

**San Diego State University Senate Minutes**  
**November 4, 2014**  
**AL 101**  
**2:00 p.m.-4:30 p.m.**

The Senate was called to order at 2:02 p.m.

Members present:

**Academic Senators:** Eadie, Ornatowski [Absent: Wheeler]

**Arts and Letters:** Abdel-Nour, Blanco, Borgstrom, Del Castillo, Graubart, Donadey, Mattingly, McClish, Moore, Osman, Putman, Imazeki [Absent: Cummins, Esbenshade]

**Business Administration:** Chan, Ely, Dimofte [Absent: Fleming, Peter]

**Coach:** Absent: Van Wyk

**Education:** Butler-Byrd, Duesbery, Graves [Absent: Bezuk, Danforth]

**Engineering:** Valdes, Engin.[Absent: Beyene]

**Health and Human Services:** Pruitt-Lord, Kahan, Nip, Rauh, Verity [Absent: Chowdhury]

**Imperial Valley Campus:** Ponce

**Lecturers:** Aste, Esbenshade, Justice, Williams

**Library:** Rhodes

**MPP I & II:** Absent: Richeson

**Parliamentarian:** Eadie

**Professional Studies and Fine Arts:** Cirino, Durbin, Bober-Michel, Lamke for Testa [Absent: Geist-Martin, Lindemann, Pauley]

**Sciences:** Atkins, Beck, Bowers, Deutschman, Xie, Papin, Schellenberg, Ponomarenko, Ulloa [Absent: Shen, Wolkowicz]

**Staff Senators:** Evans, Thurn, Aguilar [Absent: Baxter]

**University Services:** Rivera

**Administration:** Dooley for Hirshman, Enwemeka, Welter, Rivera, Chase [Absent: Shapiro]

**Associated Students:** Polant, Baer for Cole, Bain [Absent: Kim]

**CFA:** Absent: Toombs

**Guests:** Benkov, Preciado, Packard, Balsdon, LaMaster, Blaylock

**1. Agenda (Bober-Michel)**

**MSP** Approved amended agenda for November 4, 2014.

**2. Minutes (Bober-Michel)**

**MSP** Approved September and October Senate Minutes.

**3. Announcements (Ely)**

Senate Excellence in Teaching Award/ -- nominations due to College Deans by November 14.

**4. Academic Affairs (Enwemeka)**

**Report on trip to Georgia**

- The Provost traveled two weeks to see things for himself. He is delighted to report considerable support from the funding agency (Millennium Challenge Corporation), its Georgia branch and the government of Georgia,
- We've established ourselves as a nonprofit foreign entity in Georgia—which allows us to conduct a number of activities that wouldn't otherwise be possible.
- The first Advisory Board meeting was held (during the Provost's trip) and the Georgian ambassador to the US attended (w/ an entourage of other officials). Since his return, a number of corporations have joined the Board.

- The Provost is glad to have made the trip; the experience was far different than merely meeting on Skype. At long last, our representative (Ken Walsh) has a vehicle; he had been getting around with public transportation and cabs. He is also hiring people with grant money – including someone to assist with student recruitment.

**Critical academic support needs**

\$2.2 million in all. Proposals from the College Deans are now with the Provost and decisions will soon be made. Almost all will be funded as proposed unless they don't meet the guidelines or are totally outrageous. It may be though that those that are off-track will be modified and then funded.

Student success fee: 90% for faculty hires; 35 for this year hired with these monies. 10% is directed toward student projects (which have been reviewed at multiple levels, including CFAC). Awardees will be announced around on November 14 (posted on the website).

**New Engineering building**

The Town Hall meeting on October 31 was well attended (160 -- twice the # of last time). Others will be planned given the interest; it's important to be inclusive. A number of valuable points have been made. The Provost is in discussions with CSU about additional funds.

**Search for Dean of Arts/Letters**

The Search Committee is formed; it held its first meeting and received its charge from the President. Chair selected as well (Osman). The advertisement has been drafted.

**Applications for 2015**

About 17,000 so far, 1000+ re out-of-state and a few internationals as well (about 180). Both in-state and out-of-state apps are down compared to this time last year but it's too soon to know if this is a true trend. Note that apps are down for the entire CSU system as well.

**Meetings with departments/programs**

The Provost has continued meeting with different departments, programs, and colleges; he finds it very informative. He complimented faculty willing to take on large mentoring; it's good to see their interest in students.

**Discussion:**

**Shackelford:** Again, this year we're pursuing 62 searches and 35 are supported by the student success fee. This is close to last year's hiring, and the pattern will continue like this for the next 3 years.

**Provost:** Next year's hiring cycle will include 24 student success fee-supported position and the year after that, 20.

Altogether, about 80 faculty will hired with support of the student success fee.

**Del Castillo:** The McNair Scholars Program was all about mentoring students of color and first-time college students. But now it's gone.

**Atkins:** She managed it and spoke of several other similar programs in place. She agrees that McNair was a big loss. President Hirshman tried to get it reinstated but data were missing and the effort was unsuccessful. We may write a new proposal, however.

**Del Castillo:** Top universities have this program and we should attempt to get it back.

**5. SEC Report (Ornatowski)**

<b>Committee</b>	<b>Date</b>	<b>Item</b>	<b>Referred by</b>
Constitution and Bylaws	October 20, 2014	Bring the Policy File section on "Fee Advisory Committee, Campus" (PF p.66) in line with EO 1054 "CSU Fee Policy"	Officers
Constitution and Bylaws	October 20, 2014	Review Staff Affairs Committee proposal regarding Staff Excellence Awards	Officers

**Putman:** We need to have a report on the no smoking policy, to see about enforcement. Please put this on the agenda for SEC.

**6. Elections**

Strategic Plan Working Group

Integrated Diversity Planning Group – 3 applicants (Merton, Parker, Whitworth)

Reference for this group: <http://go.sdsu.edu/strategicplan/integrative-diversity.aspx>

Elected: Parker

**7. New Business: Action Items****8.1 Committees and Elections (Moore)****Action:**

The Committee on Committees and Elections moves approval of the following appointments and reappointments or replacements to committees with terms to end as noted:

**Academic Resources and Planning**

Jordan Nielsen, LIA (term ending May 2017)

Cheryl James-Ward, EDU (term ending May 2017)

**Bookstore Advisory**

Alicia Kinoshita, ENG (term ending May 2017)

Richard Neumann, IVC (term ending May 2017)

Nadine Bezuk, EDU (term ending May 2017)

Risa Levitt Kohn, A&L (term ending May 2017)

**Campus Development**

Takis Mitropolous, ENG (term ending May 2017)

Lois Bitner Olson, BUS (term ending May 2017)

**Committees and Elections**

Gregorio Ponce, IVC (term ending May 2015)

**Constitution and Bylaws**

Danielle Ingoglia, STAFF (term ending May 2017)

Corey Polant, STUDENT (term ending May 2015)

Estella Chizhik, EDU (completing Jose Luis Alvarado's term ending May 2015)

Reza Sabzehgar, ENG (term ending May 2017)

**Environment and Safety**

Greg Durbin, PSFA (term ending May 2017)  
Lynn Gagne, STAFF (term ending May 2017)  
Sridhar Seshagiri, ENG (term ending May 2017)

**Extended Studies Advisory Council**

Satish Sharma, ENG (term ending May 2017)

**Faculty Honors and Awards**

Yusuf Ozturk, ENG (term ending May 2017)

**Freedom of Expression**

Scott Danforth, EDU (term ending May 2017)

**Graduate Council**

Crystal English, Ph.D. Student (term ending May 2015)  
Nathan Honeycutt, M.A. Student (term ending May 2015)  
Richard Levine, SCI (completing Joanne Lobato term, term ending May 2016)

**Instructional and Information Technology**

Bongsik Shin, BUS (term ending May 2017)  
Adrian Gonzalez, IVC (term ending May 2017)  
Donna Ross, EDU (term ending May 2017)

**Intercollegiate Athletic Council**

Nathan Oestreich, BUS (term ending May 2017)  
Katrina Maluf, HHS (term ending May 2017)  
Arnold Baldeaux, STAFF (term ending May 2017)

**Library**

Tao Xie, SCI (term ending May 2017)  
Takis P. Mitropoulos, ENG (term ending May 2017)  
Soh-Leong Lim, EDU (term ending May 2017)  
Leonardo Gomez, AS (term ending May 2015)

**Staff Affairs**

Diana Osborn, STAFF (term ending May 2017)  
Carlos Sanchez, Facilities Services  
Jessica Brubaker, Library

**Student Affairs**

Manuel Rivera, Counseling and Psychological Services (term ending May 2017)  
Gloria Rhodes, LIA (term ending May 2017)

**Student Learning Outcomes**

Charles Friedrichs, PSFA (term ending May 2017)  
Pamela Jackson, LIA (term ending May 2017)

**Student Media Advisory Committee**

Jacqueline Karczewski, AS President Designee (term ending May 2015)  
Alex Padua, AS VP of Finance (term ending May 2015)  
Sarah Nohrden, AS (term ending May 2015)  
Paige Nulliner, AS (term ending May 2015)  
Clayton Bishop, AS (term ending May 2015)

**Sustainability**

Jessica Barlow, HHS (term ending May 2017)  
Faina Margulis, AS (term ending May 2015)

**Undergraduate Council**

Gary Grudnitski, BUS (term ending May 2017)  
J. Luke Woods, EDU (term ending May 2017)  
Amir Alimohammad, ENG (term ending May 2017)

**Undergraduate Curriculum**

Regina Brandon, EDU (term ending May 2016)

**University Research Council**

Martina Musteen, BUS (term ending May 2017)  
Mark Wheeler, A&L (term ending May 2017)  
Donna Castañeda, IVC (term ending May 2017)  
Sam Kassegne, ENG (term ending May 2017)

**MP** The Senate approved the above committee appointments.

**8.2 Graduate Council****Action:**

1. Change in program.

Administration, Rehabilitation and Postsecondary Education

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

**Concentration in Clinical Rehabilitation and  
Clinical Mental Health Counseling  
(Major Code: 12221) (SIMS Code: 000000)**

To complete the Master of Science in rehabilitation counseling with a concentration in clinical mental health counseling, students must complete 62 units to include:

1. Required rehabilitation counseling courses (24 units):
 

ARP 615	Seminar in Multicultural Dimensions in Rehabilitation Counseling (3)
ARP 648	Group Dynamics in Rehabilitation (3)
ARP 645A-645B	Assessment in Rehabilitation (3-3)
ARP 660	Theory and Process of Counseling in Rehabilitation (3)
ARP 684	Rehabilitation Foundations (3)
ARP 755	Governance and Policy Development in Postsecondary and Disability Systems (3)
ED 690	Methods of Inquiry (3)
2. Advanced training in rehabilitation counseling (15 units):
 

ARP 601	Seminar in Best Practices in Psychiatric Rehabilitation (3)
ARP 608	Seminar in Principles of Psychiatric Rehabilitation (3)

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|--|--|
| ARP 685A-685B  | Medical and Psychological Aspects of Disability (3-3)                  |
| ARP 687  | Placement Practices with Individuals with Disabilities (3)             |
| 3. Additional licensed professional clinical counselor requirements (14 units) |  |
| CFD 670  | Seminar in Human Development Theories- Intervention and Prevention (3) |
| CSP 618  | Mental Health Recovery and the DSM: A Social Justice Perspective (3)   |
| CSP 650  | Trauma and Crisis Counseling in Multicultural Community                |
| Context (3 units required)   |  |
| CSP 687  | Family and Systemic Treatment of Substance Abuse (3 units required)    |
| CSP 694  | Psychopharmacology for Marriage and Family Therapists and Counseling   |
| (2 units required)   |  |
| 4. Fieldwork requirements (9 units)  |  |
| ARP 744  | Practicum in Rehabilitation  |
| (6 units required)   |  |
| ARP 745  | Internship in Rehabilitation   |
| (3 units required)   |  |

Change: Addition of new concentration.

#### COUNSELING AND SCHOOL PSYCHOLOGY

1. Change in program.

Counseling and School Psychology  
**Specific Requirements for the Educational  
 Specialist Degree in School Psychology  
 (Major Code: 20013) (SIMS Code: 331050)**

In addition to meeting the requirements for admission to the university with classified graduate standing, the student must satisfy the basic requirements for the master's degree described in Part Four of this bulletin. In addition, the student must demonstrate and document, in a comprehensive culminating portfolio, the integration and application of theory, research, and skills appropriate to the practice of school psychology.

#### **Curricular Requirements for the Ed.S. in School Psychology**

The school psychology program demands a specific sequence of courses and supervised experiences across seven curricular areas. The student, in collaboration with the adviser, must file the program's sequence of study form to ensure that all requirements are fulfilled in the correct sequence. The student entering with a bachelor's degree must complete a minimum of 78 units (or up to 99 units with PPS credential) in the seven areas of the M.S./Ed.S. school psychology program, with course selection in collaboration with the adviser and consistent with the program structure, as indicated below. Students admitted to the Ed.S. or credential-only programs, with a previously earned graduate degree in a closely related field, may have completed graduate coursework consistent with the seven areas of the school psychology program. Such students may petition for course waiver(s) by presenting documentation of successful completion of comparable courses and attainment of associated knowledge and competencies; however, (a) the student must complete a minimum of 48 units in the SDSU Ed.S. program and (b) the full-complement of knowledge and skills must be demonstrated in each of the seven areas prior to recommendation for the Ed.S. degree.

1. Professional School Psychology
  - \*CSP 619 Foundations in Ecosystemic Thinking and School Psychology (3)
  - \*CSP 730 Fieldwork in Counseling (3) Cr/NC
  - CSP 730 Fieldwork in Counseling (3) Cr/NC
  - CSP 780 Internship (2-12)Or other course(s) in the department or in a related field approved by adviser.
2. Research and Program Evaluation
  - \*CSP 710A Professional Seminar: Evaluating Educational and Psychological Interventions (3)
  - \*CSP 710B Professional Seminar: Advanced Research and Evaluation in School Psychology (3)
  - CSP 760 Advanced Seminar in School Psychology (3-3)
  - \*ED 690 Methods of Inquiry (3)Or other course(s) in the department or in a related field approved by adviser.
3. Social and Cultural Foundations
  - \*CSP 600 Cross-Cultural Counseling Communication Skills (2)
  - \*CSP 600L Cross-Cultural Counseling Prepracticum (1) Cr/NC
  - \*CSP 615 Seminar in Multicultural Dimensions in Counseling (3)
  - \*CSP 750 RTI: Assessment and Instructional Support for Culturally and Linguistically Diverse Learners (3)
  - CSP 784 Advanced Consultation in Diverse Schools (3)Or other course(s) in the department or in a related field approved by adviser.
4. Educational Foundations
  - \*CSP 726 School Psychology Models and Practices in Family-School Collaboration (3)
  - \*CSP 740 Practicum (1-6) Cr/NCOr other course(s) in the department or College of Education approved by adviser.
5. Psychological Foundations
  - CSP 723 School-Based Mental Health Interventions (3)
  - CSP 764 Advanced Educational Psychology: Developmental and Biological Bases of Behavior (3)Or other course(s) in the department or in a related field approved by adviser.
6. Assessment-for-Intervention
  - \*CSP 623 Ecobehavioral Assessment-Intervention (3)
  - \*CSP 663 RTI: Assessment-Intervention for Learning I (3)
  - \*CSP 664 RTI: Assessment-Intervention for Learning II (3)
  - CSP 751 RTI: Advanced Assessment-Intervention: Special Populations (3)
  - CSP 761 Dynamic Cognitive Assessment and Intervention (3)Or other course(s) in the department or in a related field approved by adviser.
7. Interventions
  - \*CSP 662B Counseling Interventions with Children and Adolescents: School Counseling and School Psychology (3)
  - CSP 680 Theory and Process of Consultation (3)And a minimum of nine units from the following:
  - \*CSP 762 Prevention, Crisis Intervention, and Conflict Resolution in Schools (3)
  - CSP 771 Advanced Learning and Multi-Tiered Mediated Interventions (3)Or other course(s) in the department or in a related field approved by adviser.

**Please Note:** Students are not directly admitted to the Master of Science Degree in Counseling with a Concentration in School Psychology program.

\*Courses may be applied to the 48-unit **Master of Science Degree in Counseling with a Concentration in School Psychology (Major Code: xxxxx) (SIMS Code: xxxxxx)**

8. Other courses as approved by adviser.

#### **Additional Requirements for the Optional School Psychology Credential**

In addition to the requirements for the Ed.S. in School Psychology, candidates may choose to complete an additional 21 units and attain a California Pupil Personnel Services Credential with Specialization in School Psychology. Requirements include: CSP 733 (3 units), CSP 752 (6 units) over two semesters, CSP 780 (12 units) over two semesters—which consists of a 1,200 hour internship in the public schools as the culminating supervised field experience; demonstrate and document competency in each of the NASP Standards within the program; and receive the formal recommendation of the school psychology faculty. Internship is usually completed as a full-time year-long experience; under special circumstances it may be possible to extend the internship on a half-time basis across two years. Interns will enroll in CSP 780 Internship: School Psychology (2-12) throughout the duration of their internship. It is expected that the student will complete the portfolio concurrently with enrollment in CSP 780, Internship.

#### **Performance Expectations**

*(no change)*

#### **Career Options**

*(no change)*

Change: Update of existing program to reflect new Master of Science Degree program option.

### KINESIOLOGY

1. Change in program.

Kinesiology

#### **Specific Requirements for the Master of Science Degree (Major Code: 08351) (SIMS Code: 556536)**

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 28 units in exercise and nutritional sciences and doctor of physical therapy courses acceptable in master's degree programs in kinesiology, of which at least 28 units must be in 600-, 700-, and 800-numbered courses. Also, students can 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/project and on the implications of the thesis research for the broader field of kinesiology. If students select Plan B, Exercise and Nutritional Sciences 790 (Directed Readings) is required for completion of the degree.

Students seeking a Master of Science degree in kinesiology with a specialization in applied movement 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 select a number of electives. The offerings in the 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.

**Specialization in Applied Movement Science  
(SIMS Code: 556543)**

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 36-unit program:

ENS 601 Experimental Methods in Exercise and Nutritional Sciences (3)  
 ENS 602 Research Evaluation in Exercise and Nutritional Sciences (3)  
 ENS 610 Biomechanics: Measurement Techniques I - Kinematics (3)  
 ENS 611 Biomechanics: Measurement Techniques II - Kinetics (3)  
 ENS 612 Biomechanics: Measurement Techniques III - EMG (3)  
 ENS 613 Motor Control and Rehabilitation Science (3)  
 DPT 750 Concepts in Physiology, Pathophysiology, and Pharmacology (4)  
 DPT 886 Functional Neuro-Biomechanical Relationships (3)  
 Electives: Eight units to be selected in consultation with a  
 specialization adviser

**Plan A**

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

**or Plan B**

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

Change: Program is being changed from an M.A. degree program to an M.S. degree. Specialization is being renamed from Rehabilitation Sciences to what is reflected above. Unit requirements are being increased from 30 to 36. Courses are resequenced to update program content.

2. Change in program.

Kinesiology

**Specific Requirements for the Master of Arts Degree  
(Major Code: 08351) (SIMS Code: 556535)**

Change: Deletion of degree program.

3. Change in program.

Kinesiology

**Specific Requirements for the Master of Arts Degree  
(Major Code: 08351) (SIMS Code: 556535)  
Specialization in Exercise and Sport Psychology  
(SIMS Code: 556581)**

Change: Deletion of specialization due to deletion of degree program.

PUBLIC HEALTH

1. Change in program

Public Health

**Master of Science Degree in Public Health  
Admission to the Degree Curriculum**

The M.S. degree in Public Health is offered with a concentration in the area of environmental health sciences.

Reminder of description (*no change*)

### **Advancement to Candidacy**

All students must meet the general requirements for advancement to candidacy as described in Part Four of this bulletin. Students completing the Master of Science degree with a concentration in environmental health sciences must (1) have satisfactorily completed at least 12 units of coursework of the 36-unit official program to include at least two courses chosen from the list of courses required with a minimum grade point average of 3.0 (B) and no grade less than a B-; (2) have a thesis proposal which has received the approval of the Graduate School of Public Health faculty.

### **General Requirements for the Master of Science Degree (Major Code: 12141) (SIMS Code: 557302)**

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 36 units as listed below. Up to six units may be accepted in transfer, with the approval of the graduate adviser.

Environmental Health Sciences	Units
Required	15
Prescribed electives	12
P H 650R Field Practice*	–
P H 797 (Research)	6
P H 799A (Thesis)	<u>3</u>
Total Units:	36

\* A 3-unit field practice may be taken as an elective by students with approval of the academic adviser.

### **Specific Requirements for Master of Science Degree Programs Concentration in Environmental Health Sciences (SIMS Code: 557394)**

Courses required for the concentration (15 units) (not including six units of P H 797 and three units of P H 799A):

- P H 601 Epidemiology (3)
- P H 602 Biostatistics (3)
- P H 604 Environmental Determinants of Human Health (3)
- P H 638A Principles of Toxicology (3)
- P H 639 Water Quality Investigation (3)

Prescribed electives: A minimum of 12 units of coursework selected from the following list with the approval of the faculty adviser.

- P H 603 Behavioral and Social Science in Public Health (3)
- P H 605 Health Services Administration (3)
- P H 627 Advanced Statistical Methods in Public Health (3)
- P H 630 Environmental Health Risk Assessment (3)
- P H 632 Air Quality (3)
- P H 634 Environmental Protection (3)
- P H 636 Hazardous Waste Management (3)
- P H 650R Field Practice: Required Community Practice (3) Cr/NC
- P H 700D Seminar in Public Health: Environmental Health (3)
- P H 784 Global Environmental Health (3)
- P H 798 Special Study (1-3) Cr/NC/RP

In special circumstances, the graduate advisor may approve one course not on the list of prescribed electives. The substitution must be approved prior to enrollment in the course.

Change: Addition of concentration.

2. Change in program.

Public Health

**General Requirements for the Master of Science Degree  
(Major Code: 12141) (SIMS Code: 557302)**

**Concentration in Toxicology  
(SIMS Code: 557395)**

Change: Deletion of concentration.

**Ulloa:** Are the changes in the Counseling and School Psychology program in response to accreditation requests?

**Butler-Byrd:** Yes.

**MP** The Senate approved the changes in program listed above.

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

**MSP** To receive the reports on the Consent Calendar.

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

**Information:**

The following proposals were approved by APP during their 9 September meeting:

13-52 Counseling and School Psychology: Establish new concentration in community counseling (community-based block program).

14-44 Administration, Rehabilitation and Postsecondary Education: Renaming a previously approved concentration to Clinical Rehabilitation and Clinical Mental Health Counseling.

14-53 Counseling and School Psychology: New concentration in School Psychology for the existing M.S. in Counseling.

14-81 Exercise and Nutritional Sciences: Deletion of M.A. in Kinesiology program (being replaced by an M.S.) and related emphasis in Physical Education.

14-82 Hospitality and Tourism Management: Deletion of emphasis in Global Tourism Management.

**8.2 Academic Resources and Planning (Deutchman)**

**Information:**

Please contact Senate office to obtain the reports senate@mail.sdsu.edu.

**Donadey:** Inquired about the Academic Affairs request for one-time funding for \$500,000 (Brazil program). It's confusing about who decides this stuff; we could use this money for class size reduction.

**Deutchman:** Explained how this was a one-time investment with a good payoff.

**Shackelford:** Brought attention to faculty hiring in 2012-13 and 2013-14. It seems like our searches aren't successful and we continue to lose people – leaving no real net gain. The AR&P report doesn't fully account for the recession. Faculty, chairs, and directors need to have a better handle on their strategic plans and their critical needs. Faculty hiring must thrive in good times in order to survive during bad.

**Deutchman:** We can't really look at the past to predict the future. Higher education is changing and we have to recognize the landscape. Must be strategic ... we're different now in how we interact with students.

**Donadey:** We're going to see more retirements ... as people who didn't retire during the recession will now.

**Deutchman:** There's competition in good years; we need to be strategic as other universities are thinking the same way.

**Agular:** Staff are retiring too, while others are moved to new areas without replacement.

**Deutchman:** Proportionality is an issue (alluding to SDSU-IV).

### 8.3 California Faculty Association (Toombs)

#### **Information:**

CFA Report:

#### **Bargaining**

A Tentative Agreement was reached October 15 on a new faculty contract. The agreement will be a good first step in providing much needed salary increases to faculty members. A statement from CFA's Bargaining Team is below.

Thank you to the hundreds of faculty members who signed letters to President Hirshman in recent weeks. This and other actions were noted by the Chancellor's lead negotiator and helped to show the CSU administration that faculty members were willing to stand up for a fair contract.

CFA will host a campus meeting to outline the agreement on Tuesday, October 28, 11:30 am – 1:00 pm in Scripps Cottage, and the full text of the Tentative Agreement will be available on-line later this week. As details become available, information for the on-line link to the Tentative Agreement and the process for a faculty ratification vote will be provided.

Statement from the CFA Bargaining Team:

The CFA Bargaining Team is pleased to announce that late last night (Wednesday, October 15) we reached a tentative agreement with management negotiators for the California State University. Today, the CFA Bargaining Team voted unanimously to recommend that the Board of Directors forward this tentative agreement to the membership with a recommendation to vote "yes" for ratification.

The agreement has many positive gains for all faculty members in our system and will, we believe, enhance our ability to provide quality public higher education to our students.

After years of economic drought, our salary package not only starts us down the road to recovery but will get some much needed raises to hardworking faculty within months. The agreement provides first that all faculty will receive a General Salary Increase. In addition, there is a system-wide Equity Program aimed at addressing inversion and compression. The package also includes a Salary Recovery Adjustment for tenure track faculty whose salaries are below the SSI maximum, temporary faculty with 3-year contracts whose salaries are below the SSI maximum, and coaches with 6 or more consecutive years of service whose salaries are also below the SSI maximum. The agreement also fixes misclassification of lecturers who have languished in extremely low paid salary ranges.

For years two and three of the contract we will reopen negotiations to discuss salary again. This reopener provision allows us to use our economic weapon, strike, if we are unable to reach an agreement with CSU management.

While we know that economics are uppermost in people's minds, we also are pleased that the Tentative Agreement has improvements to address other areas that are important to our lives. For the first time, we have gotten the administration to recognize that we have all been suffering from growing demands for work in scholarship, service and teaching. We have agreement from the CSU to invest money in several faculty administered workload relief programs including one designed to begin addressing the specific needs of probationary faculty. In addition, the program will serve more senior folks whose service and teaching loads qualify them for some relief. This is the first time we have been able to negotiate any workload assistance. While it will not solve all of the problems, it is a solid beginning which we hope can be enhanced in the years to come.

These are just a few important highlights of this agreement. Beginning next week we will be providing much more detail for our members. The Tentative Agreement in its entirety will be posted on our website; officers and members of the bargaining team will be traveling to campuses to describe the agreement and answer questions. The next step will be a ratification vote by our members. More information will be forthcoming on that process.

The Bargaining Team worked long and hard on this agreement, but all of us know that we could not have reached a resolution without the time, energy, effort and unity of our colleagues on each of the 23 campuses. Congratulations to all of you who participated in demonstrations, who wrote messages to your presidents, and who took the time to attend and speak at the Board of Trustees. We could not have reached this agreement if we had not all stood together in this fight.

#### **CFA Contact Information**

Please feel free to contact our campus California Faculty Association office at any time if we can provide assistance, whether on a contract rights issue or other matter. Our campus CFA chapter has a Faculty Rights Committee, composed of faculty volunteers, and we are available to talk with faculty colleagues about individual situations and assist in resolving issues. We can be reached at [cfa@mail.sdsu.edu](mailto:cfa@mail.sdsu.edu) or x42775.

#### **8.4 Graduate Council (Balsdon)**

##### **Information:**

##### **COUNSELING AND SCHOOL PSYCHOLOGY**

1. New course.

Counseling and School Psychology  
*ECOSYSTEMS AND SCHL PSYCH (C-3)*

CSP 619. Foundations in Ecosystemic Thinking and School Psychology (3)

Prerequisite: Admission to school psychology program.

Education and professional development of multiculturally competent, ecosystemic school psychologists involved in the lives of students, families, and schools.

2. New course.

Counseling and School Psychology  
*RTI ASSESS- INTERVENTION I (C-3)*

CSP 663. RTI: Assessment-Intervention for Learning I (3)

Prerequisites: Admission to school psychology program and Psychology 370.

Foundational assessment skills in authentic and curriculum-based approaches for intervention for school-age students. Standardized assessment as a bridge to part II.

3. New course.

Counseling and School Psychology  
*RTI ASSESS-INTERVENT II (C-3)*

CSP 664. RTI: Assessment-Intervention for Learning II (3)

Prerequisite: Counseling and School Psychology 663.

Implement Response to Intervention (RTI) in psychoeducational assessment and intervention. Academic and cognitive assessment-intervention of theories, assessment practices, and intervention.

4. New course.

Counseling and School Psychology  
*SCHOOL MENTAL HEALTH (C-3)*

CSP 723. School-Based Mental Health Interventions (3)

Prerequisite: Counseling and School Psychology 623.

Mental health disorders in school-aged children. Factors that promote psychological healthy and safe schools. Psychological interventions to improve emotional, behavioral, and social functioning of children and adolescents in school settings.

5. New course.

Counseling and School Psychology  
*SP FAMILY-SCHOOL COLLAB (C-17)*

CSP 726. School Psychology Models and Practices for Family-School Collaboration (3)

Prerequisites: Counseling and School Psychology 600, 600L, 619, 623.

Models, theory, research, and practice in school psychology roles in family-school collaboration in diverse schools. School-wide, group, and individual approaches for improving school climate, parent engagement, communication, and interventions involving families, school staff, school psychologists, and others.

6. New course.

Counseling and School Psychology  
*ETHICS AND LAW FOR EDUC (C-3)*

CSP 733. Ethics and Law for Educators (3)

Prerequisites: Graduate standing in counseling and school psychology.

Professional issues in school psychology, special education, applied behavioral analysis, and mental health. Professional ethics, dilemmas, legislation, and case law relevant to delivery of ethically and legally sound services.

7. New course.

Counseling and School Psychology  
*CLD ASSESS-INTERVENTION (C-3)*

CSP 750. RTI: Assessment and Instructional Support for Culturally and Linguistically Diverse Learners (3)

Prerequisites: Counseling and School Psychology 643, 644.

Implementation of effective assessment and instructional support strategies for culturally and linguistically diverse students within an RTI framework. Language and culture, disproportionality in special education, non-biased assessment practices and interventions, and report writing.

8. New course.

Counseling and School Psychology  
*RTI ADVA ASSESS SPEC POP (C-3)*

CSP 751. RTI: Advanced Assessment-Intervention: Special Populations (3)

Prerequisites: Counseling and School Psychology 663, 664, 750.

Response to Intervention (RTI) and instructional support strategies for special populations to include autism, preschool, and low incidence disabilities. Developmental and play-based assessment, individual differences, and diversity.

9. New course.

Counseling and School Psychology  
*DYNAMIC COGNITIVE ASSESS (C-3)*

CSP 761. Dynamic Cognitive Assessment and Intervention (3)

Prerequisite: Advancement to candidacy.

Theory and practice of cognitive modifiability and knowledge construction; role of culture and second language acquisition in cognitive development. Proficiency in identifying and assessing modifiable cognitive functions; administer and interpret multiple assessment tools; report to parent and teacher.

10. New course.

Counseling and School Psychology  
*ADV ED PSY:DEV BIO BASES (C-3)*

CSP 764. Advanced Educational Psychology: Developmental and Biological Bases of Behavior (3)

Prerequisite: Counseling and School Psychology 723.

Human neuropsychology relevant to assessment and intervention practices within school settings; associated biological and cultural influences on human behavior. Brain-behavior relationships within context of cognitive and developmental psychology, learning, and education.

11. New course.

Counseling and School Psychology  
*ADV LEARN MED INTERV (C-3)*

CSP 771. Advanced Learning and Multi-Tiered Mediated Interventions (3)

Prerequisite: Counseling and School Psychology 761.

Design and delivery of cognitively mediated interventions tiers 1, 2, and 3 of RTI. Incorporation of critical thinking, prior knowledge and cultural grounding, standards, depth of content, and progress monitoring.

12. New course.

Counseling and School Psychology  
*ADVANCED CONSULTATION (C-17)*

CSP 784. Advanced Consultation in Diverse Schools (3)

Prerequisites: Counseling and School Psychology 680, 723.

Consultation research, theories, and expertise in cross-cultural and consultee-centered consultation. Clinical skills in advanced consultation challenges to include interrupting racism, promoting conceptual change, shifting perceptions, and development of sustainable interventions.

NURSING

1. Change in program.

Nursing

**Specific Requirements for the Master of Science Degree  
(Major Code: 12032)**

**Community Health Nursing Concentration  
(SIMS Code: 554621)**

**Specialization in School Nursing  
(SIMS Code: 554633)**

**Core Courses**

NURS 604A	Theoretical and Research Bases of Nursing I	3
NURS 604B	Theoretical and Research Bases of Nursing II	2
NURS 608	Nursing in the Health Care System	3
NURS 622	Quality Improvement and Program Evaluation in Nursing Systems Organizations	3
NURS 684	Information Systems for Nursing	<u>2</u>

13

**Community Health Nursing Concentration Courses**

*(no change)*

**Specialization Courses**

*(no change)*

**Women's Health and Midwifery  
Concentration (SIMS Code: 554622)**

**Specialization as a Nurse-Midwife  
(SIMS Code: 554651)**

**Core Courses**

NURS 604A	Theoretical and Research Bases of Nursing I	3
NURS 604B	Theoretical and Research Bases of Nursing II	2
NURS 608	Nursing in the Health Care System	3
NURS 622	Quality Improvement and Program Evaluation	



in Nursing Systems Organizations	3	
NURS 684 Information Systems for Nursing		<u>2</u>
13		

**Women's Health and Midwifery Concentration Course**

NURS 799A Thesis OR NURS 798 (Plan B)	3	
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**Specialization Courses**

*(no change)*

**Specialization as a Nurse-Midwife and Women's Health Nurse Practitioner  
(SIMS Code: 554652)**

**Core Courses**

NURS 604A Theoretical and Research Bases of Nursing I	3	
NURS 604B Theoretical and Research Bases of Nursing II	2	
NURS 608 Nursing in the Health Care System	3	
NURS 622 Quality Improvement and Program Evaluation in Nursing Systems Organizations	3	
NURS 684 Information Systems for Nursing		<u>2</u>
13		

**Women's Health and Midwifery Concentration Course**

NURS 799A Thesis OR NURS 798 (Plan B)	3	
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**Specializations Courses**

*(no change)*

**Specialization as a Women's Health Nurse Practitioner  
(SIMS Code: 554653)**

**Core Courses**

NURS 604A Theoretical and Research Bases of Nursing I	3	
NURS 604B Theoretical and Research Bases of Nursing II	2	
NURS 608 Nursing in the Health Care System	3	
NURS 622 Quality Improvement and Program Evaluation in Nursing Systems Organizations	3	
NURS 684 Information Systems for Nursing		<u>2</u>
13		

**Women's Health and Midwifery Concentration Courses**

NURS 638 Nurse-Midwifery Intrapartum/Newborn Assessment and Management	3	
NURS 799A Thesis OR NURS 798 (Plan B)		<u>3</u>

6

**Specialization Courses**

*(no change)*

**Advanced Practice Nursing of Adults and the Elderly Concentration  
(SIMS Code: 554629)**

**Specialization in Acute/Critical Care Nursing  
(Clinical Nurse Specialist and Nurse Educator Preparation)  
(SIMS Code: 554635)**

**Core Courses**

NURS 604A	Theoretical and Research Bases of Nursing I	3	
NURS 604B	Theoretical and Research Bases of Nursing II	2	
NURS 608	Nursing in the Health Care System	3	
NURS 622	Quality Improvement and Program Evaluation in Nursing Systems Organizations	3	
NURS 684	Information Systems for Nursing	<u>2</u>	
	13		

**Advanced Practice Nursing of Adults and the Elderly Concentration Courses**  
(no change)

**Specialization Courses**

NURS 644	Program and Curriculum Development in Nursing Education	3	
NURS 645	Teaching and Learning in Nursing Education	3	
NURS 646	Nursing Education Practicum		3
NURS 751	Advanced Practice Nursing: Acute/Critical Care Theory and Technology	3	
NURS 753	Advanced Practice Nursing: Acute and Critical Care Practicum	<u>6</u>	
	18		

Total Semester Units 44

**(Nurse Practitioner and Clinical Nurse Specialist Preparation)**  
**(SIMS Code: 554630)**

**Core Courses**

NURS 604A	Theoretical and Research Bases of Nursing I	3	
NURS 604B	Theoretical and Research Bases of Nursing II	2	
NURS 608	Nursing in the Health Care System	3	
NURS 622	Quality Improvement and Program Evaluation in Nursing Systems Organizations	3	
NURS 684	Information Systems for Nursing	<u>2</u>	
	13		

**Advanced Practice Nursing of Adults and the Elderly Concentration Courses**  
(no change)

**Specialization Courses**

(no change)

Total Units 53

**Nursing Education Concentration**  
**(SIMS Code: 554641)**

Admission currently suspended for the Nursing Education Concentration.

**Core Courses**

NURS 604A	Theoretical and Research Bases of Nursing I	3	
NURS 604B	Theoretical and Research Bases of Nursing II	2	
NURS 608	Nursing in the Health Care System	3	
NURS 622	Quality Improvement and Program Evaluation in Nursing Systems Organizations	3	

NURS 684 Information Systems for Nursing 2  
13

**Area of Concentration Courses**

*(no change)*

**Advanced Clinical Content  
(students select one specialization)  
Adult Health (SIMS Code: 554642)**

*(no change)*

Total Units 41

**Maternal/Newborn (SIMS Code: 554643)**

*(no change)*

Total Units 40

**Pediatric Nursing (SIMS Code: 554646)**

*(no change)*

Total Units 41

**Nursing Leadership in Health Care Systems  
Concentration  
(SIMS Code: 554645)**

**Core Courses**

NURS 604A Theoretical and Research Bases of Nursing I 3  
NURS 604B Theoretical and Research Bases of Nursing II 2  
NURS 608 Nursing in the Health Care System 3  
NURS 622 Quality Improvement and Program Evaluation  
in Nursing Systems Organizations 3  
NURS 684 Information Systems for Nursing 2  
13

**Area of Concentration Courses**

NURS 620 Foundations of Nursing Administration Practice 3  
NURS 624 Nursing Care Systems and Personnel  
Management 3  
NURS 724 Nursing Systems Administration Practicum 3  
NURS 725 Financial Management in Health Systems 3

**OR**

P H 742A Health Services Financial Management 3  
NURS 726 Advanced Nursing Systems Administration  
Practicum 3

Three elective units selected with the approval of the  
concentration chair

3

18  
NURS 797 Research 3  
NURS 799A Thesis **OR** NURS 798 (Plan B) 3  
Total Units 37

Change: Addition of Nursing 622 to all program's core courses; removal of Nursing 632 from required courses.

## 8.5 Undergraduate Curriculum (Verity)

### Information:

#### LEARNING DESIGN AND TECHNOLOGY

##### 1. Change in title.

Learning Design and Technology

*ADV MULTIMEDIA DES LRNG*

LDT 561. Advanced Multimedia Design for Learning (3)

Six hours of activity.

Prerequisites: Learning Design and Technology 540 and 541.

Educational visualization with digital video, animation, sound, 2D and 3D graphics for mobile and web-based learning. (Formerly numbered Educational Technology 561.)

Change: Updated title from *Advanced Web-Based Multimedia Development*.

##### 2. Change in title.

Learning Design and Technology

*MANAGING TECH RICH CLSSRM*

LDT 572. Managing the Technology-Rich Classroom (3)

One lecture and six hours of laboratory.

Prerequisites: Learning Design and Technology 540 and 541.

Use of technology to support planning, presenting, and managing instructor-led courses. Strategies for integrating audience response systems, collaborative tools, and social software into courses. (Formerly numbered Educational Technology 572.)

Change: Updated title from *Technology for Course Delivery*.

##### 3. Change in title.

Learning Design and Technology

*TOPICS IN LRNG DES TECH*

LDT 596. Topics in Learning Design and Technology (1-3)

Selected problems in educational technology. May be repeated with new content. See *Class Schedule* for specific content. Limit of nine units of any combination of 296, 496, 596 courses applicable to a bachelor's degree. Maximum credit of six units of 596 applicable to a bachelor's degree. Credit for 596 and 696 applicable to a master's degree with approval of the graduate adviser.

Change: Updated title from *Topics in Educational Technology*.

## 8.6 University Relations and Development (Carleton)

### Information:

#### **The Campaign for SDSU:**

On Friday, September 19 SDSU formally announced the University had exceeded its campaign goal. In a celebration event at the Conrad Prebys Aztec Student Union, over 400 donors and campus/community leaders attended the "Thanks to You" celebration. The total raised at that date was \$515,791,863. Former and current faculty and staff account for \$49,000,000 and over \$106 million has been raised for student scholarships. President

Hirshman announced that The Campanile Foundation Board is extending the campaign with a new goal of \$750 million.

One month later, The Campaign total stands at \$520 million with 48,000 donors having made over 132,000 gifts to SDSU. Nearly 29,000 of these donors are first time donors to the Campaign. We have received 96 gifts of one million dollars or more.

The focus of the fundraising for SDSU over the next three years will be to build our endowment which stands at \$185 million. We would like to increase the total to \$300 million by 2017.

The following are among the many gifts received since our last report:

The Austin Texas Regional Council has pledged \$52,500 to establish a scholarship endowment.

Alumnus Joe Kiani has made a gift through the Masimo Foundation. This gift is for \$100,000 to support the Fred Harris endowment in the College of Engineering.

Alumnus and former faculty member Terry O'Donnell has made a gift of \$10,000 to support the Musical Theatre Endowed Professorship in the College of Professional Studies and Fine Arts.

The Charles Koch Foundation has gifted \$11,500 to the College of Business Administration. Alumni Cathy Stiefel and Keith Behner have pledged \$2,500,000 to endow our Brazil Program in the Center for Latin American Studies. We envision the program to be one of the best in the United States and it will be named for Cathy Stiefel and Keith Behner.

Campanile Board Member and alumna Mary Curran has increased her bequest intention to SDSU from \$250,000 to \$840,000. Her gift will support Guardian Scholars, Athletics and the College of Business Administration.

Alumna and SDSU Director of Alumni Engagement Tammy Blackburn has made a planned gift of \$50,000 to support endowed scholarships for the recruitment of undergraduates in the Colleges of Business Administration and Professional Studies and Fine Arts.

Mark Filanc has made a gift of \$45,000 to support Athletics.

The College of Sciences has received a gift of \$12,000 from Hewlett Packard to support the Computer Science Department.

Alumna Kathleen Goodfriend is gifting \$5,000 to the Harvey Goodfriend Aztec Shops Scholarship.

We've received a gift of \$50,000 from the Price Family Fund to support the College of Health and Human Services.

SDSU Athletics has received a gift of \$11,800 from Jason Shidler to support athletic scholarships.

Long time SDSU Benefactor John Moores has made a gift of \$50,000 to support athletic scholarships.

CBS Correspondent and Aztec Alumnus Armen Keteyian and his wife Dede have made a gift of \$5,000 to support the Keteyian Scholarship for Investigative Journalism.

The Confucius Institute has made a new gift of \$400,000 to support the Confucius Institute Fund in the College of Arts and Letters.

The College of Arts and Letters has received a pledge of \$30,000 from Lucy Goldman to support the Elaine Lipinsky Artist in Residence Fellowship.

We have received word of a gift of \$1,000,000 from the estate of Barbara Anne Meyers. The gift will establish an endowed scholarship fund in honor of her parents in the College of Education.

Torrey Pines Bank has pledged \$50,000 to support the Lavin Entrepreneurship Center in the College of Business Administration.

A \$15,000 gift from the Lipp Family Foundation will support an endowment for Math and Engineering Education in the Love Library.

Athletics' donors Bill and Robin Sinclair have made another gift to Athletics. This gift is a bequest intention of \$750,000.

**Alumni Engagement:**

**Electronic Solicitation Crowd Funding**

Over recent years email segmentation has gained traction as individuals are more sophisticated end users when it comes to opening emails. Mass helicopter email open rates are diving while email segmentation practices are thriving. Additionally, with the explosion of crowd funding, marketers and fundraisers are testing the use of small segments with philanthropic solicitations that ask individuals to donate to a specific purpose that connects with them. The combination of making a specific email ask to a specific targeted segment is being explored and tested across the nation. SDSU's Office of Alumni Engagement is engaging in this type of marketing and fundraising.

**October 2014 Projects**

**1. Microsoft National Giving Month**

With the help of several members of the Seattle regional council, a list of SDSU alumni employed by Microsoft was compiled. Microsoft has a strong culture of philanthropy so this segment was a strong target.

**2. Construction and Engineering Management Graduation Hard Hats**

Construction and Engineering Management alumni were asked to donate a construction commencement hard hat for students participating in commencement. Donors were asked to sponsor a current student with a donation.

**3. SDSU Consensus Organizing Center**

There are two solicitation projects in progress for this program. Social work alumni are being asked to support these programs.

- **The Step-Up Program** allows local high school juniors to enroll in a social work course at SDSU titled *Introduction to Social Work*. This course engages, educates and empowers underserved, inner-city high school juniors and encourages success in a post-secondary education.
- **The Foster Youth Initiative** works with San Diego high school aged foster youth and former foster youth. This initiative is a two-tier program that works in conjunction with the Guardian Scholars program.

**4. SDSU Sport Clubs**

SDSU Sport clubs represent a large portion of each team member's college experience. This strong social component provides a strong affinity to SDSU. Our messaging targets former club team members and encourages donations be made to support team needs such as equipment, tournament fees and more.

**5. The Sage Project; Department of Sustainability**

The Sage Project is a partnership between SDSU and a local government in the San Diego region. Students engage in meaningful real-world projects and contribute to the quality of life in SDSU's community service areas. Alumni of the Department of Sustainability will receive an email with a video message highlighting the important work SDSU students are doing in the city partner service area of National City. They will also be solicited in this email communication.

**6. Veteran's Day**

Veteran's Day is November 11, 2014. A three-piece sequential e-mail communication strategy is being implemented and will ask alumni veterans, ROTC alumni and other alumni identified as having an affiliation with the military to make a donation. The first two emails will serve as support messages and soft asks prior to the third and final solicitation which will be distributed the evening prior to Veteran's Day.

**7. Chicano/Chicana Special Collections Archive**

The Chicano/Chicana Studies advisory board seeks to raise funds for the preservation of collected and donated archive materials to be housed within University Special Collections. The target audience is Chicano/Chicana Studies alumni.

#### **November 2014 Projects**

##### **1. Mechatronics Team**

The Mechatronics team is a diverse multidisciplinary team of engineering, computer science, and business students. The team is looking to enhance their Robo Sub for the 2015 competition and has a number of different software and parts to ensure the sub will perform. Mechanical Engineers will be solicited to donate funds that will allow the Mechatronics Team to purchase these important items for competition.

##### **2. Compact for Scholars**

The Compact Scholars program works in conjunction with the Sweetwater Union High School District with the goal of increasing the number of Sweetwater students attending, and graduating from SDSU. The program is seeking funds to underwrite a commencement reception whereby each Compact for Scholar graduate can attend with two guests. Additionally, the program is hoping to provide each graduate with their cap and gown. South Bay alumni have been designated as the target audience.

##### **3. Passports for Scholars**

The Passports for Scholars is a new program that will offer students studying abroad a complimentary passport (valued at \$160). With more and more programs requiring experience abroad and the ever-increasing fees associated with travel, this campaign will ask international business alumni, honors program alumni and more to sponsor a student's passport fee of \$160.

##### **4. Exxon Mobil – SDSU Geology**

Exxon Mobil has a 3 to 1 matching gift program for their employees. Currently, SDSU's Director of Prospect Research and the Director of Corporate and Foundation Relations are working with the Office of Alumni Engagement to identify a targeted group of alumni for solicitation.

##### **5. Daily Aztec Solicitation**

The Editor of the Daily Aztec is asking the Office of Alumni Engagement to target former Daily Aztec Staff and ask for their support of the Daily Aztec Student Scholarship. A marketing plan is currently being written and will be proposed to the Daily Aztec team for review.

#### **Government and Community Relations:**

South Campus Plaza will break ground this month; with a completion date of fall 2016 (retail portion opens January 2017). Retail tenant discussions are underway.

The SDSU Police Department has hired a new Community Resource Officer. Funding for this position was recommended by the Strategic Plan Working Group – Neighbor and Community Relations Committee. It is intended to specifically work toward addressing issues that impact the surrounding community.

Last month, President Hirshman attended the San Diego Regional Chamber of Commerce's One Voice One Region trip to Washington, DC. While there, he provided an update on SDSU's strategic plan and research agenda to a group of 150 business leaders. In preparation for the 2015 legislative session, President Hirshman has been meeting with our local delegation, including Speaker Toni Atkins, to discuss the CSU legislative agenda for the upcoming year.

#### **9. Other Information Items**

##### **9.1 Campanile Foundation Review (Slaughter and Mallios)**

See Senate website.

**Moore:** Spoke of a “rumor” that Development officers for the Colleges have been moved centrally; they have only satellite offices with the Colleges.

**Slaughter:** Said that by centralizing operations, it is easier to build a team; enables people to truly work together. They still are College-focused but the working relationship is better this way.

**Moore:** Expressed concern about the move. Being in the College gives them an awareness of the College that they otherwise would not have.

**Mallios:** Neither approach is perfect but everyone is working on it.

**Shackelford:** Advocates for their return to the Colleges. All this had been policy-approved and that was to keep them centered and tightly bound to the College.

**Mallios:** Noted that the review process reveals the interesting history of the Foundation and its growth over time.

**Ely:** Report and response from the Foundation is on the Senate website; he recognized all the other members of the review committee: Morgan Chan, Duane Drake, Joyce Gattas, Stuart Henry, Bruce Reinig, and Andrea Taylor.

## 9.2 Student Affairs (Rivera)

Strategic plan organized around five themes – all of which supports the university’s strategic plan.

- Leadership development – students need key soft skills to complete in a global marketplace
- Diversity; we have no “majority” group on this campus ... which is amazing. How do we truly leverage this?
- High-impact, transformational experiences and practices (internships, study abroad, learning communities and more); this sets our students apart when they move into the workforce and apply to graduate schools
- Community connection  
Commuter students (those who live at home with parents) are having a different experience than their “live on campus” counterparts; don’t confuse them with off-campus students (those who started on campus and then moved off).

Difference in graduate rates, etc. (see report). Capital (finances) makes a big difference ... more than college “readiness”

Commuter students (about 65%) are eligible to return but don’t.

Commuter students tend to be first-generation, male, etc.

How do we change these “lesser” experiences? Casa Familiar, a nonprofit in the South County worked with staff to build a better experience. Casa Azteca was the result—a multidimensional learning community. Opted to grow this program to the larger commuter group.

Over the last three years, the group has grown dramatically – currently, 172 students are enrolled in these support packages. Actually, there are more than 500 if one includes the Compact for Success/Compact Scholars, etc. They stay in school, aren’t on academic probation, etc. And some that *could come back* didn’t because of finances or work situations.



Commuter Center Lounge

Trying to get them better connected with faculty (attend office hours), offer financial literacy courses, etc.

Need a faculty in residence program (who will offer mentorship)

Writing Center

The idea is to bring people to them ... not merely send them out.

Having peers meet together prior to the start of school makes a difference as well. Makes the first day more secure; gives them confidence.

Need to have more students on a "success pathway" (like Summer Bridge).. Some students will end up with a proscribed package, but others will have alternatives.

Need to better understand why students leave ... what draws them away? What role does academic confidence play?

What staff are working on currently: Evaluation of all these plans and communication strategies. What's the "right" way to reach these folks?

**Abdel-Nour:** Connection between success for these (and other students as well) is class size. We really must pay attention to it

**Rivera:** Tutoring does make a difference to compensate for this

**Aguilar (IVC):** Smaller class sizes leads to higher retention. For transfers, add a personal touch with follow-up. Offer lots of support to get them admitted, etc. She would like to see more transfer scholarships so these students are not so dependent on work. Reach out to local school boards. Parents needs help, especially those of freshmen.

**Donadey:** Finances are the root factor. Why can't SDSU provide sliding scale on housing?

**Rivera:** Not really the strategy they want to follow. Would rather help them understand financial aid and loans. We misunderstand these things, and it should be better framed to students in high schools. And we have to realize that not all students want to live on campus.

**Ponomarenko:** What is EI? (response: *eligibility index*)

**Provost:** Need to bring the two sides together....

**Aguilar:** Formula for financial aid is as follows: dorm student/100%, off-campus/90%, commuters/80%

**Thurn:** We need more space for clubs, where students can congregate (Engineering an example). AS needs to better reach out to commuter students.

**Butler-Byrd:** Thanks to everyone for their effort; don't cast as US v. THEM ... we are part of the same family.

### 9.3 WASC (Chase)

Western Association Schools and Colleges (WASC)

## Accreditation Update

### Academic Policy and Planning

#### WASC Update – September 9, 2014

**Steering Committee:** Suzanne Bordelon, Joanna Brooks, Geoff Chase (ALO), Frank Harris, Kurt Lindemann, Nina Potter, Christy Samarkos, Stephen Schellenberg, Emilio Ulloa.

Timeline for Re-accreditation Review

Institutional Report:

- i. Early (rough) Draft Fall 2014 (in progress)
- ii. Shared with SEC December, 2014
- iii. Distribute to Senate to initiate institutional review process – December, 2014
- iv. Final Draft to Senate - Spring 2015
- v. Offsite Review – November 19, 2015
- vi. Accreditation Visit – March 22-24, 2016
- vii. Commission Action – June 2016

The Institutional Report

#### I. Introduction: Institutional Context; Response to Previous Commission Actions

Institutional Context

Response to Previous Commission Actions

*Progress on Assessment and Learning-Centeredness*

*General Education Reform*

*Analyzing and Improving Retention and Graduation Rates*

*Improving Services to Transfer Students*

*Sustaining Progress on Integrating Imperial Valley and Brawley Campuses*

#### II. Compliance with WASC Standards and Federal Regulations: Self-review under the Standards; Compliance checklist

#### III. Degree Programs: Meaning, Quality, and Integrity of Degrees

#### IV. Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation

V.Student Success: Student Learning, Retention, and Graduation

VI.Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence

VII.Sustainability: Financial Viability; Preparing for the Changing Higher Education Environment

VIII.Institution-specific Themes(s) (optional) n/a

IX.Conclusion: Reflection and Plans for Improvement

Offsite review: Nov 2015; March 2016 will be the site visit. Committee met. A draft of the Institutional Report will be ready in January.

Reminder: WASC isn't just about the numbers ... but about learning! Performance and assessment are critical.

Don't yet know who the team chair will be.

January 16/WASC liaison (formally from Berkeley) will be here to meet folks.

#### **10. Adjournment**

The Senate adjourned at 3:55p.m.

Respectfully submitted:

Marcie Bober-Michel  
Secretary of the Senate

Allison Bobrow  
Administrative Analyst