SDSU Senate Executive Committee
Agenda
October 17, 2017
Susan K. Weber Conference Room
2:00 to 4:30 pm

1. Agenda (Attiq)

2. Minutes (Attiq)

3. Announcements (Bober-Michel)
   3.1 Status: Presidential search
   3.2 Senate websites (public and internal)
   3.3 Policy File discrepancy / assignment of “W”
   3.4 Update: Dean searches
   3.5 Council of Chairs
   3.6 Senate Excellence in Teaching Award
   3.7 ASCSU membership update

4. Academic Affairs (Enwemeka)

5. Officers’ Report
   5.1 Referral chart .................................................................3

6. Old Business

7. New Business: Action Items
   7.1 Committees and Elections (Vaughn) .................................4
   7.2 Diversity, Equity, and Outreach (Chung) ..........................10
   7.3 General Education (Csomay, Shultz) ...............................13
   7.4 Honors and Awards (Ozturk) ...........................................17

8. New Business: Consent Calendar (Committee Reports / Information Items)
   8.1 Graduate Council (Bohonak) – 3:30 pm time certain ..........18
   8.2 Undergraduate Curriculum Committee (Verity) ...............32
   8.3 University Relations and Development (Carleton) ............40
9. Other Information Items

10. Other Business
   10.1 Alumni Engagement (Montoya) – 3:40 pm time certain
   10.2 Task Force / survey items for Dean reviews
   10.3 SharePoint update (Steve Burke) – 4:00 pm time certain
   10.4 Graduation Initiative Workshop (Schulz, Bober-Michel)

11. Adjournment
<table>
<thead>
<tr>
<th>Committee</th>
<th>Date</th>
<th>Item</th>
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<tr>
<td>Constitution and Bylaws</td>
<td>December 2017</td>
<td>Review Senate committee structure, specifically: duties/roles/responsibilities of committees, length of appointment of members and chairs, and related issues. Are all the standing &amp; other committees needed?</td>
<td>SEC</td>
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<tr>
<td>Faculty Affairs</td>
<td>December 2017</td>
<td>Clarify policy language regarding adjunct / volunteer appointments</td>
<td>SEC</td>
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<tr>
<td>AP &amp; P</td>
<td>December 2017</td>
<td>Review campus policies regarding GE to bring them into compliance with EO 1100, paying particular attention to double counting GE course credit for high-unit majors</td>
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TO: SEC/Senate
FROM: Allison Vaughn, Chair, Committee on Committees and Elections
DATE: October 11, 2017
RE: Action Items

The Committee on Committees and Elections moves approval of the following appointments, reappointments, or replacements to committees (marked with an asterisk) along with open spots which need to be filled in each committee. Additionally, we provide a list of existing committee chairs and a list of committees for which no roster information could be found. Finally, we end this report with a list of Senators who are not currently serving on a committee.

EXISTING COMMITTEE CHAIRS

**Academic Policy and Planning**
Chair: DJ Hopkins

**Academic Resources and Planning**
Chair: Donna Conaty

**Bookstore Advisory**
Chair: Glen McClish

**Campus Development**
Chair: Laura Shinn

**Committee on Committees and Elections**
Chair: Allison Vaughn

**Constitution and Bylaws**
Chair: Eniko Csomay

**Copy Rights and Patents**
Chair: Douglas Grotjahn

**Disability Access and Compliance**
Co-Chairs: Jessica Rentto and Pamela Starr

**Diversity, Equity, and Outreach**
Chair: Beth Chung

**Environment and Safety**
Chair: Sridhar Seshagiri

**Faculty Affairs**
Chair: Jennifer Imazeki

Faculty Honors and Awards
Chair: Yusuf Ozturk

Fee Advisory Committee (Campus)
Chair: David Ely

Freedom of Expression
Chair: Mark Freeman

GE Curriculum and Assessment
Chair: Eniko Csomay

Graduate Council
Chair: Stephen Welter

Honorary Degrees
Chair: Provost Chukuka Enwemeka

Instructional and Information Technology
Chair: Mark Siprut

Intercollegiate Athletic Council
Chair: John Puttman

Liberal Studies
Chair: Virginia Loh-Hagan

Library and Information Access
Chair: Peter Herman (Edward Beasley, chair Fall 2017-Herman on sabbatical)

SDSU Press Editorial Board
Chair: William Anthony Nericcio

Staff Affairs
Chair: Debra Bertram

Student Grievance
Chair: Estralita Martin

Student Learning Outcomes
Chair: Stephen Schellenberg

Student Media Advisory
Chair: Giselle Luevanos
Sustainability  
Chair: Keven Jeffrey

Undergraduate Council  
Chair: Nora Shultz

Undergraduate Curriculum  
Chair: Larry Verity

COMMITTEES WITH NO ROSTER INFORMATION

Extended Studies

International Programs

Scholarships Committee

Student Affairs

Student Health Advisory Board

Teacher Education Advisory Council

FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS & NEED
*reappointments or new appointments

Academic Policy and Planning
NEED 1 student

Academic Resources and Planning
*Eugene Olevsky new term May 2020
NEED IVC faculty
NEED 1 student

Bookstore Advisory (roster complete)

Campus Development
*George Christakos new term May 2020

Committee on Committees (roster complete)

Constitution and Bylaws (roster complete)
Copyrights and Patents (roster complete)

Disability Access and Compliance (roster complete)

Diversity, Equity, and Outreach (roster complete)

Environment and Safety
*Michael McCall new term May 2020
NEED 2 faculty
NEED 1 member of local unit 3 collective bargaining agency
NEED 2 students

Faculty Affairs (roster complete)

Faculty Honors and Awards
NEED 1 student
NEED 1 former recipient of alumni award
NEED 1 alumnus

Fee Advisory Committee (Campus) (roster complete)

Freedom of Expression
NEED Provost or designee
NEED 5 students (AS President or designee + 4 others)

GE Curriculum and Assessment
NEED 1 EDU faculty
NEED 1 IVC faculty
NEED 2 (undergrad) students

Graduate Council
*Alicia Arambula (student) new term May 2018
*Adriana Trujillo (student) new term May 2018

Honorary Degrees (roster complete)

Instructional and Information Technology
*Mahasweta Sarkar new term May 2020
*Siu "Easton" Tsui (student) new term May 2018

Intercollegiate Athletic Council (roster complete)

Liberal Studies (roster complete)

Library and Information Access
NEED 2 students
SDSU Press Editorial Board (roster complete)

Staff Affairs
NEED 1 student

Student Grievance
*Mia Panlilio (student) new term May 2020
*Michael Kumura (student) new term May 2020
*Siu "Easton" Tsui (student) new term May 2020
*Nick Elliott (student) new term May 2020
*Michael Wiafe (student alternate) new term May 2020
NEED 1 full-time administrator
NEED 2 students (alternates)

Student Learning Outcomes
*Jessica Robinson new term May 2020
NEED 1 ENG faculty
NEED 1 PSFA faculty
NEED 2 students

Student Media Advisory
NEED 1 AS VP of Finance or designee
NEED 2 students (AS appointed)

Sustainability (roster complete)

Undergraduate Council
NEED 1 ENG faculty
NEED 1 HHS faculty
NEED 1 IVC faculty

Undergraduate Curriculum
NEED 1 student

University Research Council
NEED 1 HHS faculty
NEED 1 PSFA faculty
NEED 1 SCI faculty

*reappointments or new appointments

Senators not currently represented on a committee:
A&L
Adisa Alkebulan
Chris Werry
EDU
Karen Cadiero-Kaplan
Nan Hampton

MPP I & II
Jennifer Acfalle

SCI
Tao Xie

Staff
Norma Aguilar

University Services
Manuel Rivera
Carrie Sakai
Resolution to Eliminate the Mascot and Form a Task Force to Investigate the Aztec Identity

Author: Diversity, Equity, and Outreach Committee

WHEREAS, Title VI of the Civil Rights Act of 1964 states that: “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” and;

WHEREAS, the State of California’s Education Code Title 1, Division 1, Part 1, Chapter 2, Article 3 [220] states: “No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.” and;

WHEREAS, the State of California’s Education Code Title 1, Division 1, Part 1, Chapter 2, Article 3.5 [221.2] states: “(a) The use of racially derogatory or discriminatory school or athletic team names, mascots, or nicknames in California public schools is antithetical to the California school mission of providing an equal education to all; (b) Certain athletic team names, mascots, and nicknames that have been used and remain in use by other teams, including school teams, in other parts of the nation are discriminatory in singling out the Native American community for the derision to which mascots or nicknames are often subjected; (c) Many individuals and organizations interested and experienced in human relations, including the United States Commission on Civil Rights, have concluded that the use of Native American images and names in school sports is a barrier to equality and understanding, and that all residents of the United States would benefit from the discontinuance of their use; (d) No individual or school has a cognizable interest in retaining a racially derogatory or discriminatory school or athletic team name, mascot, or nickname.” and;

WHEREAS, Executive Order 1097, from the Office of the chancellor of the California State university system states: “The California State University (CSU) is committed to maintaining an inclusive community that values diversity and fosters tolerance and mutual respect, and further goes on to state that “The CSU strives to be free of all forms of Discrimination, including Harassment, because of a Protected Status. It is CSU policy that no Student shall be excluded from participation in, or be denied the benefits of, any CSU program or activity because of any Protected Status,” with examples of Protected Status being Age, Disability, Gender, Genetic Information, Gender Identity or Expression, Nationality, Marital Status, Race or Ethnicity, Religion, Sexual Orientation, and Veteran or Military Status. and;

WHEREAS, the United States Commission on Civil Rights, by Resolution dated April 13, 2001, called for an end to the use of American Indian images and team names by schools: “Schools should not use their influence to perpetuate misrepresentations of any culture of people. Stereotypes of American Indians teach all students that the stereotyping of minority groups is acceptable, a dangerous lesson in such a diverse society”; and
WHEREAS, in 2005, the American Psychological Association called for “the immediate retirement of all American Indian mascots, symbols, images and personalities by schools, colleges, universities, athletic teams and organizations,” stating that their position is based on “a growing body of social science literature that shows the harmful effects of racial stereotyping and inaccurate racial portrayals, including the particularly harmful effects of American Indian sports mascots on the social identity development and self-esteem of American Indian young people.” and;

WHEREAS, Native symbols and mascots have been used, but then later acknowledged as inappropriate and retired by institutions of higher learning including the following: Dartmouth College, Eastern Michigan University, Marquette University, Seattle University, Southern Oregon University, Stanford University, Syracuse University, University of Massachusetts, Amherst, University of Oklahoma; Arkansas State University, and the University of North Dakota; and;

WHEREAS, more than 100 organizations across the nation have endorsed the discontinuation of Native American mascots, including: National Congress of American Indians, the National Indian Education Association, the Society of Indian Psychologists, the Anti-Defamation League, Commission on Human Rights, United States Civil Rights Commission, Asian Americans Advancing Justice, National Association for the Advancement of Colored People (NAACP), American Civil Liberties Union (ACLU), American Jewish Committee, Museum of Tolerance, National Education Association (NEA), California Teachers Association (CTA), University of California Student Association (UCSA), and;

WHEREAS, in 2005, the NCAA adopted a policy to prohibit NCAA colleges and universities from displaying hostile and abusive racial/ethnic/national origin mascots, nicknames or imagery at any of the 88 NCAA championships.

WHEREAS, the research described in a San Diego State University graduate student’s thesis, entitled, *Fail Montezuma!: The Last Vestiges of an Obscured Yet Stubbornly Persistent Culture of Racism at San Diego State University*, provides information on the formation of SDSU’s present-day institutional identity.¹ and;

WHEREAS, San Diego State University’s Policy file, section 4.4 states: “The university shall cultivate a campus climate that promotes human dignity, civility, and mutual appreciation for the uniqueness of each member of our community. Because the university’s educational goals are founded on the values of intellectual honesty, appreciation for diversity, and mutual respect, it is critical that our academic and co-curricular programs, scholarships, courses, workshops, lectures, and other aspects of campus life reflect diverse perspectives. Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning. Freedom of speech shall be protected. By the same token, the campus community shall denounce and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have separated us as a people.” and;

¹ For more information, please see Ozzie Monge’s master’s thesis.
WHEREAS, San Diego State University’s Diversity Pledge states, calls on students, faculty and staff to pledge “To embrace the diversity of all individuals respecting such attributes as their sex, gender, race, ethnicity, age, class, citizenship, marital status, sexual orientation, nationality, socioeconomic status, religion, physical ability, mental ability and expression; To strive toward social justice for all people in order to create and sustain a safer, more productive, and inclusive campus environment; To refrain from using derogatory terms or statements that are harmful and disrespectful to others; To not contribute to stereotypes or make generalizations about individuals but rather to use my own experiences and interactions to better understand and embrace all people; To educate myself about cultures other than my own; To engage in and contribute to the diverse world around me; To actively honor this pledge within my everyday life.” and;

LET IT BE RESOLVED, that San Diego State University retire the current human representation of an Aztec as the school mascot as well as retire usage of spears or weapons that connote barbaric representations of the Aztec culture.

LET IT BE RESOLVED, that San Diego State University form a task force to investigate and make recommendations regarding the appropriateness of the continued usage of the Aztec moniker including symbols, signage, logos, branding, buildings, statues (e.g., Monty), awards (e.g., Zuma) and other references to the possible misappropriation of Aztec identity. This task force shall also make recommendations regarding an education component in relation to the Aztec identity.
TO: Academic Policy and Planning Committee, SEC, Senate

FROM: Doreen Mattingly, former chair (2016-17) of General Education Committee; Eniko Csomay, current chair (2017-18) of General Education Committee

DATE: October 4, 2017

SUBJECT: Cultural Diversity Requirement (revised request)

Action:
We recommend that the language in the catalog and curriculum guide be changed to clarify the definition of the Cultural Diversity requirement that is part of the Explorations in Human Experience general education requirement.

Rationale:
Currently the catalog says only that a cultural diversity course (indicated by an * on the list of courses on pp. 93-96 in the 2017-18 catalog) must be taken, but does not explain what it is or why it is important. Providing more information will help students to “make sense of GE.”

The guidelines in the curriculum guide are equally vague. CurricUnet asks only that proposers indicate that they want the course to be considered for cultural diversity, and the Guidelines for Submitting a Proposal that includes General Education (p. 51 in 2017-18 catalog) states only:

"If the course is being proposed to satisfy cultural diversity indicate how its content emphasizes non-dominant perspectives, cultures, views, and traditions."

Unlike other areas of GE, there is no description of the requirement or any learning goals.

Given heightened tensions around class, race, nationality, religion, gender, and sexuality, we feel that it is crucial to make this element of the curriculum as robust as possible, to ensure we do our utmost to achieve the university’s goal of inclusion and diversity.

Process:
To address this concern, the General Education Curriculum Committee created a task force during the 2016-17 year to revise the Diversity Requirement guidelines. The task force studied diversity requirements at comparable and aspirational institutions to identify best practices: Joseph Alter, PSFA; Sarah Garrity, Education; Amanda Lanthorne, Library; Doreen Mattingly, GE Committee chair; Rachel Muntz, student; Isidro Ortiz, Arts and Letters; Norah Schultz, DUS.

Proposed catalog/curriculum guide language:
To be added to the General Catalog p. 90 of 2017-18 catalog as section D under “Areas of Study in Foundations of Learning and Explorations of Human Experience.”
To be added to the Curriculum Guide p. 51 as section D “Areas of Study in Foundations of Learning and Explorations of Human Experience.”

D. CULTURAL DIVERSITY REQUIREMENT

One Explorations course in areas A, B or C must be a course in cultural diversity, as indicated by an *. Cultural Diversity courses focus on the theoretical and practical factors of class, race, ethnicity, gender, gender identity, socioeconomic status, disability, sexuality, religion, age, immigration, nation, and other significant markers of social identity. Classes meeting this requirement examine the complexity of diversity through an analysis of differential power, privilege, oppression, and inequities. Coming from a range of disciplines, these courses all make central non-dominant views and perspectives.

Goals for GE courses meeting the diversity requirement:

● Goal 1: Enhance understanding of the diverse efforts and strategies used by groups to transform and/or dismantle structures of oppression.
● Goal 2: Foster reflection and appreciation of non-dominant perspectives, their contribution to society and culture, and models for their inclusion.
● Goal 3: Analyze the intersection of the categories of various dimensions of difference as they affect cultural groups’ members lived realities and/or as they are embodied in personal and collective identities.
● Goal 4: Formulate informed views on the mechanisms for maintaining existing power structures and their impact on all sectors of society.

Recommendations for moving forward:

● The committee suggests that these criteria be applied moving forward, and that all courses currently classified as meeting the Cultural Diversity requirement retain their classification, unless there is a general revision of General Education.
● As the General Education curriculum is reviewed, we suggest exploring the option of a second 3-unit requirement with an international focus.
TO: Senate Executive Committee / Senate

FROM: Eniko Csomay, Chair
General Education Curriculum and Assessment Committee

DATE: October 12, 2017

RE: GENERAL EDUCATION PROGRAM

Action

IV. EXPLORATIONS OF THE HUMAN EXPERIENCE

B. Social and Behavioral Sciences

Addition of course to GE. Change to course statement and prerequisites.

CIV E 495. Capstone Design Project (3) [GE]

One lecture and six hours of laboratory.

Prerequisites: For civil engineering majors: Credit or concurrent registration in Civil Engineering 321, 444, 462, 481, and Environmental Engineering 355. At least three of these courses must be completed prior to enrolling in this course. For environmental engineering majors: Construction Engineering 330 and credit or concurrent registration in Environmental Engineering 441, 442, 554, 556, 558. At least three of these courses must be completed prior to enrolling in this course. For construction engineering majors, credit or concurrent registration in Construction Engineering 480 and 590. Completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences. Proof of completion of prerequisites required: Copy of transcript.

Application of engineering principles and design techniques to the design of civil engineering projects.

Change to description and title.

SOC 335. Sociology of Popular Culture (3) [GE]

Prerequisites: Sociology 101 and completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences required for nonmajors.

Forms and features of popular culture. Distinctions between highbrow and lowbrow cultures. Sociological theories about effects, functions, and power of popular culture in society and in social change.

C. Humanities

Previously reported at the August 19, 2017 SEC meeting

New course.

HUM 410. Studies in Popular Culture (3) [GE]
Prerequisites: Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.

Popular culture informed by significant cultural discourses, historical developments, and political debates. Representative works to include secondary critical readings, animated film, comics, literature, live-action film, and television.

New course.
*HUM 411. Evil (3) [GE]
(Same course as Religious Studies 411)
Prerequisite: Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.
Evil and how the language of evil has been used by diverse religious communities. Conceptions and portrayals of demons, hell, Satan, and vampires. Literature on the Holocaust, terrorism, torture, and war.

New course.
*REL S 406. God, Gold, and Glory: Religion and Colonial Encounter in the Americas (3) [GE]
Prerequisite: Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.
Colonialism, race, and religion in the Americas. The “one drop” rule, colonial evangelizing missions, historical colonial religious forms, and slavery. Capitalism, immigration, and new religious movements.

New course.
*REL S 411. Evil (3) [GE]
(Same course as Humanities 411)
Prerequisite: Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.
Evil and how the language of evil has been used by diverse religious communities. Conceptions and portrayals of demons, hell, Satan, and vampires. Literature on the Holocaust, terrorism, torture, and war.

*Cultural diversity course
Friday, October 9, 2017

TO:        SEC/Senate
FROM:      Yusuf Ozturk, Chair, Faculty Honors and Awards Committee
SUBJECT:   Emeritus Status

The Faculty Honors and Awards committee recommends that the Senate approve emeritus status for the following professors.

- Karen Cadiero-Kaplan, Professor of Dual Language and English Learner Education, September 30, 2017, 16 years
- Ronald W. Evans, Professor of Teacher Education, December 30, 2017, 28 years
- Jim McBride, Lecturer, School of Journalism and Media Studies, College of Professional Studies and Fine Arts, 29 years.

Sincerely,

Yusuf Ozturk
Chair, Faculty Honors and Awards Committee
INFORMATION (5I-10-17)

AUDIOLOGY

1. Change to units.

   Audiology
   AUD 830. Seminar in Contemporary Topics in Audiology and Hearing Science (2)
   Prerequisite: Open to third year doctoral students.
   Audiology and hearing science. Reading and critiquing journal articles and data
   emerging from research laboratories.

   Change(s): Units updated from one to two.

BIOINFORMATICS AND MEDICAL INFORMATICS

1. Change in program.

   Bioinformatics and Medical Informatics
   Specific Requirements for the Master of Science Degree
   (Major Code: 07994) (SIMS Code: 771490)
   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 a program of study totaling 38 units for the concentration in
   professional science master and 33 units for the master of science as described below. No
   more than 12 units of 500-level courses can be applied toward the degree or concentration.
   1. Complete 12 units of required core courses.
      BIOMI 568/
      BIOL 568    Bioinformatics (3)
      BIOMI 600/  Methods in Bioinformatics, Medical Informatics,
      CS 600      and Cheminformatics (3)
      BIOL 510    Molecular Evolution (3)
      CHEM 560    General Biochemistry (3)
   2. Complementary: Nine units in a field complementary to the student’s background with
      approval of the graduate coordinator selected from the following courses.
      BIOMI 609/
      CS 609      Computational Genomics and Bioinformatics (3)
      BIOL 562    Ecological Metagenomics (3)
BIOL 740 Phylogentic Systematics (3)
CHEM 567 Biochemistry Laboratory (3)
CS 514 Database Theory and Implementation (3)
CS 520 Advanced Programming Languages (3)
CS 532 Software Engineering (3)
CS 535 Object-Oriented Programming and Design (3)
CS 560 Algorithms and their Analysis (3)
CS 605/COMP 605 Scientific Computing (3)
CS 615 Spatial Databases (3)
P H 602 Biostatistics (3)
P H 700A Seminar in Public Health. Epidemiology (1-3)
STAT 551A Probability and Mathematical Statistics (3)
STAT 551B Probability and Mathematical Statistics (3)
STAT 680A-680B Advanced Biostatistical Methods (3-3)

Remainder of description (no change)

Change(s): Addition of the following courses to complementary options: STAT 680A-680B, BIOMI 609, BIOL 562, 740, CS 532, 560, 615, P H 602, 700. Addition of No more than 12 units of 500-level courses can be applied toward the degree or concentration to program description.

BUSINESS ADMINISTRATION

1. Change in program.

Business Administration

Specific Requirements for the Master of Science Degree
(Major Code: 05011) (SIMS Code: 221701)

In addition to meeting the requirements for classified graduate standing as described above and the general requirements for master’s degrees as described in Part Four of this bulletin, the student must complete a graduate program of at least 30 approved units to include at least 21 units in 600- and 700-numbered courses (except for the concentration in Financial and Tax Planning which requires at least 15 units in 600- and 700-numbered courses). Up to nine units of coursework may be accepted as transfer credit. This program cannot include Finance 604 and Business Administration courses numbered 625-629, without specific permission of the director, Graduate Business Programs. At least 24 units must be in business administration and economics. Not more than a total of six units in courses 797 (Research), 798 (Special Study), and Business Administration 780 (Field Studies in Business), may be accepted for credit toward the degree.

Remainder of description (no change)

Change(s): Actual change to the Concentration in Financial and Tax Planning (SIMS Code: 222124). Except for the concentration in Financial and Tax Planning which requires at least 18 units in 600- and 700-numbered courses statement updated from 18 units to 15.
MATHEMATICS

1. Change to description, prerequisites, and title.

Mathematics (Mathematics and Science Education)

INTRO CHAOS AND FRACTALS

MATH 600. Introduction to Chaos and Fractals (3)

Prerequisites: Mathematics 320 and 510.

Non-linear dynamics to include Cantor sets, fixed and periodic points, fractal dimensions, fractals, iterative processes, orbit diagrams, orbits, period doubling, and self-similarity.

Change(s): Description updated from Ordered and affine geometries, decompositions, dilations. Projectivities and projective space. Absolute geometry, isometries, groups generated by inversions to what is reflected above. Prerequisites updated from Mathematics 521A and an upper division course in geometry to MATH 320 and 510. Title updated from Geometrical Systems to what is reflected above.

2. Change to course statement, description, number, prerequisites, and title.

Mathematics

APPLIED REAL ANALYSIS

MATH 630. Applied Real Analysis (3)

Prerequisites: Mathematics 330 with a grade of B- (2.7) or better. Recommended: Mathematics 530 with a grade of B- (2.7) or better.

Lebesgue measure and integration, metric spaces, Banach spaces, Hilbert spaces. (Formerly numbered Mathematics 630A.)

Change(s): Formerly numbered statement added to course statement. Spectral theory deleted from description. Number updated from 630A to 630. Prerequisites updated from Mathematics 524 and 534B with a grade of C (2.0) or better in each course. Mathematics 630A is prerequisite to Mathematics 630B to what is reflected above. Title updated from Functions of a Real Variable to what is reflected above.

3. New course.

Mathematics

ADV TOPICS IN ANALYSIS (C-4)

MATH 633. Advanced Topics in Analysis (3)

Prerequisites: Mathematics 630. Recommended: Mathematics 668.

Specific topics in analysis to include Lebesgue and Sobolev spaces and spectral theory. Investigation of new theoretical tools and their applications.

4. Change in program.
Specific Requirements for the Master of Science Degree in Applied Mathematics (Major Code: 17031) (SIMS Code: 776314)

In addition to meeting the requirements for classified graduate standing, the student must meet the basic requirements for the master’s degree as described in Part Four of this bulletin and complete 30 units of coursework approved by the graduate adviser for the program.

1. Undergraduate Preparation for Admission. Before entering the program, a student should have completed the following upper division courses: two in analysis (to include Mathematics 330), two in differential equations (Mathematics 337 and either 531 or 537), one in programming or numerical analysis (Mathematics 340 or 541), one in linear algebra (Mathematics 524), and one in statistics (Statistics 350A or 551A). A student with inadequate undergraduate preparation may be accepted conditionally, but will be required to complete courses for the removal of the deficiency in the first year of study. These courses are in addition to the minimum of 30 units for the master’s degree.

2. Program of study, including a plan for removal of any conditions on admission, must be approved by the graduate adviser. The program of study will generally include at least 21 units in mathematics. The 30 units may include at most 12 units of approved 500-level math courses and at most six units of independent research (Math 797, 798, 799A/B). The student must select Plan A, complete Mathematics 799A, Thesis, and give a public oral defense of the thesis. A thesis normally takes one year to complete, and is done under the direction of a thesis adviser.

Change(s): Update to admission requirements and renumbering of the courses. The Removal of MATH 0521A and MATH 534A – replaced with junior-level courses, MATH 0320 and MATH 0330. Also, MATH 0521B and 0534B will be renumbered as MATH 0520 and MATH 0530. Additionally, MATH 0627A-B, MATH 0630A-B are removed and replaced with MATH 0620, 0621, 0630, and 0637.

5. Change in program.

Specific Requirements for the Master of Science Degree in Applied Mathematics (Major Code: 17031) (SIMS Code: 776317)

Concentration in Mathematical Theory of Communication Systems (Major Code: 17031) (SIMS Code: 776317)

This concentration focuses on the area of mathematics relevant to the transmitting and processing of information by digital or analog methods. In addition to meeting the requirements for classified standing in the Master of Science program in applied mathematics, students pursuing this concentration should also have completed one upper division course in algebra (Mathematics 320) before entering the program. Students must complete Mathematics 525, 620, 626, 630, 668; one course selected from Mathematics 625 or 667, and one course selected from Mathematics 621 or 631A. Additional courses at the 500- or 600-level in mathematics or in a related discipline may be selected with the
approval of the program adviser. The student must select Plan A, complete Mathematics 799A, Thesis, and give a public oral defense of the thesis. A thesis normally takes one year to complete and is done under the direction of a thesis adviser.

Change(s): Removal of MATH 0521A and MATH 534A and replaced with junior-level courses, MATH 0320 and MATH 0330. Also, MATH 0521B and 0534B will be renumbered as MATH 0520 and MATH 0530. Additionally, MATH 0627A-B, MATH 0630A-B are being removed and replaced with MATH 0620, 0621, 0630, and 0637.

MATHEMATICS AND SCIENCE EDUCATION

1. Change in program.

Mathematics and Science Education
Specific Requirements for the Master of Arts Degree for Teaching Service in Mathematics
(Major Code: 17011)

Specialization in Mathematics for Community College Teaching (SIMS Code: 776320). This specialization is designed to satisfy the requirements for teaching service at the community college level. Students must have completed a bachelor’s degree in mathematics (or equivalent) before entering the program and completed six units selected from Mathematics 320, 330, or 524. Mathematics 524 can be taken prior to entrance to the program or as part of the 30-unit degree requirements.

Remainder of description (no change)

Change(s): Second sentence of specialization paragraph updated from Students must have completed a bachelor’s degree in mathematics (or equivalent) before entering the program and must have completed six units selected from Mathematics 521A, 524, and 534A. The third course can be taken prior to entrance to the program or as part of the 30-unit degree requirements to what is reflected above.

2. Change in program.

Mathematics and Science Education
Specific Requirements for the Master of Arts Degree for Teaching Service in Mathematics
(Major Code: 17011)

Specialization in Mathematics for Secondary Teaching (SIMS Code: 776351). Paragraph 1 (no change)

Plan A requires Mathematics 524; Mathematics Education 603; three units selected from Mathematics 510, 600; three units selected from Mathematics 520 or 601; three units selected from Mathematics 530 or 602; six units selected from Mathematics 509, 720, Mathematics Education 604, 605, 606, 607; six units of electives selected with the approval of the adviser; and Mathematics 799A, Thesis.

Plan B requires Mathematics 524; Mathematics Education 603; three units selected from Mathematics 510, 600; three units selected from Mathematics 520 or 601; three units
selected from Mathematics 530 or 602; nine units selected from Mathematics 509, 720, Mathematics Education 604, 605, 606, 607; and six units of electives selected with the approval of the adviser. In addition, students must pass a comprehensive examination in mathematics education.

Change(s): MATH 0521A replaced with MATH 0520; MATH 0534A replaced with MATH 0530.

PUBLIC HEALTH

1. New course.

Public Health

*SAS FOR BIOSTATISTICS I (C-2 two units; C-15 one unit)*

P H 620. SAS for Biostatistics I (3)

Prerequisite: Credit or concurrent registration in Public Health 602.

Programming in SAS. Analysis, processing, and reading of biomedical data.

2. New course.

Public Health

*SAS FOR BIOSTATISTICS II (C-2 two units; C-15 one unit)*

P H 629. SAS for Biostatistics II (3)

Prerequisites: Public Health 620 and credit or concurrent registration in Public Health 602.

Advanced programming in SAS. Higher-level analyses, processing, and readings of biomedical data. (Formerly numbered Public Health 700A.)

3. Change to course statement, number, and prerequisite.

Public Health

P H 642. Health Insurance and Financing Systems (3)

Prerequisite: Public Health 641.

U.S. healthcare financial systems at macro-level. Principles of public programs and private health insurance, types of reimbursement for healthcare organizations and providers, issues of cost containment, effects of uninsurance and underinsurance, and financial practices of other advanced nations. (Formerly numbered Public Health 742B.)

Change(s): *Formerly numbered Public Health 742B* added to course statement. Number updated from 742B to 642. Prerequisite updated from P H 742A to 641.

4. New course.

Public Health

*HEALTH SERVICES RESEARCH (C-4 one unit; C-16 one unit)*

P H 646. Health Services Research Methods (2)
Prerequisite: Graduate standing.
Health services research methods to include effectiveness of interventions. Changes in the delivery, financing, and organization of health care. Analysis of large data sets related to the health care industry.

5. New course.

Public Health
PUBLIC HEALTH PROG EVAL (C-2)
P H 672. Public Health Program Evaluation (3)
Prerequisite: Graduate standing. Recommended: Public Health 666.
Public health program evaluation activities, processes, and skills to include communicating results, contextual issues, design, methods, steps, and ensuring summative findings are used.

6. Change in program.

Public Health
Specific Requirements for the Master of
Public Health Degree
(Major Code: 12141) (SIMS Code: 557301)
Concentration in Epidemiology
(SIMS Code: 557329)
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 605 Health Services Administration (3)
P H 620 SAS for Biostatistics I (3)
P H 621 Epidemiology of Infectious Diseases (3)
P H 622 Epidemiology of Chronic Diseases (3)
P H 623 Epidemiological Methods (3)
P H 627 Advanced Statistical Methods in Public Health (3)
P H 629 SAS for Biostatistics II (3)
P H 650R Field Practice: Required Community Practice (3) Cr/NC
Prescribed electives: A minimum of six units selected from the following public health courses in epidemiology:
P H 625 Control of Infectious Diseases (3)
P H 626 International Health Epidemiology Practicum (3)
P H 628 Applications of Multivariate Statistics in Public Health (3)
P H 649 Border and Global Public Health Surveillance (3)
P H 700A Seminar in Public Health: Epidemiology (3)
P H 722 Seminar in Clinical Trials (3)
P H 724 Advanced Methods in Epidemiology (3)
P H 725 Scientific Writing for Epidemiology (3) Cr/NC
P H 726  HIV/AIDS Epidemiology and Public Health (3)
P H 728  Applied Data Analysis (3)
P H 823  Case-Control Studies (3)
P H 824  Cohort Studies (3)

Electives: Up to six units selected with approval of concentration faculty. These electives may include any public health course or selections from the following:
- Biology 585
- Nutrition 600, 607, 700
- Statistics 510, 550, 551A, 560, 672, 677

Change(s): Addition of P H 620 and 629 to requirements. Addition of P H 728 to prescribed electives. Electives paragraph updated from 12 to six units.

7. Change in program.

Public Health

Specific Requirements for the Master of Public Health Degree
(Major Code: 12141) (SIMS Code: 557301)

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 51 units (59 units for students in Health Management and Policy) including: (1) Public Health 601, 602, 603, 604, and 605 (students in health management and policy will substitute Public Health 641 for Public Health 605 and students in health promotion and behavioral science will substitute Public Health 661 and 662 for Public Health 603); (2) a minimum of 21 units of graduate courses in the area of concentration; (3) a minimum of three and a maximum of 12 units of supervised field placement; and (4) electives selected with the approval of the graduate adviser. In addition, Public Health 797, Research, Public Health 798, Special Study, or Public Health 799A, Thesis, must be included in the program as a capstone experience.

Remainder of description (no change)

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 642  Health Insurance and Financing Systems (3)
P H 644A Health Services Organization Management (3)
P H 644B Managing High Performing Health Care Organization (3)
P H 645  Health Economics (3)
PH 646 Health Services Research Methods (2)
PH 647 Quantitative Methods and Health Data Analysis (3)
PH 648 Health Policy (3)
PH 650R Field Practice: Required Community Practice (3) Cr/NC
PH 742A Health Services Financial Management (3)
PH 747 Quality Improvement and Program Evaluation (3)
PH 748 Health Services Competitive Strategy and Marketing (3)
PH 750E Advanced Field Practice: Health Management and
  Policy (3) Cr/NC
PH 797 Research (1) Cr/NC/RP
PH 798 Special Study (2) Cr/NC/RP
PH 799A Thesis (3) Cr/NC/RP

Remainder of description (no change)

Change(s): Updated introductory statement from 56 units for students in Health Management and Policy to 59 units. Addition of PH 642 and 646 to requirements. Addition of one unit of research (PH 797) to requirements.

SPEECH, LANGUAGE, AND HEARING SCIENCES

1. Change to description, prerequisite, and title.

Speech, Language, and Hearing Sciences
SEM COMMUNICATIVE DISORDER
SLHS 673. Seminar in Communicative Disorders in Bilingual Children (3)
  Prerequisite: Consent of instructor.
  Normal and atypical language development applied to assessment and treatment of
  communication disorders in bilingual and monolingual children. Alternative assessment
  and intervention methods.

Change(s): Spanish removed from description. Prerequisites updated from Speech, Language, and Hearing Sciences 300 and demonstrated Spanish language competence to what is reflected above. Spanish-English removed from title.

STATISTICS

1. Change in program.

Statistics
Specific Requirements for the Master of Science Degree in Statistics with Concentration in Biostatistics
(Major Code: 17021) (SIMS Code: 776370)
  Paragraphs 1-3 (no change)
1. Complete Statistics 610, 670A, 670B with no grade less than B in each course. These are core statistics courses. 
Remainder of description (no change)

Change(s): Replacement of STAT 510 with 610.

Report prepared and respectfully submitted by Curriculum Services on behalf of the Graduate Curriculum Committee.
INFORMATION (51-10-17.500)

JOURNALISM AND MEDIA STUDIES

1. Change to prerequisites.

   Journalism and Media Studies
   JMS 581. Applied Research in Public Relations (3)
   Two lectures and two hours of activity.
   Prerequisites: Journalism and Media Studies 310W, 480, 489 with a grade of C (2.0) or better in each course. Admission to public relations emphasis, Major Code: 05992. **Proof of completion of prerequisites required:** Copy of transcript.
   Qualitative and quantitative methods used in research to plan, track, evaluate public relations and communication practices. Computerized statistical analysis.

   Change(s): Addition of JMS 489 to prerequisite.

MATHEMATICS

1. New course

   Mathematics
   DYN SYSTEMS AND MODELING (C-4)
   MATH 508. Dynamical Systems and Modeling (3)
   Prerequisite: Mathematics 254 or graduate standing.
   Modeling, analysis, and interpretation of differential equations using analytical, graphical, and numerical representations.

2. Change to prerequisites.

   Mathematics
   MATH 541. Introduction to Numerical Analysis and Computing (3)
   Prerequisites: Mathematics 340; and either graduate standing, Mathematics 254, 342A, or Aerospace Engineering 280 with a grade of C (2.0) or better in each course. **Proof of completion of prerequisites required:** Copy of transcript.
   Solution of equations of one variable, polynomial interpolation and approximation, numerical differentiation and quadrature, linear least squares approximation, the fast Fourier transformation.
Change(s): Prerequisites updated from Mathematics 254 or 342A; and either Mathematics 242 or Aerospace Engineering 280 or Computer Science 107 with a grade of C (2.0) or better in each course. Proof of completion of prerequisites required: Copy of transcript to what is reflected above.

3. Change to prerequisites.

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

Prerequisites: Mathematics 340; and either Mathematics 337, 342A, or Aerospace Engineering 280 with a grade of C (2.0) or better in each course. **Proof of completion of prerequisites required:** Copy of transcript.


Change(s): Prerequisites updated from Mathematics 337 and 541 with a grade of C (2.0) or better in each course. Proof of completion of prerequisites required: Copy of transcript to what is reflected above.

4. Change to prerequisites.

Mathematics
MATH 543. Numerical Matrix Analysis (3)

Prerequisites: Mathematics 340; and either Mathematics 254, 342A, or Aerospace Engineering 280 with a grade of C (2.0) or better in each course. **Proof of completion of prerequisite required:** Copy of transcript.


Change(s): Prerequisites updated from Mathematics 541 with a grade of C (2.0) or better. **Proof of completion of prerequisite required:** Copy of transcript to what is reflected above.

**NUTRITIONAL SCIENCES**

1. Change to description and prerequisites.

Nutritional Sciences
NUTR 510. Nutrition and Community Health (3)

Two lectures and three hours of activity.

Prerequisites: Nutrition 203, 302, 302L, and 304 with a grade of C (2.0) or better in each course.
Communication skills and strategies for nutrition counseling and education. Nutritional problems in the community with consideration of their resolution. Field placement experience required.

Change(s): Communication skills and strategies for nutrition counseling and education statement added to description. Consent of instructor deleted from prerequisite.

PHYSICS

1. New course.

Physics

CONDENSED MATTER PHYSICS (C-2)
PHYS 532. Condensed Matter Physics (3)
Prerequisite: Graduate standing or Physics 410 with a grade of C (2.0) or better.
Elastic, electric, magnetic, optical, and thermal properties of solids. Energy band theory of solids and its practical application with metals and semiconductors.

PUBLIC ADMINISTRATION

1. New course.

Public Administration

WAR & STATE: GLOBAL PERS (C-4)
P A 581. War, the State, and Governance: Global Perspectives (3)
Prerequisite: Upper division or graduate standing. Recommended: Public Administration 301 with a grade of C (2.0) or better.
Historical and philosophical foundations of government’s role and function related to defense and security challenges through global perspectives. Budgetary, intelligence, leadership, logistical, military, organizational, policy, political, and strategic challenges and opportunities confronted by government via case studies.

2. New course.

Public Administration

WAR & STATE: U.S. PERS (C-4)
P A 582. War, the State, and Governance: U.S. Perspectives (3)
Prerequisite: Upper division or graduate standing. Recommended: Public Administration 301 with a grade of C (2.0) or better.
Historical and philosophical foundations of government’s role and function related to defense and security challenges through U.S. perspectives. Budgetary, intelligence, leadership, logistical, military, organizational, policy, political, and strategic factors confronted by government via case studies.

SCIENCE
1. New course.

Science

CAREERS IN THE SCIENCES (C-1)
SCI 510. Careers in the Sciences (1) Cr/NC
   Prerequisite: Upper division or graduate standing.
   Science career opportunities in biotechnology, diagnostic, informatics, and high
   technology industries.

SPEECH, LANGUAGE, AND HEARING SCIENCES

1. Change to course hours description and prerequisite.

Speech, Language, and Hearing Sciences

SLHS 539. Neuroanatomy and Disorders of Speech and Language (3)
   Prerequisites: Speech, Language, and Hearing Sciences 150, 300, 305, and 321; or
   graduate standing.
   Structural and functional neuroanatomy and disorders of speech and language
   resulting from pathology of the nervous system.

Change(s): Three hours of laboratory screening per week deleted from course hours
description. graduate standing added as prerequisite option.

2. Change to prerequisites.

Speech, Language, and Hearing Sciences

SLHS 595. Research Practicum (1-3)
   Prerequisites: Consent of instructor and a cumulative GPA of 3.0 or better.
   Participation in a specific research activity under faculty supervision. Maximum
   combined credit of six units of Speech, Language, and Hearing Sciences 595 and 795.

Change(s): Prerequisites updated from Consent of instructor and approval of school chair
to what is reflected above.

Report prepared and respectfully submitted by Curriculum Services on behalf of the Graduate and
Undergraduate Curriculum Committees.
To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair
Undergraduate Curriculum Committee

Date: October 12, 2017

Re: 2018-2019 General Catalog

INFORMATION (71-11-17)

BIOLOGY

1. Change to prerequisites.

Biology
BIOL 203. Principles of Cell and Molecular Biology (3)
Prerequisites: Credit or concurrent registration in Chemistry 200 or 202 and satisfaction of the English Placement Test requirement.
Principles of biology applying to all organisms, including basic biochemistry, cell structure, membrane transport, energy metabolism, cell division, classical and molecular genetics, gene expression, development, and recombinant DNA.

Change(s): Credit or concurrent registration in statement added to prerequisites.

2. Change to prerequisites.

Biology
BIOL 352. Genetics and Evolution (3)
Two lectures and two hours of activity.
Prerequisites: Biology 203, 203L, 204, 204L.
Principles of transmission genetics, population genetics, and evolution.

Change(s): BIOL 215 removed as prerequisite.

CIVIL ENGINEERING

1. Addition of course to GE. Change to course statement and prerequisites.

Civil Engineering
CIV E 495. Capstone Design Project (3) [GE]
One lecture and six hours of laboratory.
Prerequisites: For civil engineering majors: Credit or concurrent registration in Civil Engineering 321, 444, 462, 481, and Environmental Engineering 355. At least three of these courses must be completed prior to enrolling in this course. For environmental engineering majors: Construction Engineering 330 and credit or concurrent registration in
Environmental Engineering 441, 442, 554, 556, 558. At least three of these courses must be completed prior to enrolling in this course. For construction engineering majors, credit or concurrent registration in Construction Engineering 480 and 590. Completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences. **Proof of completion of prerequisites required:** Copy of transcript.

Application of engineering principles and design techniques to the design of civil engineering projects.

Change(s): Course added to GE IV.B., Explorations, Social and Behavioral Sciences. *Open only to civil engineering, construction engineering, and environmental engineering students* added to course statement. *Completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences* added to prerequisites.

**HUMANITIES**

1. New course.

   Previously reported at the August 19, 2017 SEC meeting
   Humanities
   **STUDIES POPULAR CULTURE (C-2)**
   HUM 410. Studies in Popular Culture (3) [GE]
   Prerequisites: Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.
   Popular culture informed by significant cultural discourses, historical developments, and political debates. Representative works to include secondary critical readings, animated film, comics, literature, live-action film, and television.

2. New course.

   Humanities
   **EVIL (C-2)**
   HUM 411. Evil (3) [GE]
   (Same course as Religious Studies 411)
   Prerequisite: Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.
   Evil and how the language of evil has been used by diverse religious communities. Conceptions and portrayals of demons, hell, Satan, and vampires. Literature on the Holocaust, terrorism, torture, and war.

**LIBERAL STUDIES**

1. Change in program.

   Liberal Studies
   **Liberal Studies Major**
   **With the B.A. Degree in Applied Arts and Sciences**
(Major Code: 49012)

Paragraphs 1-5 (no change)
Lower Division Core (46-50 units)
(no change)
I. Communication and Critical Thinking: 9 units.
(no change)
II. Foundations of Learning: 28 minimum units.
A-B (no change)
C. Humanities (12-13 units)
1. (no change)
2. Visual and Performing Arts: Theatre 100 (3 units).

Remainder of description (no change)

Change(s): ART 157, 259; THEA 120 replaced with THEA 100 in II.C.2 section above.

2. Change in program.

Liberal Studies
Liberal Studies Major
With the B.A. Degree in Applied Arts and Sciences
(Major Code: 49012)

Emphasis in Education-Generalist
(SIMS Code: 331921)

Paragraph 1 (no change)
Preparation for the Major. (no change)
Graduation Writing Assessment Requirement. (no change)
International Experience. (no change)
Major including required focus. No Option is required. (49.5-50 units)
Upper Division Core (40.5-41 units):
Liberal Studies: Liberal Studies 300, 498 (0.5 - 1 unit).
Mathematics and Science: Mathematics 312, 313; Physics 412.
Social and Behavioral Sciences: Linguistics 420, 452.
Humanities: Art 387; Education 451; English 306A, 306W; History 411, 413; Music 343.
Focus (9 units). All students complete a focus in literacy, mathematics, or science. A minor or second major may not be substituted for a focus.
LITERACY (9 units): Linguistics 253 [or Rhetoric and Writing Studies 253] or Linguistics 430; three units selected from Theatre 310, 315; three units selected from Africana Studies 365A [or English 365A], 365B [or English 365B], American Indian Studies 430, Chicana and Chicano Studies 335 [or English 335], Comparative Literature 470, ENGL 501, 503, Women’s Studies 352.
MATHEMATICS (9 units): Mathematics 141, 302, 413.
SCIENCE (9 units): Biology 101, 101L; Geological Sciences 412 (4 units), Teacher Education 211B (1 unit).
Remainder of description (no change)
Change(s): LING 452 is being moved from the Literacy focus and into the upper division core. All students will enroll in THEA 100. ART 387, MUS 343, ED 451 will be required. Six units were eliminated from each of the three foci.

3. Change in program.

Liberal Studies
Liberal Studies Major
With the B.A. Degree in Applied Arts and Sciences
(Major Code: 49012)

Emphasis in Elementary Education
(SIMS Code: 331922)

Preparation for the Major. Complete 46-50 units of lower division core plus Exercise and Nutritional Sciences 241A, 241B (with a grade of C [2.0] or better); Mathematics 211 (with a grade of C [2.0] or better); Mathematics Education 212; Music 102; Natural Science 100 or Chemistry 308 [Imperial Valley]. Exercise and Nutritional Sciences 241A, 241B and Mathematics 211 may not be taken for credit/no credit (Cr/NC). (58.5-62.5 units)

Graduation Writing Assessment Requirement. (no change)

International Experience. (no change)

Major including required focus and option (58.5-60 units). [NOTE: Plus additional lower division courses.]

Upper Division Core (40.5-41 units):
Liberal Studies: Liberal Studies 300, 498 (0.5-1 unit);
Mathematics and Science: Mathematics 3121, 3131; Physics 412;
Social and Behavioral Sciences: Linguistics 420, 452;
Humanities: Art 387; Education 4512; English 306A, 306W; History 411, 413;
Music 343.

Focus (9 lower and upper division units). All students complete a focus in literacy, mathematics, or science. A minor or second major may not be substituted for a focus.

LITERACY (9 units).
Linguistics, Theatre, and Literature Courses: Linguistics 4301; three units selected from Theatre 310, 315; three units selected from Africana Studies 365A [or English 365A], 365B [or English 365B], American Indian Studies 430, Chicana and Chicano Studies 335 [or English 335], Comparative Literature 470, English 501, 503, Women’s Studies 352.

MATHEMATICS (9 units): [Note: Lower and upper division units]. Mathematics 141, 302, 413.

SCIENCE (9 units): [Note: Lower and upper division units].
Geological Sciences 412 (4 units); Teacher Education 211B (1 unit); Biology 101 and 101L (4 units).

Option (9-10 units). All students complete an option. Some options lead to additional certifications; see the introduction section for details. To complete an additional 8+ units in mathematics or science, change to the Mathematics Emphasis or the Science Emphasis.
Linguistics (9 units): Linguistics 253 [or Rhetoric and Writing Studies 253]; Linguistics 550; Linguistics 555 or 556.

Bilingual (10 units): Linguistics 253 [or Rhetoric and Writing Studies 253]; Dual Language and English Learner Education 415 (4 units); three units selected from Spanish 302, 381, or 382. Restricted to native or heritage speakers of Spanish or students with advanced placement credit in Spanish 202 and 212 or 405A and 405B.

Special Education (10 units): Linguistics 253 [or Rhetoric and Writing Studies 253]; Special Education 500, 501, 502 (1 unit) (concurrent registration with Special Education 501);

Performing Arts (9 units): [Not available at the Imperial Valley Campus]: Prerequisites: Theatre 310 or 315. Highly recommended prerequisite: one unit of a performing arts course, such as Music 110A, 110B, 175, 185, 212.

Linguistics 253 [or Rhetoric and Writing Studies 253]; Theatre 510; three units selected from Africana Studies 385, Chicana and Chicano Studies 310 [or Latin American Studies 310], Music 345, 351.

Literature (9 units): Linguistics 253 [or Rhetoric and Writing Studies 253]; English 502; English 501 or 503 (may not double count in Focus).

Reminder of description (no change)

Change(s): LING 452 is being moved from the Literacy focus and into the upper division core. THEA 100, ART 387, MUS 343, ED 451 are required. The three foci were each cut by 3 units. The new literacy focus includes three units selected from Africana Studies 365A [or English 365A], 365B [or English 365B], American Indian Studies 430, Chicana and Chicano Studies 335 [or English 335], Comparative Literature 470, English 501, 503; Women’s Studies 352. The two lists were combined (not including ENGL 502, which was moved to the new Literature Option), thereby cutting 3 units. In the math focus, 3 units selected from Statistics 119 or 250 in the existing focus were eliminated in the new focus. For the science focus, 3-4 units selected from Chemistry 100; Geology 303 in the existing focus were eliminated in the new focus. Linguistics 253 [Rhetoric and Writing Studies 253] was retained but moved to each of the five options: Linguistics, Special Education, Bilingual, Performing Arts, and a NEW Literature Option. The new literature Option is English 502 Adolescence in Children’s Literature; 3 units selected from English 501 Children’s Literature or English 503 Topics in Children’s Literature; and Special Requirement: 3 units Linguistics 253 [Rhetoric and Writing Studies 253].

4. Change in program.

Liberal Studies
Liberal Studies Major
With the B.A. Degree in Applied Arts and Sciences
(Major Code: 49012)

Emphasis in Mathematics
(SIMS Code: 331923)

Preparation for the Major. Complete 46-50 units of lower division core and Exercise and Nutritional Sciences 241A, 241B (complete with a grade of C [2.0] or better); Mathematics 211 (complete with a grade of C [2.0] or better); Mathematics
Education 212; Music 102; Natural Science 100 or Chemistry 308 (Imperial Valley only). Exercise and Nutritional Sciences 241A, 241B and Mathematics 211 may not be taken for credit/no credit (Cr/NC). (58.5-62.5 units) 

**Graduation Writing Assessment Requirement. (no change)**

**International Experience. (no change)**

**Major including required focus and option (60.5-61 units).** [NOTE: Plus additional lower division units]

**Upper Division Core (40.5-41 units):**

- **Liberal Studies:** Liberal Studies 300, 498 (0.5 - 1 unit).
- **Mathematics and Science:** Mathematics 3121, 3131; Physics 412.
- **Social and Behavioral Sciences:** Linguistics 420, 452
- **Humanities:** Art 387; Education 451; English 306A, 306W; History 411, 413; Music 343.
- **Mathematics Focus (9 units):** Mathematics 141, 302, 413.
- **Mathematics Option (11 units):** [Note: Lower and upper division units]. Mathematics 120, 241 entitled “Mathematics Software Workshop: Geometers Sketchpad” (1 unit), 303; Teacher Education 211A (1 unit); 3 units selected from Linguistics 2532 [or Rhetoric and Writing Studies 2532], Statistics 119 or 250.

Reminder of description (no change)

Change(s): LING 452 is being moved from the Literacy focus and into the upper division core. Students will enroll in THEA 100. ART 387, MUS 343, ED 451 courses will be required. Three units selected from Statistics 119 or 250 in the existing program were moved to the Math Option for the new program. Math 150 (4 units) in the existing Math Option was replaced by Math 120 (3 units) in the new Math Option. The 3 unit of Linguistics 253 [Rhetoric and Writing Studies 253] and 3 units selected from Statistics 119, 250 in the existing program were combined to be 3 units selected from Linguistics 253 [Rhetoric and Writing Studies 253]; Statistics 119, 250 in the new Math Option.

5. Change in program.

**Liberal Studies**

**Liberal Studies Major**

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

(Major Code: 49012)

**Emphasis in Science**

(SIMS Code: 331924)

**Preparation for the Major.** Complete 46-50 units of lower division core and Exercise and Nutritional Sciences 241A, 241B (complete with a grade of C [2.0] or better); Mathematics 211 (complete with a grade of C [2.0] or better); Mathematics Education 212; Music 102; Natural Science 100 or Chemistry 308 [Imperial Valley only]. Exercise and Nutritional Sciences 241A, 241B and Mathematics 211 may not be taken for credit/no credit (Cr/NC). (58.5-62.5 units)

**Graduation Writing Assessment Requirement. (no change)**

**International Experience. (no change)**

**Major including required focus and option. (60.5-63)**
Upper Division Core (40.5-41 units): [Note: Plus additional lower division units]

*Liberal Studies*: Liberal Studies 300, 498 (0.5 - 1 unit);
*Mathematics and Science*: Mathematics 312^2, 313^2; Physics 412;
*Social and Behavioral Sciences*: Linguistics 420, 452;
*Humanities*: Art 387; Education 451; English 306A, 306W; History 411, 413;
Music 343.

*Science Focus (9 units)*: [Note: lower and upper division units].
Biology 101 and 101L (4 units); Geological Sciences 412 (4 units); Teacher Education 211B (1 unit).

*Science Option (11-13 units)*: [Note: lower division units].
Chemistry 100; Physics 180A; Physics 182A or an alternative course selected with approval of adviser; three to five units selected from Linguistics 253^3 [or Rhetoric and Writing Studies 253^3], Chemistry 130, 200^5.

Change(s): LING 452 is being moved from the Literacy focus and into the upper division core. All students will enroll in THEA 100. ART 387, MUSIC 343, ED 451 are required. (a) Chemistry 100 (4 units); Geological Sciences 412 (4 units); Teacher Education 211B (1 unit); three to four units selected from Biology 101 and 101L (4 units), 324, 327 in the existing science focus were reduced to Geological Sciences 412 (4 units); Teacher Education 211B (1 unit); four units selected from Biology 101 and 101L (4 units) in the new 9 unit science focus. (b) Chemistry 100 (4 units) was moved to the new science Option. (c) The 3 units of Linguistics 253 [Rhetoric and Writing Studies 253] and 3-5 units selected from Chemistry 130, 200 (5 units) in the existing program become 3-5 units selected from Linguistics 253 [Rhetoric and Writing Studies 253]; Chemistry 130, 200 in the new program, thereby cutting 3 units.

**RELEIGIOUS STUDIES**

1. New course.

Religious Studies

*GOD, GOLD, GLORY (C-4)*
REL S 406. God, Gold, and Glory: Religion and Colonial Encounter in the Americas (3) [GE]

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.

Colonialism, race, and religion in the Americas. The “one drop” rule, colonial evangelizing missions, historical colonial religious forms, and slavery. Capitalism, immigration, and new religious movements.

2. New course.

Religious Studies

*EVIL (C-2)*
REL S 411. Evil (3) [GE]
(Same course as Humanities 411)
Prerequisite: Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.
Evil and how the language of evil has been used by diverse religious communities. Conceptions and portrayals of demons, hell, Satan, and vampires. Literature on the Holocaust, terrorism, torture, and war.

SOCIOLOGY


Sociology
SOC 335. Sociology of Popular Culture (3) [GE]
Prerequisites: Sociology 101 and completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences required for nonmajors.
Forms and features of popular culture. Distinctions between highbrow and lowbrow cultures. Sociological theories about effects, functions, and power of popular culture in society and in social change.

Change(s): Description updated from Development of popular culture as influenced by the growth of mass media of communication, including popular music, television, film, newspapers, and advertising. The power, functions, and effects of the mass media in society and in social change to what is reflected above. Title updated from Mass Communication and Popular Culture to what is reflected above.
The Campaign for SDSU:

The following are gifts received since our last report:

The Left Coast Fund made a $30,000 gift to support the Student Rocket and Design Fund in the College of Engineering.

A $67,500 gift from ARCS Foundation, Inc. will support scholarships in the College of Sciences.

Alumnus Fred Borrelli made a $10,000 gift to support the Center for Surf Research in the College of Professional Studies and Fine Arts.

Richard and Patricia Amtower made a $15,000 gift to support the Laurel Amtower Scholarship in the Division of Academic Engagement and Student Achievement.

Gifts totaling $32,397 from faculty emerita, Ann M. Johns, Ph.D., will support the David H. Johns Memorial Scholarship Endowment in the College of Arts and Letters.

The Confucius Institute in the College of Arts and Letters received a $13,500 gift from Barnard Asian Pacific Language.

George Kachigian made a $25,000 gift to support the Men’s Baseball Excellence Fund.

A $10,000 gift from Fred Luddy will support the Men’s Tennis Excellence Fund.

The Northrop Grumman Foundation made a $100,000 gift to support the Troops to Engineers Program in the College of Engineering.

Gifts of $25,000 from alumni Charles and Kathleen Mendenhall and alumni Paul and Dian Denyer will support various programs in Athletics.

US Bank made a $15,000 gift to support the Zahn Innovation Platform Launchpad in the College of Engineering.

A $10,000 gift from the Jack in the Box Foundation will support the Jack in the Box Diversity Scholarship in the Division of Academic Engagement and Student Achievement.
Athletics received gifts of $30,000 from each of the following: alumnus Gerry Ranglas, Pave-Tech, Inc., alumnus Mark McMillin and his wife, C’Ann, and alumni Dennis and Janet Cruzan.

Kenneth Gott, an alumnus, made a $50,000 gift to support the Dr. Thomas Warschauer Director Endowment in the Fowler College of Business.

A $31,000 gift from 3M Company will support the 3M Frontline Sales Initiative Fund in the Fowler College of Business.

Alumni Vincent and Betsey Biondo made a $120,000 pledge to provide scholarships for football student athletes within the Athletics Department.

Gifts totaling $120,000 from alumnus Art Flaming will support various programs in Athletics.

Alumnus Frank Feeney and his wife, Donna, made a $25,000 pledge to support the College of Arts and Letters Dean’s Excellence Fund.

Alumnus and TCF Board Member, Frank Goldberg and his wife, Lee, made a $27,400 gift to support Athletics.

The following stories illustrate how donors are inspired to support SDSU:

Alumna Carol Hemming has named San Diego State University in her estate for a percentage amount of approximately $375,000. This planned gift will support the Biology Department in the College of Sciences.

Carol graduated with a Bachelor of Science degree in Microbiology in 1966. She worked as a Clinical Laboratory Technologist in the Health Center at SDSU from 1983-2017. Carol met her late husband at SDSU, and he graduated with a degree in History in 1968. He was a teacher until he retired. Carol is passionate about microbiology and believes that state-of-the-art equipment and technology are extremely important for student success. This generous gift will support course work and capital needs such as renovations, new equipment, maintenance, and supplies for biology laboratories with an emphasis on microbiology research and will help to foster a collaborative research environment.

Scott Cass named SDSU as a beneficiary of his legacy designated donor advised endowed fund. The annual $50,000 gift will provide scholarships to Guardian Scholar and EOP participants.

Scott is a’78 management alumnus. He is the President of Cass Plumbing, a business started by his parents Shelton and Lucille Cass; Scott is the youngest of two sons. He worked for the business throughout high school, came to SDSU and following graduation went into an apprenticeship program where he attained his journeyman’s plumber card. Upon his father’s passing in 1985, Scott began managing Cass Plumbing. A company that started with three employees has grown into a full-service plumbing company with two divisions, 15 field technicians, and five full-time staff.
Alumnus Robert Stephen Tortora named SDSU in his estate for a $3M gift that will create a scholarship endowment in the College of Professional Studies and Fine Arts.

Robert Stephen Tortora is a 1974 alumnus of the College of Sciences. He majored in Zoology, and went on to continue his education in Los Angeles to become a chiropractor. He practiced as a chiropractor for 33 years in Chula Vista, California, and recently retired. His scholarship will support undergraduate students, who have financial need, in the College of Professional Studies and Fine Arts. He directed his fund to support students in PSFA because he believes the arts are in need more funding, and also because of his interest in Journalism.

Campaign, Presidential & Special Events:

On September 14, President Roush and Vice President Carleton hosted the dedication of Sickels Plaza. Nearly 250 faculty, staff, students and special guests of the Sickels attended the campus dedication and unveiling of a bronze medallion. Kit is the former chair of The Campanile Foundation and has served on the board since 2002. He was instrumental in the success of The Campaign for SDSU. Karen and Kit support many areas of campus, including the Library, student scholarships, the endowed chair in the College of Sciences and athletics.

In a September 28th reception, Lance Nail was welcomed to SDSU as the first Thomas and Evelyn Page Dean of the Fowler College of Business. The reception was attended by over 65 guests, including current and past members of The Campanile Foundation, members of the Fowler College of Business advisory board, donors and members of the search committee. Ron and Alexis Fowler, for whom the Fowler College of Business was named, were in attendance along with Tom Page for whom the Thomas and Evelyn Page Dean was named.

Alumni Engagement

The 44th Annual The Monty awards took place on October 8th, 2017 at the Don Powell Theatre. Alumni, faculty, awardees and their families were in attendance to witness the great accomplishments of our distinguished alumni. Heather Myers from CBS 8 KFMB-TV was the Emcee for the event. As an alumna herself, she set the stage for a great event and shared how she met her husband, also a SDSU alum, while at SDSU. The program highlighted the great accomplishments of alumni from the colleges, the Distinguished University Service Award and Distinguished Alumni Service Award. At the conclusion of the program, guests were greeted by the music of Jarabe Mexico (student group) and a celebration of food and refreshments. The guests had the opportunity to interact with the awardees and get to know each other.

2017 Monty Recipients:
College of Arts and Letters - Christine Probett
College of Education - Karen Janney, Ed.D.
College of Engineering - Daniel Goddard
College of Professional Studies and Fine Arts - Darla K. Anderson
College of Sciences - Robert Kain
**Media Relations:**

**2017-18 Marketing and Communications Key Metrics Goals**

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<tr>
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<th>Month</th>
<th>Year to Date</th>
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<tr>
<td><strong>SDSU NewsCenter</strong></td>
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<tr>
<td>Visitors</td>
<td>39,367</td>
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<tr>
<td>Clicks (organic)</td>
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<td>Clicks (paid)</td>
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<tr>
<td>Fans</td>
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<td>Video views (paid)</td>
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<td><strong>Media Relations</strong></td>
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<td>Total Clips</td>
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<td>National Hits</td>
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<td>Major Hits</td>
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<td>Students with Merit Pages</td>
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<td>High Schools reached</td>
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<td>Social Media Impressions</td>
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<td>Community Relations</td>
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<td>Community Members brought to campus for event or activity</td>
<td>16</td>
<td>28</td>
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<tr>
<td>Significant individual meetings and interactions in the community</td>
<td>58</td>
<td>174</td>
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**Details**

**SDSU NewsCenter Top Stories This Month**

SDSU Letter in Support of DACA (6,204), U.S. News Ranks SDSU Among Top National Universities (5,930), SDSU on Princeton Review’s List of Best Colleges (1,516).

**Traffic Sources to SDSU NewsCenter this month**

Google (19,160), Facebook (8,277), Twitter (2,788)
Media Relations National Hits

SDSU secured several major media hits in the month of September, including coverage of Jean Twenge’s research on teens delaying major markers of adulthood in The Atlantic, The Sacramento Bee, U.S News and World Report, Chicago Tribune, CNN, The Washington Post and others; The Huffington Post, WOW.com and Yahoo covered SDSU being named among the top 10 schools for LGBTQ students; and Martha Lauzen’s research on the lack of diversity in Hollywood was covered by Forbes, USA Today, Variety, TV Guide and LA Weekly.

Media Relations Local Hits

Local media coverage this month included coverage of the open forum held to find SDSU’s next president on KPBS, KFMB, KSND, KSWB, KUSI, Times of San Diego and the Union Tribune; KGTV covered the creation of SDSU’s Community Emergency Response Team (CERT); and The Union Tribune covered the results of a study compiled by SDSU’s Hotel and Tourism Management program about spending associated with Balboa Park.

<table>
<thead>
<tr>
<th>Merit Monthly Achievements</th>
<th>Total Students</th>
<th>Student Open Rate</th>
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<tbody>
<tr>
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<tr>
<td>Community Relations</td>
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In September SDSU began attending the Mission Valley Planning Group and the Mission Valley Community Plan Update meetings. SDSU also attended the Alvarado Estates Community group where we requested and were granted a letter of support for the new students’ residence hall presentation at the CSU Board of trustees meeting. Staff transported two community members to the CSU Board of Trustees meeting so that they could speak in support of the project. SDSU was also present for the Eureka! grand opening and ribbon cutting.