ebudget.ca.gov>

Fourth gathering of Campaign for the Future of Higher Education

The fourth national gathering of the Campaign for the Future of Higher Education (CFHE) took place January 18-20 in Sacramento. The meeting took up the campaign's next steps to ensure that affordable quality higher education is accessible to all sectors of our society in the coming decades. CFHE is a national movement that has been undertaken to ensure that the voices of faculty, students, and communities are part of the conversation about the changes to and policy about higher education. CFHE will be releasing three papers in February on alternative ways to fund public higher education.

More about the CFHE can be found at: www.futureofhighered.org/

California AAUP annual meeting

Save the date: The annual California AAUP Meeting is Saturday, March 9, at the University of California, San Diego, Cross-Cultural Center (in the Price Center). The theme of the meeting is "The Shifting Terrain of Higher Education." Keynote Speakers are Rudy Fichtenbaum, President of AAUP and Howard Bunsis, Chair, AAUP Collective Bargaining Congress. For more information please contact: westcoast@aaup.org

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 continues to work 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.

8.6 Graduate Council (Balsdon)

Information Item #1:

CHICANA AND CHICANO STUDIES

1. Changes in course prerequisite, description, and delete cross-listed designation.

Chicana and Chicano Studies

CCS 554. United States –Mexico Transborder Population and Globalization (3)

Prerequisites recommended: Chicana and Chicano Studies 355 and/or Sociology 350.

An interdisciplinary analysis of the US-Mexican border population. Demographic dynamics and social change in border communities. International migration and transmigration. Transborder families and transnational families. Gender, class, and racial systems in border communities.

Change: Revisions to update and reflect deletion of cross-listing with SOC.

SOCIOLOGY

1. Change in course title and delete cross-listed designation.

Sociology

SOC OF TRANSBORDER POPUL

SOC 554. Sociology of the U.S. –Mexico Transborder Populations and Globalization (3)

Prerequisite: Sociology 101. Recommended: Chicana and Chicano Studies 355 and/or Sociology 350.

Sociology of the population at the United States-Mexico border region. Demographic dynamics and social change in border communities. International migration and transmigration. Transborder families and transnational families. Gender systems and women's reproductive health in border communities.

Change: Revised title better reflects course content and delete cross-listing with CCS.

Information Item #2:COUNSELING AND SCHOOL PSYCHOLOGY

1. Change in course title.

Counseling and School Psychology

LAW AND ETHICS FOR MFT

CSP 606. Professional Issues in Mental Health Practice (3)

Prerequisites: Counseling and School Psychology 600 and 600L.

Legal, ethical, and professional issues in counseling and marriage and family therapy practice, research, and training. Cultural underpinnings and clinical implications of legal and ethical codes. (Formerly numbered Counseling and School Psychology 607A-607B.)

- A. California Law and Ethics for Marriage and Family Therapy
- B. Community-Based Block

Change: CSP 606A title change more accurately reflects training in CA law and ethics.

2. Change in course title.

Counseling and School Psychology

MENTAL HEALTH RECOVER DSM

CSP 618. Mental Health Recovery and the DSM: A Social Justice Perspective (3)

Prerequisite: Counseling and School Psychology 601.

Descriptions of mental health disorders within biological, individual, familial, and larger social contexts. Focus on Diagnosis and Statistical Manual of Mental Disorders classification system and relationship to family functioning.

Change: Revised title more accurately reflects course content.

3. Changes in course title and description; add prerequisite.

Counseling and School Psychology

FOUNDATION SCHOOL COUNSEL

CSP 620. Foundations of the Professional School Counselor Leader (3)

Prerequisite: Admission to school counseling program.

Comprehensive school counseling to include historical perspective of school counseling policies, practices, future leadership directions, role and function of professional school counselor leader. Current trends in school counseling.

Change: Update to align with CACREP, ASCA, CTCC standards.

4. New course.

Counseling and School Psychology
LEARNING INSTRUCTION COUN (C-3)

CSP 624. Learning, Achievement, and Instruction for School Counselors (3)

Prerequisite: Counseling and School Psychology 620.

Classroom management strategies and techniques. Curriculum design, lesson plan development, assessment tools, and instructional strategies for delivering school counseling core curriculum (academic, college/career, personal/social) in diverse schools.

5. Change in course title.

Counseling and School Psychology
MFT THEORIES BEST PRACT I

CSP 625. Marriage and Family Therapy Theories and Best Practices I (3)

Prerequisite: Counseling and School Psychology 601.

Historical and empirical foundations of marriage and family therapy. Classic systemic theoretical models of practice from vantage point of assessment. Related change strategies and techniques.

Change: Revision represents the application of theory to therapy practice.

6. Change in course title.

Counseling and School Psychology
MFT THEORIES II

CSP 626. Marriage and Family Therapy Theories and Best Practices II (3)

Prerequisites: Counseling and School Psychology 625, 625L.

Contemporary marriage and family therapy theories including post-modern ideas, such as narrative therapy and collaborative language systems, integrative and evidence-based approaches; alternative approaches to family therapy, such as coaching and mediation.

Change: Revision more accurately reflects course content to include best practices.

7. New course.

Counseling and School Psychology
HOLISTIC SCHOOL COUNSELOR (C-3)

CSP 630. Social Justice and Holistic School Systems for School Counselors (3)

Prerequisite: Counseling and School Psychology 620.

Historical and current holistic school systems and role of professional school counselor. Ecosystemic and social justice theory and models; practical implications for providing school counseling services for individual students in multicultural schools.

8. New course.

Counseling and School Psychology
COLLEGE PLANNING CAREER (C-3)

CSP 645. College Planning and Career Development P-16 (3)

Prerequisite: Counseling and School Psychology 620.

College planning, career readiness, and career technical education P-16. Technology promoting equity, access, and opportunity for culturally diverse populations to post secondary options.

9. Change in course title.

Counseling and School Psychology
SEM MULTICULTURAL THERAPY

CSP 686. Seminar: Multicultural Family Therapy Practice in Community Settings (3)

Prerequisites: Counseling and School Psychology 625 and 740.

Integration of gender and cultural factors into family systems therapy theory and practice.

Change: Revision more accurately reflects course content and focus.

10. Changes in course title, description, unit value.

Counseling and School Psychology
SUBSTANCE ABUSE&ADDICTION

CSP 687. Mental Health, Substance Abuse, and Behavioral Addictions (1-3)

Prerequisite: Counseling and School Psychology 625.

Mental health issues, models of intervention related to substance abuse, behavioral addictions for individuals, couples, and families. Treatment issues of interdependence, power, intimacy, generational patterns, addiction, and relapse. Fulfills marriage and family therapy and licensed professional clinical counselor licensure requirements.

Change: Integrating one unit from CSP 693 to fulfill license requirements.

11. Changes in course title and unit value.

Counseling and School Psychology
SEM COUPLES THERAPY

CSP 692. Seminar: Couples Therapy and Evidence-Based Relational Practices (3)

Prerequisites: Counseling and School Psychology 609, 625, 625L.

Explores and applies theory and practice of therapy with couples in premarital, marital, non-marital, divorce, recoupling, and remarriage situations. Intra and intercultural issues and gender factors in coupling. Discussion of specific problems such as infidelity or depression.

Change: Revisions accurately reflect course content. Integrating additional unit to cover emotionally-focused therapy into one course.

12. New course.

Counseling and School Psychology
POLICY POLITIC ETHICS LAW (C-3)

CSP 742. Policy, Politics, Law, and Ethics for School Counselors (1-3)

Prerequisite: Counseling and School Psychology 620.

Policies and politics influencing education, school counselors, and students. Legal mandates, ethical standards, practices of the school counseling profession, and how to apply to educational and counseling situations.

13. New course.

Counseling and School Psychology
LEADER ADVOCACY SYSTEM CHANGE (C-3)

CSP 769. The Achievement Gap: Leadership, Advocacy, and Systemic Change (3)

Prerequisite: Counseling and School Psychology 620.

Leadership, advocacy, systemic change theory, practice to disaggregate data, identify equity, and access issues. Create student and systems interventions to target opportunity, attainment, and achievement gaps in schools.

14. New course.

Counseling and School Psychology
ASCA MODEL I DEVELOPMENT (C-3)

CSP 775. ASCA Model I: Developing and Implementing a School Counseling Program (3)

Prerequisite: Counseling and School Psychology 620.

Part I of a two part sequence. Professional knowledge, skills, competencies, and abilities to create, implement, and evaluate school counseling program in K-12 schools. Program foundation, design, and implementation.

15. New course.

Counseling and School Psychology
ASCA MODEL II EVALUATION (C-3)

CSP 776. ASCA Model II: Evaluating and Improving School Counseling Programs (3)

Prerequisite: Counseling and School Psychology 620.

Part II of a two part sequence. Professional knowledge, skills, competencies, and abilities to create, implement, and evaluate school counseling program in K-12 schools. Program assessment, accountability, and evaluation.

16. Change in program

**Master of Science Degree in Counseling
 Concentration in School Counseling
 (Major Code: 08261) (SIMS Code: 331041)**

(no change to first paragraph and 1. and 2.)

3. Foundations (minimum 10 units).

CSP 601 Theoretical Foundations of Counseling and Marriage and Family Therapy (3)

CSP 610C Determinants of Human Behavior: Development (1-3)

CSP 615 Seminar in Multicultural Dimensions in Counseling (3)

CSP 620 Foundations of the Professional School Counselor Leader (3)

4. Theory, Research, and Techniques (minimum 30 units selected in consultation with adviser):

CSP 624 Learning Achievement and Instruction for School Counselors (3)

CSP 630 Social Justice and Holistic School Systems for School Counselors (3)

CSP 645 College Planning and Career Development P-16 (3)

CSP 662B Counseling Interventions with Children and Adolescents: School Counseling and School Psychology (3)

CSP 670 Theory and Process of Group Counseling (3)

CSP 680 Theory and Process of Consultation (3)

CSP 762 Prevention, Crisis Intervention and Conflict Resolution in Schools (3)

CSP 769 Achievement Gap: Leadership, Advocacy, Systemic Change (3)

- CSP 775 ASCA Model I: Developing and Implementing a School Counseling Program (3)
 CSP 776 ASCA Model II: Evaluating and Improving School Counseling Programs (3)
5. Integration and Application of Theory, Research, and Techniques (minimum 11 units):
 CSP 710A Professional Seminar (3)
 CSP 730 Fieldwork in Counseling: School Counseling (3) Cr/NC
 (CSP 730 must be taken twice)
 CSP 740 Practicum (1-6) Cr/NC
6. Additional requirements for concentration (minimum three units selected in consultation with adviser):
 CSP 641 Psychometrics in Counseling and School Psychology (1)
 CSP 689 Family Counseling in the Schools (1)
 CSP 742 Policy, Politics, Law, and Ethics for School Counselors (3)
 (no change to last three paragraphs.)

Change: Updates align program with current reform movements in education and school counseling.

EDUCATIONAL TECHNOLOGY

1. New course.

Educational Technology
EVAL TECHN PERFORMANCE (C2/C8)

EDTEC 680. Evaluation Techniques for the Performance Technologist (3)

Two lectures and two hours of activity.

Prerequisites: Educational Technology 540 and 541. Recommended: Education 690.

Design and use of tools to collect, analyze, and communicate data about learning and performance. (Formerly numbered Educational Technology 590.)

POLICY STUDIES IN LANGUAGE AND CROSS-CULTURAL EDUCATION

1. New course.

Policy Studies in Language and Cross-Cultural Education
LANG DEV MLTILNG CLASSRMS (C-2)

PLC 653. Language Development in K-12 Multilingual Classrooms (3)

Prerequisite: Admission to bilingual authorization credential program.

Dual language and multilingual classrooms, universals and differences in language structure, transfer, and use (including basic linguistics). First and additional language development; related factors (political/sociocultural aspects of bilingualism). Taught in English and Spanish. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 953.)

8.7 Strategic Plan Steering Committee (Rollins)

Information:

In preparation for the Senate hosted Strategic Planning Forum below are summaries of the recommendations included in the draft reports for each of the five task forces. The draft reports were posted to the strategic planning website (<http://go.sdsu.edu/strategicplan/reports.aspx>) on Thursday, January 17th. Each task force, utilizing feedback from the university community, has prepared a final report which became

available on the strategic planning website on Friday, February 1st. Due to the timing of this information document the summaries provided below are from the draft reports, not the final reports. During the forum a representative from each task force will provide a brief summary of their finalized recommendations. Additionally, representatives will be available to receive feedback and to answer questions.

Additional information about the strategic planning process can be found on the strategic planning website (<http://go.sdsu.edu/strategicplan/>).

Student Success and Academic Excellence

Recommendations Included in Draft Report:

Goal 1: Increase graduation and retention rates with a particular focus on increasing our four-year graduation rate while also supporting the level of student learning particularly in regards to writing and quantitative reasoning.

Recommendation 1: Establish an Office of Commuter Life and Engagement

Recommendation 2: Create a Learning Center to promote critical thinking, quantitative and information literacy, presentation and communication skills, and writing excellence

Recommendation 3: Build the institutional capacity of Instructional Technology Services to use learning analytics tools and data to improve retention and graduation rates, and decrease the number of students on academic probation

Recommendation 4: Increase the institutional commitment to a campus-wide approach to high quality design, development, evaluation, and support of face-to-face as well as hybrid/online courses, programs and degrees

Goal 2: Attract and support more high-achieving students across the university

Recommendation 1: Establish a University Honors College to serve high-achieving students, broadly defined, across the university

Goal 3: Address issues related to the use of alcohol and other drugs

Research and Creative Endeavors

Recommendations Included in Draft Report:

Strategic Goal: San Diego State University will continue to build its distinctive profile as a dynamic community of diverse, high-quality and innovative scholars and artists with local, national, and international impact and influence

Strategic Vision:

1. San Diego State University will establish itself as a national leader recognized for innovation in integrating productive faculty scholarship with distinguished teaching and education driven economic development
2. San Diego State University will be a distinctive institution of higher learning that promotes significant collaborations across diverse faculty, institutions and communities
3. San Diego State University will actively promote the visibility and impact of its performing and visual arts within and beyond the campus

4. San Diego State University will produce graduates with significant experience in scholarly activities

Strategic Planning Initiatives:

1. Advance existing and future areas of excellence in scholarship that foster cross-unit and multi-disciplinary collaborations
2. Enhance the visibility and impact of the arts within and beyond the University
3. Invest in career-long faculty scholarship productivity
4. Expand opportunities for undergraduate scholarship through innovative courses, experiences, and engagement
5. Strengthen graduate programs
6. Cultivate and expand new funding opportunities including philanthropy, grants and contracts, and community strategic partnerships
7. Sharpen SDSU's profile, through coordinated branding and marketing, as a scholarship intensive public university that focuses on creativity, innovation and entrepreneurship
8. Utilize KPBS as part of a comprehensive vision to advance the community's awareness and understanding of SDSU's scholarship
9. Promote opportunities that connect SDSU's student diversity with the institution's scholarly endeavors and ambitions
10. Build infrastructure essential to sustaining scholarly productivity

Community Engagement

Recommendations Included in Draft Report:

Primary Recommendation: "SDSU Connect: Community Engagement Liaisons"
Restructure/develop communication/information infrastructure systems to facilitate interaction among the campus and its communities

Additional Recommendation (K-12 Partnership):

Initiate a program that will establish SDSU as a national leader in the field. A tenure-track hire in this area is essential, with possibilities for future cluster hires if this initiative were to be considered an area of excellence to develop

Additional Recommendation (Economic Development):

Determine specific area for cluster hires in areas of excellence to strengthen programs and increase their competitive edge

Diversity

Recommendations Included in Draft Report:

Goal 1: Increase the Recruitment and Retention of Underrepresented Students

Initiative 1: Prioritize, invest and support University programs geared at increasing the recruitment and retention of a diverse student population

Goal 2: Increase the Recruitment and Retention of a Diverse Faculty and Staff

Initiative 2: Revise University policy, processes, and employee programs to support University efforts to increase the recruitment and retention of a diverse faculty and staff

Goal 3: Increase the Cultural Competency of Students, Faculty and Staff

Initiative 3: Institutionalize cultural competency as a value and priority for the University and its community and create a culture of inclusion across the campus

Initiative 4: Creation of a Diversity Initiatives Coordination Council

Internationalization

Recommendations Included in Draft Report:

Recommendation 1: Modifying the mission statement to include a statement about internationalization

Recommendation 2: Increase the number of students who have international experiences

Recommendation 3: Increasing the number of international Students at SDSU

Recommendation 4: Explore the role of Distance Learning in Internationalization

Recommendation 5: Establishment of a Standing Senate Committee on Internationalization

8.8 Undergraduate Curriculum (Barbone)

Information Item #1:

CHICANA AND CHICANO STUDIES

1. Changes in course prerequisite, description, and delete cross-listed designation.

Chicana and Chicano Studies

CCS 554. United States –Mexico Transborder Population and Globalization (3)

Prerequisites recommended: Chicana and Chicano Studies 355 and/or Sociology 350.

An interdisciplinary analysis of the US-Mexican border population. Demographic dynamics and social change in border communities. International migration and transmigration. Transborder families and transnational families. Gender, class, and racial systems in border communities.

Change: Revisions to update and reflect deletion of cross-listing with SOC.

MUSIC

1. New course.

Music

MUSIC INTERNSHIP (C-7)

MUSIC 530. Music Internship (1-3)

Two hours of activity per unit.

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

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

SOCIOLOGY

1. Change in course title and delete cross-listed designation.

Sociology

SOC OF TRANSBORDER POPUL

SOC 554. Sociology of the U.S.–Mexico Transborder Populations
and Globalization (3)

Prerequisite: Sociology 101. Recommended: Chicana and Chicano Studies 355 and/or
Sociology 350.

Sociology of the population at the United States-Mexico border region.
Demographic dynamics and social change in border communities. International migration
and transmigration. Transborder families and transnational families. Gender systems and
women’s reproductive health in border communities.

Change: Revised title better reflects course content and delete cross-listing with CCS.

TEACHER EDUCATION

1. New course.

Teacher Education

ETHNIC IDENTITY IN ED (C-4)

TE 512. Ethnic Identity Development in Education (3)

Prerequisite: Consent of instructor.

Racial and ethnic identity development through curriculum for improving academic
achievement of students in K-12 schools. Racial and ethnic socialization of children and
identity development of American ethnic groups.

Information Item #2:ANTHROPOLOGY

1. Change in program.

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

(Major Code: 22021) (SIMS Code: 110901)

Major. A minimum of 36 upper division units in anthropology to include Anthropology 301,
302, 303, 304, one course may be substituted with another upper division anthropology
course, with consent of department; one course selected from American Indian Studies 420,
Biology 315, 326, Chicana and Chicano Studies 301, Geography 312, History 406, 441,
Philosophy 330, 332, Political Science 435, Religious Studies 376, Sociology 320, 355,
Women’s Studies 310, 382 (will also satisfy three units of the General Education requirement
in IV. A., B., or C.); six units selected from the following “methods” courses: Anthropology
312, 348, 360, 495, 502, 505, 507, 508, 520, 531, 532, 560, 561, 580; 499 and 583 with
consent of department; and 15 additional upper division units in anthropology.

Change: To satisfy SB 1440, three units in the major may also count for upper division GE.

ART

1. Change in course description.

Art, Design, and Art History
ART 100. Drawing I (3)
Six hours.
Fundamentals of observational and subjective drawing in a variety of media.

Change: More concise description.

2. Change in course description.

Art, Design, and Art History
ART 101. Design I (3)
Six hours.
Fundamentals of elements and organizing principles of two dimensional design to include basic color theory in a variety of media.

Change: More concise description.

3. Change in course description.

Art, Design, and Art History
ART 103. Design II (3)
Six hours.
Prerequisite: Art 101.
Fundamentals of elements and organizing principles of three dimensional design to include a variety of media and processes.

Change: More concise description.

4. New course.

Art, Design, and Art History
ART & DESIGN IN REAL TIME (C-2)
ART 104. Artists and Designers in Real Time (3)
Overview of professional practice in contemporary art, design, art history. Readings and discussion contextualize presentation topics.

5. New course.

Art, Design, and Art History
ART FIELD EXPER ELEM MID (C-4)
ART 386A. Art Field Experience with Elementary and Middle School Students (1)
Prerequisites: Art 101, upper division standing, and consent of instructor.
Prepares pre-service teachers to be effective educators of visual art. Field observation, class lectures on lesson planning, instructional techniques, and strategies for teaching art to elementary school and middle school students.

6. New course.

Art, Design, and Art History
ART FIELD EXPER HIGH SCHL (C-4)
ART 386B. Art Field Experience with High School Students (1)
Prerequisites: Art 101, upper division standing, and consent of instructor.
Prepares pre-service teachers to be effective educators of visual art. Field observation, class lectures on lesson planning, instructional techniques, and strategies for teaching art to high school students.

7. Change in program.

Art Major

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

Emphasis in Studio Arts

(Major Code: 10021) (SIMS Code: 660589)

Preparation for the Major. Art 100, 101, 103, 104, 203, 204, 216, 258, 259, and three units of art electives. Art 100, 101, 103, 104, 258, and 259 must be completed with a grade of C or higher and cannot be taken for credit/no credit (Cr/NC). (30 units)

Art Major

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

Emphasis in Applied Design

(Major Code: 10021) (SIMS Code: 660509)

Preparation for the Major. Art 100, 101, 103, 104, 220, 258, 259, and six units of art electives. Art 100, 101, 103, 104, 258, and 259 must be completed with a grade of C or higher and cannot be taken for credit/no credit (Cr/NC). (27 units)

Emphasis in Graphic Design

(Major Code: 10091) (SIMS Code: 660557)

Preparation for the Major. Art 100, 101, 103, 104, 241, 242, 258, 259. Art 100, 101, 103, 104, 258, and 259 must be completed with a grade of C or higher and cannot be taken for credit/no credit (Cr/NC). (24 units)

Emphasis in Interior Design

(Major Code: 02031) (SIMS Code: 660565)

Preparation for the Major. Art 100, 101, 103, 104, 148, 247, 248, 249, 250, 251, 258, 259. Art 100, 101, 103, 104, 258, and 259 must be completed with a grade of C or higher and cannot be taken for credit/no credit (Cr/NC). (36 units)

Emphasis in Multimedia

(Major Code: 06991) (SIMS Code: 660560)

Preparation for the Major. Art 100, 101, 103, 104, 240, 242, 258, 259; and six units of art electives, selected in consultation with an adviser, excluding Art 157. Art 100, 101, 103, 104, 258, and 259 must be completed with a grade of C or higher and cannot be taken for credit/no credit (Cr/NC). (30 units)

Emphasis in Painting and Printmaking

(Major Code: 10021) (SIMS Code: 660573)

Preparation for the Major. Art 100, 101, 103, 104, 203, 258, 259; and six units selected from Art 204, 210, 216 or 240. Art 100, 101, 103, 104, 258, and 259 must be completed with a grade of C or higher and cannot be taken for credit/no credit (Cr/NC). (27 units)

Emphasis in Sculpture

(Major Code: 10021) (SIMS Code: 660581)

Preparation for the Major. Art 100, 101, 103, 104, 216, 217, 258, 259; and three units selected from Art 203, 204, 231, or 240. Art 100, 101, 103, 104, 258, and 259 must be completed with a grade of C or higher and cannot be taken for credit/no credit (Cr/NC). (27 units)

Art Major

In Partial Preparation for the Single Subject Teaching Credential

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

(Major Code: 10021) (SIMS Code: 660505)

Preparation for the Major. Art 100, 101, 103, 104, 204, 220, 240, 258, 259; Psychology 101; and either Child and Family Development 270 or Psychology 230. Art 100, 101, 103, 104, 258, and 259 must be completed with a grade of C or higher and cannot be taken for credit/no credit (Cr/NC). (33 units)

Change: Delete Art 102 and add Art 104 to prepare all art majors for education and exploration in contemporary art and design practices, opportunities, and careers.

8. Change in program.

Art Major
In Partial Preparation for the Single Subject Teaching Credential
With the B.A. Degree in Applied Arts and Sciences
(Major Code: 10021) (SIMS Code: 660505)

Major. A minimum of 32 upper division units to include Art 385, 386A, 386B, 340, 559; three units of non-western art history selected from Art 561, 564, 565; and 18 units selected from two sequences below.

Sequence 1. Art 343, 344, 443, 448, 540, 543, 544.

Sequence 2. Art 346, 403, 404, 406, 407, 411, 500.

Sequence 3. Art 325, 326, 331, 416, 425, 435, 436, 516.

Change: Addition of new Art 386A and 386B as required for teacher certification.

BIOLOGY

1. Change in course prerequisite.

Biology

BIOL 354. Ecology and the Environment (3)

Two lectures and one hour of discussion.

Prerequisites: Biology 203, 203L, 204, 204L, 215; and Mathematics 121. Credit or concurrent registration in Mathematics 122.

Fundamental concepts in population, community, and ecosystem ecology.

Change: Revised prerequisite better matches course requirements.

2. Change in course prerequisite.

Biology

BIOL 366. Biochemistry, Cell and Molecular Biology II (4)

Prerequisite: Chemistry 365. Limited to Biology and Microbiology majors, Biology minors, Chemistry majors with emphasis in Biochemistry, SIMS Codes: 771401-771452 and 772609.

Concepts of modern integrated molecular biology, cell biology, and biochemistry.

Change: To ensure that students admitted to major have completed required coursework.

3. Change in course description.

Biology

BIOL 480L. Clinical Hematology Laboratory (1)

(Offered only in Extension)

Three hours of laboratory.

Prerequisite: Credit or concurrent registration in Biology 480.

Laboratory techniques commonly used in modern clinical hematology laboratories. Improves access to highly competitive clinical laboratory sciences training programs.

Change: Update of last sentence course description.

COMMUNICATION

1. Changes in course description and unit value.

Communication

COMM 301. Intercollegiate Speech and Debate Competition (1-3) Cr/NC

Two to six hours of activity.

Prerequisite: Communication 103.

Competitive intercollegiate debate and/or individual speaking events. Communication theory to comprehensively analyze relevant contemporary issues. Weekend travel to competitive tournaments required. Travel expectation commensurate with units. May be repeated with maximum credit three units applicable to the communication major.

Change: Update and variable unit provides choice in level of participation at competitive debates/events.

2. Change in course prerequisite.

Communication

COMM 495. Communication Capstone: Conceptualizing and Investigating Communication (3)

Prerequisites: Communication 300 and 350. Admission to a major or minor in the School of Communication. Must have completed at least 21 units of upper division communication coursework.

Capstone survey, analysis, and comparison of theories, methods, and discipline of communication.

Change: Addition of completion of 21 upper division communication courses to ensure readiness to complete COMM 495.

3. Change in program

Communication Major

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

Applied Arts and Sciences

(Major Code: 15061) (SIMS Code: Liberal 668132; Applied 668131)

Major. A minimum of 36 upper division units to include Communication 300 and 350; nine "Conceptualizing Communication" units selected from Communication 321, 371, 415, 450, 492; three "Investigating Communication" units selected from Communication 420, 441, 462, 465; 15 "Communication Elective" units selected from Communication 301, 307, 406, 407, 421-428, 445, 446, 452, 470, 482, 484, 485, 496, 499, 508, 555, or other upper division three-unit communication courses, with no more than nine units from Communication 421-428 (health communication courses); and Communication 495 in the last semester.

Change: Introduction of conceptualizing categories listing courses central to field and update of required courses.

4. Change in program

Health Communication Major

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

(Major Code: 06013) (SIMS Code: 661140)

Major. A minimum of 42 upper division units to include Communication 300, 321, 350, 495; six units selected from Communication 420, 441, 462, 465; 18 units selected from

Communication 421, 422, 423, 424, 425, 426, 427, 428, 485; (three units may be selected from Communication 415, 445, 491, 492, 499, 555); and six units selected from Gerontology 360, 370, Health and Human Services 350, Nursing 350, Philosophy 330, Public Administration 340, Public Health 353, 362, Social Work 430. (Three units selected from this list, except for Public Administration 340 and Social Work 430, will satisfy three units of the General Education requirement in IV. A., B., or C.)

Change: Increase major units from 36 to 42 and update courses for consistent rigor of COMM programs.

FINANCE

1. Change in program

Real Estate Major

With the B.S. Degree in Business Administration

(Major Code: 05111) (SIMS Code: 222192)

Forty-six upper division units consisting of Finance 323, 331, 333, 431, 433, 435, 437; Accountancy 326; Business Administration 300; Management 350; Management Information Systems 302; Business Administration 404 or 458 or Management 405; Marketing 370; and nine additional units selected from Economics 458, Finance 421, 438, Management Information Systems 301. A "C" (2.0) average is required in the courses stipulated here for the major.

Change: Increases major units from 40 to 46 and reflects changes and needs in real estate education.

GEOLOGICAL SCIENCES

1. Changes in unit value and mode of instruction.

Geological Sciences

(C-4/C-16)

GEOL 221. Mineralogy (3)

Two lectures and three hours of laboratory.

Prerequisites: Credit or concurrent registration in Geological Sciences 200; Oceanography 100 or Geological Sciences 100 and 101 or Geological Sciences 101 and 104; high school chemistry and trigonometry, or credit or concurrent registration in college chemistry and trigonometry.

Practice in determination of common minerals; their geologic environment, utilization, and economic significance. Introduction to optical techniques in mineral identification.

Change: Reduces laboratory hours from six to three hours per week.

2. Changes in unit value and mode of instruction.

Geological Sciences

(C-4/C-16)

GEOL 324. Petrology (3)

Two lectures and three hours of laboratory.

Prerequisite: Geological Sciences 221.

Composition, classification, occurrence, and origin of igneous, sedimentary, and metamorphic rocks. Identification of rocks in hand specimen; petrographic analysis of rocks in thin section; modeling and interpretation of petrologic data.

Change: Reduces laboratory hours from six to three hours per week.

JOURNALISM AND MEDIA STUDIES

1. Add prerequisite.

Journalism and Media Studies

JMS 315. Editing for Print Media (3)

One lecture and four hours of activity.

Prerequisites: Journalism and Media Studies 300, 310W with grades of C (2.0) or better in each course. Admission to Journalism major.

Techniques of preparing content for print publication, including copy editing, headline writing, use of photos and graphics, and layout and design. Laboratory experience.

Change: Add "Admission to Journalism major" to ensure registration of qualified journalism majors in this sequenced course.

2. Change in course prerequisite.

Journalism and Media Studies

JMS 375. Media Technology in the Global Environment (3)

Prerequisites: Upper division standing and Journalism and Media Studies 210 with grade of C (2.0) or better.

Technology's crucial role in shaping the knowledge economy and communication policies affecting life and work in the global age. Digital communication, media convergence, media regulation, and economic development.

Change: JMS 210 more appropriate than JMS 200.

3. Add prerequisite.

Journalism and Media Studies

JMS 412. Media Industries and Their Audiences (3)

Prerequisites: Journalism and Media Studies 408 with grade of C (2.0) or better. An approved upper division writing course with grade of C (2.0) or better, or passing the Writing Placement Assessment with a score of 10. Admission to Media Studies emphasis. **Proof of completion of prerequisites required:** Copy of transcript.

Methods used by media industries to determine size and demographics of audience. Theories and models that explain audience behavior. Individual and group- action effects on media institutions and content.

Change: Ensure students complete upper division writing requirement prior to last semester before graduation.

4. Add prerequisite.

Journalism and Media Studies

JMS 425. Writing Opinion, Reviews, and Criticism (3)

Prerequisites: Journalism and Media Studies 300, 310W with grades of C (2.0) or better in each course. Admission to Journalism major. **Proof of completion of prerequisites required:** Copy of transcript.

Principles and practices of writing editorials and opinion essays for media outlets (print, broadcast, and online) to include writing reviews of theatre, music, books, and film.

Change: Add “Admission to Journalism major” to ensure registration of qualified journalism majors in this sequenced course.

5. Add prerequisite.

Journalism and Media Studies

JMS 430. Digital Journalism (3)

Prerequisites: Journalism and Media Studies 300, 310W with grades of C (2.0) or better in each course. Admission to Journalism major. **Proof of completion of prerequisites required:** Copy of transcript.

Using the web to publish media content and design to include how to use text, graphics, sound, and video to effectively transmit information. Role and responsibilities of media professionals as they add online publication to already established print and broadcast platforms.

Change: Add “Admission to Journalism major” to ensure registration of qualified journalism majors in this sequenced course.

6. Reinstate course.

Journalism and Media Studies

JMS 441. Magazine and Feature Writing (3)

One lecture and four hours of activity.

Prerequisites: Journalism and Media Studies 300, 310W with grades of C (2.0) or better in each course. **Proof of completion of prerequisites required:** Copy of transcript.

Planning, gathering material, writing and marketing articles for specialized and general publications. Production of expository articles and marketing of at least one article.

Change: Student demand of writing elective in computer lab to achieve target enrollment.

7. Add prerequisite.

Journalism and Media Studies

JMS 445. Electronic News Reporting and Producing (3)

One lecture and four hours of activity.

Prerequisites: Journalism and Media Studies 300, 310W with grades of C (2.0) or better in each course. Admission to Journalism major. **Proof of completion of prerequisites required:** Copy of transcript.

Electronic news, focusing on reporting and producing newscasts. Shooting, writing, editing, and presenting news. Roles and responsibilities in electronic newsrooms to include role of producer.

Change: Add “Admission to Journalism major” to ensure registration of qualified journalism majors in this sequenced course.

8. Add prerequisite.

Journalism and Media Studies

JMS 450. Using Media to Understand Cultures (3)

Prerequisites: Journalism and Media Studies 408, 489 with grades of C (2.0) or better in each course. Admission to Media Studies emphasis. **Proof of completion of prerequisites required:** Copy of transcript.

Cultural phenomena through media products to include films, television programs, print media. Appreciation of various cultures and practices through analysis of media products.

Change: Addition of JMS 489 for understanding of research methods in mass communication.

9. Add prerequisite.

Journalism and Media Studies

JMS 470. Multimedia News Writing (3)

One lecture and four hours of activity.

Prerequisites: Journalism and Media Studies 300, 310W with grades of C (2.0) or better in each course. Admission to Journalism major. **Proof of completion of prerequisites required:** Copy of transcript.

Principles and techniques of writing news for print, online, radio-television, and emerging media platforms. Field and laboratory experience.

Change: Add "Admission to Journalism major" to ensure registration of qualified journalism majors in this sequenced course.

10. Change in course prerequisite.

Journalism and Media Studies

JMS 492. Creative Uses of Emerging Media (3)

Prerequisite: Journalism and Media Studies 412 with grade of C (2.0) or better. **Proof of completion of prerequisite required:** Copy of transcript.

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

Change: Delete JMS 450 for student flexibility, enhancing retention and graduation.

11. Change in program.

Impacted Programs

(no change)

JMS Assessment Requirement

All students majoring in advertising, journalism, media studies, and public relations must complete a JMS assessment requirement in their first semester of enrolling in JMS courses and during their final semester prior to graduation. See the School of Journalism and Media Studies advising office for more information.

Major Academic Plan (MAPs)

(no change)

Journalism Major

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

(Major Code: 06021) (SIMS Code: 664101)

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

Journalism education emphasizes the training of writers, reporters, and editors for the mass media. It also seeks to prepare and guide students interested in pursuing careers in a wide range of informational and interpretive multimedia environments, including in digital and social media. The courses offered in the journalism major are designed to give students a working knowledge of the skills, concepts, values, and ethics needed to succeed as professional communicators. Courses focus on the basic elements of factual and analytical writing, editing, producing, designing, history, communication law and theory, and responsibility of the mass media.

Career opportunities for journalism graduates are diverse, including book editing and publishing, freelance writing, industrial journalism, magazines, communication research, news agencies, newspapers, radio, television, teaching, and digital and social media.

To complete the major, students must fulfill the degree requirements for the major described in the catalog in effect at the time they are accepted into the premajor at SDSU (assuming continuous enrollment). No more than 48 units in journalism and media studies courses can apply to the B.A. degree in Liberal Arts and Sciences. Lower division activity/production courses in newspaper, magazine, yearbook, or broadcasting may not be applied toward the B.A. in journalism.

Accreditation standards require that all advertising, journalism, and public relations majors at SDSU complete at least 72 units of coursework outside the major and meet the liberal arts and sciences general education requirements of SDSU. Students must follow their major requirements and complete 15 additional units within an Auxiliary Discipline (within one academic unit outside journalism and media studies).

Impacted Program: The journalism major is designated as an impacted program.

To be admitted to the journalism major, students must meet the following criteria:

- a. Complete with a minimum grade point average of 3.0 and a grade of C or higher: Journalism and Media Studies 200, 210, and 220; Economics 101, Political Science 101, 102. These courses cannot be taken for credit/no credit (Cr/NC);
- b. Achieve a passing score on the Grammar, Spelling and Punctuation test by the third attempt;
- c. Complete a minimum of 45 baccalaureate level semester units. A maximum of 90 semester units is recommended. (A minimum of 60 units is required for all transfer applicants.);
- d. Have a cumulative grade point average of 3.0 or higher.

Applicants not meeting the above minimum requirements may petition for admission to the journalism major. See the School of Journalism and Media Studies advising office for further information.

Preparation for the Major: Journalism and Media Studies 200, 210, and 220; Economics 101, Political Science 101, 102. Some of these courses may also be used to fulfill lower division general education requirements (18 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.

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

Graduation Writing Assessment Requirement. Students must have fulfilled the Writing Placement Assessment with a score of 8 or above before taking Journalism and Media Studies 310W and earn a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements.

Major. A minimum of 36 upper division units to include Journalism and Media Studies 300, 310W, 420, 470, 489, 494, 550; three units selected from Journalism and Media Studies 315, 430, 445; six units selected from JMS 315, 425, 430, 440, 441, 445, 490C, 529; and six units of upper division coursework in Journalism and Media Studies.

Auxiliary Discipline. Students selecting the journalism major are required to complete 15 additional units, six units of which must be at the upper division level, within one academic unit outside journalism and media studies.

Emphasis in Advertising

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

Students in the advertising emphasis learn to understand the basic principles and theories of advertising; write copy and design messages for distribution through multiple media channels; apply appropriate research methods to plan, monitor, and evaluate advertising; develop strategic thinking skills applied to targeting audiences; create and implement advertising campaigns that are responsible to both consumers’ as well as corporate needs; critically analyze issues related to advertising; communicate effectively with diverse audiences; and practice ethical communication.

Advertising graduates are employed in advertising agencies and marketing departments in the areas of media ad sales, sales promotions, research, creative development, account services, sales management, and digital and social media.

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

Accreditation standards require that all advertising, journalism, and public relations majors at SDSU complete at least 72 units of coursework outside the major and meet the liberal arts and sciences general education requirements of SDSU. Students must follow their major requirements and complete 15 additional units within an Auxiliary Discipline (within one academic unit outside journalism and media studies).

Impacted Program: The advertising emphasis is designated as an impacted program. To be admitted to the advertising emphasis, students must meet the following criteria:

- a. Complete with a minimum grade point average of 3.0 and a grade of C or higher: Journalism and Media Studies 200, 210, and 220; Economics 101, Political Science 101, 102. These courses cannot be taken for credit/no credit (Cr/NC).
- b. Achieve a passing score on the Grammar, Spelling and Punctuation test by the third attempt;
- c. Complete a minimum of 45 baccalaureate level semester units. A maximum of 90 semester units is recommended. (A minimum of 60 units is required for all transfer applicants.);
- d. Have a cumulative grade point average of 3.0 or higher.

Applicants not meeting the above minimum requirements may petition for admission to the advertising emphasis. See the School of Journalism and Media Studies advising office for further information.

Preparation for the Major. Journalism and Media Studies 200, 210, and 220; Economics 101; Political Science 101, 102. Some of these courses may also be used to fulfill lower division general education requirements (18 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.

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

Graduation Writing Assessment Requirement. Students must have fulfilled the Writing Placement Assessment with a score of 8 or above before taking Journalism and Media Studies 310W and earn a grade of C (2.0) or better. See "Graduation Requirements" section for a complete listing of requirements.

Major. A minimum of 36 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 12 units of upper division coursework in Journalism and Media Studies.

Auxiliary Discipline. Students selecting the advertising emphasis are required to complete 15 additional units, six units of which must be at the upper division level, within one academic unit outside journalism and media studies.

Emphasis in Media Studies

(Major Code: 15060) (SIMS Code: 661110)

Students in the media studies emphasis learn established and emerging theories of mass communication effects; structure and concentration of media ownership; tools required to become a sophisticated and critical consumer of media content; processes and effects of mediated communication across nations and cultures; convergence of traditional media organizations/industries into hybrid structures; and emerging media industries and job opportunities.

The media studies emphasis is ideally suited for entrepreneurial individuals comfortable with the ambiguity of rapidly changing technologies, industries, and career paths. Graduates of the media studies emphasis will likely pursue several distinct career paths in the course of

their professional lives, sometimes “inventing” new jobs for themselves as technologies and industries change.

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

Impacted Program: The media studies emphasis is designated as an impacted program. To be admitted to the media studies emphasis, students must meet the following criteria:

- a. Complete with a minimum grade point average of 3.0 and a grade of C or higher: Journalism and Media Studies 200, 210, and 12 units selected from Accountancy 201, Art 101, Economics 101, 102, Political Science 101, 102, Psychology 101, Public Health 101, Sociology 101, Theatre 130. These courses cannot be taken for credit/no credit (Cr/NC);
- b. Complete a minimum of 45 baccalaureate level semester units. A maximum of 90 semester units is recommended. (A minimum of 60 units is required for all transfer applicants.);
- c. Have a cumulative grade point average of 3.0 or higher.

Applicants not meeting the above minimum requirements may petition for admission to the media studies emphasis. See the School of Journalism and Media Studies advising office for further information.

Preparation for the Major. Journalism and Media Studies 200, 210, and 12 units selected from Accountancy 201, Art 101, Economics 101, 102, Political Science 101, 102, Psychology 101, Public Health 101, Sociology 101, Theatre 130 (18 units).

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

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

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

Major. A minimum of 33 upper division units to include Journalism and Media Studies 408, 412, 450, 489, 492, 494; 15 units selected from Media Studies topics courses: Journalism and Media Studies courses numbered 300-599; Television, Film and New Media 430; Educational Technology 540, 541.

Auxiliary Discipline. Students selecting the media studies emphasis are required to complete 15 additional units, six units of which must be at the upper division level, within one academic unit outside journalism and media studies.

Emphasis in Public Relations (Major Code: 05992) (SIMS Code: 661109)

Public relations students learn the theories and skills necessary to help them execute each stage of the strategic planning process. Specifically, students learn mass communication and public relations theories and principles; research methods; journalistic writing; public relations techniques and tactics; and strategic planning. A selective internship program also gives students the opportunity to try out their skills in the workplace, under the supervision of faculty and on-the-job mentors.

Public relations graduates work as media relations specialists and strategic planners in public relations departments and firms, as internal and external communication specialists in corporations, as public information specialists in government agencies and the military, and in fundraising and membership development for not-for-profit organizations.

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

Accreditation standards require that all advertising, journalism, and public relations majors at SDSU complete at least 72 units of coursework outside the major and meet the

liberal arts and sciences general education requirements of SDSU. Students must follow their major requirements and complete 15 additional units within an Auxiliary Discipline (within one academic unit outside journalism and media studies).

Impacted Program: The public relations emphasis is designated as an impacted program. To be admitted to the public relations emphasis, students must meet the following criteria:

- a. Complete with a minimum grade point average of 3.0 and a grade of C or higher: Journalism and Media Studies 200, 210, and 220; Economics 101, Political Science 101, 102. These courses cannot be taken for credit/no credit (Cr/NC);
- b. Achieve a passing score on the Grammar, Spelling and Punctuation test by the third attempt;
- c. Complete a minimum of 45 baccalaureate level semester units. A maximum of 90 semester units is recommended. (A minimum of 60 units is required for all transfer applicants.);
- d. Have a cumulative grade point average of 3.0 or higher.

Applicants not meeting the above minimum requirements may petition for admission to the public relations emphasis. See the School of Journalism and Media Studies advising office for further information.

Preparation for the Major. Journalism and Media Studies 200, 210, and 220; Economics 101; Political Science 101, 102. Some of these courses may also be used to fulfill lower division general education requirements (18 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.

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

Graduation Writing Assessment Requirement. Students must have fulfilled the Writing Placement Assessment with a score of 8 or above before taking Journalism and Media Studies 310W and earn a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements.

Major. A minimum of 36 upper division units to include Journalism and Media Studies 310W, 480, 481, 489, 494, 581, 585; three units selected from Journalism and Media Studies 300, 440, 460; and 12 units of upper division coursework in Journalism and Media Studies.

Auxiliary Discipline. Students selecting the public relations emphasis are required to complete 15 additional units, six units of which must be at the upper division level, within one academic unit outside journalism and media studies.

Change: To accommodate recent changes in accreditation standards; streamlines media studies emphasis.

KOREAN

1. New course.

Korean

KOREAN CULTURE THRU MEDIA (C-2)

KOR 430. Contemporary Korean Culture Through Media (3)

Prerequisite: Upper division standing.

Contemporary Korean culture and society as reflected in various modes of media (news, drama, film, instructional technology). Korean culture in neighboring countries and beyond. Historical perspective to modern Korean culture.

MARKETING

1. Reinstate course and change in course description.

Marketing

SALES MANAGEMENT (C-2)

MKTG 473. Sales Management (4)

Prerequisite: Marketing 370 with a minimum grade of C (2.0). **Proof of completion of prerequisite required:** Copy of transcript.

Management of recruitment, training, motivation, and compensation of the sales personnel of a company. Policies and procedures used for organization, evaluation, and control of the sales force.

Change: Reinstate for new specialization and as elective for marketing majors.

2. Reinstate course and change in course description.

Marketing

BUSINESS MARKETING (C-2)

MKTG 474. Business Marketing (4)

Prerequisite: Marketing 370 with a minimum grade of C (2.0). **Proof of completion of prerequisite required:** Copy of transcript.

Marketing strategy and practices designed for organizational customers. Purchasing practices of organizational buyers and development of marketing programs for enterprise customers and markets, both domestic and global.

Change: Reinstate for new specialization and as elective for marketing majors.

3. Change in program

Marketing Major

With the B.S. Degree in Business Administration

(Major Code: 05091)

Specialization in Professional Selling and Sales Management

Forty-seven upper division units consisting of Marketing 370, 371, 377, 470, 473, 479; Business Administration 300; Finance 323; Management and Information Systems 301, 302; Management 350; Business Administration 404 or Management 405; eight units selected from Marketing 372, 376, 474. A "C" (2.0) average is required in the courses stipulated here for the major.

Change: Creation of new specialization as focus for students interested in professional selling and sales management.

SOCIOLOGY

1. New course.

Sociology

CULT AND HIST OF SURFING (C-2)

SOC 210. Culture and History of Surfing (3)

Surfing from Hawaiian origins to present with attention to cultural differences between Polynesian and Western societies. Relationships between subcultures of surfing and American popular culture. Sociological analysis of surfing in globalized society.

8.9 University Relations and Development (Carleton)

Information:

Campaign Update:

The Campaign is at \$377 million in gifts and pledges. This includes the following gifts of note:

The library has received a world-class science fiction book collection. The appraised value of this gift is \$2.25M. With the receipt of this gift, the Library has exceeded its goal for the Campaign for SDSU!

Alumnus Terry Atkinson made a bequest intention of \$1.5M to create a research endowment.

The Aztec Student Union has received its first naming gift. Frank and Lee Goldberg named the courtyard with a \$1M pledge to support scholarships.

A bequest from Donald Grey Wilson (faculty emeritus) will provide \$1.2M in scholarships for the College of Engineering.

Bruce Urquhart (faculty) and Jacqueline Clayton have made a \$1.2M planned gift for scholarships.

We received \$228,000 towards a \$1M commitment to support the Confucius Institute.

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:

"Stories of Leadership" - our Campaign newsletter - mailed the first week of January to 30,000 Campaign donors and prospects. The four-color newsletter highlights several recent gifts and includes a lead story on how SDSU is leveraging donor support to advance research opportunities across the university. There are also some great photos in the newsletter from our fall scholarship luncheon.

We are partnering with SDSU Athletics and the division of Graduate and Research Affairs to recognize a faculty member at four home football games and six basketball games this year. Faculty members are made honorary coach of the game, and featured briefly on the Jumbotron. (Faculty honorees have included: Mark Sussman, Bill Welsh & Jerry Orosz, Kim Olsen, Bill Tong. Coming up will be Sarah Mattson, Joy Phillips, Karen Emmorey, Forrest Rohwer and others TBD).

We will also be working with Dr. Dave Dozier this spring on a faculty/staff survey to help us explore opportunities to improve communication on campus.

10. Other Information Items

11. Adjournment

The Senate adjourned at 2:45 p.m.

Respectfully submitted:

Suzanne Bordelon
Secretary of the Senate

Allison Bobrow
Administrative Analyst