



SAN DIEGO STATE UNIVERSITY

SDSU Senate Agenda

April 7, 2020

[Join Zoom Meeting](#) (Meeting ID: 378 990 091)

2:00 to 4:30 pm

1. Call to order and Land Acknowledgement:

For millennia, the Kumeyaay people have been a part of this land. This land has nourished, healed, protected and embraced them for many generations in a relationship of balance and harmony. As members of the San Diego State community we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land; the land of the Kumeyaay.

Shared Governance:

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

2. Approval of Agenda (Wheeler)

3. Approval of Minutes (Wheeler)

4. Senate Executive Committee Report

- 4.1. Referrals Chart (Butler-Byrd).....3
- 4.2. Update on COVID-19 situation (Wheeler)
- 4.3. Recent SEC Decisions on Behalf of the Senate (Wheeler)

5. Report Tiger Teams (Santos-Derieg)

6. Academic Affairs Report (Ochoa)

7. Senate Actions (Wheeler)

7.1.	Resolution: GE Waiver for Area D and Area E for College of Engineering (Ozturk)	
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Referral Chart - February 2020

Date recd (M/Y)	Recd by	From	ID	Title	Description	Referred	Referred to
11/2018	NBB	Senate Officers	17/18_4	Funding for More Faculty Lines	Explore potential sources of funding for more faculty lines.	Y	Academic Resources & Planning
01/2019	NBB	Senate Officers	18/19_1	WH Executive Order on Combating Anti-Semitism & SDSU Freedom of Expression Steps.	Review and make recommendations regarding Executive Orders on Combating Anti-Semitism and SDSU Freedom of Expression Steps.	Y	Freedom of Expression Committee
04/2019	NBB	Senate Officers	18/19_2	Non-Represented Staff Seat	Research the viability of adding an additional Senate	Y	Constitution
10/2019	NBB	SEC	19/20_4	Senate PBAC Appointments	Develop a policy for Senate PBAC appointments.	Y	Academic Policy & Planning
10/2019	NBB	SEC	19/20_5	Service Learning Designation Policy	Develop a policy for Service Learning course designation.	Y	Academic Policy & Planning
10/2019		Senate Officers	19/20_6	Revise AP&P Role in ERG Report Development	ERG Report - research AP&P role from compiling data and authoring the report to asking pertinent		
10/2019	NBB	Staff Affairs	19/20_7	Award Emeritus Status to Qualified Staff	Consider revising the Policy File section on emeritus (2018-19 Policy File page 160) to allow this status to be awarded to qualified staff.	Y	Staff Affairs
11/2019	NBB	Senate Officers	19/20_9	Outstanding Teaching	Create an SDSU Award for Most Outstanding		
11/2019	NBB	Faculty Affairs	19/20_10	Faculty Affairs Committee	In order to be consistent with the membership of	Y	Constitution
11/2019	NBB	Freedom of Expression Committee	19/20_11	Scholars at Risk Resolution	Review 10/31/19 draft resolution from Freedom of Expression Committee regarding Supporting Visiting Scholars at Risk.	Y	AP&P, AR&P, FA
02/2020	NBB	Senate Officers	19/20_12	Clarify the use of the words "Campus" vs. "College"	Examine the way that SDSU uses the words "campus" vs. "college"? What is a college? What is a campus? Is that distinction important in the policy file?		Constitution and Bylaws
02/2020	NBB	Senate Officers	19/20_13	Review the Use of the Definition "Full-Time Faculty"	Review the definition of full-time faculty and create a more accurate term.	Y	Constitution and Bylaws Committee
02/2020	NBB	CBL	19/20_14	Committees Needing Review	Request Committee on Committees & Elections to specify a list of committees in need of review, so that CBL can 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? For a list of committees that need review	Y	Committee on Committees and Elections
02/2020	NBB	Senate Officers	19/20_15	Additional MPP Senate Seat	Research the viability of adding Senate seat(s) for non-represented (Foundation, Aztec Services, etc) staff.	Y	Constitution and Bylaws Committee

**Resolution of the San Diego State University Senate:
College of Engineering GE Area D Explorations and GE Area E Waiver**

Whereas, College of Engineering is a high-unit major degree program where number of units required to complete the degree programs ranges from 133 to 140;

Whereas, Title 5 Section 40508 requires that: As of the fall term of the 2014-15 academic year, no baccalaureate degree program shall extend the unit requirement beyond 120 semester units.

Whereas, College of Engineering program is accredited by ABET which places constraints on the number of major units, capstone design experience and number of math and science units.

Whereas, Engineering departments did take deep cuts in the major units. Engineering cannot reduce major units further without risking ABET accreditation. All Engineering units are at the ABET mandated major unit boundary.

Therefore, be it resolved that San Diego State University Senate approves:

1. Engineering majors are exempt from completing a 3-unit course in the “Explorations in Social and Behavioral Sciences” area (CSU GE Area D explorations).
2. Engineering majors are exempt from completing a 3-unit course in the “Lifelong Learning and Self-Development” area (CSU GE Area E).

Date: 25 February 2020

To: Senate

From: Peter Atterton, Chair, Constitution and Bylaws Committee

Subject: ACTION ITEMS

Referrals 18/19_2 Additional MPP Seat and 19/20_15 Add Seat(s) from Non-represented Staff

Recommendation: The Committee discussed the referral by the Senate Officers for adding an additional staff senate seat from MPP staff, Classes 1 and 2, and for adding Senate seat(s) for non-represented staff. There was unanimous support for such additions to the Senate, with the Committee recognizing the importance of having **one** additional staff senate seat from MPP staff, Classes 1 and 2, and **two** non-represented staff. This addition will be made to Section 4.0 (4.0 Membership and Electorate) of the Constitution.

Motion (First Reading):

Constitution – 4.1 Elected Members

4.14 Staff (8)

4.141 There shall be six non–Management Personnel Plan (MPP) staff senators elected from permanent non-MPP staff. One staff senator position shall be reserved for an SDSU Imperial Valley staff member. The electorate shall consist of permanent and temporary non-MPP staff, including probationary staff.

4.142 There shall be two non–represented (Foundation, Aztec Shops, etc.) staff.

4.15 Managers There shall be ~~one~~ **two** Management Personnel Plan (MPP) staff senators elected from MPP staff, Classes 1 and 2. The electorate shall consist of all MPP staff, Classes 1 and 2.

Rationale:

- An additional staff senator who is an employee in the Management Personnel Plan, Classes 1 and 2, is needed to keep pace with the increase in the number of Professor Senators apportioned annually from eight percent (8%) to nine (9%) for each major academic unit (as defined in the Bylaws). Currently, one MPP staff, Classes 1 and 2, does not seem enough to adequately represent middle level managers from all divisions.
- Currently, there are no non–represented staff. CBL argues that, in the spirit of shared governance, all members of the campus community should have representation at Senate. Given the large number of non–represented staff employed in multiple units across campus (Campanile Foundation, Research Foundation, Associated Students, Aztec Shops, and World Campus), there should be at least two representing this large and important constituency.

Recommendation: The Senate Committee on Academic Resources and Planning (ARP) recommends that its name change to University Resources and Planning (URP). The new name better reflects the functions of the committee. Four additional members will be invited to join URP so that all SDSU Divisions are represented. These include URAD, Information Technology Division, Division of Diversity and Innovation, and Graduate Affairs.

Original Language:

3.4 Committee on Academic Resources and Planning

3.41 Membership (15)

3.411 Ex officio: Associate Vice President for Academic Affairs - Resource Management, Vice President for Business and Financial Affairs or designee, and Vice President for Student Affairs or designee.

3.412 Appointed: nine faculty members, one from each college, the Library, and SDSU Imperial Valley, nominated by the Committee on Committees and Elections and appointed by the Senate, at least two of whom shall be elected senators; one staff member selected by the Staff Affairs Committee in consultation with the staff senators and confirmed by the Senate, and two students appointed in accordance with procedures established by the Associated Students.

New Language:

3.4 Committee on **University** Resources and Planning

3.41 Membership (18)

3.411 Ex officio: Associate Vice President for Academic Affairs – Resource Management, Vice President for Business and Financial Affairs or designee, **Vice President for URAD or designee, Vice President for Information Technology or designee, Vice President of for Student Affairs and Diversity and Innovation or designee, and Vice President of Graduate Affairs or designee,.**

3.412 Appointed: nine faculty members, one from each college, the Library, and SDSU Imperial Valley, nominated by the Committee on Committees and Elections and appointed by the Senate, at least two of whom shall be elected senators; one staff member selected by the Staff Affairs Committee in consultation with the staff senators and confirmed by the Senate, and two students appointed in accordance with procedures established by the Associated Students.

Date: March 11, 2020

To: SEC/Senate

From: Debra Bertram, Chair, Staff Affairs Committee

Subj: Action: Revisions to Staff Awards section of the Policy File

At the direction of the President's Office, the Staff Affairs Committee requests the following addition to the Staff Awards section of the Policy File.

2.0 Staff Lifetime Contribution to the University Award

2.1 Criteria: The Staff Lifetime Contribution to the University Award shall be awarded to staff members who make significant contributions to the mission of the university throughout their career.

2.11 In order to be eligible, staff members who have served the university for a minimum of fifteen years shall be considered.

2.12 Represented staff and MPP staff of the university are eligible for this award and must be actively employed by the university at the time of the award (fall semester) in order to be considered.

2.13 Staff members who serve as part-time lecturers are eligible for the award provided they are nominated in their role as a staff member.

2.2 Procedure

2.21 Nominations shall be called for the by the Staff Honors and Awards Committee during the first week of the spring semester. Nominations may be received from students, staff members, administrators, alumni, and other members of the community. Complete self-nominations are permitted. Each nomination shall include (a) a completed nomination form and (b) at least three letters of recommendation from current SDSU faculty, staff or administrators. Nominations shall be submitted to the chair of the Staff Honors and Awards Committee

2.22 The Staff Honors and Awards Committee shall review supporting documentation of nominee, ensure nomination completion and eligibility. The committee shall submit three unranked nominations with written rationales for the committee's choices to the University President.

2.23 The President shall select the recipient.

2.3 The staff member honored with this award shall receive a monetary bonus from the San Diego State University Alumni Association.

Date: March 11, 2020

To: SEC/Senate

From: Debra Bertram, Chair, Staff Affairs Committee

Subj: Action: Revisions to University Policies: Staff section of the Policy File

At the direction of the Senate Officers, the Staff Affairs Committee requests the following addition to the University Policies: Staff section of the Policy File.

6.0 Staff Emeritus Status

- 6.1 Conferral of emeritus status represents an honor bestowed by the university in recognition of significant and distinguished service to the university by staff from San Diego State University who may seek to continue their affiliation with and service to the institution.
- 6.2 Privileges: The privileges of emeritus status, as available and following normal procedures for allocation, shall include (a) library privileges accorded all regular staff members, (b) email access, (c) ability to serve on Senate appointed and campus ad hoc committees as appropriate, (d) Identification cards indicating emeritus status and, (e) any other privileges as deemed appropriate.
- 6.3 Eligibility: Emeritus status is granted at the campus level. Years of service at the campus, either continuously or at different times, may be considered as evidence of merit. Emeritus status may be conferred only upon staff employees who have: (a) provided significant or sustained contribution in promoting the mission of the university and who are eligible to activate their annuities from the CSU system. Exceptional cases may be considered for recommendation to the Senate based on merit.
- 6.4 Nomination: The Staff Honors and Awards Committee shall recommend to the Senate staff members eligible for emeritus status.
 - 6.4.1 Each quarter, the committee shall receive from Human Resources (a) a list of staff employees with 10 or more years of service to the university and have informed the university of their intention to retire, (b) their anticipated dates of retirement, and (c) their status with respect to service retirement.
 - 6.4.2 Nominations for emeritus status shall be submitted to the Senate for conferral by the Staff Honors and Awards Committee. Nominations for exceptional cases must be accompanied by a rationale for conferral of emeritus status.
 - 6.4.3 If eligible persons are omitted from emeritus status, they may within three years of the date of prior decision request of the Chair of the Senate consideration for emeritus status.
- 6.5 Emeritus status shall be granted by formal action of the Senate, viva voce, to a member of the staff upon service retirement. Emeritus status shall be granted under other

conditions to recognize extraordinary service to the university by a majority vote of the Senate taken viva voce.

- 6.6 The names of emeritus staff shall be listed on the Senate, Staff Affairs Committee, and departmental, school and/or College websites.

Date: March 11, 2020
To: Senate Officers and CBL
From: Debra Bertram, Chair, Staff Affairs Committee
Subject: ACTION: addition of one staff member to the Committee on Academic Policy and Planning

As San Diego State University is committed to the principles of Shared Governance, and the Committee on Academic Policy and Planning is directly involved in governance of university issues that directly affect non-MPP staff, the Staff Affairs Committee moves the following addition to the *University Policy File*:

A membership addition of one represented, non-MPP staff seat to the Committee on Academic Policy and Planning Committee (BYLAWS-->Section 3.3).

BYLAWS

3.3 Committee on Academic Policy and Planning

3.31 Membership (~~14~~ 15)

3.311 Ex officio: the Provost or designee, the Associate Vice President for Academic Affairs - Student Achievement, and the Dean of Graduate Affairs.

3.312 Appointed: nine faculty members, one from each college, the Library, and SDSU Imperial Valley, nominated by the Committee on Committees and Elections and appointed by the Senate, at least two of whom shall be elected senators; **one staff member selected by the Staff Affairs Committee in consultation with the staff senators and confirmed by the Senate**; two students appointed in accordance with procedures established by the Associated Students.

TO: Senate Executive Committee / Senate

FROM: Heather Canary & Gregory Wilson
Co-Chairs, General Education Curriculum and Assessment Committee

DATE: March 11, 2020

RE: GENERAL EDUCATION PROGRAM

Action

III. LIFELONG LEARNING AND SELF-DEVELOPMENT

New course

ANTH 112. Conspiracy and Culture (3) [GE]

Conspiracy theories in cultural context to include physiological, psychological, and social dimensions. Power dynamics, voices of dissent, and culturally varied ways commitments to “false” beliefs are created, maintained, and diffused.

IV. EXPLORATIONS OF HUMAN EXPERIENCE

C. Humanities

New course

PHIL 333. Ethics-Food (3) [GE]

Prerequisite: Upper division standing.

Ethics of what we eat to include fair-trade food sourcing, food rituals, shaming, waste; use of GMOs, veganism, and vegetarianism.

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

Proposal to Extend SDSU's Spring 2020 Drop Deadline to May 7

Whereas, the COVID-19 crisis has brought many unexpected challenges to every member of the University community;

Whereas, these challenges are particularly great for students facing limited or no internet access, or caring for family members, or living in suddenly insecure housing, or needing special accommodations;

Whereas, these challenges are occupying what will likely be half of the semester, rendering the normal progress of learning much more difficult for some;

Whereas, some students may be so overwhelmed by these challenges that they may not have time to handle any SDSU business at all for several weeks;

Therefore, be it resolved that the University Senate recommends that San Diego State University issue a variance for the Spring 2020 semester in its usual policy of February 4 for the student drop deadline, and instead extend this to May 7, the last day before finals begin. Courses dropped pursuant to this variance will not appear on the students' transcripts, will not affect their GPA, and will not generate a refund of tuition or fees.

Motion:

The Senate recommends authorization of the following:

To address the CO's March 12th directive issuing a temporary, limited suspension of in-person, timed assessments used to place students in upper- division writing classes, we ask that the senate allow the suspension of SDSU's Writing Placement Assessment, or WPA, and follow the CO's directive to "satisfy the in-person testing requirement via a course or series of courses, beginning with the 2021-22 academic year."

To assist students who a) took the WPA in early Spring Semester 2020, and cannot now retake it in hopes of receiving a higher score, or b) were planning on taking the WPA Spring Semester 2020, we ask that they be allowed to move directly to an appropriate upper-division writing class in summer 2020, or fall 2020.

Rationale/Background

- The CO's order asks that campuses "determine an alternative metric to satisfy the in-person testing requirement via a course or series of courses, beginning with the 2021-22 academic year" and requests that campuses work with the Academic Senate to do this.
- A group of faculty involved in different aspects of the operation of the GVAR arranged an emergency meeting to determine how best to respond. (Those faculty were CAL Interim Dean Glen McClish, Director of Advising Christine Molina, Registrar Stephanie Anderson, Chair of Rhetoric and Writing Studies Suzanne Bordelon, Chair of Linguistics and Asian/Middle Eastern Languages Betty Samraj, Co-Coordinator of the WPA Chris Werry and Carl Fielden, RWS Enrollment Manager Jamie Madden, and the Director of the Composition Program for International, Immigrant and Bilingual Students Debbie Poole.)
- This group determined that the best way to move forward is to follow the main recommendation of the CO. This means temporarily suspending the in-person testing requirement, and moving students directly to an upper-division writing course. (This class can be in a student's major if offered. Some departments offer upper-division "W" classes, but if they don't offer it, students can choose from a number of upper-division "W" classes offered by RWS and Linguistics.)
- The WPA is SDSU's in-person placement tool, a short, timed writing assessment designed to place students in the appropriate upper-division writing class. On average about 85% of students receive an "8" on the WPA. A score of "8" means students are on track to write

at the level expected by the CSU and ready to take an upper-division writing class. About 3-5% score a "6," which means they need extra help and an extra writing class. (These students tend to be multilingual transfer students who face particular challenges with written communication or non-native speakers of English who need extra support.) These students take LING 281 or RWS 280, then an upper-division writing class. Roughly 8-10% of students typically score "10," which means they are ahead of where we expect them to be as juniors (writing at graduate level), and they do not require an upper-division writing class.

- Since we can no longer use the WPA to place students, we concluded the best solution is for students to simply proceed to an upper-division writing class. This course can be in their major where offered, or in LING 305 or RWS 305, or an equivalent upper-division "W" class.

- We believe this required response will have minimal impact on most students, reflects best practices, and creates better alignment between SDSU and the rest of the CSU. Approximately 85% of students already proceed directly to an upper-division writing course, and the fairly small number who either place out or need an extra class can instead be directed to an upper-division class. (Some portion of the students who clear the GVAR still take an upper-division writing class anyway, as some majors require it.)

- We plan to work with Advising and Enrollment Services to help identify students who may benefit from taking LING 305W. We also hope to run a pilot study to track how these changes impact student success.

- We request that the SDSU Senate moves quickly, as these measures will require many changes to enrollment, and the deadline for Fall Semester registration is days away.

- In terms of the class schedule, this solution is budget neutral.

Date: April 3, 2020

To: Senate

From: S Hector Ochoa, Provost & Senior Vice President for Academic Affairs

Re: Provost's and Deans' Recommendations Regarding Temporary Changes to Academic Policy Related to COVID-19

Recommendation #1

Include the following statement on all students' transcripts:

"Note: COVID-19 Pandemic occurred during this semester."

Recommendation #2

Change the current Academic Probation Policy to the proposed Academic Probation Policy

Current Policy:

Academic Probation – An undergraduate student whose grade point average falls below a C average (2.) for either all baccalaureate level college work attempted or all work attempted at San Diego State University will be placed on academic probation at the end of the semester.

Proposed Policy:

Academic Probation – An undergraduate student whose grade point average falls below a C average (2.) for either all baccalaureate level college work attempted or all work attempted at San Diego State University will be placed on academic probation at the end of the semester ***except for the Spring 2020 semester.***

Recommendation #3

Change the current Academic Disqualification Policy to the proposed Academic Disqualification Policy

Current Policy:

Academic Disqualification – Undergraduate students who are admitted to SDSU in good standing will not be disqualified at the end of their first semester of coursework at San Diego State University. After the first semester, students will be disqualified at the end of the fall or spring semesters if the following conditions exist:

1. A student on probation fails to earn at least a 2.0 grade point average (C average) in San Diego State University work for any semester while on probation, or
2. A student on academic probation still has less than a 2.0 grade point average in all work attempted at San Diego State University at the end of the third semester on probation.

Proposed Policy:

Academic Disqualification – Undergraduate students who are admitted to SDSU in good standing will not be disqualified at the end of their first semester of coursework at San Diego State University. After the first semester, students will be disqualified at the end of the fall or spring semesters if the following conditions exist:

1. A student on probation fails to earn at least a 2.0 grade point average (C average) in San Diego State University work for any semester while on probation, or
2. A student on academic probation still has less than a 2.0 grade point average in all work attempted at San Diego State University at the end of the third semester on probation **except for the Spring 2020 semester.**

Recommendation #4

Recommendation # 3 policies for undergraduate would also to apply for graduate students' academic probation and academic disqualifications for graduate students for the Spring 2020 semester.

TO: SEC

FROM: Cezar Ornatowski, Nola Butler-Byrd, Eniko Csomay

DATE: March 24, 2020

SUBJECT: Information: Report from the March 19-20, 2020 plenary meeting of the Academic Senate CSU (ASCSU)

The March 19-20, 2020 ASCSU plenary was held online because of the coronavirus outbreak. The March 23 one-day Board of Trustees meeting will also be held online.

Chancellor White

Chancellor White rescinded his planned retirement to remain in his position until the end of the calendar year to preserve the continuity of leadership at the CSU through this difficult time. In his report to the plenary Chancellor White sounded somber. The CSU can be certain to lose a portion of the budget proposed by the Governor in January. We'll be going from a health crisis to a financial crisis. The financial crisis will have serious and long-lasting consequences for the CSU. There will be a likely enrollment slump in the CSU next year. Partly because campuses are closed to the usual visiting parents and prospective students. Partly also due to economic problems and families' financial situation. The Chancellor expects reduction in student enrollment and attendance in the Fall. The reduction in enrollments could be significant. A 20% drop in enrollment would mean a loss of \$630m in revenue. We need to plan for the contingency that we will likely not get the \$199m budget increase in the January Governor's budget and potentially could face cuts to our base budget as a result of loss in state revenues. There is currently no systemwide hiring freeze. That might change. Campuses may chose to slow down some hiring. The budget picture may be adverse for years to come. The governor has issued an executive order to suspend standardized testing.

Vice-Chancellor Loren Blanchard

There is no going back to normal this academic year. The CSU is trying to help students so they do not have to withdraw from the university. Students are losing jobs. There are problems with students enrolling (for instance, with getting HS transcripts, due to school closures). These problems will impact both returning students and new students next academic year.

Resolutions

Many of the second reading resolutions were deferred to the May ASCSU plenary due to lack of urgency coupled with the difficulties associated with conducting the first-ever virtual plenary.

At the March 19-20, 2020 ASCSU plenary meeting seven resolutions were passed:

AS-3408-20/FA (Rev) Academic Senate CSU (ASCSU) Endorsement of the American Association of University Professors (AAUP) Statement “*In Defense of Knowledge and Higher Education*”

AS-3413-20/APEP (Rev) Exploring Common Pathways for Transfer to the California State University (CSU) and University of California (UC)

encourages exploration of potential alignment of major transfer patterns by intersegmental discipline faculty representatives and opposes efforts to explore alignment without CSU discipline faculty member participation. This is in response to current developments that are taking place even as we met in the plenary session.

AS-3414-20/APEP (Rev) Resources to Support California State University (CSU) Faculty Participation in the Course-Identification Numbering System (C-ID) Process

Urges adequate support for staff and faculty to accomplish the important work of implementing and maintaining transfer model curricula (which are the basis for the Associate Degrees for Transfer).

AS-3418-20/FA Accommodations to Faculty Due to the COVID-19 Emergency (first reading waived)

Recommends that individual faculty members can determine whether student perceptions of teaching effectiveness for this semester will appear in their PAF and WPAF without penalty, that probationary faculty be granted an additional year in RTP considerations if requested, and that the appropriate administrator place a memo outlining the difficulties encountered during the affected periods that might impact teaching, service, and scholarly and creative activity. Also calls for appropriate cleaning of facilities, asks for sufficient resources to support alternative modes of instruction, and calls for a return to pre-crisis modes of instruction after the crisis over.

AS-3419-20/FGA 2020 Legislative Advocacy Positions of the Academic Senate of the California State University (ASCSU) was granted a waiver as legislative events are currently unfolding. The Executive Committee is empowered to take positions on behalf of the ASCSU when we are not able to respond/take positions as a body in a timely manner. A summary of the 11 items with committee recommendations are listed at the end of this report.

AS-3420-20/AA Response to the CSU Chancellor’s Office Memo on Recommended Implementation of as California State University (CSU) Ethnic Studies Requirement (March 17, 2020) (First Reading Waived)

AS-3423-20/FGA Academic Senate CSU (ASCSU) Recognition of Larry Mandel, Vice Chancellor and Chief Audit Officer for The CSU (1997-2020) (passed by acclamation)

The following three resolutions received their first reading:

AS-3417-20/EX Academic Senate of the CSU Calendar of 2020-2021 Meetings

AS-3421-20/FGA Re-Affirming the Role of the Academic Senate of the California State University (ASCSU) and Campus Senates in Establishing Curriculum and Graduation Requirements

Affirms the role of the ASCSU and campus senates established in the Higher Education Employer Employee Relations Act and supported by the ASCSU constitution and AAUP statements on shared governance.

AS-3422-20/FA In Support of Lecturer Range Elevation

Encourages CFA and CSU management to allow range elevation based upon service, irrespective of position on the SSI scale, and to adopt a policy that range elevations result in at least a 6% salary increase.

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), Eniko Csomay (ecsomay@sdsu.edu), and Cezar Ornatowski (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/>.

Date: 20 March 2020
To: SEC / Senate
From: D.J. Hopkins, Chair, Academic Policy and Planning Committee
Subject: Information: AP&P referrals and other business

The Academic Policy and Planning Committee met on 25 February 2020.

We were joined by Stephen Schellenberg, Assistant Vice President for Educational Effectiveness, who gave AP&P an update on the university's plans for implementing a new online curriculum system to replace CurricUNET. We are grateful for the thoroughness of the planning for this important system.

We were also joined by Yusuf Ozturk, Interim Assoc. Dean of Undergraduate Studies for the College of Engineering. Ozturk took questions from the committee related to the College of Engineering's "Unit Reduction and GE Integration Proposal." The AP&P committee discussed the Area B proposal and had some conversation about a potential Area E proposal. This Area B proposal was met with general approval from the committee members. The committee did not have an opportunity to deliberate either Area A or Area D proposals.

AP&P requests that our committee have the opportunity to review and discuss any Area A or Area D proposals from the College of Engineering, as we did for the Area B proposal.

AP&P approved a new degree emphasis from PSFA's Television, Film, and New Media program.

Senate meetings to be held in the week of March 16, 2020 were postponed. Because the SEC meeting was rescheduled to the day and time of the regularly scheduled AP&P meeting, our committee needed to adapt. After an email correspondence in which a substantial number of AP&P members participated, the committee decided to cancel our March meeting. We will review and vote on program proposals in our CurricUNET queue via email.

DJH

To: SEC, Senate Officers, and SDSU Senate

From: Mark Reed & Sherry Ryan, Co-Chairs, AR&P

Date: 3/17/20

Re: Information items from recent AR&P Meetings

3/10/20 Meeting

1. The committee reviewed the first set of PBAC requests from the following divisions: Business and Financial Affairs, President's Office, University Relations and Development, Diversity and Innovation, Cross-Divisional Requests, and Deferred Maintenance/Capital Projects. There were 24 proposals reviewed by the committee. The following link can be used to access the proposals: [PLEASE CLICK HERE](#). This link will open a spreadsheet with links to each individual proposal for the divisions reviewed (above).
2. The committee discussed the role of AR&P in the curriculum (program) approval process. After discussion, the committee decided to recommend removing AR&P from this process given the dearth of information AR&P has about resources needed to fund new programs. This recommendation will be given to AVP Schellenberg who is leading the implementation of the revised process for the new (DigArc) curriculum software.
3. The committee approved a new program proposal from the School of Theater, Television, and Film.

To: Senate Executive Committee / Senate
From: Larry S. Verity, Chair
Undergraduate Curriculum Committee
Date: March 11, 2020
Re: 2021-2022 *General Catalog*

INFORMATION (3I-04-20)

ANTHROPOLOGY

1. New course.

Anthropology

CONSPIRACY AND CULTURE (C-1)

ANTH 112. Conspiracy and Culture (3) [GE]

Conspiracy theories in cultural context to include physiological, psychological, and social dimensions. Power dynamics, voices of dissent, and culturally varied ways commitments to “false” beliefs are created, maintained, and diffused.

ART

1. Change to prerequisites.

Art

ART 241. Graphic Design I (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in Art 100 and 101. **Proof of completion of prerequisites required:** Copy of transcript.

Principles of visual presentation. Development of image-generation skills, verbal and visual design literacy. Printed and screen-based graphic design media.

Change(s): *ART 103* and *104* removed as prerequisites.

2. Change to prerequisites.

Art

ART 242. Typography I (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in Art 100 and 101. **Proof of completion of prerequisites required:** Copy of transcript.

Fundamentals of typography to include history, theory, and practice with emphasis on study of letterforms and typographic layout systems for printed and screen-based media.

Change(s): *ART 103* and *104* removed as prerequisites.

3. Change to prerequisites.

Art

ART 249. Environmental Presentation (3)

Six hours.

Prerequisite: Art 100, 101, or 103.

Methods, materials, and tools of the professional environmental designer stressing art principles.

Change(s): Prerequisite updated from *ART 148* to what is presented above.

4. Change to prerequisites.

Art

ART 451. Residential Interior Design (3)

Six hours.

Prerequisites: Art 250 and 251.

Survey, analysis and conceptual design methods of residential interiors stressing materials, equipment, components and structural detailing. Maximum credit six units.

Change(s): *ART 249* removed as prerequisite.

5. Change to prerequisites.

Art

ART 453. Detail Design for Mixed-Use Interiors (3)

Six hours.

Prerequisites: Art 250 and 251. Recommended: Art 451.

Approaches to codes and regulations, construction and assembly drawings, contractual agreements, environmental design, project supervision, space planning, and specification writing.

Change(s): *ART 249* removed as prerequisite.

6. Change in program.

Art

Art Major

With the B.A. Degree in Liberal Arts and Sciences

Paragraphs 1-3 (*no change*)

Emphasis in Art History

(Major Code: 10031) (SIMS Code: 660517)

Impacted Program. (*no change*)

Preparation for the Major. Art 100, 101, 258, 259, 263, and three units of art electives (excluding Art 157). Art 100, 101, 258, and 259 must be completed with a grade of C (2.0) or better and cannot be taken for credit/no credit (Cr/NC). (18 units)

Students completing the California Community College Associate in Arts in Art History for Transfer (AA-T) will satisfy preparation for the major. If Art 101 was not completed as part of the AA-T, it must be completed at SDSU.

Language Requirement. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

International or Professional Experience Requirement. *(no change)*

Major. A minimum of 30 upper division units in art history to include Art 578 and 593; and 21 units selected from Art 371, 409, 547, 557 through 577 (three of the units must be from Art 557, 559, or 560), and three units of art electives.

Change(s): ART 547 listed to satisfy Art History requirement. ART 157 excluded from lower division art electives.

7. Change in program.

Art

Art Major

With the B.A. Degree in Liberal Arts and Sciences

Paragraphs 1-3 *(no change)*

Emphasis in Studio Arts

(Major Code: 10021) (SIMS Code: 660589)

Impacted Program. *(no change)*

Preparation for the Major. Art 100, 101, 102 or 104, 103, 258, 259; six units selected from Art 203 or 204, 216, 223, 226, 231, 240; and three units of art electives (excluding Art 157). Art 100, 101, 102 or 104, 103, 258, and 259 must be completed with a grade of C (2.0) or better and cannot be taken for credit/no credit (Cr/NC). (27 units)

Students completing the California Community College Associate in Arts in Studio Arts for Transfer (AA-T) will satisfy preparation for the major. If Art 102 or 104 was not completed as part of the AA-T, it must be completed at SDSU.

Language Requirement. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

International or Professional Experience Requirement. *(no change)*

Major. A minimum of 30 upper division units in art to include six units selected from Art 340, 343, 344, 346, 348, 403, 404, 407, 410; three units selected from Art 323, 325, 331; six units selected from Art 326, 416, 423, 425, 431, 432, 440, 443, 444, 446, 448; three units selected from Art 345, 347, 412, 506; six units of Art History (Art 371, 409, 547, 557 through 578, and 593); and six units of art electives.

Change(s): ART 547 listed to satisfy Art History requirement. ART 157 excluded from lower division art electives.

8. Change in program.

Art

Art Major

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

Paragraphs 1-2 (*no change*)

Emphasis in Interior Architecture

(Major Code: 02031) (SIMS Code: 660566)

Impacted Program. (*no change*)

Preparation for the Major. Art 100, 101, 102 or 104, 103, 148, 250, 251, 258, 259; and three units selected from Art 216, 220, 223, 226, 231, 249. Art 100, 101, 102 or 104, 103, 258, and 259 must be completed with a grade of C (2.0) or better and cannot be taken for credit/no credit (Cr/NC). (30 units)

Graduation Writing Assessment Requirement. (*no change*)

Major. A minimum of 30 upper division units in art to include Art 347, 352, 451, 453, 552, 553; six units of upper division art electives; and six units of art history (Art 371, 409, 547, 557 through 578, and 593); recommended: Art 547 and 577.

Change(s): Remove ART 249 as a requirement in the Preparation for the major. Add ART 249 to the list of required art electives. New program requires the 3 units be selected from ART 216, 220, 223, 226, 231, 249. Reduce the total units in the preparation for the major to 30 units. The addition of ART 547 as an option to satisfy art history requirements (and is recommended).

9. Change in program.

Art

Art Major

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

Paragraphs 1-2 (*no change*)

Emphasis in Sculpture

(Major Code: 10021) (SIMS Code: 660581)

Impacted Program. (*no change*)

Preparation for the Major. Art 100, 101, 102 or 104, 103, 216, 220, 258, 259; three units selected from Art 148, 204, 210, 240, 241, 242, and three units of art electives (excluding Art 157). Art 100, 101, 102 or 104, 103, 258, and 259 must be completed with a grade of C (2.0) or better and cannot be taken for credit/no credit (Cr/NC). (30 units)

Graduation Writing Assessment Requirement. (*no change*)

Major. A minimum of 30 upper division units to include Art 416, 516, 517; three units selected from Art 331, 431, 432; three units selected from Art 323 or 524; three units selected from Art 325, 326, 346; six units of upper division art electives; six units of art history (Art 371, 409, 547, 557 through 578, and 593).

Change(s): ART 547 listed to satisfy Art History requirement. ART 157 is excluded from lower division art electives.

10. Change in program.

Art

Art History Minor

(Minor Code: 10031) (SIMS Code: 660518)

The minor in art history includes a minimum of 21 units in art distributed as follows: Nine units to include Art 258, 259, 263. Twelve units selected from Art 371, 409, 547, 557 through 578, and 593; and with consent of instructor selected Art 596 courses with art history content.

Remainder of description (*no change*)

Change(s): Added ART 547 to select-from list.

HOSPITALITY AND TOURISM MANAGEMENT

1. Change to prerequisite.

Hospitality and Tourism Management

HTM 219. Hospitality, Recreation, and Tourism Professions (3)

Prerequisite: Hospitality and Tourism Management 201.

Investigation of professional identities through review of literature, collection of data, analysis, and synthesis of findings/results.

Change(s): *RTM 101* removed as prerequisite option.

2. Change to prerequisites.

Hospitality and Tourism Management

HTM 223. Hospitality Managerial Accounting and Controls (3)

Prerequisite: Accountancy 201.

Utilization of accounting information in decision-making, planning, directing, and controlling in hospitality and tourism management. Integrates areas of managerial accounting and controls with applications in hospitality industry. Not open to students with credit in Accountancy 202.

Change(s): *HTM 201* and *RTM 101* removed as prerequisites.

3. Change to course hours description, description, prerequisites, staffing formula, and units.

Hospitality and Tourism Management

(*C-4*)

HTM 301. Service Leadership Development (3)

Prerequisite: Upper division major in hospitality and tourism management.

Service leadership theory and development in hospitality and tourism industry. Application of business models and industry metrics. Development of leadership competencies.

Change(s): *One lecture and two hours of activity* deleted from courses hours description. Description updated from *Service leadership theory and development in hospitality and tourism industry. Application of business models and industry metrics with focus on individual assessment and development of leadership competencies* to what is presented above. HTM 201 removed as prerequisite. Staffing formula changed from *C-4 one unit* and *C-8 one unit* to *C-4 three units*. Units increased from two to three.

4. New course.

Hospitality and Tourism Management
GLOBAL HOSPITALITY LEADER (C-4)

HTM 325. Global Hospitality Leadership (3)

Prerequisite: Upper division major in hospitality and tourism management.

Finances and revenue centers, future trends, global distribution systems, human resources, management, operations, policies and regulations, sales and marketing.

5. Deactivation of course.

Hospitality and Tourism Management

HTM 380. Hospitality Leadership Theory (1)

Prerequisite: Upper division major in hospitality and tourism management.

Key components of leadership behavior and practice.

Change(s): This one unit course is being deactivated. The material is being covered in HTM 301. A course modification for that class has been submitted to increase units from 2 to 3.

6. Change to prerequisites.

Hospitality and Tourism Management

HTM 480. Leadership and Coaching in Hospitality (3)

Prerequisite: Upper division major in hospitality and tourism management.

Development of interpersonal communication, coaching, and training skills to maximize employee performance in a service setting.

Change(s): Prerequisites updated from *Hospitality and Tourism Management 301 and 380* to what is presented above.

7. New course.

Hospitality and Tourism Management

INNOVATION EXPERIENCE ECON (C-4)

HTM 495. Innovation in the Experience Economy (3)

Prerequisite: Upper division major in hospitality and tourism management or recreation and tourism management.

Innovation theory with experience economy logic to include memorable experience design and dimensions; idea generation and implementation.

8. Change in program.

Highlighted changes to impactation are pending review/approval by SDSU and CSU Chancellor's Office.

Hospitality and Tourism Management

Impacted Program

The hospitality and tourism management (HTM) major is an impacted program. To be admitted to an HTM major emphasis, students must meet the following criteria:

- a. Complete with a grade of C- (1.7) or better: Hospitality and Tourism Management 201, 219 or Mathematics 120, Hospitality and Tourism Management 223, 250; Accountancy 201; Economics 101 and 102; Recreation and Tourism Management 200, 290, or Management Information Systems 180; Rhetoric and Writing Studies 290, and Statistics 119. These courses cannot be taken for credit/no credit (Cr/NC);
- b. Complete a minimum of 60 transferable semester units;
- c. Have a cumulative GPA of 2.9;
- d. Students who meet all requirements except the GPA may request to be placed on the waiting list. Students on the waiting list will be admitted on a case-by-case basis formulated around the program's exception policy. Contact the School of Hospitality and Tourism Management (AH-4158), 619-594-4964, for more information.

To complete the major, students must fulfill the degree requirements for the major described in the catalog in effect at the time they are accepted into the premajor at SDSU (assuming continuous enrollment).

Hospitality and Tourism Management Major With the B.S. Degree in Applied Arts and Sciences (Major Code: 05081)

Paragraph 1 (*no change*)

Paragraphs 2-3 deleted.

Emphasis in Hotel Operations and Management (SIMS Code: 663102)

Preparation for the Major. Hospitality and Tourism Management 201, 219 or Mathematics 120, Hospitality and Tourism Management 223, 250; Accountancy 201; Economics 101, 102; Recreation and Tourism Management 200, 290, or Management Information Systems 180; Rhetoric and Writing Studies 290, and Statistics 119. (33 units)

These prerequisite courses may not be taken Cr/NC. The minimum grade in each class is C- (1.7) or better.

Graduation Writing Assessment Requirement. (*no change*)

International Experience. (*no change*)

Major. A minimum of 50 upper division units to include Hospitality and Tourism Management 301, 320, 398, 455, 480, 490, 491, 498; Business Administration 323, 350, 360, 370; Management 352; Recreation and Tourism Management 404, 470; and six units

selected from Hospitality and Tourism Management 325, 333, 342, 370 [or American Indian Studies 370], 371, 430, 431, 433, 435, 453, 456, 465, 495; Professional Studies and Fine Arts 381; Recreation and Tourism Management 475, 477, 487; Theatre 476.

Change(s): Impaction changed to reflect C minus instead of C for prep for major courses. GPA requirement changed to 2.9 (was 3.0). HTM office location changed. Prep for the Major - Add RTM 200 to all 4 emphases (note – this covers lower division GE lifelong learning), Math 120 as option for HTM 219 (capture transfers), MIS 180 as option for RTM 290 (capture transfers), Delete Econ 201 – or condition for Stats 119 if applicable. Upper Division - HTM 301 to 3 units, HTM 380 deleted, add 325 and 480 as electives. Upper division electives – Longer list for more choice – almost the same for all emphases.

9. Change in program.

Hospitality and Tourism Management

Hospitality and Tourism Management Major

With the B.S. Degree in Applied Arts and Sciences

(Major Code: 05081)

Emphasis in Meetings and Events Operations and Management

(SIMS Code: 663105)

Preparation for the Major. Hospitality and Tourism Management 201, 219 or Mathematics 120, Hospitality and Tourism Management 223, 250; Accountancy 201; Economics 101, 102; Recreation and Tourism Management 200, 290, or Management Information Systems 180; Rhetoric and Writing Studies 290, and Statistics 119. (33 units)

These prerequisite courses may not be taken Cr/NC. The minimum grade in each class is C- (1.7) or better.

Graduation Writing Assessment Requirement. *(no change)*

International Experience. *(no change)*

Major. A minimum of 50 upper division units to include Hospitality and Tourism Management 301, 330, 398, 432, 480, 490, 491, 498; Business Administration 323, 350, 360, 370; Management 352; Recreation and Tourism Management 404, 470; and six units selected from Hospitality and Tourism Management 325, 333, 342, 370 [or American Indian Studies 370], 371, 430, 431, 433, 435, 453, 456, 465, 495; Professional Studies and Fine Arts 381; Recreation and Tourism Management 475, 477, 487; Theatre 476.

Change(s): Impaction changed to reflect C minus instead of C for prep for major courses. GPA requirement changed to 2.9 (was 3.0). HTM office location changed. Prep for the Major - Add RTM 200 to all 4 emphases (note – this covers lower division GE lifelong learning), Math 120 as option for HTM 219 (capture transfers), MIS 180 as option for RTM 290 (capture transfers), Delete Econ 201 – or condition for Stats 119 if applicable. Upper Division - HTM 301 to 3 units, HTM 380 deleted, add 325 and 480 as electives. Upper division electives – Longer list for more choice – almost the same for all emphases.

10. Change in program.

Hospitality and Tourism Management
Hospitality and Tourism Management Major
With the B.S. Degree in Applied Arts and Sciences
(Major Code: 05081)
Emphasis in Restaurant Operations and Management
(SIMS Code: 663103)

Preparation for the Major. Hospitality and Tourism Management 201, 219 or Mathematics 120, Hospitality and Tourism Management 223, 250; Accountancy 201; Economics 101, 102; Recreation and Tourism Management 200, 290, or Management Information Systems 180; Rhetoric and Writing Studies 290, and Statistics 119. (33 units)

These prerequisite courses may not be taken Cr/NC. The minimum grade in each class is C- (1.7) or better.

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 50 upper division units to include Hospitality and Tourism Management 301, 340, 398, 455, 480, 490, 491, 498; Business Administration 323, 350, 360, 370; Management 352; Recreation and Tourism Management 404, 470; and six units selected from Hospitality and Tourism Management 325, 333, 342, 370 [or American Indian Studies 370], 371, 430, 431, 433, 435, 453, 456, 465, 495; Professional Studies and Fine Arts 381; Recreation and Tourism Management 475, 477, 487; Theatre 476.

Change(s): Impaction changed to reflect C minus instead of C for prep for major courses. GPA requirement changed to 2.9 (was 3.0). HTM office location changed. Prep for the Major - Add RTM 200 to all 4 emphases (note – this covers lower division GE lifelong learning), Math 120 as option for HTM 219 (capture transfers), MIS 180 as option for RTM 290 (capture transfers), Delete Econ 201 – or condition for Stats 119 if applicable. Upper Division - HTM 301 to 3 units, HTM 380 deleted, added 480 to core and 325 to electives. Upper division electives – Longer list for more choice – almost the same for all emphases.

11. Change in program.

Hospitality and Tourism Management
Hospitality and Tourism Management Major
With the B.S. Degree in Applied Arts and Sciences
(Major Code: 05081)
Emphasis in Tribal Gaming Operations and Management
(SIMS Code: 663106)

Preparation for the Major. Hospitality and Tourism Management 201, 219 or Mathematics 120, Hospitality and Tourism Management 223, 250; Accountancy 201; Economics 101, 102; Recreation and Tourism Management 200, 290, or Management Information Systems 180; Rhetoric and Writing Studies 290, and Statistics 119. (33 units)

These prerequisite courses may not be taken Cr/NC. The minimum grade in each class is C- (1.7) or better.

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 50 upper division units to include Hospitality and Tourism Management 301, 370 [or American Indian Studies 370], 371, 372, 373, 398, 480, 490, 491, 498; Business Administration 323, 350, 360, 370; Management 352; Recreation and Tourism Management 404, 470; and three units selected from Hospitality and Tourism Management 325, 333, 342, 430, 431, 433, 435, 453, 456, 465, 495; Professional Studies and Fine Arts 381; Recreation and Tourism Management 475, 477, 487; Theatre 476.

Change(s): Impaction changed to reflect C minus instead of C for prep for major courses. GPA requirement changed to 2.9 (was 3.0). HTM office location changed. Prep for the Major - Add RTM 200 to all 4 emphases (note – this covers lower division GE lifelong learning), Math 120 as option for HTM 219 (capture transfers), MIS 180 as option for RTM 290 (capture transfers), Delete Econ 201 – or condition for Stats 119 if applicable. Upper Division - HTM 301 to 3 units, HTM 380 deleted, add 325 and 480 as electives. Upper division electives – Longer list for more choice – almost the same for all emphases.

MATHEMATICS

1. Change in program.

Mathematics

Mathematics Major

In preparation for the Single Subject Teaching Credential With the B.A. Degree in Liberal Arts and Sciences

(Major Code: 17011)

Emphasis in Integrated Teacher Education Program (ITEP-SS)

(SIMS Code: 776306)

This emphasis combines the degree and credential into a 129 unit, four year integrated teacher education program. The program is designed to qualify the student for a mathematics degree and a preliminary single subject teaching credential in mathematics.

A minor is not required with this major.

Impacted Program. *(no change)*

Preparation for the Major. *(no change)*

Language Requirement. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 28 upper division units in mathematics to include Mathematics 302, 303, 320, 330, 341, 414, 508 or 510; Statistics 550; Teacher Education 405W*; and three units of electives in mathematics approved by the adviser for the major (excluding Mathematics 312, 313, 413).

Remainder of description *(no change)*

Change(s): In the Major requirements, name Math 508 and 510 as possible courses in one required course slot. Exclude the mathematics courses for liberal studies students, namely, Math 312, 313, and 413, from the possible elective courses.

PHILOSOPHY

1. New course.

Philosophy

ETHICS-FOOD (C-2)

PHIL 333. Ethics-Food (3) [GE]

Prerequisite: Upper division standing.

Ethics of what we eat to include fair-trade food sourcing, food rituals, shaming, waste; use of GMOs, veganism, and vegetarianism.

RECREATION AND TOURISM MANAGEMENT

1. Deactivation of course.

Recreation and Tourism Management

RTM 101. Recreation and Tourism Management (3)

Role of recreation and tourism systems in contemporary society. History and philosophy, scope of services, facilities, programs, personnel, and evaluation.

Change(s): Content from both of the introduction classes, RTM 101 and HTM 201, were reviewed and consolidated into a modified HTM 201 course required in all of the HTM and RTM programs.

2. Deactivation of course.

Recreation and Tourism Management

RTM 107. Recreation Programming and Leadership (4)

Three lectures and three hours of laboratory.

Theories, principles, and techniques of group leadership, group dynamics, communication, problem-solving, creativity, program planning, and publicity as they relate to selected recreation systems. Student ePortfolio is initiated.

Change(s): The need more explicit theoretical and practical exploration will now filled by RTM 301 which has been added to upper division requirements.

3. Change to prerequisite.

Recreation and Tourism Management

RTM 290. Quantitative and Qualitative Literacy in Tourism (3)

Prerequisite: Hospitality and Tourism Management 201 with a minimum grade of C (2.0).

Quantitative and qualitative methods in hospitality, recreation, and tourism fields. Gathering data from sources, summarizing data points, analyses, reporting findings/results, conclusions and recommendations.

Change(s): *RTM 101* removed as prerequisite option.

4. New course.

Recreation and Tourism Management

SERVICE LEADERSHP DEVELOP (C-3 two units; C-8 one unit)

RTM 301. Service Leadership Development (3)

Two lectures and two hours of activity.

Prerequisite: Hospitality and Tourism Management 201.

Communication, creativity, group dynamics and leadership, problem solving, program planning, and publicity in recreation and tourism contexts. Not open to students with credit in Recreation and Tourism Management 107.

5. Deactivation of course.

Recreation and Tourism Management

RTM 413. Cultural Tourism (3)

Two lectures and two hours of activity.

Prerequisite: Recreation and Tourism Management 470.

Concepts of cultural tourism and cultural heritage management. Strategies for planning of cultural tourism resources and for development of cultural tourism initiatives. Evaluating tourism potential of cultural or heritage assets.

Change(s): This class is being deactivated as it has not been taught for many years.

6. Change to prerequisite.

Recreation and Tourism Management

RTM 470. Global Sustainable Tourism Management (3)

Prerequisite: Hospitality and Tourism Management 201.

Global tourism management, economics, development and sustainability. Social, cultural, and environmental impact indicators and management tools for sustainable development.

Change(s): *RTM 101* removed as prerequisite option.

7. Change to prerequisite.

Recreation and Tourism Management

RTM 477. Sustainable Tourism Planning (3)

Prerequisite: Hospitality and Tourism Management 201.

Nature and scope of sustainable tourism planning. Approaches, principles, and processes for creating sustainability value in tourism. Sustainability assessment and corporate social responsibility for tourism amenities, attractions, services, transportation and facilities.

Change(s): *RTM 101* replaced with *HTM 201* as prerequisite.

8. Change to prerequisite.

Recreation and Tourism Management

RTM 483. Outdoor Education and Camp Administration (3)

Prerequisite: Hospitality and Tourism Management 201.

Philosophy, theory, methods, application, and scope of outdoor education in recreation and ecotourism camp settings. Management of resident, day, and travel camps.

Change(s): *RTM 101* replaced with *HTM 201* as prerequisite.

9. Change to prerequisite.

Recreation and Tourism Management

RTM 487. Environmental and Cultural Interpretation (3)

Prerequisite: Hospitality and Tourism Management 201.

Philosophy, theory, methods, application, and scope of cultural interpretation in recreation and tourism settings.

Change(s): *RTM 101* replaced with *HTM 201* as prerequisite.

10. Change in program.

Recreation and Tourism Management

Recreation Administration Major

With the B.S. Degree in Applied Arts and Sciences

(Major Code: 21031)

Emphasis in Outdoor Resource Management

(SIMS Code: 667751)

Preparation for the Major. Recreation and Tourism Management 200 or Professional Studies and Fine Arts 100, Recreation and Tourism Management 284; Biology 100 or 101; Geography 102, 104; Geological Sciences 100, 101; Hospitality and Tourism Management 201, 219; Psychology 101. (28 units)

Graduation Writing Assessment Requirement. (no change)

Major. A minimum of 48 upper division units to include Recreation and Tourism Management 301, 304, 305, 351, 404, 469, 470, 485, 487, 489, 498 (12 units); six units selected from Recreation and Tourism Management 468, 483, 484, 496; Anthropology 402; Biology 315, 327; Geography 370, 570, 572, 575; Geological Sciences 301; Oceanography 320; Philosophy 332 [or Sustainability 332]; Religious Studies 376 (or other upper division courses may be substituted with approval of the adviser).

Change(s): Preparation for major section updated from *Recreation and Tourism Management 101, 107, 284; Biology 100 or 101; Geography 102, 104; Geological Sciences 100, 101; Professional Studies and Fine Arts 100 or Psychology 101. (26 units)* to what is presented above. Major section updated from *A minimum of 51 upper division*

units to include Oceanography 320; Recreation and Tourism Management 304, 305, 351, 404, 469, 470, 485, 487, 489, 498 (12 units); nine units selected from Recreation and Tourism Management 468, 483, 484, 496; Anthropology 402; Biology 315, 327; Geography 370, 570, 572, 575; Geological Sciences 301; Philosophy 332 [or Sustainability 332]; Religious Studies 376 (or other upper division courses may be substituted with approval of the adviser) to what is presented above.

11. Change in program.

Recreation and Tourism Management
Recreation Administration Major
With the B.S. Degree in Applied Arts and Sciences
(Major Code: 21031)
Emphasis in Recreation Systems Management
(SIMS Code: 667765)

Preparation for the Major. Recreation and Tourism Management 200, 284, 290 or Management Information Systems 180; Biology 100 or 101; Hospitality and Tourism Management 201, 219 or Mathematics 120; and nine units selected from Accounting 201; Child and Family Development 135; Economics 101, 102; Finance 240; Hospitality and Tourism Management 223; Psychology 101; Sociology 101. (27 units)

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 51 upper division units to include Recreation and Tourism Management 301, 304, 305, 404, 468, 469, 470, 498 (12 units); nine units selected from Recreation and Tourism Management 340, 351, 396W, 475, 483, 489; Hospitality and Tourism Management 435, 495; and nine units selected from Business Administration 350, 370; Management 352; Psychology 340; Public Administration 350; Sociology 355, 444.

Change(s): Preparation for major section updated from *Recreation and Tourism Management 101, 107, 284; Biology 100 or 101; Management Information Systems 180; Psychology 101; Sociology 101; and six units selected from Economics 101, 102; Finance 240; Hospitality and Tourism Management 223. (28 units)* to what is presented above. Major section updated from *A minimum of 51 upper division units to include Recreation and Tourism Management 304, 305, 404, 468, 469, 470, 498 (12 units); Psychology 340 or Sociology 355; nine units selected from Recreation and Tourism Management 340, 351, 475, 483, 489; Hospitality and Tourism Management 430, 433, 435; and nine units selected from Business Administration 350, 370; Management 352; Public Administration 350; Sociology 444)* to what is presented above.

12. Change in program.

Recreation and Tourism Management
Recreation Administration Major
With the B.S. Degree in Applied Arts and Sciences
(Major Code: 21031)
Emphasis in Sustainable Tourism Management

(SIMS Code: 667766)

Preparation for the Major. Recreation and Tourism Management 200, 284; Accountancy 201; Economics 101, 102; Geography 101, 101L; Hospitality and Tourism Management 201, 219, 223. (28 units)

Graduation Writing Assessment Requirement. *(no change)*

International Experience Requirement. *(no change)*

Major. A minimum of 45 upper division units to include Recreation and Tourism Management 301, 304, 404, 470, 477, 487, 498 (12 units); and 15 units selected from five competency areas. Three units must be selected from each of the following five competency areas:

1. **Environmental Sustainability:** Biology 315; Geography 370, 409.
2. **Social/Cultural Sustainability, Social Justice, and Equity:** Recreation and Tourism Management 351; Hospitality and Tourism Management 370 [or American Indian Studies 370]; International Security and Conflict Resolution 301; Philosophy 332 [or Sustainability 332].
3. **Economic Sustainability:** Economics 455, 456.
4. **Sustainable Development:** Anthropology 353 [or Sustainability 353]; Political Science 334 [or Sustainability 334].
5. **Field Application:** Recreation and Tourism Management 305, 469, 489; Hospitality and Tourism Management 495.

Change(s): Preparation for major section updated from *Recreation and Tourism Management 101, 284; Accountancy 201; Economics 101, 102; Geography 101, 101L, 102; Hospitality and Tourism Management 223. (25 units)* to what is presented above. Major section updated from *A minimum of 51 upper division units to include Recreation and Tourism Management 304, 404, 413, 470, 477, 487, 498 (12 units); and 21 units selected from five competency areas. At least three units must be selected from each of the following five competency areas: (1) Environmental Sustainability: Biology 315; Geography 370, 409. (2) Social/Cultural Sustainability, Social Justice, and Equity: Recreation and Tourism Management 351; Hospitality and Tourism Management 370 [or American Indian Studies 370]; International Security and Conflict Resolution 301; Philosophy 332 [or Sustainability 332]. (3) Economic Sustainability: Economics 455, 456. (4) Sustainable Development: Environmental Engineering 320; Political Science 334 [or Sustainability 334]. (5) Field Application: Recreation and Tourism Management 305, 469, 489* to what is presented above.

13. Change in program.

Recreation and Tourism Management

Recreation Minor

(SIMS Code: 667701)

The minor in recreation consists of a minimum of 15 units to include Recreation and Tourism Management 304, 305 or 487, 404, Hospitality and Tourism Management 201, and three additional upper division units selected from Recreation and Tourism Management 351, 469, 470, 475, 484, 489, 499.

Remainder of description *(no change)*

Change(s): *RTM 101* is being deactivated and replaced with *HTM 201*.

SOCIOLOGY

1. Reinstatement and change to description and title.

Sociology

SOCIOLOGY OF EMOTIONS (C-2)

SOC 310. Sociology of Emotions (3)

Prerequisite: Sociology 101.

Human emotions in cultural dynamics, institutional processes, interactions, and societal structures. Management and regulation of emotions, norms, socialization. Specific emotions in social and political contexts.

Change(s): Description updated from *Sociological understanding of human emotions developed through consideration of history of sex and love, social psychology of jealousy, and political implications of envy. Understanding and management of emotions analyzed in context of community and society* to what is presented above. Title updated from *Love, Jealousy, and Envy: The Sociology of Emotions* to what is presented above.

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

March 2020

TO: Senate Executive Committee

FROM: Diversity, Equity and Inclusion Committee

RE: Department and School Diversity and Inclusion Plans

The Division of Diversity and Innovation has asked the Senate DEI Committee for guidance on what should be included in the diversity and inclusion plans that all academic departments and schools will be developing next year. We recommend the following:

- Given that all colleges should have approved plans by October 2020, department and school plans should indicate how the individual department or school will support the goals outlined in the college plans;
- Similar to the college plans, department and school plans should indicate how the individual department or school will support the four strategies to improve equity-minded hiring;
- Department and school plans should include an explicit analysis of equity gaps in student achievement; and
- Department and school plans should include strategies to improve faculty competencies with equity-minded teaching practices and inclusive pedagogies
- Department and school plans should include strategies to improve staff competences with inclusive support practices

TO: SEC/University Senate

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

DATE: March 17, 2020

RE: Information

Philanthropy Report:

Alumnus Jeffrey Jellison made a planned gift of \$4,119,058 to support the Department of Athletics.

Alumnus Gary Waer and Barbara Waer made a planned gift of \$1,136,830 to support the Dr. Gary D. & Barbara Lynne Waer Trust Endowed Scholarship in the College of Sciences.

James Rostello committed to a planned gift of \$264,453 to support the James Rostello Counseling and Psychological Services Endowment within the Division of Student Affairs.

Anne Burns and Christopher Drake made a planned gift of \$362,279 to support the Fowler College of Business.

Glenda Richter committed to a planned gift of \$57,897 to establish the Richter-Pearlman Guardian Scholars Endowed Scholarship in the Division of Student Affairs.

We have received a gift of \$2.7M from the Estate of Mary Beitler Leutloff. This gift will add to the Wayne E. and Mary Beitler Leutloff Aerospace Endowment and support student innovation with the naming of the Wayne E. and Mary Beitler Leutloff Student Innovation Center within the Engineering and Interdisciplinary Sciences Complex.

Alumnus William Turpin contributed a gift of \$20,000 to support Men's Basketball in the Department of Athletics.

Alumnus Judith Hamilton made a gift of \$10,000 to support the Department of Athletics. Alumnus and TCF Board Member DeAnn Cary made a pledge of \$25,000 to support the DeAnn Cary School of Music and Dance Endowed Scholarship.

Alumnus Dwight Newell committed to a pledge of \$25,000 to support the Dwight and Barbara Newell Endowed Scholarship in the Fowler College of Business. This new fund is eligible for the Fowler Match.

Adam Antoniadis contributed \$13,000 to support the Director's Cabinet in the Department of Athletics.

Alumnus Chris Hughes made a gift of \$13,000 to support the Director's Cabinet in the Department of Athletics.

Marathon Construction Company made a pledge of \$100,000 to support the AGC Construction Management Endowed Chair in the College of Engineering.

Current Parents Thomas and Christine Olinger made a gift of \$100,000 to support the Mary Ann Olinger Endowed Scholarship to support Guardian Scholars in the Division of Student Affairs.

The Swedish company Hoganas AB made a gift of \$24,975 to support Dean Olevsky's research in the Powder Technology Laboratory in the College of Engineering.

The Coronado Junior Woman's Club made a gift of \$12,000 to support Camp Able in the College of Professional Studies and Fine Arts.

Li Chen, Trustee of the Charlene Lewis Trust, contributed a gift of \$508,683 to support the Charlene Lewis Endowed Accounting Scholarship in the Fowler College of Business. This new fund is eligible for the Fowler Match.

The San Diego Foundation Hervey Family Fund at the recommendation of the Hervey Family Fund Advisors, made a gift of \$150,000 to support the Guardian Scholars Program in the Division of Student Affairs and a \$25,000 contribution to the Consensus Organizing Center in the School of Social Work in the College of Health and Human Services.

Alumni Richard and Sharon Fogg committed to a pledge of \$75,000 to support the Discover SDSU Fund.

Associated General Contractors made a gift of \$62,500 to support the AGC Construction Management Endowed Chair in the College of Engineering.

James Rostello made a pledge of \$25,670 to support the James Rostello Counseling and Psychological Services Fund in the Division of Student Affairs.

Alumnus Michael Welden made a pledge of \$10,000 to support the Zahn Innovation Platform Launchpad in the Division of Graduate and Research Affairs.

Angela and Matthew Kilman committed to a pledge of \$200,000 to support the Biotic Solution to Global Climate Change Fund in the College of Sciences.

Alumnus Attended Jim Kalb made a pledge of \$30,000 to support the Director's Cabinet in the Aztec Club in the Department of Athletics.

Bob Leone committed to a pledge of \$200,000 to support the Director's Cabinet in the Aztec Club in the Department of Athletics.

Marriott International, Inc. contributed a gift of \$10,000 to support the L. Robert Payne School of Hospitality and Tourism Management in the College of Professional Studies and Fine Arts.

An Anonymous Donor committed a \$500,000 pledge to the Ann Marie Haney Endowment for Music in the College of Professional Studies and Fine Arts.

Kyowa Kirin Pharmaceutical Research donated a gift in kind with a value of \$150,000 in equipment to support the Department of Biology in the College of Sciences.

David Gubser made a pledge of \$50,000 to support the SDSU LGBT Programs and Pride Center in the Division of Student Affairs.

James S. and Marilyn Brown contributed a gift of \$30,138 to support the Director's Cabinet in the Aztec Club in the Department of Athletics.

Alumnus Chinyeh Hostler made a gift of \$10,000 to support the Charles Hostler Institute Endowment in the Fowler College of Business.

The Walter J. and Betty C. Zable Foundation pledged \$2,500,000 to support the Aztec Stadium Excellence Fund in the Department of Athletics.

Stephanie Lo and Benjamin Billings committed to a pledge of \$225,000 to support the S. Lo and B. Billings Global Shark Research and Conservation Project Fund in the College of Sciences.

The HTF Charitable Foundation contributed a gift of \$10,000 to support Men's Basketball in the Department of Athletics.

Alumnus Carol Vassiliadis made a gift of \$10,000 to support the Carol Vassiliadis Endowed Scholarship in Musical Theatre in the College of Professional Studies and Fine Arts.

Campaign, Presidential & Special Events:

President de la Torre and Vice President of University Relations and Development, Adrienne Vargas hosted donors at two receptions prior to basketball games in February – SDSU vs. Utah on Saturday, February 1 and SDSU vs. Colorado State on Tuesday, February 25. Approximately 90 donors attended each reception. Guests included The Campanile Foundation and Alumni Association board members and donors and prospects to the College of Arts and Letters, College of Health and Human Services, College of Professional Studies and Fine Arts, Fowler College of Business and Planned Giving. The Rising Aztec Awardees were recognized during the pregame reception on February 25. The Rising Aztecs is an award recognizing up-and-coming alumni who make support for SDSU and engagement with the university part of their lives and careers.

On Thursday, February 20, 2020 President de la Torre and Vice President of University Relations and Development, Adrienne Vargas hosted the annual Evening Celebrating Philanthropy stewardship event at the Tula Community Center. This stewardship event is designed to recognize the critical role of philanthropy and donors to the success of San Diego State and to honor those who have contributed one-million dollars plus to SDSU. Eleven presidential medallions were presented at this year's event and nearly 65 past and current awardees were in attendance. Over 160 individuals have received the Presidential Medallion since this event began in 2012. The program focused on Mission Valley and how it is a key component to achieving the goals of the university. Mrs. Dianne L. Bashor, who provided the lead gift to name Bashor Field, was a featured speaker.

On Monday, February 24 Assistant Secretary Ellen E. McCarthy, Bureau of Intelligence and Research, U.S. Department of State, was featured as the President's Lecture Series distinguished speaker in partnership with the Charles W. Hostler Institute on World Affairs. Over 150 guests were in attendance at the Parma Payne Goodall Alumni Center where Assistant Secretary McCarthy presented a lecture titled, "Intelligence at the Point of Diplomacy: Ensuring all Sides are Heard."

To: SDSU Senate

From: Doreen Mattingly, Chapter President, CFA SDSU

Date: 19 March 2020

Re: Information Item -- CFA

CFA met with the SDSU administration on March 13, 2020, regarding implementation of the COVID-19 response measures. This is a report of that meeting.

CFA's top priority is the health and safety of our faculty colleagues, our students, and staff. As such, I first want to applaud the administration's decision to move up the end of face-to-face instruction to March 13 and to institute the instructional pause period (beginning March 16).

Our goal for the March 13 meeting was to be sure that the administration's plans are sufficient to protect our health and safety, while also respecting the contractual rights of faculty members. We believe it is possible to do both simultaneously.

CFA proposals to the administration

At the meeting, CFA introduced several proposals and raised some specific implementation issues. I am pleased to report that the SDSU administration responded favorably to most of the issues we raised, and I would like to highlight some of those for you:

CFA proposal: Student evaluations

Faculty members should have the option of whether student evaluations from the Spring 2020 term are included in their PAF and considered in evaluations. Student evaluations from this term should not be permitted to negatively impact a Performance Review or Periodic Evaluation.

Administration response:

On Saturday, the Provost announced that, "Faculty may elect not to submit course evaluations for Spring 2020 for periodic evaluations or performance reviews in academic years 2020-21 and following."

CFA proposal: Extra probationary year

Allow probationary faculty members, upon request, to receive an extra probationary year on their RTP clock.

Administration response:

The Provost announced on Saturday that probationary faculty members will be able to request an extension of their probationary period. The Provost's response indicated that additional information about this option will be forthcoming. (CFA will monitor the implementation of this option, of course.)

CFA proposal: Instructional pause for all faculty members

CFA proposed that faculty members who had already transitioned their courses, from face-to-face to a virtual alternative modality, be permitted to take advantage of the "instructional pause" and determine for themselves whether to conduct their virtual classes during the pause week, or whether to use the pause week to refine their courses. (The administration's original direction, issued March 12, was that, "There will be no pause to these classes that have already made the shift to virtual instruction.")

Administration response:

On Sunday, the President and Provost announced that faculty members who had already transitioned their courses would have the option of continuing their courses during the instructional pause or could "take advantage of the pause to further prepare and create high quality and effective learning experiences for their students."

Implementation issues raised by CFA

In addition to the CFA proposals outlined above, we also raised some specific implementation issues that were brought to CFA by faculty colleagues. We were able to get these issues resolved, as well.

Issue raised by CFA: PSFA

The PSFA Dean's Office had issued the directive to PSFA faculty members that "Faculty are expected to report to work and use SDSU facilities in providing virtual instruction." CFA asserted that faculty members should not have to report to campus in order to provide virtual instruction and that faculty members should have flexibility.

Administration response:

At our Friday afternoon meeting, the SDSU administration agreed with CFA. On Friday evening, the PSFA dean issued an update that "there is not a directive that specifically indicates that faculty must use on-campus facilities" and that "faculty may also deliver instruction from a home office . . ."

Issue raised by CFA: SDSU-IV

The SDSU-IV Dean's Office issued a directive that, "Faculty will also be required to make up paused time." That is, faculty members would have to make up the class time and office hours missed during the instructional pause. CFA asserted that this was not acceptable and that it appeared to be a misinterpretation by the Dean's Office.

Administration response:

The administration agreed that it appeared to be a misinterpretation, agreed that faculty members should not have to "make up paused time," and agreed to intervene to correct the issue.

Safety for ALL of our faculty colleagues

CFA raised concerns about health considerations and work alternatives for Counselors, Coaches, and Librarians, including the availability of HIPPA-compliant Zoom for use in counseling sessions, the possibility of cancelling athletic practices, and social distancing and security concerns for Librarians. We had productive discussions and the administration is providing follow-up information to us on several of these issues.

I know that this is a challenging time for all of us. CFA is committed to making sure that the university takes the necessary steps to protect the health of our faculty, students, and staff, while at the same time respecting the rights of faculty members.

As always, if you believe that your rights under our faculty Collective Bargaining Agreement are being violated, please know that you can contact our campus CFA chapter Faculty Rights Committee. Our Faculty Rights Committee, composed of faculty volunteers, is available to talk with faculty colleagues about individual situations and assist in resolving issues. We can be reached at cfa@sdsu.edu.

Please stay safe and be healthy.

Clarifying the Assistant Dean Council's Recommendations

Background to these particular requests

- The assistant deans are charged with reviewing and approving late schedule adjustments for withdrawing classes, adding classes, or changing grading status (C/NC) of classes.
- We are also charged with reviewing, garnering instructor approval, and then approving retroactive schedule adjustments.
- We are also given authority to reinstate students who have been academically disqualified from the university. This process of academic disqualification follows students being placed on probation.
- We are also charged with retention and graduation success.

With these in mind, we have requested some **temporary changes** to the required processes to streamline and remove barriers to students and their academic success due to the Covid-19 crisis:

Current-term late schedule adjustments:

- 1) Remove requirement to have third-party documentation for the petition
- 2) Remove requirement to get instructor approval for the petition
- 3) Waive the \$20 fee for the petition

Retroactive withdrawals

- 1) Allow students to select individual classes to retroactively withdraw from, rather than being required to withdraw from the entire semester. Current policy allows only the ENTIRE semester.
 - a. Rationale: This would encourage students to stay in classes as long as possible to try and complete a full semester. After the semester is completed we may find that the final exam period or course delivery style negatively impacted students more than they/we anticipated.
- 2) Waive fee

Clarifying CURRENT C/NC policy

We are not, as a council, taking a stand on discussion about whether the university should go to C/NC. We want students and advisers to know that there is currently C/NC policy that allows students to change grading status to C/NC at this time, through the late schedule adjustment period. However, in the catalog copy, we note that this is not written for them to see.

Therefore, we recommend future catalog language include this option. With the addition of the following sentence: **except for serious and compelling reasons via Late Schedule Adjustment petition from the Registrar's office.**

Under #6 in the current C/NC explanation. We also recommend making this policy information clear to students and advisers now.

We note that students are not allowed to take a course for the major/minor C/NC unless that is the only way the course is offered, and this could be a discussion for the university, whether to allow students the option to choose some of their allowed 15 units of C/NC to be used in their major/minor classes.

Academic Probation and Disqualification

We ask that Spring 2020 term be treated the same as summer term for academic standing. Which is: Summer term academic performance does not count against a student's academic standing. We request the same for Spring 2020.

Implication: Students would not be placed on probation as a result of their academic performance this term, nor would they be disqualified after this term. However, if their GPA would move them OFF probation, that should be allowed, as it is after summer terms. This semester would also not count as one of their three allowed terms of probation.

Additional suggestion for consideration:

That the university consider adding a blanket statement on all transcripts under Spring 2020 and all subsequent semesters until we return to normal operations that states something to the effect that: "Note: Academic work during this time may have been impacted by COVID-19." We suggest that the actual verbiage be left to the discretion of the Registrar or upon direction of the CO.

Rationale: We are encouraging students to stay in classes as long as possible to try and complete a full semester. However, if they end up withdrawing from several courses and therefore have several withdrawals on their transcripts this does not reflect well for graduate or professional school admissions nor employment. Also, students may not have performed as well as they were prepared to at the start of the semester due the change to sudden change to virtual classes and the many, serious challenges faced by the Covid-19 pandemic.

Date: March 9, 2020
To: Senate Executive Committee
From: General Education Reform Committee
Re: [ACTION] Request for Time at April Senate Meeting

The General Education Reform Committee, a joint administrative/Senate committee, is planning on the following aspirational timeline for the rest of the Spring 2020 semester:

- Mar 17: SEC Committee of the Whole
- Mar 19: Share input from SEC with GERC, refine content and revise for Senate
- Apr 7: Senate Committee of the Whole, collect input, refine, share out to GERWG
- Apr 16: GERC discusses and revises ILOs based on Senate input
- Apr 21: Draft ILOs shared with SEC as information item
- May 5: Draft ILOs shared with Senate as information item
- May 21: GE Reform Committee revises and finalizes ILOs for action early next fall

As such we are requesting time at the April Senate meeting for a discussion with the Senate Committee of the Whole. The current draft of the ILOs appear below. These are based on the current Essential Capacities, the WASC core competencies, the work that the committee has done the past two years and the need to incorporate disciplinary knowledge in ILOs.

Draft SDSU ILOs

1. Analyze, contextualize, and incorporate information to expressly enrich understanding of the world. (WASC Critical Thinking/Information Literacy)
2. Build knowledge and understanding of diversity and develop skills to negotiate differences in order to promote global and local perspectives for responsible, and ethical citizenship.
3. Communicate effectively in a range of academic, professional, and social contexts. (WASC Oral and Written Communication)
4. Demonstrate expertise in integrating ideas, methods, theories, and practices within and across academic/disciplinary areas of study (Disciplinary/Interdisciplinary Knowledge)
5. Demonstrate emotional intelligence: the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.
6. Use deductive reasoning, and statistical methods to gather, interpret, and evaluate data critically, in order to assess the reasonableness of proposed solutions to scientific, civic, or personal problems. (WASC Quantitative Reasoning).

7. Develop skills to collaborate effectively and ethically as leaders and team members. (WASC Oral and Written Communication)
8. Listen deeply, read and observe discerningly, and think critically, creatively, and independently. (WASC Critical Thinking).

CSU Engineering Programs General Education Variances.

Campus	Department	A.1	A.2.	A.3	B.1-B.4	B.5	C.1 - C.4 D.1 - D3	D.4	E	UDWriting	Total GE	Total Eng. +Math and Science	Total Units
Fullerton [1]	ECE	3	3	0	Engineering Majors has to take 30 units of Math and Science Courses.	0	C4: Waived in Fullerton, Long Beach, Los Angeles	0	0	a	24	96 (31)	120
CSU Long Beach [4]	ECE	3	3	0		0		0	3	d	27	93 (33)	120
CSU Los Angeles[5,6]	ECE	3	3	0		0		c	3	3	21	101	122
CSU Chico[7-10]	ECE	3	3	0		f	An additional area C waived in Lost Angeles, Chico and Fresno	3	e	e	24	103 (31)	127
Sacramento[11]	ECE	3	3	3		0		0	0	h	30	93 (30)	123
San Francisco[12,13]	ECE	3	3	0		k		3	3	l	33	96	129
Bakersfield[14]	ECE	3	3	0		0		0	0-3	0-3	24-30	96	120-126
Fresno[15,16]	ECE	3	3	0		n		0	0	0-3	24-27	100	124-127
Northridge[17,18]	ECE	3	3	0		0		0	0	0	27	99(31)	126
San Jose[19,20]	ECE	3	3	0		0		0	0	0	27	93	120
San Diego [21]	ECE	3	3	3		0		3	3	0-3	36-39	97	133-136
SLO [22]	ECE	4	4	0		0		0	4	0-4	40	152	192
Calpoly Pomona[23,24]	ECE	3	3	0		0		3	3	0-3	33	92	125

Campus	Department	A.1	A2.	A.3	B.1-B.4	B.5	C.1 - C.4 D.1 - D3	D.4	E	UDWriting	Total GE	Total Eng. +Math and Science	Total Units
Fullerton [2]	Mechanical	3	3	0	Engineering Majors has to take 30 units of Math and Science Courses.	0	C4: Waived in Fullerton, Long Beach, Los Angeles An additional area C waived in Lost Angeles and Fresno	0	0	A	24	96	120
CSU Long Beach[25]	Mechanical	3	3	0		0		0	3	D	27	93	120
CSU Los Angeles[27]	Mechanical	3	3	0		0		0	0	0-3	21	101	122
CSU Chico[28-30]	Mechanical	3	3	0		r		3	q	E	27	100	127
Sacramento[31]	Mechanical	3	3	3		0		3	0	0-3	33-36	89	122
San Francisco[32]	Mechanical	3	3	0		0		3	3	0-3	30-33	98	128
Bakersfield[33,34] Eng. Sciences	Mechanical	3	3	0		0		0	3	0-3	27-30	96	123
Fresno[35]	Mechanical	3	3	0		0		0	0	U	21	102	123
Northridge[26]	Mechanical	3	3	0		0		0	0	0-3	24-27	102	126
San Jose	Mechanical	3	3	0		0		0	0	0-3	24-27	96	120
San Diego	Mechanical	3	3	3		3		3	3	0-3	36-39	104	140
SLO [36]	Mechanical	4	4	0		0		0	4	0-4	40	152	192 ¹
Calpoly Ponoma [37]	Mechanical	3	3	0		0		0	3	3	0-3	33	94

¹ Quarter System

a: Met by completing electrical engineering lab courses
b: Met by Engineering Ethics
c: ENGR 1500 : Introduction To Engineering And Technology
d: ENGR 310 Business Communications in Engineering Professions (3)**
e: EECE 490AW , ME440AW Engineering Profession and Design
f: EECE 311 Linear Circuits II
g: EECE 490B Engineering and Project Implementation
h: Satisfied by Lab courses
k: ENGR 300 AND one of ENGR 301 or ENGR 302 (Met in Major Exception)
l : ENGR 697GW Engineering Design Project II – GVAR
m : Satisfied by MATH 2310 or 2510 (or higher) with grade of C- or better
n : Math Elective
o : SLO : Critical Thinking is Technical Writing for Engineers (A3)
p : Cal Poly Pomona : Interdisciplinary General Education Path
q : Civil Engineering 495 satisfies
r: MECH 332 is an approved major course substitution for Upper-Division Natural Sciences.
s: MECH 440A is an approved GE Capstone substitution
u :ENGR 105W or a department-approved writing course

GE Area B.1 -B.4:
GE Area B.5 : Upper division Scientific Inquiry and Quantitative Reasoning
GE Area C.4 : Arts and Humanities
GE Area D.4 : Social Sciences
UDWriting : Upper Division Writing

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