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11. **Adjournment:** 4:27 pm.
SDSU Senate Executive Committee
Minutes
October 17, 2017
Susan K. Weber Conference Room
2:00 to 4:30 pm

Attendees:
Officers: Bober-Michel (Chair), Ornatowski (Vice Chair), Attiq (Secretary)
Administration: Enwemeka, Shultz (via Zoom), Welter
Committee Chairs: Conaty, Chung, Csomay (via Zoom), Hopkins, Vaughn, Verity
Senators at Large: Bliss, Sha
Staff: Chie
CFA: Toombs
ASCSU: Butler-Byrd
Parliamentarian: Eadie
Associated Students: Thomas
Guests: Bohonak, Montoya, Burke

The Senate Executive Committee was called to order @ 2:02 pm.

1. Agenda (Attiq)
   MSP To approve the SEC agenda for October 17, 2017.

2. Minutes (Attiq)
   MSP To approve Minutes from the SEC meeting held September 19, 2017.

3. Announcements (Bober-Michel)
   3.1 Status: Presidential search
       Bober-Michel briefly detailed the Open Forum that she, Chancellor White, and other SDSU Advisory Committee members and Trustees attended at the IV/Calexico campus. The session went very well—and was preceded by meetings with Dean Ponce and members of the Dean’s Advisory Board.

       Appended to the Minutes is a summary of personal notes taken by SDSU Advisory Committee attendees Bober-Michel, Welter, and Conaty; later this week Bober-Michel will forward it to Lars Walton (the Chancellor’s Chief of Staff). On our behalf, Walton will ask the search firm to integrate specific sections of it into the soon-to-be-finalized statement of candidate qualifications.
3.2 Senate websites (public and internal)

Bober-Michel provided a quick update on both the external (public) and internal (SharePoint) sites. Steve Burke (ETS staff) will present the build-out later in the afternoon.

3.3 Policy File discrepancy / assignment of “W”

3.4 Update: Dean searches

3.5 Council of Chairs (summary appended to the Minutes)

3.6 Senate Excellence in Teaching Award

The Announcement requesting nominations is now posted to the public website, and email blasts tailored to alumni, students, and the rest of the campus community (administrators, faculty, lecturers, staff) are set for distribution by the end of the week. Nominations are due to the Deans on Tuesday, November 21.

3.7 ASCSU membership update

Eadie explained that he needs a substitute for his ASCSU seat since an administrator at his level cannot serve. Senator Csomay will fill in this month while Paula Peter, Associate Professor/Marketing, has agreed to serve in the Spring semester. Eadie’s term was already set to end this Spring – so the Senate will run an election in March 2018.

3.8 Honorary Degree nominations

Bober-Michel noted that the Committee recently met and opted not to move forward with the one nomination members were asked to review.

4. Academic Affairs (Enwemeka)

Briefly, Provost Enwemeka focused on:

- The status of each of the three Dean searches (HHS, COE, CES); he also mentioned that another search is forthcoming.
- A search underway for an Assistant Vice President/IT. Academic Affairs does not have a dedicated IT person—and that hire’s charge will be coordination of IT activities within the Unit (Colleges and the Library); Dean Monte Mehrabadi will chair the search committee.
- A search underway for a University historian – with the selected faculty member receiving release time. Dean Monte Mehrabadi will lead this search committee.
- A recap of the Graduation Initiative 2025 workshop held in Long Beach.

5. Officers’ Report

5.1 Referral chart

Working collaboratively, Ornatowski and Hopkins agreed that the existing referral to AP&P should be deleted, replaced by two others that are better focused:
Consider SDSU's curriculum approval process, with particular attention to questions of efficiency and timeliness. Consider SDSU's GE course identification process, both in general and with specific attention to a) course proposals that may be perceived to cross into another department or school's disciplinary purview and b) double-counting of courses for major and GE.

Hopkins plans to invite members of the campus community (Committee Chairs, Curriculum Services, select administrators) to an upcoming AP&P meeting where the issues can be thoroughly vetted.

SEC members discussed Curricunet – sharing concerns about the slow speed at which new courses are approved and cumbersome aspects of the approval process. At some point, Senators will need to review current policy and recommend changes that allow for quicker turnaround. Some staff training may be necessary as well.

6. Old Business

7. New Business: Action Items

7.1 Committees and Elections (Vaughn)

CCE continues to seek students to serve; Thomas said he recently shared the list of open seats with AS leaders, and we should soon see some resolution on this issue.

7.2 Diversity, Equity, and Outreach (Chung)

Chung explained the Resolution’s two parts:
- Retire the mascot.
- Form a task force to focus on the educational component (for which AS has funds to spend).

DEO will also connect with Dan Montoya and the Alumni Association, given the group’s past resistance to mascot changes.

7.3 General Education (Csomay, Shultz)

Csomay walked through the current report:
- CIV E 495: Capstone Design Project – addition of course to GE; change to course statement and prerequisites (IV: Explorations of the Human Experience/B. Social and Behavioral Sciences)
- SOC 335: Sociology of Popular Culture – change to description and title (IV: Explorations of the Human Experience/B. Social and Behavioral Sciences)
- HUM 410: Studies in Popular Culture – new course previously reported in August; issues resolved (IV: Explorations of the Human Experience/C. Humanities)
HUM 411: Evil – new course/same as REL S 411; cultural diversity class (IV: Explorations of the Human Experience/C. Humanities)

REL S 406: God, Gold, and Glory/Religion and Colonial Encounter in the Americas – new course; cultural diversity class (IV: Explorations of the Human Experience/C. Humanities)

REL S 411: Evil – new course/same as HUM 411; cultural diversity class (IV: Explorations of the Human Experience/C. Humanities)

Csomay also reviewed the GE referral to AP&P; specifically, GE recommends that language in the Catalog and Curriculum Guide be changed, clarifying the Cultural Diversity requirement that is part of the Explorations in Human Experience GE requirement.

Finally, on behalf of AVP Shultz, Csomay discussed changes for the 2018/19 catalog resulting from implementation of EO 1100 (Revised) along with Area E updates to be finalized for the 2019/20 catalog. That year delay plays out as a formal request (via the Provost) for an extension (due to the Chancellor’s Office by November 15, 2017). Faculty from CAL and PSFA will meet to work thru an array of issues affecting FTE for both units.

7.4 Honors and Awards (Ozturk)

Bober-Michel presented the three faculty seeking emeritus status; she will contact Chair Ozturk about the letter of support that must accompany McBride’s recommendation.

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 in the School of Journalism & Media Studies; 29 years

She also is working with the COE faculty to find a replacement Senator to complete Cadiero-Kaplan’s term.

8. New Business: Consent Calendar (Committee Reports)

8.1 Graduate Council (Bohonak) – 3:30 pm time certain

Bohonak outlined new courses and changes in graduate courses.

Welter explained that the Decision Desk, the company handling graduate applications, went bankrupt; Interfolio will replace it. In addition, Welter and other SEC members described technical and other problems with CSU Apply, which replaced CSU Mentor; as result, applications throughout the system are below expectations.
8.2 Undergraduate Curriculum (Verity)

After Verity reviewed program highlights, Bober-Michel mentioned that a growing number of faculty across the system resent all the CO-generated initiatives and EOs with which we must currently deal. That resistance stems, in part, from the CO being unwilling or unable to illustrate how the EO 1110 and EO 1100 (Revised) dovetail with Graduation Initiative 2025. Failing to present these reforms as an integrative whole hobbles faculty commitment to the work that must be done and may lead to fragmented solutions which over time will prove unsuccessful.

8.3 University Relations and Development (Carleton)

9. Other Information Items

10. Other Business

10.1 Alumni Engagement (Montoya) – 3:40 pm time certain

Montoya provided an overview of the new Alumni website\(^1\) -- which is organized around four themes: Connect, Engage, Celebrate, and Give. He explained different “perks” available to alums, as well as the a) national reach of our alums (many groups in different cities—extending to the East Coast), b) kinds of activities held in the Parma Payne Goodall Alumni Center, c) upcoming Great Give event set for October 25\(^2\), d) Aztec Proud program\(^3\), and homecoming tailgate set for October 21, 2017.

10.2 Task Force / survey items for Dean Reviews

Bober-Michel indicated that this task might be delayed until Spring semester—given other priorities for the Senate.

10.3 SharePoint update (Steve Burke) – 4:00 pm time certain

Burke provided an overview of the Senate’s SharePoint site, focusing in particular on its collaborative and organizational elements. He offered to provide training to the Chairs of the Standing Committees, and Bober-Michel is now working on finding dates/times that work with everyone’s schedules.

10.4 Graduation Initiative Workshop (Shultz, Bober-Michel)

Schultz noted that SDSU will be totally compliant with EO 1110 in Fall 2018. She then summarized curricular changes emanating from EO 1100 (Revised) and letter from Executive Vice Chancellor Loren Blanchard allowing for limited time extensions.

\(^1\) [http://www.sdsualumni.org/s/997/rd16/home.aspx](http://www.sdsualumni.org/s/997/rd16/home.aspx)


11. Adjournment

MSP  SEC adjourned at 4:27 pm.
SDSU Senate Executive Committee
Agenda

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2. Minutes (Attiq)

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4. Academic Affairs (Enwemeka)

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11. Adjournment
Summary of notes forwarded to Lars Walton, Chancellor’s White’s Chief of Staff

Open Forum held at the IV/Calexico campus on October 17

Tuesday's session @ the SDSU/Calexico campus was a great opportunity to see the presidential search from the perspective of faculty, staff, and lecturers who, with great passion and dedication, serve students in the Imperial Valley. Prior to the Open Forum itself, we met first with Dean Ponce, and then with select members of the Dean's Advisory Board---which means we also had input from people representing key economic sectors in which SDSU/IV grads do or will work and perhaps lead in the future.

Following are key takeaways from our discussions, followed by statements about the SDSU/IV campus that should be included in the soon-to-be finalized statement of candidate qualifications.

- Internal campus constituents believe that full-time freshmen admissions are important to sustainable academic programs; however some members of the Advisory Board are satisfied with the dual-enrollment arrangement now in place.
- SDSU/IV plays a unique role as an economic growth generator for the region. Offering a general business degree (and engineering as well) can help to reduce what people see as "brain drain" -- where the best and brightest leave the area to find good career opportunities.
- Area employers struggle to find qualified individuals with computer science, programming, engineering, and business backgrounds.
- SDSU/IV faculty are committed to high-level research; they do not want to be viewed as less capable or productive than their SDSU/San Diego counterparts. In terms of retention, tenure and promotion, they expect to be judged by the same standards. They recognize the stress that comes with wearing many hats (they are stretched thin--no doubt about it)--but they seem to almost relish the challenge.
- SDSU/IV faculty want SDSU/San Diego to see their commitment to the University's mission; clearly, this is not the message they consistently receive.
- Members of the Dean's Advisory Board believe that research opportunities are being lost to other institutions (across the nation, actually) due to lack of investment from SDSU. In particular, Advisory Board members believe Imperial Valley is a amazing resource on which SDSU/San Diego has yet to capitalize.
- Dean Ponce is making strides in unifying the IV "campuses" (Calexico, Brawley) into a whole.
- SDSU/IV faculty and staff feel they're on an upward trajectory and do not want to lose momentum--a message we heard over and over again from those who participated in our Listening Tour sessions held at SDSU/San Diego.
- IV students need access to resources that simply aren't available to them (a wellness center, for example); they also deal with security issues that call for a SDSU police presence on campus.

Below are additional points to include in the qualifications statement; collectively, they draw from the takeaways noted above.

The IV community is keen on building a stronger community presence. With improved campus
visibility comes a larger pool of highly qualified applicants, a more diverse offering of majors and degrees, vibrant faculty hires committed to educational excellence and scholarship, and graduates who remain in the area and become the community and industry leaders of the future. Such outcomes depend on the selection of a President who truly appreciates what SDSU/IV offers and is thus eager to promote:

- A stronger collaboration between Associated Students/San Diego and its IV counterpart (at both the Brawley and Calexico campuses), along with targeted support services for IV students (wellness center, transportation options).
- New undergraduate degrees in business, nursing, and engineering. -- and graduate programs as well--all of them aligning well the Imperial Valley's key business sectors.
- Curtailment (or refinement) of the current agreement with the Community College District to allow for full-time freshmen admission.
- Multifaceted partnerships with the business community whose members can provide mentoring, internship/practicum opportunities, etc.
- The faculty's scholarly accomplishments--recognizing the unique service load these dedicated people shoulder.
- The hiring of a dedicated IV liaison who can ensure efficient, timely, and transparent decision-making on issues affecting the Calexico and Brawley campuses.
- Collaborative research targeting issues particularly germane to Imperial County (immigration, health, poverty, etc.).

Like their SDSU/San Diego colleagues, SDSU/IV faculty, staff and students seek a President who is:

- curious and open-minded
- culturally astute (committed to diversity in all its many forms and thus dedicated to building an inclusive environment)
- empathetic
Memorandum

To: SEC/Senate

From: Marcie Bober-Michel
       Senate Chair

Re: Summary / Council of Chairs meeting

Date: October 13, 2017

Note that we spent nearly two of our five hours together focused on EO 1100 and 1110. That said ...

We met Romey Sabalius, the new CSU Faculty Trustee (2-year term); he formerly served as a ASCSU Senator. He bemoaned the turnover of high-level administrators at some of the campuses, but reminded us that faculty drive the show. In his words, "we are the University." We may or may not want to invite him to come to campus.

ASCSU Chair Miller provided a lengthy "update."

- The Executive Committee's met with the Chancellor re EO 1100/1110; clearly he is not impressed with the many requests for delayed implementation of both orders. She expects the Coded Memoranda to roll out in "chunks."
- The Sustainable Financial Model Task Force has been meeting regularly--focusing on ways to deal with the Governor's paltry budget for AY 2018/19. In Chris' view, we're headed to predictable small-scale tuition increases, a solution more palatable for students/parents than large increases at irregular intervals.
- The Tenure Density Report paints a picture that some programs, departments and schools find almost offensive. Some disciplines simply do not attract potential hires of color; couple that with low or moderately low starting salaries and it's easy to see why, despite tremendous effort, they struggle in this area. The report may be submitted to the Faculty Affairs committee for action.
- The community college system is developing a new initiative wherein they will work with the CSUs and UCs to graduate master's graduates committed to community college teaching.
- There is a movement afoot to funnel students (credential candidates in particular) into tracks: STEM and liberal arts/humanities. Once labeled, though, students would have little opportunity to move to other areas of interest. If this actually came to fruition, we could see teachers who are basically either math or language arts illiterate.
• There supposedly is a working group tackling the meet-and-confer issues associated with the CSU's new Intellectual Property policy. However, she hasn't seen any real movement, so for now it's status quo relative to campus policies currently in place.
• There is still confusion about selection of faculty for the Quantitative Reasoning course development workshop as well as who bears responsibility for costs associated with travel, etc. Do those costs get paid from the $140K each campus received?
• ASCSU continues to complain about the inconsistent/haphazard way in which Chancellor's Office info is distributed to the campuses and then shared with administrators, faculty and staff. Many key players miss critical information because there is no established method of distribution at either the Chancellor's Office or campus level.
• Some campuses are concerned (perhaps unnecessarily so) with the catalog rights aspect of EO 1100; at SDSU we likely will see few juniors and seniors opting to change their paths--though some sophomores might.
<table>
<thead>
<tr>
<th>Committee</th>
<th>Date</th>
<th>Item</th>
<th>Referred by</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td>Faculty Affairs</td>
<td>December 2017</td>
<td>Clarify policy language regarding adjunct / volunteer appointments</td>
<td>SEC</td>
</tr>
<tr>
<td>AP &amp; P</td>
<td>December 2017</td>
<td>Consider SDSU’s curriculum approval process, with particular attention to questions of efficiency and timeliness.</td>
<td>SEC</td>
</tr>
<tr>
<td>AP &amp;P</td>
<td>December 2017</td>
<td>Consider SDSU’s GE course identification process, both in general and with specific attention to a) course proposals that may be perceived to cross into another department or school’s disciplinary purview and b) double-counting of courses for major and GE.</td>
<td>SEC</td>
</tr>
</tbody>
</table>
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

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**COMMITTEES WITH NO ROSTER INFORMATION**

Extended Studies

International Programs

Scholarships Committee

Student Affairs

Student Health Advisory Board

Teacher Education Advisory Council

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**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 (retired
9/30/17)
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
October 12, 2017

MEMORANDUM

TO: CSU Presidents

FROM: Loren J. Blanchard, Ph.D.
Executive Vice Chancellor

SUBJECT: Implementation Timelines for Executive Orders 1100-Revised and 1110

The Chancellor’s Office has received questions regarding implementation of recently issued Executive Order 1100-Revised, General Education Breadth Requirements and Executive Order 1110, Assessment of Academic Preparation and Placement in First-Year General Education Written Communication and Mathematics/Quantitative Reasoning Courses.

As a reminder, Executive Order 1100-Revised updates the existing CSU general education (GE) framework, clarifying requirements, affording equity in the application of general education policy and facilitating more efficient graduation.

The intent of Executive Order 1110 is to expand the use of multiple measures of assessment for readiness in English and mathematics for new students, strengthen the Early Start Program by focusing on baccalaureate credit-bearing experiences and provide the opportunity for faculty innovation in general education courses with appropriate academic and student support.

We understand that faculty on most campuses have already begun work on the curricular updates necessary under these policies. As they have engaged in this work, some have expressed concern regarding the ability to achieve a particular element of the updated policy by fall 2018, based upon unique campus constraints.

We recognize the distinctive academic environments of each CSU campus. As such, there may be situations that warrant consideration of a narrowly defined request for extension of the implementation date of a specific element of EO 1100. In these cases, the CSU Office of the Chancellor will consider extension requests. No extensions will be considered regarding
Executive Order 1110 or elements of Executive Order 1100-Revised that align with EO 1110, such as updates to GE Subarea B4, Mathematics/Quantitative Reasoning.

A request to delay implementation for a particular element of EO 1100-Revised may be submitted by the provost on behalf of the faculty and campus community, with endorsement by the president. Requests shall include:

- The specific, narrowly defined request for delay, identifying the policy section affected and explaining why more time is needed;
- A clear and compelling rationale to support the request for the benefit of students;
- A timeline detailing the work to be accomplished by specific dates;
- The term and year by which specific policy areas will achieve compliance with the EO; and
- Confirmation that efforts to address all other elements of the EO are continuing.

Two campuses, CSU Monterey Bay and Sonoma State University, have already been granted extensions until fall 2019, allowing delay of the minimum/maximum 3-unit general education course format requirement. Nearly all general education courses at these two campuses will require conversion from four units to three units. Based on informal inquiries received, it is anticipated that the number of additional extensions granted will be limited.

**Requests**
Requests addressing the above elements may be submitted to my attention by the campus provost no later than November 15, 2017. Requests will be carefully considered and will receive an expedited response.

c: Timothy P. White, Chancellor  
Christine Miller, Chair, Academic Senate of the California State University  
Provosts and Vice Presidents of Academic Affairs  
Vice Presidents of Student Affairs
EO 1100 Changes

The following changes will be implemented for 18-19 and will be included in the catalog:

1. Effective fall 2018, SDSU must allow any upper division Major course that is already a GE course to count towards GE with no limits or exceptions including if it’s in the major department.
   a. 2.2.6 Double Counting
   b. 2.2.6.1 General Education, Major, and Other Requirements Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE Requirement.
2. SDSU can no longer limit students to 12 units from one department can be used in General Education requirements.
3. SDSU can no longer limit students to 7 units total in any one department in lower division Foundations and upper division Explorations.
4. SDSU can no longer limit students to 10 units maximum in any one department in Foundations of Learning, American Institutions and GE Explorations.
5. SDSU should no longer limit students to only 3 units of GEOG 101, 103 and ANTH 101 in GE Natural Sciences as long as we ensure the student has an approved GE Science Lab.
6. GE Math no longer requires intermediate algebra as a pre-requisite and the courses have been expanded to include things such as computer science, personal finance, discipline-based math or quantitative reasoning.
7. American Institutions needs to be included as part of the GE Foundations Social Science and upper division Explorations Social Science areas to be in compliance with the EO. Currently American Institutions courses are listed in Area III.

The following changes need to have course proposals and other related actions move through the governance/curricular process. This will begin in October 2018 with a modified timeline and will be implemented for 19-20, included in next year’s catalog:

8. SDSU requires four lower division GE Humanities courses. This needs to change to three lower division GE Humanities courses. We should probably establish two separate areas for students to choose to coincide with other CSU’s and CA Comm Colleges patterns.
9. SDSU should be offering a "true" Area E (Lifelong Learning and Self-Development) course(s) based on the newly expanded description to include content that focuses on success strategies or information literacy.
10. Double counting Major and GE the change requiring "9 units of upper division GE must be taken at CSU" will seriously affect students going abroad on programs that do not have residence credit. We will hold off on this for a year until we can have further discussions with the Chancellor’s office.
October 17, 2017

Members of the Senate Executive Committee,

As the department chairs and program directors of the College of Arts and Letters, we ask that you delay for one year the implementation at SDSU of the changes required by EO 1100 to Foundations General Education. Faculty have control over curriculum. This is a universally agreed upon principle of shared governance. The proposed implementation plan at SDSU for Fall 2018 violates this principle of faculty control over curriculum, radically changes demand for our courses, threatens the employment of lecturers, and undermines the quality of student learning.

The proposed changes we’re referring to are 1) the creation of an Area E category (Lifelong Learning and Self-Development, and 2) the redistribution of the remaining units in Foundations Area C: Humanities into two sections (C1 and C2).

At SDSU, the redistribution of courses into the newly created sections has been done without faculty input. Staff in curriculum services, and not faculty, selected the courses to meet the new requirements. While we appreciate the need to respond to the directive contained in EO1100, the principle of faculty control over curriculum is more important than the felt need for an expedient response. We strongly oppose the imposition of such dramatic changes without faculty input.

Of particular importance to us, the vast majority of courses that have been placed in the newly designated Area E and Area C1 are not in the College of Arts and Letters, whereas the majority of the remaining Humanities courses now grouped in C2 (for which demand has been greatly reduced) are from our College. We believe this distribution is unfair, and would like the chance to use the normal process to propose appropriate courses that meet the goals of the new areas.

Sincerely,

Dr. Doreen Mattingly, Chair, Department of Women’s Studies
Dr. Risa Levitt Kohn, Chair, Department of Religious Studies, Department of Classics & Humanities
Dr. Mark R. Wheeler, Chair, Department of Philosophy
Dr. Alda Blanco, Chair, Department of Spanish and Portuguese
Dr. Michael Borgstrom, Chair, Department of English and Comparative Literature
Dr. Piotr Jankowski, Chair, Department of Geography
Dr. Maria Ibarra, Chair, Department of Chicana and Chicano Studies
Dr. Clarissa Clò, Chair, Department of European Studies
Dr. Charles P. Toombs, Chair, Department of Africana Studies
Dr. Suzanne Bordelon, Chair, Department of Rhetoric and Writing Studies
Dr. Sandra A. Wawrytko, Director, Center for Asian & Pacific Studies
Dr. John Putman, Director, International Business Program
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
September 14, 2017

To: University Senate

Via: Dr. Joyce Gattas, Dean, College of Professional Studies and Fine Arts

From: Dr. Bey-Ling Sha, Professor and Director, School of Journalism & Media Studies

Re: Nomination of Professor Jim McBride for Faculty Emeritus Status

Long-time lecturer Jim McBride is retiring from teaching after 29 years of service to San Diego State University’s undergraduate program in public relations, presently housed in the School of Journalism & Media Studies (SJMS). With the concurrence of SJMS faculty by unanimous vote on September 13, I write to nominate Professor McBride for faculty emeritus status.

Alumnus

Jim McBride is a graduate of San Diego State University, earning a Master of Science degree in Mass Communication in 1987. For his thesis, titled “The Role of Information in the Choice of Health Care Plans: A Comparison of Two Theoretical Models,” he conducted original research under the guidance of distinguished San Diego State faculty (now professors emeritus) Glen M. Broom and David M. Dozier.

Teaching Record

At the invitation of Glen Broom, Professor McBride joined the San Diego State faculty in 1988 as a part-time lecturer to teach JMS 481, Public Relations Media and Methods, in what was then the Department of Journalism. Professor McBride proceeded to teach this course regularly, when needed, over the next 29 years, most recently in Spring 2017. In addition, during his time at San Diego State, Professor McBride served as a lecturer and lab instructor for JMS 310W, Media Writing and Reporting. Both JMS 481 and JMS 310W are required courses in the public relations curriculum.

In addition to his teaching, Professor McBride volunteered his time to serve on faculty committees that reviewed public relations curriculum against national accreditation standards, worked collaboratively to update public relations curriculum in the digital age, and assess degree learning outcomes and program goals. He also served students as Special Study advisor and seminar leader for a public relations internship program for senior-level students. He routinely met with students long after formal office hours, providing individualized pre-career counseling and professional mentoring.
Professional Activities

While teaching at San Diego State, Professor McBride also worked full-time for 8 years as founder and CEO of McBride Communications, then for 21 years as director of public affairs and communication for the Kaiser Permanente Medical Care program in San Diego. His work there was cited in two textbooks: “Using Research in Public Relations,” by Glen M. Broom and David M. Dozier (1990), as well as several editions of Cutlip and Center’s Effective Public Relations by Glen M. Broom (6th, 7th, 8th, 9th, and 10th editions; and 11th edition by Glen M. Broom and Bey-Ling Sha). Professor McBride also was a contributing editor to the last three editions of this internationally used textbook. Furthermore, he has authored several professional journal articles and opinion pieces in local newspapers.

Community Service

In addition to his teaching and his other professional accomplishments, Professor McBride has well represented San Diego State in the community in numerous capacities. For example, he served the Health Care Communicators of San Diego as president and was recognized in 1996 as its Communicator of the Year.” In collaboration with other San Diego State faculty and staff, he provided leadership in developing the first San Diego Regional Communication Plan for the San Diego County Health Advisory’s Committee on Terrorism (2003). As another example, as a volunteer with the San Diego Brain Injury Foundation, Professor McBride interviewed other parents of brain-injured children to learn their coping strategies, then produced an educational video titled “How Parents Cope When a Child is Brain Injured,” which has been viewed more than 2,300 times on YouTube.

Professor McBride also has served the Public Relations Society of America’s San Diego Chapter as a member, board director and chair of numerous committees. That organization recognized him with its Finest Award for Op-Ed/Editorial (2003), Eva Irving Award for Community Service (2010), Finest Award for Multimedia Communications (2011), and Otto Bos Lifetime Achievement Award (2014).

In retirement, Professor McBride plans to write a book and intends to continue serving the School of Journalism & Media Studies as a guest lecturer and resource for public relations faculty and students.

In short, I am honored to represent the will of the SJMS faculty in nominating Professor Jim McBride for faculty emeritus status as he retires from San Diego State after 29 years of service. If you have any questions regarding this nomination, please do not hesitate to contact me at bsha@mail.sdsu.edu.
To: SEC / Senate
From: The Graduate Council
Date: October 5, 2017
Re: 2018-2019 Graduate Bulletin

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.
Mathematics

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.

Mathematics

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

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
PH 726 HIV/AIDS Epidemiology and Public Health (3)
PH 728 Applied Data Analysis (3)
PH 823 Case-Control Studies (3)
PH 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 PH 620 and 629 to requirements. Addition of PH 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)
<table>
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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>P H 646</td>
<td>Health Services Research Methods (2)</td>
<td>(2)</td>
</tr>
<tr>
<td>P H 647</td>
<td>Quantitative Methods and Health Data Analysis (3)</td>
<td>(3)</td>
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<tr>
<td>P H 648</td>
<td>Health Policy (3)</td>
<td>(3)</td>
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<tr>
<td>P H 650R</td>
<td>Field Practice: Required Community Practice (3)</td>
<td>Cr/NC</td>
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<tr>
<td>P H 742A</td>
<td>Health Services Financial Management (3)</td>
<td>(3)</td>
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<tr>
<td>P H 747</td>
<td>Quality Improvement and Program Evaluation (3)</td>
<td>(3)</td>
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<td>P H 748</td>
<td>Health Services Competitive Strategy and Marketing (3)</td>
<td>(3)</td>
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<tr>
<td>P H 750E</td>
<td>Advanced Field Practice: Health Management and Policy (3)</td>
<td>Cr/NC</td>
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<tr>
<td>P H 797</td>
<td>Research (1) Cr/NC/RP</td>
<td>(1)</td>
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<tr>
<td>P H 798</td>
<td>Special Study (2) Cr/NC/RP</td>
<td>(2)</td>
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<tr>
<td>P H 797</td>
<td>Research (3) Cr/NC/RP</td>
<td>(3)</td>
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**OR**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>P H 799A</td>
<td>Thesis (3) Cr/NC/RP</td>
<td>(3)</td>
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</tbody>
</table>

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 P H 642 and 646 to requirements. Addition of one unit of research (P H 797) to requirements.

### SPEECH, LANGUAGE, AND HEARING SCIENCES

1. Change to description, prerequisite, and title.

Speech, Language, and Hearing Sciences  
*SEM COMMUNICATIVE DISORDER*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLHS 673</td>
<td>Seminar in Communicative Disorders in Bilingual Children (3)</td>
<td>(3)</td>
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</table>

Prerequisite: Consent of instructor.


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)
PHY 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 approval of school chair.
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.
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 312\(^1\), 313\(^1\); Physics 412;
Social and Behavioral Sciences: Linguistics 420, 452;
Humanities: Art 387; Education 451\(^2\); 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 430\(^4\); 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, Chicano 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).\(^5\)

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 2012 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 312, 313; 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 253 [or Rhetoric and Writing Studies 253], 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 312², 313²; 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 253³ [or Rhetoric and Writing Studies 253³], Chemistry 130, 200⁵.

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.

RELIGIOUS 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.

SOCIIOLOGY


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.
TO: SEC/Senate
FROM: Mary Ruth Carleton, Vice President, University Relations and Development
DATE: October 17, 2017
RE: Information

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 Probert
- 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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<thead>
<tr>
<th></th>
<th>Month</th>
<th>Year to Date</th>
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<tbody>
<tr>
<td><strong>SDSU NewsCenter</strong></td>
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<tr>
<td>Visitors</td>
<td>39,367</td>
<td>110,347</td>
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<tr>
<td>Page Views</td>
<td>63,244</td>
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<td>Followers</td>
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<tr>
<td>Impressions (paid)</td>
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<tr>
<td>Clicks (organic)</td>
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<tr>
<td>Clicks (paid)</td>
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<tr>
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<td>Impressions (paid)</td>
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<td>Likes/Comments (organic)</td>
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<td>Clicks (paid)</td>
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<td><strong>Instagram</strong></td>
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<td>Followers</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>2017-18</td>
<td>2018-19</td>
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<tr>
<td>National Hits</td>
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<td>921</td>
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<tr>
<td>Major Hits</td>
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<td>126</td>
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<tr>
<td>Merit</td>
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<tr>
<td>Students with Merit Pages</td>
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<td>High Schools reached</td>
<td>62</td>
<td>39</td>
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<td>Social Media Impressions</td>
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<td>42,926</td>
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<tr>
<td>Community Relations</td>
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<tr>
<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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</tbody>
</table>

**Detail**

**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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

10/17/2017
Community Relations

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.
Greatness Returns October 24

The Great Give, San Diego State University’s second annual online giving day, will take place October 24, 2017. Throughout the 24-hour philanthropic event, the SDSU community will be encouraged to support the college, program, or initiative that impacted them most. SDSU Alumni will make this year’s campaign a great success through strategic planning and partnerships.

Targeted Email Messaging

Targeted email messaging will be sent to the entire SDSU community beginning August 28 through October 24. The following audiences have been identified:

- SDSU alumni
- The Great Give 2016 donors
- SDSU faculty and staff
- Non-alumni donors (excluding current parents)
- Student donors (Aztec Proud program participants)

Social Media Exposure

The official social media channels of SDSU Alumni and San Diego State University will share messaging surrounding The Great Give throughout the campaign. Additionally, SDSU Alumni has allotted funds for Facebook advertising to promote the event and educate the SDSU community of the importance of private support.

SDSU Alumni
Facebook: SDSUAlumni
Twitter: @sdsualumni
Instagram: sdsualumni

San Diego State University
Facebook: SanDiegoState
Twitter: @SDSU
Instagram: sandiegostateuniversity

Campus Participation

Over 25 campus partners are participating in this year’s campaign and are already taking an active role in sharing promotional messaging with their constituents.

Please set a reminder to make your gift at any time Tuesday, October 24. Once you make your gift toward the program of your choice, show your Aztec pride by encouraging others to make a donation as well!
**MISSION**

Enhance and grow the engagement and interaction of all alumni and stakeholders to the fullest extent, tailoring opportunities to best fit interests in time, talent, and treasure and meaningfully benefiting students, alumni and the university.

**VISION**

To forge beneficial and measurable lifetime relations between all Aztecs and the University.
Alumni Board of Advisors
The SDSU Alumni Board of Advisors provides leadership and support of the aspirations and priorities of the SDSU Alumni office through their time, talent, and treasure to benefit students, alumni, and the university.

Contact: Dan Montoya - AVP, SDSU Alumni

SDSU Alumni
Lifetime members are a distinguished group of SDSU’s dedicated alumni. They are invested philanthropically and find a variety of ways to stay engaged. Lifetime membership provides student scholarships, enhances existing programs and creates new opportunities to benefit our stakeholders.

Contact: Cheryl Lemox - Assistant Director
SDSU Fund, Stewardship and Membership

SDSU Alumni Groups
SDSU Alumni groups are volunteer-led by alumni and supporters who have a shared connection with the university. They support the goals and missions of the university, SDSU Alumni and their respective campus partners through building alumni networks, supporting student success programs and giving back to the university.

Contact: Dion Akers - Assistant Director, Alumni Groups & Volunteerism

SDSU Alumni
PARMA PAYNE GOODALL ALUMNI CENTER
The PPGAC is a venue for the Aztec alumni community to access and re-connect with San Diego State University’s rich academic, athletic and cultural assets. This signature event facility can host a year-round calendar of events and activities that engage a variety of constituents including alumni, donors, and business and community partners.

Contact: Ryan DeLong - Assistant Director, SDSU Alumni

SDSU Fund
The SDSU Fund is the foundation for the university’s annual giving efforts. Through phone, direct mail, and email, the SDSU Fund provides support from a broad base of alumni, friends and Aztec parents. Gifts small and large support scholarships, faculty, facilities, and programs that directly impact and transform San Diego State University.

Contact: Cheryl Lemox - Assistant Director, SDSU Fund, Stewardship and Membership
Channelle McNutt - Assistant Director, SDSU Fund Ops and Regional Development

STRIKE
The SDSU STRIVE program provides an electronic fundraising platform with the goal of increasing donor participation. SDSU’s crowdfunding website hosts multiple projects simultaneously for initiatives throughout the university. STRIVE includes SDSU’s Great Give; a one-day online campaign that seeks to engage the alumni community.

Contact: Dan Majors - Assistant Director, Electronic Solicitation

SAN DIEGO STATE
AZTEC PROUD
Aztec Proud develops a student culture of philanthropy through legacy giving and prepares our future Aztec alumni for continued engagement in years to come.

Contact: Tammy Blackburn - Director, Development Technology
Christy Andrade - SDSU Alumni Coordinator
Following last year’s fantastic inaugural tailgate, we are looking for the ideal sponsor to help us bring Aztec alumni together for The Great Alumni Tailgate. Your company’s $5,000 sponsorship helps set the tone for future homecoming celebrations along with a big Aztec victory over our rival Fresno State in the "Clash for the Can."

Sponsorship Package Includes:

- Recognition on sdsualumni.org with company logo
- Acknowledgement in the SDSU Alumni electronic newsletter
- Company name on event signage
- 4 tickets to the Great Alumni Tailgate with complimentary food and drinks
- 4 tickets to the “Battle for the Old Oil Can” SDSU vs. Fresno State football game