



SAN DIEGO STATE UNIVERSITY

SDSU Senate Agenda

October 6, 2020
Online via Zoom
2:00 to 4:30 pm

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

Land Acknowledgement

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

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

Eyay e’Hunn My heart is good.

Michael Miskwish – Kumeyaay

Principles of Shared Governance:

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

2. Approval of Agenda (Preciado)

3. Elections (Marx)

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- 7.9. Aztecs Rock Hunger Food Drive Campaign (Penera)
- 8. Announcements (Weston)
- 9. Adjourn.

Search Committee for AVP for International Affairs

Faculty Members

Per the Senate Policy file (University Policies→Administration→Search Committees for University Administrators, 4.0), "Elected members of the Senate shall elect faculty representatives to the search committee by secret ballot. If the first ballot does not yield a simple majority vote for the indicated number of candidates, additional ballots shall be conducted until that number has received a majority."

Following are the nominees, along with their statements. Please read the candidate statements carefully before voting. You may only vote for FIVE candidates, with no more than one from each college/unit.

James Lange, Student Service Professionals/Academically Related (SSP-AR III), Well-being and Health Promotion

Over the almost 20 years at SDSU, I have been successful in receiving grants and contracts to help move the field of alcohol and other drug misuse prevention through original research and community support. These external funds cumulatively amount to over \$4 million; with currently about 50% of my FTE reimbursed. I have published over 60 scholarly works. Further, I serve as an expert consultant to the ABInBev Global Smart Drinking Initiative, working directly with community programs in Belgium, Brazil, Mexico and South Africa. My work has also involved research regarding drinking behaviors at the San Diego/Tijuana border.

Angela Coker, Student Service Professionals/Academically Related (SSP-AR II), Division of Student Affairs and Campus Diversity

I am interested in serving on this search committee because I believe international education and engagement promotes cultural inclusion and is in keeping with the mission and values of SDSU. I currently serve as the Director for Inclusive SDSU (SSP/AR-II) within the Division of Student Affairs and Campus Diversity, and have an appointment in the Dept. of Women's Studies as a tenured associate professor. My prior appointment to SDSU was in the Division of Diversity and Innovation where I served as the inaugural Director for Inclusive Faculty Recruitment and Retention. I have extensive international experience as a Fulbright-Hays scholar in Brazil. I also served as a Visiting Scholar in the Women's and Gender Studies Department at the University of the Western Cape in South Africa, as well as held a visiting academic appointment at the University of Botswana. My research and outreach activities have taken me to many parts of the world including India, Kenya, Ghana, and Namibia. While at the University of Missouri, St. Louis, I held the title of Fellow in the Office of International Studies and Programs (2013-2018).

Peggy Shannon, Dean / Professor, (PSFA)

I have over 20 years of experience leading summer abroad programs to Greece; have 15 years of experience working on collaborative teaching and research projects in ten countries; and

have 5 years of experience serving as the Associate Vice Provost of International Engagement at UC Davis where I oversaw Agreements of Cooperation and MOUs with international partners.

Rod Colvin, Professor, School of Public Affairs (PSFA)

Dr. Colvin has extensive experience internationally in teaching and research. He also has lots of administrative experience. He is a very talented teacher, scholar, and colleague with a top-notch record in all categories. Rod is also a great person and fun to work with.

Mei Zhong, Associate Professor, School of Journalism & Media Studies (PSFA)

Dr. Mei Zhong has been involved in international education since joining SDSU in 1999. She participated in the establishment of the PSFA International Studies Minor, and began serving as its faculty and advisor in 2009. She is now faculty and the head of the International Studies Minor. In this capacity, she has worked with various offices on campus on issues related to international education and has served on many committees related to study abroad and scholarships, including serving on the search committee for the AVP for Global Affairs in 2019. Dr. Zhong's involvement in research, teaching, and service related to international programs, along with her experience as a faculty member, advisor, and administrator of the International Studies Minor and her passion for international education, make her well-positioned to serve on the search committee.

John Putman, Professor, International Business (CAL)

I serve as the Director of International Business, which requires majors to complete a full semester study abroad. My office works closely with the International Student Center and I have attended the annual NAFSA conference, which brings together study abroad advocates from around the world, for the past few years. I think having a representative from a program that emphasizes traditional semester exchange is important.

Victoria Krivogorsky, Professor, Lamden School of Accountancy (FCB)

All my research interests lay in the area of international accounting, corporate governance, and capital structure. All my scholarly refereed publications and two scholarly books (editor-in-chief and main contributor) cover the international issues in the areas of my interests. In 2007 I founded and leading ever since an iBEACON - international business research network (<https://business.sdsu.edu/students/cagb/ibeacon>). During my career, I serve as a visiting faculty and research fellow at numerous highly distinguished universities, including CaFoscari - Venice, Italy; Autonoma de Madrid, Spain; IUniversite dAvergne, Clermont-Ferrand, France; ESSEC, School of Management, and EASCP-ECP, European School of Management - both Paris, France among others. I have been and remain serving as a member and associated editor on the boards of most distinguished international journals: The International Journal of Accounting; The International Journal of Accounting, Auditing, and Taxation; International Journal of Economics and Business Research among others.

Martina Musteen, Professor, Management (FCB)

Dr. Martina Musteen is the Charles Hostler Professor of Global Business. Her research and teaching interests are in the areas of international business and entrepreneurship. Dr. Musteen

is the Faculty Director for the CENTER FOR ADVANCING GLOBAL BUSINESS (Center for International Business Education & Research). Her background and passion for international affairs make her an ideal person to serve on this search committee.

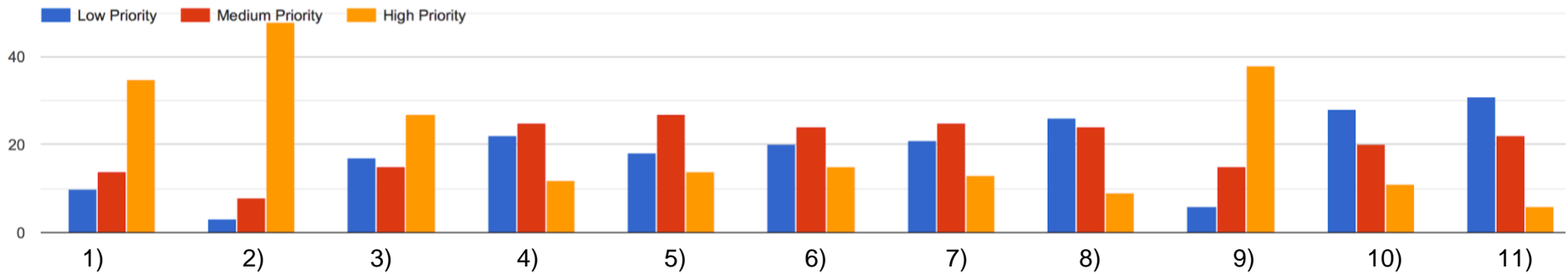
David Engstrom, Professor, School of Social Work (HHS)

Having had more than 20 years running international program in our School, and his research, he is well qualified to serve on the Search Committee for AVP for International Affairs. Dr. Engstrom has devoted his career and has expertise in cross-border and immigration issues. He is one of our outstanding Professor's in the School of Social Work who focuses his research and scholarship on immigration policy and services to immigrants, refugees, and their families. Dr. Engstrom has written extensively on the plight of vulnerable immigrant populations, such as torture survivors and trafficked persons and has explored the role of bilingual social workers in service delivery.

Zohir Chowdhury, Associate Professor, School of Public Health (HHS)

Dr. Chowdhury is an Associate Professor in the School of Public Health. His research seeks to measure air pollution from particulate matter and understand its sources, chemistry, and health effects, both in the US and across the world, particularly in India, China, and Guatemala. Through his teaching and research he has led international faculty-led study abroad courses.

Senate Voting Results on SDSU University Senate Annual Agenda Topics September 2020



- 1) **COVID19 Physical and Mental Health Issues**
- 2) **AY20-21 and Future Budget Scenarios**
- 3) Anti-Blackness and Racism--The Way Forward
- 4) Strategic Plan of SDSU "We Rise We Defy"
- 5) Faculty Advancement Issues
- 6) SDSU Mission/Imperial Valley Entrepreneurship (\$30,000,000 intra-campus loan)
- 7) Update Policy File on Administrative Review Process of University Administrators
- 8) Diversity Plans: How do we know their impact? When will we know?
- 9) **Hiring Pause of Chill of Faculty or Staff Lines**
- 10) Policing and Replacing Policing with Other Systems of Public Safety
- 11) Community Relations with College Area/Good Neighbor Efforts

Additional Comments Submitted:

Ensure Senate is more than a rubber stamp for the Executive Committee

Review, approval and funding of new degree programs

Free speech and academic freedom on campus and in tech contracts!

Removing red-tape processes that are burdensome and unnecessary from the policy file.

administrative bloat; real student:faculty ratios;

Impact of hiring in other sectors outside Academic Affairs

Status of buildings on campus: maintenance and infrastructure needs.

Implementation of Ethnic Studies requirement

the department of Biology has been asked to cut the budget and the proposed cuts includes graduate students. This is unacceptable when we are investing \$30 millions in Mission Valley. it should be discussed and shown what the financial implicaiton of cutting graduate students' support is vs other source of revenue.

How can the overstaffed and overpaid Administration share in the budget pain? Do we need all these AVPs? Are bonuses still being handed out? What about a 20% cut to admin salaries? Can AVPs be repurposed to help with teaching? Why is our budget so dependent on soaking undergraduate students?

Given the budget crisis, there needs to be a "chill", or dare I say FREEZE, on ALL spending associated with the Mission Valley "campus"

Relations between the Federal Govt, state of CA, and the Kumeyaay people

Strategies and policies regarding online classes (synch and asynch)

I agree with Senators Mladenov and Wheeler on the Ongoing Genocide, Decolonizing the Curricula, A Welcoming environment

Institutional Learning Outcomes/GE Assessment

Stress on faculty due to virtual excessive teaching requirements

Administrative bloat and the increase in spending on administrators.

Hiring pause or chill on administrative positions, furlow of administrative positions over faculty positions, support for building educational pathways for Indigenous students seeking university education, helping our Indigenous students feel welcome and at home on our campus, building bridges to the local tribes, making our educational resources available to them.

Implementation and improvement of Ethnic Studies mandate.

Equity gaps caused/worsened by COVID and ongoing virtual instruction/virtual operations

Kumayaay lands desecration; strengthening tribal relations

AY 2020/21 Agenda

1. Engage in and provide guidance on AY20-21 and future budget scenarios.
 - Review the approval and funding of new degree programs.
 - Review impact of cuts on graduate student support and instruction.
 - Initiate a discussion of all facets of university budgeting; including an examination of expanding administrative positions and student/faculty ratios.
 - Review campus infrastructure needs: campus sustainability progress and maintenance.
2. Review and report on impacts related to the hiring pause and chill of faculty and staff lines.
 - Review impact of hiring in other sectors outside Academic Affairs. [MOU1]
3. Monitor and address impacts from COVID19 on physical and mental health issues of members of the SDSU community.
4. Address issues of anti-blackness, racism, sexism, and their Intersectionalities.
 - Support implementation of the 10-point plan to address anti-blackness and racism on the SDSU campus.
 - Support implementation of AB-1460, the CSU 3-unit Ethnic Studies graduation requirement.
 - Support the Women Faculty of Color Task Force working on initiatives from the 2020 Women Faculty of Color Resolution.
 - Discuss relations between the federal government, California, and the Kumeyaay people and suggest guidance/policy. Specifically, the desecration of Kumeyaay lands in the SDSU region.
 - Discuss and provide policy and guidance on the ongoing genocide of Native Americans, decolonizing the curricula.
 - Provide guidance and policy that support the creation of a welcoming campus environment for all. Specifically, provide support for building educational pathways for indigenous students seeking university education, helping our indigenous students feel welcome and at home on our campus, building bridges to the local tribes, strengthening tribal relations, and making our educational resources available to them. [MOU2]
5. Help the campus address needs for SDSU Mission Valley and Imperial Valley.
6. Develop policy to address emerging Faculty Advancement issues. [MOU3]
 - Removing red-tape processes that are burdensome and unnecessary from the policy file.
 - Explore potential strategies and policies regarding online classes (synchronous and asynchronous).
 - Address stress on faculty due to virtual excessive teaching requirements. [MOU4]
 - Address potential limitations on free speech and academic freedom on campus due to language in tech contracts. (See recent issues at SFSU with regard to Zoom).
 - Examine issues of Institutional Learning Outcomes/GE assessment. [MOU5]
 - Explore and address equity gaps caused/worsened by COVID and ongoing virtual instruction/virtual operations. [MOU6]

September 2020 Referrals Chart

	Date Received (M/Y)	ID	Title	Description	Referred Y/N/NA	Referred to (use committee full name)
*Although Committee has completed work on this Item, it remains on Referral Chart due to Senate processes.						
	01/2019	19/20_06	WH Executive Order on Combating Anti-Semitism & SDSU Freedom of Expression Steps.	Review and make recommendations regarding Executive Orders on Combating Anti-Semitism and SDSU Freedom of Expression Steps.	Y	Freedom of Expression
*	04/2019	19/20_07	Additional MPP Senate Seat	Research the viability of adding an additional Senate seat for MPP staff, Classes 1 and 2.	Y	Constitution and Bylaws
	10/2019	19/20_09	Revise AP&P Role in ERG Report Development	ERG Report - research AP&P role from compiling data and authoring the report to asking pertinent questions about the data.	Y	Academic Planning & Policy
	11/2019	19/20_11	Outstanding Teaching Assistant Award	Create an SDSU Award for Most Outstanding Teaching Assistant.	Y	Graduate Council?
	11/2019	19/20_12	Scholars at Risk Resolution	Review 10/31/19 draft resolution from Freedom of Expression Committee regarding Supporting Visiting Scholars at Risk.	Y	Academic Planning & Policy, University Resources & Policy, Faculty Affairs
	03/2020	19/20_13	Clarify the use of the words "Campus" vs. "College"	Examine the way that SDSU uses the words "campus" vs. "college"? What is a college? What is a campus? Is that distinction important in the policy file?	Y	Constitution and Bylaws
*	02/2020	19/20_14	Review the Use of the Definition "Full-Time Faculty"	Review the definition of full-time faculty and create a more accurate term.	Y	Constitution and Bylaws
*	02/2020	19/20_15	Add seat(s) for non-represented staff	Research the viability of adding Senate seat(s) for non-represented (Foundation, Aztec Services, etc) staff.	Y	Constitution and Bylaws
	02/2020	19/20_16	Ensuring Approval of Courses	ACTION: The Academic Policy and Planning Committee moves that the Senate adopt the following in the University Policy File under University Policies / Academics as follows: Regular Approval of Courses Offered Every credit-bearing course offered through SDSU, including World Campus, shall be approved by the appropriate Chair or Director of the Department, School, or Program under which the course is listed in the catalog, and by the Dean of the College in which it is housed, every time the course is offered. Approval shall include instructor, length of term, and modality.	N/A	Academic Policy & Planning
	04/2020	19/20_25	UR&P Membership Additions	Motion from Senator Gordon Shackelford: Contained in the proposed renaming of AR&P to UR&P, is a fundamental restructuring of the committee's membership. AR&P, which directly advises the President on budgetary issues, includes individuals who serve the University at the pleasure of the President. While the membership of upper management is necessary to provide budgetary expertise, it can be problematic in times of institutional financial stress. Within the UR&P Proposal is the addition of four(4) Vice Presidents or their designees. To maintain the balance of the committee, and perhaps, credibility during these difficult times, I recommend the following additions to the UR&P Proposal. Recommended additions to revised membership to UR&P: Three(3) full-time faculty senators, selected by a vote of faculty members of the Senate, and the Senate Chair or their designee.	Y	University Resources & Policy
	04/2020	19/20_27	Student Email Policy Change	Policy changes recommended to the Senate IIT Committee by the Chief Information Officer after consultation with the Cabinet to address issues that have arisen due to virtual instruction.	Y	Instructional & Information Technology Committee
	09/2019	19/20_34	Resolution Fostering a Welcoming and Safe Campus Climate for LGBTQIA+ Students	Clause 4, Bullet 1: Prioritize recruitment, hiring, and retention in the following areas: University Policies>Faculty>Section Tenure Track Planning>Probationary Faculty Appt of... AND Probationary Periodic Evaluation of... AND Reappt, Tenure and Promotion...(all 4) AND Retention and Development Clause 4: Bullet 2: Reappointment, Tenure and Promotion of Student Affairs Faculty: Criteria Clause 4, Bullet 3: University Policies: Staff Section	Y	Faculty Affairs
	11/2019	19/20_35	SDSU Ethnic Studies Requirement	1. With the goal of the 2020-21 academic year, and no later than the 2021-22 academic year, SDSU shall require, as a new undergraduate graduation requirement (distinct from the existing GE Diversity Requirement), the completion of, at minimum, one three-unit course in Ethnic Studies. The university shall not increase the number of units required to graduate from the university with a baccalaureate degree by the enforcement of this requirement. 2. In order to minimize the impacts on current curricula and graduation requirements, this three-unit Ethnic Studies requirement can: a. Be fulfilled through a lower division class in Africana Studies, American Indian Studies, Chicano/a Studies, or Asian American Studies (within the Center for Asian and Pacific Studies), except lower division Ethnic Studies classes that also fulfill the Oral and Written Communications Requirements for General Education. Students can satisfy the Ethnic Studies requirement through Ethnic Studies classes that also satisfy the American Institutions or Area E requirement. OR b. Be fulfilled by taking an upper division class in Africana Studies, American Indian Studies, Chicano/a Studies, or Asian American Studies (within the Center for Asian and Pacific Studies). Upper Division classes taken for Ethnic Studies Requirement can also satisfy upper division GE Explorations in Social and Behavioral Sciences or Humanities if the class	Y	Academic Policy & Planning

3/2020 4/2020	19/20_36	SDSU University Senate Resolution: General Education Area B, D, and E Waiver for Engineering	SDSU University Senate Resolution: General Education Area B Waiver for Engineering University Policies>Academics>General Education> Waivers for Engineering 1. Engineering majors are exempt from completing a 3-unit course in the "Explorations in Social and Behavioral Sciences" area (CSU GE Area D explorations). 2. Engineering majors are exempt from completing a 3-unit course in the "Lifelong Learning and Self-Development" area (CSU GE Area E).	Y	Undergraduate Curriculum Committee /General Education Subcommittee need to review
03/2020	19/20_37	SDSU University Senate Resolution to Establish an Official Campus Policy to Fly the Kumeyaay Nations Flag on the SDSU Campus	Policy File>Policies/Facilities> Kumeyaay Nations Flag The San Diego State University Senate and the San Diego State University Administration shall adopt as an explicit and binding University Policy that the Kumeyaay Nations flag be raised, lowered, and appropriately respected on the SDSU campus.	Y	Campus Development Committee
* 05/2020	19/20_38	Update International Programs Council	Reviving International Programs Council composition and name	Y	Constitution and Bylaws
05/2020	19/20_39	Motion to Approve New Policy File Language for Membership on DEI	Add Kumyaay rep to DEI Committee	Y	
05/2020	19/20_40	Request for change to Policy File to add lecturer(s) (and staff) on the Expanded SEC	Research and recommendations regarding adding lecture(s) (and staff) reps to the Expanded SEC.	Y	Constitution and Bylaws
06/2020	20/21_1	Policy on hateful rhetoric the use of shared SDSU digital resources.	In Policy File sections relevant to Freedom of Expression there is great consideration given to delineating the time, place, and manner of campus speech, with care to ensure that free speech does not inappropriately disrupt the ability of students to study and faculty to conduct their teaching and research. However, this language has not been updated since the advent of the digital and online, which has provided an unprecedented level of communicative access for colleagues that students, faculty and staff cannot "opt out of". Specifically, sharing hateful rhetoric that opposes campus values of diversity and inclusion.	Y	Freedom of Expression Committee, Academic Policy & Planning
07/2020	20/21_2	3.2 Policy on Professional Growth regarding RTP (journal metrics versus journal impact factor)	Research and examine RTP policy regarding journal metrics versus journal impact factors)	Y	Faculty Affairs
07/2020	20/21_3	Student Attendance Policy	<u>President de la Torre asked Wil Weston to look at the Student Attendance Policy to ensure it offers us protection in case of a Department of Education audit. Specifically, the university must be able to prove students receiving federal funds (e.g., Pell Grants) actually attended the university during the first two weeks of a semester, or the university risks having to pay back potentially large sums of money to the Department of Education.</u> <u>This happened at UC Davis while President de la Torre worked there, and they did end up having to pay the Department of Education a large sum.</u> <u>How does SDSU currently account for students attending each semester (e.g., census, ASIR data)?</u> <u>Does our current Student Attendance Policy combined with our data programs (e.g., census) provide enough data to protect us in case of such an audit?</u> <u>SDSU CAMPUS</u> <u>SDSU General Catalog AY 2019-20</u> <u>Center for Teaching & Learning (sample syllabus)</u> <u>https://ctl.sdsu.edu/build_vour_course</u> <u>Department of Education Auditing</u> <u>https://www2.ed.gov/about/offices/list/oig/nonfed/singleaudits.html</u> <u>Other CSU Attendance Policies</u> <u>CSU IIR:</u>	Y	Academic Policy & Planning
05/2020	19/20_44	Creating a More Equitable and Welcoming Environment for Women Faculty of Color	Resolution developed by Women Faculty of Color regarding equity and social justice issues on campus re Fair Retention and Promotion Processes and Support.	Y	Faculty Affairs
06/2020	20/21_4	Policy to Rescind Emeritus Status (requested title change from G. Shackleford: "Research the appropriateness of developing a policy for rescission of emeritus status.")	Research and develop policy and procedures to rescind Emeritus status. Amend Emeritus status policy to include a rescission clause	Y	Academic Policy & Planning
07/2020	20/21_5	SEC Committee Changes	Because of recent campus reorganizations, Senate Officers refer the following SEC committee changes to CBL: (1) Instead of VP Research and Dean of Graduate Affairs-- replace with chair of Graduate Council (This committee is curricular and policy for graduate education), (2) Instead of AVP for Academic Engagement and Student Achievement- replace with chair of Undergraduate Council (This committee is policy committee for undergraduate studies)	Y	Constitution and Bylaws
07/2020	20/21_6	Faculty Rights, Workloads and Well-Being During Coronavirus	Because of the impacts of the pandemic on the SDSU budget, Senate Officers request that Faculty Affairs research previous Senate responses to budget cuts and strategies used to support the best interest of faculty members at all levels during budget decision-making in order to develop guiding principles and strategies regarding Faculty rights, workloads and well-being.	Y	Faculty Affairs;
07/2020	20/21_7	Shared Governance Strategies and Guiding Principles for Budget	Because of the impacts of the pandemic on the SDSU budget, Senate Officers request that UR&P research previous Senate responses to budget cuts and strategies used to support senate voice in budget decision-making in order to develop guiding principles and strategies for dealing with our current budget issues.	Y	University Resources & Policy
08/2020	20/21_8	Update policy file to add University Senate-elected representatives to AVP searches	Administrative Searches for AVPs consider updating policy-file to formalize provost commitment to shared governance in having these searches with University Senate elected representatives similar to academic dean searches	Y	Academic Policy & Planning

Frequently Asked Questions (FAQs) on AB 1460 (Ethnic Studies) and Education Code 89032

Meeting the Mandate of AB 1460

How are the Academic Senate of the California State University (ASCSU), campus-based senates, the CSU Ethnic Studies Council and the CSU Office of the Chancellor involved in the implementation process of AB 1460?

The senates (system and campus) are the faculty bodies charged with curricular responsibilities.¹ Education Code 89032 (Section 2.c) requires that “The California State University shall collaborate with the California State University Council on Ethnic Studies and the Academic Senate of the California State University to develop core competencies to be achieved by students who complete an ethnic studies course pursuant to implementation of this section.” During its September 17-18, 2020 plenary, the ASCSU approved AS-3438-20/AA: *Recommended Core Competencies for Ethnic Studies: Response to California Education Code 89032c*, a resolution recommending to the Chancellor’s Office the acceptance of core competencies previously developed and approved by the Ethnic Studies Council.

The development of courses and decisions about their approval to meet this requirement will take place through campus curricular processes

How has the CSU Ethnic Studies Council been involved in the implementation process of AB 1460?

In fall 2019, the Ethnic Studies Council created an original draft of the ethnic studies core competencies. These were shared with the ASCSU, who circulated them to campus senates, then included them in resolution ([AS-3403-19/AA](#)) passed during its January 2020 plenary. The Ethnic Studies Council refined the original competencies contained in the ASCSU resolution and re-submitted them to the ASCSU during the September 2020 plenary of the ASCSU. The ASCSU hosted members of the Ethnic Studies Council Steering Committee at the September 16, 2020 meeting of the Academic Affairs Committee of the ASCSU to finalize the core competencies required by this section of Education Code.

As required by Education Code 89032 (Section 2.c) the CSUCO is working with the ASCSU and the Ethnic Studies Council. The ASCSU is the recognized faculty body responsible for consultation on curriculum.

¹California’s Higher Education Employee-Employer Relations Act (HEERA) Section 3561 b states that while faculty are represented by the California Faculty Association for collective bargaining,

"The Legislature recognizes that joint decision-making and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of such institutions, and declares that it is the purpose of this act to both preserve and encourage that process. Nothing contained in this chapter shall be construed to restrict, limit or prohibit the full exercise of the functions of the faculty in any shared governance mechanisms or practices including the Academic Senate of the University of California and the divisions thereof, the Academic Senates of the California State University, and other faculty councils, with respect to policies on academic and professional matters affecting the California State University, the University of California, or Hastings College of Law. The principle of peer review of appointment, promotion, and retention, and tenure for academic employees shall be preserved."

The ASCSU reaffirmed its role as the appropriate body to consult with faculty disciplinary groups, such as the Ethnic Studies Council, most recently in resolution [AS-3421-20](#).

Have the three bodies named in AB 1460 approved the “core competencies”?

Yes, the approvals can be found at the following links:

- [Council on Ethnic Studies, September 15, 2020](#)
- [Academic Senate California State University, ASCSU 3438-20/AA, September 17-18, 2020](#)
- [CSU Office of the Chancellor September 19, 2020](#)

What is the timeline for implementation?

The law requires each CSU campus to offer courses in ethnic studies by the fall of 2021. Additionally, it requires that students graduating in 2024-25 and beyond shall have met the ethnic studies requirement. In order to meet campus curricular deadlines for the fall 2021 semester, so that students who enter the CSU as first-time freshmen in the fall of 2021, and students intent on transferring to the CSU who begin at the California Community Colleges (CCC) in fall 2021 are able to meet this new requirement, the CSU must move forward with updating Title 5 and the Executive Order on CSU GE Breadth this fall to allow the CSU and CCC campuses the opportunity to do their curricular work in shared governance.

What about faculty control of the curriculum?

Faculty remain in charge of defining and delivering the curriculum. The CSU has consistently maintained that the development of degree program requirements and academic courses is the longstanding purview of duly elected faculty via campus-based senates and the ASCSU, not third-party entities or the state legislature.

The ASCSU and the Ethnic Studies Council, as described earlier, worked collaboratively to establish the core competencies for the ethnic studies requirement. As is called for in the law, once these competencies were approved by the Ethnic Studies Council, they were presented to the Academic Affairs Committee of the ASCSU. These competencies were included in a resolution that was approved by the ASCSU during their September 2020 plenary and then transmitted to the CSU Office of the Chancellor, which accepted these recommended core competencies. The next step in this shared governance process will be for faculty on each campus to revise their campus-based GE programs and approve courses to meet this new requirement based on the core competencies.

What are the core competencies for the ethnic studies requirement?

The core competencies, developed and approved by the Ethnic Studies Council and approved by the ASCSU plenary on September 17, 2020, are listed below. They will be incorporated into the revised Executive Order on CSU GE Breadth, which will be available for campus review on or about October 1, 2020.

1. Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
2. Apply theory to describe critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and social struggles of one or more of the following four

historically defined racialized core groups: Native Americans, African Americans, Latina/o Americans and/or Asian Americans, and emphasizing agency and group-affirmation.

3. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.
4. Describe how struggle, resistance, social justice, solidarity and liberation as experienced by communities of color are relevant to current issues.
5. Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom.

CSU General Education Breadth

Why is the new requirement in GE?

The determination that this requirement would be housed in general education is based on several years of discussion. First, the CSU Ethnic Studies Task Force Report, issued in 2016, recommended an ethnic studies section in CSU GE. Second, in the “Findings and Declarations” section of AB 1460, the author calls out the recommendation of the CSU Ethnic Studies Task Force Report that ethnic studies be a CSU General Education requirement.

Finally, during her testimony before the California State Assembly Higher Education Committee on April 23, 2019, Assembly member Shirley Weber called for this requirement to be in General Education. On June 25, 2019, in her opening statement at a California State Senate Education Committee hearing, she once again referred to the CSU Ethnic Studies Task Force, stating: “In 2016, the number one recommendation of that task force was to make ethnic studies a general education requirement throughout the CSU system. AB 1460 codifies the number one recommendation of the CSU task force report.”

Why is the new ES requirement being placed in lower division?

The requirement must be in the lower-division to assure that all students have taken the course and that it does not alter existing ADT and major requirements. By law, the CSU may not increase the units required for graduation. This is particularly pertinent to Associate Degrees for Transfer (ADTs). The CSU cannot add anything to the lower-division 60 units of ADTs that the California Community Colleges offer, unless it is inserted into CSU GE Breadth.²

Can the requirement be met with an upper-division course?

Yes, in certain circumstances it may be met with an upper-division course, but, in order to comply with AB 1460, all campuses must provide lower-division course options in ethnic studies for students. Any campus may offer upper-division courses that meet any lower-division requirement. Campuses should be cautious to not set extra requirements for transfer students. This means that students should not be

² SEC. 2. Article 3 (commencing with Section 66745) of the Education Code, the Student Transfer Achievement Reform Act (SB 1440)

required to meet a GE requirement twice. If a transfer or FTF student chooses to meet this requirement at the lower division, or does so as part of their ADT, they may not be required to do it again at the upper division.

Why are new three units for the new ES requirement being removed from “Area D” Social Science?

The CSU Bachelor of Arts or Bachelor of Science degree requires the completion of 120 units, of which General Education comprises 48 units (39 lower-division units and nine upper-division units). To avoid increasing the total number of units in degree programs, the new three-unit requirement must be reallocated from another area of General Education.

Social Science (“Area D”) had the largest number of units available compared to all other lower-division areas of CSU GE. Although Area C (Arts and Humanities) also has 9 lower-division units, they are split. Three units must be in Arts, three must be in Humanities and the final three units may be in either Arts or Humanities, based on the student’s selection. The addition of a new three-unit ethnic studies requirement will still leave “Area D” with six lower-division units. Additionally, three of the upper-division GE units remain in Social Science.

In July 2020, the CSU Board of Trustees removed three units from lower-division “Area D” and created a new lower-division “Area F;” this is where the ethnic studies requirement will be housed.

Isn’t “Area D” already met by the two courses required for U.S. History and American Institutions? What will happen to departments that currently offer these courses in “Area D”?

Including the U.S. History and American Institutions requirement in Area D is a campus-based decision. Executive Order 1061 does not require that the courses in United States History and American Institutions both be incorporated into CSU GE Breadth or only in “Area D.” On some CSU campuses United States History is in “Area C”.³

Will double-counting be allowed? Could a course fulfill the new Ethnic Studies requirement and also complete the American history requirement as specified in EO 1061?

Yes, a course could meet both the “Area F” ethnic studies requirement and the United States History requirement by fulfilling the learning outcomes for both. However, if United States History meets an “Area D” requirement, the student would need to choose the GE area for credit (either F or D). The requirement in American history would be complete no matter which GE area the student selects.

Will courses with a focus outside of the United States count towards the “Area F” ethnic studies requirement?

No, such courses are unlikely to meet the newly established core competencies. In the past, campuses have allowed courses about Asia, Central or South America or Africa to count as meeting their diversity requirement. For the new “Area F” ethnic studies requirement, only courses from the four core departments--that also meet ethnic studies learning outcomes--will meet the GE requirement.

What is the difference between a graduation requirement and a CSU General Education Breadth requirement?

³ Title 5 § [40404](#), or [EO 1061](#) *Graduation Requirements in United States History, Constitution and American Ideals*

Graduation requirements are a broader category than GE requirements. Graduation requirements include things such as the total number of units needed to complete the degree, the number of units required at the upper division, the completion of a specific set of courses for a major and the general education requirements.

Due to transfer requirements between the CCC and the CSU, there are some graduation requirements that are not required of all baccalaureate students at all campuses. For example, a graduation requirement outside of CSU GE Breadth would not be required as part of the Associate Degree for Transfer (ADT) and may not be required at another campus. The Title 5 requirement in U.S. History and American Institutions is not in Education Code, as this new Ethnic Studies requirement is, thus the level of flexibility for campuses to meet the requirements is different.

Additionally, including this requirement within GE sets it on the same level as other disciplinary requirements in CSU GE Breadth.

How will students who transfer from the California Community Colleges meet this new requirement?

Beginning in fall 2021, students in the CCC will have courses available on their respective campus that meet CSU GE Area F. This will be possible due to the long-standing process by which we approve CCC courses for the various CSU GE categories (and also the US History and American Institutions courses).

Courses for this new Area F will become a part of this process. Courses will need to meet the same standards that CSU courses do to be approved for Area F.

Ethnic Studies

Is it true that courses included in the newly establish “Area F” of the GE curriculum must be offered by departments in ethnic studies?

In general, yes, any courses in “Area F” will need to have an ethnic studies prefix (which usually means it is offered by an ethnic studies department), unless it is an approved, cross-listed course (see the next question for additional details). For example, a course offered by a Native American Studies department or program, that met the core competencies, would count as fulfilling this requirement. However, a course on indigenous people that a sociology department offered would not meet the requirement, unless it was an approved, cross-listed course (see the next question).

In the CSU Ethnic Studies Task Force Report, as well as in the Findings and Declarations section of AB 1460 and within the newly created core competencies, ethnic studies is defined as “...the interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina/o Americans.” Courses that meet this requirement will need to meet the core competencies developed by the ASCSU and the Ethnic Studies Council. These competencies (outcomes) will appear in the revised executive order. These statewide core competencies will serve as guideposts for the campuses, which use them to tailor their specific SLOs to best serve their specific campus needs.

Is cross listing of courses with non-ethnic studies departments allowed?

Yes. If a course is approved via traditional curricular processes for cross-listing (meaning both departments agree to this cross-listing) and the course meets the core competencies and is approved by the campus GE committee for Area F, then the course meets the requirements.

For example, if a course on the “History of African Americans in the United States” is cross-listed between the African American Studies Department and the History Department, and is approved for Area F, a student would receive credit for meeting Area F no matter which section of the course they took.

Is it true that courses that meet the Area F Ethnic Studies General Education requirement can only be approved by ethnic studies faculty?

No, general education is under the purview of all faculty on campus via the shared governance process.

The new Area F of CSU GE Breadth in Ethnic Studies is not a disciplinary requirement; it is a General Education (GE) requirement. No one category in GE is the domain of a single academic discipline (e.g., biology faculty do not solely determine courses for the “Area B2” in CSU GE). Although courses for this GE requirement will likely come from a limited number of departments, and will have structured learning outcomes systemwide (core competencies), the GE program is shaped at the campus level by faculty across disciplines in order to ensure the richest and most broad scholarly foundation for all students. This is accepted practice, not only in the CSU, but nationwide, and it has proven successful in encouraging students to explore new disciplines.

Please note, however, that CSU policy does not constrain campuses from including additional faculty in the GE or curriculum approval process.

General Questions

Who can teach these courses?

The law is silent on personnel issues. Departments will utilize existing practices to identify and appoint faculty qualified to teach courses based on qualifications determined by the appropriate college and department. Campuses should consult their AVP for Faculty Affairs on this issue.

Date: September 1, 2020

To: Senate Executive Committee

From: Sherry Ryan, Chair of University Resources & Planning (UR&P) Committee

Re: Action Item - Addition of new voting member to the UR&P

We move that a new member be added to the URP ex-officio voting membership. The new member would be an ex-officio voting administrator (Director of Business and Financial Affairs) from the SDSU Imperial Valley.

Rationale for addition - SDSU Imperial Valley needs stronger representation on the UR&P Senate committee, especially from someone who can bring budgetary knowledge of the IV campus such as the Director of Business and Financial Affairs.

Section of the bylaws to be changed:

3.41 Membership (18)

3.411 Ex officio: Vice Provost for Academic Affairs, Vice President for Business and Financial Affairs or designee, and Vice President for Student Affairs and Campus Diversity or designee, the Vice President for Research or designee; Vice President for Information Technology or Designee, Vice President for University Relations and Development 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 Text-

3.41 Membership (19)

3.411 Ex officio: Vice Provost for Academic Affairs, Vice President for Business and Financial Affairs or designee, and Vice President for Student Affairs and Campus Diversity or designee, the Vice President for Research or designee; Vice President for Information Technology or Designee, Vice President for University Relations and Development or designee; **Director of Business and Financial Affairs.**

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: September 22, 2020

To: Senate Executive

From: Peter Atterton, Chair, Constitution and Bylaws Committee

Subject: ACTION ITEM (First Reading for Bylaw Amendments-no vote)

Referral September 7, 2020: Change to bylaws for the University Resources Planning Committee

Recommendation: Addition of ex-officio voting seat--University Senate Treasurer.

3.4 Committee on University Resources and Planning

3.41 Membership (~~18~~19)

3.411 Ex officio: Vice Provost for Academic Affairs, Vice President for Business and Financial Affairs or designee, Vice President for Information Technology or designee, Vice President for Research and Innovation or designee, Vice President for Student Affairs and Campus Diversity or designee, Vice President of University Advancement and Development or designee, **and University Senate Treasurer.**

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.

Rationale:

CBL unanimously agreed ...

University Senate Constitution

Section 5.5

The Treasurer of the Senate shall be an elected senator. The Treasurer shall be annually elected to the office by the majority of the elected senators. The Treasurer (a) shall administer the Senate annual operating budget and oversee the financial affairs of the Senate, which includes drafting an annual budget for approval by the Senate Executive Committee and final proposed budget shall be presented to the Senate for approval by the end of the Spring semester; (b) report the state of the Senate budget at Senate and Senate Executive Committee meetings; and (c) shall act on the behalf of the Senate in meetings and serve on Senate committees that may require financial advice and oversight related to the Senate's annual budget.

Referral from September 15, 2020 Senate Executive Committee to harmonize language for committee membership for the relevant section of the policy file.

The Committees on Staff Affairs and Academic Policy and Planning have collaborated since the April 7, 2020 University Senate meeting to develop mutually agreeable language to add a staff representative to the Committee on Academic Policy and Planning. The committees reported to the University Senate Executive Committee on September 15, 2020 meeting that they had reached agreement on the following text:

One staff representative to AP&P shall be elected by the Staff Affairs Committee. The staff representative will have experience with campus academic policies.

Rationale:

In harmonizing this proposal with the Senate Bylaws section of the Policy File, the Constitution and Bylaws Committee **moves** the following change that incorporates both the proposal language change and the required language for Senate standing committees regarding staff appointments.

3.31 Membership (~~4~~15)

- 3.311* Ex officio: the Provost and Senior Vice President or designee, the Associate Vice President for Faculty Advancement and Student Success, 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 Committee and Elections and appointed by the Senate, at least two of whom shall be elected senators; two students appointed in accordance with procedures established by the Associated Students; **one staff representative with campus academic policy experience shall be selected by the Staff Affairs Committee and confirmed by the Senate.**

*Editorial changes made August 20, 2020.

To: Senate Executive Committee/Senate
From: Graduate Council
Date: May 7, 2020
Re: 2021-2022 *General Catalog and Graduate Bulletin*

ACTION (4A-05-20)

ANTHROPOLOGY

1. Deactivation of subprogram.

Anthropology
**Specific Requirements for the Master of Arts Degree
(Major Code: 22021)
Applied Anthropology Specialization
(SIMS Code: 110910)**

HISTORY

1. New program.

History
**Public History Advanced Certificate
(SIMS Code: XXXXXX)**

The advanced certificate provides students an opportunity to pursue advanced studies and training in public history. Students develop analytical, interpretive, and practical skills by engaging with the theories and methodologies appropriate to applied historical practice to include digital forms of scholarship and presentation. Students engage in a collaborative environment and, whether in the classroom or in the field, learn to think like public historians and put history to work in the world.

The advanced certificate requires a minimum of 12 units to include History 587, 610, 793 (three units); and three additional units selected from History 601, Anthropology 529, 532, 533, 560, 561, 602, 605, Art 547, Geography 683 and 683L (one unit), Liberal Arts and Sciences 600A, 600B, 600C, or 600D, Sociology 607, 608, Women's Studies 536, 585, 604, 606. History 793 may only be applied once toward the certificate. History courses applied to the certificate may also be applied to the master's degree in history with approval of the adviser. A minimum of six units required at the 600- and 700-level. Students must maintain a minimum GPA of 3.0 in advanced certificate coursework, with no less than the grade of "C" in any course.

INTERNATIONAL BUSINESS

1. New program.

International Business

BA/MS 4+1 Degree Program (BMGBD)

The BA/MS 4+1 degree program (BMGBD) is for international business students who plan to start and accelerate careers related to international business development across a wide variety of sectors. Students must successfully complete a minimum of 150 units or more (depending on the undergraduate regional specialization) to be awarded simultaneously in the International Business Major with a B.A. degree in Liberal Arts and Sciences and the M.S. degree in Global Business Development.

Specific Requirements for the BA/MS 4+1 Degree Program (BMGBD)

(Major Code: XXXXX) (SIMS Code: XXXXXX)

Students must apply and be admitted to the BA/MS 4+1 degree (BMGBD). All students must have a satisfactory score on the Graduate Management Admissions Test (GMAT) and a minimum overall GPA of 3.2. Students may apply for the program at the end of the junior year with a minimum overall GPA of 3.2 among the completed courses. Students attain graduate status when they have earned at least 120 units towards the completion of the BMGBD program.

Students in specializations/regional emphases requiring 129 units or more can substitute the following undergraduate classes with their graduate equivalents:

Business Administration 405 with Business Administration 630;

Finance 329 with Finance 654;

Marketing 376 with Marketing 769.

Students must achieve at least a 3.0 average in the courses numbered 500 and above and specified on their official program for the 30 unit master's degree. If for any reason a student does not satisfactorily complete the requirements for the Master of Science in Global Business Development degree, they will be awarded the International Business Major with a B.A. degree in Liberal Arts and Sciences, upon completion of the requirements for the B.A. degree.

Suggested Course of Study for the BA/MS 4+1 Degree Program (BMGBD):

SENIOR YEAR (Fall Semester) (Study Abroad)

Business Focus Courses...6

Regional Courses...6

SENIOR YEAR (Spring Semester)

Business Administration 623...3 units

Graduate Elective (Finance 659, Journalism and Media Studies 574, Management Information Systems 697, 753, or Marketing 772)...3

SENIOR YEAR (Summer Semester)

International Business 495...3

FIFTH YEAR (Fall Semester)

MGT 710...3

MKTG 763...3
MKTG 769...3

FIFTH YEAR (Spring Semester)

B A 630...3
MGT 748...3
MKTG 767...3

FIFTH YEAR (Summer Semester)

B A 794 or 799A...3
FIN 654...3

Overall total units for the BA/MS 4+1 degree program (BMGBD) is 150 or more (depending on the undergraduate regional specialization).

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

To: Senate Executive Committee/Senate
From: Graduate Council
Date: September 3, 2020
Re: 2021-2022 *General Catalog* and *Graduate Bulletin*

ACTION (6A-09-20)

ANTHROPOLOGY

1. Deactivation of subprogram.

Anthropology
Specific Requirements for the Master of Arts Degree
(Major Code: 22021)
General Anthropology Specialization
(SIMS Code: 110940)

Change(s): Specialization to be discontinued. Enrolled students may be moved to general master's program (110901).

CHICANA AND CHICANO STUDIES

1. New certificate.

Chicana and Chicano Studies
K-12 Ethnic Studies Teaching Advanced Certificate
(SIMS Code: XXXXXX)

The K-12 Teaching Ethnic Studies Advanced Certificate program at SDSU is an interdisciplinary program integrating coursework from across campus to prepare practicing educators pursuing advanced degrees who also aspire to teach ethnic studies at the K-12 level. The mission of the certificate is to ensure that as every K-12 student in California (and beyond) encounters ethnic studies in their schooling, the educators who will lead them will be grounded in the perspectives and content of ethnic studies, pedagogically well-prepared, and responsive to communities. Through coursework that attends to (a) the nature of ethnic studies as a discipline, (b) content knowledge within an educator's particular community context and subject-area discipline, and (c) humanizing approaches to pedagogy, students completing the certificate can expect to be well prepared to teach ethnic studies courses at the K-12 level, and equipped with a unique skillset that will make them professionally competitive, and enhance their teaching effectiveness in all contexts.

At the graduate level, the certificate offers a compelling professional development opportunity for educators interested in the teaching of ethnic studies at the K-12 level. Graduate students should expect a more rigorous experience in certificate courses, as well as more flexibility in the program of study to meet their individual professional

development needs. Moreover, they should also anticipate additional meetings and interactions with certificate faculty to evaluate and develop their program of study in relation to their particular work context, professional growth, and community needs.

The program requires 12 units of study, inclusive of an elective chosen to support their individual learning goals. This elective must be at the 600- or 700-level, and should be chosen in consultation with an adviser as part of a larger assessment of student goals and professional needs. Students should also consult with an adviser on admission requirements and application deadlines.

Credits earned towards the completion of the certificate may be applied towards degree progress in SDSU master's programs (if applicable). Contact the Department of Chicana and Chicano Studies for further details and advising, and consult with the graduate adviser for further guidance integrating this coursework into your program. Acceptance of certificate coursework will require approval from the graduate adviser.

Advanced Certificate (12 units):

CCS 580	Chicanas and Chicanos and the Schools...3
CCS 585	Methods in Ethnic Studies Teaching: Decolonial Pedagogies in K-12 Schools...3
DLE 600	Foundations of Democratic Schooling...3

One elective course, chosen in conjunction with an adviser, and approved by the certificate program coordinator, of graduate level study at the 600-700 level, relevant to the goals of the certificate program. To include, but is not limited to:

DLE 651	Curriculum, Teaching, and Assessment: Designated And Integrated ELD...1-3
DLE 652	Literacy and Language: Critically Examining Curriculum for Teaching and Learning...3
DLE 686	Seminar in Multicultural Education...1-6
ED 640	Critical Pedagogy for Advanced Learners...3
MALAS 600A	Seminar: Cultural Studies...3
MALAS 601	Seminar in Interdisciplinary Thinking...3
TE 655	Sociocultural Foundations of American Education...2-3
WMNST 601	Foundations of Feminist Scholarship...3
WMNST 604	Seminar: Gender, Culture, and Representation...3
WMNST 607	Seminar: Privilege and Oppression...3
WMNST 612	Seminar: Feminist Pedagogies...3

EXERCISE AND NUTRITIONAL SCIENCES

1. New program.

Exercise and Nutritional Sciences

Master of Science Degree in Athletic Training

General Information

The School of Exercise and Nutritional Sciences offers graduate study leading to the Master of Science degree in athletic training. This is the entry degree to the profession degree and is a CAATE accredited professional master's degree program. The program

leads students to a career in athletic training and eligibility to sit for the Board of Certification athletic training examination. Certified athletic trainers are responsible for the management, prevention, and rehabilitation of athletic and physically active injuries. The athletic training program is comprised of two components of study—an academic component and a clinical component. The academic component encompasses a holistic and integrative approach to education that is based upon evidence-based practice principles that optimize patient outcomes. The clinical education component is an intensive, hands-on clerkship that provides students with the opportunity to apply psychomotor skills in a traditional athletic environment under the direct supervision of a certified athletic trainer. Students are given the opportunity to practice what they learn in a variety of clinical education settings. Due to the required supervision of the clinical education component, a limited number of spaces are available for students in the professional program per year. Therefore, the application process is competitive and based upon a variety of criteria outlined under “Requirements for Admission.”

The program is a cohort model program beginning in late May of each year. The program is delivered over two calendar years. Students enter as a cohort during the summer session and matriculate through sequenced didactic and clinical courses over the subsequent two years.

Requirements for Admission to the Master of Science in Athletic Training

All students must satisfy the general requirements for admission to the university with classified graduate standing as described in Part Two of this bulletin. In addition, a student applying for admission to the graduate program in athletic training must meet the following requirements.

An undergraduate degree earned at an institution accredited by a regional accrediting association. A kinesiology or exercise science degree is recommended.

Completion of the prerequisites or equivalent coursework to include biomechanics, exercise physiology with a laboratory, fundamentals of nutrition, general, abnormal, or developmental psychology; human anatomy with a laboratory and physiology, introduction to athletic training with a laboratory, introductory or general chemistry, introductory or general physics, introductory or general statistics, and introductory weight training. Additional recommended prerequisites include courses in applied or clinical kinesiology, medical terminology, and research methods.

Classes can be in progress at the time of application but must be completed prior to the start of the program.

Prerequisite coursework completed with a "C" or better. Grades of C- or lower will not be accepted for prerequisite completion.

A grade point average (GPA) of at least 2.85 in the last 60 units of coursework.

A minimum score of 151 on the verbal and 142 on the quantitative sections of the GRE General Aptitude Test.

Students must possess demonstrated evidence of exposure to the field and an appreciation of the breadth, depth, and scope of practice. This can be accomplished through either volunteer or paid work experience in an athletic training setting. Verification of at least 100 total hours of observation under a certified athletic trainer in two or more settings (e.g., university/college, high school, and/or clinic) within two years of the application date.

Students are required to have current CPR as a health care provider through the American Red Cross or as a professional rescuer through the American Red Cross. In addition, students must have first aid certification at the time of application, and are expected to maintain current certifications in both CPR and first aid throughout the time of enrollment in the program.

All students upon admission to the athletic training professional program must have medical clearance by a physician, nurse practitioner, or physician assistant for the following technical standards of abilities and expectations:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform CPR, primary and secondary surveys, emergency transport and transfers, appropriate physical examinations, and manual therapeutic exercise procedures; including the safe and efficient use of equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with the competent professional practice.
4. The ability to write effectively as it relates to the discipline.

Admission to the Degree Curriculum

The following admissions materials must be completed and submitted electronically via the ATCAS website (<https://atcas.liaisoncas.com/applicant-ux/#/login>) by the February 1 application deadline for admission to the Summer I semester.

1. Applicant observation form;
2. Curriculum vitae or resume;
3. Prerequisite course checklist;
4. Professional essay of 400-500 words including the student's professional goals and reasons for selecting athletic training as a career and an understanding of the challenges facing the athletic training profession and willingness to work with diverse clients in a variety of athletic training settings;
5. Program disclosure form;
6. Supplemental application form;
7. Technical standards for admission document;
8. Three references (at least one academic and one clinical) who will be invited to complete a recommendation for the applicant electronically.
9. Video (1-3 minutes) explaining the student's desire to be a certified athletic trainer and interest in the program;

Students will be admitted only in the first summer semester.

Advancement to Candidacy

All students must satisfy the general requirements for advancement to candidacy, as described in Part Four of this Bulletin.

**Specific Requirements for the Master of Science Degree in Athletic Training
(Major Code: XXXXX) (SIMS Code: XXXXXX)**

The Master of Science in athletic training is a professional program and not a research degree. Students in the program will be involved in evidence-based practice/translational research projects as part of coursework and through clinical internship experiences. Students are expected to complete the program in two years while attending full-time as there is no part-time program. The number of required units for the program of study is 64 units. Students must earn a minimum grade point average of 3.0 for all courses attempted in the program. Students will fulfill the culminating experience requirement through the Plan B (non-thesis option) by successfully completing the Exercise and Nutritional Sciences 604-607 course series. Specifically, students will submit a capstone project as part of Exercise and Nutritional Sciences 607 in their final semester that highlights their growth and implementation of the evidenced based process within a medical model. Students admitted conditionally will be required to take courses in preparation for the program that do not fulfill degree requirements, if their conditions warrant.

Summer Session I (11 Units)

ENS 604	Evidenced Based Practice in Athletic Training I...1
ENS 625	Emergency Management of Sports Trauma...2
ENS 626	Clinical Anatomy...2
ENS 627L	Prophylactic Interventions in Athletic Training Laboratory...1
ENS 689A	Athletic Training Clinical Internship I...5

Fall Semester I (13 Units)

ENS 653	Musculoskeletal Diagnostics for the Lower Extremity...2
ENS 653L	Musculoskeletal Diagnostics for the Lower Extremity Laboratory...1
ENS 663	Musculoskeletal Interventions for the Lower Extremity...3
ENS 663L	Musculoskeletal Interventions for the Lower Extremity Laboratory...1
ENS 699A	Athletic Training Clerkship I...2
DPT 750	Concepts in Physiology, Pathophysiology, and Pharmacology...4

Spring Semester I (12 Units)

ENS 605	Evidence-Based Practice in Athletic Training II...1
ENS 638	Bio-Psychosocial Theories and Strategies in Athletic Training...2
ENS 654	Musculoskeletal Diagnostics for the Upper Extremity...2
ENS 654L	Musculoskeletal Diagnostics for the Upper Extremity Laboratory...1
ENS 664	Musculoskeletal Interventions for the Upper Extremity...3
ENS 664L	Musculoskeletal Interventions for the Upper Extremity Laboratory...1
ENS 699B	Athletic Training Clerkship II...2

Summer Session II (5 units)

ENS 689B	Athletic Training Clinical Internship II...5
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Fall Semester II (13 Units)

ENS 606	Evidence-Based Practice in Athletic Training III...1
ENS 655	Musculoskeletal Diagnostics for the Head and Spine...2
ENS 655L	Musculoskeletal Diagnostics for the Head and Spine Laboratory...1
ENS 665	Musculoskeletal Interventions for the Head and Spine...3
ENS 665L	Musculoskeletal Interventions for the Head and Spine Laboratory...1
ENS 699C	Athletic Training Clerkship III...2
NUTR 512	Nutrition for Athletes...3

Spring Semester II (10 Units)

ENS 607	Evidence-Based Practice in Athletic Training IV...1
ENS 648	Professional Ethics, Management, Informatics and Leadership in Athletic Training...2
ENS 649	Professional Preparation in Athletic Training...1
ENS 670	Corrective Exercise Specialist...2
ENS 670L	Corrective Exercise Specialist Laboratory...2
ENS 699D	Athletic Training Clerkship IV...2

The school expects the student to complete the degree requirements within seven years. Failure to complete the degree requirements within seven years will result in dismissal from the program.

LIBERAL STUDIES (TEACHER EDUCATION)

1. New subprogram (to be listed in *General Catalog*).

Liberal Studies (Teacher Education)

The Major

Emphasis in Special Education Extensive Support Needs Integrated Teacher Education Program (SPED-ESN-ITEP). The emphasis is designed primarily for students who wish to teach special education in K-12 classrooms for students with extensive support needs (K-age 22). This program integrates the study of interdisciplinary liberal arts courses with professional preparation courses and field experiences. Successful completion of this emphasis results in both a Bachelor of Arts degree in Applied Arts and Sciences and a preliminary teaching credential. This program includes subject matter in the arts, English, humanities, mathematics, pedagogy, science, social sciences, and student teaching. The program can be completed in four years or eight semesters. The program requirement for the ITEP program is 132 units which includes one unit required to meet the international experience requirement. [Students are required to fulfill the international experience requirement; as such, students may participate in faculty-led travel abroad opportunities during winter break or summer. In addition, students will enroll in ED 450 for one unit; this course supports international experience.] Furthermore, by completing the program, students will satisfy general education requirements, graduation requirements, major requirements (impaction criteria), and Elementary Subject Matter (ESM) requirements. They will also complete requirements as set forth by the California Commission on Teacher Credentialing (CTC).

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

All candidates for a degree in applied arts and sciences must complete the graduation requirements listed in the section of the catalog on “Graduation Requirements.” To complete the major, students must fulfill the degree requirements for the major and emphasis described in the catalog in effect at the time they are accepted into the premajor at SDSU (assuming continuous enrollment).

The SPED-ESN-ITEP emphasis is designed to combine the degree and credential into a 132-unit, eight-semester, four-year Integrated Teacher Education Program. The program is designed to qualify the student for an undergraduate degree and a preliminary teaching credential. A minor is not required with this major.

Certification of subject matter competency by the Liberal Studies program requires completion of all preparation for the major and major courses with grades of C or better. (If a course is repeated, the highest grade will count.)

**Emphasis in Special Education Extensive Support Needs Integrated Teacher Education Program (SPED-ESN-ITEP)
(SIMS Code: XXXXXX)**

Lower Division Core (43 units):

Refer to requirements listed in the major. This emphasis will replace areas II.C. and III. with the following

II.C. Humanities (9 units)

1. Literature: English 220 (3 units).
2. Visual and Performing Arts: Theatre 100 (3 units).
3. History: History 100 (3 units).

III. Lifelong Learning and Self-Development

1. Teacher Education 170 [or Child and Family Development 170] (3 units).

Preparation for the Major. Complete 43 units of lower division core and Exercise and Nutritional Sciences 241A, 241B (with a grade of C (2.0) or better); Mathematics 211 (with a grade of C (2.0) or better); Mathematics Education 212 (2 units) with a grade of C (2.0) or better; Music 102; Natural Science 100; Teacher Education 280. Exercise and Nutritional Sciences 241A, 241B and Mathematics 211 may not be taken for credit/no credit (Cr/NC). (57 units)

Graduation Writing Assessment Requirement. Students must have fulfilled the Writing Proficiency Assessment with a score of 8 or above or with a grade of C (2.0) or better in Rhetoric and Writing Studies 280 or 281 [or Linguistics 281] before taking English 306W and earn a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements.

International Experience. All liberal studies majors are required to complete the international experience requirement.

Major including required focus and option (75 units).

Upper Division Core (42 units):

Liberal Studies (7 units): Liberal Studies 300, 498 (1 unit); Special Education 450.

Scientific Inquiry and Quantitative Reasoning (10 units): Mathematics 312^①;

Mathematics 313^①; Physics 412.

Arts and Humanities (12 units): Art 387; English 306A, 306W; Music 343

Social Sciences (12 units): History 411; History 413; Linguistics 420, 452.

International Experience (1 unit): Education 450 (1 unit)

Emphasis ITEP (33 units).

Coursework (28 units): Special Education 505, 526, 527, 530, 535, 545 (2 units), 547, 553, 557, 562, Teacher Education 930 (3 units).

Student Teaching: Special Education 980B. (5 units)

^①Students must pass the Liberal Studies Mathematics Proficiency Assessment prior to enrolling in Mathematics 312 and 313.

2. New subprogram (to be listed in *General Catalog*).

Liberal Studies (Teacher Education)

The Major

Emphasis in Special Education Mild/Moderate Support Needs Integrated Teacher Education Program (SPED-MM-ITEP). The emphasis is designed primarily for students who wish to teach special education in K-12 classrooms for students with mild to moderate support needs (K-12). This program integrates the study of interdisciplinary liberal arts courses with professional preparation courses and field experiences. Successful completion of this emphasis results in both a Bachelor of Arts degree in Applied Arts and Sciences and a preliminary teaching credential. This program includes subject matter in the arts, English, humanities, mathematics, pedagogy, science, social sciences, and student teaching. The program can be completed in four years or eight semesters. The program requirement for the ITEP program is 132 units which includes one unit required to meet the international experience requirement. [Students are required to fulfill the international experience requirement; as such, students may participate in faculty-led travel abroad opportunities during winter break or summer. In addition, students will enroll in ED 450 for one unit; this course supports international experience.] Furthermore, by completing the program, students will satisfy general education requirements, graduation requirements, major requirements (impaction criteria), and Elementary Subject Matter (ESM) requirements. They will also complete requirements as set forth by the California Commission on Teacher Credentialing (CTC).

Liberal Studies Major

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

All candidates for a degree in applied arts and sciences must complete the graduation requirements listed in the section of the catalog on “Graduation Requirements.” To complete the major, students must fulfill the degree requirements for the major and emphasis described in the catalog in effect at the time they are accepted into the premajor at SDSU (assuming continuous enrollment).

This emphasis is designed to combine the degree and credential into a 135-unit, eight-semester, four-year Integrated Teacher Education Program. The program is designed

to qualify the student for an undergraduate degree and a preliminary teaching credential. A minor is not required with this major.

Certification of subject matter competency by the Liberal Studies program requires completion of all preparation for the major and major courses with grades of C or better. (If a course is repeated, the highest grade will count.)

**Emphasis in Special Education Mild/Moderate Support Needs Integrated Teacher Education Program (SPED-MM-ITEP)
(SIMS Code: XXXXXX)**

Lower Division Core (43 units):

Refer to requirements listed in the major. This emphasis will replace areas II.C. and III. with the following

II.C. Humanities (9 units)

1. Literature: English 220 (3 units).
2. Visual and Performing Arts: Theatre 100 (3 units).
3. History: History 100 (3 units).

III. Lifelong Learning and Self-Development

2. Teacher Education 170 [or Child and Family Development 170] (3 units).

Preparation for the Major. Complete 43 units of lower division core and Exercise and Nutritional Sciences 241A, 241B (with a grade of C (2.0) or better); Mathematics 211 (with a grade of C (2.0) or better); Mathematics Education 212 (2 units) with a grade of C (2.0) or better; Music 102; Natural Science 100; Teacher Education 280. Exercise and Nutritional Sciences 241A, 241B and Mathematics 211 may not be taken for credit/no credit (Cr/NC). (57 units)

Graduation Writing Assessment Requirement. Students must have fulfilled the Writing Proficiency Assessment with a score of 8 or above or with a grade of C (2.0) or better in Rhetoric and Writing Studies 280 or 281 [or Linguistics 281] before taking English 306W and earn a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements.

International Experience. All liberal studies majors are required to complete the international experience requirement.

Major including required focus and option (75 units).

Upper Division Core (42 units):

Liberal Studies (7 units): Liberal Studies 300, 498 (1 unit); Special Education 450.

Scientific Inquiry and Quantitative Reasoning (10 units): Mathematics 312 ^①, 313^①; Physics 412.

Arts and Humanities (12 units): Art 387; English 306A, 306W; Music 343.

Social Sciences (12 units): History 411, 413; Linguistics 420, 452.

International Experience (1 unit): Education 450. (1 unit)

Emphasis ITEP (33 units).

Coursework (25 units): Special Education 505, 527, 530, 534, 547, 548 (2 units), 553, 557, 562; Teacher Education 930 (3 units).

Student Teaching (8 units): Special Education 980A (8 units)

①Students must pass the Liberal Studies Mathematics Proficiency Assessment prior to enrolling in Mathematics 312 and 313.

MUSIC

1. New program.

Music

Specific Requirements for the Master of Arts Degree (Major Code: XXXXX) (SIMS Code: XXXXXX)

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree as described in Requirements for Master's Degrees, the student must complete a 30-unit graduate program with at least 18 units in 600- and 700-numbered courses and the following:

Core: Music 613, 652, 690, and 691; three additional units selected from Music 613 or 652.

Electives: Twelve units selected from Music 541, 542, 554, 560, 561, 566A-B, 570-589, 590, 614, 653, 798, or courses outside the School of Music and Dance in consultation with an adviser.

Students who plan to pursue musicology or ethnomusicology at the doctoral level are encouraged to take three units outside of the department (in consultation with an adviser).

Culminating Experience: Students may choose either Plan A or Plan B. Students in Plan A are required to enroll in Music 799A, Thesis or Project, and to pass a final oral comprehensive examination on the thesis. Students in Plan B are required to enroll in Music 766, Graduate Lecture Recital. A written document is required of all students electing Plan B and students are required to pass a final oral comprehensive examination on the document.

Master of Arts candidates in critical studies in music must have a reading ability in an approved foreign language, preferably French, German, or Italian.

NOTE: Students must achieve a grade of "C" or higher on all courses in the degree program. Students must achieve a GPA of 3.0 or greater for all courses in the program of study and a minimum GPA of 2.85 or greater overall.

TO: Senate
FROM: David Marx, Chair, Committee on Committees and Elections
DATE: October 6, 2020
RE: Action Item

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

NEW COMMITTEE CHAIRS

Committee on Committees and Elections

Chair: David Marx

Faculty Honors and Awards

Chair: Matt Anderson

Fee Advisory Committee (Campus)

Chair: T'Ante Sims

Staff Affairs Committee

Chair: Todd Rehfuss

University Resources and Planning

Co-Chairs: Bann Attiq & Sherry Ryan

EXISTING COMMITTEE CHAIRS

Academic Policy and Planning

Chair: DJ Hopkins

Bookstore Advisory

Chair: Iana Castro

Campus Development

Chair: Laura Shinn

Constitution and Bylaws

Chair: Peter Atterton

Copy Rights and Patents
Chair: Douglas Grotjahn

Disability Access and Compliance
Co-Chairs: Jessica Rentto

Diversity, Equity, and Inclusion
Chair: Gloria Rhodes

Environment and Safety
Chair: Sridhar Seshagiri

Global Campus Advisory Council (need to change name in policy file)
Chair: David Ely

Faculty Advancement
Chair: Allen Gontz (Interim chair)

Freedom of Expression
Chair: Madhavi McCall

GE Curriculum and Assessment
Co-Chairs: Heather Canary & Greg Wilson

Graduate Council
Chair: Ed Balsdon

Honorary Degrees
Chair: Provost Hector Ochoa

Instructional and Information Technology
Chair: Mark Siprut

Intercollegiate Athletic Council
Chair: John Putman

Liberal Studies
Chair: Virginia Loh-Hagan

Library and Information Access
Chair: Edward Beasley

SDSU Press Editorial Board
Chair: William Anthony Nericcio

Student Grievance

Chair: Estralita Martin

Student Learning Outcomes

Chair: Stephen Schellenberg

Student Media Advisory

Chair: Giselle Luevanos

Sustainability

Co-Chairs: Gener Abdon and Tyler Rogers

Undergraduate Council

Chair: Joanna Brooks

Undergraduate Curriculum

Chair: Steve Barbone

COMMITTEES WITH NO ROSTER INFORMATION

Scholarships Committee

Student Affairs

Student Health Advisory Board

Teacher Education Advisory Council

FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS & NEED

*reappointments or new appointments

Academic Policy and Planning

NEED 2 students AS

Bookstore Advisory

NEED 1 student

Campus Development (roster full)

NEED 2 students (1 AS President or designee)

Committee on Committees (roster full)

Constitution and Bylaws

NEED 1 student

Copyrights and Patents

(Pending)

Disability Access and Compliance

NEED 2 students (1 undergrad and 1 grad)

Diversity, Equity, and Inclusion

*Nola Butler-Byrd (Senate Chair designee) term renewed May 2021

*Esperanza Camargo (IV) term renewed May 2023

*Jochen Kressler (HHS) term renewed May 2023

*Gloria Rhodes (LIB) term renewed May 2021

*Estella Chizhik (EDU) new term May 2023

*Manal Swairjo (SCI) new term May 2023

NEED 1 student

NEED 1 faculty (FCB)

Environment and Safety

*Sridhar Seshagiri (faculty) term renewed May 2023

*Chris Werry (faculty) term renewed May 2023

*Mark Bruno (staff) new (temporary) term Oct 2020

*Corinne McDaniels-Davidson (HHS, lecturer) new term Sept. 2020

NEED 1 faculty

NEED 1 Member of Local Unit 3 Collective Bargaining Agency

NEED 2 students

Extended Studies Advisory Council

*Heather Canary (PSFA) term renewed May 2023

*Zohir Chowdhury (HHS) term renewed May 2023

*Madhavi McCall (A&L) term renewed May 2023

*Suzanna Fuentes (IV) term renewed May 2023

NEED 1 SA rep

NEED 1 AA-Technology rep

Faculty Affairs

*Carin Crawford (coach) new term May 2023

*Ning Tang (FCB) new term May 2023

*Keven Jeffery (LIB) new term May 2023

*Vinod Sasidharan (PSFA) new term May 2023

*Alyson Abel-Mills (HHS) new term May 2023

*Satish Sharma (ENG) new term May 2023

NEED 1 IV faculty

Faculty Honors and Awards

*Risa Levitt Kohn (faculty) term renewed May 2023

*William Welsh (faculty) term renewed May 2023

NEED 1 student
NEED 1 alumnus

Fee Advisory Committee (Campus) (roster full)

Freedom of Expression (roster full)

NEED 5 students (AS President or designee + 4 others)

GE Curriculum and Assessment

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

NEED 1 HHS faculty

NEED 1 IVC faculty

NEED 2 (undergrad) students

Global Affairs Committee (formerly International Programs)

- *Adisa Alkebulan (CAL) new term May 2023

NEED 1 ENG faculty

NEED 1 (grad) student

NEED 2 students: 1 undergraduate and 1 international student

Graduate Council (roster full)

Honorary Degrees (roster full)

Instructional and Information Technology

NEED 1 student

Intercollegiate Athletic Council

- *Emilio Ulloa (faculty) term renewed May 2023

- *Brian Hentschel (faculty) new term May 2023

NEED 1 faculty

NEED 1 faculty presidential appointee

NEED 1 student: 1 AS President appointee

Liberal Studies

- *Stacy Bodus (faculty, IV) term renewed May 2023

- *Alexa Lawrence (student) term renewed May 2021

- *Susan Nickerson (faculty, Math/Natural Sci) term renewed May 2023

- *Betty Samraj (faculty, Eng/Speech) term renewed May 2023

Library Committee

- *Takis Mitropoulos (ENG) term renewed May 2023

- *Arlette Baljon (SCI) new term May 2023

*Kate Holvoet (LIB) new term May 2023
*David Jancsics (IV) new term May 2023
*Cheryl O'Brien (CAL) new term May 2023
NEED 1 FCB faculty
NEED 2 students

SDSU Press Editorial Board (roster full)

Staff Affairs

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

Student Grievance

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

Student Learning Outcomes

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

Student Media Advisory (pending)

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

Sustainability (roster full)

*Erlinde Cornelis (faculty) new term May 2023
*Bethany Harris (faculty) new term May 2023
*John Love (faculty) new term May 2023
*Kate Swanson (faculty) new term May 2023
NEED 1 student

Undergraduate Council

*Mounah Abdel-Samad (PSFA) term renewed May 2023

*Sonja Pruitt-Lord (HHS) term renewed May 2023

*Scott Kelley (SCI) new term May 2021 (completing term for John Love)

*Barry Stampfl (IV) new term May 2021 (completing term for Linda Abarbanell)

*Ke Huang (ENG) new term May 2023

NEED 1 FCB faculty

NEED 2 (undergraduate) students

Undergraduate Curriculum

NEED 2 students

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

*Amanda Lanthorne (LIB) term renewed May 2023

*Mark Reed (HHS) term renewed May 2023

*Anca Segall (SCI) term renewed May 2023

*Carlos Herrera (IV) new term May 2023

*Byron Purse (SCI) new term May 2023

*Li An (CAL) new term May 2023 (took over for Mark Wheeler)

*George Youssef (ENG) new term May 2023

NEED 1 PSFA faculty

University Resources and Planning

NEED 2 students

*reappointments or new appointments

Senators not currently represented on a committee:

A&L

Farid Abdel-Nour

Angelo Corlett

Mathias Schulze

HHS

Katrina Maluf

Lecturers

Ajani Brown, Africana Studies, CAL

James Brown, Art and Design, PSFA

TO: Senate Executive Committee/Senate
FROM: Committee on Diversity, Equity, and Inclusion
Chair, Gloria L. Rhodes
DATE: September 15, 2020
SUBJECT: Syllabus Action Item on Kumeyaay Land Acknowledgement
RE: ACTION ITEM Statement link:
https://diversity.sdsu.edu/resources/_pdfs/land-acknowledgement.pdf

Recommended Addition to the Policy File

Academic Responsibilities

2.0 Course Syllabi: The syllabus for each course shall describe the course’s purpose, scope, and student learning outcomes, **and the SDSU Kumeyaay land acknowledgement statement (abbreviated or full version)**. In addition, each syllabus shall include office hours and contact information for the instructor, refer to the current procedure for accommodating students with disabilities (refer to Student Ability Success Center), and describe the course design, required materials, schedule, and grading policies, which may vary by section. A syllabus shall not bind the instructor to specific details, and the instructor shall retain the right to adjust the course design. Major departures from the syllabus, however, especially with regard to student learning outcomes, major assignment due dates and exam dates, and grading policies, shall be made only for compelling reasons.

Background Information

What is a Land Acknowledgment?

A Land Acknowledgement is a formal statement that recognizes and respects Indigenous peoples as traditional stewards of a given geographic area and the enduring relationship that exists between Indigenous Peoples and their ancestral territories. For San Diego State, we recognize the land as Kumeyaay.

Why is a Land Acknowledgment important?

Recognizing the land is a practice that honors and respects contemporary Indigenous peoples’ connection to their land since time immemorial. Using a Land Acknowledgment is a way to express gratitude and appreciation for those whose territory one resides or works on. From an Indigenous perspective, it is important for people to understand the history that brought them to the land and that people seek to comprehend their place within that history. This is especially important since most Indigenous peoples were dispossessed of their lands through deceptive processes. The land San Diego State currently occupies, for example, was never legally ceded by Kumeyaay people through treaty or sale. Most Indigenous people consider colonialism as a current and ongoing process. Land Acknowledgments serve to build mindfulness and awareness of colonialism, both past and present. Acknowledging the land is also a common protocol practiced by Indigenous peoples and allies worldwide.

How do I use a Land Acknowledgment?

Wherever you travel, you can acknowledge the Indigenous people of the territory that you are on. One helpful resource to use is <https://native-land.ca/>, a database that recognizes the traditional territories across North and South America as well as Australia and New Zealand. Much of the central, southern, and east San Diego County is Kumeyaay territory; while most of North County is Luiseño traditional homelands. Concise acknowledgments can consist of: “I want to take a moment to acknowledge that we are on the traditional territory of the Kumeyaay [or insert other nation name(s)].” If you are at an event at another university campus in San Diego County, be sure to ask a representative of that campus for their Land Acknowledgement statement.

Kumeyaay Land Acknowledgement created by Mike Connolly Miskwish (Kumeyaay) [Full Version]

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

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

Eyay e'Hunn My heart is good.

Kumeyaay Land Acknowledgement created by Mike Connolly Miskwish (Kumeyaay) [Abbreviated Version]

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.

Date: 29 September 2020
To: Senate
From: Stephen Schellenberg on behalf of the General Education Reform Committee
Regarding: Revised Institutional Learning Outcomes (ILOs) for University Senate Action

Background: During the March 2020 University Senate meeting, a set of draft ILOs were presented in a Committee of the Whole format by AVP Shultz on behalf of the GE Reform Task Force¹. These ILOs has been revised based on consideration of feedback from that meeting and from subsequent communications from campus constituents. Note that the proposed ILOs subsume/replace/elevate the current Essential Capacities, address the five WASC core competencies, and include a focus on specific disciplinary knowledge. As promised in the March 2020 senate item, these revised ILOs are presented below for senate discussion and formal endorsement. With senate endorsement, these ILOs would be incorporated into the forthcoming AY21/22 catalog, the new curriculum proposal forms, and the developing campus-wide assessment efforts in service to regional accreditation through WASC.

Some general definitions of ILOs:

- CSU Chancellor's Office: Institutional learning outcomes (ILOs) typically highlight the general knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning
- WASC Handbook of Accreditation 2013: As appropriate, institution-level learning outcomes (ILOs) may play a useful role in defining the meaning of undergraduate and graduate degrees

Some arguably overlapping purposes for ILOs:

- Promote the meaning, quality, and integrity of degrees through a holistic, integrated, and student-centered approach
- Provide a prioritized set of "North Stars" for curricular and co-curricular development, assessment, revision, and integration as well as evidence-based allocation of human resources and financial resources in service to our shared educational mission
- Represent a shared vision for faculty, staff, administration, and students
- Reinforce and exemplify the mission and vision of an institution

*Proposed Institutional Learning Outcomes for San Diego State University
(revised and endorsed by GE Task Force on 22 May 2020)*

1. Demonstrate expertise in integrating ideas, methods, theories, and practices within and across academic/disciplinary areas of study. (Disciplinary/Interdisciplinary Knowledge)
2. Seek, analyze, contextualize, and incorporate information to expressly enrich understanding of the world. (WASC Information Literacy)
3. Develop the ability to sustain curiosity and to think critically, creatively, and independently. (WASC Critical Thinking)
4. Develop skills to collaborate effectively and ethically as leaders and team members. (WASC Oral and Written Communication)
5. Communicate effectively within and across academic, professional, and social contexts. (WASC Oral and Written Communication)
6. Use deductive reasoning and statistical methods to gather, interpret, and evaluate data critically, in order to assess the reasonableness of solutions to scientific, civic,

¹ See page 46-47 of the March 2020 University Senate Agenda: https://senate.sdsu.edu/agendas-minutes/documents/2020_senate_agenda_april_final.pdf

and personal challenges. (WASC Quantitative Reasoning)

7. Demonstrate an understanding of diversity, equity, inclusion, and sustainability through local, global, and ethical perspectives.

Date: 31 Aug. 2020
To: SEC / Senate
From: D.J. Hopkins, Chair, Academic Policy and Planning Committee
Subject: Information: Update, AP&P committee business

The Academic Policy and Planning Committee (AP&P) met on 25 August 2020. We welcomed three new members to the committee. AP&P looks forward to welcoming the Associated Student reps who will be assigned to our committee.

AP&P Chair election will be held by November, as is the routine, annual practice for our committee. The incumbent reminded the committee that AY 2020-21 will be his last as chair.

Staff Affairs proposed a motion last Spring to revise the policy file to add a staff representative to AP&P. AP&P received the proposal favorably, and has had a collegial exchange with Staff Affairs members regarding language for a policy proposal. At the meeting, AP&P approved the following revision:

One staff representative to AP&P shall be elected by the Staff Affairs Committee. The staff representative will have experience with campus academic policies.

This updated language was shared with Staff Affairs, who report via email their approval. Staff Affairs will renew their motion to the Senate with AP&P's support.

The committee approved its Academic Year Agenda, which is included at the end of this report.

AP&P received three new graduate program and certificate program proposals. The meeting time did not admit review of these proposals. Following precedent for between-meetings committee action, AP&P elected to review and vote on the program proposals via email. This work is in process.

AP&P ANNUAL AGENDA AY 2020–2021

- Continue to collaborate with Senate Committee for Faculty Affairs and the Office of Faculty Advancement in a review of RTP policies and practices, campus-wide (including Library and IVC).
- Following a review of University and College-level RTP policies, AP&P will provide an information item to Senate.
- Review the work of the RTP Task Force and provide feedback as the work of the Task Force progresses.
- Review the work of the Admission Advisory Working Group and provide feedback as the Group's work progresses.
- Review, discuss, and report on enrollment, retention, and graduation data and enrollment management policies and outcomes.
- Review curriculum / program additions, deletions, and changes, as forwarded to the committee.
- Receive and address referrals from the Senate that are appropriate to AP&P's mission.

Date: 25 August, 2020

To: Senate Executive

From: Peter Atterton, Chair, Constitution and Bylaws Committee

Subject: MEMO

Referral Chart 2020_sec_agenda_aug_final

- 19/20_07
(Remove—item already dealt with)
- 19/20_13
(Currently under discussion)
- 19/20_14
(Action item approved by unanimous vote 8/25/20)—see separate document
- 19/20_15
(Remove—item already dealt with)
- 19/20_38
(Remove—committee has been renamed in the policy file: Global Campus Advisory Council)
(see below)
- 19/20_40
(To be discussed at next CBL meeting)
- 20/21_5

Referral 20/21_5: SEC Committee Changes

Because of recent campus reorganizations, Senate Officers refer the following SEC committee changes to CBL: (1) Instead of VP Research and Dean of Graduate Affairs--- replace with chair of Graduate Council (This committee is curricular and policy for graduate education), (2) Instead of AVP for Academic Engagement and Student Achievement- replace with chair of Undergraduate Council (This committee is policy committee for SEC Committee Changes undergraduate studies).

CBL considered changes: 1) to replace VP Research and Dean of Graduate Affairs--- replace with chair of Graduate Council with chair of Graduate Council, who is the Graduate Dean (**formerly VP Research and Dean of Graduate Affairs**); 2) to replace AVP for Academic Engagement and Student Achievement with chair of Undergraduate Council (formerly Associate Vice President for Academic Affairs - Student Achievement or designee, **but now Associate Vice President for Faculty Advancement and Student Success or designee**). These changes were judged to be **editorial**.

- The Committee on Committees and Elections on April 13, 2020 requested that CBL review the following committees and recommend changes (or even dissolving them):

- International Programs
 - This committee was renamed the **Global Affairs Council** (SEC 5/26/20) and is fully **operational**.
- Scholarships Committee
 - This committee has ceased to have a function due to the university centralization of the scholarship award process and should be **dissolved**.
- Student Affairs Committee
 - Committee is currently inactive though it was recommended that it be **rejuvenated**
- Student Health Advisory Board
 - This committee appears to be fully **operational**: <https://sa.sdsu.edu/health-promotion/get-involved>
- Teacher Education Advisory Council
 - CBL heard from from Dean Chung and, Associate Dean Aquino-Sterling of the COE, as well as Lynne Bercaw, the Director of the School of Teacher Education about the Teacher Education Advisory Council. They each expressed a need and desire to reconstitute this committee, and Lynne Bercaw expressed that the name of the committee should potentially be updated to **“Teacher Preparation Advisory Committee”** instead of “Teacher Education” to keep up with the times. CBL agrees with request for name change, which better represents the role of the committee, and judges it to be **editorial**.

Report to University Senate, September 2020



The Campus Development Committee (CDC) met seven (7) times in 2019/2020. The committee approved schematic design for five (5) projects and heard seven (7) updates or other information items.

September 24, 2019

- Draft annual report to Senate (Information item)
- Mission Valley Campus Draft EIR (Information Item)

October 15, 2019

- Capital Planning Process (Information Item)

November 26, 2019

- SDSU Mission Valley Campus Master Plan (Action Item – **Approved**)

January 21, 2020

- Schematic Design of Aztec Stadium at Mission Valley (Action Item - **Approved**)

February 18, 2020

- Schematic Design of KPBS Addition and Renovation (Action Item – **Approved**)
- Steam Replacement Project (Information Item)

April 21, 2020 (*virtual meeting*)

- Impact of COVID-19 on Construction Projects (Information Item)
- 2021/2022 Five Year Capital Plan (Information Item)

August 18, 2020 (*virtual meeting*)

- Schematic Design for Don Powell Renovation and Second Stage (Action Item - **Approved**)
- Schematic Design for Building A Renovations (Action Item - **Approved**)
- 2021/2022 Five Year Capital Plan Update (Information Item)

- Campus Master Plan & Schematic Design (Site Development) Approved by CDC November 26, 2019.
- 15,000 Additional FTE
- 1.6 M SF Research/Innovation w/
 - 5,000 Parking Spaces
- 80+ Acres Parks & Open Space
 - 4 Miles Hike/Bike Trails
- 4,600 Units Housing
 - Affordable on Site
- 95,000 SF Retail
- 400 Hotel Rooms
 - 40,000 SF Conference
- 35,000 Capacity Stadium
 - 1,114 Game Day Parking Spaces



- Schematic Design Approved
January 21, 2020
- 35,000 Capacity
- Connected to campus
- Open air concept
- Variety of social and meeting
spaces also available for
campus use



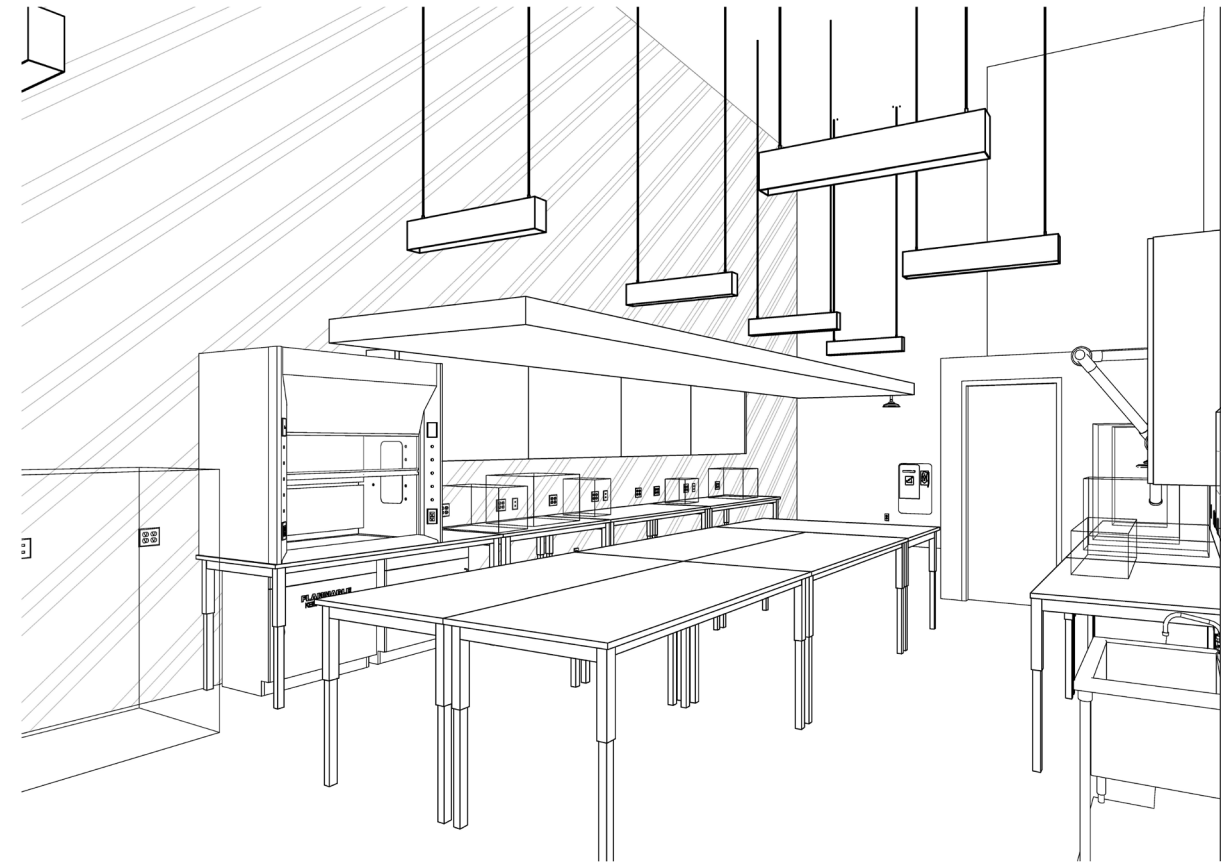
- Schematic Design Approved February 18, 2020
- 15,000 GSF Addition
- 14,000 ASF Renovation
- Modernize broadcast facilities and newsroom
- Accommodate updated digital technology & work processes
- Add community space for live broadcasts, community and campus events



- Schematic Design Approved August 18, 2020
- 14,900 GSF renovation of Don Powell Theatre for accessible seating.
- 15,600 GSF new flexible use theater (Second Stage) replaces lost seats in Don Powell
- Project also allows relocation of performances from two other *inaccessible* spaces.
- 2,100 GSF Amenities Building (Box Office & Concessions)



- Schematic Design Approved August 18, 2020
- 7,000 GSF Existing building constructed for teaching lab swing space
- 6,190 SF Renovation for College of Engineering:
 - student project club space
 - research labs
 - offices
- Existing restrooms to remain
- Replacement of existing space heaters with heating and cooling system.



- Reviewed draft annual report to senate (September 2019)
- Reviewed Mission Valley Campus draft Environmental Impact Report (September 2019)
 - Encouraged CDC members to spread word about public comment process & submit formal comments
- Capital Planning Process (October 2019)
 - Reviewed funding sources, process for submitting requests and prioritization criteria
- Steam Replacement Project (February 2020)
 - Updated CDC on progress of first four phases of infrastructure project to replace failing steam lines with heating hot water
- Impact of COVID-19 on Construction projects (April 2020)
 - Reviewed safety procedures instituted for projects that would continue
- 2021/2022 Five Year Capital Plan Updates (April & August 2020)
 - Failure of Proposition 13 and COVID-19 had significant, negative impacts on system and campus finances
 - Updated CDC on campus decision to roll 2019/2020 plan forward in the absence of potential funding

TO: San Diego State University SEC/Senate
FROM: Committee on Diversity, Equity, and Inclusion
DATE: September 2020
RE: DEI Annual Report –AY 2019-2020

Information Item:

The San Diego State University Senate Committee on Diversity, Equity, and Inclusion (DEI) met six times during the Academic Year 2019-2020. Our meetings began with the reading of the Kumeyaay Land Acknowledgment. Our last meeting for the academic year 2019-2020 was March 12, 2020, due to the closing of campus in the wake of COVID-19.

Meeting Dates: September 5, 2019, October 3, 2019, November 7, 2019, December 5, 2019, February 6, 2020, March 12, 2020 –Time: 2:00 pm – 3:30 pm

Resolutions

Committee on Diversity, Equity, and Inclusion supported several resolutions this past year. They include the following:

- Fostering a Welcoming and Safe Campus Climate for African-American Students
- SDSU University Senate Resolution to Establish an Official SDSU Kumeyaay Land Acknowledgement
- Fostering a Welcoming a Safe Campus Climate for Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, and Asexual (LGBTQQIA+)-SDSU Pride Center
- San Diego State University Senate: Our Community Need for Ethnic Studies-Resolution of the San Diego State University Senate
- Creating a More Equitable and Welcoming Environment for Women Faculty of Color (WFC)
- Resolution Condemning the Disparate Impacts of COVID-19 Pandemic
- Resolution Condemning the Increase in Hate Crimes Related to COVID-19
- Resolution of the San Diego State University Senate: Pell Student Enrollment Decline

Additional Senate Items supported by the Committee on Diversity, Equity, and Inclusion were:

- Recommended changes to the Policy File related to the Chief Diversity Officer, section 6.0 *Nondiscrimination and Equal Opportunity*
- Motion to Support Student Success by *Building on the Inclusive Excellence of Faculty by adding policy language for the Tenure -Track Planning Committee.*
- Developed and approved for submission to Senate Executive and Senate Committee *Building on Inclusive Excellence* (BIE) Plans comprised eight criteria in which at least two of the eight required by all future faculty hires.

- *Diversity Plan Requirements* proposed to review plans submitted by all SDSU Colleges, Departments, and Auxiliaries.
- Submitted to Senate Executive Committee and Senate recommendation of two additional members: SDSU Tribal Liaison and Chair, Hispanic Serving Institute Initiative

Town Halls:

The Diversity, Equity & Inclusion Committee sponsored the following Town halls:

- Townhall: *Ethnic Studies with Keynote Speaker: California Assemblymember Dr. Shirley Weber author of AB 1460*
- Townhall: History of Ethnic Studies Town Hall

DEI Membership Presentations:

- Dr. Roberto Hernandez- Chair Hispanic Serving Institution Affairs, *Overview of what it means to be a Hispanic Serving Institution.*
- Janet Abbott- Director, *Compact Scholars Program, and Academic Student Success Programs*
- Isidro Cervantes- Designee for the Director, Office of Employee Relations and Compliance- *Diversity data for staff and Administration Diversity report*
- Dr. Joanna Brooks- Associate Vice President for Faculty Advancement- *Diversity data for SDSU Faculty*

Guest Speakers:

Hassan Tavakol- International Admissions & Recruitment-*Overview of international students' admissions & enrollment procedures*

- Dr. Alexander (Sasha) Chizhik, Director of Academic Labor Relations- *Shared Initiatives on respectful campus climate, National Conflict Resolution, "Art of Inclusive Communication."*
- Jacob Alvarado Waipuk- *SDSU Tribal Liaison- Position overview*

Thank you all for a very productive year!

Respectfully submitted by the **2019-2020** Senate Committee on Diversity, Equity, and Inclusion. Members: Student- Kelsey Bajet, Janet Abbott, Erica Aros, Heather Bendinelli, Joanna Brooks, Nola Butler-Byrd, Esperanza Camargo, Isidro Cervantes, Tiffany Dykstra-Devette, Roberto Hernandez, Jochen Kressler, Victoria Krivogorsky, Antionette Marbray, Gloria Rhodes (Chair), Mahasweta Sarkar, Sandra Temores-Valdez, Allison Vaughn, J. Luke Wood

TO: SDSU Senate Executive Committee and Senate
FROM: Committee on Diversity, Equity, and Inclusion
DATE September 15, 2020
SUBJECT: Proposed Annual Agenda- AY 2020- 2021

1. Review Diversity Plans submitted to the Committee on Diversity, Equity, and Inclusion from SDSU Colleges –Fall 2020
2. Review Diversity Plans submitted to the Committee on Diversity, Equity, and Inclusion from SDSU Colleges, Departments and Auxiliaries- Spring 2021
3. Create a policy for the approved Senate Approved Resolutions
 - a. Fostering a Welcoming and Safe Campus Climate for African-American Students
 - b. SDSU Kumeyaay Land Acknowledgment
 - c. Fostering a Welcoming and Safe Campus Climate for Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex and Asexual (LGBTQIA+)
 - d. Pell Student Enrollment Decline
4. Align the language of the Committee on Diversity, Equity, and Inclusion Senate Policy File statements to the proposed Membership
5. SDSU-Imperial Valley is included in all Committee on Diversity, Equity, and Inclusion discussions and policy planning as outlined in the DEI annual agenda.

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair
Undergraduate Curriculum Committee

Date: September 9, 2020

Re: 2021-2022 *General Catalog*

INFORMATION (6I-10-20)

BRAZILIAN STUDIES

1. Change to abbreviation and course statement (editorial).

Brazilian Studies

BRAZ 222. Art, Sport, and Culture in Contemporary Brazil (3) [GE]

Brazilian culture and history to include capoeira, carnaval, forro, funk, ju-jitsu, samba, soccer, street art, and street theatre. Ethnic and racial diversity, nationalism, regional identity, right to urban space, rural and urban life. (Formerly numbered Arts and Letters 222.)

Change(s): Abbreviation changed to BRAZ from CAL. *Formerly numbered* statement added to course statement field.

CHEMISTRY

1. Change to course hours description, grading method, prerequisite, staffing formula, and units.

Chemistry

(C-2 one unit; C-16 one unit)

CHEM 427. Inorganic Chemistry Laboratory (2)

One lecture and three hours of laboratory.

Prerequisite: Chemistry 520A.

Laboratory course designed to introduce students to techniques used in synthesis, characterization, and manipulation of inorganic compounds and materials.

Change(s): Course hours description changed from *Three hours of laboratory* to what is presented above. Grading method updated from *+LETTER (C/N OK)* to *+LETTER*. *Credit or concurrent registration in* statement removed from prerequisite. One unit added to C-2 staffing formula. Units updated from one to two.

2. Change in program.

Chemistry

Chemistry Major
With the B.S. Degree in Applied Arts and Sciences and Certificate
of the American Chemical Society
(Major Code: 19051) (SIMS Code: 772601)

Paragraph 1-2 (*no change*)

Preparation for the Major. (*no change*)

Graduation Writing Assessment Requirement. (*no change*)

Major. A minimum of 36 upper division units to include Chemistry 410A, 410B, 417, 427, 432, 432L, 457, 520A-520B, 550, 560, one unit of 498, and seven units of upper division electives in chemistry. Six of the seven units may be in related subjects with the approval of the department.

Change(s): Upper division elective units decreased by one.

3. Change in program.

Chemistry

Chemistry Major
With the B.A. Degree in Liberal Arts and Sciences and
Certificate of the American Chemical Society
(Major Code: 19051) (SIMS Code: 772612)

Paragraph 1-2 (*no change*)

Preparation for the Major. (*no change*)

Language Requirement. (*no change*)

Graduation Writing Assessment Requirement. (*no change*)

Major. A minimum of 30 upper division units in chemistry to include Chemistry 410A, 410B, 417, 427, 432, 432L, 457, 520A, 550, 560; one unit of Chemistry 498, and four units of electives selected from Chemistry 496, 498, or any 500-level course in chemistry.

Change(s): Upper division elective units decreased by one.

CHILD AND FAMILY DEVELOPMENT

1. New course.

Child and Family Development

PARENTING CONTXT RSRCH APP (C-2)

CFD 354. Parenting: Context, Research, and Application (3)

Prerequisites: Child and Family Development 135, 270, 270L.

Parenting and parent education to include attachment, discipline, parent-child interactions, parenting styles and practices. Professional implications for promoting child health and well-being. (Formerly numbered Child and Family Development 353A, 353B, and 353C.)

2. Change to prerequisites.

Child and Family Development

CFD 475. Promoting Behavior Support and Classroom Organization in Early Childhood Settings (3)

Prerequisites: Child and Family Development 354, 375A, 375B, 375C, and two units selected from Child and Family Development 378A, 378B, 378C, or 378D.

Individual and systems-level approach to supporting young child behavior. Strategies for self-regulation, and three-tiers intervention, in early education settings and at home, to support all children, a targeted group of children who require additional support, and individual children who require intensive support.

Change(s): CFD 353A-C replaced with 354 in prerequisites.

COMPUTER SCIENCE

1. Deactivation of course.

Computer Science

CS 107. Introduction to Computer Programming (3)

Prerequisite: Satisfaction of the SDSU Mathematics/Quantitative Reasoning Assessment requirement.

Programming methodology and problem solving. Basic concepts of computer systems, algorithm design and development, data types, program structures. Extensive programming in Java.

Change(s): Deactivation of course.

2. Deactivation of course.

Computer Science

CS 108. Intermediate Computer Programming (3)

Prerequisite: Computer Science 107.

Further training in program design and development. Object-oriented programming to include inheritance, polymorphism, and generic code. Extensive programming in Java. Introduction to data structures.

Change(s): Deactivation of course.

3. Deactivation of course.

Computer Science

CS 237. Machine Organization and Assembly Language (3)

Prerequisite: Computer Science 108.

General concepts of machine and assembly language, data representation, looping and addressing techniques, arrays, subroutines, macros. Extensive assembly language programming.

Change(s): Deactivation of course.

CRIMINAL JUSTICE

1. Change in program.

Criminal Justice

Impacted Program

The criminal justice major is an impacted program. To be admitted to the criminal justice major, students must meet the following criteria:

- a. Complete with a grade of C (2.0) or better: Political Science 102; Sociology 101 and 102; and a 3-unit course in elementary statistics. These courses cannot be taken for credit/no credit (Cr/NC);
- b. Complete a minimum of 45 baccalaureate level semester units and a maximum of 90 semester units. (A minimum of 60 units are required for all transfer applicants.);
- c. Have a cumulative GPA of 2.80 or better.

To complete the major, students must fulfill the degree requirements described in the catalog in effect at the time they are accepted into the premajor or major at SDSU and must be continuously enrolled.

Criminal Justice Major

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

(Major Code: 21051) (SIMS Code: 666925)

(SIMS Code: 666927 - SDSU World Campus)

Paragraph 1-3 *(no change)*

Preparation for the Major. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 36 upper division units to include Criminal Justice 300, 301, 302, 303, 540, and one criminal justice practicum course selected from Criminal Justice 431, 497, 498, 543, 550; International Security and Conflict Resolution 450. Additionally, students must complete two upper division three-unit elective courses in public administration. Students must complete 12 additional upper division units in accordance with the major academic plan, to include a minimum of six units of criminal justice electives.

Master Plan. Students should follow the Criminal Justice Advising Guide to ensure completion of major requirements. Contact the School of Public Affairs for a copy of the guide or download it at

https://spa.sdsu.edu/documents/CJ_AdvisingGuide_1819_form_1.pdf.

Change(s): Updated impaction criteria, section b. Added C J 431 as practicum option and updated URL for advising guide.

MATHEMATICS

1. Change in program.

Mathematics

Mathematics Major

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

(Major Code: 17011) (SIMS Code: 776301)

Paragraph 1-2 (*no change*)

Impacted Program. Complete with a grade of C (2.0) or better: Mathematics 150, 151, 245, 252, 254, Statistics 250, and one course selected from Computer Science 150, 200, Statistics 200. These courses cannot be taken for credit/no credit (Cr/NC). The cumulative GPA in Mathematics 245, 252, and 254 must be a C+ (2.3) or better.

Preparation for the Major. Mathematics 150, 151, 245, 252, 254, Statistics 250, and one course selected from Computer Science 150, 200, Statistics 200. These courses must be completed with a grade of C (2.0) or better, and cannot be taken for credit/no credit (Cr/NC). The cumulative GPA in Mathematics 245, 252, and 254 must be a C+ (2.3) or better. (24-25 units)

Language Requirement. (*no change*)

Graduation Writing Assessment Requirement. (*no change*)

Major. A minimum of 30 upper division units selected with approval of the departmental adviser before starting upper division work to include Mathematics 320, 330; 337 or 531 or 537 or 538; 340, 524; one course selected from Mathematics 520, 530, 531, 537, 538, 542, 543, Statistics 551B; and 12 units of electives. Students planning to take Mathematics 499 as an elective course must obtain approval from the program adviser.

Change(s): CS 107 replaced with 150 in the impacted and preparation sections. Replaced the required Mathematics 337 with Mathematics 337 or 531 or 537 or 538 in the major section.

2. Change in program.

Mathematics

Mathematics Major

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

(Major Code: 17031)

Emphasis in Applied Mathematics

(SIMS Code: 776313)

Paragraph 1-2 (*no change*)

Impacted Program. Complete with a grade of C (2.0) or better: Mathematics 150, 151, 245, 252, 254, Statistics 250, and one course selected from Computer Science 150, 200, Statistics 200. These courses cannot be taken for credit/no credit (Cr/NC). The cumulative GPA in Mathematics 245, 252, and 254 must be a C+ (2.3) or better.

Preparation for the Major. Mathematics 150, 151, 245, 252, 254, Statistics 250, and one course selected from Computer Science 150, 200, Statistics 200. These courses must be completed with a grade of C (2.0) or better, and cannot be taken for credit/no

credit (Cr/NC). The cumulative GPA in Mathematics 245, 252, and 254 must be a C+ (2.3) or better. (24-25 units)

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 36 upper division units to include Mathematics 320, 330; 337 or 531 or 537 or 538; 340; 524 or 543; 530 or 531 or 532; Statistics 350A or 550 or 551A; and 15 units of electives in mathematics or an area to which mathematics may be applied (approved by the applied mathematics adviser) excluding Mathematics 302, 303, 312, 313, 342A, 342B, 413, 414, 509. Students planning to take Mathematics 499 as an elective course must obtain approval from the program adviser.

Remainder of description *(no change)*

Change(s): Change(s): CS 107 replaced with 150 in the impacted and preparation sections. Replaced the required Mathematics 337 with Mathematics 337 or 531 or 537 or 538 in the major section.

3. Change in program.

Mathematics

Mathematics Major

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

(Major Code: 17031)

Emphasis in Computational Science

(SIMS Code: 776322)

Paragraph 1 *(no change)*

Impacted Program. Complete with a grade of C (2.0) or better: Mathematics 150, 151, 245, 252, 254, Computer Science 150, 150L, 160, 160L, 210, and Statistics 250. These courses cannot be taken for credit/no credit (Cr/NC). The cumulative GPA in Mathematics 245, 252, and 254 must be a C+ (2.3) or better.

Preparation for the Major. Mathematics 150, 151, 245, 252, 254, Computer Science 150, 150L, 160, 160L, 210, and Statistics 250. These courses must be completed with a grade of C (2.0) or better, and cannot be taken for credit/no credit (Cr/NC). The cumulative GPA in Mathematics 245, 252, and 254 must be a C+ (2.3) or better. (32 units)

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 36 upper division units to include Mathematics 320, 330; 337 or 531 or 537 or 538; 340; 524 or 543; at least nine units selected from Computational Science 526, 536, Computer Science 503, 558, Mathematics 336, 525, 532, 537, 542, 543; three units of Mathematics 499 (Senior Project – approved by the adviser); and nine units of electives in computer science, mathematics, or statistics (approved by the adviser) excluding Mathematics 302, 303, 312, 313, 342A, 342B, 413, 414, 509.

Remainder of description *(no change)*

Change(s): Replaced the requirement Mathematics 337 with Mathematics 337 or 531 or 537 or 538. Computer Science 310 no longer required. Computer Science 210 added to the preparation for the major. Replaced Computer Science 107 and 108 with Computer

Science 150, 150L, 160, and 160L. Require one unit of Mathematics 499 (instead of three).

4. Change in program.

Mathematics

Mathematics Major

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

(Major Code: 17031)

Emphasis in Science

(SIMS Code: 776348)

Paragraphs 1-2 (*no change*)

Impacted Program. Complete with a grade of C (2.0) or better: Mathematics 150, 151, 245, 252, 254, Statistics 250, and one course selected from Computer Science 150, 200, Statistics 200. These courses cannot be taken for credit/no credit (Cr/NC). The cumulative GPA in Mathematics 245, 252, and 254 must be a C+ (2.3) or better.

Preparation for the Major. Mathematics 150, 151, 245, 252, 254, Statistics 250, and one course selected from Computer Science 150, 200, Statistics 200. These courses must be completed with a grade of C (2.0) or better, and cannot be taken for credit/no credit (Cr/NC). The cumulative GPA in Mathematics 245, 252, and 254 must be a C+ (2.3) or better. (24-25 units)

Graduation Writing Assessment Requirement. (*no change*)

Major. A minimum of 36 upper division units to include Mathematics 330; 337 or 531 or 537 or 538; 340; 524 or 543; at least six units selected from Mathematics 320, 525; 530 or 532; 531, 537; 12 units from a science to which mathematics may be applied (these should be from a single science and must be approved by the B.S. adviser); and six units of electives in computer science, mathematics, or statistics excluding Mathematics 302, 303, 312, 313, 342A, 342B, 413, 414, 509. Students planning to take Mathematics 499 as an elective course must obtain approval from the program adviser.

Remainder of description (*no change*)

Change(s): Replaced the required Mathematics 337 with Mathematics 337 or 531 or 537 or 538. Replaced Computer Science 107 with 150.

5. 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) (SIMS Code: 776303)

Paragraph 1-2 (*no change*)

Impacted Program. Complete with a grade of C (2.0) or better: Mathematics 150, 151, 245, 252, 254, and Statistics 250. These courses cannot be taken for credit/no credit (Cr/NC).

Preparation for the Major. Mathematics 150, 151, 245, 252, 254, and Statistics 250. These courses must be completed with a grade of C (2.0) or better, and cannot be taken for credit/no credit (Cr/NC). (22 units) Recommended: Computer Science 150, Physics 195, 195L, 196, 196L, 197, 197L.

Language Requirement. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 25 upper division units in mathematics to include Mathematics 302, 303, 320, 330, 341, 414, Statistics 550; Mathematics 508 or 510 or an upper division course in geometry; 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): TE 211A removed from impacted program and preparation for the major sections. CS 107 replaced with 150 in the preparation section. MATH 508, 510, and the statement, *excluding Mathematics 312, 313, 413*, added to the major section.

MILITARY SCIENCE

1. Change in program.

Military Science

Military Science Minor

(Minor Code: 30009) (SIMS Code: 664901)

The minor in military science consists of a minimum of 15 units in military science, 12 of which must be upper division.

Remainder of description *(no change)*

Change(s): Paragraph 1 of description updated from *The minor in military science consists of a minimum of 18 to 20 units to include Military Science 301, 302, 401, 402; and a minimum of six to eight units selected from a critical foreign language such as Arabic, Persian, or Russian* to what is presented above.

MUSIC

1. Change in programs.

Music

Music Major

With the Bachelor of Music Degree in Applied Arts and Sciences

(Major Code: 10041)

Paragraph 1-2 *(no change)*

Preparation for the Major. All majors must fulfill the requirements in one of the following areas of specialization.

d. Jazz Studies (SIMS Code: 665378). Music 105 (or passing placement examination), 106A, 106B, 110A-110B, 151, 166, 204, 205A, 205B, 266; six units selected from music courses numbered 170 through 189; six units of Music 251 (eight

units if piano is primary instrument); two units of lower division music electives. (32-35 units) Students with piano as primary instrument are not permitted in Music 110A or 110B (must complete eight units of Music 251 to compensate).

Track 3 – Music Recording Technology and Audio Design (SIMS Code: 665326): Music 105 (or passing placement examination), 106A, 106B, 110A-110B, 151, 162, four units selected from Music 170 through 189; 205A, 205B, two units of Music 207, 262, 290 [or Dance 290], Art 101, Art 103 or 240; Theatre 240; Computer Science 100 or 150. (37-40 units)

Major.

Track 3 – Music Recording Technology and Audio Design: Music 305A, 305B, 308A, 308B, four units of Music 360, 408A, 460, six units of Music 530, 560, or Television, Film and New Media 321, nine units of upper division music electives selected from Music 405A, 405B, 554, 561, one unit from music courses numbered 370 through 389; Theatre 548; one course selected from Art 344, Dance 371 or 471. (45-46 units)

Change(s): Removed MUSIC 206A-B, adjusted units, replaced PSY 101 with THEA 240 and replaced CS 107 with 150 in the preparation for the major section. Added TFM 321 as option in the major section.

SCIENCE, TECHNOLOGY, AND SOCIETY STUDIES

1. Change to abbreviation and course statement (editorial).

Science, Technology, and Society Studies

STS 301. Concepts and Ideas in Science and Technology Studies (3) [GE]

Frameworks, history, key concepts, and methods. Scientific and technological assumptions and practices. Engaging people, policies, and practices in science, technology, engineering, and mathematics disciplines. (Formerly numbered Arts and Letters 301.)

Change(s): Abbreviation changed to STS from CAL. *Formerly numbered* statement added to course statement field.

STATISTICS

1. Change to prerequisite.

Statistics

STAT 410. R Programming and Data Science (3)

Prerequisites: Statistics 350B and Computer Science 150.

Numerical and simulation methods, statistical graphics, and statistical procedures for analyzing data. Logistic regression, multiple linear regression, and one- and two-way ANOVA models. Matrix formulations of regression models.

Change(s): CS 150 added as prerequisite.

2. Change in program.

Statistics

Statistics Major

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

(Major Code: 17021) (SIMS Code: 776371)

Paragraph 1-4 (*no change*)

Preparation for the Major. (*no change*)

Graduation Writing Assessment Requirement. (*no change*)

Additional Lower Division Coursework Required. Mathematics 252, Computer Science 150. (7 units)

Remainder of description (*no change*)

Change(s): Replaced CS 107 with 150.

3. Change in program.

Statistics

Statistics Major

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

(Major Code: 17021)

Emphasis in Actuarial Science

(SIMS Code: 776372)

Paragraph 1 (*no change*)

Preparation for the Major. Statistics 119 or 250; Accountancy 201; Computer Science 150; Economics 101, 102; Mathematics 150, 151, 245, 252, 254. Mathematics 150 and 151 must be completed with a minimum grade of C (2.0) and cannot be taken for credit/ no credit (Cr/NC). (33 units) The student must complete these courses before being allowed to register for the upper division finance courses.

Graduation Writing Assessment Requirement. (*no change*)

Major. A minimum of 36 upper division units to include Statistics 350A, 350B, 551A, 551B, 575; Business Administration 323; Economics 320, 321; Finance 327; nine units selected from Statistics 325, 410, 496, 560, 596, Finance 421, 427, or an appropriate course selected with the approval of the undergraduate adviser in Statistics.

Remainder of description (*no change*)

Change(s): Replaced CS 107 with 150 in the preparation section. Adjusted select-from units in the major.

4. Change in program.

Statistics

Statistics Major

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

(Major Code: 17021)

Emphasis in Data Science
(SIMS Code: 776374)

Paragraph 1 (*no change*)

Preparation for the Major. Statistics 200, 250, Mathematics 150, 151, 245, 252, 254, Computer Science 150, 160. Mathematics 150 and 151 must be completed with a minimum grade of C (2.0) and cannot be taken for credit/no credit (Cr/NC). (31 units)

Remainder of description (*no change*)

Change(s): Replaced CS 107 and 108 with 150 and 160 respectively and added STAT 200 to the preparation section. Adjusted units by three.

WOMEN'S STUDIES

1. Reinstatement of course (editorial).

Women's Studies

WMNST 385. Women's Work: Invisibility and Empowerment (3) [GE]

Conditions and factors affecting women's paid and unpaid work. Marriage, divorce, fertility, and childcare; women's occupations, earnings and education; economics of sex discrimination; government economic policies and women's welfare.

Change(s): Course was reinstated.

2. Change in program.

Women's Studies

Women's Studies Major

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

(Major Code: 49991) (SIMS Code: 119501)

Paragraph 1 (*no change*)

Preparation for the Major. (*no change*)

Language Requirement. (*no change*)

Graduation Writing Assessment Requirement. (*no change*)

Internship/International Experience Requirement. (*no change*)

Major. (*no change*)

Group I: (*no change*)

Group II: Women's Studies 512, 515, 520, 522, 530, 533, 535, 544 [or Philosophy 544], 545, 552, 560, 565, 570, 572, 575, 580, 581, 582, 585, 596, 598*.

*No more than three units may be applied to the major in women's studies.

Change(s): Paragraph 2 of description deleted. Four new classes added to Group II: WMNST 533, 544, 552, 575.

3. Change in program.

Women's Studies

**Women's Studies Minor
(SIMS Code: 119501)**

Paragraph 1-2 (*no change*)

Six units selected from Women's Studies 512, 515, 520, 522, 530, 533, 535, 536, 544 [or Philosophy 544], 545, 552, 560, 565, 570, 572, 575, 580, 581, 582, 585, 590, 596, 598*.

Remainder of description (*no change*)

Change(s): Added WMNST 533, 544, 552, 575 to the six unit select-from list.

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

Spring 2021 Modalities, Definitions and Guidelines
Associate Deans and AA, September 9, 2020

Synchronous Virtual Instruction (S):

Direct faculty instruction and academic activities at the times and days listed in the Class Schedule, with additional time slots for office hours.

- Live/synchronous instruction times and days must be posted to allow students to plan their work schedule, to avoid class time conflicts, and to allow instructors to have readily available time slots for exams and quizzes.
- As usual, the final exam time as scheduled by the university should be listed in the syllabus.
- Students are expected to attend the live sessions.

Mostly Synchronous Virtual Instruction (MS):

More than 50% of the online coursework provided through direct faculty instruction and academic activities at the times and days listed in the Class Schedule, with additional time slots for office hours.

- Live/synchronous instruction times and days must be posted to allow students to plan their work schedule, to avoid class time conflicts, and to allow instructors to have readily available time slots for exams and quizzes.
- As usual, the final exam time as scheduled by the university should be listed in the syllabus.
- Students are expected to attend the live sessions.

Mostly Asynchronous Virtual Instruction (MA):

Unless otherwise noted in the Class Schedule footnotes, instruction is provided through a combination of recorded and limited direct instruction with academic activities, quizzes, etc., at the arranged times and dates described in the footnotes and syllabus.

- Instructors must get approval from the Dean and/or the Associate Dean in order to use this teaching mode.
- Instructors are recommended to use a modular or online final exam with flexible or multiple time-window option in order to avoid time conflicts with other university scheduled final exams.
- The limited schedule for direct faculty instruction and academic activities should be described in the footnotes and syllabus to allow students to plan their work schedule, to avoid class time conflicts, and to allow instructors to have readily available time slots for exams and quizzes.
- Students are expected to attend the live sessions.

Partial In-Person Instruction/Lab (IP):

Partial in-person instruction/lab in Fall 2020 could continue as partial in-person instructions/labs in Spring 2021, however, instructors could also change to virtual online instructions/labs in Spring 2021. Recommended for senior- and graduate-level capstone in-person courses in programs with accreditation, certification and license requirements that demand in-person interactions.

- The Provost will approve partial in-person courses case by case when requested by the Dean with plans for faculty supervision, approved lab space, social distancing, and COVID-19 safety requirements.
- In-person exceptions approved by the Provost during the September 2020 Pause could continue as in-person courses in Spring 2021. All other in-person courses approved before the September 2020 Pause will be considered and approved by the Provost for Spring 2021 case by case if recommended by the deans.

TO: SEC/University Senate

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

DATE: September 15, 2020

RE: Information

Philanthropy Report:

The Estate of Theodore William Booth has made a gift of \$13,983,027. This gift will be utilized by the Astronomy Department within the College of Sciences to support and enhance scholarship and experiential learning for upper division graduate students majoring in astronomy by supporting scholarships; underwriting graduate student research; and establishing and sustaining a doctoral program or joint doctoral program in Astronomy.

Alumni Peggy and Eric Johnson contributed \$3,100,000 to support the Fred Harris Endowed Chair in Digital Signal Processing in the College of Engineering.

The Estate of Mary B. Leutloff made a gift of \$400,000 to support the Wayne E. & Mary Beitler Leutloff Aerospace Endowment in the College of Engineering.

Alumna Carol Bentley Ellis committed to a planned gift of \$200,000 and a pledge of \$50,000 to support the Carol Bentley Ellis Endowment for Faculty Excellence in Marketing in the Fowler College of Business.

The Estate of Frank R. Brazda provided a gift of \$270,000 to support the Frank Richard Brazda Endowed Scholarship in the College of Professional Studies and Fine Arts.

The Northrop Grumman Foundation made a gift of \$50,000 to support the Troops to Engineers Program in the College of Engineering.

Alumna and Board Member Julie Dillon committed to a \$50,000 pledge to support the Julie Dillon Endowed Faculty Fellow in Real Estate in the Fowler College of Business.

Alumnus Thomas Golich and Alumna Donna Bergelis Golich, made a gift of \$50,000 to support the Tom and Donna Bergelis Golich Endowed Scholarship in Communication in the College of Professional Studies and Fine Arts.

Alumnus Steven M. Bishop committed to a pledge of \$21,053 to support the Black Resource Center Community Care Fund and a pledge of \$21,053 to support the Black Resource Center Endowed Scholarship in the Division of Student Affairs and Campus Diversity.

Alumnus Richard L. Jenkins established a charitable gift annuity valued at \$680,000 to support the Dr. Richard L. Jenkins Unrestricted Support Fund and the Dr. Richard L. Jenkins Endowment in Honor of Professor Morey A. Ring in the College of Sciences. Additionally, Dr. Jenkins committed to a pledge of \$20,000 to support the Dr. Richard L. Jenkins Unrestricted Support Fund and a gift of \$10,000 to support the Department of Chemistry and the College of Sciences.

Susan Golding contributed \$25,945 to support the Brage Golding and Susan Golding Endowment in the College of Sciences.

Alumnus and Board Member Stephen and Lynn Doyle made a gift of \$18,000 to support the Civil Engineering Fund in the College of Engineering.

Alumni Alan and Debbie Gold contributed \$15,000 to support the Athletics Excellence Fund in the Department of Athletics.

Alumnus Frank Goldberg and Alumna Attended Lee Goldberg made a gift of \$27,000 to support the Men's Basketball Excellence Fund in the Department of Athletics.

Steven Sourapas made a gift of \$43,500 to support student-athletes via the Director's Cabinet in the Department of Athletics.

Alumna Michele Schlecht contributed \$12,000 to support the Michele Schlecht Fund for Visiting Artists in the College of Professional Studies and Fine Arts.

Alumnus John Giaquinta made a gift of \$10,000 to support the Athletics Excellence Fund in the Department of Athletics.

Alumnus Stuart Naliboff contributed \$10,000 to support the Fowler College of Business Faculty Excellence Endowment in the Fowler College of Business.

John and Nicole Moe made a gift of \$10,000 to support the Cynthia J. Hooker Memorial Endowed Scholarship in the College of Health and Human Services.

Past Parents Michael and Leslie Wellman contributed \$15,000 to the SDSU Excellence Fund.

Alumni Ken and Molleen McCain made a gift of \$13,010 to support the Aztec Club Director's Cabinet, supporting student athletes in the Department of Athletics.

Past Parents Keith and Christa Jones contributed \$11,950 to support the SDSU Adapted Athletics Program in the College of Health and Human Services.

Faculty Emeriti Thomas and Randi McKenzie contributed \$46,000 to support The Wallace, Shatsky, Blackburn Courage Through Cancer Fund, the SDSU Performing Arts Troupe, the Economic Crisis Response Team, and the Thomas and Randi McKenzie Fund for Experiential Theatrical Opportunities in the College of Professional Studies and Fine Arts.

Alumnus Edward Cannizzaro contributed \$10,000 to the Dean's Strategy Fund and the Dean's Salary Fund in the Fowler College of Business.

Alumni Richard and Kathleen Lehtola contributed \$20,000 to support the Guardian Scholars Program and the Economic Crisis Response Team in the Division of Student Affairs and Campus Diversity.

Alumnus and Board Member Jason Campbell and Carlota Campbell committed \$1,045,000 to support the Stadium Excellence Fund in the Department of Athletics and the Sailing Club in the Division of Student Affairs and Campus Diversity.

Alumnus Attended Ed E. Marsh contributed a gift in kind of book, periodicals and equipment valued at \$1,034,038 to the University Library.

Alumna Chiloh Baty committed to a planned gift of \$1,003,174 to support the Cultural Identity Centers Endowed Scholarship in the Division of Student Affairs and Campus Diversity.

Alumnus and Board Member Edward J. Brown, Jr. and Kathleen Brown committed \$850,000 to support the Stadium Excellence Fund in the Department of Athletics.

Alumnus and Board Member Greg and Elisabeth Fowler committed to a \$500,000 pledge to support the Greg and Elisabeth Fowler Financial Data Endowment and the Greg and Elisabeth Fowler Career Management Center Endowment in the Fowler College of Business.

Price Philanthropies Foundation committed to a pledge of \$472,500 to support the Price Community Scholars Program - Cohort 5 in the Division of Student Affairs and Campus Diversity.

Michael Rizzo, Jr. contributed a gift in kind of blueprints, photos, and other items valued at \$203,095 to the University Library.

Alumni Richard and Susan Seiler committed to a pledge of \$100,000 to support the Stadium Excellence Fund in the Department of Athletics.

Dr. Steven P. Hooker, Dean of the College of Health and Human Services, made a pledge of \$50,000 to support the Cynthia J. Hooker Memorial Endowed Scholarship in the College of Health and Human Services.

Alumnus Thomas Ryskamp contributed \$10,000 to support the Athletics Excellence Fund in the Department of Athletics.

Presidential & Special Events:

Monday, August 17 was a historic day for San Diego State University and the San Diego community as that was the day that we officially broke ground on the SDSU Mission Valley site. The event was a hybrid approach, which included a livestream as well as a “drive-in theatre” style event for a small group of donors and stakeholders who have been intimately involved with the Mission Valley acquisition for the past three years. Approximately 50 cars filled with enthusiastic Aztec supporters were parked at the SDCCU stadium parking lot, strategically social distanced 6-feet apart. An extensive social distancing policy was submitted to the County of San Diego and followed throughout the event. The program included remarks from President de la Torre, Athletic Director John David Wicker, Mayor Kevin Faulconer, TCF board members Jerry Sanders and Nikki Clay and others plus lead donor of the Aztec Stadium, Mrs. Dianne Bashor. During and after the event, there were over 100K original impressions across three platforms – Twitter, Facebook and Instagram and the livestream was viewed by over 800 people. Later that evening, an appreciation dinner for Mrs. Bashor was hosted at the University House by President de la Torre and Vice President Vargas.

On Wednesday, August 19, the first-ever virtual All-University Convocation was held, marking the official beginning of the academic year. Over 1,100 faculty, staff and students viewed the presentation. The SDSU Alumni Distinguished Faculty Award and Presidential Staff Excellence Award recipients were also recognized during the program. Additionally, the President hosted separate congratulatory events at the University House for these awardees on Tuesday, August 18

and Thursday, August 13, respectively.

On Tuesday, September 1 an email from President de la Torre and Vice President Vargas was sent to nearly 25,000 individuals who have donated to San Diego State over the past five years, showcasing a State of the University video that highlighted philanthropic accolades from the previous year. In less than a 24-hour period, over 9,000 people opened the email (38.2%) and over 550 clicked on the link to the video.

President de la Torre and Vice President Vargas also hosted two intimate appreciation events at the University House for significant donors – a luncheon on Friday, August 21 for Ms. Debbie Turner and select Campanile Foundation board members and a dinner on Monday, August 31 for Terry Atkinson and Mary Curran. Approved social distancing polices were followed.

Donor Relations

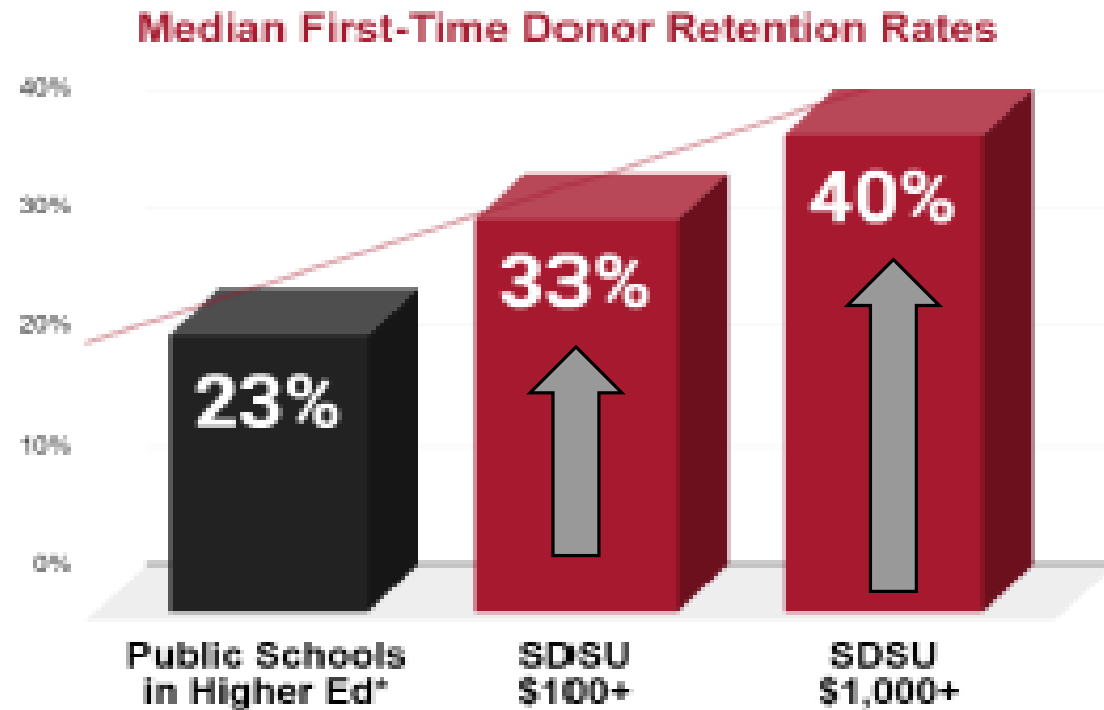
Please see attachments for donor retention numbers, SDSU Loyal updates, and the Impact of Philanthropy report.

Fiscal Year 2019-20

Best Year Ever

INFLUENCING DONOR BEHAVIOR AND SATISFACTION

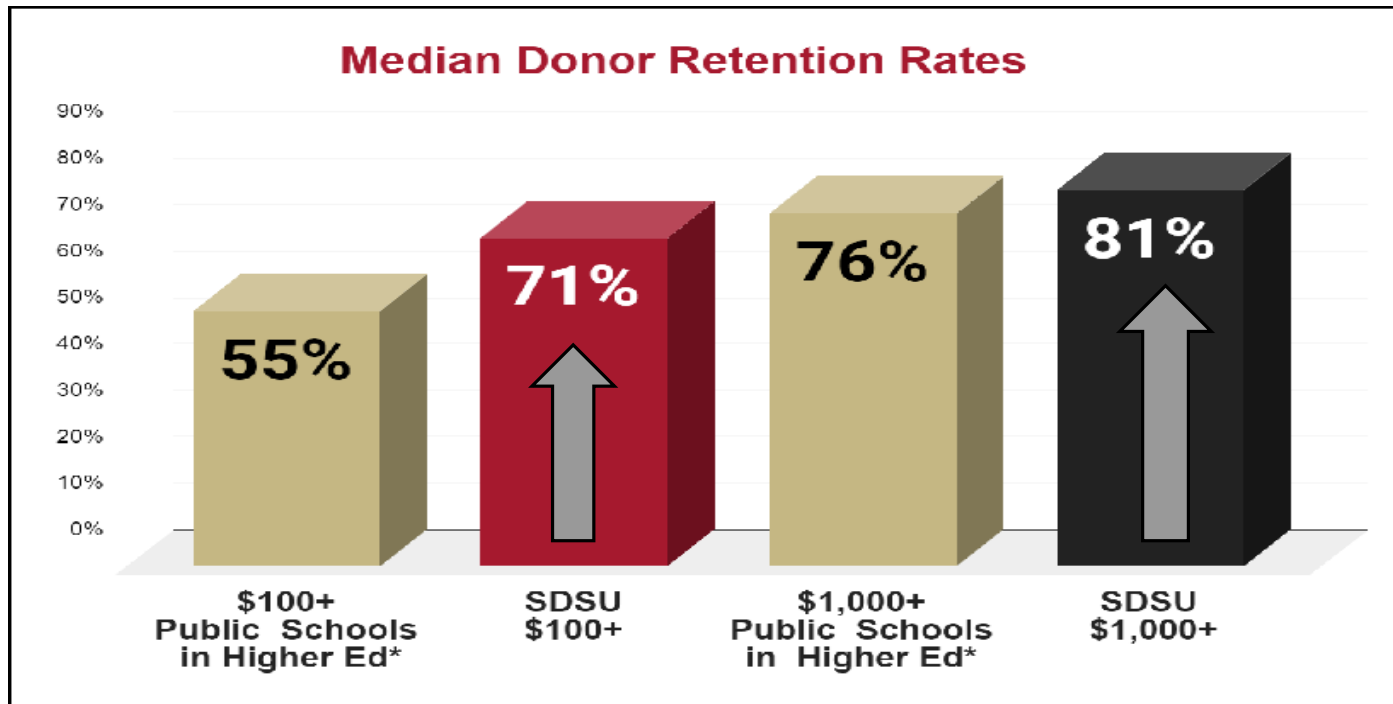
First-Time Donor Retention (FY19-20)



Excludes gifts with student appeals.

Source: Blackbaud's 2019 donorCentrics FY2018-19 Annual Report on Higher Ed Alumni Giving, published May 2020

Overall Donor Retention (FY19-20)



Excludes gifts with student appeals.

Source: Blackbaud's 2019 donorCentrics FY2018-19 Annual Report on Higher Ed Alumni Giving, published May 2020

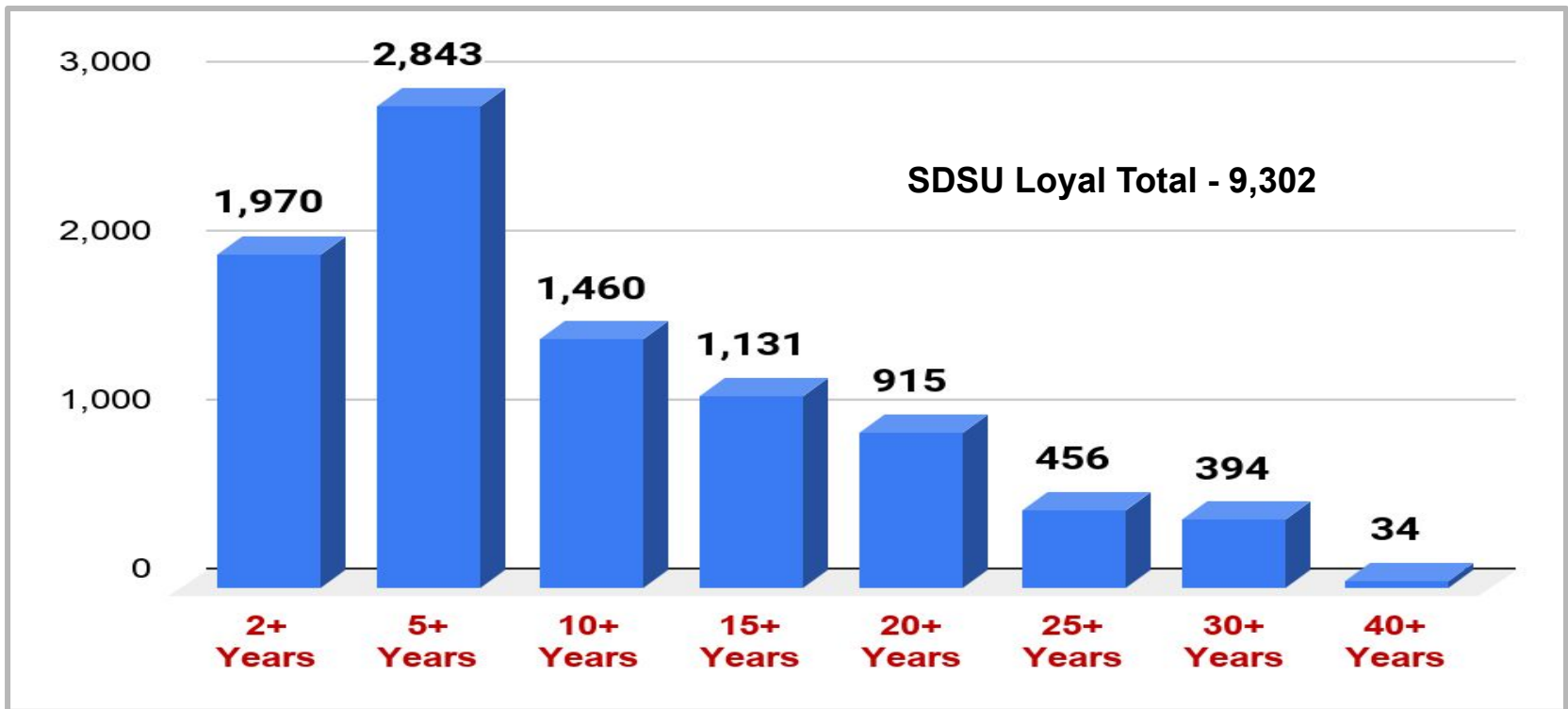
University Relations and Development
Donor Relations
SDSU Loyal Program Update



SDSU LOYAL FY19-20

Purpose: To reinforce donor behavior (consistent giving) and increase donor satisfaction.

Recognition Program: Consistent donors who have made gifts, of any amount, in each of the last two years, are recognized for their loyalty, and the total number of years they have given to SDSU. Total years giving range from two years to over 40 years.





SDSU LOYAL PROGRAM

Program Growth: In its second year, the number of donors recognized has increased nearly 24 percent from the original 7,540 donors.

Measurement of Success: Donor Retention - more than 81 percent overall (median for Public Universities for donors of \$100+ is 55 percent; *source Blackbaud donorCentrics 2019*).

Chart reflects percentage of SDSU Loyal donors retained by the total number of years giving.



These loyal donors are valued for their consistent support, helping our students, programs, and university thrive.

YOUR GENEROSITY...

Making Dreams Possible



MESSAGE FROM THE PRESIDENT



The COVID-19 pandemic radically altered how we started the year, and it has brought monumental changes to families, our community, and our university. As I look ahead, it is wonderful to see that some things will never change: Our commitment to excellence in teaching, transformational

research, and student success—and the visionary partnership of generous donors like you.

You are a big part of the reason why San Diego State University stands strong, and the means by which we are able to make a significant impact even in challenging times. This past year marked our most successful fundraising year in the university's history—with \$127.2 million in gifts in 2019-20—a testament to our donors' commitment to SDSU's vision. That's what the stories in these pages are about.

With the expansion of our campus into Mission Valley, many opportunities lie ahead that will propel SDSU into a new era as we continue to work together and forge our future. With your support, we are developing tomorrow's leaders with the skills and heart to make a positive impact in our community and world.

On behalf of our entire San Diego State University family—thank you!

With deep gratitude,

Adela de la Torre, Ph.D.
President

Cover Photo Credit: Gary Payne

THE FOWLER MATCH - FOSTERING STUDENT AND FACULTY SUCCESS

Donor gifts qualifying for the Fowler Match—a unique dollar-for-dollar matching opportunity—helped create new scholarships, establish faculty professorships, and expand student programs in the Fowler College of Business. Generous donors funded two new professorships in Finance, supporting recruitment and retention of world-class faculty, and providing students with career-ready skills. The Fowler Scholars program continues to prepare students for strong leadership roles.

"This scholarship has given me both the opportunity to gain first-hand business experience and the chance to learn from and grow alongside a tight-knit group of mentors and peers."

—Natalie Soriano, Fowler Scholar, Accounting Major



Ann Marie Haney (right) with student musicians.

ADVOCATING FOR MUSIC AND THE ARTS

Gifts supporting the Ann Marie Haney Endowment for Music will provide funding to the School of Music and Dance to loan more than 2,000 musical instruments to San Diego County students and fund fellowships to SDSU's Music Education students in area music classrooms for years to come.

INSPIRING FUTURE STEM LEADERS

SDSU alumna Ellen Ochoa, the first Latinx woman in space, inspired others during an on-campus lecture. SDSU's Femineer® Program, an organization encouraging women to pursue STEM education and careers, received a generous gift in her name, building a sustainable program for current and future STEM leaders.

The former shuttle astronaut, who earned an undergraduate physics degree in 1980, returned to receive an honorary doctorate, tour campus and deliver a lecture.



Photo Credit: Candy Carson



A teacher receives guidance at the workshop

86

TEACHER CODING WORKSHOPS

Donor-funded coding workshops trained 140 teachers, helping them integrate coding, computer programming, and technical education in their classrooms, impacting more than 7,500 K-12 children annually.

HANDS-ON GLOBAL SHARK RESEARCH

Donor funding provided 10 scholarships (including international travel) and enabled more than 100 students to gain hands-on research experiences with 580 sharks and rays to answer shark resiliency questions.



Whale sharks included in global shark research

... SETTING NEW RECORDS

Fiscal Year 2019-20 Year in Giving*

GIFTS

24,779 Total gifts | 41 Planned gifts

WHERE DONORS GAVE

\$23M Capital Projects
\$88.9M Current Operations
\$15.4M Endowments

CELEBRATING LOYALTY

9,203 SDSU Loyal donors who gave each of the last two years; total years giving range from two to over 40 years

WELCOME TO OUR NEW DONORS

5,321 first-time donors

SDSU DAY OF GIVING

1,847 donors

WITH APPRECIATION

To our planned giving donors whose estate gifts were realized this year, resulting in:

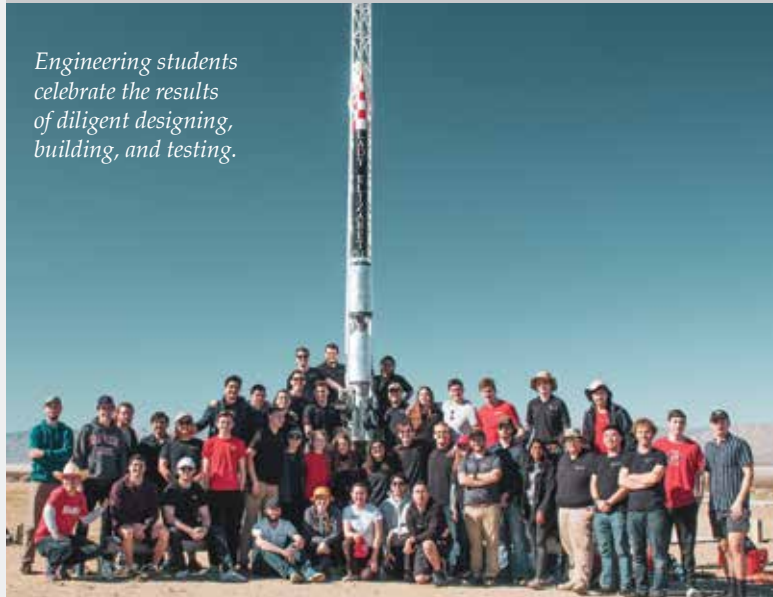
\$10.6M to support students, faculty, and campus needs

TOTAL VALUE OF ENDOWMENT

\$319.1M

LADY ELIZABETH SETS NEW RECORD

Engineering students celebrate the results of diligent designing, building, and testing.



The Rocket Project successfully launched and recovered Lady Elizabeth, reaching 13,205 feet with their student-designed and built rocket, a new high for the SDSU club. Philanthropic gifts inspired by this success provided funding for scholarships and materials for rocket projects, space design projects, and competitions.

OUR HIGHEST FUNDRAISING YEAR, THANKS TO YOUR GENEROSITY

\$127.3M*

TOTAL RAISED

SCHOLARSHIPS

Academic Year 2019-20

3,254
SCHOLARSHIPS
AWARDED

\$6.82M
TOTAL
AWARDED



"This scholarship will help me get one step closer to my lifetime goal of becoming a healthcare provider. I will use this scholarship wisely to continue my academic path and become the first college graduate in my family."

—Diva Zeckua, Biology Major



"Pursuing a master's degree at SDSU has been a path to reclaiming my life as my own ... I want to thank you for your generosity, for your attention, and your commitment to our school's betterment."

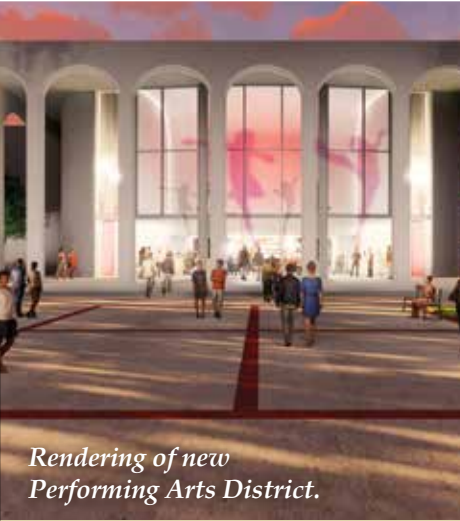
—Wayne Kepner, Class of 2020



"I am pursuing a Teaching Credential, and my goal is to teach sports and activities to special needs children in Imperial Valley, an underserved community. This scholarship helps relieve a financial burden. Thank you for this support."

—Daniel Brodell,
SDSU Imperial Valley

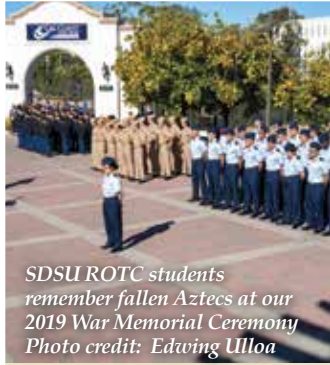
*Unaudited numbers as of 6/30/2020. Total raised includes \$30.8M in KPBS fundraising. Due to limited state funding, San Diego State University strives to ensure resources are available for programs that benefit students and help them achieve their educational goals. Note: 98% of all gifts received were earmarked by the donor for specific purposes.



Rendering of new Performing Arts District.

ON TO A NEW STAGE; TRANSFORMING PERFORMING ARTS

Gifts to the New Musical Initiative in Musical Theatre allowed students to create new musicals and see them come to life. The new SDSU Performing Arts District, beginning construction in 2021, will house these and other student performances and provide a performing arts hub on campus.



SDSU ROTC students remember fallen Aztecs at our 2019 War Memorial Ceremony
Photo credit: Edwing Ulloa

SUPPORTING THOSE WHO SERVED

Gifts to military and veterans programs like the Women's Veterans Success Program and Troops to Engineers helped SDSU serve more than 4,400 student-veterans, active duty, reservists, and dependents.

"The Guardian Scholars program gives former foster youth like me the opportunity to feel welcomed and appreciated here at SDSU. This scholarship is providing me the necessary resources to succeed."

—Ikemba Dyke,
Criminal Justice and Public Administration Major



MAKING DREAMS A REALITY

Generous donor support helped 100 Guardian Scholars students attend SDSU and realize their dreams.

CULTIVATING A UNIFIED SENSE OF COMMUNITY

Generous donors provided funding to develop programs and services that cultivate an environment of diversity and inclusion on the SDSU campus.



"The Black Resource Center has equipped me with the necessary confidence and skills to succeed throughout my college career and beyond."
—Tiana Loving
Class of 2020



THE HONORS JOURNEY

More than 1,200 students are enrolled in the Weber Honors College. Thanks to donor support, combined with SDSU's commitment to the college, Weber Honors' students are immersed in a curriculum focused on high-impact learning practices, preparing them for future careers.

"Attending San Diego State University has been a dream of mine for a very long time, and this scholarship makes this dream all the more possible."

—Samantha Mason, Criminal Justice Major

STUDENTS HELPING STUDENTS, THE AZTEC CO-OPERATIVE FUND

Donors provided "seed" grants to Zahn Innovation Platform (ZIP) Launchpad student entrepreneurs. These grants allowed the startup founders to hire more than 35 interdisciplinary SDSU students who had the academic background and skill sets to help grow their startup.



"This experience introduced a new business component to my graphic design career. It taught me how to adapt my visual style to fit the clients' needs and draft a contract and invoice."

—Dang Chau, Art Major with a Graphic Design emphasis

LIBRARY DELIVERS CRITICAL RESOURCES

Donor generosity helped the SDSU Library expand capacity to serve students and faculty in their new remote learning environment, providing critical resources and technology to support research and learning.



RESEARCHING COVID-19

A donor's gift fast-tracked COVID-19 research, funding affordable ventilator designs and predictive models to assess social distancing as a pandemic control strategy. Also at SDSU, a cross-disciplinary team of scientists study how COVID-19 spreads in the environment to predict its trajectory.



Maria-Isabel Rojas, a doctoral candidate, leads the analysis and environmental sampling.



Mark Little, a doctoral candidate, samples the environment for SARS-CoV-2.



SDSU mechanical engineering graduate students J. Lucas and T. Lestak work on the assisted breathing device in Professor K. Wood's Interface Design Lab.

Photo credit: Kevin Wood

"This research will be important for the continuing response to COVID-19 and future pandemics, helping us understand the ecology of viral-human interactions on surfaces, as well as training the next generation of field virologists and modelers."

—SDSU Viral Ecologist Forest Rohwer



"As someone who has previously experienced food insecurity, I cannot overemphasize the importance of ECRT's work. They support students facing unanticipated hardships in remarkable ways. My deepest thanks to everyone who helped those impacted by COVID-19."

—Dustin Adkins, Class of 2020 and ECRT Board Member



Professor Ahmet T. Kuru provides an engaging lecture for students.

RESEARCHING NUTRITION AND PHYSICAL ACTIVITY

Donor funding made it possible for three Exercise and Nutritional Sciences students to gain valuable experience by participating in faculty-supervised research.



Students in the Foods and Nutrition Lab



BOOSTING MORALE

The Jim Rostello Counseling and Psychological Services Endowment funded a second therapy dog for SDSU's Counseling and Psychological Services to offer support and connect with students.

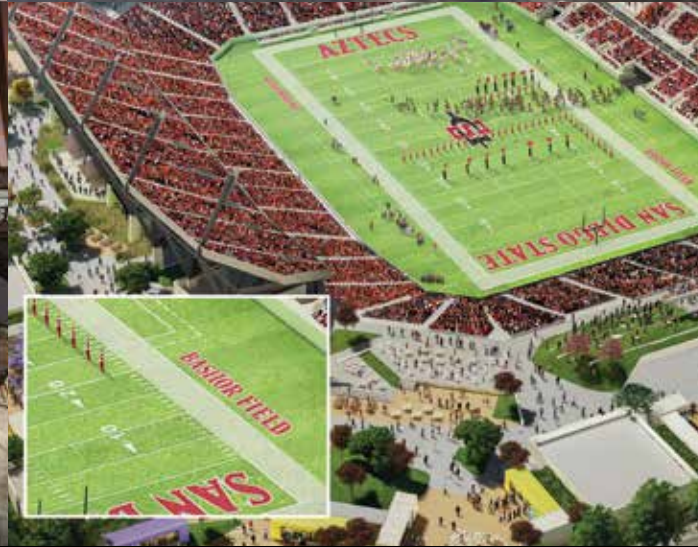
A MULTI-DISCIPLINARY CENTER

Celebrating its 20th year, the Center for Islamic and Arabic Studies received philanthropic support for teaching, community education, scholarships, and research on the lives, languages, history, and culture of Muslims worldwide and Arabic-speaking peoples in the region.

... HELPING BUILD OUR FUTURE

Aztec Stadium's Bashor Field was named in appreciation of a generous gift representing a commitment to both SDSU and the San Diego community.

Renderings by Gensler & Associates.



Donor Relations
University Relations and Development
San Diego State University
5500 Campanile Drive, San Diego, CA 92182-8045
Email: DonorRelations@sdsu.edu

TO: Senate

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

DATE: Oct. 6, 2020

SUBJECT: Information: Report from the Sept. 17-19, 2020 plenary meeting of the Academic Senate CSU (ASCSU)

Like all ASCSU plenary meetings since March 2020, the Sept. 17-19, 2020 ASCSU plenary was held entirely online.

Chancellor White's Report

In 2020-21, the total reduction to the CSU budget will amount to 4.4 percent. The Board of Trustees is requesting a \$220 million permanent augmentation to the CSU budget, which amounts to a 4.4 percent increase to the CSU's *truncated* budget (so even if we get it, we'll be behind). The Governor may restore the \$350 million that has been cut from the CSU budget if the federal stimulus comes in (it will be one-time money, however), but that won't happen until after the November election.

To compensate for the cuts, most campuses are spending 20-25 percent of their discretionary funds this year, planning for the same next year and the year after that, as long as funds last. Furloughs are not on the table for Spring 2021, but may be on the table for the following academic year (but no final decisions have been made yet).

The non-state side of the CSU (that is auxiliaries, parking, and other operations that are impacted by students not being on campus) is in deep trouble.

The year 2021-22 will be most difficult financially. The CSU should be prepared for a further 5-10 percent cut in funding. A lot of critical budget decisions will be made at the campus level.

The crisis offers opportunities to rethink how the CSU does business (for example, faculty from under-enrolled campuses could remotely teach courses at over-enrolled campuses).

Vice-Chancellor Loren Blanchard's Report

There's been no discussion at the Chancellor's Office of lecturer layoffs for 2020-21. No furloughs in Spring 21; no decisions have been made yet for the following year. The attitude is wait-and-see whether there is a Federal stimulus augmentation, or a mid-year cut, and what the result of the Trustees' budget request will be. The November election is putting many decisions on hold.

The CSU seems to have a growing number of students for 2021-22, which is hopeful. Also, the decline in the number of international students has been less than expected.

Resolutions

At the Sept. 17-19, seven ASCSU plenary meeting seven resolutions were passed:

AS-3438-20/AA RECOMMENDED CORE COMPETENCIES FOR ETHNIC STUDIES: RESPONSE TO CALIFORNIA EDUCATION CODE 89032C (first reading was waived)
Recommends the adoption of five core ethnic studies competencies developed by the CSU Council on Ethnic Studies and the ASCSU:

- analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
- apply theory to describe critical events in the histories, cultures, and intellectual traditions, with special focus on the lived-experiences and social struggles of one or more of the following four historically defined racialized core groups: Native Americans, African Americans, Latina/o Americans, and/or Asian Americans, and emphasizing agency and group-affirmation.
- critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.
- describe how struggle, resistance, social justice, solidarity, and liberation as experienced by communities of color are relevant to current issues.
- demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just, and equitable society beyond the classroom.

AS-3439-20/FGA REQUEST FOR FUNDING THE IMPLEMENTATION OF AB 1460 (CALIFORNIA STATE UNIVERSITY: GRADUATION REQUIREMENT: ETHNIC STUDIES) (first reading was waived)

Requests that the State of California provide the CSU with the funds needed to implement the provisions of AB-1460.

AS-3441-20/FGA A CALL FOR FEDERAL STIMULUS FUNDING IN SUPPORT OF PUBLIC HIGHER EDUCATION (first reading was waived)

Expresses gratitude to the US Congress for the earlier Coronavirus Aid, Relief, and Economic Security (CARES) Act funding, and urges Congress to pass a second federal stimulus funding act with equivalent or augmented funding in support of public higher education during the COVID-19 pandemic, as well as urges all 23 CSU campuses and campus senates to support such emergency financial relief through campus senate resolutions, letters, etc.

AS-3442-20/FGA IN SUPPORT OF CALIFORNIA PROPOSITION 16, CONSTITUTIONAL AMENDMENT TO REPEAL PROPOSITION 209 AFFIRMATIVE ACTION AMENDMENT (WEBER) (first reading was waived)

Asserts ASCSU support California Ballot Proposition 16 (2020), which would repeal Proposition 209, the 1996 state constitutional amendment that prohibits universities, schools, and government agencies from using race, sex, color, ethnicity, or national origin in decisions about public employment, education or contracting.

AS-3443-20/FGA ACADEMIC SENATE CSU (ASCSU) SUPPORT FOR “GET OUT THE VOTE” (first reading was waived)

Urges that the ASCSU support campus-wide participation in upcoming local, state, and federal elections; encourages campuses to review and follow state mandates in accordance with California Election Code 14000 and 14001 related to providing time off for voting and posting relevant notices about this right to vote; and urges campuses to adopt and implement a comprehensive election engagement plan for the upcoming election, up to and including the use of campus facilities as polling places and the establishment of on-campus ballot drop-off locations.

AS-3449-20/FGA SUPPORTING CSU STUDENT VETERANS TAKING REMOTE COURSES DURING COVID-19 (first reading was waived)

Urges the US Congress to pass, and the President to sign, legislation that would allow veterans to continue to receive benefits while participating in remote learning courses during Spring 2021.

AS-3450-20/FA SUSPENSION OF MANDATORY PEER OBSERVATIONS OF INSTRUCTION AND STUDENT EVALUATIONS FOR ACADEMIC YEAR 2020-2021 (first reading was waived)

Urges the Chancellor’s Office to continue the suspension throughout the CSU of mandatory student evaluations of teaching (implemented in Spring 2020) to the 2020-2021 Academic Year; to suspend throughout the CSU system all mandatory peer observations of teaching during the 2020-2021 Academic Year, and to allow faculty to opt-in to peer observations of instruction and to student evaluations of teaching during Academic Year 2020-2021; to allow individual faculty to decide whether or not peer or student evaluations of teaching from Academic Year 2020-2021 are included in their permanent personnel files; and to instruct campuses that the absence of peer observations of instruction or student evaluations of teaching for Academic Year 2020-2021 in personnel files will not adversely affect personnel decisions.

The following six resolutions received their first reading:

AS-3440-20/FA MENTAL HEALTH AND WELL BEING ARE CRITICAL TO CSU SUCCESS

In view of the effects of the pandemic on students’ mental health, urges the CSU Chancellor and the Board of Trustees to secure sufficient funding to ensure that mental health services are available on all of the campuses, and to ensure that staffing levels for mental health services, at a minimum, meet the standard set by the International Association of Counseling Services of one counselor per 1,500 students.

AS-3444-20/APEP AFFIRMING THE ROLE OF THE BOARD OF TRUSTEES IN ADOPTING RULES, REGULATIONS AND POLICIES GOVERNING THE CSU IN THE DONAHOE ACT

Supports the authority of the Board of Trustees, as provided in the Donahoe Higher Education Act of 1960, to “succeed to the powers, duties and functions with respect to the management, administration and control” of the CSU in support of all students in California.

AS-3445-20/FA ADDITION OF DEDICATED SEATS FOR CONTINGENT FACULTY SENATE MEMBERS

Urges the ASCSU to establish three Senate seats that are specifically for full-time contingent faculty members who have three-year contracts, bringing the fifty-three Senate seats already designated by the Constitution of the Academic Senate to a total of fifty-six, and to amend Article II, Section 1a of the ASCSU constitution accordingly.

AS-3446-20/APEP ACCOMMODATING CHANGES TO GE IN TRANSFER MODEL CURRICULA (TMC)

Recognizes that the recent changes to CSU General Education requirements to reduce area d by three units and produce a new systemwide area f requirement may impact existing Associate Degrees for Transfer (ADT) and CSU campus determinations of similarity, as well as requests that Chancellor’s Office staff review existing Transfer Model Curricula for potential issues produced by these changes to CSU GE.

AS-3447-20/FGA CALL FOR CONSULTATION ON ACADEMIC IMPLICATIONS OF SYSTEMWIDE FISCAL DECISIONS

Urges the Board of Trustees and the Chancellor’s Office to engage in full collegial decision-making with the ASCSU, among other relevant stakeholders, in crucial fiscal and budgetary decisions concerning expected revenue reductions during the pandemic, and that any necessary budget cuts be strategic (targeted) and well-thought-out, rather than across-the-board, and that any such cuts take into account the budget flexibility of individual campuses and of divisions within campuses.

AS-3448-20/APEP THE NEED FOR STUDENT TRANSCRIPTS TO DOCUMENT THE GOVERNING TRANSFER MODEL CURRICULA FOR ASSOCIATE DEGREES FOR TRANSFER (ADT)

Requests the Chancellor’s Office work with the California Community Colleges to include the catalog year of the ADT on student transcripts in order to allow campus determinations of similarity.

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/>.