



SAN DIEGO STATE UNIVERSITY

SDSU SEC Agenda

Nov. 17th, 2020

[Online via Zoom](#)

2:00 to 4:30 pm

1. Call to Order, Land Acknowledgement, and Principles of Shared Governance:

Land Acknowledgement

We stand upon a land that carries the footsteps of millennia of Kumeyaay people. They are a people whose traditional lifeways intertwine with a worldview of earth and sky in a community of living beings. This land is part of a relationship that has nourished, healed, protected and embraced the Kumeyaay people to the present day. It is part of a world view founded in the harmony of the cycles of the sky and balance in the forces of life. For the Kumeyaay, red and black represent the balance of those forces that provide for harmony within our bodies as well as the world around us.

As students, faculty, staff and alumni of San Diego State University we acknowledge this legacy from the Kumeyaay. We promote this balance in life as we pursue our goals of knowledge and understanding. We find inspiration in the Kumeyaay spirit to open our minds and hearts. It is the legacy of the red and black. It is the land of the Kumeyaay.

Eyay e’Hunn My heart is good.

Michael Miskwish – Kumeyaay

Principles of Shared Governance:

Trust is recognized as a fundamental ingredient that is essential for effective shared governance. Without trust, the practices of partnership, inclusion, open communication, ownership, and accountability are likely to break down. SDSU community members have identified three key principles for shared governance at SDSU that all rely on the fundamental ingredient of TRUST: Respect, Communication, Responsibility.

2. Approval of Agenda (José Preciado)

3. Officers Report

3.1. Referrals Chart (Nola Butler-Byrd).....3

3.2. Senate Budget Update (Amanda Fuller)	
3.3. SEC Minutes (José Preciado)	
3.3.1 Minutes for October 20, 2020	
https://senate.sdsu.edu/sec-agendas-minutes/documents/2020_minutes_sec_oct20_.pdf	
4. Academic Affairs Report	
4.1. Provost’s Report (Provost Ochoa)	
4.2. Research and Innovation Update (Hala Madanat)	
5. Senate Actions (Wil Weston)	
5.1. Committee on Committees and Elections (David Marx).....	20
5.2. Undergraduate Council: Writing Placement Assessment (WPA) waiver for Covid-19 impacted semesters (Joanna Brooks) [20/21_13].....	27
5.3. Diversity, Equity and Inclusion Committee- Policy File Update- Department Diversity Councils (Gloria Rhodes)	28
5.4. Proposed Emergency Change to SPRING 2021 Academic Calendar (Joanna Brooks, Eyal Oren) Time Certain 3:15pm	30
5.5. Covid-19 impacted semester proposal: Adjust Policy Passed in Senate Nov.10th to reflect the same Credit/No Credit grading option that was offered in the fall. (Wil Weston) (Action on behalf of the Senate 2/3 vote)	38
5.6. Proposed SDSU Mission Statement (Luke Wood).....	39
6. Committee Reports	
6.1. Academic Policy & Planning (DJ Hopkins) [19/20_09].....	40
6.2. Graduate Council (Steven Gill) Time Certain 3:30pm	
a. 2021-2022 <i>Graduate Bulletin</i>	41
b. 2021-2022 <i>General Catalog and Graduate Bulletin</i>	49
6.3 Title IV Compliance and Credit Limits (Stefan Hyman) Time Certain 3:45pm	53
6.4 University Relations and Development (Adrienne Vargas) Time Certain 4:00pm	61
7. Announcements (Wil Weston)	
8. Adjourn.	

Date Received (M/Y)	From	ID	Title	Description	Referred to (use committee full name)
01/2019	Senate Officers	19/20_06	WH Executive Order on Combating Anti-Semitism & SDSU Freedom of Expression Steps.	Review and make recommendations regarding Executive Orders on Combating Anti-Semitism and SDSU Freedom of Expression Steps.	Freedom of Expression
04/2019	Senate Officers	19/20_07	Additional MPP Senate Seat	Research the viability of adding an additional Senate seat for MPP staff, Classes 1 and 2.	Constitution and Bylaws
10/2019	Senate Officers	19/20_09	Revise AP&P Role in ERG Report Development	ERG Report - research AP&P role from compiling data and authoring the report to asking pertinent questions about the data.	Academic Planning & Policy
11/2019	Senate Officers	19/20_11	Outstanding Teaching Assistant Award	Create an SDSU Award for Most Outstanding Teaching Assistant.	Graduate Council?
11/2019	Freedom of Expression Committee	19/20_12	Scholars at Risk Resolution	Review 10/31/19 draft resolution from Freedom of Expression Committee regarding Supporting Visiting Scholars at Risk.	Academic Planning & Policy, University Resources & Policy, Faculty Affairs
03/2020	Senate Officers	19/20_13	Clarify the use of the words "Campus" vs. "College"	Examine the way that SDSU uses the words "campus" vs. "college"? What is a college? What is a campus? Is that distinction important in the policy file?	Constitution and Bylaws

02/2020	Senate Officers	19/20_14	Review the Use of the Definition "Full-Time Faculty"	Review the definition of full-time faculty and create a more accurate term.	Constitution and Bylaws
02/2020	Senate Officers	19/20_15	Add seat(s) for non-represented staff	Research the viability of adding Senate seat(s) for non-represented (Foundation, Aztec Services, etc) staff.	Constitution and Bylaws
02/2020	Senate Officers	19/20_16	Ensuring Approval of Courses	ACTION: The Academic Policy and Planning Committee Committee moves that the Senate adopt the following in the University Policy File under University Policies / Academics as follows: Regular Approval of Courses Offered Every credit-bearing course offered through SDSU, including World Campus, shall be approved by the appropriate Chair or Director of the Department, School, or Program under which the course is listed in the catalog, and by the Dean of the College in which it is housed, every time the course is offered. Approval shall include instructor, length of term, and modality.	Academic Policy & Planning

04/2020	Senate Officers 19/20_25	19/20_25	UR&P Membership Additions	<p>Motion from Senator Gordon Shackelford: Contained in the proposed renaming of AR&P to UR&P, is a fundamental restructuring of the committee's membership. AR&P, which directly advises the President on budgetary issues, includes individuals who serve the University at the pleasure of the President. While the membership of upper management is necessary to provide budgetary expertise, it can be problematic in times of institutional financial stress. Within the UR&P Proposal is the addition of four(4) Vice Presidents or their designees. To maintain the balance of the committee, and perhaps, credibility during these difficult times, I recommend the following additions to the UR&P Proposal.</p> <p>Recommended additions to revised membership to UR&P: Three(3) full-time faculty senators, selected by a vote of faculty members of the Senate, and the Senate Chair or their designee.</p>	University Resources & Policy
04/2020	Chief Information Officer	19/20_27	Student Email Policy Change	Policy changes recommended to the Senate IIT Committee by the Chief Information Officer after consultation with the Cabinet to address issues that have arisen due to virtual instruction.	Instructional & Information Technology Committee

03/2020	Chris Werry	19/20_32	Senate Motion to Address Suspension of GWAR (Werry) ^[P] _[SEP]	<p>The Senate recommends authorization of the following due to COVID-19: To address the CO's March 12th directive issuing a temporary, limited suspension of in-person, timed assessments used to place students in upper- division writing classes, we ask that thesenate allow the suspension of SDSU's Writing Placement Assessment, or WPA, and follow the CO's directive to "satisfy the in-person testing requirement via a course or series of courses, beginning with the 2021-22 academic year."</p>	
09/2019		19/20_34	Resolution Fostering a Welcoming and Safe Campus Climate for LGBTQIA+ Students	<p>Clause 4, Bullet 1: Prioritize recruitment, hiring, and retention in the following areas: University Policies>Faculty>Section Tenure Track Planning>Probationary Faculty Appt of... AND Probationary Periodic Evaluation of... AND Reappt, Tenure and Promotion...(all 4) AND Retention and Development</p> <p>Clause 4: Bullet 2: Reappointment, Tenure and Promotion of Student Affairs Faculty: Criteria</p> <p>Clause 4, Bullet 3: Univeristy Policies: Staff Section</p>	Faculty Affairs

11/2019		19/20_35	SDSU Ethnic Studies Requirement	<p>1. With the goal of the 2020-21 academic year, and no later than the 2021-22 academic year, SDSU shall require, as a new undergraduate graduation requirement (distinct from the existing GE Diversity Requirement), the completion of, at minimum, one three-unit course in Ethnic Studies. The university shall not increase the number of units required to graduate from the university with a baccalaureate degree by the enforcement of this requirement.</p> <p>2. In order to minimize the impacts on current curricula and graduation requirements, this three-unit Ethnic Studies requirement can:</p> <p>a. Be fulfilled through a lower division class in Africana Studies, American Indian Studies, Chicano/a Studies, or Asian American Studies (within the Center for Asian and Pacific Studies), except lower division Ethnic Studies classes that also fulfill the Oral and Written Communications Requirements for General Education. Students can satisfy the Ethnic Studies requirement through Ethnic Studies classes that also satisfy the American Institutions or Area E requirement.</p> <p>OR</p> <p>b. Be fulfilled by taking an upper division class in Africana Studies, American Indian Studies, Chicano/a Studies, or Asian American Studies (within the Center for Asian and Pacific Studies). Upper Division classes taken for Ethnic Studies Requirement can also satisfy upper division GE Explorations in Social and</p>	Academic Policy & Planning
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			<p>Behavioral Sciences or Humanities if the class already meets this requirement.</p> <p>i. Classes from Africana Studies, American Indian Studies, Chicano/a Studies, and Asian American Studies (within the Center for Asian and Pacific Studies) that currently meet the GE Diversity Requirement will no longer do so and instead will count for the Ethnic Studies Requirement.</p> <p>3. Other specifics of the Ethnic Studies Requirement will be determined after seeking guidance from the Ethnic Studies departments (including the Center for Asian and Pacific Studies). Such guidance, to be received by December 31, 2019, shall include reflections on:</p> <p>a. The Ethnic Studies Task Force Report and other relevant updates and reports, as well as campus context, “What is to be included as Learning Outcomes specific to Ethnic Studies as derived from current best practices in the field of Ethnic Studies?”</p> <p>b. What best practices should be encouraged for SDSU to adopt in their course evaluation and approval processes for meeting the Ethnic Studies outcome requirements in order to maximize consistency and integrity of the requirement.</p> <p>c. Given learning outcomes, will all courses in Ethnic Studies (with the exception of those already excluded) be included as</p>	
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			<p>part of the requirement?</p> <p>4. This graduation requirement shall not apply to a post baccalaureate student who is enrolled in a baccalaureate degree program at the university, if the student has satisfied either of the following:</p> <ul style="list-style-type: none">a. The student has earned a baccalaureate degree from an institution accredited by a regional accrediting agency.b. The student has completed an Ethnic Studies course at a postsecondary educational institution accredited by a regional accrediting agency. <p>5. Beginning with the 2020-21 academic year, SDSU takes the steps to grow the appropriate administrative support for the expansion of Ethnic Studies to be able to adequately support the new undergraduate requirement, to include but not be limited to:</p> <ul style="list-style-type: none">a. Growing Asian American Studies, including a Filipino American Studies program at SDSU in collaboration with Asian American faculty, students, staff, and community and the Center for Asian and Pacific Studies.	
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3/2020 4/2020		19/20_36	SDSU University Senate Resolution: General Education Area B, D, and E Waiver for Engineering	SDSU University Senate Resolution: General Education Area B Waiver for Engineering University Policies>Academics>General Education> Waivers for Engineering 1. Engineering majors are exempt from completing a 3-unit course in the “Explorations in Social and Behavioral Sciences” area (CSU GE Area D explorations). 2. Engineering majors are exempt from completing a 3-unit course in the “Lifelong Learning and Self-Development” area (CSU GE Area E).	Undergraduate Curriculum Committee /General Education Subcommittee need to review
03/2020		19/20_37	SDSU University Senate Resolution to Establish an Official Campus Policy to Fly the Kumeyaay Nations Flag on the SDSU Campus	Policy File>Policies/Facilities> Kumeyaay Nations Flag The San Diego State University Senate and the San Diego State University Administration shall adopt as an explicit and binding University Policy that the Kumeyaay Nations flag be raised, lowered, and appropriately respected on the SDSU campus.	Campus Development Committee
05/2020	Senate	19/20_39	Motion to Approve New Policy File Language for Membership on DEI	Add Kumyaay rep to DEI Committee	
05/2020	Expanded SEC	19/20_40	Request for change to Policy File to add lecturer(s) (and	Research and recommendations regarding adding lecture(s) (and staff) reps to the Expanded SEC.	Constitution and Bylaws

			staff?) on the Expanded SEC		
06/2020	Senate Chair Weston	20/21_1	Policy on hateful rhetoric the use of shared SDSU digital resources.	In Policy File sections relevant to Freedom of Expression there is great consideration given to delineating the time, place, and manner of campus speech, with care to ensure that free speech does not inappropriately disrupt the ability of students to study and faculty to conduct their teaching and research. However, this language has not been updated since the advent of the digital and online, which has provided an unprecedented level of communicative access for colleagues that students, faculty and staff cannot "opt out of". Specifically, sharing hateful rhetoric that opposes campus values of diversity and inclusion.	Freedom of Expression Committee, Academic Policy & Planning
07/2020	Senate Chair Weston	20/21_2	3.2 Policy on Professional Growth regarding RTP (journal metrics versus journal impact factor)	Research and examine RTP policy regarding journal metrics versus journal impact factors)	Faculty Affairs

07/2020	Senate Chair Weston	20/21_3	Student Attendance Policy	<p><u>President de la Torre asked Wil Weston to look at the Student Attendance Policy to ensure it offers us protection in case of a Department of Education audit. Specifically, the university must be able to prove students receiving federal funds (e.g., Pell Grants) actually attended the university during the first two weeks of a semester, or the university risks having to pay back potentially large sums of money to the Department of Education.</u></p> <p><u>This happened at UC Davis while President de la Torre worked there, and they did end up having to pay the Department of Education a large sum.</u></p> <p><u>How does SDSU currently account for students attending each semester (e.g., census, ASIR data)?</u></p> <p><u>Does our current Student Attendance Policy combined with our data programs (e.g., census) provide enough data to protect us in case of such an audit?</u></p> <p><u>SDSU CAMPUS</u> <u>SDSU General Catalog AY 2019-20</u></p> <p><u>Center for Teaching & Learning (sample syllabus)</u> <u>https://ctl.sdsu.edu/build_your_course</u></p> <p><u>Department of Education Auditing</u> <u>https://www2.ed.gov/about/offices/list/oig/nonfed/singleaudits.html</u></p> <p><u>Other CSU Attendance Policies</u> <u>CSULB:</u> <u>https://www.csulb.edu/academic-senate/policy-statement-17-17-attendance-policy-supersedes-01-01</u></p>	Academic Policy & Planning
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			<p><u>CSUCI:</u> https://policy.csuci.edu/sp/1/sp-01-56.htm</p> <p><u>CSUN:</u> https://catalog.csun.edu/policies/attendance-class-attendance/ https://catalog.csun.edu/policies/keywords/attendance/</p> <p><u>CSUMB:</u> https://csumb.edu/cad/attendance-policy</p> <p><u>CSULA:</u> http://www.calstatela.edu/academicsenate/handbook/ch5</p> <p><u>CSUC:</u> https://catalog.csuchico.edu/viewer/12/ACAREGS.html#Attendance</p> <p><u>CSUS:</u> https://www.csustan.edu/sites/default/files/FacultyHandbook/Publications/Polices/Student/ClassAttendance.pdf</p> <p><u>SFSU:</u> http://bulletin.sfsu.edu/policies-procedures/</p> <p>Why don't college professors take attendance? http://www.uatrav.com/opinion/article_079e914c-2d73-11e4-b0b4-001a4bcf6878.html#:~:text=Taking%20attendance%20in%20college%20has,part%20of%20their%20final%20grade.&text=That%20tuition%20money%20is%20used%20to%20pay%20professors%20to%20each. https://www.chronicle.com/article/Why-I-Don-t-Take-Attendance/241428</p>	
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05/2020	Nola Butler Byrd	19/20_44	Creating a More Equitable and Welcoming Environment for Women Faculty of Color	Resolution developed by Women Faculty of Color regarding equity and social justice issues on campus re Fair Retention and Promotion Processes and Support.	Faculty Affairs
06/2020	Officers	20/21_4	Policy to Rescind Emeritus Status (requested title change from G. Shackleford: "Research the appropriateness of developing a policy for rescission of emeritus status.")	Research and develop policy and procedures to rescind Emeritus status. Amend Emeritus status policy to include a rescission clause	Academic Policy & Planning
07/2020	Officers	20/21_6	Faculty Rights, Workloads and Well-Being During Coronavirus	Because of the impacts of the pandemic on the SDSU budget, Senate Officers request that Faculty Affairs research previous Senate responses to budget cuts and strategies used to support the best interest of faculty members at all levels during budget decision-making in order to develop guiding principles and strategies regarding Faculty rights, workloads and well-being.	Faculty Affairs;

07/2020	Officers	20/21_7	Shared Governance Strategies and Guiding Principles for Budget	Because of the impacts of the pandemic on the SDSU budget, Senate Officers request that UR&P research previous Senate responses to budget cuts and strategies used to support senate voice in budget decision-making in order to develop guiding principles and strategies for dealing with our current budget issues.	University Resources & Policy
08/2020	Officers/Provost	20/21_8	Update policy file to add University Senate-elected representatives to AVP searches	Administrative Searches for AVPs consider updating policy-file to formalize provost commitment to shared governance in having these searches with University Senate elected representatives similar to academic dean searches	Academic Policy & Planning
08/2020	Officers	20/21_9	DEI Membership & Voting Rights Update	Review and update committee membership and voting rights, then update policy file	Diversity Equity & Inclusion
08/2020	Officers	20/21_10	URP Membership & Voting Rights Update	Review and confirm committee membership & voting rights, then update policy file	URP
09/2020	Officers	20/21_11	Professors of Practice	Provost Ochoa announced in the 9/1/20 Senate meeting that Professors of Practice will be instituted in HHS. Policy and diversity implications from the senate perspective needed.	Faculty Affairs

09/2020	Officers	20/21_12	Bylaw changes due to reorganizations and other administrative changes	<p>Bylaw changes due to reorganizations: (1) Addition of the Dean of Graduate Affairs as voting ex-officio member; (2) removal of the Dean of Global Campus as voting ex-officio member (see same status as SDSU Imperial Valley dean below); (3) Addition of AVP for International Affairs takes place of recent elimination of AVP for Faculty Advancement; (4) Addition of AVP for Enrollment Management to replace the recent elimination of AVP Faculty Diversity; (5) Addition of Dean of SDSU Imperial Valley as non-voting ex-officio member; (6) Addition of Dean of Global Campus as non-voting ex-officio member; (7) Change to bylaws for the University Resources Planning Committee: Addition of ex-officio voting member--University Senate Treasurer. (8) DEI committee 2 membership additions: SDSU Tribal Liaison and Chair of the Hispanic Serving Institution Task Force. (9) AP&P and Staff Affairs collaborated to add a staff position to the AP&P committee. (10) UR&P requests the addition of an SDSU Imperial Valley administrator as a voting member.</p>	Constitution and Bylaws
09/2020	Undergraduate Council-AVP Joanna Brooks	20/21_13	Review COVID-related policies established in Spring 2020	Undergraduate Council reviewed COVID-related policies established in Spring 2020 so as to refer with recommendations to AP&P. Extend Pandemic Withdrawal Policy. The AP&P Committee moves that the Senate adopt the following extension of an emergency policy from last Spring 2020 in order to support	Academic Policy & Planning

				<p>students during this Fall 2020 semester and any future semester impacted by the pandemic. Suspension of WPA through the duration of the COVID-19 impacted Semesters - At its 10/9/20 meeting, the Undergraduate Council developed a recommendation to extend suspension of the campus WPA exam through the duration of COVID-impacted semesters and to continue to place students directly in “W&#39;&#39; courses as an alternative.</p>	
07/2020	Wil Weston	20/21_6	<p>Faculty Rights, Workloads and Well-Being During Coronavirus</p>	<p>Because of the impacts of the pandemic on the SDSU budget, Senate Officers request that Faculty Affairs research previous Senate responses to budget cuts and strategies used to support the best interest of faculty members at all levels during budget decision-making in order to develop guiding principles and strategies regarding Faculty rights, workloads and well-being.</p>	<p>Faculty Affairs & Library Senate Committee on exploring and improving access to library resources while researching remotely (ILL, Access to online databases and archives, and access to multi-user ebooks for student research.)</p>

07/2020	AP&P/SEC/ Jose Presciado	20/21_14	Congruent policy language regarding 19/20_30 Addition of One Staff Member to the Committee on Academic Policy and Planning	Referral to CBL regarding 19/20_30 Addition of One Staff Member to the Committee on Academic Policy and Planning. This referral was already approved by AP&P & Staff Affairs. Policy description needs to be made congruent with other relevant descriptions in the senate policy file. "One staff representative to AP&P shall be elected by the Staff Affairs Committee. The staff representative will have experience with campus academic policies." Relevant policy file language: "3.3 Committee on Academic Policy and Planning 3.31 Membership (14) 3.311* Ex officio: the Provost and Senior Vice President or designee, the Associate Vice President for Faculty Advancement and Student Success, and the Dean of Graduate Affairs. *Editorial change made August 20, 2020. 3.312 Appointed: nine faculty members, one from each college, the Library, and SDSU Imperial Valley, nominated by the Committee on Committees and Elections and appointed by the Senate, at least two of whom shall be elected senators; two students appointed in accordance with procedures established by the Associated Students."	Constitution and Bylaws
09/2020	DEI	20/21_15	Syllabus Action Item on Kumeyaay Land Acknowledgment	Syllabus Action Item on Kumeyaay Land Acknowledgment	

10/2020	Graduate Council	20/21_18	Renaming Graduate Affairs to the College of Graduate Studies	<p>Recommendation: Renaming Graduate Affairs to the College of Graduate Studies</p> <p>On October 8, 2020 the Graduate Council unanimously endorsed renaming Graduate Affairs the “College of Graduate Studies.”</p> <p>On October 27, 2020 CBL voted unanimously to approve the renaming.</p> <p>Rationale: There are many universities in the United States that use the name “College of Graduate Studies” for academic and/or administrative purposes. CBL could not think of a compelling reason why Graduate Affairs should not also use the name.</p>	Constitution & Bylaws
11/2020	Narelle MacKenzie	20/21_19	Academic Dishonesty During COVID-19 Online Teaching	<p>Faculty member, Student Grievance Committee (2020- 2023)</p> <p>Fowler College of Business San Diego State University NMacKenzie@sdsu.edu business.sdsu.edu</p>	CSRR Center for Student Rights & Responsibilities and

TO: Senate

FROM: David Marx, Chair, Committee on Committees and Elections DATE:

November 10, 2020

RE: Action Item

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. We expect to provide a more finalized report once vacancies have been filled.

NEW COMMITTEE CHAIRS

Committee on Committees and Elections

Chair: David Marx

Faculty Honors and Awards

Chair: Matt Anderson

Fee Advisory Committee (Campus)

Chair: T'Ante Sims

Staff Affairs Committee

Chair: Todd Rehfuss

University Resources and Planning

Co-Chairs: Sherry Ryan

EXISTING COMMITTEE CHAIRS

Academic Policy and Planning

Chair: DJ Hopkins

Bookstore Advisory

Chair: Iana Castro

Campus Development

Chair: Laura Shinn

Constitution and Bylaws

Chair: Peter Atterton

Copy Rights and Patents

Chair: Douglas Grotjahn

Disability Access and Compliance

Co-Chairs: Jessica Rentto

Diversity, Equity, and Inclusion

Chair: Gloria Rhodes

Environment and Safety

Chair: Sridhar Seshagiri

Global Campus Advisory Council (need to change name in policy file)

Chair: David Ely

Faculty Advancement

Chair: Allen Gontz (Interim chair)

Freedom of Expression

Chair: Madhavi McCall

GE Curriculum and Assessment

Co-Chairs: Heather Canary & Greg Wilson

Graduate Council

Chair: Ed Balsdon

Honorary Degrees

Chair: Provost Hector Ochoa

Instructional and Information Technology

Chair: Mark Siprut

Intercollegiate Athletic Council

Chair: John Putman

Liberal Studies

Chair: Virginia Loh-Hagan

Library and Information Access

Chair: Edward Beasley

SDSU Press Editorial Board

Chair: William Anthony Nericcio

Student Grievance

Chair: Estralita Martin

Student Learning Outcomes

Chair: Stephen Schellenberg

Student Media Advisory

Chair: Giselle Luevanos

Sustainability

Co-Chairs: Gener Abdon and Tyler Rogers

Undergraduate Council

Chair: Joanna Brooks

Undergraduate Curriculum

Chair: Steve Barbone

COMMITTEES WITH NO ROSTER INFORMATION

Scholarships Committee

Student Affairs

Student Health Advisory Board

Teacher Education Advisory Council

FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS & NEED

*reappointments or new appointments

Academic Policy and Planning (roster full)

Bookstore Advisory

NEED 1 student

Campus Development (roster full)

NEED 1 student (AS President or designee)

Committee on Committees (roster full)

Constitution and Bylaws

NEED 1 student

Copyrights and Patents

(Pending)

Disability Access and Compliance

NEED 2 students (1 undergrad and 1 grad)

Diversity, Equity, and Inclusion

- *Nola Butler-Byrd (Senate Chair designee) term renewed May 2021
- *Esperanza Camargo (IV) term renewed May 2023
- *Jochen Kressler (HHS) term renewed May 2023
- *Gloria Rhodes (LIB) term renewed May 2021
- *Estella Chizhik (EDU) new term May 2023
- *Manal Swairjo (SCI) new term May 2023
- NEED 1 faculty (FCB)

Environment and Safety

- *Sridhar Seshagiri (faculty) term renewed May 2023
- *Chris Werry (faculty) term renewed May 2023
- *Leviticus Johnson (staff) new term May 2023
- *Corinne McDaniels-Davidson (HHS, lecturer) new term Sept. 2020 *
- Katrina Maluf (HHS), new term Sept. 2020
- NEED 1 Member of Local Unit 3 Collective Bargaining Agency
- NEED 2 students

Extended Studies Advisory Council

- *Heather Canary (PSFA) term renewed May 2023
- *Zohir Chowdhury (HHS) term renewed May 2023
- *Madhavi McCall (A&L) term renewed May 2023
- *Suzanna Fuentes (IV) term renewed May 2023
- NEED 1 SA rep
- NEED 1 AA-Technology rep

Faculty Affairs

- *Carin Crawford (coach) new term May 2023
- *Ning Tang (FCB) new term May 2023
- *Keven Jeffery (LIB) new term May 2023
- *Vinod Sasidharan (PSFA) new term May 2023
- *Alyson Abel-Mills (HHS) new term May 2023
- *Satish Sharma (ENG) new term May 2023
- NEED 1 IV faculty

Faculty Honors and Awards

- *Risa Levitt Kohn (faculty) term renewed May 2023
- *William Welsh (faculty) term renewed May 2023
- NEED 1 student
- NEED 1 alumnus

Fee Advisory Committee (Campus) (roster full)

Freedom of Expression (roster full)

GE Curriculum and Assessment

- *Michelle Dean (FCB) term renewed May 2021
 - *Audrey Beck (A&L) new term May 2023
 - *Gregory Wilson (ED) term renewed May 2021
 - *Heather Canary (PSFA) term renewed May 2022
- NEED 1 HHS faculty
NEED 1 IVC faculty

Global Affairs Committee (formerly International Programs)

- *Adisa Alkebulan (CAL) new term May 2023
- NEED 1 ENG faculty
NEED 1 (grad) student
NEED 2 students: 1 undergraduate and 1 international student

Graduate Council (roster full)

Honorary Degrees (roster full)

Instructional and Information Technology

- NEED 1 student

Intercollegiate Athletic Council

- *Emilio Ulloa (faculty) term renewed May 2023
- *Brian Hentschel (faculty) new term May 2023
- *David Wallace-Hare (Post-doc/lecturer in Classics Dept., new term May 2021)
- *Donna Ross (EDU) faculty presidential appointee renewed May 2023

Liberal Studies

- *Stacy Bodus (faculty, IV) term renewed May 2023
- *Alexa Lawrence (student) term renewed May 2021
- *Susan Nickerson (faculty, Math/Natural Sci) term renewed May 2023
- *Betty Samraj (faculty, Eng/Speech) term renewed May 2023

Library Committee

- *Takis Mitropolous (ENG) term renewed May 2023
 - *Arlette Baljon (SCI) new term May 2023
 - *Kate Holvoet (LIB) new term May 2023
 - *David Jancsics (IV) new term May 2023
 - *Cheryl O'Brien (CAL) new term May 2023
 - *Yaesmin Turan Quin (EDU) new term May 2023
 - *Patrick Smith (FCB) new term May 2023
 - *Valerie Li (FCB) new term May 2023
 - *Magdalena Altamarino (IVC) new term May 2023
- NEED 1 student

SDSU Press Editorial Board (roster full)

Staff Affairs

- *Brenda Wills (CAL), new term May 2021
 - *Michelle Lenoue (CAL), new term May 2022 (completing term for Debra Bertram)
 - *Jessica Lopez (BA), new term May 2023
 - *Carlos Sanchez (Facilities), new term May 2023
 - *Francisco Perraza (IVC), new term May 2022 (completing term for Clarissa Teran)
 - *Regina Brandon (EDU), new term May 2022
- NEED 1 student

Student Grievance

- *Suzanne Goulet (full-time administrator) term renewed May 2023
 - *Jeremy Bernerth (full-time faculty) new term May 2023
- NEED 1 full-time administrator
- NEED 1 student: 3 student alternates

Student Learning Outcomes

- *Nina Potter (EDU) term renewed May 2023
 - *Nerissa Lindsay (LIA) new term May 2023
 - *Tingting Tang (IV) new term May 2023
 - *Ahmad Bani Younes (ENG) new term May 2023
 - *Sonja Pruitt-Lord (HHS) term renewed May 2023
- NEED 1 PSFA faculty
- NEED 2 students

Student Media Advisory (pending)

- NEED 2 faculty (1 JMS and 1 open)
- NEED 1 AS President or designee
- NEED 1 AS VP of Finance or designee
- NEED 1 University president designee
- NEED 4 students (AS appointed)

Sustainability (roster full)

- *Erlinde Cornelis (faculty) new term May 2023
- *Bethany Harris (faculty) new term May 2023
- *John Love (faculty) new term May 2023
- * Kate Swanson (faculty) new term May 2023

Undergraduate Council (roster full)

- *Mounah Abdel-Samad (PSFA) term renewed May 2023
- *Sonja Pruitt-Lord (HHS) term renewed May 2023
- *Scott Kelley (SCI) new term May 2021 (completing term for John Love)
- *Barry Stampfl (IV) new term May 2021 (completing term for Linda Abarbanell) *Ke Huang (ENG) new term May 2023
- *Jaemin Kim (FCB) new term May 2023
- *Patricia Lozada-Santone (EDU) new term May-22 (completing term for Virginia Loh-Hagan)

Undergraduate Curriculum (roster full)

University Research Council-emailing Rick Gulizia for help with this one too

- *Amanda Lanthorne (LIB) term renewed May 2023
 - *Mark Reed (HHS) term renewed May 2023
 - *Anca Segall (SCI) term renewed May 2023
 - *Carlos Herrera (IV) new term May 2023
 - *Byron Purse (SCI) new term May 2023
 - *Li An (CAL) new term May 2023 (took over for Mark Wheeler)
 - *George Youssef (ENG) new term May 2023
- NEED 1 PSFA faculty

University Resources and Planning

NEED 2 students

*reappointments or new appointments

Senators not currently represented on a committee:

A&L

Farid Abdel-Nour
Angelo Corlett
Mathias Schulze

Lecturers

Ajani Brown, Africana Studies, CAL
James Brown, Art and Design, PSFA

Date: 6 November 2020

5.2

To: SEC / Senate

From: Undergraduate Council (Joanna Brooks)

Subject: Action: Writing Placement Assessment (WPA) waiver for Covid-19 impacted semesters

Rationale: In Spring 2020, the Senate voted to relieve students of the requirement to take the Writing Proficiency Exam to guide their fulfillment of the GVAR, out of concern for the public health ramifications of testing center use. Since that time, the testing center has evolved capacity to provide examinations on-line, and after careful collaborative consideration of the best way to support students in meeting the GVAR, the Undergraduate Council now provides this item for review and approval by the SEC.

Beginning spring 2021 semester, for the duration of COVID-impacted semesters, SDSU will suspend the required WPA. To satisfy the GVAR students will

1. enroll directly in one of the approved UD GVAR courses and earn C or better to satisfy the GVAR
OR
2. attempt the WPA exam and follow the placement requirements by enrolling in any required course (or courses). (For information on requirements and placements, see <https://wpa.sdsu.edu>)

TO: Senate Executive/Senate
FROM: Committee on Diversity, Equity and Inclusion
DATE: November 17, 2020
RE: Action Items: Proposed Policy File Change
Establish Unit-Level Diversity Councils

5.3

Section: Nondiscrimination and Equal Opportunity

Current:

7.0 Diversity Liaisons

7.1 The administrative heads of each college, SDSU Imperial Valley, the Library, **Global Campus**, Business and Financial Affairs, Student Affairs **and Campus Diversity, Information Technology, Research Affairs**, and University Advancement in consultation with the Director of the Office of Employee Relations and Compliance shall recommend two Diversity Liaisons to the Chief Diversity Officer. Nominees for these positions shall be from among tenured faculty and permanent staff.

7.2 The Diversity Liaisons

- a) shall serve as liaison between the Chief Diversity Officer and **the unit diversity councils as well as other** members of the units,
- b) shall offer informal advice and counseling to their peers regarding diversity and discrimination,
- c) shall direct concerned students and employees to the Office of Employee Relations and Compliance, to the Chief Diversity Officer, or to the Center for Student Rights and Responsibility, and
- d) shall report to the Chief Diversity Officer on existing and new diversity initiatives within their respective units.

7.3 The Chief Diversity Officer, in consultation with the Office of Employee Relations and Compliance shall hold regular meetings of the Diversity Liaisons to respond to their concerns, to discuss diversity initiatives, and to inform them of recent developments in policy and law.

Add:

8.0 Diversity Councils

8.1 **To ensure effective shared governance, transparency and broad sharing of relevant information from all voices regarding diversity, inclusion and equity, each college, SDSU Imperial Valley, the Library, Global Campus, Business and Financial Affairs, Student Affairs and Campus Diversity, Information Technology, Research Affairs, and University Advancement shall establish a standing Diversity Council.**

8.2 The Diversity Councils

- a) shall review, advise, and provide feedback to the unit's leadership regarding matters related to students, staff and faculty diversity, equity, and inclusion;
- b) shall provide guidance and support for the development, implementation and on-going assessment of unit diversity plans;
- c) may be involved in coordinating DEI initiatives within and across units and contributing to campus DEI initiatives.

8.3 Each unit shall establish a process for ensuring that the composition of the Diversity Council includes broad representation of the unit's employees and, as appropriate, students.

PROPOSED EMERGENCY CHANGE TO SPRING 2021 ACADEMIC CALENDAR

5.4

<u>Date</u>	<u>Holiday/Activity</u>
Mon, January 18, 2021	Martin Luther King, Jr. Day (Campus closed)
Tuesday, January 19, 2021	First day of spring semester
Wednesday, January 20, 2021	First Day of Classes
Friday, February 12, 2021	Non-instructional day
Monday, March 8, 2021	Non-instructional day
Tuesday, March 30, 2021	Non-instructional day
Wednesday, March 31, 2021	Cesar Chavez Day (Campus closed)
Wednesday, May 5, 2021	Last day of classes
Thursday, May 6, 2021	Non-instructional day
Fri, May 7 -Thurs, May 13, 2021	Final Examinations
Thurs, May 13, 2021	Commencement--SDSU IV
Fri, May 14 – Sun, May 16, 2021	Commencement – San Diego Campus
Fri, May 21, 2021	Last day of spring semester, grades due from instructors (11 pm Deadline)

AVPFASS--11/13/20

November 16, 2020

Dear Colleagues of the University Senate,

We are writing to express support for an alternative proposal to temporarily suspend the traditional 9-day spring break for Spring 2021, and to instead distribute those vacation days across the spring term. It is our firm belief that having a traditional 9-day Spring Break is irresponsible and puts our students, faculty, staff, and our local community at unnecessary risk. This risk is especially concerning since it is preventable. Across the nation, colleges and universities are making similar changes to adjust their Spring schedules; and SDSU should Leaving a 9-day void in the middle of a semester would make us complicit in the impacts of COVID-19 transmission resulting from behaviors encouraged by such an extended break mid-term. This would be true both for our on-campus and off-campus populations. Current research suggests that even the initial outbreak impacting SDSU students was not because of strains circulating in the community but rather was caused by those brought from outside of San Diego. Travel, indoor gatherings (near and far), and close-quarters outside gatherings all invite viral transmission. The impact is not limited to those in face-to-face classes, but extends to the nearly 28,000 SDSU students who are virtual-only at this time, and who live in our San Diego and local communities. Research has also established that the strain that was brought into SDSU in August, was later transmitted outside of SDSU and infected people in greater San Diego. A prolonged break from instructional obligations--even virtual instruction--encourages travel and other behaviors which increase the risk of transmission and infection into our community. To the extent that this is mitigatable within our academic calendar, we have an obligation to do so.

Equally important, we share the concerns around the impact of any decision on the mental health of our community. Included in this concern is our staff, who have also been working diligently to support daily testing, residential housing and education, student conduct and student judicial investigations and education, and many other areas which would be impacted by a surge in cases or high-risk behaviors during spring break. An outbreak triggered by a traditional spring break will have a significant impact on our already taxed staff, who will have to manage all aspects of testing, quarantine, health and safety, cleaning and sanitation, and many other essential activities required to protect health and safety. Further, it is financially irresponsible to proceed with a traditional break given the public health implications given the high financial cost of each of these activities if we experience an outbreak, given the already highly stressed budgetary environment.

We want to emphasize that the impact of an outbreak in our community is not limited to our on-campus student population. Regardless of our spring calendar, the university is committed to maintaining the resources to support the requirement that all in-person and residential students are regularly tested. But the majority of our student population is fully virtual, and living in our broader community. We cannot require testing for this population, but we are no less obligated to make decisions which will support their health and safety. Models have shown that if the United States continues to relax social distancing restrictions and mask-wearing requirements,

as many as 500,000 more Americans could die of COVID-19 between now and the end of February. Among college students, while emphasis has been placed across universities on avoiding close contact, closed spaces and crowds, repeated experience in the Fall has shown that reopening and/or significant time without formal programming has resulted in outbreaks around and on campuses. Studies have shown that thousands of college students who visited popular spring break destinations this past year may have become infected with COVID-19, which they subsequently brought back to their campuses and local communities. A single college break spring trip likely led to transmission of SARS-CoV-2 to 64 cases.

In summary, we support an alternative proposal that reduces the traditional spring break and distributes the week of vacation days across the semester, to create smaller, regular breaks for our community to recover and replenish. Such an approach is also supported by scholarly literature in psychology and mental wellbeing--multiple smaller breaks are shown to have a significantly greater positive effect than a single large break. Further, we propose the university launch a mental health and mental wellbeing campaign, paired with increased spring programming, for all students for the Spring semester. While not the focus, we also encourage and ask that the University schedule increased programming and messaging for faculty and staff around mental wellbeing as well.

Further, we believe this updated proposal will also help to address many of the downstream concerns, such as those around graduate/professional licensure, that were raised at the Tuesday, November 10th Senate meeting.

We hope the University Senate will be attentive to our concerns as experts and as faculty, and strongly consider an updated proposal.

Respectfully,

Eyal Oren, PhD, MS

Interim Director, School of Public Health

Jerel P. Calzo, PhD, MPH

Associate Professor, School of Public Health

Noe Crespo, PhD, MPH

Associate Professor, School of Public Health

Kristen Emory, PhD

Lecturer, School of Public Health

Humberto Parada, PhD, MPH
Assistant Professor, School of Public Health

Penelope J.E. Quintana, PhD,
Professor, School of Public Health

Emily A. Schmied, PhD, MPH
Assistant Professor, School of Public Health

Erik D. Storholm, PhD
Assistant Professor, School of Public Health

Kari Sant, PhD, MPH
Assistant Professor, School of Public Health

Tianying Wu, PhD,
Associate Professor, School of Public Health

Eunha Hoh, PhD
Professor, School of Public Health

Brad Hubbard, PhD candidate
JDP Coordinator, School of Public Health

Lourdes S. Martinez, PhD
Associate Professor, School of Communication

Corinne McDaniels-Davidson, PhD, MPH
Director, SDSU Institute for Public Health

Zohir Chowdhury, PhD
Associate Professor, School of Public Health

Adrienne Suazo, MPH
Pre-Doctoral Student, JDP

Faramarz Valafar, PhD
Professor, School of Public Health
Director, Biomedical Informatics Research Center

Sara McElroy, MS
PhD Candidate, School of Public Health

Karen L Ferran, PhD, MSPH
Lecturer, School of Public Health

Janet Wolf, MPH
Lecturer, School of Public Health

Melody K Schiaffino, PhD, MPH
Assistant Professor, School of Public Health

Gabriel Carrasco-Escobar, MS
PhD Student, School of Public Health

Julie Cakici, RN
PhD Student, School of Public Health

Erin Delker, MPH
PhD Candidate, School of Public Health

Caroline A. Thompson, PhD, MPH
Associate Professor, School of Public Health

Elva M. Arredondo, Ph.D.
Professor, School of Public Health

Nora Satybaldiyeva, MPH
PhD Student, School of Public Health

Matthew T. Mahar, Ed.D.
Director, School of Exercise and Nutritional Sciences

Lauren Brown, PhD, MPH
Assistant Professor, School of Public Health

Leticia Cazares, MPH
Lecturer, School of Public Health

Tracy Love, Ph.D.
Director and Professor, School of Speech, Language, and Hearing Sciences

Amanda C. McClain, PhD, MS
Assistant Professor, School of Exercise and Nutritional Sciences

Alma I. Behar, MPH
PhD Student, School of Public Health

Sara P. Gombatto, PhD, PT

Associate Professor, Doctor of Physical Therapy Program, School of Exercise and Nutritional Sciences

Melissa Moyer, MA

Assistant Director, Adaptive Fitness Clinic, School of Exercise and Nutritional Sciences

Scott T. Kelley, PhD

Professor, Biology

Susan Levy, PhD

Professor, School of Exercise & Nutritional Sciences

Larry S. Verity, PhD

Professor [FERP], School of Exercise & Nutritional Sciences

Shawn O'Connor, PhD

Assistant Professor, School of Exercise and Nutritional Sciences

Philip A. Greiner, DNSc, RN

Professor and Director, School of Nursing

Dear Colleagues of the University Senate,

We, the San Diego State University School of Public Health Student Council, agree that it is necessary to suspend the traditional spring break this year. With the COVID-19 pandemic changing on a daily basis, it is imperative that the school takes action to protect the students, staff, faculty, and the general public. As student leaders in public health, we believe that a traditional week-long break could be detrimental to the health of our campus community. Research has shown that the initial outbreak at SDSU was caused by multiple strains brought in from outside the San Diego area. We also understand that another outbreak would place immense stress on the community, mentally and financially.

We, as students, understand the importance of mental health and its fragility. With this in mind, we still believe that an alternative spring break option is the safest path for us during the COVID-19 pandemic. Policy makers across the United States are promoting policies based on current mental health research. This research has shown that providing students with intermittent breaks is essential for reducing stress and maintaining mental health. Additionally, a traditional spring break is likely to cause a substantial increase in COVID-19 cases, resulting in a rise in stress and anxiety after the break ends. Therefore, we believe that an alternative spring break will help prevent this increase in anxiety while also slowing the spread of COVID-19.

We, the School of Public Health Student Council, fully support the proposed alternative spring break. We know that it is in the best interest of the entire SDSU community - students, staff, faculty, and families.

Respectfully,

Meghan Johnson

MPH & MA Student, President of the School of Public Health Student Council

Tamren Johnk

MPH Student, Vice President of the School of Public Health Student Council

Date: 12 November 2020

5.5

To: SEC / Senate

From: Senate Executive (Weston)

Subject: Covid-19 impacted semester proposal: Adjust Proposal Passed in Senate Nov.10th to reflect the same Credit/No Credit grading option that was offered in the Spring 2020.

Although not specifically identified in the proposal passed in the Senate on Nov. 10th, the intent was to offer the Credit/No Credit option to all the courses that were allowed to request in the Spring 2020.

This shall also include permitting students to use Credit/No Credit for the Golden Four completion.

This action is to confirm that the Senate would want to continue to allow students to use Credit/No Credit for Golden Four completion and to keep in place the same provisions from last spring.

Reference:

- 1) Admission Requirements: Golden Four <https://admissions.sdsu.edu/transfers/apply/minimum-requirements>

PROPOSED MISSION STATEMENT

San Diego State University transforms lives and transcends borders through education, research, and enriching experiences. Our community strives to create a more equitable, compassionate, and prosperous world.

Description: This mission statement was unanimously approved for submission to the University Senate by the Strategic Planning Committee. Initial drafts of this statement were produced by the Mission and Documents subcommittee and modified during a months-long iterative process with the Executive Committee. The themes embodied within this draft are informed by extensive community engagement with over 4,000 students, faculty, staff, administrators, and alumni. In addition, the statement was also informed by the experiential knowledge of committee representatives and collective sense making. Overall, the themes were distilled by the committees to address both the core mission (e.g., research, teaching and learning, enriching experiences) and emergent values (e.g., equity, compassion, prosperity) within the University. The phrase “transcends borders” alludes to both our positionality as a border institution and our commitment to overcoming boundaries that can allow for us to become a more just institution and society.

Date: 11 November 2020
To: SEC / Senate
From: D.J. Hopkins, Chair, Academic Policy and Planning Committee (AP&P)
Subject: Information: AP&P meeting, Oct. 2020

6.1

AP&P met on Tuesday 27 October 2020. The committee is working to address the referral from Senate officers that asks AP&P to provide the Senate with a report on enrollment, retention, and graduation data now that the ERG Report is no longer being produced. The committee needs to establish a new internal procedure for evaluating data and sharing that evaluation. As a way of testing a new approach, at AP&P's next meeting, the Provost will share ERG data that is already being shared with chairs and directors.

AVP Brooks provided an update about the COVID-related policies the committee considered at our last meeting. The Chancellor's Office (CO) has not approved [as of 27 Oct. 2020] a system-wide policy/exception pertaining to the number of withdrawals allowed over a career (EO 1037). [Since AP&P's last meeting, CO has distributed a memo on the subject; AP&P chair was consulted during the development of a policy for Fall 2020, since introduced at Senate by AS President and approved.]

Subcommittee presentation on the status of our draft recommendation memo for more uniform RTP experience across colleges. Brief explanation of last year's process for new members. Discussion, feedback, and planning next steps for revision and further consultation.

Provost and AVP Brooks presented a proposal to start Spring 2021 semester a week later and eliminate spring break. This would be a one-time waiver/emergency exception to policy to permit Provost's Office to alter the calendar with the Senate's approval due to the serious public health crisis. Discussion. AP&P offered its informal support for this proposal.

AP&P was joined by AVP Stefan Hyman who shared two proposals with the committee. 1. Term credit limits. Recommendations: university-wide policy (rather than college by college) that allows students to register for up to 21 credits one week before semester begins; would require academic department approval for more than 21. Adopt for F2021. AP&P offered its informal support for this proposal. 2. Title IV compliance. Two possible solutions: Canvas analytics (though not all faculty use Canvas) or Qwickly Attendance (easier process, but not free; could be automated via ITS). Potential solutions: manual, partially automatic, fully automated. AP&P offered its informal support for this proposal, recommending continued consultative process.

To: Senate Executive Committee/Senate

6.2 (a)

From: Graduate Council

Date: November 5, 2020

Re: 2021-2022 *Graduate Bulletin*

INFORMATION (8I-11-20)

ADMINISTRATION, REHABILITATION AND POSTSECONDARY EDUCATION

1. Change in program.

Administration, Rehabilitation and Postsecondary Education

Master of Science Degree in Rehabilitation Counseling

Concentration in Clinical Rehabilitation and Clinical Mental Health Counseling

(Major Code: 12221) (SIMS Code: 331011)

To complete the Master of Science degree in rehabilitation counseling with a concentration in clinical mental health counseling, students must complete 60 units to include:

1. *(no change)*

2. *(no change)*

3. Additional licensed professional clinical counselor requirements (9 units):

*CSP 650 Trauma and Crisis Counseling in Multicultural Community
Context.....3

(3 units required)

*CSP 687 Family and Systemic Treatment of Substance
Abuse...3

(3 units required)

CSP 694 Psychopharmacology for Marriage and Family Therapists and
Counseling...3

(3 units required)

Remainder of description *(no change)*

Change(s): Program units changed from 63 to 60. Additional licensed professional clinical counselor requirements reduced from 12 to nine. CSP 618 removed from program.

ANTHROPOLOGY

1. Change to description and title.

Anthropology

SEM SOCIOCULTURAL ANTHROP

ANTH 603. Seminar in Sociocultural Anthropology (3)

Prerequisite: Classified graduate standing.

Current debates, evolution, and history pertaining to the methodologies, practices, scope, and theories of sociocultural anthropology.

Change(s): Description updated from *History and theory in ethnology stressing the significant literature on such topics as cross-cultural comparison, structural-functional analysis and description, personality and culture, and sociocultural change* to what is presented above.

Title updated from *Seminar in Ethnology* to what is presented above.

ASTRONOMY

1. Deactivation of course.

Astronomy

ASTR 660. Galaxies and Cosmology (3)

Prerequisite: Astronomy 450.

Morphology, photometric, and spectroscopic properties, dynamics, and evolution of normal galaxies. Current interpretations of peculiar galaxies and QSO's. The extragalactic distance scale. Observational cosmology.

2. Change in program.

Astronomy

Specific Requirements for the Master of Science Degree

(Major Code: 19111) (SIMS Code: 770501)

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree as described in Requirements for Master's Degrees, the student must also meet the following departmental requirements in a 30-unit program. At least one half of the program units must be numbered 600 or above.

1. Complete the 12-unit core course curriculum (Astronomy 630, 650, 670, 680).

Remainder of description (*no change*)

Change(s): *At least one half of the program units must be numbered 600 or above* added to paragraph 1. ASTR 660 replaced with 670 in core curriculum.

BUSINESS ADMINISTRATION

1. New course.

Business Administration

FINANCL REPORTNG & ANALYS (C-2)

B A 640. Financial Reporting and Analysis (2)

Prerequisite: Classified graduate standing.

Financial accounting in profit-directed organizations. Concepts, frameworks, terminology, and tools used to understand and analyze the financial consequences of business activities.

(Formerly numbered Business Administration 625.)

2. New course.

Business Administration

BUSINESS ETHICS & CORP RESP (C-2)

B A 641. Business Ethics and Corporate Responsibility (1)

Prerequisite: Classified graduate standing.

Decision-making strategies; principles, rules, and values that ground ethical behavior in the world of business.

3. New course.

Business Administration

STATISTICAL ANALYSIS (C-2)

B A 642. Statistical Analysis (2)

Prerequisite: Classified graduate standing.

Applications of statistics for problem solving and managerial decision-making. (Formerly numbered Business Administration 623.)

4. New course.

Business Administration

MANAGERIAL ECONOMICS (C-2)

B A 643. Managerial Economics (2)

Prerequisite: Classified graduate standing.

Microeconomic environments of business. Assessing and forecasting impacts of economic climate, governmental policy, and of market structure on competitive strategy, operations, and pricing.

5. New course.

Business Administration

OPERATIONS SUPPLY CHAIN MGT (C-2)

B A 644. Operations and Supply Chain Management (2)

Prerequisite: Classified graduate standing.

Managerial concepts and quantitative methods associated with the design, execution, and management of operations and supply chain systems.

6. New course.

Business Administration

MARKETING (C-2)

B A 645. Marketing (1)

Prerequisite: Classified graduate standing.

Foundational concepts and development of marketing strategies and plans. (Formerly numbered Business Administration 627.)

7. New course.

Business Administration

MANAGERIAL ACCOUNTING (C-2)

B A 670. Managerial Accounting (3)

Prerequisite: Business Administration 640.

Budgeting, cost control, job costing, overhead allocation, and reporting. (Formerly numbered Business Administration 625.)

8. New course.

Business Administration

LEGAL ENVIRONMENT BUSINESS (C-2)

B A 671. Legal Environment of Business (2)

Prerequisite: Classified graduate standing.

Sources of law. Procedures and ethics associated with implementation of law. Law of torts and intellectual property. Agency and employment, business organizations, contracts and sales, negotiable instruments and banking.

9. New course.

Business Administration

MANAGERIAL MARKETING (C-2)

B A 672. Managerial Marketing (3)

Prerequisite: Business Administration 645.

Identification, understanding, and resolution of marketing issues in organizations. Theoretical and quantitative tools within a decision-making framework to inform organizational strategic directions.

10. Change to course statement and number.

Business Administration

B A 673. Organizational Behavior and Leadership (3)

Prerequisite: Classified graduate standing.

Study of individuals and groups within an organizational context. Topics include leadership, individual differences, organizational design, group processes and characteristics, organizational processes and practices; and influence of these on individual, group, and organizational effectiveness. (Formerly numbered Business Administration 624 and 651.)

Change(s): B A 624 added to course statement. Number changed from 624 to 673.

11. Change to course statement, number, prerequisite.

Business Administration

B A 674. Financial Management (3)

Prerequisite: Business Administration 640.

Explore role of finance in a shareholder value based framework. Financial analysis and planning, investment, capital structure, financial markets, capital raising and capital

disbursement decisions, valuation, and corporate restructuring. Not open to students with credit in Business Administration 665. (Formerly numbered Business Administration 629.)

Change(s): *Formerly numbered* statement added to course statement. Number changed from 629 to 674. Prerequisite updated from B A 625 to 640.

12. New course.

Business Administration

STRATEGIC THINKING (C-2)

B A 676. Strategic Thinking (3)

Prerequisites: Business Administration 672 and 674.

Environmental, industry, and organization analysis; strategy formulation and implementation. Long-term multifunctional environmental and organizational managerial issues from the viewpoints of top managers. (Formerly numbered Business Administration 630.)

13. Change to description and units.

Business Administration

B A 795. Business Consulting (1-3)

Prerequisites: Advancement to candidacy and completion of MBA core.

Strategic analysis of business problems in a consulting or simulation context. Problem definition analysis and prioritization of solution mechanisms. Culminating experience for students in the M.B.A. program under Plan B.

Change(s): Description updated from *Strategic analysis of business problems in a consulting context. Problem definition analysis and prioritization of solution mechanisms. Preparation for comprehensive examination for students in the M.B.A. program under Plan B* to what is presented above. Units changed from static three units to variable 1-3 units.

LINGUISTICS

1. New course.

Linguistics

ADV RESEARCH PRACTICUM (C-25)

LING 797. Advanced Research Practicum (1-3) Cr/NC

Prerequisite: Approval of graduate adviser.

Participation in a specific research activity under faculty supervision. Maximum combined credit of three units of Linguistics 597 and 797.

MANAGEMENT INFORMATION SYSTEMS

1. Change to title.

Management Information Systems

CULMINATING EXPERIENCE MIS

MIS 790. Culminating Experience in MIS (3) Cr/NC

Prerequisite: Advancement to candidacy.

Preparation for the comprehensive examination for students.

Change(s): Title updated from *Directed Readings in Management Information Systems* to what is presented above.

MUSIC

1. Reinstatement of course.

Music

SEM:PROFESS PREP ACADEMIA ()

MUSIC 691. Seminar in Professional Preparation for Academia (3)

Prerequisite: Music 690.

Professional music activities in academia. Prepare music graduate students for careers in higher education. Teaching and professional growth to include professional activities, ethics, professionalism, teaching practices, academic presentation, and publishing as related to discipline of music.

Change(s): Course was reinstated.

PHYSICAL THERAPY

1. Change to course hours description and staffing formula.

Physical Therapy

(C-4 two units; C-16 two units)

DPT 821. Musculoskeletal Therapeutics II (4)

Two lectures and six hours of laboratory.

Prerequisite: Doctor of Physical Therapy 820.

Clinical principles and concepts for management of orthopedic, sports, and industrial injuries.

Change(s): Course hours description updated from *Three lectures and three hours of laboratory* to what is presented above. Staffing formula updated from C-4 three units; C-16 one unit to what is presented above.

POLITICAL SCIENCE

1. Change in program.

Political Science

Specific Requirements for the Master of Arts Degree

(Major Code: 22071)

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree as described in Requirements for Master's Degrees, the student will complete a program of study of 30 units of upper division and graduate courses as approved by the departmental graduate adviser. The program must include a minimum of 24 units in political science selected from courses listed below as acceptable for master's degree programs. Political Science 615 and 616 and at least 18 units in 600- and 700-numbered courses, including Political Science 601, are required. Students who have previously completed Political Science 615 or 616, or the equivalent as determined by the graduate adviser, will enroll in such additional courses in political science as approved by the graduate adviser.

Paragraph 2 (*no change*)

Specific requirements for students selecting the general political science specialization (SIMS Code: 115501) are:

1. POL S 615 Seminar in Research Design and Analysis in Political Science...3

AND

POL S 616 Tools for Quantitative Analysis...3

(or equivalent)

Remainder of description (*no change*)

Change(s): POL S 516 replaced with 616.

2. Change in program.

Political Science

Specific requirements for students selecting the specialization in public policy (SIMS Code: 115560) are:

1. POL S 615 Seminar in Research Design and Analysis in Political Science...3

AND

POL S 616 Tools for Quantitative Analysis...3

(or equivalent)

Remainder of description (*no change*)

Change(s): POL S 516 replaced with 616.

3. Change in program.

Political Science

Specific requirements for students selecting the international relations/comparative politics specialization (SIMS Code: 115551) are:

1. POL S 615 Seminar in Research Design and Analysis in Political Science...3

AND

POL S 616 Tools for Quantitative Analysis...3

(or equivalent)

Remainder of description (*no change*)

Change(s): POL S 516 replaced with 616.

TELEVISION, FILM AND NEW MEDIA PRODUCTION

1. Change to course hours description, description, repeatability, staffing formula, units.

Television, Film and New Media Production

(C-4 1-3 units)

TFM 627. Film Editing and Postproduction (1-3)

Prerequisite: Graduate standing.

Theory and practice of film editing to include color grading, digital post-production workflow, sound and picture cutting. Maximum credit four units.

Change(s): *One lecture and four hours of activity* removed from course hours description. *Maximum credit four units* added to description. Repeatability for credit field changed from no to yes. Two units C-12 removed. Units changed from static three units to variable 1-3.

Report prepared and respectfully submitted by Curriculum Services on behalf of the Graduate Curriculum Committee.

To: Senate Executive Committee/Senate

6.2 (b)

From: Graduate Council

Date: November 5, 2020

Re: 2021-2022 *General Catalog* and *Graduate Bulletin*

INFORMATION (8I-11-20.500)

ACCOUNTANCY

1. Change to course statement, number, prerequisite.

Accountancy

ACCTG 530. Ethics in Accounting (3)

Prerequisite: Accountancy 331 or 620.

Ethical reasoning and implications for accounting professionals; ethical decision process and professional judgment; professional codes of conduct from the AICPA, IMA, IIA, etc.; the professional accountant's role in corporate governance and ethical management; audit responsibilities and fraud, including legal and regulatory obligations; current ethical issues facing the accounting profession. (Formerly numbered Accountancy 630.)

Change(s): *Formerly numbered Accountancy 630* added to course statement filed. Number changed from 630 to 530. ACCTG 331 added as prerequisite option.

ELECTRICAL ENGINEERING

1. Deactivation of course.

Electrical Engineering

E E 540L. Microwave Design and Measurements Laboratory (1)

Three hours of laboratory.

Prerequisites: Credit or concurrent registration in Electrical Engineering 430L and 540.

Microwave measurement equipment, simulation tools for designing microwave components, vector network analyzer calibration, design and measurement of planar microwave components, and a design project.

JOURNALISM AND MEDIA STUDIES

1. Reinstatement of course.

Journalism and Media Studies

JMS 547. Advanced Topics in Media Studies (3)

Prerequisites: Journalism and Media Studies 408 with a grade of C (2.0) or better. Admission to media studies emphasis, Major Code: 15060.

Reading, investigation, and research in a specialized topic in media studies. May be repeated with new content. Maximum credit six units.

SOCIOLOGY

1. Reinstatement of course.

Sociology

SOC 531. Working and Society (3)

Prerequisite: Sociology 101.

Structure and change in labor force, nationally and internationally. Social drama of work: self, roles, conflict, subcultures. Includes exploration of student work experiences, workers in the community, literacy, and film depictions of work worlds.

SPECIAL EDUCATION

1. Change to course statement, description, number, prerequisite, title.

Special Education

ASSESSMENT STUDENTS W/ESN

SPED 535. Assessment for Students with Extensive Support Needs (3)

Prerequisites: Admission to credential program. Special Education 450 with a grade of C (2.0) or better.

Models of assessment emphasizing observation and interviewing, performance-based approaches, transdisciplinary teaming, family-professional collaboration, and adaptations for specific disabilities, cultural, and linguistic diversity for students with extensive support needs. Communicating and using assessment data for individualized program planning. (Formerly numbered Special Education 635.)

Change(s): Formerly numbered statement added to course statement field. *For students with extensive support needs* added to description. Number updated to 535 from 635. SPED 450 added as prerequisite. Title updated from *Assessment: Early Childhood Special Education and Moderate/Severe Disabilities* to what is presented above.

2. Change to course statement, description, number, prerequisite.

Special Education

SPED 547. Special Education Adaptations of Basic Skills Instruction (3)

Prerequisites: Admission to credential program. Special Education 450 with a grade of C (2.0) or better.

Language arts and development, mathematics, and reading for students with disabilities. Ability, cultural, and linguistic differences. (Formerly numbered Special Education 647.)

Change(s): Formerly numbered statement added to course statement field. Description updated from *Adaptations in curriculum and instruction in language development, reading, language arts, and mathematics for students with disabilities. Current research and practices related to linguistic, cultural, and ability differences* to what is presented above. Number changed to 647

from 547. Prerequisites updated from *Admission to credential program and concurrent registration in Special Education 970* to what is presented above.

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

Special Education

SPED 548. Advanced Special Education Adaptations (2-3)

Prerequisite: Special Education 547.

Advanced adaptations in curriculum and instruction in content areas, study skills, organizational strategies, and social and transition skills. English-as-a-second language approaches for students with disabilities. Research and practices related to linguistic, cultural, and ability differences. (Formerly numbered Special Education 648.)

Change(s): Formerly numbered statement added to course statement field. Number updated to 548 from 648. SPED 647 changed to 547 and SPED 980 removed in prerequisite field. Units changed from three static units to variable 2-3 units.

4. Change to course statement, description, number, prerequisite, units.

Special Education

SPED 557. Facilitating Transition Across Environments in Special Education (2)

Prerequisites: Admission to credential program. Special Education 450 with a grade of C (2.0) or better.

School to adult life transitions for individuals with disabilities. Whole student approaches to include community experiences, employment preferences, friends and extended family, home and school life, and postsecondary goals. (Formerly numbered Special Education 657.)

Change(s): Formerly numbered statement added to course statement field. Number updated to 557 from 657. Description updated from *Facilitating transition for individuals with disabilities across activities, instructors, and settings including transition to employment. Instructional planning, assessment, and transition from school to work including postsecondary education* to what is presented above. Prerequisites added. Units decreased to two from three.

STATISTICS

1. New course.

Statistics

MATH STATS DATA SCIENCE (C-4)

STAT 556. Mathematical Statistics for Data Science (3)

(Offered only through SDSU Global Campus)

Prerequisite: Mathematics 254.

Statistical inference in data science applications. Evaluating statistical models, fitting probability distributions, limit theorems, probability concepts, properties of probability models and statistical estimators and inferences, sampling distributions.

Report prepared and respectfully submitted by Curriculum Services on behalf of the Graduate and Undergraduate Curriculum Committees.



From: Stefan Hyman, Associate Vice President for Enrollment Management **6.3**
To: Committee on Academic Policy and Planning, SDSU Senate
Re: Title IV Compliance and Credit Limits
Date: October 19, 2020

Title IV Compliance

On September 29, 2020, a presentation was delivered to the AP&P committee regarding the research being undertaken by a working group at SDSU to ensure that our institution is in compliance with federal financial aid policies. The U.S. Department of Education requires institutions to return funding from Title IV financial aid programs no later than 30 days after the institution becomes aware that a student who has received aid will not or has not begun attendance or participation in an academic activity.

“Academic attendance” and “academically-related activities”, include, but are not limited to:

- Physically attending a class or virtual attending a synchronous online class;
- Submitting an academic assignment;
- Taking an exam, an interactive tutorial, or computer-assisted instruction;
- Attending a study group that is assigned by the institution;
- Participating in an online discussion about academic matters;
- Initiating contact with faculty to ask questions about academic subjects studied in the course.

The Secretary of Education considers that a student has not begun attendance in a payment period or period of enrollment if the institution is unable to document the student's attendance at any class during the payment period or period of enrollment (34 C.F.R. § 668.21). Evidence of a student's login to an LMS, without taking other action as outlined above, is not considered an academically-related activity. By not having a mechanism in place to both record student attendance and adjust aid within 30 days of initial class meetings, an institution risks a significant fine from the DOE upon a program review.

Universities across the country utilize a variety of approaches for attendance tracking, many using their SIS, LMS or other software. While their specific technologies and tactics vary, every institution that was examined by the working group meets these regulations through a process that involves some degree of engagement by faculty. Examples include:

- [Stony Brook University](#) requires faculty to approve rosters in the SIS by day 15 of classes, and instructors of large classes are offered workarounds to submit rosters via excel spreadsheets;
- SUNY Albany emails faculty a link to confirm attendance of all students using EAB Navigate;
- The [University of Kentucky](#) requires faculty to mark students who have not attended class within two weeks of the add/drop deadline.



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The working group examined a variety of approaches to attendance tracking, and sought to produce recommendations that (a) ensured compliance with title IV regulations, (b) limited hefty workloads for both faculty and staff, and (c) avoided infringing on academic freedoms and the classroom environment.

In its presentation to AP&P in September 2020, the working group recommended that SDSU consider short- and long-term solutions, as we are in the process of both an SIS implementation (SIMS > PeopleSoft) which will formally change our system of record and registration in the coming year and an LMS implementation (Blackboard > Canvas). The recommended short-term solution would enable faculty to confirm their rosters at the beginning of the semester using a form in SIMS. To expedite completion, a "mark all as attended" button would enable faculty to complete this process in several seconds. Additionally, faculty would have the ability to upload a .csv file (which could be produced in Blackboard or Canvas) to expedite the process for large classes. A screenshot of the proposed form is below (note the text in green in the upper right).

Roster Verification for Stu Smith

Table with 5 columns: Course, Instructor, Period, Sched #, Begin Date, Section #, Open University, Admin Unit, End Date, Title, Faculty ID, Sess ID, Day/ Time, Begin Time, End Time, Meet Days, Units. Includes data for AS 94A, NO INSTRUCTOR ASSIGNED, Fa 2020, 20036, 08/24/2020, 01, Yes, R, 12/10/2020, LEADERSHIP LABORATORY, etc.

To download an Excel spreadsheet of this roster. Click Here
To view a help page for Excel problems. Click Here
To mark all Students as attending. Click Here

Submission Information table with columns: Confirmation Number, Submitted By, Date Submitted, Page. Data: WG01675242, STU SMITH, 09/18/2020 12:01:39 PM, 1 of 1

Upload a .csv file which was exported from Blackboard or Canvas to automatically verify your roster. Step 1. Choose file to upload. Step 2. Click on Upload.

Student Information table with columns: #, ID, Last, First, Attending?. Lists students Ames, Beltz, and Birn with their IDs and names.

In the September presentation, several AP&P members expressed concern that the process as outlined would still be problematic for faculty teaching large classes, where there are no formal attendance requirements and the first exam might not take place until more than one month into the semester. Following that meeting, the working group spoke with SDSU's Chief Academic Technology Officer to discuss additional options. Two additional solutions emerged from this discussion, both of which we seek input from AP&P. Ultimately, we wish to put in place several user-friendly processes from which faculty can choose.

Option 1: Canvas Analytics

A module that is native to Canvas, the [Analytics dashboard](#) would enable faculty to quickly ascertain which students have and have not been engaged in various course activities. From this dashboard, a flat .csv file could be downloaded, and then uploaded to WebPortal to complete the process. This could be used under two conditions:

1. The faculty member must be using Canvas as their LMS
2. At least one assignment (a syllabus quiz, discussion board post, etc.) must be given to ascertain student participation

ED885-02-Fall2020 > ED885-02: Seminar in Educational Program Planning and Evaluation

Fall 2020		All Sections	Add a Section, Student					
	Students (10)	Grade	% On Time	Last Participation	Last Page View	Page Views	Participations	
	Jorge Alvarez	100%	100%	Oct 4, 2020	Oct 4, 2020	371	4	
	Bautista Bergasa Gonzalez	100%	100%	Sep 28, 2020	Sep 29, 2020	422	3	
	Francisco Camacho	100%	100%	Oct 4, 2020	Oct 4, 2020	1,048	3	
	Alberto Carrasco	100%	100%	Sep 28, 2020	Sep 30, 2020	389	2	
	Michelle Cleveland	100%	100%	Sep 21, 2020	Oct 4, 2020	539	4	

Option 2: Qwickly Attendance

A bolt-on solution for Canvas that would cost SDSU \$14,499/year is [Qwickly Attendance](#). Instructional Technology Services is currently pilot testing this tool, soliciting both faculty and student feedback. The course tool enables faculty to take attendance that is automatically entered into the Canvas Gradebook. Instructors can take attendance using an attendance list on screen or allow students to check in on their own browser. Additionally, for faculty using this tool, ITS could **download attendance data centrally**, alleviating the need for faculty to download/upload files into Webportal. This could be used under three conditions:

1. The instructor must be using Canvas as their LMS;
2. At least one assignment (a syllabus quiz, discussion board post, etc.) must be given to ascertain student participation **or** students must be prompted to check themselves into class.
3. A funding source is identified for the annual service fee, training and support.



Settings
Take Attendance
Attendance Record

ATTENDANCE RECORD

ED885-02: Seminar in Educational Program Planning and Evaluation

5 Sessions. Page: 1/1

Filter Username	Sep 02	Sep 21	Sep 22	Oct 05	Oct 06	Absence
Alvarez, Jorge	✓	✓	✓	✓	✓	0.00
Berrios-Gonzalez, Beatriz	✓	✓	✓	✓	✓	0.00
Gonzalez, Priscilla	✗	✓	✓	✓	✓	1.00

We invite your feedback on both of the above options, and appreciate your continued collaboration as we develop a solution that protects the university and our most economically-vulnerable students, and is respectful of faculty time and academic freedom.

Credit Limits

Background

In late-August 2020, the College of Engineering initiated a discussion with the Senate Executive Committee regarding revisions to SDSU’s unit registration policy and timeline. Currently, students can enroll in a maximum of 18 units during the initial registration period. During the add-drop period (the first day of classes until the add/drop deadline), this limit is removed and students can add additional courses/credits. There is no CSU mandated limit to the number of credits students can attempt in a single semester. Approaches to limits differ by campus, with several requiring students to receive departmental approval to enroll above a credit limit.

Early in the fall, I shared with the University Senate a summary of the issue raised by the College of Engineering, and a brief summary of the number of students taking credit overloads. In that presentation, I pledged to work with ASIR to determine historical academic performance of students at different credit levels and return to the University Senate with a broader analysis to help guide decision-making.

Additionally, I have had the pleasure of speaking with the Dean and Associate Dean of the College of Engineering to better understand their concerns. These include sincere desires to increase various student success metrics and outcomes, ensure that the College performs well in their upcoming ABET re-accreditation review, and remain an attractive option for students around the globe. On the latter point, concerns about credit overloads have been voiced by diplomats at the Kuwaiti Cultural



Organization (our largest feeder nation for international students at present), who suggested that they may withhold sending SDSU international students who are supported by their scholarships until this issue is resolved.

The College of Engineering initially proposed that registration policies be adjusted as follows (8/28/20):

1. Students register to 18 units with no checks unless the department places a mandatory advising hold to a student's registration.
2. When the student exceeds 18 units the departments/units will be notified.
3. Department can place an automatic approval limit (17 units or 21 units) where the system approves units above 17 units up to the limit. Engineering will set this limit to 17.
4. If the student exceeds the department set automatic approval limit, department coordinator/chair/designee will be notified, a hold will be placed on the student's record.
5. Advisor/chair/coordinator reviews student records and
 1. Recommends the student to reduce load, and leave the decision to the student
 2. Declines to approve the requested unit load.

Research

Analysis of recent academic data reveals that undergraduates who overload up to 23.9 credits per term generally receive very strong grades. As shown on table 1 below, students who enrolled in between 17 and 23.9 credits in fall 2019 and spring 2020 actually earned slightly higher term GPAs than those enrolled in fewer credits, and had lower rates of probation. This is consistent across colleges, including Engineering (table 2). There is a noticeable decrease in average term GPA and increase in the percentage on probation for students enrolled in 24 or more credits.

Units	Enrolled		Avg GPA		%		%	
	Fall 2019	Spring 2020	Fall 2019	Spring 2020	Probation	Spring 2020	Fall 2019	Spring 2020
0-5.9 units	495	546	3.00	3.13	8.7 %	2.2 %	1.2 %	0.0 %
6-11.9 units	2267	2601	3.04	3.09	6.6 %	3.9 %	2.2 %	0.0 %
12-14.9 units	11390	10687	3.12	3.16	5.2 %	2.5 %	0.8 %	0.0 %
15-16.9 units	11232	9743	3.16	3.24	4.3 %	1.2 %	0.3 %	0.0 %
17-20.9 units	4115	3761	3.18	3.26	3.1 %	1.2 %	0.5 %	0.0 %
21-23.9 units	157	211	3.19	3.25	2.5 %	0.5 %	0.0 %	0.0 %
24-29.9 units	29	39	2.94	3.08	6.9 %	5.1 %	3.4 %	0.0 %
30-39.9 units	1	3	3.14	2.94	0.0 %	0.0 %	0.0 %	0.0 %
Grand Total	29686	27591	3.13	3.20	4.7 %	1.9 %	0.7 %	0.0 %

Table 1: Fall 2019 and Spring 2020 Undergraduate Enrollments, Average Term GPA, % Probation and % Disqualification by Number of Enrolled Credits

Source: ASIR



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Units	Enrolled		Avg GPA		% Probation		% DQ		
	Fall 2019	Spring 2020	Fall 2019	Spring 2020	Fall 2019	Spring 2020	Fall 2019	Spring 2020	
ENG									
0-5.9 units	46	48	2.81	2.83	0.0 %	2.1 %	0.0 %	0.0 %	
6-11.9 units	302	309	2.94	2.90	6.3 %	3.6 %	3.0 %	0.0 %	
12-14.9 units	1391	1245	2.93	2.97	4.9 %	2.3 %	1.1 %	0.0 %	
15-16.9 units	1315	1137	3.02	3.12	4.6 %	1.5 %	0.5 %	0.0 %	
17-20.9 units	623	573	3.07	3.12	3.7 %	1.9 %	1.1 %	0.0 %	
21-23.9 units	25	24	3.11	3.21	4.0 %	0.0 %	0.0 %	0.0 %	
24-29.9 units	4	7	2.92	2.68	25.0 %	14.3 %	0.0 %	0.0 %	
30-39.9 units		1		2.99		0.0 %		0.0 %	
ENG Total	3706	3344	2.99	3.04	4.7 %	2.1 %	1.0 %	0.0 %	

**Table 2: Fall 2019 and Spring 2020 College of Engineering Undergraduate Enrollments, Average Term GPA, % Probation and % Disqualification by Number of Enrolled Credits
Source: ASIR**

As shown in table 3 below, students taking between 17 and 20.9 units generally receive about the same percentage of D/F/W grades as those taking 15 to 16.9 units. There is an increase in the percentage of D/F/W grades for students taking 21-23.9 units (compared to those taking 17 to 20.9), however, their percentages are still lower than those of students taking <15 credits. Consistent with tables 1 and 2, there is a notable difference in the performance of students taking 24 or more credits, with D/F/W rates increasing substantially. Again, this is consistent across colleges, and including Engineering (table 4).

Units	Fall 2018		Spring 2019		Fall 2019	
	Course Enrl	% DFW	Course Enrl	% DFW	Course Enrl	% DFW
0-5.9 units	567	16.4%	645	11.9%	597	14.4%
6-11.9 units	6,552	14.0%	7,549	12.0%	6,872	13.8%
12-14.9 units	52,609	10.2%	46,682	9.6%	52,268	9.4%
15-16.9 units	58,573	6.8%	51,071	7.3%	60,032	7.3%
17-20.9 units	26,710	7.0%	23,060	7.4%	25,745	6.8%
21-23.9 units	1,245	9.0%	1,385	8.1%	1,224	7.2%
24-29.9 units	214	17.8%	166	11.4%	232	14.7%
30-39.9 units			10	20.0%	13	23.1%
Grand Total	146,470	8.5%	130,568	8.4%	146,983	8.3%

**Table 3: % DFW Grades in Fall 2018, Spring 2019 and Fall 2019
All Undergraduates by Number of Enrolled Credits, Source: ASIR**



Units		Fall 2018		Spring 2019		Fall 2019	
		Course Enrl	% DFW	Course Enrl	% DFW	Course Enrl	% DFW
⊕ Engineering							
0-5.9 units		84	16.7%	98	25.5%	108	10.2%
6-11.9 units		631	16.0%	733	15.8%	742	12.8%
12-14.9 units		3,898	14.1%	3,796	13.8%	3,810	11.0%
15-16.9 units		3,682	10.3%	3,239	11.8%	3,630	10.4%
17-20.9 units		1,927	11.5%	1,478	12.9%	1,669	11.1%
21-23.9 units		100	14.0%	99	18.2%	110	10.0%
24-29.9 units		39	41.0%	3	33.3%	16	25.0%
Engineering Total		10,361	12.5%	9,446	13.3%	10,085	10.9%

**Table 4: % DFW Grades in Fall 2018, Spring 2019 and Fall 2019
College of Engineering Undergraduates by Number of Enrolled Credits
Source: ASIR**

Recommendations

Enrollment Services appreciates the work of the College of Engineering in bringing this issue to the University Senate, and we are supportive of revising SDSU’s credit limit policies. We would, however, endorse adoption of a University-wide policy, rather than one that might differ between colleges. A consistent policy would be sensible to students (without faculty needing to explain why college x has a higher credit limit than college y), alleviate the need to develop separate protocols for double-majors studying in multiple colleges, and prevent fraudulent declarations of majors (as students would seek backdoors into higher credit loads).

The data shared in this memo suggests that students enrolled in 17-20.9 generally have higher term GPAs than those enrolling in fewer credits. Students enrolled in 21-23.9 credits generally perform very well too, however, those in that range have a slightly higher rate of D/F/W grades. Students enrolled in 24 or more credits have significantly lower average term GPAs, much higher rates of D/F/W grades and are more likely to be on probation or disqualified. Given the very large number of students who enroll in more than 17 credits (~4000 each term), Enrollment Services encourages the Senate to ratify a policy that neither hinders time to degree (unnecessarily), nor one that overloads college faculty/staff with petitions from students to go beyond a credit limit of 17 or 18 credits.



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Our recommendation is as follows:

1. SDSU continues its current process of allowing undergraduates to register for up to 18 credits during the initial registration period;
2. One week before the semester begins (the same date registration begins for Open University students), the credit limit would be increased to 21 units;
3. All undergraduates wishing to register for more than 21 credits will be required to have the approval of the academic department that houses their first major, or a delegated advisor, Assistant Dean or department designee.

This policy is proposed to be adopted for fall 2021 registration, so that these rules can be built into PeopleSoft. As requested by the College of Engineering, Enrollment Services will ensure that advisors have access to reports which enable them to identify any students with overload schedules in spring 2021.

Thank you for your review of this memo.

TO: SEC/University Senate 6.4
FROM: Adrienne D. Vargas, Vice President, University Relations and Development
DATE: November 17, 2020
RE: Information

Philanthropy Report:

Mr. Tom Malley and Dr. Elaine Yi-Ling Weng contributed \$102,120 to support the Michael and Donna Malley Endowed Scholarship in the College of Sciences.

Price Philanthropies Foundation made a gift of \$50,000 to support the Guardian Scholars Housing Fund in the Division of Student Affairs and Campus Diversity.

ARCS Foundation contributed \$46,250 to support the ARCS Foundation Inc. Scholarship in the College of Sciences.

3M Company made a gift of \$25,000 to support the 3M Frontline Professional Selling and Sales Management Program in the Fowler College of Business.

An anonymous donor contributed \$25,000 to support the Healthy Early Years & Joyner Elementary Partnership in the College of Education.

Qualcomm Foundation contributed \$45,000 to support the M.E.P. Scholarship Program, Student Chapter/Society of Hispanic Professors in Engineering, Student Chapter/National Society of Black Engineers and the Mesa Engineering Fund in the College of Engineering.

Northrop Grumman Foundation made a gift of \$83,150 to support various programs including the Economic Crisis Response Team, Associated Students, College of Engineering and College of Sciences.

Dexcom contributed \$15,000 to support the Mechanical Engineering Fund in the College of Engineering.

SD Kiwanis Club Foundation made a gift of \$12,000 to support the Kiwanis Club Scholarship.

Board Member and Alumni R. Michael and Christine Pack made a gift of \$30,500 to support the 4+1 International Business MA Program, the Michael and Christine Pack International Business Endowed Scholarship, and the International Business Programs Fund in the College of Arts and Letters.

Daniel Haiming Chang and Cai Li Chang made a gift of \$10,000 to support the GATE Center for Electric Drive Transportation in the College of Engineering.

Staff Member Tom McCarron and Virginia McCarron contributed \$10,000 to support the McCarron Exemplary Service Endowed Scholarship in Associated Students.

Alumni Gerald and Janet Mulder contributed \$10,000 to support the Stadium Excellence Fund in the Department of Athletics.

Alumni Kevin and Nicole Korb committed to a planned gift of \$691,384 to support the Fowler College of Business.

Past Parents James and Sherri Summers committed to a pledge of \$60,000 to support the Stadium Excellence Fund in the Department of Athletics.

Bill Pollan made a pledge of \$30,000 to support the Stadium Excellence Fund in the Department of Athletics.

Daren Lipinsky pledged \$30,000 to support the Stadium Excellence Fund in the Department of Athletics.

Kevin and MaryLynn Boner made a pledge of \$30,000 to support the Stadium Excellence Fund in the Department of Athletics.

Passion Planner, LLC contributed a gift in kind of \$105,000 of journals for students.

Alumni Gordon and Leigh Boerner pledged \$15,000 to support the Stadium Excellence Fund in the Department of Athletics.

Alumnus and Past Parents Kurt and Jackie Cecconi pledged \$15,000 to support the Stadium Excellence Fund in the Department of Athletics.

Alumnus William and Violet Callegari pledged \$13,500 to support the Stadium Excellence Fund in the Department of Athletics.

Alumnus Douglas Clevenger and Alumna Attended Carol Clevenger pledged \$13,500 to support the Stadium Excellence Fund in the Department of Athletics.

Alumnus Paul Stuverud committed to a pledge of \$50,000 to support the Paul Stuverud MESA Scholarship Endowment in the College of Engineering.

Alumna Leslie Wellman and Michael Wellman committed to a pledge of \$50,000 to support the Leslie Kim Wellman Endowed Scholarship in the Fowler College of Business.

Fiske Family Foundation made a pledge of \$50,000 to support the Fiske Pre-Law Endowment in the College of Arts and Letters.

Alumnus and Current Parents Peter and Diane Elia pledged \$25,000 to support the Men's Basketball Excellence Fund in the Department of Athletics.

Staff Member Agnes Wong Nickerson and Owen Murdoch committed to a \$25,000 pledge to support the Agnes Wong Nickerson and Owen Murdoch Endowed Scholarship in the Fowler College of Business.

Reilly Financial Advisors committed to a pledge of \$12,500 to support the Fowler College of Business.

Alumnus Stephen Coslik and Gene Pumphrey committed to a pledge of \$10,000 to support the Men's Basketball Excellence Fund in the Department of Athletics.

Presidential & Special Events:

President de la Torre and Vice President Vargas hosted The Campanile Foundation Annual Dinner on Thursday, October 29. Nearly 100 former and current TCF board members and their guests attended this virtual event and enjoyed food and beverages that had been delivered to their homes earlier in the day. The create theme of "The Show Must Go On" was woven into every element of the event – from start to finish. We featured a Mime (SDSU alumnus) who worked in tandem with our emcee when introducing the speakers and carried out the theme throughout the program. The program focused on the positive attributes that make SDSU great – thanks to the dedication and vision of our former and current board members. The event was emceed by Seth Mallios, (Professor of Anthropology; University

History Curator; and fellow TCF board member). Featured speakers included President de la Torre, Vice President Vargas, AS President Christian Holt and TCF Board Chair, Jerry Sanders. The Zoom platform was used and guests had the option to participate on or off-screen with the majority of participants electing to be on-screen. There was a 15-minute pre-show that featured the Mime and photos submitted through the virtual photo booth. The program was approximately 35-minutes long and included campus updates and favorite SDSU memories that were submitted by our guests. The post-show consisted of informal conversation among the guests.

In an effort to create enthusiasm for the event and to de-rail Zoom fatigue, guests were sent several themed reminders leading up to the event such as animal crackers and vintage animal masks. Nearly 100% of everyone who RSVP'd attended with the exception of one person.

Post-event response was extremely favorable. Vice President Vargas sent a post-event appreciation email to all 113 invited guests and included a link to the program video and virtual photo booth. As a result, there were 77 unique opens to the email (47 were guests who attended the event; 30 did not attend the event). There were 52 clicks on the two links by both attendees and non-attendees.