

San Diego State University Senate Minutes

March 5, 2013

AL 101

2:00 p.m.-4:30 p.m.

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

Members present:

Academic Senators (CSU): Eadie, Ornatowski. [Absent: Wheeler.]

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

Business: Chan, Ely, Fleming, Plice, Zheng.

Coach: Van Wyk.

Education: Bezuk, Duesbery for Alvarado, Butler-Byrd, Johnson for Graves. [Absent: Alfaro.]

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

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

IVC: Cordero.

Library: Rhodes [Absent: Salem.]

Lecturers: Goehring.

MPP I & II: Richeson.

Parliamentarian: Snavely.

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

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

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

University Services: Rivera.

Administration: Benkov for Marlin, Chase, Shapiro, Welter.

Emeritus: Shackelford.

Associated Students: Cecil, O'Keefe, Terry.

California Faculty Association: Toombs.

Guests: Andrea Rollins.

1. Agenda (Bordelon)

MSP Approved agenda for March 5, 2013.

2. Minutes (Bordelon)

MSP Approved minutes of February 5, 2013, as revised.

3. Announcements (Eadie)

President Hirshman approved the action items from the previous Senate meeting. The Chair explained that some name tags apparently have been lost. He asked that those senators without name tags let Administrative Analyst Allison Bobrow know they were present. The Chair also discussed Agenda Item 7.1, explaining that this action item deals with revisions to the Policy File recommended by the Active Transportation Task Force. He reminded senators that when this item is discussed, to keep questions focused on the specific Policy File revisions. He said other questions could be addressed under the Consent Calendar (Item 8.2). The Faculty Honors and Awards Committee selected Dr. Elizabeth Pollard, associate professor in the Department of History, as the 2012-2103 Senate Distinguished Professor. Dr. Pollard's lecture is scheduled from 11 a.m. to 1 p.m. March 11 in the Parma Payne Goodall Alumni Center. Thanks to generous donations, a lunch will be served at the lecture, so please RSVP for the event with Administrative Analyst Bobrow after the Senate meeting. The Chair also announced that Glen McClish, chair of Rhetoric and Writing Studies, will join the

Senate, and his term will run through 2014. He will fill the seat vacated by Mark Wheeler when he became a Senator for the CSU Academic Senate.

Discussion:

Senator Donadey asked for an update on the work of the Strategic Planning Steering Committee. **Chair Eadie** said the committee is expected to finalize its draft next week. After the draft is posted on the Strategic Plan website, an all-university forum will be scheduled at 1 p.m. March 19th in the Love Library. Chair Eadie encouraged senators to review the report and to provide comments.

4. Academic Affairs (Benkov for Marlin)

The University is currently enrolling undergraduate students for Fall Semester 2013, and admissions notifications were sent by the March 1st deadline. Associate Vice President for Faculty Affairs Benkov said the positive news is that no cuts are anticipated this year. In terms of the tenure-line hiring process, the Provost plans to follow the same budget-deficit reduction plan as last year. If there are roughly 42 retirements/resignations at the end of the academic year, the University anticipates hiring 13 tenure-line faculty members. Departments will turn in their requests to the colleges, the college deans will then rank them and submit their requests to the Provost. The forms will be due in the middle of June, the Provost and the Senate Tenure Track Planning Committee will decide final rankings, and decisions will be made in July. Additional positive news is that the University plans to implement the second year of the Equity program, if the governor's budget is approved. In addition, she said she anticipated that funding for tenure-track hires would emerge from the Strategic Plan.

Discussion:

In relation to the Strategic Plan, **Senator Preciado** asked if the hiring process would be separate from the current faculty hiring process. **AVP for Faculty Affairs Benkov** responded that the implementation process hadn't yet been determined. She said areas of excellence and potential cluster hires were being considered. **Senator Preciado** asked how "excellence" was being defined. **AVP for Faculty Affairs Benkov** responded that this point also had to be decided. **Senator McClish** asked if the number of first-year student admits was about 150 more than last year. **AVP for Faculty Affairs Benkov** said roughly, but that she didn't have exact numbers yet. **Senator Snavelly** asked whether the cluster hires were separate from the 13 anticipated tenure-line hires. **AVP for Faculty Affairs Benkov** responded affirmatively. **Senator Shackelford** said attention needed to be focused on "patching the holes" in undergraduate programs, perhaps instead of areas of excellence. He noted, for instance, that some junior-level courses are no longer available because of lack of faculty. He said addressing these situations needed to be a priority. **AVP for Faculty Affairs Benkov** suggested the Senator provide input to the Strategic Plan. **Senator O'Sullivan** noted his agreement with Senator Shackelford's comment. He said the Strategic Plan was more long-term, but that some departments could be in crisis this year and next with retirements. In addition, he said the Strategic Plan hiring process is very unclear. For instance, he said he was unsure about cluster hires. He wasn't sure this meant several hires in one area or hiring someone who can collaborate in other disciplines. The Senator said he felt that departments were writing proposals for terms/concepts that were not well defined. He said the sooner these points could be clarified, the better. **AVP for Faculty Affairs Benkov** said the budget reduction plan was a three-year plan. She said after that time, the University would implement a more typical hiring process. The Strategic Plan would perhaps implement proposals for next year, but she said there were many "blanks" in terms of implementation strategies. She explained that cluster hires and areas of excellence might come together. She noted that this also might be a two- to three-year plan. **Senator Abdel-Nour** asked whether it would be fair to say that no matter what happens at the University-wide forum, the cluster

hires would continue irrespective of the feedback. **AVP for Faculty Affairs Benkov** said the cluster hires might be in a different configuration than people are considering. These hires could involve interdisciplinary programs, and they could involve getting colleges to collaborate on hires. **Senator Abdel-Nour** asked whether cluster hires, as a strategic priority, would be completed regardless of the feedback received at the University-wide forum. **AVP for Faculty Affairs Benkov** responded that she didn't have a say on this matter. **Senator Donadey** said she hoped that members of the Strategic Planning Steering Committee would review page 32 of the agenda, which outlines the recommendations from the Diversity, Equity, and Outreach Committee. **Chair Eadie** responded that even in the early drafts, diversity had been a significant aspect of the Steering Committee report. **Senator Preciado** said he wanted to provide feedback to the Steering Committee. He said he understood that the Steering Committee would carry out its process, and then the President would implement the plan as he sees fit. He said he was concerned that there are aspects of the Strategic Plan that are already being implemented. For instance, he said the cluster hires seemed like a "done deal." **AVP for Faculty Affairs Benkov** responded that cluster hiring existed before the Strategic Plan. She said it provided a way to "beef up" programs. In terms of the new cumulative review process for lecturers, **Senator Barbone** said he was concerned that lecturers were being required to undergo a renewal contract process similar to the Reappointment, Tenure, and Promotion process for tenure-line faculty. He said this seemed like a new requirement and was inappropriate for lecturers. **AVP for Faculty Affairs Benkov** replied that the only requirement in giving individuals careful consideration has to do with "currency in the field." Although many lecturers do complete service and professional development activities, she said such activities are not a requirement. However, she explained that currency in the field, in terms of professional development, is part of how individuals are evaluated. She also pointed out that the evaluation process is not standardized across the University, and this situation creates different kinds of inequities. She said some aspects of the cumulative review, including professional development and currency in the field, are currently being used by many departments across campus.

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
Academic Resources and Planning	<i>Feb. 13, 2013</i>	Advise the Senate on the fiscal implications of the Sustainability Committee's proposal on signing the American College and University Presidents' Climate Commitment.	

Discussion:

The Vice Chair provided an overview of the referral chart. He clarified that there were no immediate financial implications of the President signing the American College and University Presidents' Climate Commitment. He explained that signing the document would commit the campus to creating a plan to establish certain sustainability targets. He noted, though, that those targets might have financial implications but not the signing of the document. **Chair Eadie** said he was hopeful that a report from the Academic Resources and Planning Committee would be submitted by the next Senate meeting.

6. Election

Senate Representative for Dean of College of Engineering Search Committee

William Tong, Distinguished Professor of Chemistry and Biochemistry, was elected to the search committee.

7. New Business: Action Items**7.1 Active Transportation Task Force (Snively)****Action:****Proposed University Policy File changes - Parking and Traffic**

(Additions indicated with italics)

Parking and Traffic

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

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

Discussion:

Senator Preciado said that 4.1 would create designated pedestrian-only zones, and 4.4 currently states that different forms of transportation are not allowed on the handicap access ramps. He noted, though, that students regularly ride skateboards and bikes on the ramps. He asked if there would be new signs posted. **Senator Snavelly** responded that this would be recommended. **Chair Eadie** reminded senators that such questions were really implementation questions and that comments should focus on the specific Policy File revisions. **Senator Preciado** also asked why speed bumps and other traffic-calming methods were not proposed for the bike lane. He asked if this could be included as part of the Policy File. **Senator Snavelly** said it could potentially be included. However, he said the problem with some speed bumps is that they are dangerous, and they can cause accidents. **Senator Putman** said that under 4.8, skateboards/carts currently cannot operate in the bike/skateboard lane. He said the problem is on Campanile walkway. Carts typically drive in the bike lane, and pedestrians have to move onto the grass to allow the carts to drive by. He asked whether there is any thought of moving carts to the other side of the walkway, where there is no bike lane. He said it was actually advantageous to have them in the bike lane because they slowed bike traffic. **Senator Snavelly** acknowledged that this issue was a problem. He said a particular location for motorized vehicles could perhaps be specified. He said now most carts use the bike lane. **Senator Esbshade** said 4.2 (requiring bicyclists to display a valid SDSU bicycle license) would dissuade students from riding their bikes to campus. She said that Senator Snavelly had explained that the license would help students recover their bikes if impounded or stolen. **Senator Snavelly** said bicycle licenses have been used nationwide to recover bicycles. **Senator Richeson** of the Department of Public Safety responded that bike licenses are free, and licenses are recommended to all students because of the theft problem. **Associated Students Vice President of University Affairs Matt Cecil** added that when students receive licenses, they also have the opportunity to learn the guidelines for the campus bike lanes. He said this was a positive point of contact and a way “to really hold students accountable,” so they fully understand the guidelines. **Senator O’Sullivan** said item 4.4 seemed to suggest that students could not walk their bikes on the handicap access ramps. **Senator Snavelly** responded affirmatively, adding there should be clear signage. **Dr. John Johnson** of the Department of Special Education (substituting for Senator Anne Graves) asked, regarding item 4.5, whether consideration was given to how the term “pedestrian” is defined. **Senator Richeson** responded that it would be “someone not on a wheeled conveyance.” **Senator Snavelly** asked about someone in a wheelchair. **Dr. Johnson** said in civic ordinances and some state ordinances, a pedestrian is also described as someone who uses a skateboard. **Senator Snavelly** said that wasn’t how the proposed Policy File revisions defined a pedestrian. He said a pedestrian and someone who rides a skateboard were defined differently. **Senator Csomay** asked why the revisions suggested 8 miles per hour for skateboards, and 5 miles per hour for other vehicles in the bike lanes. In reviewing other studies, **Senator Snavelly** said the standard was 15 miles per hour. He said 8 miles per hour was a compromise, based on reviewing the other reports. In terms of 4.2, **CFA Chapter President Toombs** asked about the term “may be impounded.” He said this might mean that some students might not have an incentive to register their bikes. **Senator Snavelly** said the task force originally proposed “shall be impounded,” but this revision was suggested at the recent Senate Executive Committee meeting.

A number of amendments were discussed, with some being accepted as friendly amendments and others being voted on:

Dr. Johnson suggested that “non-ambulatory” be removed from 4.9. **Senator Snavelly** responded that the committee accepted this change as a friendly amendment.

Senator Venkataraman asked to remove the second sentence in 4.2 [*Unregistered bicycles may be impounded*]. He didn't think it was wise to outlaw bikes that were not registered. **Senator Snavely** opposed the amendment. He said there was little the University could do to enforce the Policy File changes related to Parking and Traffic. He said the only enforcement is the chance of impounding a bike if it is not licensed. **Senator Rivera** said the Policy File revisions seemed to suggest a bias against cyclists. Thus, he disagreed with the statement that "unregistered bikes may be impounded." He noted that last year a cyclist was killed on Montezuma Avenue. He said this language might further dissuade individuals from commuting to campus. He said he had concerns with the message that was being sent. **Senator Deutschman** said the safety issue on campus was greater for pedestrians than for bicyclists. He said just on his way to Senate, he saw a bicyclist behaving in a dangerous manner. If the individual's bike were licensed, then it could have been impounded. **Senator Richeson** of the Department of Public Safety said having language in the Policy File about impounding could be beneficial as an educational tool for students. It provided the SDSU Police with the tools necessary to impound bikes, if necessary, and to contact individuals, if bikes are stolen. In terms of the proposed amendment, **Senator Barbone** said there are instances (their car broke down, for example) individuals might need to ride their bikes to campus. He agreed that 4.2 might inhibit individuals from doing so. In concluding the debate, **Senator Venkataraman** reiterated that he thought the sentence should be removed because the individual didn't break any law.

MSF Senators voted on the motion to delete the second sentence from item 4.2. The motion failed (2 abstentions).

Under item 4.1 [item 4.1.1], **Senator Preciado** suggested as an amendment that speed bumps and other speed-calming devices be included on the bike path. He said he realized that the University might not have the resources to add these devices to the Policy File, but he said they would be beneficial in terms of safety. **Senator Snavely** opposed the suggestion because of safety. He said speed bumps could cause bicyclists to fall and hurt themselves and their bikes. He added that individuals in wheelchairs using the bike path would have difficulty with speed bumps.

MSF Senators voted on the motion to add speed-calming devices to bike paths. Motion failed (0 abstentions).

On item 4.4, **Dr. Johnson** suggested that the term "disabled" be used instead of "handicap." **Senator Snavely** accepted the change as a friendly amendment.

For 4.5, **Dr. Johnson** also suggested that the term "pedestrian" be defined "as an individual walking or using a wheelchair." **Senator Rivera** noted that instead of crutches, students now receive mobility devices to get around campus. Dr. Johnson said "mobility device" could be used instead of wheelchair in the above revision. **Senator Snavely** accepted the revision as a friendly amendment.

Senator Shackelford said the Senate might want to clarify the term "mobility device" because a skateboard might be considered as a mobility device. He said perhaps it should be "a medically advised mobility device." **Dr. Johnson** suggested "a person with disabilities using a mobility device." **Senator Snavely** suggested "individuals walking or those who are disabled," instead of using the term "mobility device." He said the committee would review and make necessary changes to this section.

For 4.2, **Senator Bayene** suggested that "issued by the University Police" be added to the end of the following sentence: *All bicycles on campus shall properly display a valid SDSU Bicycle license*. **Senator Snavely** accepted the change as a friendly amendment.

Dr. Johnson said he had issues with staff motorized carts. He said 4.8 should include language about University staff operating carts and vehicles in a safe manner and refraining from obstructing access to buildings. **Chair Eadie** said there is information on carts in the Police Code. **Senator Richeson** responded that there is an old policy on carts that Dr. Johnson might review. Dr. Johnson withdrew the amendment.

The Senate then voted on closing the debate (40 yes, 4 opposed, and a few abstentions).

MP To approve the Policy File changes to the section on Parking and Traffic by the Active Transportation Committee and further revisions by the Senate.

7.2 Committees and Elections (Ulloa)

Action:

The following official student nominations have been received from A.S. and hereby submitted for appointment via senate.

Student Grievance Committee

Nick Serrano

Undergraduate Council

Patric Kreidler

Sustainability Committee

Joshua Garman

The following official student resignations have been received from A.S. and hereby submitted for appointment via senate.

Academic Policy & Planning Committee

Spenser Ross

MP To accept the following appointments and resignations.

7.3 Faculty Affairs (Anderson)

Action Item #1:

The Faculty Affairs Committee moves approval of the following change in the Policy File:

5.0 Written Student Evaluation of Teaching Effectiveness

5.1 **All class sections taught by** faculty employees shall ~~be have a minimum of two classes~~ evaluated by students ~~annually~~ unless consultation with a college has resulted in an agreement by the dean of the college and the college peer review committee to evaluate fewer classes. **In cases where students evaluations are not required for all classes**, the classes to be evaluated shall be jointly determined by the faculty employee and the department chair or school director. In the event of disagreement, each party shall select 50 percent of the total ~~courses~~ classes to be evaluated. Results of evaluations are stored in electronic format and incorporated by extension into ~~The results of these evaluations shall be placed in~~ the faculty member's Personnel Action File. ~~When the evaluations are conducted online, the server shall be considered an extension of the Personnel Action File.~~

5.11 Student evaluations collected as part of the regular student evaluation process shall be anonymous and identified only by course or section. The format of student evaluations shall

be quantitative (e.g., 5-point Likert scale) or a combination of quantitative and qualitative (e.g., space provided for student comments).

5.12 Student communications or evaluations provided outside of the regular evaluation process shall be identified by name in order to be included in the Personnel Action File.

5.13 The results of student evaluation of instruction shall be an important element of the evaluation of instruction but not the sole indicator of instructional quality.

5.14 The results of student evaluations of teaching effectiveness for temporary faculty employees shall be included in their periodic evaluations ~~as required and placed in the PAF.~~

5.15 The results of student evaluations of teaching effectiveness for probationary ~~and tenured~~ faculty employees shall be part of the WPAF ~~as required.~~

~~5.16 The results of student evaluations of teaching effectiveness subsequent to the last review shall be part of the promotion and evaluation of tenured faculty employee's performance review WPAF.~~

Rationale:

Bring Policy File in line with new Unit 3 Collective Bargaining Agreement. Makes clear our policy of electronic evaluations.

Discussion:

Senator Snaveley asked whether this revision required evaluation of courses taught during the summer. **Faculty Affairs Committee Chair Anderson** responded affirmatively; however, he noted that summer evaluations might not be required for Reappointment, Tenure, and Promotion (RTP) purposes. **Senator Deutschman** noted his displeasure with the current student evaluation tool. As a teacher of statistics, he said the average was not accurate, and he would like the benchmark to be analyzed. He requested that the Faculty Affairs Committee examine the issue. **Senator Donadey** asked about summer evaluations. She said she didn't see this point discussed in the document. **Chair Anderson** said summer classes would be evaluated, but whether they were used for promotion and tenure considerations would be determined by other sections of the Policy File. **Associate Vice President for Faculty Affairs Benkov** explained that the new Collective Bargaining Agreement says "all classes" will be evaluated. She noted that currently summer evaluations are not used for RTP, except in the College of Education. **CFA Chapter President Toombs** disagreed with this interpretation of the new Collective Bargaining Agreement. He said this point concerning "all classes" might be challenged by the CFA. **Senator Torikachvili** asked whether the grades the instructor gives to students should be included with the written student evaluations. **Chair Anderson** said he would be glad to take this suggestion back to the committee. **Senator Fleming** said grades were already required as part of the RTP process. **Senator Alter** agreed that the student evaluation instrument wasn't effective for evaluation purposes, particularly concerning team teaching. **AVP for Faculty Affairs Benkov** said that these issues might need to be referred to a task force instead of the Faculty Affairs Committee. She said SDSU was one of the only CSUs that didn't have a standardized scale. **Chair Eadie** said he would like the Faculty Affairs Committee to decide whether a task force was necessary. **AVP for Faculty Affairs Benkov** responded that these issues have been discussed for about the past eight years and seem broader than the scope of the Faculty Affairs Committee. **Chair Eadie** said he would be glad to put this item on the next Senate Executive Committee agenda for discussion and advice about a potential referral. **Senator Alter** said these sorts of issues—interdisciplinarity and team teaching—would become more prevalent. He said the issue needed to be addressed. **Senator Deutschman** said he has completed research on student evaluations and would be glad to attend a meeting to discuss these issues further. **Dean of Undergraduate Studies Geoff Chase** said it was important to have an ongoing discussion of teaching evaluations and ways to make them more effective. However, he said this issue was a separate conversation from the Policy File revisions currently under discussion. **Senator Esbshade** said she needed to understand what the new Collective Bargaining Agreement

says concerning summer courses. She said she wanted to know CFA's interpretation of the contract. **AVP for Faculty Affairs Benkov** reiterated that the University's implementation of RTP is that only the College of Education uses the summer evaluations since everyone in that college teaches in the summer. **Senator Esbenshade** asked if the new cumulative evaluation of lecturers included summer courses. **AVP for Faculty Affairs Benkov** responded that it could include evaluation of summer courses.

MP To accept the proposed revisions to the Policy File concerning Written Student Evaluation of Teaching Effectiveness.

Action Item #2:

The Faculty Affairs Committee proposes a rewrite of page 98 of the Policy File.

Rationale:

Based on a discussion at the April 10, 2012, Senate meeting, the Faculty Affairs Committee received a referral from the Senate on April 24, 2012 to 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."

Key concerns which were to be addressed included

- maximizing shared governance in decision making (including faculty rights such as whether or not faculty votes should be binding),
- having a standard/parallel process for all levels/administrative structures (including situations in which the proposal is initiated by a Dean, and review before the Dean's level),
- ensuring appropriate reviews at different levels, and
- clarity of the process.

The Senate also requested that subsequent proposals include both original and new language, with changes noted in the document.

Over the course of seven months, the Committee received and incorporated the feedback of many Senators who had ideas or suggestions for updating the policy. E-mail exchanges and individual meetings provided advice and suggestions to the Committee. Drafts were prepared, shared, and revised via e-mail to reflect the input received.

The Committee believes the amended policy addresses the concerns raised and reflects the input and suggestions of those consulted directly over the past seven months.

Note: As requested by the senate, the attached pages include three versions: a *clean version* (our proposed rewrite), a *strikeout version*, and the *original page 98*. We highly recommend just reading the *clean version*.

Clean version:

Administrative Units: Establishment and Restructuring

Establishment of Departments or Schools

1.0 Proposals for the establishment of a department or school may be initiated by departments or schools, faculty members, or administrative officers of the university. The proposal shall address employment options, informed by the current Collective Bargaining Agreements, for the affected faculty and for permanent staff.

2.0 The proponent(s) shall distribute a written proposal to the Academic Planning Committee of the affected College, which shall invite faculty representatives from any affected academic units to serve on that Committee on an ad-hoc basis. The Committee shall transmit its recommendation to the Dean(s). If the recommendation is negative, the proponents of the proposal shall have ten working days to offer additional arguments.

3.0 The proposal shall be reviewed by the Dean(s) of the College(s) concerned.

3.1 If the Dean(s) judges that the proposal has no merit, this recommendation together with the original proposal shall be forwarded to the Provost. The Provost shall publicly announce to the faculty of the affected units the recommendation of the Deans not to pursue further action. The faculty shall have ten working days to offer additional arguments.

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

4.0 A final proposal shall be made available to all full-time faculty from affected academic units. These faculty members shall vote on the proposal. The results of the vote shall be transmitted to the Dean(s) and all subsequent reviewing bodies.

5.0 The Dean(s)'s recommendation shall be transmitted to the Provost, who shall convey the recommendation with comments to the Committees on Academic Policy and Planning and on Academic Resources and Planning. A complete report including the proposal and a record of the responses of the subsequent reviewing bodies will be sent forward to these committees.

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

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

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

8.0 Criteria for Establishing Autonomous Schools

8.1 The academic unit shall meet the criteria of section 7.1 for the establishment of a school within an existing administrative unit.

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

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

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

Colleges: Establishment

1.0 Proposals for the establishment of a College may be initiated by departments or schools, faculty members, or administrative officers of the university. The proposal shall address employment options, informed by the current Collective Bargaining Agreements, for the affected faculty and for permanent staff.

2.0 The proposal shall be reviewed by a committee of elected representatives from groups in

relevant or related fields of study. If the committee affirms that the proposal has merit it shall be sent to the Provost.

2.1 If the Provost judges that the proposal has merit, the Provost shall then form an ad hoc committee that will give the matter full and serious consideration. The committee shall comprise at least seven members: any Dean(s) from the affected units, at least two department chairs or school directors, one tenured faculty member drawn from an uninvolved College, and at least three faculty from any affected academic units elected by full-time faculty from the affected academic units. The committee shall then report its recommendations to the Dean(s) (if applicable) and the executive committee(s) (or equivalent) of the College(s) involved and to the Provost.

3.0 A final proposal shall be made available to all full-time faculty from affected academic units. These faculty members shall vote on the proposal. The results of the vote shall be transmitted to the Dean(s) (if applicable) and all subsequent reviewing bodies.

4.0 The Provost shall convey the recommendation with comments to the Committees on Academic Policy and Planning and on Academic Resources and Planning. A complete report including the proposal and a record of the responses of the subsequent reviewing bodies will be sent forward to these committees.

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

Departments and Schools: Merger, Restructuring, Transfer, and Abolition

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

2.0 The proponent(s) shall distribute a written proposal to the Academic Planning Committee of the affected College(s), which shall invite faculty representatives from any affected academic units to serve on that Committee on an ad-hoc basis. The Committee shall transmit its recommendation to the Dean(s). If the recommendation is negative, the proponents of the proposal shall have ten working days to offer additional arguments.

3.0 The proposal shall be reviewed by the Dean(s) of the College(s) concerned.

3.1 If the Dean(s) judges that the proposal has no merit, this recommendation together with the original proposal shall be forwarded to the Provost. The Provost shall publicly announce to the faculty of the affected units the recommendation of the Deans not to pursue further action. The faculty shall have ten working days to offer additional arguments.

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

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

5.0 The Dean(s) shall subsequently transmit final recommendations to the Provost, who shall convey the recommendation with comments to the Committees on Academic Policy and Planning and on Academic Resources and Planning. A complete report including the proposal and a record of the responses of the subsequent reviewing bodies will be sent forward to these committees.

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

Colleges: Merger and Abolition

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

2.0 The proponent(s) shall distribute a written proposal to the Academic Planning Committee(s) of the affected College(s), which shall invite faculty representatives from any affected academic units to serve on the Committee(s) on an ad-hoc basis. The Committee(s) shall transmit its/ their recommendation(s) to the Dean(s) of the affected College(s). If the recommendation(s) is/ are negative, the proponents of the proposal shall have ten working days to offer additional arguments.

3.0 The proposal shall be reviewed by the Dean(s) of the College(s) concerned.

3.1 If the Dean(s) judge(s) that the proposal has no merit, this recommendation together with the original proposal shall be forwarded to the Provost. The Provost shall publicly announce to the faculty of the affected units the recommendation of the Dean(s) not to pursue further action. The faculty shall have ten working days to offer additional arguments.

3.2 If the Dean(s) judge(s) that the proposal has merit, the Dean(s) shall then make recommendations to the Provost.

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

5.0 A final proposal shall be made available to all full-time faculty from affected academic units. These faculty members shall vote on the proposal. The results of the vote shall be transmitted to the Dean(s) and all subsequent reviewing bodies.

6.0 The Provost shall evaluate the report and submit a recommendation with comments to the Committees on Academic Policy and Planning and on Academic Resources and Planning. A complete report including the proposal and a record of the responses of the subsequent reviewing bodies will be sent forward to these committees.

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

Strikeout version:

Administrative Units: Establishment and Restructuring

Establishment of Departments or Schools

1.0 Proposals for the establishment of a department or school may be initiated by departments or schools, faculty members, or administrative officers of the university. The proposal shall address employment options, informed by the current Collective Bargaining Agreements, for the affected faculty and for permanent staff.

2.0 The proponent(s) shall distribute a written proposal to the Academic Planning Committee of the affected College, which shall invite faculty representatives from any affected academic units to serve on that Committee on an ad-hoc basis. The Committee shall transmit its recommendation to the Dean. If the recommendation is negative, the proponents of the proposal shall have 10 working days to offer additional arguments.

3.0 The proposal shall be reviewed by the Dean(s) of the college(s) concerned.

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

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

4.0 A final proposal shall be made available to all full-time faculty within the college.

These

faculty members shall vote on the proposal. The results of the vote shall be transmitted to the Dean and all subsequent reviewing bodies.

5.0 The Dean's recommendation shall be transmitted to the Provost, who shall convey the recommendation with comments to the Committees on Academic Policy and Planning and on Academic Resources and Planning. A complete report including the proposal and a record of the responses of the subsequent reviewing bodies will be sent forward to these committees.

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

7.0 ~~2.0~~ Criteria for Establishing Schools within an Administrative Unit (i.e., Protoschools)

7.1 ~~2.1~~ The academic unit (a) shall offer a degree program subject to accreditation by a recognized external accrediting group or (b) shall contain within itself subunits that offer various and distinct professional degree programs and faculty members who do not necessarily have common professional qualifications.

~~2.2 The establishment of the school shall be approved by the affected departments, schools, or groups and by the dean of the college.~~

~~2.3 Procedures for implementing establishment of schools shall be formulated by each college according to sections 2.1-2.~~

~~2.4 The dean of the college shall transmit final recommendations to the Provost, who shall convey the recommendation, with comments, to the Committees on Academic Policy and Planning Committee and on Academic Resources and Planning.~~

~~2.5 The Committees on Academic Policy and Planning and on Academic Resources and Planning shall forward their recommendations to the Senate as information items.~~

8.0 ~~3.0~~ Criteria for Establishing Autonomous Schools

8.1 ~~3.1~~ The academic unit shall meet the criteria of section 7.1 ~~secs. 2.1 and 2.2~~ for the

establishment of a school within an existing administrative unit.

~~8.2~~ ~~3.2~~ If a recognized external accrediting body exists, the academic unit shall meet the criteria for accreditation except autonomy.

~~8.3~~ ~~3.3~~ The academic unit shall demonstrate experience in the operation of a program as a major, department, or school within a college.

~~8.4~~ ~~3.4~~ The academic unit shall demonstrate both present capacity and future potential for a graduate program.

~~3.5~~ The dean of the college shall transmit final recommendations to the Provost, who shall convey the recommendation, with comments, to the Committees on Academic Policy and Planning Committee and on Academic Resources and Planning.

~~3.6~~ The Committees on Academic Policy and Planning and on Academic Resources and Planning shall forward their recommendations to the Senate as information items and shall be approved by the Senate, the Provost, and the President.

Colleges: Establishment

1.0 Proposals for the establishment of a college may be initiated by departments or schools, faculty members, or administrative officers of the university. The proposal shall address

employment options, informed by the current Collective Bargaining Agreements, for the affected faculty and for permanent staff.

2.0 The proposal shall be reviewed by a committee of elected representatives from groups in relevant or related fields of study. If the committee affirms that the proposal has merit it shall be sent to the Provost.

2.1 If the Provost judges that the proposal has merit, the Provost shall then form an ad hoc

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

3.0 A final proposal shall be made available to all affected full-time faculty (if applicable). These faculty members shall vote on the proposal. The results of the vote shall be transmitted to the Dean (s) (if applicable) and all subsequent reviewing bodies.

4.0 The Provost shall convey the recommendation with comments to the Committees on Academic Policy and Planning and on Academic Resources and Planning. A complete report including the proposal and a record of the responses of the subsequent reviewing bodies will be sent forward to these committees.

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

Departments and Schools: ~~Creation~~, Merger, **Restructuring**, Transfer, and Abolition

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

2.0 The proponent(s) shall distribute a written proposal to the Academic Planning Committee(s) of the affected College(s), which shall invite faculty representatives from any affected academic units to serve on the Committee(s) on an ad-hoc basis. The

Committee(s) shall transmit its/ their recommendation(s) to the Dean(s) of the affected College(s). If the recommendation(s) is/ are negative, the proponents of the proposal shall have 10 working days to offer additional arguments.

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

~~3.2.1~~ If the ~~Dean(s) or deans feel~~ **judge(s)** that the proposal has no merit, this recommendation together with the original proposal shall be forwarded to the Provost. The Provost shall publicly announce to the faculty **of the affected units** the recommendation of the ~~Dean(s)~~ not to pursue further action. The faculty shall have 10 working days to offer additional arguments.

~~3.2.2~~ If the ~~Dean(s) or deans feel~~ **judge(s)** that the proposal does have merit, the ~~Dean(s) or deans~~ shall then **make recommendations to the Provost.**

4.0 The Provost shall form an ad hoc committee to give the matter full and serious consideration. The committee shall comprise at least ~~five~~ **seven** members, **Deans of the affected units**, at least two ~~of whom should be~~ department chairs or school directors, **one tenured faculty member of whom** drawn from an uninvolved college, **and at least three faculty from the affected academic units.** The committee shall then report its recommendations to the ~~Dean(s)~~ and the executive committee(s) (or equivalent) of the college(s) involved **and to the Provost.**

5.0 A final proposal shall be made available to all full-time faculty from affected academic units. These faculty members shall vote on the proposal. The results of the vote shall be transmitted to the Dean(s) and all subsequent reviewing bodies.

~~6.0 2.21~~ The dean or deans shall subsequently transmit final recommendations to ~~the~~ Provost, ~~who~~ shall **evaluate the report and submit** ~~convey the~~ a recommendation with comments to the Committees on Academic Policy and Planning and on Academic Resources and Planning. **A**

complete report including the proposal and a record of the responses of the subsequent reviewing bodies will be sent forward to these committees.

~~7.0 2.22~~ The Senate Committees on Academic Policy and Planning and on Academic Resources and Planning shall present their recommendations to the Senate, which shall recommend to the President.

Departments, Schools, and Colleges, Formation of

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

Original Page 98:

Departments and Schools: Creation, Merger, Transfer, and Abolition

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

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

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

2.2 If the dean or deans feel that the proposal does have merit, the dean or deans shall then

form an ad hoc committee to give the matter full and serious consideration. The committee shall comprise at least five members, at least two of whom should be department chairs or school directors, one of whom drawn from an uninvolved college. The committee shall then report its recommendations to the dean(s) and the executive committee(s) (or equivalent) of the college(s) involved.

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

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

Departments, Schools, and Colleges, Formation of

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

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

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

2.2 The establishment of the school shall be approved by the affected departments, schools, or groups and by the dean of the college.

2.3 Procedures for implementing establishment of schools shall be formulated by each college according to sections 2.1–2.

2.4 The dean of the college shall transmit final recommendations to the Provost, who shall convey the recommendation, with comments, to the Committees on Academic Policy and Planning Committee and on Academic Resources and Planning.

2.5 The Committees on Academic Policy and Planning and on Academic Resources and Planning shall forward their recommendations to the Senate as information items.

3.0 Criteria for Establishing Autonomous School

3.1 The academic unit shall meet the criteria of secs. 2.1 and 2.2 for the establishment of a school within an existing administrative unit.

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

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

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

3.5 The dean of the college shall transmit final recommendations to the Provost, who shall convey the recommendation, with comments, to the Committees on Academic Policy and Planning Committee and on Academic Resources and Planning.

3.6 The Committees on Academic Policy and Planning and on Academic Resources and Planning shall forward their recommendations to the Senate as information items and shall be approved by the Senate, the Provost, and the President.

Imperial Valley Campus

1.0 The Imperial Valley Campus, Calexico (IVC) shall provide in a remote community setting genuine university experiences and degree curricula for those students at San Diego State University who cannot readily attend the San Diego campus.

2.0 The IVC and relevant San Diego campus departments, schools, and colleges shall be responsive to the distinctive community, regional, and programmatic needs served by the IVC.

3.0 The IVC shall be integral to San Diego State University and shall for practical purposes function as a college

3.1 The IVC faculty, staff, and administrators shall be employees of San Diego State University assigned to the IVC.

3.2 The chief administrative officer shall be the Dean. In consultation with the faculty, the Dean shall determine the needs and shall recommend to the President appointments of administrative, staff, and faculty personnel. The Dean shall request that relevant San Diego campus departments or schools initiate IVC faculty appointments and other faculty personnel actions in accordance with the resources allocated to the IVC. For each faculty search, the IVC Dean shall request that the appropriate San Diego campus department or school elect a search committee to include at least one member from the IVC

3.3 The IVC Dean and faculty shall propose and coordinate programs, review curricular assignments and scheduling, and review and recommend faculty personnel actions.

Discussion:

Chair Eadie read the following statement from Senator Graves concerning the proposed Policy File revisions:

Dear Fellow Senators:

I am in Washington D. C. today, so I will not be able to attend the Senate meeting. Because of all the issues I raised about page 98, I thought it might be appropriate for me to write you a note in my absence. I want to express my gratitude for the inclusive process that the Faculty Affairs Committee used in methodically amending the language on page 98. To recap, my concerns about the existing language are that it: 1) is not parallel, and 2) it does not require shared governance.

With the newly revised language, in my view, both of these concerns have been addressed and I support the proposed revisions on page 98 at this time. From my perspective, the FAC is to be commended!

Best wishes,

Anne Graves

MP To approve the proposed revisions to page 98 of the Policy File.

8. New Business: Consent Calendar (Committee Reports)

MSP To receive the reports on the Consent Calendar.

8.1 Academic Policy and Planning (Schellenberg)

Information:

1. Unanimously approved name change from School of Art, Design and Art History to School of Art and Design

Discussion:

Senator Preciado asked whether the Enrollment Management Report would soon come before the Senate. **Senator Baldson** (for Senator Schellenberg) said he anticipated that the report would be presented at the April Senate meeting. **Senator Preciado** asked whether commuter students were being examined in the report. **Senator Baldson** responded that this year, the committee decided to focus the report on graduate students. **Senator Preciado** noted that this focus was interesting, but not the purpose of the annual Enrollment Management Report. He then asked if the report would address issues related to the local enrollment agreement. **Senator Baldson** said this issue wouldn't be addressed. **Senator Preciado** said he would consider a referral since these are important issues. **Dean Chase** noted that the Retention and Graduation Report from the Division of Undergraduate Studies would discuss commuter students and would be presented to the Senate.

8.2 Active Transportation Task Force (Snively)

Information:

Active Transportation/Wheeled Vehicle Task Force

Report and Recommendations

Task Force Members

Bill Snively	Chair of Task Force, School of Communication
Allison Bobrow	Staff representative & Task Force Staff
Matt Cecil	Associated Students Representative
Morgan Chan,	Associated Students Representative
Eric Meissner	Associated Students Representative
Rebecca Moore	Faculty Representative, Department of Religious Studies
Debbie Richeson	Department of Public Safety
Sherry Ryan	Transportation planning expert, School of Public Affairs, Graduate Program in City Planning
Loren Schreiber	Member of the Environment and Safety Committee, School of Theatre, Television & Film
Janusz Supernak	Civil Engineering/transportation expert, Department of Civil, Construction and Environmental Engineering
Julio Valdes	Senate Officers' representative, Department of Civil, Construction and Environmental Engineering

Task Force Charge

The following is the charge from Senate Chair, Bill Eadie, on September 25, 2012:
This group is being organized to examine the current state of allowing wheeled vehicles to access the campus core. At the urging (and funding) of Associated Students, intersecting paths for wheeled vehicles through central campus have been operating for some time. Bicyclists, skateboarders, and other wheeled vehicles (including motorized carts) have been using these paths for navigating from the edges of campus to central campus. Yet, concerns remain regarding the safety of bicycles and skateboards in heavily congested areas. Motorized carts are used for official university operations, but these have proliferated over time. Also, with more events being held in the area north of Love Library, there has been an increase in the use of sidewalks for transporting equipment for these events.

The task force should receive and evaluate proposals associated with vehicle access to the central campus. The task force should discuss whether and how increased wheeled access can be accomplished to insure as safe a campus as possible.

The University Policy File regulations on Parking and Traffic are contained on pages 74 and 75 of the current version. The task force may recommend revisions to that policy if it so chooses. It may also recommend administrative actions that it deems would contribute to effective management of an existing or revised policy. Recommended policy revisions will be routed to the campus Environment and Safety Committee for comment before being considered by the Senate. Recommended administrative actions will be forwarded to the appropriate administrator.

I hope that you will be able to issue a report by December 10, 2012.

Task Force Study

The Active Transportation Task Force met together four times, beginning September 28, 2012. Subcommittees also met outside of our normal meetings. The Task Force reviewed existing policies at SDSU, examined policies at other universities, studied maps of transportation patterns on campus, and discussed current problems and concerns. The *Bike and Skateboard Access Safety Study* prepared by the Associated Students (October 2009) was especially helpful given the close scrutiny it gave the SDSU campus. Also of great help were policies regarding active transportation at other public universities. The Task Force also discovered several conflicting policies and regulations between the SDSU Policy File and the SDSU Building and Grounds Policy (Compare Appendix A and Appendix C).

Following professional convention, the task force adopted the term “active transportation” to include skateboards, roller skates, bicycles, and similar personal wheeled conveyances.

Task Force members agreed that in addition to the items specified in the charge given by Senate Chair Bill Eadie—especially safety—the group should develop a plan that would (1) promote health and safety, (2) encourage energy conservation, and (3) motivate compliance with regulations. Reducing traffic congestion and carbon emissions, while increasing non-motorized substitutes, are high priorities.

The Task Force concluded that a complete ban on all skateboards, roller skates, bicycles, and similar personal wheeled conveyances does not meet the stated goals of encouraging energy conservation and motivating rules compliance.

The Task Force identified the following issues for consideration:

- Pedestrian Zones
- Disability Access and Safety
- Use of Bicycles, Skateboards, Non-motorized Scooters, and Roller Skates (including in-line skates)
- Motorized Vehicles
- Signage
- Speed Limits

- Enforcement

Members discussed concerns about unauthorized skateboarding, cycling outside designated routes or roadways, pedestrian use of bike routes, disabled student and faculty safety, the seeming proliferation of motorized carts on designated bike lanes (and on campus in general), the loss of bike routes on Thursdays with the Farmers' Market, and other issues. At the same time, Task Force members agreed that the various modes of active transportation are vital components of the fabric of campus life, and in particular that skateboarding needs to be regulated rather than outlawed.

Task Force Recommendations

Overview: The planning and construction of SDSU campus facilities should consider the provision of reasonable routes for active transportation to and around the campus. (Henceforward the phrase "bicycle route[s]" refers to designated pathways for all modes of active transportation). These bicycle routes should be provided without obstacles while considering pedestrian safety and the access needs of those with some form of physical challenge. A clearly designated network of bicycle routes, providing coverage across campus, will help clarify where individuals *should* utilize active transportation. This clarification helps all travelers anticipate potential interactions between various modes of travel, and will ultimately lead to increased safety.

Bicycle route facilities need to inform users that they must yield to pedestrians and to caution pedestrians when they are about to cross or mix with faster moving bicycle, skateboard, scooter, or roller skate users.

These designated routes should be reserved for the various modes of active transportation as defined above. Pedestrians, electric carts, other service vehicles, and those using wheel chairs should utilize other designated paths and roadways.

The following are specific recommendations of the Task Force:

1. **Policy Changes.** The Task Force recommends changes to the Policy File as noted in Appendix B and the Building and Grounds Policy in Appendix C.
2. **"Pedestrian Only Zones"**. The Task Force recommends clearly designated pedestrian zones. Each pedestrian-only zone should be limited in distance and clearly designated. Where possible, SDSU should provide bicycle routes to promote that cyclists and skaters travel around pedestrian-only areas. The areas designated as "Pedestrian Only Zones" are those where existing physical impediments make mixed flows problematic and potentially unsafe, such as within the historic core near Hardy Memorial Tower or in the pedestrian intensive areas of the campus core. The breadth of these zones allows them to be easily accessed on foot from where bike and skateboard racks should be readily available. A proposed map of pedestrian-only zones is provided in Appendix E.
3. **Bicycle Routes.** The university should clearly designate bicycle routes and allow individuals to access most areas of campus in a reasonable fashion. Cyclists and skateboarders should not have to walk more than approximately 100 yards on either end of their trip, compared to a direct route. A detour should not require a cyclist to climb a significant hill when the more direct route is mostly flat. There should be reasonable bike routes to/from and within the heart of campus where most of the destinations are.

Providing some form of access near the heart of the campus is essential in order to make enforcement of "Pedestrian Only Zones" effective. The goal should be to provide penetration into the campus center to a point where bicycle and skateboard parking is provided, and the walking portion of the trip is no more than 100 yards to the final destination. Recommended bicycle routes on campus are provided in Appendix E.

4. Parking Facilities. Bike routes should terminate at bike and skateboard parking areas so that users can leave their vehicles as close to their destinations as possible, and where permitted bike paths and roadways transition to the pedestrian-only zones. Such parking facilities should be expanded at preferred areas and eliminated within the pedestrian-only areas of campus. The map in appendix E does not have all the parking facilities included.
5. Signage. Although the Associated Students' *Bike and Skateboard Access Safety Study* recommended increased signage—and SDSU has provided such signage—the Task Force believes that additional signage should not be unsightly, and should maximize impact, in particular denoting pedestrian zones, bike routes, and facilities (e.g. ramps) for the disabled.
6. Motorized vehicles. The Task Force urges enforcement and education in support of the current regulations prohibiting motorized vehicles and carts from designated bike lanes. In addition, the Task Force recommends that efforts be made to eliminate the unnecessary use of motorized carts on the core of the campus.
7. Education. The university should make active transportation regulations and requirements part of Student Orientations so students learn the regulations and zones from the start of their attendance. (See Appendix D for a proposed orientation sheet to be made available to all entering students). The Task Force believes Associated Students (AS) can play an important role in on-going education efforts beyond orientation to reach most students.

Campus Travel Monitoring. The Task Force recommends development and implementation of an annual data collection program that would support the university's ability to assess travel mode shares and safety related to walking, active travel, and motorized travel on campus. A network of count stations across campus should be established, along with data collections protocols, and counts/safety observations collected yearly. Safety observations would include recording the number of near-misses and actual collisions occurring during the count period. The count and safety behavior data collection will support a more complete understanding of the effectiveness of infrastructure improvements and education or enforcement programs implemented by the university.

Appendix A

Current University Policy File section on Parking and Traffic

Parking and Traffic

- 1.0 Permit Requirements
 - 1.1 State law requires that a fee be charged for parking on university property by San Diego State University faculty, staff, and students. Every vehicle, including those with specialized license plates, not otherwise exempt, that occupies a parking stall shall display a valid permit in accordance with the regulation and time and date posted. Parking lots and structures shall have signs posted indicating when parking permits are required.
 - 1.2 Faculty and staff members with valid parking permits shall park in areas designated for faculty and staff. Faculty and staff members may use student parking facilities with a Faculty/Staff permit.
- 2.0 Regulations: The complete and current university Parking Rules and Regulations shall be published each semester in the Class Schedule.
 - 2.1 General
 - 2.11 The regulations of the State of California Vehicle Code and the traffic laws of the City of San Diego and San Diego State University shall govern traffic and parking on the campus of San Diego State University.
 - 2.12 Title 5 of the California Code of Regulations, art. 7, subchap. 5, reads in part: "No person shall drive any vehicle, nor shall any person stop, park or leave standing, any vehicle upon the

- driveways, paths, or grounds of any campus, except with the permission of the president of the campus where such a vehicle is driven or parked.”
- 2.13 The garaging of vehicles shall be prohibited except for residence hall tenants with the appropriate permit to park for long term in selected residence hall areas.
- 2.2 Violations: The university shall be authorized to create and enforce parking regulations pursuant to the California Vehicle Code, sec. 21113(a). In addition, other state and local laws relative to parking and vehicle operation shall be enforced on university property.
- 3.0 Residence Hall Parking: A special parking area may be set aside for those living in specified residence halls; these residents shall receive designated parking permits for use in that campus area only.
- 4.0 Skateboards and Roller Skates, Bicycles and Motor Scooters
- 4.1 Skateboards, roller skates, bicycles, and similar personal wheeled conveyances may only be operated in designated locations throughout the campus, including streets, paths, grounds, and buildings. Riding bicycles and similar personal conveyances shall likewise be operated only in designated locations throughout the campus as well as on curbed streets and vehicular thoroughfares. In other locations, bicyclists shall walk their bicycles and shall park them in designated parking stands and areas.
- 4.2 Motor scooters, motorbikes, and motorcycles shall be operated only on curbed streets and vehicular thoroughfares. They shall not be ridden or walked elsewhere on campus but shall be parked in areas designated for motorcycles and not in bicycle stands or in areas designated for bicycles.
- 4.3 Motorized and non-motorized carts, trucks, or dollies approved for operation on campus and only officially permitted motor vehicles shall be operated in areas other than designated bike/skateboard lanes.
- 4.4 These prohibitions shall not apply to non-ambulatory persons in wheelchairs or to children in carriages or strollers.
- 4.5 These prohibitions shall be enforced in accordance with the San Diego State University Public Safety Code, sec. 100, and the California Vehicle Code, sec. 21113(f). (as revised to conform to this policy change)
- 4.6 The university at principal entrances and accesses shall post appropriate signs to campus.

Appendix B

See Active Transportation Task Force March Action Item on page 4 of the Senate Agenda. Other policies (appendix C and D) that relate to the proposed Policy File changes are included below. These items are not being voted on during the March Senate meeting.

Appendix C

From Business and Financial Affairs

Building and Grounds Policy Regarding Bicycles, Skateboards, Roller Blades, Motor Scooters, Motorbikes and Motorcycles

- 16.1 During the hours of 7 a.m. until 10:00 p.m. bicycles may only be operated lawfully in designated locations throughout campus, including streets, paths, and grounds as well as on curbed streets and vehicular thoroughfares. In all other locations, bicyclists shall walk their bicycles and park them in designated parking stands and areas
- 16.2 Riding skateboards, coasters, roller skates, toy vehicles and other devices of a similar nature is prohibited on all University property at all times.
- 16.3 Motor scooters, motorbikes and motorcycles shall only be operated on curbed streets and vehicular thoroughfares. They shall not be ridden or walked elsewhere on campus but shall be parked in areas designated for motorcycles and not in areas designated for bicycles.
- 16.4 Motorized and non-motorized carts, trucks or dollies approved for operation on campus and only officially permitted motor vehicles shall be operated in areas other than designated bike lanes.
- 16.5 These prohibitions shall not apply to non-ambulatory persons in wheelchairs or to children in carriages or strollers.

- 16.6 This section does not apply to University Police personnel in the performance of their duties.
 16.7 These prohibitions shall be enforced in accordance with the San Diego State University Public Safety Code, sec. 100, and the California Vehicle Code sec. 21113(f).

Proposed Changes:

- 16.2 *The operation of ~~Riding~~ skateboards, coasters, roller skates, toy vehicles and other devices of a similar nature is permitted in designated zones and bike routes only. Skateboards, roller skates, bicycles, and similar personal wheeled conveyances are prohibited in all University ~~property~~ designated pedestrian-only zones at all times.*

Appendix D

Proposed Freshman Orientation Information

To be introduced to new freshman at orientation.

1. Every person riding a bicycle, skateboard, non-motorized scooter, or using roller skates shall exercise due care and reasonable caution to prevent injury to others, to self, or to property.
2. All bicycles must be legally licensed and registered. This service is free and available through the SDSU University Police front desk. This facilitates the recovery of stolen or impounded bicycles.
3. Every person riding a bicycle, skateboard, non-motorized scooter, or using roller skates shall yield the right of way to pedestrians and those with disabilities at all times.
4. No person riding a bicycle, skateboard, non-motorized scooter, or using roller skates shall exceed a reasonable and proper speed under the circumstances then and there existing and in no event shall any person riding a bicycle, skateboard, non-motorized scooter, or using roller skates exceed a speed of 8 miles per hour upon any bike route or roadway except as part of a university-approved competition or function.
5. Bicycles, skateboards, non-motorized scooters, or roller skates shall not be ridden upon or used on any ramp, stairway, wall, bench, fountain, or other structure or facility or on or over any landscaped area, including, but not limited to, grass, shrubbery, or flower beds. Bicycles, skateboards, non-motorized scooters, and roller skates shall not be ridden or used within any building or parking structure.
6. Unless otherwise provided by regulations or traffic signs, bicycles, skateboards, non-motorized scooters and roller skates may only be ridden or used within designated bike routes or roadways. Bicycles, skateboards, non-motorized scooters and roller skates shall not be ridden or used upon any "Pedestrian Only Zone" or sidewalk where there is a posted sign prohibiting such activity. Except as part of a university-approved competition or function, bicycles, skateboards, non-motorized scooters and roller skates shall not be ridden or used in any parking lot or access ramp.
7. Bicycle, skateboard, non-motorized scooter and roller skate users shall not engage in obstacle riding or other acts or maneuvers which may endanger the rider or others or which may damage property.
8. Bicycles, skateboards, non-motorized scooters and roller skates shall not be left unattended on or at ramps, entrances or other facilities designated for persons with physical disabilities or in such a manner as to impede the free and clear use of such facilities. Any bicycle attached to

any railing or other structure on campus that is not designated for bicycle parking is subject to removal and impoundment.

9. Bicycles, skateboards, non-motorized scooters and roller skates shall not be left unattended in the public areas of any building, including but not limited to hallways, stairwells and classrooms. Bicycles, skateboards, non-motorized scooters and roller skates shall not be left unattended at or near any building entrance or exit in such a manner as to impede the free and clear use of such areas. Such bicycles, etc. are subject to removal and impoundment.
10. The appropriate university bodies may adopt policies concerning the riding of bicycles, skateboards, non-motorized scooters and the use of roller skates in university student dormitories and apartment areas.

Selected Wed-Based Links

The Bike Safety and Access Study, sponsored by the SDSU Associated Students:

http://as.sdsu.edu/greenlove/SDSU_Bike_Access.pdf

The AS Bike Study provides policies at a number of other universities

University of California, Berkeley:

http://pt.berkeley.edu/sites/pt.berkeley.edu/files/content/UCB_BikePlanFinal.pdf

University of California, Davis:

<http://taps.ucdavis.edu/bicycle/>

Stanford University:

http://transportation.stanford.edu/alt_transportation/BikingAtStanford.shtml

Discussion:

Senator Deutchman asked whether he could obtain the links to the maps. **Senator Snavelly** responded that the final version of the map had yet to be drafted.

8.3 California Faculty Association (Toombs)

Information:

Policy changes proposed by the governor

Governor Brown's proposed an increase for the CSU of \$125 million for 2013/14, and this is welcome news. As part of his proposed budget, Governor Brown also proposed changes that could have a significant impact on faculty members. One significant proposal: for the second year in a row, the governor has proposed a statutory change to allow the CSU to negotiate higher employee contributions to healthcare for employees and their families. This has the potential to increase the amount that faculty members and all CSU employees pay for our health coverage. Last year, CFA was able to prevent this language from being adopted into law. We will monitor this and other proposed policy changes, and let faculty members know if their action is needed.

On-line education

As part of the \$125 million budget increase, the governor proposed that \$10 million be directed to expanding online education offerings. These would be aimed at so-called "bottleneck courses." It is not clear how these funds would be spent and this is also something that we will want to follow closely.

Equity Increases

The new faculty Collective Bargaining Agreement gives campus presidents the authority to implement Year 2 of the previously-negotiated Equity program. Equity increases are intended to address faculty equity issues, including discipline-based salary inversion and compaction. About 200 Associate and Full Professors are potentially eligible for these Equity increases. The cost to SDSU would be approximately \$300,000-\$400,000 per year; this amount would fund the negotiated Equity increases, in full, for all eligible faculty members.

On Friday February 15th Gail Brooks sent CFA President Lillian Taiz a letter regarding Equity Year 2. http://www.calfac.org/sites/main/files/file-attachments/csu_2.pdf The letter indicated that the CSU administration intends to fund \$5 million in Equity raises negotiated in our previous contract but not funded in 2008/09. Implementation of this program, which will cost \$5 million dollars and affect 3000 faculty members, is contingent on the legislature's approval of the Governor's January budget allocation.

As many of you know, CFA has been working hard since 2008 to ensure fulfillment of the promise made to the faculty members who should have received some salary relief under this program. In her first meeting with newly appointed Chancellor Timothy White, CFA President Taiz emphasized the importance of finally funding Equity Year 2 for those faculty members. With Friday's announcement, it is evident that our new chancellor is moving in a positive direction. We appreciate his taking this step to address a long-standing problem and look forward to working with him on solving the other pressing issues confronting faculty, who have made considerable personal sacrifices to bring the university through tough times. While the salary relief provided to this small group of faculty is much-needed, there are still tens of thousands of faculty and staff who have not received across-the-board increases (GSI) and step increments (SSI) for many years.

We are pleased that the CSU administration is moving in the right direction, and we will look forward to working together to bring relief to all CSU employees.

CANRA: Childhood abuse and neglect reporting act

A new law took effect on January 1. The Child Abuse and Neglect Reporting Act (CANRA) now makes our faculty "mandated reporters" for child abuse and neglect. This change in the law is a response to the Penn State-Sandusky case (s). Faculty will now be required to report any instance of child abuse and neglect under penalty of a misdemeanor conviction with a penalty of 6 months jail or \$1000 fine (or both). A CSU-specific training will be required of faculty and staff. This training should be available in the near-term. The CSU plans to develop mandatory training on the topic, and we need to be involved in its design and implementation.

California AAUP annual meeting

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

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.

Discussion:

Concerning CANRA (the Childhood Abuse and Neglect Reporting Act), **CFA Chapter President Toombs** noted that there have been talks between the CFA and the CSU concerning the Executive Order, which is expected to be rewritten. He said he anticipated that it would include faculty training. **Senator Ornatowski** asked if implementation of the Executive Order was the same across the CSU system. **CFA Chapter President Toombs** responded that he thought it was the same across the system, and there was an issue with it.

Senator Ornatowski asked if CFA was working with the Chancellor's Office to resolve issues. **CFA Chapter President Toombs** responded affirmatively. Although CFA and CSU will work to have CANRA implemented in a fair manner, he noted it is the law.

8.4 Diversity, Equity and Outreach (Butler-Byrd)

Information:

DEO Response to Strategic Plan Task Force Reports

The Diversity, Equity and Outreach Committee met to discuss the Strategic Planning Task Force Reports on February 26. We are pleased to endorse the following report and recommendations and hope that they will be included in the final Steering Committee Strategic Plan:

- The Diversity Task Force report in its entirety
- The recommendation to establish an Office of Commuter Life and Engagement
- The recommendation to create a Learning Center to promote critical thinking and writing excellence

The DEO hopes that care will be taken to ensure that proposed diversity initiatives within the Areas of Excellence in Scholarship will receive the support of the Administration.

Finally, the DEO raised two issues of concern:

1. Much-needed support for student mental health (e.g., more funding needed for counseling and psychological services) was not included in any of the reports.
2. The push for increasing online education should only be done within a set of very stringent parameters that include ensuring the following:
 - a. Online classes will not replace classroom instruction (i.e., students should always have the choice to take each course in the classroom rather than having online education as the only option for any given class, especially since students from underrepresented groups are not always as engaged in an online environment as they are in a classroom);
 - b. The differential access to appropriate technologies between underrepresented and other groups is taken into account;
 - c. Maximum enrollment is the same for sections of a class taught in the classroom and online;
 - d. Faculty members hired to teach online have exactly the same contractual protections as classroom faculty;
 - e. No faculty member is forced to teach online; and
 - f. Decision-making related to online courses is vetted by a representative faculty body, such as the Senate or a Senate-appointed committee.

Discussion:

Senator Preciado thanked the committee for continuing to raise these concerns. He then asked about issues related to online education. **Chair Eadie** said the Committee on Academic Policy and Planning was considering this issue, item (f). **Senator Donadey** suggested that the committee's report be forwarded to Senator Schellenberg.

8.5 Environment and Safety (Quintana)

Information:

Environment and Safety Committee:

Position on new Transportation plan.

February 2013

Background comments:***Relation of transportation plan to sustainability on campus:***

The unmistakable good news is that the use of bicycles to commute to SDSU is growing visibly and measurably. The additional bike racks and storage we have added have been immediately put to heavy use (and we are installing more to help meet the demand), and bicycles are a visibly growing presence on campus. SDSU is becoming a greener campus as we watch.

The much discussed "last mile" of public transportation arguably works better here than almost anywhere. We not only have superb transit access (perhaps the best in Southern California) the majority of parking has been forced to the perimeter of a campus that has an exceptionally small footprint for our population size. Whether you arrive on campus by public transit, bicycle, or automobile, the entire campus is easily, quickly, and safely available to us as pedestrians.

Walkability of the SDSU campus:

One of the great and unappreciated characteristics of SDSU is that we might be the most walkable large university in America. Preserving that unique attribute of SDSU is exceptionally important.

In the present location on Campanile and Aztec Walk, the bike lanes have been successful, but not without impacts. It is worth noting that the current bike lanes are located on walkways that are either exceptionally large, Campanile, or less heavily traveled than most, Aztec Walk. The bike lanes encourage higher speeds for cyclists, and that if we locate them incorrectly, we could easily make those routes much less convenient and safe for our pedestrians, and even our cyclists.

As we consider bike lanes on tighter and more congested pathways, the higher speeds that the bike lanes engender are going to come into greater conflict with the pedestrians on campus. Most of student, staff, faculty and visitor's trips across campus are on foot. With the proposal to add bike lanes to walkways with more pedestrian density and less walkway space, we are starting to compromise the pedestrian experience. It should be noted that one of our committee members (MB) said that the reason that bikes were banned from campus years ago was following a very serious head injury to a pedestrian from a bicycle collision (unverified at this point). We do not want to repeat history.

Disabled Students Access/Safety

An important and currently unaddressed consideration of this committee is disabled students access and safety. Presentations made to the committee by DSS and representatives of disabled students vividly illustrated problems with existing and future bike lanes.

Current issues:

SPEED. For visually impaired students, a slow speed of cyclists is important, as it allows them and their guide animals time to assess the safety of crossing the bike lane. **We recommend a posted 5 MPH speed on bike lanes.**

CROSSWALKS: Currently, there are no crosswalks marked on the existing bike lanes, even in areas known to get large volumes of crossing students (marked with a black star on the attached annotated bike lane map. Crosswalks must be painted on the bike lanes where pedestrians frequently cross. For some areas like the Sundial that get lots of cross-foot traffic, stop signs must be painted on the bike lane to emphasize pedestrian right-of-way. Areas where large amounts of foot traffic across the existing bike lane are dangerous for visually impaired persons and other pedestrians. Pedestrian right-of way should be signaled by stop signs and marked crosswalks, or be made into pedestrian only areas. Disabled students and DSS have requested flashing and beeping crosswalks at high traffic areas to ensure their safety. The committee supports this request.

The annotated map, attached, has been marked with letters A – F.

Comments about Disabled students access and safety, as well as safety concerns for general pedestrians, are listed by map number, below.

A. on map The bike lanes ringing the Library create a constant series of crossing conditions to access the library that will interfere with visually disabled individual's ability to safely

access the library. They are also unnecessary to meet the stated goal of a bike path within 100 yards

B. on map This bike lane passes the elevator where disabled persons access this section of the campus and has a steep downhill. (*Top star on map near Nasatir Hall stairs*). Many persons come from AL or West commons and access Hardy Tower, Hepner Hall, PSFA, and other destinations by going up the stairs from the roadway to a point where the bike path, with a steep grade, crosses in front of them. This seems a clearly dangerous place to have a bike lane marked. (*Bottom star on map near Communications, path from sundial and archway*). The pathway is too small for pedestrians and bikes, and the archway has a blind corner where one of our committee members (RS) witnessed a cyclist strike a pedestrian, knocking them down.

C. on map As stated above, crosswalks must be painted on the bike lanes where pedestrians frequently cross. For some areas like the Sundial that get lots of cross-foot traffic, stop signs must be painted on the bike lane to emphasize pedestrian right-of-way. If not another solution would make the pedestrian only zone extend from Scripps Cottage through sundial area to connect with pedestrian only zone in front of Love Library.

D. on map *West side of the Aztec Student Union*. The route shown on the west side of the Aztec Student Union will conflict with the heavy pedestrian traffic and outdoor seating that will be located there. Also, *Adams Humanity* The bike routes ringing Adams Humanity are unnecessary to meet the stated goal of a bike path within 100 yards of every building. *Connection between the OAT walkway and Centennial Mall*. Even upon completion of the Student Union, there connection between the OAT walkway and Centennial Mall will be exceptionally tight for the amount of traffic it sees. We see no safe way to thread a bike path through this connector.

E. on map In the original bike lane installations we intentionally omitted bike lane signage where streets dead end, e.g. north of administration and south of engineering to discourage riding into the pedestrian-only areas like the Mediterranean Garden that will be their path of travel when the lane disappears. Like all dedicated roadways on campus, they are already legal to ride on, the only issue is encouraging through traffic. Encouraging higher speeds with such limited visibility seems inherently dangerous.

F. on map Cross traffic between these buildings by the theater make crosswalks or some other means of protecting pedestrians an important safety issue.

This committee recommends that no additional bike lanes be installed until such time as improvements to the existing bike lanes can be implemented and proven to be successful in mitigating the hazards the bike lanes have created for our disabled community.

We also recommend:

Tracking of complaints and incidents, both tracking of accidents and complaints and a person designated to handle and log complaints be formally designated in the new policy. This does not mean a police report, just an email and phone number where persons can report issues. Places where skateboard operation affects noise level and learning environment, which are buildings with extensive use of outside air and open windows.

Speed limits: Speed limits for bikes and other vehicles should be made part of any bike lane policy. 5 MPH is recommended.

Comments on current plan:

1. The map omits an already approved bike route between the east end of Aztec Walk and Aztec Circle Drive

Proposed University Policy File changes - Parking and Traffic (*Additions indicated with italics*) (**comments from Environment and Safety Committee appear in Bold**).

Parking and Traffic

4.0 Skateboards and Roller Skates, Bicycles and Motor Scooters

4.1 Skateboards, roller skates, bicycles, and similar personal wheeled conveyances may only be operated in designated locations throughout the campus, including streets, paths, grounds, and buildings. Riding bicycles and similar personal conveyances shall likewise be operated only in designated locations throughout the campus as well as on curbed streets and vehicular thoroughfares. In other locations, bicyclists shall walk their bicycles and shall park them in designated parking stands and areas. *In no case shall such conveyances be permitted within designated pedestrian-only zones.*

Comment from Environment and Safety Committee: the term designated locations is confusing, given the addition that is proposed at the end of the paragraph. The addition reads. "In no case shall such conveyances be permitted within designated pedestrian-only zones" which might be interpreted to mean that skateboards etc. are permitted other places. For clarity, we recommend the change to replace the term 'designated locations' with 'designated bicycle/ wheeled conveyance lanes'. Dr. Snavelly clarified to the E and S committee Feb 5, 2013 that this was indeed the intent of the Task Force. Point 4.1 would then read

(Proposed change) 4.1 Skateboards, roller skates, bicycles, and similar personal wheeled conveyances may only be operated in *designated bicycle/ wheeled conveyance lanes* throughout the campus, including streets, paths, grounds, and buildings. Riding bicycles and similar personal conveyances shall likewise be operated only in designated locations throughout the campus as well as on curbed streets and vehicular thoroughfares. In other locations, bicyclists shall walk their bicycles and shall park them in designated parking stands and areas. *In no case shall such conveyances be permitted within designated pedestrian-only zones.*

4.2 *All bicycles on campus shall properly display a valid SDSU Bicycle license. Unregistered bicycles shall be impounded.*

4.3 *Bicycles shall be parked only in designated areas. Bicycles attached to railings or other fixtures on campus are subject to removal and impound.*

4.4 *In no case shall bicycles, skateboards, roller skates, or similar personal wheeled conveyances be permitted on ramps for handicap access.*

4.5 *Pedestrians shall have right of way at all times.*

Comment from Environment and Safety Committee: we recommend for clarity that it be explicitly stated the pedestrians have right of way at all times. Therefore we propose the above change.

4.6 *A 5 miles per hour speed limit shall be observed, except on curbed streets.*

Comment from Environment and Safety Committee: we recommend for safety of disabled persons that a limited speed on bicycle lanes be established.

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

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

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

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

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

Amended Proposed University Policy File changes - Parking and Traffic per Environment and Safety Committee

Parking and Traffic

4.0 Skateboards and Roller Skates, Bicycles and Motor Scooters

4.1 Skateboards, roller skates, bicycles, and similar personal wheeled conveyances may only be operated in *designated bicycle/ wheeled conveyance lanes* throughout the campus, including streets, paths, grounds, and buildings. Riding bicycles and similar personal conveyances shall likewise be operated only in designated locations throughout the campus as well as on curbed streets and vehicular thoroughfares. In other locations, bicyclists shall walk their bicycles and shall park them in designated parking stands and areas. *In no case shall such conveyances be permitted within designated pedestrian-only zones.*

4.2 *All bicycles on campus shall properly display a valid SDSU Bicycle license. Unregistered bicycles shall be impounded.*

4.3 *Bicycles shall be parked only in designated areas. Bicycles attached to railings or other fixtures on campus are subject to removal and impound.*

4.4 *In no case shall bicycles, skateboards, roller skates, or similar personal wheeled conveyances be permitted on ramps for handicap access.*

4.5 *Pedestrians shall have right of way at all times.*

4.6 *A 5 miles per hour speed limit shall be observed, except on curbed streets.*

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

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

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

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

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

Discussion:

Senator Preciado said he thought the Environment and Safety Committee was properly constituted to address many of these public safety issues; however, since the committee wasn't ready to move in a particular direction, a task force was created. Although not wanting to diminish the work of the Active Transportation Task Force, he said he was concerned about how this policy was developed. As other environment and safety issues emerge, he said he hoped that the committee is allowed to complete its work. He said the Environment and Safety Committee was established to deal with these issues. If the committee doesn't want to work on an issue or if it doesn't have the right answers to an issue, he said it was important not to circumvent the work of the committee. The Senator said he also was concerned that the Senate had adopted a policy that didn't create safety or resolve public safety issues. He said he planned to submit a grievance against the implementation of the policy with his union. **Chair Eadie** responded that the Environment and Safety Committee is not a Senate committee; it is a Senate-appointed committee. More specifically, it is an administrative committee that reports to Sally Roush, Vice President for Business and Financial Affairs. Thus, the Senate can ask this committee to investigate issues, but it has no obligation to do so. He also noted that the task force was created before he took over as Senate Chair. He added that there would be a controversial debate on smoking next month. If approved, he said the policy would go through a bargaining process since it does have an impact on employment, and that this was appropriate. The Chair said he appreciated the hard work of the task force, noting that transportation experts on campus had served on the committee.

8.6 Graduate Council (Welter)

Information Item #1: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.

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:EXERCISE AND NUTRITIONAL SCIENCES

1. Change in program

**Master of Science Degree in Exercise Physiology
Specific Requirements for the Master of Science Degree
(Major Code: 08355) (SIMS Code: 556521)**

In addition to meeting the requirements for classified graduate standing, the student must satisfy the basic requirements for the master's degree as described in Part Four of this bulletin. The 36-unit program includes a minimum of 30 units in exercise and nutritional sciences. The remaining units must be selected from courses listed in the bulletin as acceptable for master's degree programs. At least 27 units of the 36-unit program must be in 600- and 700-numbered courses. Also, students complete their degree by choosing either Plan A or Plan B. If students select Plan A, Exercise and Nutritional Sciences 799A (thesis) is required for completion of their degree, accompanied by a final oral examination on the field of the thesis and on the implications of the thesis research for the broader of field of exercise physiology. If students select Plan B, Exercise and Nutritional Sciences 790 (Directed Readings) is required for completion of the degree.

Students are required to develop and sign a formal plan of study which must be approved by both a faculty adviser and the graduate adviser. This official program of study is developed when the student has completed between 12 and 21 units of study, and must be filed with the Division of Graduate Affairs as a prerequisite for advancement to candidacy.

The school expects the student to complete the degree requirements within seven years. Failure to complete the degree requirements within seven years will result in dismissal from the program.

DPT 750

Pathophysiology of Physical Therapy Practice (4)

DPT 830	Cardiopulmonary Therapeutics (4)
ENS 601	Experimental Methods in Exercise and Nutritional Sciences (3)
ENS 602	Research Evaluation in Exercise and Nutritional Sciences (3)
ENS 661	Seminar in Advanced Physiology of Exercise (3)
ENS 662	Advanced Exercise Physiology Laboratory (3)
ENS 796	Exercise Specialist Internship (3) Cr/NC
ENS 799A	Thesis (3) Cr/NC/RP

OR

ENS 790 Seminar in Directed Readings (3) Cr/NC

Electives: Ten units to be selected with approval of graduate adviser.

Change: Delete required ENS 632, 659, 666, 668 (fiscal challenge to offer); addition of DPT 650, 830 (new courses with appropriate content); update of overall program.

2. Change in program

Master of Arts Degree in Kinesiology

Specialization in Rehabilitation Science (SIMS Code: 556542)

Application of principles of biomechanics, motor control, and athletic training to science of physical rehabilitation. Emphasis is placed on techniques of data acquisition and analysis to assess and evaluate motor performance of clinical and non-clinical populations. Required courses for the 30-unit program include those specified in the Master of Arts degree in kinesiology and:

ENS 603	Measurement and Evaluation in Exercise and Rehabilitation (3)
ENS 610	Biomechanics Measurement Techniques I – Kinematics (3)
ENS 611	Biomechanics Measurement Techniques II – Kinematics (3)
ENS 612	Biomechanics Measurement Techniques III – EMG (3)
ENS 613	Motor Control and Rehabilitation Science (3)

Electives: Nine units to be selected in consultation with a specialization adviser.

Students seeking a Master of Arts degree in kinesiology with a specialization in rehabilitation science are required to develop a formal plan of study that must be approved by the graduate adviser before being forwarded to the Division of Graduate Affairs. Students are required to take mandated core courses and elect a number of electives. The offerings in a specialization allow a student to achieve certain competencies once the degree has been completed.

The school expects a student to complete the degree within seven years. Failure to complete the degree requirements within seven years will result in dismissal from the program.

Change: Update and addition of nine elective units.

3. Change in program

Specific Requirements for the Master of Science in Nutritional Sciences and Master of Science in Exercise Physiology

(Major Code: 08356) (SIMS Code: 552990)

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree as described in Part Four of this bulletin, the student must complete an officially approved course of study of not less than 48 units as outlined below. Also, students complete their degree by choosing either Plan A or Plan B. In Plan A, all students will include Nutrition 799A (thesis) or Exercise and Nutritional Sciences 799A (thesis) for completion of their degree, accompanied by a final oral examination on the field of the thesis and on the implications of the thesis research for the broader field of exercise and nutritional sciences. If students select Plan B, Exercise and Nutritional Sciences 790 (Directed Readings) is required for completion of the degree.

DPT 750	Pathophysiology of Physical Therapy Practice (4)
DPT 830	Cardiopulmonary Therapeutics (4)
ENS 601	Experimental Methods in Exercise and Nutritional Sciences (3)
ENS 602	Research Evaluation in Exercise and Nutritional Sciences (3)
ENS 661	Seminar in Advanced Physiology of Exercise (3)
ENS 662	Advanced Exercise Physiology Laboratory (3)
ENS 796	Exercise Specialist Internship (3) Cr/NC
NUTR 600	Seminar: Foods and Nutrition (3)
NUTR 607	Child Nutrition (3)
NUTR 608	Geriatric Nutrition (3)
NUTR 610	Nutrition and Energy (3)
NUTR 700	Seminar in Nutrition (3)

Plan A

ENS 799A Thesis (3) Cr/NC/RP

OR

NUTR 799A Thesis (3) Cr/NC/RP

or Plan B

ENS 790 Seminar in Directed Readings (3) Cr/NC

Electives: Seven units to be selected with consent of graduate adviser.

If a student, after entering the concurrent program leading to a Master of Science degree in nutritional sciences and a Master of Science degree in exercise physiology returns to a single degree program, all the requirements for the single degree program must then be met.

The school expects the student to complete the degree requirements within seven years. Failure to complete the degree requirements within seven years will result in dismissal from the program.

Change: Delete required ENS 632, 659, 666, 668 (fiscal challenge to offer); addition of DPT 750, 830 (new courses with appropriate content); update of overall program.

GERONTOLOGY

- Changes in course title.

Gerontology

THRY APPLIC GERO & AGING

GERO 601. Theory and Application in Gerontology and Aging (3)

Prerequisite: Consent of instructor.

Concepts and theory in gerontology, theory construction, application of theory to research. Theoretical models and special topics.

Change: Update to incorporate SWORK as part of GERO transfer.

- Change in program

Gerontology

Specific Requirements for the Master of Science Degree

(Major Code: 21043) (SIMS Code: 551904)

(no change to first paragraph.)

Core Curriculum Requirements. A minimum of 30 units is required in the following core courses

GERO 520 Analysis of Programs for the Aging (3)

GERO 601 Theory and Application in Gerontology and Aging (3)

GERO 605 Long-Term Care (3)

GERO 690/SWOK 690 Seminar in Research Methods for
Social Work and Gerontology (3)

GERO 700A Practicum (Cr/NC)
 GERO 740/SWORK 740 Advanced Seminar in Administration and
 Community Development in Social Work and Gerontology (3)
 SWORK 610 Computer Application in Practice for Social Work
 and Gerontology (3)
 SWORK 632 Social Work and Gerontology: Organizations
 and Communities (3)
 SWORK 702 Seminar in Selected Social Welfare Policy and Services (3)
 GERO 799A Thesis (Plan A) **OR** GERO 700B (Plan B)
Electives. (no change to this section)
Plan A or Plan B.

Plan A: Students who complete Plan A, Thesis option for the M.S. degree in gerontology must include GERO 797 and 799A (Thesis) in the 30-unit program, and pass a final oral examination on the thesis.

Plan B: Students in Plan B must include GERO 700B to fulfill core requirements and pass a comprehensive written examination.

Change: Update of gerontology program to reflect transfer to SWORK.

PSYCHOLOGY

1. New course.

Psychology

SEM COGN BEHAV NEURO (C-5)

PSY 767. Seminar in Cognitive and Behavioral Neuroscience (3)

Prerequisite: Consent of instructor for programs outside of psychology MA and JDP.

Issues of contemporary importance in neuroscience. See Class Schedule for specific content. Course may be repeated provided it is offered by different instructor and the subject matter is substantially different. To enroll in the seminar for the second time, the student must submit a petition to be approved by the professor and the master's program adviser. Maximum credit six units applicable to a master's degree.

PUBLIC HEALTH

1. Change in program

Master of Public Health Degree

Concentration in Health Management and Policy

(SIMS Code: 557415)

Graduate Program in Health Management and Policy

(CAHME Accredited)

Courses required for the concentration:

P H 601 Epidemiology (3)

P H 602 Biostatistics (3)

P H 603 Behavioral and Social Science in Public Health (3)

P H 604 Environmental Determinants of Human Health (3)

P H 641 Introduction to Health Services (3)

P H 644A Health Services Organization and Management (3)

P H 644B Managing the High-Performing Healthcare Organization (3)

P H 645 Health Economics (3)

P H 647 Quantitative Methods and Health Data Analysis (3)

P H 648 Health Policy (3)

P H 650R Required Community Practice (3) Cr/NC

P H 742A Health Services Financial Management (3)
 P H 742B Health Insurance and Financing Systems (3)
 P H 747 Quality Improvement and Program Evaluation (3)
 P H 748 Health Services Competitive Strategy and Marketing (3)
 P H 750E Advanced Field Practice: Health Management and Policy (3)
 P H 798 Special Study (2) Cr/NC/RP
 P H 797 Research (3) Cr/NC/RP

OR

P H 799A Thesis (3) Cr/NC/RP

Prescribed electives (three units selected with approval of adviser). In special circumstances, the graduate adviser may approve one course not on the list of prescribed electives. The substitution must be approved prior to enrollment in the course.

P H 670 Public Health Law and Ethics (3)
 P H 700E Seminar in Public Health: Health Management and Policy (3)
 P H 743 Hospitals and Ambulatory Health Management (3)
 P H 745 International Health Policy (3)

Change: Addition of two units of P H 798, increasing degree requirements from 54 to 56 and addition of electives P H 670 and 745, to provide professional leadership skills and familiarity within health care management profession.

SOCIAL WORK

1. Change in course title.

Social Work

COMP APPLIC PRACT SW GERO

SWORK 610. Computer Application in Practice for Social Work and Gerontology (3)

Prerequisite: Social Work 690.

Computer technology in social work practice with emphasis on clinical and administrative applications, program monitoring, and support of service provision and delivery.

Change: Integrate gerontology (now part of SWORK) into course that is suitable for GERO and SWORK degrees.

2. Change in course title.

Social Work

SW GERO ORG & COMMUNITIES

SWORK 632. Social Work and Gerontology: Organizations and Communities (3)

Prerequisites: Social Work 630 and concurrent registration in Social Work 650.

Theoretical knowledge of elementary organizational and interorganizational decision making in human service programs.

Change: Integrate gerontology (now part of SWORK) into course that is suitable for GERO and SWORK degrees.

3. Changes in course title and description.

Social Work

SEM RESRCH METH SW & GERO

SWORK 690. Seminar in Research Methods for Social Work and Gerontology (3)

(Same course as Gerontology 690)

Research development, design, and methodology. Application to social work and gerontology in testing theories, advancing practice knowledge, and decision-making.

Change: Integrate gerontology (now part of SWORK) into course that is suitable for GERO and SWORK degrees.

4. Changes in course title and prerequisite.

Social Work

ADV SEM ADM&CD IN SW GERO

SWORK 740. Advanced Seminar in Administration and Community Development
in Social Work and Gerontology (3)
(Same course as Gerontology 740)

Prerequisites: Social Work 632 or Gerontology 632 and concurrent registration in Gerontology 700A or SocialWork 755.

Human services program design, strategic planning, marketing, organizational performance management, human resource management, and development of grant proposals.

Change: Integrate gerontology (now part of SWORK) into course that is suitable for GERO and SWORK degrees.

TEACHER EDUCATION

1. New course.

Teacher Education

INCLUSIVE EDUCATION (C-2/C-3)

TE 709. Inclusive Education (3)

One lecture and four hours of activity.

Prerequisite: Graduate standing.

Research, theory, and practice of inclusive education to include examination of the politics of disability in the public schools and American society.

2. Change in program.

Master of Arts in Teaching Degree

Admission to the Degree Curriculum

Applicants must satisfy the general requirements for admission to the university with classified graduate standing, as described in Part Two of this bulletin. As applicant may apply six units of adviser approved post-baccalaureate teacher credential work from an accredited institution to the Master of Arts in Teaching (MAT) degree. Teachers wishing to participate in this program who have not completed a post-baccalaureate teaching credential from an accredited institution may still apply to the program by providing evidence of a valid teaching credential from an accredited institution, in addition to fulfilling the other admission requirements, and taking six additional units of adviser approved post-baccalaureate MAT coursework. It is recommended that the coursework for the MAT begin within five years of completion of the basic teacher credential program. In order to be awarded credit of a maximum of six post-baccalaureate credential units in the MAT, these units, along with the course of study units, cannot be more than seven years old at the time of completion of the MAT.

Advancement to Candidacy

A student desiring a Master of Arts in Teaching degree may be advanced to candidacy upon completion of 15 units to include a minimum of six core units and six units from the area of concentration.

Specific Requirements for the Doctor of Philosophy Degree (Major Code: 08292)

(no change to first paragraph.)

Master of Arts in Teaching Degree

The Master of Arts in Teaching (MAT) is designed to provide master's level professional development as part of a teacher development continuum for K-12 teachers. The goal is to increase teachers' expertise in curriculum and instruction in order to ensure learning and achievement for students from diverse populations. The degree has six concentrations from which teachers can select, depending on their interests and educational backgrounds. The six concentrations include Elementary Education, Secondary Education, Reading Education, Mathematics Education, Science Education, and Language Arts Education (summer only). Students select courses in consultation with the graduate adviser.

1. Prerequisite: A basic teaching credential to include curriculum and methods, child and adolescent growth and development, educational psychology, and history and philosophy of education.

2. Core courses (9 units). Three units from each area. The core is comprised of three 3-unit courses, one selected from advanced learning theory and applications to the classroom, and measurement and assessment.

Area 1: Advanced Learning Theory and Applications to the Classroom

TE 600 Curriculum Development in Education (3)

TE 626 Advanced Educational Psychology (3)

Area 2: Measurement and Assessment

PLC 553 Language Assessment and Evaluation in Multicultural Settings (3)

TE 693 Measuring and Assessing Student Achievement in Schools (3)

Area 3: Socio-Cultural Foundations

PLC 600A Foundations of Democratic Schooling (3)

TE 655 Sociocultural Foundations of American Education (3)

TE 677 Research-Based Pedagogy for Diverse Learners (3)

3. Electives (6 units): Students will take two courses at the 500-600-700 level with approval of the graduate adviser.

4. Concentrations:

Elementary Education (15 units)

(Major Code: 08292) (SIMS Code: 331948)

TE 790 Seminar in Teacher Education (3)

Four additional 500-600-700 level courses in appropriate discipline(s) with approval of graduate adviser (12 units).

Secondary Education (15 units)

(Major Code: 08292) (SIMS Code: 331949)

TE 790 Seminar in Teacher Education (3)

Four additional 500-600-700 level courses in appropriate discipline(s) with approval of graduate adviser (12 units).

Reading Education (15 units)

(Major Code: 08292) (SIMS Code: 331950)

TE 530 Children's/Adolescents' Literature (3)

TE 635 Assessment of Reading and Language Arts (3)

TE 639 Literacy and Language (3)

Two additional 500-600-700 level courses with approval of graduate adviser (6 units).

Mathematics Education (15 units)

(Major Code: 08292) (SIMS Code: 331951)

TE 511 Assessment in Mathematics Education (3) OR another 500-600-700 level course with approval of graduate adviser.

MTHED 600 Teaching and Learning Mathematics in the Early Grades (Pre-K to 4) (3)

MTHED 601 Teaching and Learning Mathematics in the Middle Grades (3)

MTHED 603 Seminar on Learning Theories in Mathematics Education (3) OR another 500-600-700 level course with approval of graduate adviser.

One additional 500-600-700 level course focused on mathematics education with approval of graduate adviser (3 units).

Science Education (15 units)

(Major Code: 08292) (SIMS Code: 331952)

TE 610C Seminar in Science in Elementary Education (3)

TE 790 Seminar in Teacher Education (Science in Secondary Education) (3), or other 500-600-700 level course focused on science education with approval of adviser.

N SCI 596 Special Topics in Natural Science (3), or other 500-600-700 level course focused on science education with approval of adviser (3 units).

Two additional 500-600-700 level course focused on science education with approval of graduate adviser (6 units).

Language Arts Education (Summer Only) (15 units)

(Major Code: 08292) (SIMS Code: 331953)

TE 530 Children's/Adolescents' Literature (3)

TE 630 Seminar in Literacy and Language Arts (3)

TE 638 Topics in Reading Education (6)

TE 640 Planning for Teaching and Assessment in Writing (3)

Change: Update to provide greater flexibility in terms of course offerings, budget, student needs.

3. Change in program.

Multiple Subject Credential

(Elementary Education)

(Credential Code: 00200)

Requirements for the Post-Baccalaureate Multiple Subject Credential Program

(Total: 45 units)

AND

Variations on the Multiple Subject Credential Program

Three Semester Block Option (Semester 1: 12 units)

AND

Integrated Multiple Subject Preparation Program (Total Units 32)

Change: Delete EDTEC 470 Technologies for Teaching (3) from each of the above categories and adjust overall unit total. Course no longer required for program with content to be infused across remaining courses and field experiences of the credential program.

4. Change in program.

Single Subject (SB 2042) Credential

(Secondary Education) (Credential Code: 00100)

Single Subject Required Courses (Total: 37-40 units)

AND

Variations on the Single Subject Credential Program

Three Semester Block Option (Semester 1: 9 units)

Change: Delete EDTEC 470 Technologies for Teaching (3) from each of the above categories and adjust overall unit total. Course no longer required for program with content to be infused across other courses and field experiences of the credential program.

8.7 Undergraduate Curriculum (Barbone)

Information:KOREAN

1. New course.

Korean

PRACTICUM TEACHING KOREAN (C-8)

KOR 490. Practicum in Teaching Korean as Second Language (3) Cr/NC

Six hours of activity.

Prerequisite: Native or native-like fluency in Korean (through proficiency test) and consent of instructor.

Supervised experience and practicum in basic methods of teaching Korean, culminating in a written report. Students will be assigned to appropriate class sections within selected Korean language classes as tutors under staff supervision. Maximum credit six units.

2. New course.

Korean

KOREAN INTERNSHIP (C-78)

KOR 495. Korean Internship (1-3) Cr/NC

Two to six hours of activity.

Prerequisites: Upper division standing and consent of instructor.

Practical work experience in a field related to Korean studies under direction of activity sponsor and instructor.

8.8 University Relations and Development (Carleton)**Information:**

President Elliot Hirshman acknowledged donors who've reached the million-dollar milestone and presented them with Presidential Medallions at the third annual "Evening Celebrating Philanthropy" on February 5. Seventeen donors were honored, several of them faculty emeriti. Some 70 people attended the event.

Presidents Emeriti Brage Golding, Thomas Day and Stephen Weber joined President Hirshman for lunch and a tour of campus on February 7. Afterward, they participated in a lively discussion that was videotaped by KPBS and is expected to air sometime in March.

Campaign Update:

The Campaign has raised more than \$380 million in gifts and pledges. In the first six months of this fiscal year, more than \$51 million has been raised to support faculty, students and programs.

Recent gifts of note:

Faculty Emeritus Monica Murphy made a \$181,500 bequest gift for an endowment to benefit the College of Education.

The Marriott Foundation gave \$355,000 for the Student Center for Professional Development.

The College of Education has received a \$500,000 grant from the James Irvine Foundation.

Alumni Walt and Marian Turner have committed to a \$250,000 bequest to support the College of Business Administration, Athletics and Mortar Board.

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:

A new SDSU television spot was recently completed and will debut nationally during the MWC Basketball Championships and the NCAA Basketball Tournament. The spot highlights SDSU's eight alumni, employed at NASA, who played key roles in landing the rover Curiosity on Mars.

We also recently collaborated with KPBS to produce two new TV spots for the Campaign for SDSU. One features Jack in the Box CEO Linda Lang and her husband, Tom. The other highlights Marcel Hetu, a Ph.D. candidate in Dr. Tong's laser lab. All three spots emphasize SDSU's "Leadership Starts Here" theme.

Looking ahead, we are currently updating both the Campaign website and the SDSU home page. Increasing online giving and sharing information on the Campaign's impact are high priorities. We continue to see more donors who like the option of making or renewing gifts online.

10. Other Information Items

11. Adjournment

The Senate adjourned at 3:55 p.m.

Respectfully submitted:

Suzanne Bordelon
Secretary of the Senate

Allison Bobrow
Administrative Analyst