



SAN DIEGO STATE  
UNIVERSITY

## San Diego State University Senate Agenda

February 5, 2019

AL 101

2:00 to 4:30 pm

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1. Agenda (Attiq)
2. Minutes (Attiq)
3. Announcements (Bober-Michel)
  - 3.1 Aztec Shops review
  - 3.2 Teaching Excellence Award
  - 3.3 Lunches / Senate Officers
4. Guest presentations
  - 4.1 President de la Torre **(40 minutes; 2:05 time certain)**
  - 4.2 Dean Gregorio Ponce **(20 minutes; 2:45 time certain)**
5. Academic Affairs (Johnson)
6. SEC Report
  - 6.1 Referral chart (Ornatowski) .....3
7. Old Business
8. New Business: Action Items
  - 8.1 College of Extended Studies Advisory Council (Bober-Michel, Vaughn) .....5
  - 8.2 Committees and Elections (Vaughn) .....7
  - 8.3 Constitution and Bylaws (Atterton) .....12
  - 8.4 Faculty Honors and Awards (Bober-Michel, for Anderson) .....17
  - 8.5 General Education Curriculum and Assessment (Sha) .....18
9. New Business: Consent Calendar (Committee Reports)
  - 9.1 Academic Calendar (Shultz) .....21
  - 9.2 Academic Resources and Planning (Conaty, Reed) .....23

9.3	ASCSU (Butler-Byrd, Csomay, Ornatowski) .....	25
9.4	California Faculty Association (Toombs) .....	30
9.5	GE Area Task Force/integrated deliverables (Sha) .....	32
9.6	Graduate Council (Bohonak) .....	42
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9.8	Undergraduate Curriculum (Verity) .....	63
9.9	University Relations and Development (Vargas) .....	67
10.	Other Information Items	
10.1	GE Reform/Graduation Initiative 2025/EO 1100 and 1110 (Shultz) – <b>if time allows; otherwise defer to March</b> .....	71
10.2	Senate Task Force/Curriculum Approval Process (Gattas, Bober-Michel) – <b>if time allows; otherwise defer to March</b>	
11.	Other Business	
11.1	Active Shooter Training (Mays) – <b>3:30pm time certain</b>	
12.	Adjournment	

## Referral Chart

	Committee	Date	Item	Referred by
1	Constitution and Bylaws	May 2018* <sup>1</sup>	Review Senate committee structure, specifically: duties, roles, and responsibilities of committees, length of appointment of members and chairs, and related issues. Are all the standing & other committees needed?	SEC
2	Constitution and Bylaws	September 2018	Revise the language associated with elections -- specifically, search and review committees (UNIVERSITY POLICIES -->Administration--> Search Committees for University Administrators) -- to ensure clarity about those on which Deans, Associate Deans and Assistant Deans can or should serve <i>in a faculty capacity</i> . Rationale for CBL: Currently, Senate Officers and others must painfully wend their way through a slew of reverse references to figure this out.	Senate Officers
3	Constitution and Bylaws	September 2018	Revise the language associated with elections -- specifically: search and review committees (UNIVERSITY POLICIES -->Administration--> Search Committee for University Administrators) -- to ensure clarity about where representation from <i>different</i> Colleges is required. Rationale for CBL: To exemplify, the Policy File section covering Presidential searches specifically notes that faculty representatives must be from different Colleges; however, the reverse reference dance (noted above) is required when determining outside faculty members on College of Extended Studies and Library Dean Search Committees (where multiple faculty are elected).	Senate Officers
4	Constitution and Bylaws	September 2018	Revise the Constitution (UNIVERSITY SENATE CONSTITUTION-->4.0: Membership and Electorate) to increase the number of seats for staff (to six, from four) and lecturers (to six, from four). Rationale for CBL: SDSU employs about 1,400 staff and about the same number of part- and full-time lecturers; the current number of seats for each group seems insufficient representation. Last year, several CSU campuses increased seats for these critical employees.	Senate Officers
5	Constitution and Bylaws	September 2018	Research the viability of a Senate seat for non-represented staff (who, in general, work in the College of Extended Studies and the Research Foundation.) Rationale for CBL: It seems wise to include all members of a group in the election process; the break between non-represented and represented feels arbitrary.	Senate Officers
6	Constitution and Bylaws	September 2018	Revise the Bylaws (Bylaws -->1.0-->Definitions--1.4-->Ex-officio Members of the Senate) so that the Assistant Vice President for Educational Effectiveness can serve in the Senate (ex-officio). Rationale for CBL: Currently, <i>general</i> Senate membership excludes Vice Presidents, Associate Vice Presidents and Assistant Vice Presidents, but the case can be made that DAESA is an academic unit, so that position should be included.	Senate Officers
7	Constitution and Bylaws	September 2018	Revise the Bylaws (Bylaws -->1.0-->Definitions--1.4-->Ex-officio Members of the Senate) to include the Associate Vice President/Faculty Advancement, Associate Vice President/Resources and the Associate Vice President/Diversity and Inclusion as non-voting ex-officio members. Rationale for CBL: Currently, holders of these positions attend SEC and Senate meetings as guests; we should formalize their importance via ex-officio (but non-voting) members.	Senate Officers

\* = extended timeframe for completion

# Referral Chart

<b>8</b>	Constitution and Bylaws	October 2018	Consider a membership addition to the Diversity, Equity, and Outreach Committee as well as a change to the Committee's name (BYLAWS-->Section 3.9).	Senate Officers
<b>9</b>	Constitution and Bylaws	November 2018	Examine how the Senate membership would change following an increase in representation for each college (including SDSU Imperial Valley, Library and SSPAR) from 8 to 9 percent of full-time T/TT faculty. Examine potential mixed models of representation.	Senate Officers
<b>10</b>	Constitution and Bylaws	November 2018	Review proposed changes to the composition of the Faculty Affairs Committee (Bylaws 3.5, PF p. 9)	Senate Officers
<b>11</b>	Academic Resources and Planning	November 2018	Explore potential sources of funding for more faculty lines to replace the Student Success Fee after it expires.	Senate Officers
<b>12</b>	Faculty Affairs	November 2018	Investigate challenges in hiring and retention of faculty.	Senate Officers
<b>13</b>	Diversity, Equity and Outreach	November 2018	Investigate the gender gap among full professors, including determining how many men/women go up for promotion from associate to full professor and what percentage are actually promoted, the average length of time that associate professors have remained in rank or percentage that have been in rank for over 7 years, broken down by gender.	Senate Officers

To: SEC/Senate  
 From: College of Extended Studies Advisory Council  
 Date: January 22, 2019  
 Re: Revisions to the Extended Studies Advisory Council (membership and functions)

**RATIONALE:** The College of Studies Extended Studies Advisory has been reconstituted after several years of dormancy. Current members and CES leadership seek

- a change in composition to ensure full representation from units that a) are affected by CES programming and operations and b) potentially benefit from its service menu. It is also critical that CES itself is represented by people housed in the unit.
- updates in functions that accurately represent its service mission.

Current policy:

Membership (13)

- Eight faculty – one from each college and SDSU Imperial Valley
- Academic Affairs representative
- Student Affairs Representative
- Division of Academic Engagement and Student Achievement representative
- Graduate and Research Affairs representative
- Senate representative

Proposed policy:

**Membership (17, one of whom must be a member of the Senate)**

**Voting members**

- Eight faculty – one from each of the academic colleges and SDSU Imperial Valley
- Academic Affairs representative
- Student Affairs Representative
- Division of Academic Engagement and Student Achievement representative
- Graduate and Research Affairs representative
- **Library and Information Access representative**
- **Division of Academic Affairs – Technology representative**
- **Undergraduate Curriculum Committee representative**
- **CES staff representative (not eligible to serve as Committee Chair)**

**Non-voting member**

- **Dean of the College of Extended Studies**

Current policy:

Functions

The Council (a) shall assist in the development of policies, procedures, and directions for extended education programs, including university-wide special sessions; (b) shall review and recommend proposed noncredit certificate programs with the Dean of Extended Studies and make recommendations to the Provost; (c) shall review and recommend external degree programs that parallel those offered on campus; (d) shall assist in identifying extended educational needs of the university's service area; (e) shall communicate the purpose and

functions of extended service programs to faculty and the general community; and (f) shall assist in analyzing problems regarding self-support and recommend alternatives in continuing education.

Proposed policy:

Functions

The Council shall (a) ~~shall~~ assist in the development of policies, procedures, and directions for ~~present and future self-support~~ extended education programs, including ~~university-wide~~ special sessions; (b) shall review and recommend proposed ~~noncredit certificate~~ self-support programs with the Dean of Extended Studies and make recommendations to the ~~Provost~~ appropriate university entity; (c) shall review and recommend external degree programs that parallel those offered on campus; (d) shall assist in identifying extended educational needs of the university's service area; (e) shall communicate the ~~purpose~~ strategic purpose and functions of extended service self-support programs to faculty and the general community; and (f) shall assist in analyzing ~~problems~~ issues and opportunities regarding self-support and recommend alternatives in continuing education actions to promote student success.

TO: SEC/Senate  
FROM: Allison Vaughn, Chair, Committee on Committees and Elections  
DATE: January 30, 2019  
RE: Action Items

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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.

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### **NEW COMMITTEE CHAIRS**

#### Academic Policy and Planning

Chair: Farid Abdel-Nour (Spring 19, DJ Hopkins on sabbatical)

#### Scholarships Committee

Chair: Michelle Lopez

### **EXISTING COMMITTEE CHAIRS**

#### Academic Resources and Planning

Co-Chairs: Donna Conaty and Mark Reed

#### Bookstore Advisory

Chair: Glen McClish

#### Campus Development

Chair: Laura Shinn

#### Committee on Committees

Chair: Allison Vaughn

#### Constitution and Bylaws

Chair: Peter Atterton

#### Copy Rights and Patents

Chair: Douglas Grotjahn

#### Disability Access and Compliance

Co-Chairs: Jessica Rentto and Pamela Starr

#### Diversity, Equity, and Outreach

Chair: Beth Chung

Environment and Safety

Chair: Sridhar Seshagiri

Faculty Advancement

Chair: Jennifer Imazeki

Faculty Honors and Awards

Chair: Matt Anderson

Fee Advisory Committee (Campus)

Chair: Chris Thomas

Freedom of Expression

Chair: Mark Freeman

GE Curriculum and Assessment

Chair: Bey-Ling Sha

Graduate Council

Chair: Stephen Welter

Honorary Degrees

Chair: Provost Joseph Johnson

Instructional and Information Technology

Chair: Mark Siprut

Intercollegiate Athletic Council

Chair: John Puttman

Liberal Studies

Chair: Virginia Loh-Hagan

Library and Information Access

Chair: Edward Beasley

SDSU Press Editorial Board

Chair: William Anthony Nericcio

Staff Affairs

Chair: Debra Bertram

Student Grievance

Chair: Estralita Martin

Student Learning Outcomes



Chair: Stephen Schellenberg

Student Media Advisory

Chair: Giselle Luevanos

Sustainability

Chair: Keven Jeffrey

Undergraduate Council

Chair: Norah Shultz

Undergraduate Curriculum

Chair: Larry Verity

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**COMMITTEES WITH NO ROSTER INFORMATION**

International Programs

Student Affairs

Student Health Advisory Board

Teacher Education Advisory Council

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**FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS & NEED**

\*reappointments or new appointments

*Academic Policy and Planning*

NEED 2 students

*Academic Resources and Planning (roster full)*

*Bookstore Advisory (roster full)*

*Campus Development (roster full)*

*Committee on Committees*

\*Bonnie Kraemer (EDU) new term May 2019

*Constitution and Bylaws*

NEED 1 student

*Copyrights and Patents (roster full)*

***Disability Access and Compliance (roster full)***

***Diversity, Equity, and Outreach***

NEED 2 students

***Environment and Safety***

NEED 1 faculty

***Extended Studies Advisory Council***

\*Heather Canary new term May 2020

NEED 1 IVC faculty

***Faculty Affairs (roster full)***

***Faculty Honors and Awards***

\*Nick Wohlman (A.S.) new term May 2019

***Fee Advisory Committee (Campus)***

\*Suzanne Finch completing term until May 2019

NEED 2 students

***Freedom of Expression (roster full)***

***GE Curriculum and Assessment***

NEED 1 IVC faculty

***Graduate Council***

\*Fernando Bosco new term May 2021

***Honorary Degrees (roster full)***

***Instructional and Information Technology***

NEED 1 student

***Intercollegiate Athletic Council (roster full)***

\*Suzanne Finch completing term May 2019

***Liberal Studies (roster full)***

***Library and Information Access (roster full)***

***Scholarships Committee***

\*Sunaina Chugani-Marquez new term May 2020

\*Kristie Dock new term May 2020

\*Martha Enciso new term May 2021

\*Michelle Lopez new term May 2021

\*Karey Sabol new term May 2019

NEED 2 administrators

NEED 2 faculty

NEED 2 students

NEED 1 Campanile Foundation Member

***SDSU Press Editorial Board (roster full)***

***Staff Affairs (roster full)***

***Student Grievance***

NEED 1 full-time faculty

***Student Learning Outcomes (roster full)***

***Student Media Advisory***

NEED 1 University President designee

***Sustainability (roster full)***

***Undergraduate Council (roster full)***

***Undergraduate Curriculum***

NEED 1 student

***University Research Council (roster full)***

\*reappointments or new appointments

Date: 27 November 2018 (revised 1/29/19)  
 To: SEC/Senate  
 From: Peter Atterton, Chair, Constitution and Bylaws Committee  
 Subject: ACTION: response to referrals (**first reading**)

The Constitution and Bylaws Committee moves the following revisions to the *University Policy File* in response to Senate Officers' referrals. The revisions are listed following a restatement of the relevant referral.

### Referral 5

Research the viability of a Senate seat for non-represented staff (who, in general, work in the College of Extended Studies and the Research Foundation.) Rationale for CBL: It seems wise to include all members of a group in the election process; the break between non-represented and represented feels arbitrary.

Recommendation: *Not viable to add a seat, but change the membership of the Dean's search and review committees to secure representation of CES staff.*

### Search Committees for University Administrators

#### 1.0 Search for University-Wide Administrative Personnel

....

- g. Dean of the College of Extended Studies: five faculty members, two students, ~~one staff member~~ two College of Extended Studies staff members (one represented and one non-represented), and four additional members (of whom at least two shall be faculty);

To be consistent with the above:

### Review of Academic Administrators

....

#### 2.32 Associate Vice President for Academic Affairs - Student Achievement, Dean of the College of Extended Studies, and their offices

- d. Staff members (two): An election among College of Extended staff shall determine four nominees (usually two represented and two non-represented) from whom ~~one two~~ (one represented and one non-represented) shall be selected by the Provost in agreement with the Associate Vice President for Academic Affairs - Student Achievement or the Dean of the College of Extended Studies.

**Referral 8**

Consider a membership addition to the Diversity, Equity, and Outreach Committee as well as a change to the Committee's name (BYLAWS-->Section 3.9).

**BYLAWS****3.9 Committee on Diversity, Equity, and Outreach Inclusion**

- 3.91 Membership (~~21~~ 22) nine faculty, one of whom shall chair, including one from each college, the Library, and SDSU Imperial Valley, at least one of whom shall be a Senator; two students, including a representative from the Associated Students; one staff representative; the Associate Vice President for Academic Affairs - Enrollment or designee; the Director of the Office of Employee Relations and Compliance; the Chief Diversity Officer; the Chair of the Senate or designee; the Provost or designee; the Vice President for Student Affairs or designee; ~~the Diversity Officer of Students or designee~~; the Associate Vice President for Academic Affairs - Student Achievement or designee; the Director of the Center for Human Resources or designee; and the Director of the Student Ability Success Center or designee.

**Referral 10**

Review proposed changes to the composition of the Faculty Affairs Committee (Bylaws 3.5, PF p. 9)

**BYLAWS****3.5 Committee on Faculty Affairs**

3. 51 Membership (~~79~~): The Committee shall consist of ~~seven~~ nine members, six nominated by the Committee on Committees and Elections and appointed by the Senate for three-year terms, and ~~one~~ three non-voting ex officio members: the Associate Vice President for Academic Affairs - Faculty Advancement or designee, Chief Diversity Officer/Associate Vice President for Faculty Diversity and Inclusion or designee, and the Director of the Center for Teaching and Learning or designee. At least two of the ~~elected~~ members shall be members of the Senate, and all shall be full-time members of the faculty as defined in Sec.1 of the Bylaws.
- 3.52 Functions: In conformance with the Unit 3 faculty Collective Bargaining Agreement (CBA), the Committee shall consider matters that involve particularly the individual or collective relationship of faculty to the university. Among its considerations shall be policies concerning the selection and evaluation of ~~faculty, e.g., academic tenure, promotions, sabbaticals, academic privilege, and separation from the university. ;, and advice to the President on staff issues and the review and selection of administrative personnel. It shall formulate recommendations on current practice, shall propose revisions or new procedures, and shall report to the Senate.~~

Date: 1 November 2018 (revised 1/29/19)  
 To: SEC/Senate  
 From: Peter Atterton, Chair, Constitution and Bylaws Committee  
 Subject: ACTION: response to referrals (**second read, voting**)

The Constitution and Bylaws Committee moves the following revisions to the *University Policy File* in response to Senate Officers' referrals. The revisions are listed following a restatement of the relevant referral.

### **Referral 2**

Revise the language associated with elections -- specifically, search and review committees (UNIVERSITY POLICIES -- >Administration--> Search Committees for University Administrators) -- to ensure clarity about those on which Deans, Associate Deans and Assistant Deans can or should serve *in a faculty capacity*. Rationale for CBL: Currently, Senate Officers and others must painfully wend their way through a slew of reverse references to figure this out.

### **Referral 6**

Revise the Constitution (UNIVERSITY SENATE CONSTITUTION-->4.0: Membership and Electorate) so that the Assistant Vice President for Educational Effectiveness can serve in the Senate (ex-officio). Rationale for CBL: Currently, general Senate membership excludes Vice Presidents, Associate Vice Presidents and Assistant Vice Presidents, but the case can be made that DAESA is an academic unit, so that position should be included.

**Note: The Constitution need not be changed to accommodate revisions to ex-official membership. The correct reference is: Bylaws→1.0: Definitions→1.4: Ex-officio Members of the Senate) as follows:**

and

### **Referral 7**

Revise the Constitution (UNIVERSITY SENATE CONSTITUTION-->4.0: Membership and Electorate) to include the Associate Vice President/Faculty Advancement, Associate Vice President/Resources and the Associate Vice President/Diversity and Inclusion as non-voting ex-officio members. Rationale for CBL: Currently, holders of these positions attend SEC and Senate meetings as guests; we should formalize their importance via ex-officio (but non-voting) members.

**Note: The Constitution need not be changed to accommodate revisions to ex-official membership. The correct reference is: Bylaws→1.0: Definitions→1.4: Ex-officio Members**

of the Senate) as follows:

## BYLAWS

### 1.0 Definitions

- 1.1 Faculty. Unless otherwise stipulated, “faculty” shall include tenured and tenure-track (probationary) faculty, librarians, and counselors, and non-tenure-track lecturers, coaches, and student services professionals academically related.
- 1.2 ~~Full-Time~~ **Permanent** Faculty. Unless otherwise stipulated, ~~full-time~~ “**permanent** faculty” shall refer to tenured or tenure-track (probationary) faculty, librarians, and counselors who hold full-time academic year appointments and who may also be department chairs, school directors, deans, associate deans, or assistant deans, whether or not devoting full time to instruction.
- 1.3 **Temporary faculty.** Unless otherwise stipulated, “temporary faculty” shall refer to those individuals, both full- and part-time faculty (lecturers), who hold appointments to an instructional position, but who are serving in a temporary appointment for a specified period of time.

Note that the remaining subsections call for re-numbering.

### 1.0 Definitions

- 1.5 Ex-officio (**Voting**) Members of the Senate. The following shall be ex-officio (**voting**) members of the Senate:

.....

- 1.55 ~~Except for the president of the university’s chapter of the faculty unit’s collective bargaining agent,~~ **The above** ex-officio members of the Senate have full voting rights. ~~However,~~ **with the proviso that** they shall not vote in elections (for example, ~~Chair, Vice Chair, and Secretary of the Senate~~) where the Constitution specifies that only the elected members may vote (**examples: election of Senate Officers or faculty members to the Senate Executive Committee**). ~~nor shall they vote in elections for the Executive Committee.~~

.....

- 1.6 Ex-officio (Non-voting) Members of the Senate. The following shall be ex-officio (non-voting) members of the Senate:

- 1.61 Associate Vice President for Academic Affairs – Resource Management;
  - 1.62 Associate Vice President for Faculty Advancement;
  - 1.63 Associate Vice President for Faculty Diversity and Inclusion;
  - 1.64 Assistant Vice President for Educational Effectiveness in the Division of Academic Engagement & Student Achievement (DAESA);
  - 1.65 President of the university’s chapter of the faculty unit’s collective bargaining agent.
- 

#### Referral 4

Revise the Constitution (UNIVERSITY SENATE CONSTITUTION-->4.0: Membership and Electorate) to increase the number of seats for staff (to six, from four) and lecturers (to six, from four). Rationale for CBL: SDSU employs about 1,400 staff and about the same number of part- and full-time lecturers; the current number of seats for each group seems insufficient representation. Last year, several CSU campuses increased seats for these critical employees.

#### 4.0 Membership and Electorate

##### 4.1 Elected Members

- 4.12 Lecturers. There shall be ~~four~~ **six** elected lecturer senators. The electorate shall consist of all lecturers.
- 4.14 Staff. There shall be ~~four~~ **six** non–Management Personnel Plan (MPP) staff senators elected from permanent non-MPP staff. ~~One staff senator position~~ **of these six positions** shall be reserved for an SDSU Imperial Valley staff member. The electorate shall consist of permanent and temporary non-MPP staff, including probationary staff.



Thursday, January 17, 2019

TO: SEC/Senate

FROM: Matt Anderson, Chair, Faculty Honors and Awards Committee

SUBJECT: Emeritus Status

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

- Nadine Bezuk, Professor of Teacher Education, December 29, 2018, 31 years
- Gary Grudnitski, Professor of Accountancy, December 31 2018, 30 years
- Veronica Shapovalov, Professor of European Studies, January 1, 2019, 30 years

Sincerely,

Matt Anderson  
Chair, Faculty Honors and Awards Committee

TO: Senate Executive Committee / Senate

FROM: Bey-Ling Sha, Chair  
General Education Curriculum and Assessment Committee

DATE: January 16, 2019

RE: GENERAL EDUCATION PROGRAM

## **Action**

### **II. FOUNDATIONS OF LEARNING**

#### **B. Social and Behavioral Sciences**

*New course*

LING 251. Dialects of English (3) [GE]

Regional and social diversity of English dialects in the United States and elsewhere to include differences in grammar, pronunciation, and vocabulary.

### **III. LIFELONG LEARNING AND SELF-DEVELOPMENT**

*New course*

HUM 201. The Body: Identity, Crisis, Resistance (3) [GE]

How bodies shape our understanding of ourselves and others across multiple spheres of private and public life. The body and identity, physiological health challenges and solutions, and the social power of physical movement.

*New course*

LGBT 101. Introduction to LGBTQ+ Studies (3) [GE]

Diversity of LGBTQ+ communities, identities, politics, sexual and gender bodies. Intersectionality of age, class, color, embodiment, ethnicity, gender, personhood, religion, and sexuality.

*New course*

LING 252. Language Across the Lifespan (3) [GE]

Cognitive benefits of bilingualism. Effects of normal and pathological aging on language knowledge and use. Language learning in cognitively impaired individuals. Native and second language acquisition and use in childhood and adulthood. Sociological factors affecting language use.

### **IV. EXPLORATIONS OF HUMAN EXPERIENCE**

#### **A. Natural Sciences**

*New course*

ENV S 302. Climate Change Solutions (3) [GE]

Prerequisites: Completion of the General Education requirements in Communication and Critical Thinking and Foundations of Learning II.A., Natural Sciences and Quantitative Reasoning.

Carbon-neutral societies, human-nature harmonious communities, and optimal applications of climate and natural resources. Climate change actions, data visualization, governance, mitigation policies, narrative, and technologies. Locally and globally scalable solutions for climate changes.

## **B. Social and Behavioral Sciences**

*Change to description, general education, prerequisite, title*

ASIAN 353. Language and Social Interaction in China (3) [GE IVB]

(Same course as Chinese 353)

Stereotypes and empirical findings of the relationship between language use and social behavior in China. Confucianism and Cultural Revolution; personal relationships and hierarchical structure; characteristics of Chinese language and interaction; politeness in everyday social encounters in China; cultural miscommunication. Taught in English.

*Change to description, general education, prerequisite, title*

CHIN 353. Language and Social Interaction in China (3) [GE IVB]

(Same course as Asian Studies 353)

Stereotypes and empirical findings of the relationship between language use and social behavior in China. Confucianism and Cultural Revolution; personal relationships and hierarchical structure; characteristics of Chinese language and interaction; politeness in everyday social encounters in China; cultural miscommunication. Taught in English.

*New course*

LATAM 425. Illness, Health, and Healing in Latin America (3) [GE]

Cultural, economic, political, and social aspects of healing, health, and illness in Latin America.

## **C. Humanities**

*Change to description and staffing formula*

ENGL 401. Childhood's Literature (3) [GE]

Analysis of influential and/or neglected literature for children and young adults in a variety of genres and forms. Not applicable to English or comparative literature majors. Majors are to take English 501.

*New course*

\*HUM 413. Theory in the Humanities (3) [GE]

Prerequisite: Humanities 101, 102, or upper division standing.

Humanistic inquiry. Theories and theoretical debates across geographical borders. Foundational theories and recent interventions.

                      
**\*Cultural diversity course**

Report prepared and respectfully submitted by Curriculum Services on behalf of the General Education Curriculum and Assessment Committee.

**SDSU Academic/Holiday Calendar  
2019-2020**

***Summer 2019***

<u><b>Date</b></u>	<u><b>Holiday/Activity</b></u>
Mon, May 27, 2019	Memorial Day (Campus closed)
Tues, May 28, 2019	First day of Summer term (S1, T1)
Sat, June 29, 2019	Last day of classes (S1) (Final examinations are the last day of classes for each summer session)
Thurs, July 4, 2019	Independence Day (Campus closed)
Tues, July 9, 2019	First day of classes (S2)
Mon, July 15, 2019	Last day of Summer term, grades due from instructors (11 pm deadline)
Fri, August 16, 2019	Last day of classes (T1, S2) (Final examinations are the last day of classes for each summer session)
Wed, August 21, 2019	Last day of Summer term (T1, S2), grades due from instructors (11 pm deadline)

***Fall 2019***

<u><b>Date</b></u>	<u><b>Holiday/Activity</b></u>
Thurs, August 22, 2019	First day of Fall semester
Mon, August 26, 2019	First day of classes
Mon, September 2, 2019	Labor Day (Campus closed)
Mon, November 11, 2019	Veterans Day (Campus closed)
Wed, November 27, 2019	No Class (Campus open)
Thu, November 28 - Fri, November 29, 2019	Thanksgiving Break: (Campus closed) 11/28 Thanksgiving Day 11/29 * Admission Day

Wed, December 11, 2019	Last day of classes
Thurs, December 12 – Wed, December 18, 2019	Final Examinations
Mon, December 23 – Thurs, December 26, 2019	Winter Break: (Campus closed) 12/23 * Lincoln's Birthday 12/24 * Columbus Day 12/25 Christmas Day 12/26 * Washington's Birthday
Tues, December 31, 2019	Last day of Fall semester, grades due from instructors (11 pm Deadline)
Wed, January 1, 2020	New Year's Day (Campus closed)

### ***Spring 2020***

<b><u>Date</u></b>	<b><u>Holiday/Activity</u></b>
Mon, January 20, 2020	Martin Luther King, Jr. Day (Campus closed)
Tues, January 21, 2020	First Day of Spring semester
Wed, January 22, 2020	First day of classes
Mon, March 30 – Fri, April 3, 2020	Spring Break
Tues, March 31, 2020	Cesar Chavez Day (Campus closed)
Thurs, May 7, 2020	Last day of classes
Fri, May 8 -Thurs, May 14, 2020	Final Examinations
Thurs, May 14, 2020	IVC Commencement
Fri, May 15 – Sun, May 17, 2020	Commencement – San Diego Campus
Fri, May 22, 2020	Last day of spring semester, grades due from instructors (11 pm Deadline)

\*= Re-scheduled holiday

To SEC, Senate, and Marci Bober-Michel, Chair

From Donna Conaty & Mark B. Reed  
Co-Chairs, Academic Resources and Planning

Date January 16, 2019

Re Information item from recent ARP meeting

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### **11/27/18 Meeting**

- There were no PBAC funding requests for this meeting; however, there was a discussion about the fiscal impact of the new MS in Global Business Development in the Fowler College of Business (FCOB). The committee requested more information from FCOB regarding the fiscal impact on instruction, staff, advising, etc. of the program. Donna Conaty requested more information from Dean Nail in FCOB.
- The committee began discussing the referral from Faculty Affairs to explore potential sources of funding for faculty lines to replace funding allocated from the student success fee—the allocation ended at the close of AY 17/18 (eighty faculty were hired with these funds).
- New business discussion. The committee took up a general discussion of when other divisions on campus will begin sharing the budgets with campus (similar to Academic Affairs) and how this could positively impact the decision making process for AR&P and other campus budget committees. A consensus among committee members emerged around the development and implementation of a university-wide strategic budgeting process to deal with the volatility of the California state budget.
- The committee also began to plan for the upcoming meeting of AR&P, BRAT, and PBAC. The committee decided to hold the joint meeting on 1/31/19. There was discussion and agreement around having other divisions who are part of the PBAC process provide budgets for review prior to the joint meeting.

### **12/11/2018 Meeting**

- There were no PBAC funding requests for this meeting. Donna Conaty received confirmation by Dean Nail there would be no anticipated resources required for the MS in Global Business Development as the FCOB has sufficient resources to deliver the program. The proposal was approved.
- The committee continued a discussion of the senate referral from the Faculty Affairs committee. AR&P committee members explored whether various areas of university revenues (e.g., latest capital campaign, auxiliaries, etc.) could be leveraged for additional sources of funding for faculty lines. Another strategy suggested by the committee would be to survey the faculty hiring practices of comparable universities to discover how they

secure and grow additional faculty lines over and above those replaced through attrition and retirements.

- The committee voted in favor of requesting divisional budgets from BFA, Student Affairs, and URAD (Academic Affairs has provided this information) prior to the joint meeting of AR&P, BRAT, and PBAC later in January.
  - A letter to divisional Vice Presidents on behalf of AR&P was sent requesting 18/19 budget information (including base, one-time, carry-forward, 19/20 carry-forward projects and anticipated encumbrances, and additional revenues) on 1/4/19. The request was to have this budget information by 1/24/19 in advance of the joint budget meeting on 1/31/19.
- The committee discussed the request from Senator Wheeler regarding an AR&P resolution concerning more transparency of divisional budgets. A sub-committee of AR&P will be proposed to work on developing this resolution.



TO: SEC / Senate

FROM: Cezar Ornatowski, Nola Butler-Byrd, Eniko Csomay  
SDSU representatives to the Academic Senate, CSU

DATE: January 22, 2019

SUBJECT: Information: Report from the January 16-18, 2019 plenary meeting of the Academic Senate CSU

### **CSU Budget**

On January 10th, Governor Gavin Newsom unveiled his 2019 budget proposal. The proposal represents the largest budget augmentation in CSU history. The Governor has proposed an increase of \$300 million in ongoing General Fund support for the CSU and an additional \$247 million in one-time General Fund funding. It is important to bear in mind that these figures represent an annual augmentation, not the total CSU budget (the total CSU budget is over \$8 billion). Typically, the ongoing annual budget augmentation subsequently becomes a permanent part of the CSU budget (as opposed to one-time funds which are just that: one time).

The Governor's budget proposal did not give the CSU everything the Board of Trustees asked for, but it is still the most we ever got. Here are some details on what we got and didn't get.

The \$300 million increase in ongoing funding (the BOT sought an ongoing General Fund increase of \$456 million) includes

- \$193 million to support increased operational costs (BOT had sought \$193 million, so we got exactly what we asked)
- \$62 million to support 2% enrollment growth, that is 7,000 new students (BOT had sought \$206 million, or a 5% increase of 18,200 students)
- \$45 million to support continued progress toward achieving the goals of the Graduation Initiative 2025 (BOT had sought \$75 million)
- \$250,000 to support Project Rebound
- \$7 million to provide legal services to undocumented students (funding is via the Department of Health and Human Services)

The \$264 million one-time allocation includes

- \$247 million to address deferred maintenance backlog and to improve on-campus child care centers (BOT had sought \$80 million in ongoing funding)
- \$15 million for "basic student needs" (student hunger, housing needs, and so on)
- \$2 million to undertake a review of a potential new CSU campus in San Joaquin County, most likely in Stockton

In addition, the Governor's budget proposal includes

- a \$121 million boost to Cal Grants, which could result in significant increases to maximum Cal Grant B (from \$1,648 to \$6,000) and Cal Grant C (from \$1,094 to \$4,000) (an ASCSU resolution passed on January 18 asks that Cal Grant B be allowed to be used to pay tuition)

In sum, the CSU got full funding for salaries and mandatory costs. For Graduation Initiative 2025, the BOT asked for \$75 million and got \$45 million (originally, the Legislature promised the CSU \$450 million over six years, at \$75 million a year. At the end of 6 years, the CSU would thus have an additional \$450 million ongoing funds for GI 2025 in the base budget—which would amount to about \$900 per CSU student). The BOT also requested \$50 million for student basic needs (food, housing, etc.), of which we received \$15 million (but the University of California got what they requested). Going forward, the CSU advocacy strategy now will be to ask for one-time money -- rather than permanent founding --for basic student needs. We also did not get the \$80 million the BOT requested to float a bond to raise \$1.2 billion as a preliminary to addressing the \$3.7 billion backlog in facilities and infrastructure maintenance.

In another new and promising development (in addition to the sheer amount of funding), the CSU received 23.5 percent of the state's higher education funds, while the UC received 22.3 percent (and the Community Colleges received 36.5 percent). Until now, the UC usually received more money.

The Governor also tied the funding to a promise of no tuition increases; if we ask for a tuition increase, the Governor will reduce our allocation by the equivalent amount.

This, however, is not the final budget. The budget process will now be undertaken by the Legislature, which may have additional or different priorities than the Governor. The Legislature will come up with its own version of the budget in April, and then the Governor will do his May revise.

According to Chancellor White, the Governor's budget proposal represents a "new arc": an attempt to "break the cycle of poverty in CA," and the CSU is treated a vital element of that effort. The CSU advocacy tack this year is thus not "we need more," but expressing thanks for what we got and supporting the general direction of the new state administration. Nonetheless, while the ASCSU appreciates the unprecedented largesse, it has decided it will continue its lobbying efforts in Sacramento in the spring for the remaining unallocated funds (and has approved a resolution to that effect on January 18).

Another major advocacy task is to put a general obligation bond on the ballot in March or Nov next year to begin to seriously address the 3.7 billion in outstanding infrastructure needs in the CSU. The Chancellor's Office is thinking of gloating an \$8 billion bond shared equally between the CSU and UC.

### **Student Financial Aid**

Dean Kulju, Director of Student Financial Aid Services and Suzanne D. Phillips, Interim AVC, made a presentation to the ASCSU about financial aid and Cal Grants. Some highlights:

- 81% of CSU students receive at least some financial aid.
- 59% of CSU undergraduate students have their full tuition waived or covered by financial aid (meaning only 41% pay even partial tuition out-of-pocket).
- 51% of CSU baccalaureate students graduate with no debt. The average loan debt of the remaining 49% was about \$17k vs. a much higher national average for student debt. (See <https://www.csac.ca.gov/cal-grants> for more information on Cal Grants.)

The state still only provides \$35 million to fund State University Grants (SUGs), despite the total amount allocated by the CSU growing to \$700 million. The CSU has to make up the shortfall (in essence, not collecting tuition money from a significant percentage of needy students whose other financial aid does not fully cover tuition). Campuses with a higher percentage of students receiving SUGs in effect subsidize campuses with lower percentages of students receiving SUGs. If these adjustments were not made, campuses such as, for instance, SLO would receive significantly more tuition revenue per student than would, for instance, Bakersfield.

## **Resolutions**

At the November 7-9, 2018 ASCSU plenary meeting, eleven resolutions were passed:

### **AS-3348-18/EX Adoption of “Tenets of System Level Governance in the California State University”**

Urges the ASCSU to adopt the “Tenets of System Level Shared Governance of the California State University” (negotiated last year between the ASCSU Executive Committee and the CSU Chancellor’s Office) with the accompanying “Addendum.”

### **AS-3350-18/AA/FGA A Call for the Inclusion of Tuition in the Cal Grant Program for Freshmen**

Asks the ASCSU to encourage the California Legislature, the Governor of California, the CSU Board of Trustees, and the CSU Chancellor’s Office to work in concert to add tuition to the Cal Grant B awarded to low-income freshmen.

### **AS-3351-18/FGA Increased Funding for the Electronic Core Collection (ECC)**

Urges the ASCSU to recognize that the CSU Council of Library Directors (COLD) is faced with major cuts to the Electronic Core Collection (ECC) due to inflation and lack of funding increases and urges the Chancellor to increase the funding for ECC.

### **AS-3353-18/AA Closing the Achievement Gap and Increasing College Completer Outcomes and Success for All CSU Students**

Urges the ASCSU to acknowledge that true equity in higher education also means providing equality in programs of study that are accessible and welcoming to students and that encourage all students to achieve academically so that they can thrive and participate fully in society. . This resolution also requests that the CO and CSU campuses assess complete outcomes in order to improve the outcomes of programs of study and reduce achievement gaps.

**AS-3354-18/FA Encouraging Responsible Curriculum Development and Modification Under HEERA**

Urges the ASCSU to find that the recent CO Executive Orders were not responsibly implemented.

**AS-3355-18/APEP/AA Requirements for Appointment of Faculty Discipline Group (FDRG) Members for the California Course Identification (C-ID) Process**

Asks that the ASCSU adopt a set of requirements for appointment of FDRG members.

**AS-3356-18/APEP/AA Creation of California State University Discipline Councils**

Urges the Chancellor's Office to maintain, for every discipline group for which there is a Transfer Model Curriculum (TMC), a contact list for disciplinary representatives from every campus offering a similar program. Also, urges the CO to provide web support and facilitate electronic communication between the disciplinary representatives of these discipline groups and to facilitate the formation of Discipline Councils, similar to, for example, the English Council and the Math Council, in disciplines including, at a minimum, those for which there is a TMC.

**AS-3357-18/FGA Examining the Impact of Attrition and Enrollment growth on the Number of CSU Graduates**

Urges the CSU to recognize that the emphasis on increasing graduation rates will not, by itself, lead to increasing the number of CSU graduates, and to recognize the impact of attrition on the number of CSU graduates. Encourages the CSU to constitute a Task Force to identify strategies for and assess the cost of tracking students who are most at risk of leaving or who have left the CSU (voluntarily and involuntarily) and asks that a portion of GI 2025 funding be set aside to implement the strategies identified by the Task Force to mitigate attrition in the CSU.

**AS-3359—19/EX Apportionment of Academic Senate CSU (ASCSU) Seats (first reading waived)**

Addresses ASCSU's mandate to ensure that the 7 largest campuses (based upon FTEF) have three seats on the ASCSU.

**AS-3361-19/FGA Response to the Governor's 2019 Budget Proposal**

Expresses ASCSU's appreciation for the Governor's proposed budget and expresses the need for more funding to adequately address additional priorities including more enrollment growth and deferred maintenance.

**AS-3363-19/EX Appreciation for New Academic Senate CSU Offices (first reading**

waived)

Expresses ASCSU's appreciation for the new Academic Senate Offices and Conference Room.

Two resolutions received first reading:

**AS-3360-19/AA The Impact of Artificial Intelligence (IA) on Higher Education**

Endorses a white paper on the impact of AI on employment, education, and so on, and calls for the creation of a task force to study the implications for the CSU of the themes from the white paper and to develop possible recommendations on addressing them.

**AS-3362—19/AA Border Issues and Separation of Families: Impact on Students, Faculty, and Staff in the CSU**

Affirms ASCSU's support for a number of measures to protect immigrant communities in CA and within the CSU, and encourages the CSU to continue to encourage legislators to de-criminalize immigration. It also requests that the CO and CSU campuses commit to providing and strengthening student support services that are adequate to meet the needs of members of immigrant communities, including mental health services, undocumented student services and ally trainings, and legal assistance/guidance, and to gathering a database of these resources to support immigrant students, faculty and staff who are negatively impacted by issues related to immigration. This resolution also requests that the CO and CSU campuses assess the impacts of crimmigration on students, faculty and staff, while protecting the confidentiality of this vulnerable population.

**Additional Information**

Copies of these and other resolutions may be found at <http://www.calstate.edu/AcadSen/Records/Resolutions/>. Faculty are encouraged to provide feedback on the above resolutions (as well as on any other matters of potential concern) to the CSU Academic Senate via the SDSU academic senators: Nola Butler-Byrd ([nbutler@mail.sdsu.edu](mailto:nbutler@mail.sdsu.edu)), Eniko Csomay ([ecsomay@sdsu.edu](mailto:ecsomay@sdsu.edu)), and Cezar Ornatowski ([ornat@mail.sdsu.edu](mailto:ornat@mail.sdsu.edu)).

The ASCSU website (<http://www.calstate.edu/AcadSen/?source=homepage>) includes committee information, approved agendas/minutes, reports, resolutions, and current senator contact information.

*Faculty-to-Faculty*, the ASCSU newsletter, is published approximately two weeks after each Plenary. It includes the ASCSU Chair's report, committee reports, invited articles on current events, and committee recommendations. To have the newsletter delivered automatically via email, subscribe at <http://www.calstate.edu/AcadSen/Newsletter/>.

To: SEC / Senate

From: Charles Toombs, Chapter President, CFA

Date: 17 January 2019

Re: Information Item

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CFA Report:

**CSU Budget**

The following is from CFA Headlines:

History was made last week when Gov. Gavin Newsom proposed an unprecedented eight percent increase in state funding for the CSU budget in 2019-20. It marks the first time in CSU history that such a powerful investment would be made, and signals the value of CFA's years of political work and activism.

For decades, the CSU has been chronically underfunded, and CFA and Students for Quality Education were on the frontlines, advocating to increase the state's support of the People's University and to stave off tuition increases.

Gov. Newsom listened. This budget proposal explicitly states that the additional funding is predicated on a tuition freeze in the CSU, in an effort to make sure college remains affordable.

Newsom's proposal is a \$562 million increase to the CSU's budget for the 2019-20 fiscal year. Of that, \$300 million would be new, ongoing funding, while the remaining \$262 million would be one-time funding for various programs, deferred maintenance, and special initiatives such as addressing student hunger and homelessness.

The greater investment in the CSU makes clear the distinction between former Gov. Jerry Brown — who proposed a paltry \$92 million in increased funding for the CSU last January — and Gov. Newsom, who served eight years as a CSU Trustee. During that time, he took an active role in opposing tuition increases and fought alongside CFA for increased CSU funding.

"It's a new day for the CSU," said CFA President Jennifer Eagan. "This is an unprecedented start and a serious investment in our students and faculty.

"We'll be right there to ensure the CSU administration uses this money wisely, especially since it was faculty and students who've been fighting for years to help lawmakers see the deep need for investment in the CSU."

CFA's advocacy in coming months will focus on increased student access to the CSU, dedicated funding to hire more tenure-track faculty, and securing funds that would improve mental health counselor-to-student ratios on campus.

Gov. Newsom has committed himself to our university system, and that dedication is why CFA was an early supporter of his bid for governor. It is why CFA activists spent hours working to promote his candidacy, and it is why we hosted a campaign stop at San Diego State, where he talked to students and faculty about his commitment to the CSU, labor unions, and California.

“We are a force of good for the CSU, and this investment by Gov. Newsom is evidence of that,” said CFA Vice President Charles Toombs, who hosted the San Diego State event. “This is why labor unions are a public good. You don’t get to have as strong of an education system if you don’t have a union. When we fight, we win.”

The proposed increase to the CSU budget will be among topics CFA leaders will address at the CSU Board of Trustees meeting on Tuesday, Jan. 22 during the 1 p.m. discussion by the Committee on Finance.

The electoral work that resulted in the proposed budget increase doesn’t happen without CFA. Join thousands of us who stand committed to fairness for faculty and to ensuring our increasingly diverse student body receives the quality higher education they deserve.

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





## **GE Area A (SDSU) / GE Area B (CSU): Natural Sciences**

**Lead Facilitator: Chris Harrison**

**Participants: Taylor Hye, Doreen Mattingly, Stephen Schellenberg, Kevin Wood**

### **Natural Sciences (subareas include II.A1, II.A2, IV.A)**

Natural Sciences use the scientific process to study nature and represent an approach to the study of the universe and its natural laws and phenomena. Students achieve basic scientific literacy and thereby understand the scientific process including the value of observation, hypothesis testing, and experiments in the advance of science. Thus students require a general understanding of fundamental concepts and knowledge accumulated by the natural sciences. From that understanding, students develop an ability to reason about and follow new developments in the natural sciences, and to think in a scientifically informed manner about social and political issues that involve science and technology.

### **Goals for GE Courses in the Natural Sciences**

- Goal 1: Explain basic concepts and theories of the natural sciences.
- Goal 2: Use logic and scientific methods to analyze the natural world and solve problems.
- Goal 3: Argue from multiple perspectives about issues in natural science that have personal and global relevance.
- Goal 4: Use technology in laboratory and field situations to connect concepts and theories with real-world phenomena.

Courses in Physical and Life Sciences must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

Courses in these subareas emphasize the perspectives, concepts, principles, theories, and methodologies of the scientific disciplines. Those that have built-in laboratory activity may also qualify for subarea II.A.3 Laboratory Activity (see next section), so long as the course outline clearly distinguishes the laboratory activity from the lecture.

**Special cases** exist for the following types of courses and the CSU guiding notes should be consulted for such courses.

- **Multi-disciplinary and interdisciplinary science courses.**
- **Physical anthropology courses.**
- **Physical geography courses.**
- **Lower-division major preparation courses.**

### **Laboratory Activity (II.A3)**

Courses meeting the requirements of this subarea must be associated with a lecture component, either built into the laboratory section itself or connected as a co-requisite or prerequisite. Stand-alone lab courses are designated II.A3 only, and this can *only* be done when associated with a lecture component, either built into the laboratory course itself or connected as a co-requisite or prerequisite.

Key guidance for consideration as a GE area II.A3 course:

- The course must be associated with a lecture component, either built into the laboratory course itself or connected as a co-requisite or prerequisite.
- The course outline clearly distinguishes the laboratory activity from the lecture.
- Lab manuals are required, and must be explicitly listed the course outline

### **Mathematics and Quantitative Reasoning, (II.A4)**

Quantitative reasoning refers to a range of academic capacities that includes learning from data, communicating quantitatively, analyzing evidence and assertions, and employing quantitative intuition. While quantitative reasoning is essential to sciences, other disciplines require the ability to use and comprehend quantitative language. To do this, students require the ability to analyze and interpret data in both scientific and social contexts. By possessing this set of mathematical and problem solving skills, students will be able to engage effectively in quantitative situations arising in life and work.

Courses approved to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative arguments. *Symbolic Logic, Computer Programming, Mathematics for Teachers and survey courses such as Math in Society, were deemed unacceptable to fulfill the Mathematical Concepts and Quantitative Reasoning requirement.*

### **Goals for GE Courses in Quantitative Reasoning**

- Goal 1: Apply appropriate computational skills and use basic mathematical concepts to analyze problems in natural and social sciences.
- Goal 2: Use methods of quantitative reasoning to solve and communicate answers to real-world problems.

### **Learning outcomes**

All courses submitted for subarea II.A4 shall ask students to:

- Interpret and communicate quantitative information and mathematical and statistical concepts using language appropriate to the context and intended audience;
- make sense of problems, develop strategies to find solutions, and persevere in solving them
- reason, model, draw conclusions, and make decisions with quantitative information about problems arising in everyday life, society, and the workplace;
- construct, critique, and evaluate quantitative arguments that utilize mathematical, statistical, and quantitative information;
- use appropriate tools strategically.

The following types of courses have additional learning outcomes, or limitations to their applicability as GE courses in Quantitative Reasoning and the CSU Guiding notes should be consulted for such cases.

- Statistics
- Elementary Statistics
- Computer Sciences
- Survey Courses
- Additional quantitative reasoning courses (e.g. Math for Liberal Arts, Introduction to Mathematical Modeling, Personal Finance...)
- Courses requiring stronger algebra skills (i.e. finite math, college algebra, precalculus)
- Math courses for elementary school teachers.

## **GE Area B (SDSU) / GE Area D (CSU): Social and Behavioral Sciences**

**Lead Facilitator: David Marx**

**Participants: Brian Adams, Cathie Atkins, Jennifer Cosio, Judy Dye, Yusuf Ozturk, Tom Warschauer**

### **1) Definition of Social and Behavioral Sciences**

Social and Behavioral Sciences focus on developing both normative and empirical theories to explain social processes and human behavior, conducting empirical research to assess the accuracy of empirical theories and the feasibility of normative ones. Courses within the Social and Behavioral Sciences employ the scientific method, broadly defined, and utilize both quantitative and qualitative techniques to analyze the diversity and complexity of human experience.

**Essential Course Element:** Explore and recognize basic terms, concepts, and domains of the Social and Behavioral Sciences. This element primarily applies to lower division GEs.

**Essential Course Element:** Comprehend diverse theories and methods of the Social and Behavioral Sciences. This element primarily applies to upper division GEs.

**Essential Course Element:** Problems and issues examined in social contexts and institutions

**Courses May Include:** “Identification of human behavioral patterns across space and time and discuss their interrelatedness and distinctiveness” (SDSU General Catalogue, 2018, p. 94).

**Courses May Include:** “Comparative perspective on both Western and non-Western societies” (see the *University of California (UC)* and *California State University (CSU)* Guiding Notes for General Education Course Reviewers).

### **2) Distinction with Areas A, C, and E**

**Distinction from Area A:** Courses within **Area A** focus on the physical world, whereas courses within **Area B** focus on human behavior, social institutions, and interpersonal and intergroup relations.

**Distinction from Area C:** As a classification framework, courses within **Area B** are more oriented toward developing and testing theories of behavior and institutions, whereas courses within **Area C** are more oriented toward understanding human experience and the in-depth study of primary sources to tell meaningful stories and ask questions—sometimes unanswerable—about the human condition.

**Distinction from Area E:** Courses within **Area E** may include **Area B** concepts, methods, and evidence, but will do so from a more personal or applied perspective. **Area B** courses may include some personal or applied perspectives, but the primary focus of **Area B** courses is on *understanding*, rather than on skill development or personal growth.

### **3) Research Methods as Social and Behavioral Sciences GEs: Moving Beyond Techniques**

Research methods courses can count as Social and Behavioral Sciences GEs provided they “rise above technique” and “develop the student’s analytical capacity and understanding of social science”

## GE Area C (SDSU) / GE Area C (CSU): Arts and Humanities

**Lead Facilitator: Elizabeth Pollard**

**Participants: Greg Durbin, Pamella Lach, Phillip Serrato, Eric Smigel**

### **C1 (Arts) and C2 (Humanities) Originator and Reviewer Guidelines**

This document provides guidelines to help originators and reviewers determine whether a proposed course should carry an Arts (C1) or Humanities (C2) designation. It is not intended to replace the policy, but to identify factors to take into consideration when assessing the appropriate classification. In cases where either an originator or reviewer has difficulty identifying the appropriate designation, it is expected that faculty specialists from the relevant areas in the arts and humanities will be consulted. This document draws on EO 1100<sup>1</sup> and the *Guiding Notes for General Education Course Reviewers* (October 2018).<sup>2</sup>

1. **Medium** - The course subject does not, in and of itself, determine whether a course should be classified as C1 (Arts) or C2 (Humanities)—the different artistic media (art, dance, film, music, theatre, photography, etc.) may serve as the main content for courses in either designation. Neither GE area (C1 or C2) “owns” a medium as a focus of study and course content.
2. **Analysis** - The primary factor in determining the appropriate designation concerns the *mode of analysis* with which students will approach the subject. How the medium is studied in the course and how the students will engage with the medium determine an Arts (C1) or Humanities (C2) designation. Although different kinds of analysis may be deployed within a single course, the distinction between C1 and C2 courses should be determined by the focus of the learning activities (for which, see section 4 below).
  - a. **Arts**: C1 courses focus primarily on the aesthetics of the medium. Generally, C1 designates a course that predominantly examines the stylistic and formal qualities of the artistic medium itself, which includes the development and application of vocabulary associated with the critical discourse of the artistic discipline. Although C1 courses may include references to historical, cultural, social, and/or political aspects to contextualize the artistic practice, the focus will remain on technical and aesthetic aspects of the medium.
  - b. **Humanities**: C2 courses focus primarily on the context and content of the medium. Generally, C2 designates a course that predominantly examines how the artistic medium explores, among other things, cultural, social, historical, political, and/or economic contexts, issues, and developments. Although C2 courses may include references to stylistic and formal qualities of the medium, the focus will remain on the context and content of the medium.
  - c. Determinations of C1 or C2 consider the weight of the *mode of analysis* (between 2a and 2b, here); Originators and reviewers may look to types of texts assigned in the bibliography (see section 6, below) for clarity on the course’s predominant mode of analysis.
3. **Student Learning Outcomes** - The student learning outcomes will also help to determine whether a course is Arts (C1) or Humanities (C2). Although C1 and C2 learning outcomes may overlap, it is expected that the primary focus will be on the development of critical thinking skills appropriate to the mode of analysis (i.e., do the learning outcomes focus on critical engagement with the artistic medium or on what the medium is purported to express?). Some *examples* of how the same medium might have

<sup>1</sup> For the original EO1100, see <https://www.calstate.edu/eo/EO-1100-rev-8-23-17.html>; For the EO 1100 Revised FAQ, see <https://www.calstate.edu/app/documents/EO-1100-FAQ-Campus.pdf>.

<sup>2</sup> <http://www.calstate.edu/app/geac/documents/ge-reviewers-guiding-notes.pdf>

learning goals specific to C1 or C2, depending on the mode of analysis and desired student learning outcome include:

- a. Comics:
    - i. C1: Apply a vocabulary for engaging and analyzing, both objectively and subjectively, comics and their accompanying verbal text.
    - ii. C1: Identify formal and stylistic innovations in comics and sequential art over time.
    - iii. C2: Employ comics to explore the history of a particular time or place.
    - iv. C2: Compare the coverage of a particular topic in comics with that topic in different types of sources (for example: comics, as compared with primary sources such as letters, diaries, and autobiographies).
  - b. Creative Writing
    - i. C1: Describe the distinguishing technical features of different poetic forms.
    - ii. C1: Compare the formal and aesthetic techniques used for character development in fiction by different writers.
    - iii. C2: Analyze the political, cultural, and critical concerns that distinguish diverse works of literature.
    - iv. C2: Assess the mutual impact of social history and literary production.
  - c. Music
    - i. C1: Identify salient features of psychedelic rock using appropriate musical terminology.
    - ii. C1: Analyze stylistic and structural elements of different musical recordings through critical listening.
    - iii. C2: Interpret how literary features of lyrics in hip hop music express cultural identity.
    - iv. C2: Explain how protest music of the 1960s reflects social and political trends of the American counterculture.
  - d. Film
    - i. C1: Identify the structural and stylistic choices adopted by the film director (of a specific film) using appropriate critical vocabulary.
    - ii. C1: Compare/contrast the formal tactics and strategies employed by different film directors, writers, cinematographers, and sound designers.
    - iii. C2: Explain how the film noir movies of the 1940s and 1950s reflect the cultural zeitgeist of post WWII America.
    - iv. C2: Describe how American science fiction films of the 1950s encode the values, attitudes and discourse of the cold war.
4. **Activities** - The activities do not, in and of themselves, determine whether a course should be classified as C1 (Arts) or C2 (Humanities). Types of activities in C1 and C2 can be similar; no instructional activity in General Education courses is particular to either Arts or Humanities. Originators should clarify how the activity advances C1 or C2 learning outcomes and reviewers should evaluate accordingly. Activities for both C1 and C2 might include:
- a. Discussions
  - b. Readings
  - c. Viewings
  - d. Listenings
5. **Assessments** - The assessments do not, in and of themselves, determine whether a course should be classified as C1 (Arts) or C2 (Humanities). Types of assessments in C1 and C2 can be similar; no form of assessment in General Education courses is particular to either Arts or Humanities. Originators should clarify how the assessment measures skills and competencies specific to C1 or C2, and reviewers should evaluate accordingly. Assessments for both C1 and C2 might include:

- a. Papers (in-class and out-of-class)
  - b. Exams (of all sorts)
  - c. Source analyses
  - d. Presentations
6. **Bibliography** - A major distinction between C1 and C2 is the bibliography of assigned readings. The preponderance of assigned texts for a course should be written by recognized authorities in the relevant field: Arts (C1) or Humanities (C2). For example, an Arts (C1) course on film would primarily include readings from journals focused on cinema studies, film studies, media studies, etc.; while a Humanities (C2) course on film would incorporate readings from journals focused on history. Students should develop fluency with the critical discourse appropriate to the community of respected scholars and practitioners within a given area of study.
7. **Differences from other GE Areas** - C1(Arts) and C2 (Humanities) are not difficult to distinguish from other Areas of GE (A, B, and D).<sup>3</sup>
- a. **Area A (Communication and Critical Thinking)** - Effective communication (both oral and written) and critical thinking are likely significant components of activities and assessments in Area C1 and C2 courses (via presentations, classroom discussions, written assignments); however, learning the specific techniques of effective communication and critical thinking is *not the explicit purpose* of C1 and C2 courses.
  - b. **Area B (Physical and Natural Sciences)** - While C1 and C2 courses might focus on the human experience of the physical and natural world (for example, photography and paintings of, or literary analysis of poems inspired by, nature), the focus of C1 and C2 courses does NOT “emphasize the perspectives, concepts, principles, theories, and methodologies of the scientific disciplines” [*CSU Guiding Notes for GE Reviewers* (October 2018 ), p. 15].
  - c. **Area D (Social and Behavioral Sciences)** - Courses within C1 and C2 are oriented toward understanding human experience using sources to tell meaningful stories and ask questions—sometimes unanswerable—about the human condition; whereas Area D courses are more oriented toward developing and testing theories of behavior and institutions.
  - d. **Area E (Lifelong Learning)** - The core tenets of applied social, psychological, and physiological approaches at multiple points of the human lifespan are NOT a focus of C1 and C2 courses. While Area E courses might exist within departments traditionally associated with Arts (C1) and Humanities (C2), it is the pragmatic, across the lifespan, and explicitly applied social, psychological, and physiological emphases that set Area E courses apart from C1 and C2.

<sup>3</sup> This document (Area C portion) uses the Area designations laid out in the CSU Guiding Notes for GE Reviewers (October 2018), p. 5 in which, contrary to the SDSU GE articulation, Area B is Physical and Natural Sciences and Area D is Social and Behavioral Sciences).

## GE Area E (SDSU) / GE Area E (CSU): Lifelong Learning

**Lead Facilitator: Allison Vaughn**

**Participants: Kate Holvoet, Madhavi McCall**

**1) Definition of Lifelong Learning and Self-Development:** courses that meet the learning objectives of Area E draw on findings from the biological, behavioral, and social sciences to study humans from psychological, sociological, and physiological perspectives. This requirement is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Physical activity may be included, if it is an integral part of the study elements described herein. Content may include topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, as well as implications of death and dying or avenues for lifelong learning. Courses in this area shall focus on the development of skills, abilities and dispositions (see the *University of California (UC) and California State University (CSU) Guiding Notes for General Education Course Reviewers*; pp. 30-31).

- **Essential Course Element – all courses: Lifelong learning:** While Area E classes do not have to cover human development cradle to grave, they must cover more than one stage of human development or “more than a few years of a human lifespan.”
- **All courses *except* Physical Education courses:** All three elements (physiological, social, and psychological) must be covered in the course (except Physical Education – see below), but they do not have to be covered in equal portions. The percentage in each group will depend on the course. Proposers should clearly specify how each element is addressed in the learning outcomes.
  - **Essential Course Element: Sociological:** In this context, the relationships between an individual and broader society.
  - **Essential Course Element: Physiological:** The human body as an integrated organism with systemic functions such as movement, nutrition, growth, reproduction, and aging. *Note:* The class does not require students do something physical (i.e., physical activity) but rather the class must address how the subject matter impacts the physiological aspects of development.
  - **Essential Course Element: Psychological:** The study of the mental processes that create consciousness, behavior, emotions, and intelligence.
- **Physical Educations courses:** Physical Education classes can be included in Area E and these classes do not need to cover all three elements. However, students cannot fulfill their Area E requirement through Physical Education classes alone. So, for instance, a student taking two semesters of badminton must also take at least a one-unit class that does cover all three elements of Area E.

### 2) Distinctions from Areas A, B, and C

- **Distinctions from Area A (Subareas A1-A4):** Courses within Area A (A1-A4) focus on the natural and physical world and will do so from a scientific perspective. Area A courses *may* include some personal or applied perspective, but the primary focus of Area E courses is on lifelong learning skill development and/or self-development/personal growth rather than on understanding the theories and methods behind the physical and natural science.
- **Distinctions from Area B:** Courses within Area B focus on the social and behavioral sciences and will do so from a scientific perspective. Area B courses *may* include some personal or applied perspectives, but the primary focus of Area E courses is on lifelong learning skill development and/or self-development/personal growth rather than on understanding the theories and methods behind the social and behavioral science.

- **Distinctions from Area C:** Courses within Area C focus on arts and humanities and will focus on the aesthetic experience of products of human imagination. Area C courses *may* include some personal or applied perspectives, but the primary focus of Area E courses is on lifelong learning skill development and/or self-development/personal growth rather than on understanding the human experience and the human condition.

### 3) Lifelong Learning and Self-Development Beyond a Single Skill

- Single skills cannot be included in Area E (or for GE generally). Therefore, a 1-unit class on SPSS, for instance, would not be an Area E class. However, a class on learning how to use statistical programs as a lifelong skill *might* be considered for Area E if framed correctly.
- Personal finance classes are no longer considered Area E.
- Classes do not have to cover broad subject matter to be Area E. The subject matter of a class can have a narrow focus as long as the classes addresses the physiological, social, and psychological areas of lifelong development (assuming is it not Physical Education).
- Evidence of military basic training can meet Area E requirements. The CSU encourages campuses to use evidence of military training to satisfy Area E for their students who enroll without a prior certification in GE. Typically, the evidence is the completion of basic training as listed on the veteran's discharge papers, Form DD-214. All CSU campuses have elected to honor CSU GE Breadth transfer certifications that clear Area E Lifelong Learning and Self-Development with a DD-214.





Bey-Ling Sha &lt;bsha@sdsu.edu&gt;

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**PLEASE READ: Deliverables from GE Area Task Forces**

1 message

**Bey-Ling Sha** <bsha@sdsu.edu>

Mon, Dec 10, 2018 at 12:25 PM

To: Glen McClish <gmcclish@sdsu.edu>, Kelly Bowen <kbowen@sdsu.edu>, Estella Chizhik <chizhik@sdsu.edu>, Marjorie Olney <molney@sdsu.edu>, Robert Dowell <rdowell@sdsu.edu>, Zohir Chowdhury <zohir.chowdhury@sdsu.edu>, Noah Arceneaux <arcenea@mail.sdsu.edu>, Cathie Atkins <catkins@sdsu.edu>, Stephen Schellenberg <saschellenberg@sdsu.edu>

Cc: Christopher Harrison <charrison@sdsu.edu>, David Marx <dmarx@sdsu.edu>, Allison Vaughn <avaughn@sdsu.edu>, Elizabeth Pollard <EPOLLARD@sdsu.edu>, Ramona Perez <PEREZ@sdsu.edu>, Michelle Dean <mdean@sdsu.edu>, Gregory Wilson <GWILSON@sdsu.edu>, Verity Larry <LVERITY@sdsu.edu>, Yusuf Ozturk <YOZTURK@sdsu.edu>, Norah Shultz <nshultz@sdsu.edu>, Walter Oechel <WOECHEL@sdsu.edu>, Norma Bouchard <NBOUCHARD@sdsu.edu>, Peter Atterton <atterton@sdsu.edu>, Madhavi McCall <MCCALL@sdsu.edu>, Donna Conaty <DCONATY@sdsu.edu>, Bey-Ling Sha <bsha@sdsu.edu>, Steven Hooker <shooker@sdsu.edu>, Y Barry Chung <ybchung@sdsu.edu>, Nadine Bezuk <NBEZUK@sdsu.edu>, Eugene Olevsky <eolevsky@sdsu.edu>, Lance Nail <lnail@sdsu.edu>, George Belch <GBELCH@sdsu.edu>, Radhika Seshan <rseshan@sdsu.edu>, Daniel Waterman <dwaterman@sdsu.edu>

Dear Chairs of College Curriculum Committees,

As y'all know, many of our colleagues have spent the past several weeks engaged in conversations to clarify the various GE areas, in a campus-wide effort to reduce confusion among both originators and reviewers of curriculum proposals. The attached document provides the final deliverables from each area task force, along with a cover page from me that covers background information on this effort. I am cc-ing the college deans and their associates as a courtesy to them.

Questions about the deliverables should be addressed to the lead facilitator for that GE area. Questions about the overall effort may be addressed to myself or to your college rep to the GE committee. All are cc'd here.

ACTION requested of college curriculum chairs: Please share this document with your committees and with curriculum proposers. (We will also be posting this to CurricUNET via Curriculum Services staff.)

I wish everyone a smooth end to the semester and a restful winter break.

Bey-Ling

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 **GE Area Task Forces Integrated Deliverables.pdf**  
649K

To: Senate Executive Committee / Senate  
From: Graduate Council  
Date: December 7, 2018  
Re: 2019-2020 *Graduate Bulletin*

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## **INFORMATION (6I-12-18)**

### **BUSINESS ADMINISTRATION**

1. New course.

Business Administration

*INTL BUS DEV PRACTICUM (C-5)*

B A 794. International Business Development Practicum (3)

Prerequisite: Advancement to candidacy.

Strategic analysis of business opportunities. Problem definition, data collection, analysis, and prioritization of solution mechanisms. Preparation for comprehensive examination.

### **CHILD AND FAMILY DEVELOPMENT**

1. New course.

Child and Family Development

*NEURORETNL FRAMEWRK ECMH (C-4)*

CFD 673A. Neurorelational Framework for Early Childhood Mental Health Treatment (3)

Prerequisite: Admission to the early childhood mental health concentration or an eligible licensure program.

Early childhood mental health practices, processes, and theories in dyadic psychotherapy.

2. New course.

Child and Family Development

*EARLY CHILD INTAKE ASSESS (C-1)*

CFD 673B. Early Childhood Intake Assessment, Diagnosis, and Treatment Planning (3)

Prerequisite: Admission to the early childhood mental health concentration or an eligible licensure program.

Assess, diagnose, and plan for treatment of young children and their families using a neurorelational framework.

3. New course.

## Child and Family Development

*THERAPY SKILLS TECHNIQUES FOR EARLY CHILDHOOD MENTAL HEALTH (C-4)*

## CFD 673C. Therapeutic Skills and Techniques for Early Childhood Mental Health (3)

Prerequisite: Admission to the early childhood mental health concentration or an eligible licensure program.

Clinical work preparation with young children and families. Evidenced-based programs and treatment modalities. Peer reflective supervision and feedback.

CHILD AND FAMILY DEVELOPMENT

## 1. Change in program.

## Child and Family Development

**Specific Requirements for the Master of Science Degree in Child Development (Major Code: 08231) (SIMS Code: 330909)**

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree as described in Part Four of this bulletin, students must complete a graduate program of 30 units, to include at least 18 units of 600- and 700-numbered courses.

Paragraph 2 (*no change*)

1. Plan A core sequence: Child and Family Development 624, 660A, 670B, 790, and Education 690 (15 units);

**OR**

2. Plan B core sequence: Child and Family Development 624, 660A, 670B, and Education 690 (12 units).
3. Electives: Remaining units will consist of 500-, 600-, and 700-level child and family development courses. (Graduate students may also use 500-, 600-, and 700-level courses from related disciplines with approval of the graduate adviser and course instructor.)
4. Capstone: Upon completion of sections 1 and 2, students selecting Plan A enroll in Child and Family Development 799A. Students selecting Plan B will take the comprehensive examination and may enroll in Child and Family Development 799C.

**NOTE:** Students who completed the certificate program in Early Childhood Transdisciplinary Education and Mental Health (EC-TEaMH) will have earned units that can be counted as the required electives towards the Master of Science degree in child development. Students pursuing the concentration in early childhood mental health will select Plan B and take a culminating comprehensive examination based on the courses outlined in the section describing this concentration below (rather than the courses outlined above).

Change(s): -32 removed from paragraph 1. CFD 634A replaced with 624; -16 removed from bullet 1. CFD 634A replaced with 624; -13 removed from bullet 2. *And course instructor* added to bullet 3. Bullet 4 updated from *Capstone: Upon completion of sections 1 or 2 and 3, students selecting Plan A enroll in Child and Family Development 799A. Students selecting Plan B enroll in Child and Family Development 799C* to what is

presented above. Note section updated from *Students who completed the advanced certificate offered by the Department of Child and Family Development will have earned 12 units towards the Master of Science degree in child development. Students who select Plan A and who have completed the advanced certificate offered by the Department of Child and Family Development must complete 20 additional units to include Child and Family Development 634A, 660A, 790, 799A, and Education 690. Students who select Plan B and have completed the advanced certificate offered by the Department of Child and Family Development must complete 20 additional units to include Child and Family Development 634A, 660A, and Education 690 to what is presented above.*

1. Change in program.

Child and Family Development

**Specific Requirements for the Master of Science Degree in Child Development**

**(Major Code: 08231)**

**Concentration in Early Childhood Mental Health**

**(Major Code: 08231) (SIMS Code: 330809)**

Paragraphs 1-2 (*no change*)

Bullets 1-13 (*no change*)

**14. Advanced Coursework**

In accordance with licensing requirements (4999.33 section 2), students are required to take 15 units of advanced coursework to develop knowledge of specific treatment issues and/or populations. The advanced coursework will focus on early childhood mental health in alignment with the concentration of this degree. The student may take courses not listed below upon approved by the student's program adviser.

**Required (nine units):**

CFD 673A Neurorelational Framework for Early Childhood Mental Health Treatment...3

CFD 673B Early Childhood Intake Assessment, Diagnosis, and Treatment Planning...3

CFD 673C Therapeutic Skills and Techniques for Early Childhood Mental Health...3

**Select six units from:**

CFD 537 Child Abuse and Family Violence...3

CFD 595 Early Childhood Mental Health: Theory and Practice (3)

CSP 635 Sexuality and Intimacy in Couple and Family Therapy and Counseling...1-2

Remainder of description (*no change*)

Change(s): Course descriptions in bullet 14 updated from *CFD 537 Child Abuse and Family Violence...3 CFD 595 Early Childhood Mental Health: Theory and Practice...3 CFD 670A Seminar in Human Development Theories-Attachment and Affect Regulation in Young Children...3 CFD 671B Seminar in Supporting Early Childhood Mental Health-Counseling and Psychotherapeutic Techniques and Theories...3 CSP 635 Sexuality and Intimacy in Couple and Family Therapy and Counseling...1-2* to what is reflected above.

## DUAL LANGUAGE AND ENGLISH LEARNER EDUCATION

### 1. Change to description and prerequisite.

Dual Language and English Learner Education

DLE 960. Professional Seminar for Bilingual Teacher Candidates (1-4) Cr/NC

Prerequisite: Admission to a bilingual credential program.

Lesson planning and organizing instruction for equity and access for bilingual elementary and secondary classrooms. Maximum credit eight units. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 960.)

Change(s): Description updated from *Lesson planning and organization for bilingual elementary and secondary teacher candidates. Meeting needs of diverse learners in biliteracy settings. Maximum credit eight units* to what is presented above. Prerequisite updated from *DLE 954* to what is presented above.

### 2. Change in program.

Dual Language and English Learner Education

**Multiple Subject Bilingual 2042 Credential (Elementary K-6 Education)**  
**(Credential Code: 00200)**

The Multiple Subject Bilingual 2042 Credential (Elementary K-6 Education) is available to students interested in teaching in a bilingual Spanish, Arabic, Japanese, Filipino or Mandarin elementary school classroom. Contact the department at (619) 594-5155 to see which languages are currently available. This credential authorizes the holder to teach in any self-contained bilingual or regular classroom in which one teacher is responsible for all the subjects commonly taught in the elementary schools. Because courses on methods of teaching subject areas are taught in Spanish, Arabic, or Mandarin, as well as English, candidates must meet the respective language of emphasis proficiency requirements as outlined below.

Candidates who will pursue this credential need to specify “Multiple Subject Credential – Bilingual” in the application for graduate admission to SDSU (Code: 00200). Students applying for admission should electronically submit the university application along with the \$55 application fee as well as the supplemental department application (no extra fee). Directions and links to each application are available at <http://go.sdsu.edu/education/admissions/preliminary-bilingual-multiple-and-single-subject-credentials.aspx>.

#### **Admissions Information**

All applicants must submit admissions materials separately to SDSU Graduate Admissions and to the Dual Language and English Learner Education Department. Applicants who complete their applications on time and meet the standard for admission will be asked to participate in candidate interviews. Applicants should complete application procedures the semester prior to beginning the credential program. Check the department

website for current deadline information:  
[http://go.sdsu.edu/education/dle/bilingual\\_credential.aspx](http://go.sdsu.edu/education/dle/bilingual_credential.aspx).

### **Graduate Admissions**

The following materials should be submitted either online or as a complete package directly to

Graduate Admissions  
 Enrollment Services  
 San Diego State University  
 San Diego, CA 92182-7416

Official transcripts (in official sealed envelopes if hard copy or sent electronically directly from the institution) from all postsecondary institutions attended.

Note:

- Students who attended SDSU need only submit transcripts for work completed since last attendance.
- Students with international coursework must submit both the official transcript and proof of degree. If documents are in a language other than English, they must be accompanied by a certified English translation.

TOEFL score, if medium of instruction was in a language other than English (<http://www.ets.org>, SDSU institution code 4682).

### **Admission to Dual Language and English Learner Education Department**

Complete the online supplemental department application. Directions and links are available at <http://go.sdsu.edu/education/admissions/preliminary-bilingual-multiple-and-single-subject-credentials.aspx>. The following materials should be submitted online as part of the department application.

1. Appropriate California Subject Examinations for Teachers (CSET) scores or evidence of an approved waiver program.
2. California Basic Educational Skills Test (CBEST) scores.
3. California Certificate of Clearance.
4. Tuberculin clearance.
5. Two letters of recommendation.
6. Evidence of early field experience (Students who took DLE 415 or 416L, these courses meet the early field experience requirement.)
7. Evidence of current CPR training.
8. Autobiography/goals and philosophy.

### **Standards for Admission**

1. Completion of a bachelor's degree from an accredited institution.
2. Verification of Subject Matter Competency. Students must verify completion of subject matter competency in diversified subjects commonly taught in self-contained classrooms prior to admission to the bilingual multiple subject credential program. Students must verify competency either
  - Through a university waiver assessment process which consists of reviewing coursework for completion of an approved teaching major or its

equivalent at San Diego State University or another approved California teacher-training institution or

- Through a passing score on the Multiple Subjects California Subject Examinations for Teachers (CSET). Test scores submitted for verification of subject matter competency are valid for ten years from the date of the examination. Test information and registration materials are available at <http://www.cset.nesinc.com>.
3. CBEST scores. Students must pass the California Basic Educational Skills Test (CBEST) prior to admission to the Single Subject Bilingual Emphasis credential program. Candidates are urged to take this examination as early as possible. This examination is required by the California Commission on Teacher Credentialing. Booklets containing registration forms and test information are available at <http://www.cbest.nesinc.com>.
  4. Demonstration of Language and Cultural Proficiency. All candidates must meet Language Proficiency and Cultural Awareness requirements for the language of emphasis in their specific bilingual authorization.
    1. Spanish: Can be met via coursework or exam. Coursework. Complete DLE 415 or DLE 416 with an 83% on the final exam and a minimum grade of C. Exam. Pass CSET LOTE subtests III and V (test codes 147 and 258 respectively) for Spanish language emphasis.
    2. Mandarin: Pass CSET LOTE subtests III and V (test codes 165 and 253 respectively) for language of emphasis.
    3. Arabic: Pass CSET LOTE subtests II and V (test codes 193 and 251 respectively) for language of emphasis.
    4. Filipino: Pass CSET LOTE subtests II and V (test codes 191 and 255 respectively) for language of emphasis.
    5. Japanese: Pass CSET LOTE subtests III and V (test codes 159 and 260 respectively) for language of emphasis.
  5. California Certificate of Clearance. This certificate represents a background clearance and check conducted by the State Department of Justice and Federal Bureau of Investigation. Turnaround time for the clearance can take as long as eight months. Possessors of K-12 California credentials may satisfy this requirement by submitting copies of those certificates. Candidates must submit the application directly to the California Commission on Teacher Credentialing. A copy of the application must be provided to the Dual Language and English Learner Education Department.
  6. Tuberculin Clearance: Evidence of a negative tuberculosis test (these tests are valid for four years and must be in effect during the time that candidates are enrolled in the credential program) or X-ray showing no active tuberculosis. Clearance statements may be secured from Health Services, private physicians or HMOs, or public health agencies.
  7. Two Letters of Recommendation attesting to the applicant's following characteristics: (a) attitude, aptitude and ability to teach children; (b) personality and character; (c) academic ability. One letter of recommendation should be from an elementary school teacher with whom the student has worked and the others may be from faculty or administrators.

8. Verification of Early Field Experience: Applicants must provide evidence of a minimum of 30 hours of experience with students in typical elementary classroom settings within the last three years. Evidence must be documented. Completion of DLE 415 with a grade of at least a C (2.0) or credit in DLE 416L can be used to meet this requirement.
9. Evidence of CPR training that includes infant/child/adult
10. Autobiography/Goals and Philosophy. Candidates must complete a 1-1/2 page essay of their goals and philosophy in education and a 1-1/2 page autobiography (one written in the language of emphasis and the other in English) demonstrating an aptitude for the profession and written competence in both languages.
11. Communication Skills and Aptitude for the Profession. Successfully complete an interview with the admissions and retention committee of the Dual Language and English Learner Education Department.
12. Grade Point Average. Multiple Subject candidates must have attained a grade point average of at least 2.67 overall or 2.75 in the last 60 semester or 90 quarter units attempted. Candidates are required to submit official transcripts from all colleges and universities attended and unofficial SDSU transcripts for GPA calculations. If students are concerned about their GPA, advisers are available in the College of Education, Office of Student Services, EBA-259, 619-594-6320.
13. Prerequisite Courses. The following courses must be completed with a grade of C (2.0) or better prior to admission to the program. Prerequisite courses may be in progress at the time of application or taken in the term immediately prior to the program start date.

***Liberal Studies Majors***

DLE 515\*      Multilingual Education: Theory and Practice for  
Biliteracy Teachers ... 3

DLE 415      Biliteracy Foundations for Teaching and Learning in  
Diverse Communities...3

**OR**

DLE 416 and 416L \*\*...4

ED 451      Introduction to Multicultural Education ... 3

SPED 450      Classroom Adaptations for Special Populations

**OR**

SPED 500      Human Exceptionality ... 3

TE 280      Health Education for Teachers ... 1

\* DLE 515 may be waived with passage of CSET LOTE subtest IV.

\*\* DLE 415 or DLE 416 may be waived with passage of CSET LOTE subtests III and V.

***Non-Liberal Studies Majors (must take the prerequisites listed for Liberal Studies majors above and also the prerequisite listed below)***

MATH 210\*\*\* Number Systems in Elementary Education ... 3

\*\*\* With approval of the mathematics adviser, any of the following mathematics courses may be substituted for Mathematics 210: Mathematics 124, 150, 312.

14. Other. In addition to the minimum admissions standards identified above, the DLE Department Admissions and Retention Committee may also consider



qualifications such as previous teaching experience and relevant working experience with children.

Note: Due to the number of applicants, application to the program does not ensure admission.

Appeals Process. Candidates who do not meet all the admission requirements may petition the DLE Department Admissions and Retention Committee for individual consideration; petition letters must be submitted concurrently with the application packets.

After admission students will meet with the program coordinator to plan an appropriate program which includes a minimum of 31 units as defined by the California Commission on Teacher Credentialing.

### **Global Learning Experience Requirement**

All candidates in the Dual Language and English Learner Education multiple and single subject programs are required to participate in an organized experience working with students across the border. This requirement consists of two weekends or four days, usually scheduled just before or after the start of the fall semester. Candidates work in small groups to create lesson plans to be implemented in transborder locations such as Tecate or Tijuana, Mexico. This experience will give candidates the opportunity to work with border students in a Mexican school setting, practice lesson planning, and create community among cohort and faculty. Details for the experience, including the registration number for the appropriate section of ED 450 Study Abroad, will be provided upon acceptance to the program. For details, contact the Department of Dual Language and English Learner Education at (619) 594-5155 or [dle@sdsu.mail.edu](mailto:dle@sdsu.mail.edu); or the College of Education Global Cultural Experience Coordinator at (619) 594-3266 or [coestudyabroad@mail.sdsu.edu](mailto:coestudyabroad@mail.sdsu.edu).

### **Multiple Subject Bilingual 2042 Program**

Prerequisite courses are listed under Standards for Admission.

ED 450	Study Abroad ...	1-3
DLE 523	Psychological Foundations for Biliteracy Teachers in K-6 Classrooms ...	3
DLE 532	Biliteracy Teaching in Language Arts for Elementary Students ...	3
DLE 910	Teaching Mathematics to Bilingual Students .....	3
DLE 911	Teaching Social Studies to Bilingual Students .....	3
DLE 912	Teaching Science to Bilingual Students .....	3
DLE 915A	Teaching and Learning in the Content Area: Designated and Integrated English Language Development: Multiple Subject ...	3
DLE 931	Skills in Teaching Reading to Bilingual Elementary Students ...	3
DLE 954	Classroom Organization for Democratic Teaching in Bilingual Classrooms ...	1-4
DLE 960	Professional Seminar for Bilingual Teacher Candidates (Cr/NC) ...	1-4
DLE 961	Practicum in Elementary Bilingual Classroom (Cr/NC) ...	1-12
DLE 962	Student Teaching for Elementary Bilingual	

Students II (Cr/NC) ...	8
ED 970 Teaching Event Assessment (Cr/NC) ...	3

### **Preliminary 2042 Credential Requirements**

1. A bachelor's degree (or higher) from an accredited institution in any major other than education.
2. Subject matter competency. Competency is demonstrated through completion of an approved waiver program or through the Multiple Subjects CSET examination. Candidates should check with the College of Education, Office of Student Services, EBA-259, to clarify the appropriate means for satisfaction of the subject matter competency requirement.
3. Successful completion of Language Proficiency and Cultural Awareness requirements for the language of emphasis.
4. Verification of current CPR competency.
5. California Certificate of Clearance.
6. Passage of California Basic Educational Skills Test (CBEST).
7. Completion of an approved fifth year program (a minimum of 30 upper division or graduate-level post baccalaureate units) with a grade point average of 3.0 or more.
8. Demonstrated knowledge of principles and provisions of United States Constitution through successful completion of three-unit college level course or examination. Courses are listed in General Catalog section on "Graduation Requirements, IV. American Institutions Requirement."
9. Demonstrated knowledge of the needs of and methods for providing educational opportunities to individuals with exceptional needs, Special Education 450.
10. Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy).
11. Knowledge of health education in California, including substance abuse and nutrition: Teacher Education 280 Health Education for Teachers.
12. Successful completion of a California Teacher Credentialing approved Teacher Performance Assessment (edTPA).

Additional Multiple Subject Credential Requirement: Reading Instruction Competence Assessment (RICA). As of 1998, California Education Code Section 44283 requires that candidates for the preliminary or clear credential multiple subject pass the RICA (Reading Instruction Competence Assessment). The purpose of this assessment is to ensure that the candidate possess the knowledge and skills important for the provision of effective reading instruction to students. Candidates must have passed the RICA to qualify to file for the credential.

**NOTE:** Undergraduate students in their final semester prior to obtaining a baccalaureate degree may sign up for concurrent post-baccalaureate credit as explained in the section of this catalog on "General Regulations."

According to SB 2042 legislation, teachers will be able to earn Professional Clear Credentials upon successful completion of induction programs sponsored by their employers and approved by the California Commission on Teacher Credentialing.

To be recommended for the bilingual authorization, candidates must meet the language and cultural proficiency requirements.

Change(s): (1) The existing program requires a minimum of 45 hours of early field experience or DLE 415; the new program will require a minimum of 30 hours of early field experience or DLE 415 or DLE 416L. This is item 8 in Standards for Admission. (2) The existing program lists SPED 500 as a prerequisite; the new program will list either SPED 500 or SPED 450. This is under item 13 in Standards for Admission. (3) The existing program references DLE 415; the new program will reference both DLE 416 and DLE 416L. This is found anywhere early field experience or language and cultural proficiency are mentioned. It is also included under item 13 in Standards for Admission. (4) The existing catalog copy in the graduate bulletin did not list the certificate of clearance or the transborder experience; the new one does. These are found under item 5 and the heading "Global Learning Experience Requirement", respectively. (5) The existing program block definition does not mention the process for waiving DLE 515. The new program block definition contains an exception for DLE 515 that states \*May be waived with passage of CSET LOTE subtest IV. It is included under item 13 in Standards for Admission.

### 3. Change in program.

Dual Language and English Learner Education

#### **Single Subject Bilingual 2042 Credential (Secondary Education Grades 6 through 12): Spanish, Arabic, Mandarin, Japanese, or Filipino Emphasis (Credential Code: 00100)**

The Single Subject Bilingual 2042 Credential (Secondary Education) is available for students interested in teaching in a bilingual Spanish, Arabic, Japanese, Filipino or Mandarin middle or secondary school classrooms. Contact the department at (619) 594-5155 to see which languages are currently available. This credential authorizes the holder to teach in any self-contained bilingual or regular classroom in which one teacher is responsible for teaching the given subject area. Because courses on methods of teaching subject areas are taught in Spanish, Arabic, Japanese, Filipino or Mandarin, as well as English, candidates must meet the respective language of emphasis proficiency requirements as outlined below.

Candidates who will pursue this credential need to specify "Single Subject Bilingual" in the application for graduate admission to SDSU (Code: 00100). Students applying for admission should electronically submit the university application along with the \$55 application fee as well as the supplemental department application (no extra fee). Directions and links to each application are available at <http://go.sdsu.edu/education/admissions/preliminary-bilingual-multiple-and-single-subject-credentials.aspx>.

#### **Admissions Information**

All applicants must submit admissions materials separately to SDSU Graduate Admissions and to the Dual Language and English Learner Education Department. Applicants who complete their applications on time and meet the standard for admission will be asked to participate in candidate interviews. Applicants should complete application procedures the semester prior to beginning the credential program. Check the department website for current deadline information: [http://go.sdsu.edu/education/dle/bilingual\\_credential.aspx](http://go.sdsu.edu/education/dle/bilingual_credential.aspx).

### **Graduate Admission**

The following materials should be submitted as a complete package either online or directly to

Graduate Admissions  
Enrollment Services  
San Diego State University  
San Diego, CA 92182-7416

Official transcripts (in official sealed envelopes if hard copy or sent electronically directly from the institution) from all postsecondary institutions attended. Note:

- Students who attended SDSU need only submit transcripts for work completed since last attendance.
- Students with international coursework must submit both the official transcript and proof of degree. If documents are in a language other than English, they must be accompanied by a certified English translation.

TOEFL score, if medium of instruction was in a language other than English (<http://www.ets.org>, SDSU institution code 4682).

### **Admission to the Dual Language and English Learner Education Department**

Complete the online supplemental department application. Directions and links are available at <http://go.sdsu.edu/education/admissions/preliminary-bilingual-multiple-and-single-subject-credentials.aspx>. The following materials should be submitted online as part of the department application.

1. Appropriate California Subject Examinations for Teachers (CSET) scores or evidence of an approved waiver program.
2. California Basic Educational Skills Test (CBEST) scores.
3. California Certificate of Clearance.
4. Tuberculin clearance.
5. Two letters of recommendation.
6. Evidence of early field experience.
7. Evidence of current CPR training.
8. Autobiography/Goals and Philosophy.

### **Standards for Admission**

1. Completion of a bachelor's degree from an accredited institution.
2. Verification of Subject Matter Competency. Students must verify competency either in a specified single subject area through a university waiver assessment process which consists of reviewing coursework for completion of an approved teaching major or its equivalent at San Diego State University or another approved California teacher-training institution or
  - Through the California Subject Examinations for Teachers (CSET).
  - Competency will be assessed and verified by subject matter departments at SDSU. Requirements for the various single subject majors are listed with the academic majors in the General Catalog. Test scores submitted for

verification of subject matter competency are valid for five years from the date of the examination. Test information and registration materials are available at <http://www.cset.nesinc.com>.

3. CBEST scores. Students must pass the California Basic Educational Skills Test (CBEST) prior to admission to the Single Subject Bilingual Emphasis credential program. Candidates are urged to take this examination as early as possible. This examination is required by the California Commission on Teacher Credentialing. Booklets containing registration forms and test information are available at <http://www.cbest.nesinc.com>.
4. Demonstration of Language and Cultural Proficiency. All candidates must meet Language Proficiency and Cultural Awareness requirements for the language of emphasis in their specific bilingual authorization.
  - Spanish: Can be met via coursework or exam. Coursework. Complete DLE 415 or DLE 416 with an 83% on the final exam and a minimum grade of C. Exam. Pass CSET LOTE subtests III and V (test codes 147 and 258 respectively) for Spanish language emphasis.
  - Mandarin: Pass CSET LOTE subtests III and V (test codes 165 and 253 respectively) for language of emphasis.
  - Arabic: Pass CSET LOTE subtests II and V (test codes 193 and 251 respectively) for language of emphasis.
  - Filipino: Pass CSET LOTE subtests II and V (test codes 191 and 255 respectively) for language of emphasis.
  - Japanese: Pass CSET LOTE subtests III and V (test codes 159 and 260 respectively) for language of emphasis.
5. California Certificate of Clearance. This certificate represents a background clearance and check conducted by the State Department of Justice and Federal Bureau of Investigation. Turnaround time for the clearance can take as long as eight months. Possessors of K-12 California credentials may satisfy this requirement by submitting copies of those certificates. Candidates must submit the application directly to the California Commission on Teacher Credentialing. A copy of the application must be provided to the Dual Language and English Learner Education Department.
6. Tuberculin Clearance: Evidence of a negative tuberculosis test (these tests are valid for four years and must be in effect during the time that candidates are enrolled in the credential program) or X-ray showing no active tuberculosis. Clearance statements may be secured from Health Services, private physicians or HMOs, or public health agencies.
7. Two letters of recommendation attesting to the applicant's following characteristics: (a) attitude, aptitude and ability to teach children; (b) personality and character; (c) academic ability. One letter of recommendation should be from a secondary school teacher with whom the student has worked and the others may be from faculty or administrators.
8. Verification of Early Field Experience: Applicants must provide evidence of a minimum of 30 hours of experience with students in typical secondary classroom settings within the last three years. Evidence must be documented. Completion of

DLE 415 with a grade of at least a C (2.0) or credit in DLE 416L can be used to meet this requirement.

9. Evidence of CPR training that includes infant/child/adult
10. Autobiography/Goals and Philosophy. Candidates must complete a 1-1/2 page essay of their goals and philosophy in education and a 1-1/2 page autobiography (one written in the language of emphasis and the other in English) demonstrating an aptitude for the profession and written competence in both languages.
11. Communication Skills and Aptitude for the Profession. Successfully complete an interview with the admissions and retention committee of the Dual Language and English Learner Education Department.
12. Grade Point Average. Candidates must have cumulative grade point averages (GPAs) within the upper one-half of undergraduate students in the candidates' majors. GPAs vary according to discipline and graduating institution. GPA requirements are available in the Dual Language and English Learner Education (DLE), EBA-248. Candidates are required to submit official transcripts from all colleges and universities attended and unofficial SDSU transcripts for GPA calculations. If students are concerned about their GPA, advisers are available in the College of Education, Office of Student Services, EBA-259, 619-594-6320.
13. Prerequisite Courses. The following courses must be completed with a grade of C- or better prior to admission to the program, but may be in progress at the time of application or taken in the term immediately prior to the program start date.

DLE 515\*      Multilingual Education: Theory and Practice for Bilingual  
Teachers ... 3

DLE 415      Bilingual Foundations for Teaching and Learning in Diverse  
Communities

**OR**

DLE 416 plus 416L \*\* ... 4

ED 451      Introduction to Multicultural Education ... 3

SPED 450      Classroom Adaptations for Special Populations  
or SPED 500 Human Exceptionality ... 3

TE 280      Health Education for Teachers ... 1

DLE 515 may be waived with passage of CSET LOTE subtest IV.

\*\* DLE 415 or DLE 416 may be waived with passage of CSET LOTE subtests III and V.

14. Other. In addition to the minimum admissions standards identified above, the Dual Language and English Learner Education Department Admissions and Retention Committee may also consider qualifications such as previous teaching experience and relevant working experience with children.

Note: Due to the number of applicants, application to the program does not ensure admission.

Appeals Process. Candidates who do not meet all the admission requirements may petition the Dual Language and English Learner Education Department Admissions and Retention Committee for individual consideration; petition letters must be submitted concurrently with the application packets.

Next Steps. After admission students will meet with the program coordinator to plan an appropriate program which includes a minimum of 31 units as defined by the California Commission on Teacher Credentialing.

### **Global Learning Experience Requirement**

All candidates in the Dual Language and English Learner Education multiple and single subject programs are required to participate in an organized experience working with students across the border. This requirement consists of two weekends or four days, usually scheduled just before or after the start of the fall semester. Candidates work in small groups to create lesson plans to be implemented in transborder locations such as Tecate or Tijuana, Mexico. This experience will give candidates the opportunity to work with border students in a Mexican school setting, practice lesson planning, and create community among cohort and faculty. Details for the experience, including the registration number for the appropriate section of ED 450 Study Abroad, will be provided upon acceptance to the program. Contact the Department of Dual Language and English Learner Education at (619) 594-5155 or [dle@sdsu.mail.edu](mailto:dle@sdsu.mail.edu); or the College of Education Global Cultural Experience Coordinator at (619) 594-3266 or [coestudyabroad@mail.sdsu.edu](mailto:coestudyabroad@mail.sdsu.edu) for details.

### **Prerequisite Courses**

DLE 515\* Multilingual Education: Theory and Practice for Biliteracy Teachers ... 3  
 DLE 415 Biliteracy Foundations for Teaching and Learning in Diverse Communities or DLE 416 plus 416L \*\* ... 4  
 ED 451 Introduction to Multicultural Education ... 3  
 SPED 450 Classroom Adaptations for Special Populations or SPED 500 Human Exceptionality ... 3  
 TE 280 Health Education for Teachers ... 1

\* DLE 515 may be waived with passage of CSET LOTE subtest IV.

\*\* DLE 415 or DLE 416 may be waived with passage of CSET LOTE subtests III and V.

### **Credential Courses**

ED 450 Study Abroad ... 1-3  
 DLE 524 Psychological Foundations for Biliteracy Teachers in Grades 7-12... 1-4  
 DLE 653 Language Development in K-12 Multilingual Classrooms ... 3  
 DLE 915B Teaching and Learning in the Content Area: Designated and Integrated English Language Development: Single Subjects ... 1-3  
 DLE 933 Skills in Teaching Reading to Bilingual Secondary Students ... 3  
 DLE 954 Classroom Organization for Democratic Teaching in Bilingual Classrooms ... 3  
 DLE 960 Professional Seminar for Bilingual Teacher Candidates (Cr/NC... 1-4  
 DLE 963 Practicum in Secondary Bilingual Classroom (Cr/NC... 3-4  
 DLE 964 Student Teaching for Bilingual Secondary Students II ... 8-12  
 ED 970 Teaching Event Assessment (Cr/NC) ... 1-3  
 TE 914 Teaching and Learning in the Content Area: Major\* ... 3  
 \* Teacher candidates pursuing a World Languages (e.g. Spanish) credential take DLE 604 Learning and Teaching Language in a Dual Language Setting (3) instead.

### **Preliminary 2042 Credential Requirements**

1. A bachelor's degree from an accredited institution. Credentials can be granted only in one of the approved areas listed in the School of Teacher Education single subject teaching credential section or in World Languages (Spanish).
2. Subject matter competency in one of the approved areas listed in the School of Teacher Education single subject teaching credential section or in Spanish. Competency is demonstrated through completion of an approved waiver program or through CSET examinations. Candidates should check with the College of Education, Office of Student Services, EBA-259, to clarify the appropriate means for satisfaction of the subject matter competency requirement.
3. Successful completion of Language Proficiency and Cultural Awareness requirements for the language of emphasis.
4. Verification of current CPR competency.
5. California Certificate of Clearance.
6. Passage of California Basic Educational Skills Test (CBEST).
7. Completion of an approved fifth year program (a minimum of 30 upper division or graduate-level post baccalaureate units) with a grade point average of 3.0 or more.
8. Demonstrated knowledge of principles and provisions of United States Constitution through successful completion of three-unit college level course or examination. Courses are listed in General Catalog section on "Graduation Requirements, IV. American Institutions Requirement."
9. Demonstrated knowledge of the needs of and methods of providing educational opportunities to individuals with exceptional needs, Special Education 450 or 500.
10. Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy).
11. Knowledge of health education in California, including substance abuse and nutrition: Teacher Education 280 Health Education for Teachers.
12. Successful completion of a California Teacher Credentialing approved Teacher Performance Assessment (edTPA).

Note: Undergraduate students in their final semester prior to obtaining a baccalaureate degree may sign up for concurrent post-baccalaureate credit as explained in the section of this catalog on "General Regulations."

According to SB 2042 legislation, teachers will be able to earn Professional Clear Credentials upon successful completion of induction programs sponsored by their employers and approved by the California Commission on Teacher Credentialing.

To be recommended for the bilingual authorization, candidates must meet the language and cultural proficiency requirements.

Change(s): 1) The existing program requires a minimum of 45 hours of early field experience or DLE 415; the new program will require a minimum of 30 hours of early field experience or DLE 415 or DLE 416L. This is item 8 in Standards for Admission. (2) The existing program lists SPED 500 as a prerequisite; the new program will list either SPED 500 or SPED 450. This is under item 13 in Standards for Admission. (3) The existing program references DLE 415; the new program will reference both DLE 416 and DLE



416L. This is found anywhere early field experience or language and cultural proficiency are mentioned. It is also included under item 13 in Standards for Admission. (4) The existing catalog copy in the graduate bulletin did not list the certificate of clearance or the transborder experience; the new one does. These are found under item 5 and the heading "Global Learning Experience Requirement", respectively. (5) The existing program block definition does not mention the process for waiving DLE 515. The new program block definition contains an exception for DLE 515 that states \*May be waived with passage of CSET LOTE subtest IV. It is included under item 13 in Standards for Admission. (6) The existing catalog description contains a hidden prerequisite in the form of DLE 415 (or DLE 416), used to meet the language and cultural proficiency requirement and DLE 415 (or DLE 416L) used to meet the early field experience requirement. In the new catalog description, they are listed with the prerequisites. (7) The existing program requires TE 914 as the content area methods course; the new program offers DLE 604 as an alternative for candidates seeking a credential in World Languages.

4. Change in program.

Dual Language and English Learner Education  
**Dual Language for Academic Literacy Certificate**  
**(SIMS Code: 330307)**

Paragraph 1 (*no change*)

Prerequisites for admission: (1) Successful completion of a bachelor's degree from an accredited institution. (2) Possession of either of the following: bilingual credential or CLAD, SB 2042 multiple subject, single subject, or administrative credential plus a bilingual authorization. (3) Recommendation from an administrator or other supervisor familiar with the applicant's work in an education-related field. (4) Successful completion of the application and interview process.

Required courses (12 units): Dual Language and English Learner Education 553, 600A or 600B, 604, 650. A minimum grade point average of 3.0 must be maintained in certificate coursework with no less than a grade of C in any course.

Up to 12 units completed with a grade of B (3.0) or better may be applicable to the Master of Arts degree in education with concentration in dual language and English learner education. For further information, contact the Department of Dual Language and English Learner Education, 619-594-5155.

Change(s): Paragraph 2 updated from *Applicants must have completed a bachelor's degree from an accredited institution and hold a current bilingual teaching Bilingual 2042 credential, or hold a CLAD, SB 2042 multiple or single subject credential, or administrative credential, and meet the minimum language requirements of the SDSU/COE based language test (e.g. Spanish)* to what is presented above. 600A or added to paragraph 3. Paragraph 4 added.

EDUCATION

1. Change to course statement, prerequisites, units, and variable title.

## Education

### ED 970. Teaching Event Assessment (1-3) Cr/NC

Prerequisite: Admission to teacher education or dual language and English learner education multiple or single subject credential program and credit or concurrent registration in Dual Language And English Learner Education 960, Teacher Education 903, or 961.

Tasks required for performance assessment teaching event: context of learning, planning instruction and assessment, instructing students and supporting learning, assessing student learning, and reflecting on teaching and learning. Open only to students completing their final semester of student teaching. May be repeated with new content. See *Class Schedule* for specific content. Maximum credit six units applicable to a master's degree.

Change(s): *Open only to students completing their final semester of student teaching* added to course statement. *And credit or concurrent registration to DLE 960, TE 903, or 961* added to prerequisites. Units updated from 3 to 1-3. Variable title field updated from *no* to *yes*; required variable title language added to description.

## SPECIAL EDUCATION

### 1. Change in program.

#### Special Education

#### **Preliminary Education Specialist Credential**

1. Core courses: Special Education 553, 560, 562, 970B (4 units), 980 (6 units). An international or global experience is required as defined by the Department of Special Education, prior to graduation for all preliminary credential candidates. Students must obtain approval of graduate adviser.
2. Specialization courses:
  - a. *(no change)*
  - b. *(no change)*
  - c. Special Education 526, 528, 530, 543, 980D (Infant/Toddler) (6 units), 980D (Preschool) (6 units), and CFD 380, 580, 585, or 33 units total.

# Those seeking severe emotional disabilities (SED) must take these courses.

^ Those seeking autism authorization must take these courses.

Change(s): Bullet 1 updated from *Core courses: Special Education 505\*#, 553#^, 560, 662\*#^, 970, 980. Candidates are required to pass the Reading Instruction (RICA) Test.\* An international or global/cultural experience is required, as defined by the Department of Special Education, prior to graduation for all preliminary credential candidates. Students must obtain approval of graduate adviser* to what is presented above. Bullet 2C updated from *Early Childhood Special Education: Special Education 526, 530, 635, 643A, 643B, 980D (Infant/Toddler), 980D (Preschool); and 970B (for part-time students)* to what is reflected above. Asterisk footnote is no longer applicable.

## TEACHER EDUCATION

1. New course.

Teacher Education

*ADV METHODS IN TEACH MATH (C-2)*

TE 924A. Advanced Methods in Teaching Mathematics (2-4)

Prerequisites: Teacher Education 914A with a grade of C (2.0) or better and admission to a single subject credential program.

Best practices, evaluation of student work, learning assessments, and pedagogy in secondary mathematics instruction.

2. New course.

Teacher Education

*ADV MTHDS TCH HIST SOCSCI (C-2)*

TE 924B. Advanced Methods in Teaching History/Social Science (2-4)

Prerequisites: Teacher Education 914B with a grade of C (2.0) or better and admission to a single subject credential program.

Best practices, evaluation of student work, learning assessments, and pedagogy in secondary history/social science instruction.

3. New course.

Teacher Education

*ADV METHODS IN TEACH SCI (C-2)*

TE 924C. Advanced Methods in Teaching Science (2-4)

Prerequisites: Teacher Education 914C with a grade of C (2.0) or better and admission to a single subject credential program.

Best practices, evaluation of student work, learning assessments, and pedagogy in secondary science instruction.

4. New course.

Teacher Education

*ADV METHODS IN TEACH ELA (C-2)*

TE 924D. Advanced Methods in Teaching English Language Arts (2-4)

Prerequisites: Teacher Education 914D with a grade of C (2.0) or better and admission to a single subject credential program.

Best practices, evaluation of student work, learning assessments, and pedagogy in secondary English language arts instruction.

5. New course.

Teacher Education

*ADV METHODS TEACH PHYS ED (C-2)*

TE 924E. Advanced Methods in Teaching Physical Education (2-4)

Prerequisites: Teacher Education 914E with a grade of C (2.0) or better and admission to a single subject credential program.

Best practices, evaluation of student work, learning assessments, and pedagogy in secondary physical education instruction.

6. New course.

Teacher Education

*ADV METHODS TEACH MUSIC (C-2)*

TE 924F. Advanced Methods in Teaching Music (2-4)

Prerequisites: Teacher Education 914F with a grade of C (2.0) or better and admission to a single subject credential program.

Best practices, evaluation of student work, learning assessments, and pedagogy in secondary music instruction.

7. Change to description, grading method, prerequisite, and title.

Teacher Education

*TEACHING LITERACY SEC SCH*

TE 933. Teaching of Literacies in the Secondary School (3)

Prerequisite: Admission to a credential program.

Teacher competencies and skills to include reading/writing and diagnosing literacy needs in content areas. For students completing a credential at SDSU, this course must be taken concurrently with enrollment in first or second semester single subject credential program.

Change(s): First sentence of description updated from *teacher competencies as they relate to the teaching of reading/writing and diagnosing needs in the content areas* to what is presented above. Grading method updated from *+LETTER (C/N OK)* to *+LETTER*. *Admission to a credential program* added as prerequisite. Title updated from *Teaching of Reading in the Secondary School* to what is presented above.

8. Change to description, prerequisites, and units.

Teacher Education

TE 963. Secondary School Student Teaching I (1-12) Cr/NC/RP

Prerequisites: Admission to single subject credential program or upper division standing in an integrated teacher education program. To be taken concurrently with Teacher Education 922 and 954. Teacher Education 933 is highly recommended to be taken at this time. Student must provide own transportation to student teaching site.

On-site, part-time experience to implement teacher competencies developed in Teacher Education 170 [or Child and Family Development 170] or 922 and 954. Maximum credit 12 units.

Change(s): *170 or* added to description. Maximum credit statement updated from 6 to 12 units. *Or upper division standing in an integrated teacher education program* added to prerequisite. Variable units updated from 1-4 to 1-12.

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

To: Senate Executive Committee/Senate  
From: Undergraduate Council  
Report from Fall 2018

- (1) The committee agreed with the request from the Service Learning Faculty Fellows Committee to move forward with the implementation of a campus definition and designation policy for Service Learning (SL) that meets the minimum criteria of a SL course, as identified in CSU's working definition. The committee has referred this to the Undergraduate Curriculum Committee for inclusion in the curriculum guide and to assistance with implementation.
- (2) The committee also spent time reviewing the use of the "Ws," both from students and from faculty. Our concerns was whether or not, when analyzing low completion (i.e. DFW courses) we were getting a true picture of students who were completing courses and not performing well compared to students who were not completing the courses. After a review of the available data, while the committee still feels that faculty should be encouraged to indicated whenever possible if a student has failed or failed to complete that our current withdrawal policy seems appropriate and that we seem to be capturing the appropriate number of F and WU grades.

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair  
Undergraduate Curriculum Committee

Date: January 16, 2018

Re: 2020-2021 *General Catalog*

## **INFORMATION (11-02-19)**

### ASIAN STUDIES

1. Change to description, general education, prerequisite, title.

Chinese

*LANG & SOC INTRACTN CHINA*

ASIAN 353. Language and Social Interaction in China (3) [GE]

(Same course as Chinese 353)

Stereotypes and empirical findings of the relationship between language use and social behavior in China. Confucianism and Cultural Revolution; personal relationships and hierarchical structure; characteristics of Chinese language and interaction; politeness in everyday social encounters in China; cultural miscommunication. Taught in English.

Change(s): *Interface* replaced by *the relationship* in description. Course added to GE area IVB. Prerequisite deleted. Title updated from *Language, Discourse, and Social Relations in China* to what is presented above.

### CHINESE

1. Change to description, general education, prerequisite, title.

Chinese

*LANG & SOC INTRACTN CHINA*

CHIN 353. Language and Social Interaction in China (3) [GE]

(Same course as Asian Studies 353)

Stereotypes and empirical findings of the relationship between language use and social behavior in China. Confucianism and Cultural Revolution; personal relationships and hierarchical structure; characteristics of Chinese language and interaction; politeness in everyday social encounters in China; cultural miscommunication. Taught in English.

Change(s): *Interface* replaced by *the relationship* in description. Course added to GE area IVB. Prerequisite deleted. Title updated from *Language, Discourse, and Social Relations in China* to what is presented above.

### DANCE

1. Deactivation of course.

Dance

DANCE 183. Rhythmic Analysis (2)

One lecture and two hours of activity.

Music as related to movement; notation and simple music forms applied to all movement activities; percussion accompaniment; writing of percussion scores, music repertoire for dance.

Change(s): Course is being deactivated.

### ELECTRICAL ENGINEERING

1. New course.

Electrical Engineering

*INTERNSHIP (C-78)*

E E 495. Internship (1) Cr/NC

Prerequisite: Completion of 96 units towards the electrical engineering major with a GPA of 3.0 or better.

Internship or practicum experience. Not applicable to a major in the Department of Electrical and Computer Engineering. Maximum credit three units.

### ENGLISH

1. Change to description and staffing formula.

English

*C-4*

ENGL 401. Childhood's Literature (3) [GE]

Analysis of influential and/or neglected literature for children and young adults in a variety of genres and forms. Not applicable to English or comparative literature majors. Majors are to take English 501.

Change(s): First part of description updated from *Influential contemporary and classic literature for children and young adults, such as Charlotte's Web and the Harry Potter series. Sample topics include construction of childhood, cultural values and ethics, role models, subversion of adult power* to what is presented above. Staffing formula updated from C-2 to C-4.

### ENVIRONMENTAL SCIENCES

1. New course.

Environmental Science



*CLIMATE CHANGE SOLUTIONS (C-3)*

ENV S 302. Climate Change Solutions (3) [GE]

Prerequisites: Completion of the General Education requirements in Communication and Critical Thinking and Foundations of Learning II.A., Natural Sciences and Quantitative Reasoning.

Carbon-neutral societies, human-nature harmonious communities, and optimal applications of climate and natural resources. Climate change actions, data visualization, governance, mitigation policies, narrative, and technologies. Locally and globally scalable solutions for climate changes.

HUMANITIES

1. New course

Humanities

*THE BODY (C-2)*

HUM 201. The Body: Identity, Crisis, Resistance (3) [GE]

How bodies shape our understanding of ourselves and others across multiple spheres of private and public life. The body and identity, physiological health challenges and solutions, and the social power of physical movement.

2. New course.

Humanities

*THEORY IN THE HUMANITIES (C-2)*

HUM 413. Theory in the Humanities (3) [GE]

Prerequisite: Humanities 101, 102, or upper division standing.

Humanistic inquiry. Theories and theoretical debates across geographical borders. Foundational theories and recent interventions.

LATIN AMERICAN STUDIES

1. New course.

Latin American Studies

*ILLNESS HEALTH HEAL LATAM (C-1)*

LATAM 425. Illness, Health, and Healing in Latin America (3) [GE]

Cultural, economic, political, and social aspects of healing, health, and illness in Latin America.

LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDIES

1. New course.

Lesbian, Gay, Bisexual, and Transgender Studies

*INTRO TO LGBTQ+ STUDIES (C-2)*

LGBT 101. Introduction to LGBTQ+ Studies (3) [GE]

Diversity of LGBTQ+ communities, identities, politics, sexual and gender bodies. Intersectionality of age, class, color, embodiment, ethnicity, gender, personhood, religion, and sexuality.

LINGUISTICS

1. New course.

Linguistics

*DIALECTS OF ENGLISH (C-4)*

LING 251. Dialects of English (3) [GE]

Regional and social diversity of English dialects in the United States and elsewhere to include differences in grammar, pronunciation, and vocabulary.

2. New course.

Linguistics

*LANGUAGE ACROSS LIFESPAN (C-3)*

LING 252. Language Across the Lifespan (3) [GE]

Cognitive benefits of bilingualism. Effects of normal and pathological aging on language knowledge and use. Language learning in cognitively impaired individuals. Native and second language acquisition and use in childhood and adulthood. Sociological factors affecting language use.

MARKETING

1. New course.

Marketing

*MKTG & SALES SOCIAL IMPCT (C-4)*

MKTG 478. Marketing and Sales for Social Impact (4)

Prerequisite: Marketing 371 with a grade of C (2.0) or better.

Marketing and sales planning to solve social or environmental issues. Management of marketing and sales functions to address pressing needs at the base of the economic pyramid, underserved communities, or markets affected by environmental problems.

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

TO: SEC/Senate

FROM: Adrienne D. Vargas, Interim Vice President, University Relations and Development

DATE: January 22, 2019

RE: Information

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**Philanthropy Report:**

The following are notable gifts received since November 20, 2018:

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

Faculty Emeritus Richard M. Riedman, Ph.D. and Alumna Kathleen R. Hoffer, Ph.D. made a \$10,000 gift to the Speech Language or Audiology Clinic Operations Fund.

ViaSat, Inc. made a \$10,000 gift to the Zahn Innovation Center in the College of Engineering.

Gifts totaling \$40,000 from Real World Academics, LLC will support the Patti Roscoe Meetings & Events Professorship and the L. Robert Payne School of Hospitality & Tourism Management in the College of Professional Studies and Fine Arts.

Alumnus Thomas E. Bollard and his wife, Holly Martin-Bollard, made a \$10,000 gift to the Tom Bollard Fellowship in Design and Technology in the College of Professional Studies and Fine Arts.

Gifts totaling \$56,500 from Alumnus Mark D. McMillan and his wife, C'Ann, will go toward the Mehdi Salehizadeh Legacy Endowed Scholarship to provide support to students majoring in Finance or Real Estate in the Fowler College of Business.

Faculty Emeritus Richard D. Wright, Ph.D. made a \$10,000 gift to support the cost of receptions honoring graduate students in the Department of Geography upon completion of their public thesis or dissertation presentations.

San Diego Gas & Electric contributed a total of \$27,000 in board dues on behalf of Alumnus Scott Drury, Alumnus Alan Dulgeroff, Alumnus Alan Marcher, and Michael Schneider.

Mr. Ed E. Marsh made a gift-in-kind of \$345,345 to the Love Library Special Collections.

A \$75,000 multi-year pledge from Tom Hom and Loretta Lum will provide support for the SDSU Confucius Institute endowment in the College of Arts and Letters.

J. Gordon Melton, Ph.D. made a gift-in-kind of \$21,536 to the Love Library Special Collections.

The Johnson Family Trust made a \$30,000 gift to support scholarships in the School of Nursing in the College of Health and Human Services.

Gifts-in-kind totaling \$116,655 from Faculty Emerita Alicia Annas will support the Love Library Special Collections.

A planned gift from Richard and Olivia James of a Steinway Grand Piano (a \$57,500 value) will go to the Music department in the College of PSFA.

The Bernard Osher Foundation made a \$25,000 gift to support and grow the Osher Lifelong Learning Institute Program (OLLI), a non-credit educational program specifically designed for people who are 50 years of age or older.

A matching gift of \$10,000 was made by the Avery Dennison Corporation on behalf of Julia Stewart.

Keith and Christa Jones pledged \$200,000 to the SDSU Adapted Athletics Program in the College of Health and Human Services.

Lowell J. Burnett, Ph.D. pledged \$100,000 to the Lowell Burnett, Ph.D. Endowed Award which will provide support to students including but not limited to tuition assistance, lab fees and research expenses in the Physics department in the College of Sciences.

Pledges totaling \$60,000 from Alumni Bill and Elaine Hartleb will support Athletics.

A realized bequest totaling \$56,257 from the Estate of Pitt Warner will go toward the Pitt and Virginia Warner College of Arts and Letters Dean's Excellence Endowment and the Pitt and Virginia Warner Endowment for Jazz Studies.

Scott Borden made a \$25,000 gift to the Student Rocket and Design Fund in the College of Engineering.

Alumnus Cloyd P. Reeg, Jr. made an \$18,000 gift to support Athletics.

Richard R. Collins made a \$13,500 gift to support Athletics.

Sharyn Goodson made a \$12,000 gift to the Dr. Katz Research and Capstone Fund in the College of Engineering.

Alumnus Thomas J. Kertesz made an irrevocable bequest for \$40,000 to create the Kramer and Marjorie Rohfleisch Memorial Scholarship.

Gifts-in-kind totaling \$20,000 from ViaSat, Inc. will benefit the College of Sciences.

Becky Moores made gifts-in-kind totaling \$10,400 will benefit Student Affairs.

The Geico Philanthropic Foundation made a \$10,000 gift to support the Compact Scholars Program in the Division of Academic Engagement and Student Achievement.

Alumnus Gary Hogue made a \$10,000 gift to the Civil Engineering Fund in the College of Engineering.

Faculty Emeritus J. E. L. Carter, Ph.D. made a \$10,000 gift to the J.E. Lindsay Carter Scholarship Endowment in the School of Exercise and Nutritional Sciences in the College of Health and Human Services.

The Boeing Company made a \$100,000 gift to the Troops to Engineers Program in the College of Engineering.

Gifts totaling \$10,000 from the Thomas G. & Audrey Pine Foundation will support the Stanley Flom Memorial Scholarship in the College of Education and the Thomas G. Pine Professorship in Computer Engineering in the College of Engineering.

President Emeritus Stephen L. Weber made a \$10,000 gift to the Susan and Stephen Weber Honors Scholarship in the Division of Academic Engagement and Student Achievement.

Alumna Barbara J. Noerenberg made a revocable planned gift of \$218,115 and a \$17,800 gift to provide scholarship support to students in the Zahn Innovation Platform Launchpad Women in STEM Entrepreneurship Initiative in the College of Engineering.

A gift of \$10,000 from Alumnus Stuart Naliboff will support the President's Leadership Fund.

Matching gifts totaling \$12,453.06 were made by the Microsoft Corporation on behalf of Alumna Peggy L. Johnson.

Richard Woodcock made a \$50,000 gift to the Student Rocket and Design Fund in the College of Engineering.

A gift of \$28,600 from Hal and Debby Jacobs will support Athletics.

Alumnus Steven L. Gex pledged \$26,315.80 to provide scholarship support to Guardian Scholars students in the Fowler College of Business.

Alumnus Thomas D. Franklin pledged \$20,000 to support the sailing team, a recognized student organization administered through Student Affairs.

Alumnus Matthew O. Jones made gifts totaling \$30,000 to support the College of Health and Human Services and Athletics.

The Gilbert J. Martin Foundation made a \$10,000 gift to support Athletics.

Faculty Emeritus James W. Neel made a \$50,000 gift to provide scholarships for graduate students in the College of Sciences.

Gilead Sciences, Inc. made a \$15,000 gift to the CSUPERB CSU Ed Research Biotech Fund in the College of Sciences.

Alumni Debra and Kirk Crawford gifted \$10,000 to the Charles W. Lamden School of Accountancy in the Fowler College of Business.

Faculty member Ann M. Johns, Ph.D. made a \$20,000 gift to the David H. Johns Memorial Scholarship Endowment.

**Campaign, Presidential & Special Events:**

President de la Torre and Lance Nail, Thomas and Evelyn Page Dean, Fowler College of Business hosted a reception in Orange County on Wednesday, November 14 for over 40 alums, donors and members of the Orange County Regional Council. The reception, co-hosted by Rick Keller, an OC regional council member, provided an opportunity for guests to personally visit with the President and learn more about her vision for SDSU and the Fowler College of Business.

On Thursday, November 29 President de la Torre hosted an SDSU Mission Valley Appreciation Reception for nearly 100 volunteers. The President, Stanley Maloy, Associate Vice President for Research and Innovation, and John David Wicker, Director of Intercollegiate Athletics, shared words of appreciation and their visions for SDSU Mission Valley.

On Thursday, November 29 President de la Torre hosted a team-building gathering for members of Associated Students and Guardian Scholars at the University House.

The President hosted two stewardship dinners at the University House during the month of December. On Monday, December 3, President de la Torre hosted long-time SDSU supporters – Leon and Barbara Parma, Bob and Patty Payne and Jack Goodall and on Thursday, December 20 the President hosted Irwin and Joan Jacobs. These intimate dinners provide an opportunity for the president to personally thank these donors for their support and to share her vision for the university moving forward.

## End of semester Report from the General Education Reform Steering Committee

**EXECUTIVE SUMMARY: WE BEGAN THE SEMESTER AS A COMMITTEE OF THE WHOLE AND THEN BROKE INTO THE THREE WORKING COMMITTEES AS OUTLINED BY THE PREVIOUS REPORT. THE WORKING COMMITTEES FOCUSED ON GATHERING INFORMATION ABOUT INSTITUTIONAL LEARNING OUTCOMES AS OUR FIRST AND PRIMARY GOAL FOR THIS YEAR IS TO DEVELOP ILOS FOR SAN DIEGO STATE AS THIS SPEAKS TO THE ESSENCE OF THE CONCERNS OF THE WASC REPORT.**

At the end of the spring semester 2017, members were invited and elected to serve on the General Education Reform Task Force. This Task Force had been designed by the previous General Education Task Force, which concluded its work in the spring of 2016. In the final report it was written:

*The Committee structure presented here is for Phase 1. Toward its conclusion, the Steering Committee members will decide how the Committee structure should be reconfigured for Phase 2 of the process. It also seems wise that some portion of the Task Force membership should change at each transition point (meaning: from Phase 1 to Phase 2 and from Phase 2 to Phase 3).*

*The Steering Committee will be charged with making recommendations about any potential modifications (or not) to the current structure of the General Education structure. If modifications are recommended these modifications would be vetted by the appropriate committees, vetted by the Senate Executive Committee and ultimately come to the Senate for consideration.*

*We recommend that there be an overall Steering Committee and three Working Committees. The work of the Committees is focused in the following way:*

- *Local Working Committee: This Committee reviews General Education at SDSU. Topics under consideration include the seven capacities, any assessment completed to date, data collected from key stakeholders, budgetary considerations and logistical considerations.*
- *Regional Working Committee: This Committee reviews the General Education requirements as set forth in EO 1100, monitors the discussions and Committee work being done in relation to EO 1100 at the system level, and reviews how General Education has been interpreted at the other CSU campuses.*
- *National Working Committee: This Committee reviews national trends and details at comparable and aspirational institutions as well as national employer trends and desires in regard to competencies for college graduates.*

The committee met as a committee of the whole initially and then we broke into the three committees as listed above and spent the rest semester looking at the broad issues of learning outcomes.

LOCAL	REGIONAL	NATIONAL
Chair: Jennifer Imazeki  Doreen Mattingly Kate Holofoet Mike Gates Paul Justice Steve SCehllenberg Emilio Ulluo	Chair: Virginia Loh-Hagan  David Pearson Nola Butler-Byrd Marcie Bober-Michel Eniko Csomay Tam Lieu Stephanie Estrada	Chair: Heather Canary  Anca Segall Suzanne Bordelon Steve Gill Kemahni Booze Arlette Baljon Margaret Henderson John Eger

Other members of the Steering Committee include Norah Shultz, Bey-Ling Sha, Ezra Delbick, Yusuf Ozturk, and Roxanna Ashtari.  
 [For the spring, Randy Timm, will be joining the Steering Committee]

**The local committee**, which focused on SDSU, went through a series of documents to find the points of overlap, generating a matrix. These documents included GE from catalog, mission from catalog, mission from policy file, history and mission from marcom, strategic plan, and WASC core competencies, We started by looking at the GE capacities and tried to identify where in the GE area Goals and other documents similar ideas were captured. However, given the nature of the area Goals, we found several places where interpretation of the specific language led to disagreement about whether they fit with various Capacities. We moved to focusing on the WASC competencies and goals, as these are more specific and also seemed more likely to correspond with what the other sub-committees would be finding. We then created a matrix that can serve as a starting point for comparison with the findings of the other groups.

**The regional committee** reviewed a number of other CSUs and noted that program goals are easily found but finding ILOs are a little harder; and it was even harder to determine how they aligned. In general, it seemed harder to find ILOs for UC than CSU. When located, ILOs seem to be WASC inspired and shared some common concepts such as critical thinking, diversity and/or international focus, sustainability, communication, intellectual attainment, lifelong learning, etc. (ILOs match the “Golden Four.”). Questions arose such as: Who tracks this? What’s the accountability? Where’s the alignment to ILOs as goals/outcomes seem to be more program-



specific? What's the rationale behind GE goals being separate? Why doesn't SDSU have ILOs? How do the ILOs translate to GE reconceptualization?

We recommend creating our own ILOs because we're part of a system and most CSU campuses have them. Also, ILOs will give us an organizing principle to reform GE. GE should be a more integrated experience in order to be relevant and visible to students. GE should align with ILOs and majors/programs and GE courses should distinguish students as SDSU graduates.

We recommend ILOs that are broad and general so that they can be applicable to all with learning outcomes of colleges and programs aligning to ILOs in order to create more coherence. Finally, we recommend including goals/outcomes that are special/unique to SDSU.

**The national committee** found, similarly to the regional committee, that it was difficult to find actual Institutional Learning Goals on college/university websites. It was easier to find information about the General Education programs/approaches/goals. One similar institution, Northern Illinois University, articulates "Baccalaureate Learning Outcomes" that are similar to many other institution's GE goals/outcomes (such as Integrate knowledge of global interconnections and interdependencies; Exhibit intercultural competencies with people of diverse backgrounds and perspectives; Analyze issues that interconnect human life and the natural world; Demonstrate critical, creative and independent thought; and so on). Other ILOs that appear with frequency include: contemporary challenges, global issues, ethics/citizensry and collaboration.

The Committee noted that due to overlap among outcomes, goals, issues, and capacities, we might consider a "network" approach to conceptualizing Institutional Learning Outcomes and the subsequent GE program rather than a "list" approach. Our review indicated that "synthesizing" and "integrating" are capacities/goals of many institutions and a network approach reflects such constructs much better than a list approach. Like a social network diagram, a curriculum network is built on the idea of relationships among entities rather than solely on attributes of those entities.

Building a curriculum network is based on the idea that a curriculum has coherence with various hubs as well as connections across those hubs. A network approach would enable ILOs to connect to GE LOs and to connect to specific course clusters. Students, and other stakeholders, would be able to envision how an SDSU education provides a coherent curriculum with relevant outcomes.

Proposal for work moving forward:

1. Norah generates report for Senate of our Fall progress
2. Sub-committee chairs convene to agree on parameters for the drafting of ILOs.
3. Sub-committees convene in spring semester to draft ILOs; gain consensus among sub-committee members.

4. Sub-committee presents drafts to steering committee.
5. Steering committee drafts ILOs based on three drafts from sub-committees; gain consensus among steering committee members.
6. Steering committee members convene meetings with colleges and programs to gain consensus.
7. Future steps: Presentation to Senate, Presentation to President, Development of Assessment and Implementation plans.