

1. CALL TO ORDER

1.1. 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 Nation*

1.2. 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.

1.3. Welcome (Butler-Byrd)

2. APPROVAL OF AGENDA (Fuller)

3. APPROVAL OF SENATE MEETING MINUTES (Fuller)

3.1. Senate Meeting Minutes for 10/06/22: https://senate.sdsu.edu/_pages_senate

4. REPORTS

4.1. SEC Report (Butler-Byrd)

4.1.1. Report on the Intersegmental Committee of Academic Senates (ICAS) Cal-GETC (AB-928) Survey.

4.1.2. Referral 11/2020: Academic Dishonesty During COVID-19 Online Teaching

4.2. Senate Vice Chair’s Report (Vasquez)

4.2.1. Referral Chart.....Page 6

4.3. Senate Treasurer’s Report (Sharma)

4.3.1. Senate Expenditures & Assigned Time Audit.....Page 7

4.4. President’s Report (de la Torre)

4.4.1. Title IX Updates SDSU Individual Campus Visit from Cozen O’Connor regarding Systemwide Title IX/DHR Assessment—November 1/2/3, 2022.
[CSU Cozen O’Connor Systemwide Individual Campus Visit Schedule](#)

4.4.2. Budget Town Hall

4.5. Provost’s Report (Ochoa)

4.5.1. Sabbatical application and review process

4.5.2. Graduation Initiative (GI) 2025 Graduate Rates

4.5.3. Western Senior College and University Commission (WSCUC)(McCall)

4.6. Vice President IT & Chief Information Officer Report (Sheehan)

4.6.1. PeopleSoft/ mySDSU transition

4.7. Associated Students President’s Report (Moore)

4.8. Campus Fee Advisory Committee(CFAC)(Schuermann)

4.8.1. SDSU Imperial Valley Student Success Fee referendum.....Page 8

5. RESOLUTIONS:

5.1.1. To Increase Number of Awarded Sabbatical Applications(FA)(Abel-Mills)
[Time Certain: 3:45pm].....Page 9

5.1.2. Feedback on the Adoption of the California General Education Transfer Curriculum (Cal-GETC) to Succeed GETC (Butler-Byrd).....Page 11

6. ACTION ITEMS: UNFINISHED BUSINESS

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- 6.1.1. Revise Posting Senate Agendas and Materials Bylaw (2nd reading).....Page 15
- 6.1.2. CBL Committee Membership (2nd reading).....Page 17

7. ACTION ITEMS: NEW BUSINESS

7.1. Academic Policies & Planning (AP&P)(Lach)

- 7.1.1. Minor Modifications to Existing Undergraduate Courses.....Page 18

7.2. Committee on Committees and Elections (CCE) (Marx)

- 7.2.1. Committee Appointments & Vacancies.....Page 21
- 7.2.2. ASCSU Election results

7.3. Constitution and ByLaws (CBL)(Baljon)

- 7.3.1. Review membership & electorate in light of update to bylaws (1st reading).....Page 27

7.4. President’s Budget Advisory Committee (PBAC)(Wong-Nickerson)

- 7.4.1. Request to clarify the Senate & elected membership of the PBAC committeePage 31

7.5. Student Grievance Committee (SGC)(Fuller)

- 7.5.1. Change to the Senate Policy File section focused on the SGC Vice ChairPage 34

7.6. Undergraduate Curriculum Committee (UCC)(Barbone)

- 7.6.1. 500-level Courses (UCC)(GC)(Barbone)(Love).....Page 35

7.6.2. Undergraduate Courses.....Page 36

7.7. Graduate Council (GC)(Love)

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7.7.2. Graduate Programs.....Page 38

8. INFORMATION ITEMS

8.1. Academic Policies & Planning (AP&P)(Lach)

8.1.1. Math readiness and precarity / Math equity gaps.....Page 39

8.2. Constitution and ByLaws (CBL)(Baljon)

8.2.1. ASCSU Senate Representation.....Page 50

8.3. Committee on Diversity, Equity & Inclusion (DEI)(Hernández)

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8.4. Undergraduate Curriculum Committee (UCC)(Barbone)

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8.5. Graduate Council (GC)(Love)

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8.6. General Education Program (GE)(Wilson)

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8.7. Undergraduate Council (UC)(Brooks)

8.7.1. Report on Undergraduate Council business.....Page 74

8.8. University Relations and Development (URAD) (Vargas).....Page 76

9. ADJOURN

| List Name | Card Name | Labels |
|---|---|--|
| ACADEMIC POLICY & PLANNING(AP&P) | 20/21_08: Clarify PBAC Members & Election Process | SEC/Senate Processing (orange) |
| ACADEMIC POLICY & PLANNING(AP&P) | 20/21_06: ASCSU Resolution: FACULTY EMERITUS/EMERITA STATUS: REVOCATION AND APPEAL | In Committee (purple) |
| ACADEMIC POLICY & PLANNING(AP&P) | 20/21_09: Policy Reviews for Programs Offered through Global and Main Campuses | In Committee (purple) |
| ACADEMIC POLICY & PLANNING(AP&P) | 21/22_04: Five-Year Review of Academic Administrators + Search Committees for University Administrators Bylaws | In Committee (purple) |
| ACADEMIC POLICY & PLANNING(AP&P) | 21/22_17: Review and Rectify Emeritus Status Policies for Tenure-Track, Lectures and Staff | In Committee (purple) |
| COMMITTEE ON COMMITTEES & ELECTIONS (CCE) | 22/23_03: Academic Affairs Search Committee & URTP | In Committee (purple) |
| CONSTITUTION & BYLAWS (CBL) | 21/22_15: ASCSU Senate Representation | In Committee (purple) |
| CONSTITUTION & BYLAWS (CBL) | 21/22_23: Update Committee Chair Policies | In Committee (purple) |
| CONSTITUTION & BYLAWS (CBL) | 21/22_24: Ensure Shared Governance on Committees & Task Forces | In Committee (purple) |
| DIVERSITY, EQUITY & INCLUSION (DEI) | 21/22_06: Policy File Review re 4.0 Diversity--regarding Global Campus & Nondiscrimination & Equality Opportunity Bylaws | In Committee (purple) |
| DIVERSITY, EQUITY & INCLUSION (DEI) | 21/22_16: Senate Diversity Plan | In Committee (purple), Officers: Final Processing (blue) |
| DIVERSITY, EQUITY & INCLUSION (DEI) | 21/22_22: Condemning Hostile Teaching Environments | In Committee (purple) |
| FACULTY AFFAIRS COMMITTEE (FAC) | 20/21_02: Professors of Practice: Implications? | In Committee (purple) |
| FACULTY AFFAIRS COMMITTEE (FAC) | 20/21_07: Faculty Responsibilities to Create a Diverse, Equitable Inclusive Classroom Environment. | In Committee (purple) |
| FACULTY AFFAIRS COMMITTEE (FAC) | 21/22_03: Implementation of a Diversity Statement in RTP Files | Officers: Final Processing (blue) |
| FACULTY AFFAIRS COMMITTEE (FAC) | 21/22_20: Course Syllabi Policy File Revisions | In Committee (purple) |
| FACULTY AFFAIRS COMMITTEE (FAC) | 21/22_27: Sabbatical policy and practice Review | SEC/Senate Processing (orange) |
| UNDERGRADUATE CURRICULUM COMMITTEE (UCC) | 21/22_02: Review & Update Curriculum Changes, Undergraduate Bylaws & Floor Charts | In Committee (purple) |
| UNDERGRADUATE CURRICULUM COMMITTEE (UCC) | 21/22_19: Recommendation on elimination of the Writing Proficiency Exam (WPA) & Policy Adjustments Related to Upper Division Writing Requirement. | In Committee (purple) |
| Campus Development Committee | 21/22_09: Naming Policies under the auspices of the Campus Development Committee | In Committee (purple) |
| Environment and Safety | 20/21_03: Update Environmental & Safety Committee Charter. | In Committee (purple) |
| Environment and Safety | 21/22_10: Smoking and Smudging Policy Bylaws and Updates | In Committee (purple) |
| Faculty Honors and Awards | 20/21_04: Review Faculty Honors and Awards policies, with particular attention to the Senate Excellence in Teaching Award. | In Committee (purple) |
| Freedom of Expression | 20/21_01: Update policy on the use of shared SDSU digital resources. | In Committee (purple) |
| Freedom of Expression | 21/22_11: Academic Freedom Policy Review. | In Committee (purple) |
| Graduate Council | 21/22_07: Integrity in Research and Scholarship Bylaws Review | In Committee (purple) |
| International Affairs Council | 22/23_01: ACIP Representative & Meeting Payment | In Committee (purple) |
| International Affairs Council | 22/23_02: Tracking Undergraduate, Masters, Doctoral Proposals for Impacts on International Students | In Committee (purple) |
| Instructional and Information Technology | 20/21_05: Review Computer Use and related policies and provide updates. | In Committee (purple) |
| Instructional and Information Technology | 21/22_08: Instructional and Information Technology Committee Bylaw Review and Update. | In Committee (purple) |
| Library | 22/23_04: Review & Update Policies Regarding Material Gifts Valued at over \$20,000 | In Committee (purple) |
| Student Media Advisory | 21/22_13: Student Affairs & Student Media Advisory Committees Reviews and Updates | In Committee (purple) |
| Sustainability Committee | 21/22_21: Review the Report on transit, sustainability, and student success | In Committee (purple) |
| Teacher Preparation Advisory Council | 21/22_25: Teacher Preparation Advisory Council Bylaw Review and Update | In Committee (purple) |
| Tenure Track Planning (TTPC) | 21/22_26: Tenure Track Planning Committee Bylaw Review & Implementation recommendations | In Committee (purple) |
| Undergraduate Council | 21/22_14: Undergraduate Council Bylaw Review and Update | In Committee (purple) |

| Date | Amount | Payee | Payment Type <small>(e.g., credit card, transfer, purchase order)</small> | Expense Type <small>(e.g. stipend, supplies, equipment, travel)</small> | Purpose / Justification / Notes |
|---------|----------|------------------|--|--|---|
| 8/10/22 | \$719.94 | Mario Saldana II | iPCC | Management Software | Senate Referral Chart |
| 8/16/22 | \$90.51 | Mario Saldana II | iPCC | Food | Senate Retreat - Lunch hours / (Pending FAH approval) |
| 8/25/22 | \$196.44 | Mario Saldana II | iPCC | Supplies | Robert's Rules of Order (QTY12) |
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Campus Fee Advisory Committee (CFAC) Report: “Student Referendum on Proposal to Expand SDSU Student Success Fee to SDSU Imperial Valley”

There is currently a proposal to expand the SDSU Student Success Fee to SDSU Imperial Valley. We are currently in the information sharing period leading up to a student fee referendum. The actual **student vote** will take place **November 28-29**.

Background

- In 2014 the Student Success Fee was approved to be used 90% for faculty and 10% for academic related programs (student-led programming).
- The fee was approved to be charged to students at SDSU in San Diego, but not SDSU Imperial Valley.
- Since the fee was implemented, it has funded 82 additional faculty members, and \$9M in Academic Related Programming, but since IV students weren't paying they fee, they didn't have access to the same benefits afforded by this fee.
- The referendum would extend the fee and its associated benefits to students at SDSU Imperial Valley.
- A yes or no result will not impact the fee students pay at San Diego, it will ONLY impact the students at IMPERIAL VALLEY.
- Students will receive a link to vote in their email when the voting period begins.
- The full voter pamphlet is available to view at: sdsu.edu/FeeReferendum

Frequently Asked Questions:

- If the fee is only charged to students at Imperial Valley, why do all students need to vote?

The Chancellor's Office interpretation of the SDSU elections code is that ALL regularly enrolled SDSU students are eligible to vote in the election, regardless if they will be impacted by the fee

Further Information:

- See here for more information on the proposed student fee, including background information, a summary of the fee, and fee amounts:
<https://bfa.sdsu.edu/financial/budget/fall2022-fee-referendum>

TO: SDSU SEC/Senate
FROM: University Senate Faculty Affairs Committee
DATE: October 10, 2022

RE: ACTION ITEM- San Diego State University Senate Resolution To Increase Number of Awarded Sabbatical Applications

WHEREAS: Article 27.10b of the Collective Bargaining Agreement states that a campus shall grant one semester at full pay sabbatical leaves (Type A) to *no fewer* than twelve percent (12%) of the total number of campus faculty unit employees eligible to apply for such leaves in that year (henceforth referred to as eligible faculty) and approves *all* sabbatical applications for two semesters at half pay (Type B), as well as, difference in pay (DIP) applications;

WHEREAS: Over the past 10 years, an average of 17% of eligible faculty applied for Type A and an average of 28% of these applications have been rejected annually because San Diego State University awards only 12.5% of eligible faculty Type A sabbatical applications, near the contract minimum;

WHEREAS: The reduction in pay resulting from the more accessible Type B or DIP leaves is more affordable to faculty with greater household wealth, resulting in equity issues between who can better afford these leaves and who cannot;

WHEREAS: San Diego State University does not provide publicly-available data on the financial cost of sabbaticals, sabbatical eligibility, application numbers, and award numbers by Type A, Type B, and DIP applications;

WHEREAS: Becoming a R1 Doctoral University is one of the five [SDSU strategic priorities](#) and the current rate of sabbatical application rejection is a significant departure from many similarly-sized comparable and aspirational R1 Doctoral Universities;

WHEREAS: Sabbatical provides opportunities to produce and expand research activities that are impeded by high teaching and service demands (e.g., exploration of new areas of research and mastering new techniques, development of new collaborations, synthesizing previous work, pursuing external funding)¹and facilitate new and improved academic activities (e.g., development of new student-centered programming, improved skills as an instructor, more knowledgeable of teaching methods and modalities, innovating ways to enhance organizational processes)²;

WHEREAS: Sabbatical respite results in improved psychological and emotional wellness and decreased stress and burnout for faculty³;

RESOLVED: That the San Diego State University Divisions of Academic Affairs and Student Affairs and Campus Diversity and the Office of the Provost will adhere to the values of transparency and shared governance by providing public annual reports containing the financial

investments in sabbaticals, data related to eligibility, application rates, and acceptance rates, and the rationale for any failure to fund all recommended applications, beginning with the application cycle for the 23-24 academic year.

RESOLVED: That the San Diego State University Senate demands that the Divisions of Academic Affairs and Student Affairs and Campus Diversity and the Office of the Provost break with past practice and meet the full demands for sabbaticals, rather than the contract minimum, beginning with application cycle for the 23-24 academic year.

RATIONALE:

For centuries, the sabbatical has been a beneficial and necessary aspect of academia, benefiting the psychological and emotional well-being of faculty, enhancing educational techniques and modalities, furthering research and understanding of our world, and supporting University processes. Sabbatical is an opportunity for faculty to focus intensively on their scholarly activities and/or professional growth. Perhaps at no greater time than this one, as we all continue to feel the impacts of the pandemic and other societal turmoil, University support is needed for faculty who have put their research and scholarly activities on the backburner to support student and University needs. The current practice of granting the contract minimum number of Type A sabbatical applications results in higher rejection rates and makes sabbatical more obtainable only to those that can afford to be paid less. The students and the University would stand to gain from more investment in this highly beneficial aspect of University life. Becoming an R1 Doctoral institution is an [SDSU strategic priority](#), which necessarily entails attracting well-qualified scholars and researchers who will contribute substantial and innovative research. A recent survey of comparable and aspirational R1 Doctoral Institutions found many of these institutions funded nearly all sabbatical applications. While some of these institutions approved smaller percentages, SDSU's rate would rank near the bottom of this group, as could be determined from public-facing information. As SDSU seeks to become a R1 Doctoral University, it would be well-served to utilize greater sabbatical awards to increase research and scholarly activity growth, support faculty requests for grant funding, improve university programming, and attract well-qualified faculty.

1. Ioppolo B and Wooding S. How academic sabbaticals are used and how they contribute to research – a small-scale study of the University of Cambridge using interviews and analysis of administrative data [version 1; peer review: 1 approved with reservations]. *F1000Research* 2022, 11:36 (<https://doi.org/10.12688/f1000research.74211.1>)
2. Yarmohammadian, Mohammad H Mohammad H, Patricia Patricia Davidson, and Chao Hsing Chao Hsing Yeh. "Sabbatical as a Part of the Academic Excellence Journey: A Narrative Qualitative Study." *Journal of education and health promotion* 7.1 (2018): 119–119. Web.
3. Davidson, O. B., Eden, D., Westman, M., Cohen-Charash, Y., Hammer, L. B., Kluger, A. N., Krausz, M., Maslach, C., O'Driscoll, M., Perrewé, P. L., Quick, J. C., Rosenblatt, Z., & Spector, P. E. (2010). Sabbatical leave: who gains and how much?. *The Journal of applied psychology*, 95(5), 953–964. <https://doi.org/10.1037/a0020068>

**Resolution of the San Diego State University Senate:
Feedback on the Adoption of the California General Education Transfer
Curriculum (Cal-GETC) to Succeed IGETC**

WHEREAS: The San Diego State University Senate (SDSUS) confirm its strong, ongoing commitment to creating an accessible, welcoming transfer process for transfer students; and

WHEREAS: In accordance with the request from the Academic Senate of the California State University (ASCSU) to provide feedback on the adoption of the Intersegmental Council of Academic Senates (ICAS)¹ Cal-GETC proposal for a singular GE pattern as required by Assembly Bill 928² to streamline transfers to the CSU and UC; and

WHEREAS: The SDSUS understands the importance of Cal-GETC and the consequences of faculty not approving a transfer pathway; however SDSUS did not come to consensus about approving the adoption of the Cal-GETC proposal; and

WHEREAS: The SDSUS is seriously concerned about Cal-GETC's impact on general education, especially Area C and the humanities; and

WHEREAS: The SDSUS acknowledges the assurances from the Chancellor's Office that GE will be treated as a separate issue from AS-928 because it is not included in the legislation³; and

RESOLVED: That the SDSUS shall oppose any conflation of CSU GE changes or extension of the legal requirement beyond transfer students, because AB928 is silent on CSU first-time, first-year students (freshmen) and GE/campus GE (CSU GE), and be it further

RESOLVED: That this resolution be distributed to the ASCSU so that they can provide this feedback to ICAS, which will inform the final transfer curriculum; and be it further

RESOLVED: that the SDSUS also distribute this resolution to:

Council of CSU Senate Chairs
President Adela de la Torre
Provost Salvator Ochoa
Interim Chancellor Jolene Koester
Executive Vice Chancellor Sylvia Alva
SDSU Associated Students

¹ The executive committees of the systemwide academic senates of the University of California, California Community Colleges (CCC), and the California State University comprise ICAS: <https://icas-ca.org/>

² https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928

³ EVC Alva memorialized this in a letter to ASCSU Chair Steffel on October 7th 2022.

Rationale

SDSUS Nonconsensus for Approval of Cal-GETC Proposal

On September 20, 2022, ASCSU Chair Steffel forwarded the request from ASCSU Resolution [AS-3565-22/APEP "Feedback on the Intersegmental Committee of Academic Senates \(ICAS\) Cal-GETC Proposal"](#) to senate chairs for each Campus Senate submit feedback to the ASCSU by October 24, 2022, that takes one of the following three positions regarding the ICAS Cal-GETC proposal (June 2022): a) Support the ICAS Cal-GETC proposal (June 2022), b) Recommend specific changes that satisfy the requirements of AB 928, with rationale, c) Unable to come to a consensus.

The SDSU Senate did not come to a consensus about the ICAS Cal-GETC Proposal in time to meet the October 24, 2022 deadline. The response rate for the survey was low and the Senate listserv reflected a great deal of consternation and confusion. The short turnaround time for the survey also made it necessary to discuss these outcomes at the full senate meeting on November 1, 2022.

Background

Assembly Bill 928 is a law that mandates a set of lower-division GE courses that gives community college students the option to transfer to either the UC or CSU. This law gave the Intersegmental Committee of Academic Senates (ICAS) the responsibility to develop and approve a single transfer pathway for transfer students by May 2023. It is important to note that if faculty fail to agree on a pathway, the law requires the CSU, UC, and community college systems' administrations to develop the pathway, removing the purview of the faculty from this important curricular decision.

During AY 2021-22, ICAS worked to develop the proposed Cal-GETC pathway. Cal-GETC was the best option that they could negotiate because of the constraints that were imposed by the AB-928 legislation. It is a subset of the current transfer curriculum and provides some of what our students need, but by no means fulfills all of the needs of our diverse students.

SDSU ICAS Cal-GETC Proposal Survey Results

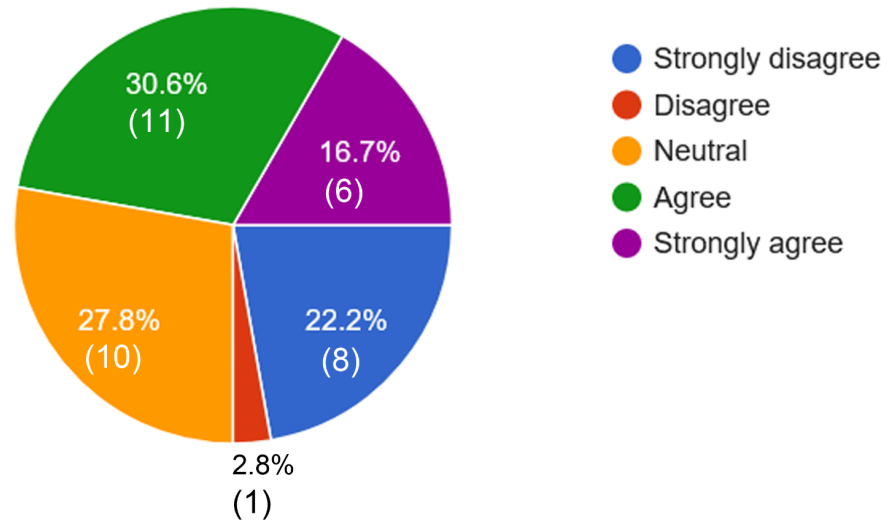
The Senate Office emailed the SDSU ICAS Cal-GETC proposal survey on September 30, 2022 to the senate's 133-member listserv, with a response deadline of October 21, 2022. Reminders were emailed on October 12th and October 18th. Senators were reminded to solicit feedback from their colleges in response to the ASCSU request for

campus feedback about the ICAS Cal-GETC Proposal. The survey closed on Friday, October 21st at midnight. The response rate was 37% (n=36).

Forty-seven percent (47.3%, n=28) of the respondents indicated that they support the ICAS Cal-GETC Proposal; 25%, strongly disagreed or disagreed:

A. I support the ICAS Cal-GETC proposal (June 2022).

36 responses



Themes from qualitative responses included the following concerns and suggestions:

- Serious concerns about the proposal's impacts on GE curriculum that compound the impact that EO 1100 course reductions had on the arts, languages, history, humanities and other areas that help students become well-rounded, good citizens⁴;
 - *I beg and plea that this change is not implemented - it is a gargantuan and preventable mistake. If you are reading this, you have power to affect change. Don't sit on the sidelines. Do the right thing and fight to keep Arts & Humanities requirements, in full, a part of our education. The impacts of cutting Arts and Humanities requirements will be to generate ever more ethnocentrism, discrimination, implicit bias, lack of critical thinking, and a backsliding of democracy in the U.S. (which is already sliding fairly quickly).*
- Requests to not make any additional cuts in the arts and humanities and instead make cuts in lifelong learning, self-development or other areas in the sciences; Concern that this legislation is eroding faculty purview over the curriculum;
 - *I'm fine with cutting lifelong learning and self development, if 3 core units*

⁴ EO1100 Article 2(1)(c) <https://calstate.policystat.com/policy/8919100/latest/#autoid-n2drk>

need to be cut. In conclusion, I propose they cut 3 units in science, either from life or physical science and cut the 3 units from lifelong learning and self development, but DO NOT cut more units out of the already pared down humanities requirement.

- Impacts on liberal studies and other programs, undermining student's ability to move into majors that have a lot of units and requirements associated with the specific major;
 - *I am concerned about the impact of this program on Liberal Studies, the CSET waiver program, and access to ITEP programs. This proposed change seems to remove the barriers that students face in transferring to a university. How does this support them in moving into a major like Liberal Studies which has a lot of units and requirements associated with the major?*
- Reduction in units may ease the transfer process and help transfer students focus on other things like research, or participation in transfer student success seminars and support programs.
 - *Standardization and simplification of the pathway from community college will be good for transferring to UC and CSU.*

Conflation of CSU GE Changes or Extension of the Legal Requirement Beyond Transfer Students

In a March 8, 2022 webinar and in follow-up communications, staff from the Chancellor's Office expressed their desire to reduce and standardize CSU GE for all students, not just transfer students. However, an October 7, 2022 email from Executive Vice Chancellor Sylvia Alva to ASCSU Chair Beth Steffel affirmed that the law does not mandate changes to CSU GE and her strong commitment to shared governance⁵.

Authored by:
Nola Butler Byrd, Chair

Consultation with:
University Senate Officers:

⁵ EVC Alva memorialized this in a letter to ASCSU Chair Steffel on October 7th 2022.

To: SEC / Senate
From: Arlette Baljon, Chair, Constitution and Bylaws Committee
Date: Oct 18, 2022
Subject: ACTION: Revise Posting Senate Agendas and Materials Bylaw: The senate posts agendas and attachments for meetings, with the exception of confidential materials and items. Please revise 13.0 Availability of Documents, 13.2 Bylaw to indicate that confidential attachments shall only be available to members of the Committee: “The agendas of Senate meetings shall be available to any member of the university community upon request. The agendas of the Senate Executive Committee shall likewise be available, but the attachments to the meetings of the Committee shall be available only to members of the Committee. (2nd reading) 2/3 vote needed

ACTION: The CBL Committee moves that the Senate adopt the following changes to the Senate policy file (Bylaws).

13.0 Availability of Documents and Records

13.1 All agendas, minutes, reports, other attachments, and action memos of all regular and special Senate and Senate Standing Committees shall be posted on the senate website.

13.2 Confidential material shall be redacted or omitted from posted materials, but the agenda item in which confidential material is addressed shall be included in the table of contents and minutes.

13.3 These posted documents shall be available to any member of the university community and other CSU senates and counsels upon request.

13.4 The policy file shall be linked on the senate website.

~~13.1. Senate documents shall be available in archive form. These archives may be stored electronically, rather than in paper form.~~

~~13.2 The agendas of Senate meetings shall be available to any member of the university community upon request. The agendas of the Senate Executive Committee shall likewise be available, but the attachments to the meetings of the Committee shall be available only to members of the Committee.~~

~~13.3 An electronic archive file of Senate and Senate appointed university committee reports and a file of Senate minutes shall be available on the Senate website for at least two years following the meeting.~~

Rationale:

Specifies that all Standing Committees need to submit minutes and agendas so they are open for all. Confidential items have to be mentioned in minutes and agenda however their exact content and the discussion about them is not part of posted documents. (e.g. SEC can just list in the agenda: “Naming Proposal”). The senate policy file calls for confidentiality at several places and human resources and state law also requires confidentiality. The secretary of the senate will investigate the possibility to list as footnote where in the policy file confidentiality is called for.

To: SEC / Senate
From: Arlette Baljon, Chair, Constitution and Bylaws Committee
Date: Oct 18, 2022
Subject: ACTION: CBL Committee Membership (2st reading) 2/3 vote needed

ACTION: The CBL Committee moves that the Senate adopt the following changes to the Senate policy file (Bylaws).

3.7 Committee on Constitution and Bylaws

3.7.1. Membership (7):

3.7.1.1. Ex officio (voting): ~~The Committee shall consist of the~~ Secretary of the Senate.

3.7.1.2. Appointed (6): four faculty members, ~~and one non-MPP staff member nominated by the Committee on Committees and Elections and appointed~~ **selected by the Staff Affairs Committee in consultation with the staff senators and confirmed** by the Senate, and one student appointed **in accordance with procedures established** by the Associated Students. **At least two of the appointed members shall be senators.**

3.7.2 The parliamentarian, while not a member of the committee, shall be invited to the meeting in an advisory capacity.

Rationale:

All other standing committees specify that some of their membership have to serve in the senate. We require 2 given the Secretary of the Senate is also a senator, so in practice (excluding the student member) 3 of the 6 committee members are senator. This is a higher ration than that of most other committees.

The parliamentarian is present at almost every meeting and often consulted in between. His advice is essential. We do not include the parliamentarian as member given this way it is easier to reach quorum. Not quorum for committees is more than half according to the policy file. So 4 for this committee.

To: SEC / Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: October 10, 2022
Subject: ACTION: Minor Modifications to Existing Undergraduate Courses

The Academic Policy and Planning Committee (AP&P) moves that the Senate adopt the following changes to UNIVERSITY POLICIES: Academics, Curriculum Changes, Undergraduate and Graduate, Section 5.2, along with new language to be included in the Curriculum Guide.¹

Curriculum Changes, Undergraduate and Graduate

5.2 New Undergraduate Courses, ~~and~~ Changes in Existing Programs, and Major Modifications to Existing* Courses

- 5.2.1 Curriculum proposals for new classes, **major** changes in existing classes, or programs shall be sent concurrently to the General Education (GE) Committee if changes involve the University's GE program and the Graduate Curriculum Sub-Committee (GCC) for undergraduate proposals that involve classes open to graduate students, for approval.
- 5.2.2 Proposals approved by GE and/or GCC shall be sent to the Undergraduate Curriculum Committee (UCC). Proposals that do not require review by GE or GCC shall skip step 5.2.1 and go directly to UCC. **Proposals for minor modifications to existing undergraduate courses can skip 5.2.2 and go directly to the Senate as information items.**
- 5.2.3 Proposals approved by the UCC shall be reported to the Senate, to the AA-AVPs, Academic Deans Council, Undergraduate Council, and Associated Students as information items.

***See Curriculum Guide for current list of course modifications requiring additional review and approval.**

Proposed language to be included in the Curriculum Guide:

Curriculum Guide

¹ Note of clarification: These proposed changes build upon the revised curriculum approval process approved at the October 6, 2022 Senate meeting. For legibility, the text approved at that meeting appears in **BLUE** (since it is not yet reflected in our current University Policy File). The proposed revisions appear in **RED**.

Generally, the review path for undergraduate course modifications involving only the initiating college's curriculum will no longer include the Undergraduate Curriculum Committee. Proposals approved by the College Dean (or designee) will be sent simultaneously to the Senate Executive Committee, Undergraduate Curriculum Committee, and Undergraduate Council. Unless objections arise, curriculum proposals will then be included in the Senate report as an information item.

There will be situations where additional review is needed:

- Undergraduate Curriculum Committee will review if the course modification is major. For example, if it implicates other colleges, or switches the course from lower (100-200) to upper division (300-400), or from undergraduate (<500) to graduate (500 and above), or vice versa.
- Undergraduate Writing Committee will review if the change involves adding or modifying a "W" or "DW" designation to classes satisfying the Graduation Writing Assessment Requirement (GWAR).
- Student Learning/Community Engagement Committee will review if the change involves adding or modifying a Service Learning or Community Engagement designation.
- International Affairs University Senate Council will review if the change involves adding or modifying Global Learning designation.

Changes to the list of situations where additional review is needed can be made by approval of AP&P.

Rationale:

The Office of Curriculum, Assessment and Accreditation, in consultation with the Academic Deans, Associate Vice Presidents, and the Chairs and Directors, proposes these changes to the curriculum approval process to further streamline curricular review and address the perpetual backlog of proposals. Every year, there are a significant number of curriculum proposals that do not advance through the entire curriculum cycle. This problem persisted when we used a paper process and later CurricuNet. The problem continues with the adoption of Curriculog. Although Curriculog is more intuitive and allows us to produce a catalog much quicker, incomplete proposals (i.e. proposals still under review) are purged from the system when Curriculog closes for catalog updates, a problem for which there is no technical workaround.

The annual large backlog of proposals is due, in part, to requiring every course modification to undergraduate classes to go through full review. However, around 60% of all undergraduate course modification proposals feature only minor modifications, such as updating contact hours, instruction mode(s), grading basis, repeat for credit rules, or course note(s). These proposals are nonetheless required to go through full review. While the University Curriculum Committee (UCC) meets weekly, there are too many proposals for them to review and approve. Although Curriculum Services reentered the 145 leftover proposals from the 2021-2022 academic year, they cannot continue to do so. Moving forward, the proposal originator will need to re-enter all incomplete proposals in the Spring semester. While re-entered proposals will begin the next

cycle at the approval stage from the prior year, reentering proposals is nevertheless an unfortunate additional step in the curriculum process.

To date, there are approximately 510 proposals in the system, about 400 of which are undergraduate proposals. Roughly 60% of those proposals involve minor modifications (approximately 240).

This proposal would help chip away at a significant portion of the curriculum backlog by offering an abbreviated review. Depending on the type of modification, the College Dean or appropriate curriculum committee (GE, Writing, Service Learning, Global Learning) would approve, and then the item would be included on a report that would move to the Senate Executive Committee and then on to the Senate as an information item. The University Undergraduate Curriculum Committee would receive the report at the same time as SEC, thus allowing the UCC three weeks before the Senate meeting to lodge any concerns. In addition, course modifications included as information items in the Senate consent calendar may be moved out of the information item for further consideration at the request of a Senator.

Examples of minor modifications include:

- Updating course title OR course description that does not impact other colleges and that reflects only minor changes in content.
- Changing catalog numbers without changing from lower division (100-200) to upper division (300-400), undergraduate (<500) to graduate (500 or above), or vice versa. (The old catalog number must be retired and cannot be used again for five years.)
- Converting existing undergraduate courses that involve no other curriculum changes to GE courses, pending GE Committee's approval (these courses can skip UCC review)
- Updating unit range for variable unit courses.
- Updating Contact Hours
- Updating Instruction Mode(s)
- Updating Grading Basis
- Updating Repeat for Credit Rules
- Updating Course Note(s)
- Updating current and/or deleting enrollment requirements (i.e., prerequisites, corequisites, concurrent); addition of requirements outside of college requires that proof of consultation be attached to the proposal
- Updating Instructional Methods (CS codes)
- Updating Course/Department/College Specific Requirements
- Program changes that only reflect minor modifications to existing courses

TO: SEC/Senate
FROM: David Marx, Chair, Committee on Committees and Elections
DATE: November 1, 2022
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 new and continuing committee chairs. 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.

COMMITTEE CHAIRS (NEW AND CONTINUING)

Senate Standing Committees:

Academic Policy and Planning

Chair: Pamela Lach

Committee on Committees and Elections

Chair: David Marx

Constitutions and Bylaws

Chair: Arlette Baljon

Diversity, Equity, and Inclusion

Chair: Roberto Hernandez

Faculty Affairs

Chair: Alyson Abel-Mills

Undergraduate Curriculum

Chair: Steve Barbone

University Resources and Planning

Chair: Wil Weston

Other Senate Committees and Councils:

Bookstore Advisory

Chair: Iana Castro

Campus Development

Chair: Amanda Alpiner

Copyrights and Patents

Chair: Douglas Grotjahn

Environment and Safety

Chair: Sridhar Seshagiri

Faculty Honors and Awards

Chair: William Welsh

Fee Advisory Committee, Campus (CFAC)

Chair: Katie Robinson

Freedom of Expression

Chair: Anna Culbertson

General Education (GE) Curriculum and Assessment

Chair: Gregory Wilson

Global Campus Advisory Council

Chair: Karen Myers-Bowman

Graduate Council

Chair: Tracy Love

Honorary Degrees Advisory Committee

Chair: Salvador Hector Ochoa

Instructional and Information Technology

Chair: Donna Ross

Intercollegiate Athletic Council

Chair: Sara Gombatto

International Affairs Council

Chair: Christina Alfaro

Liberal Studies

Chair: Estella Chizhik

Library Committee

Chair: Kate Holvoet

Press Editorial Board, SDSU

Chair: William Nericcio

Research Council
Chair: Hala Madanat

Staff Affairs
Chair: Todd Rehfuss

Student Grievance
Chair: TBD

Student Learning Outcomes (SLOPAC)
Chair: Madhavi McCall

Student Media Advisory Committee
Chair: Shawki Moore

Sustainability
Co-Chairs: Erlinde Cornelis and John Love

Teacher Preparation Advisory Council
Chair: Y. Barry Chung

Undergraduate Council
Chair: Joanna Brooks

FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS & NEED

*reappointments or new appointments

Senate Standing Committees:

Academic Policy and Planning
Camila Milanes (AS) new term May 2023
NEED 1 (A&L) faculty
NEED 1 (IVC) faculty

Committee on Committees
Roster Full

Constitution and Bylaws
Roster Full

Diversity, Equity, and Inclusion
Derrick Herrera (AS) new term May 2023

Faculty Affairs
NEED 1 faculty (IVC)

Undergraduate Curriculum

NEED 1 student

University Resources and Planning

NEED 1 student

Other Committees and Councils:

Bookstore Advisory

Ilias Benbatoul (AS) new term May 2023

*Christy Dykstra (ENG) term renewed May 2025

Campus Development

Roster Full

Copyrights and Patents

NEED 3 faculty (open)

Environment and Safety

Roster Full

Faculty Honors and Awards

Brian Adams (CAL) new term May 2025

Fee Advisory Committee (Campus)

Karen Macauley (HHS) new term May 2025

Freedom of Expression

*Suzanne Finch (Staff) term renewed May 2025

GE Curriculum and Assessment

Ethan Sheldon (AS) new term May 2023

NEED 1 student

NEED 1 faculty (ENG)

Global Campus Advisory Committee

Santosh Nagaraj (ENG) new term May 2025

Stefan Hyman (Enrollment Services) new term May 2025

Andy Bohonak (CGS) new term May 2025

*Terri Linman (Global Campus Staff) term renewed May 2025

David Kamper (CAL) new term May 2025

Graduate Council

Heriberto Vasquez (CGS) new term May 2023

Honorary Degrees Advisory Council

Roster Full

Instructional and Information Technology

Colin Ro (AS) new term May 2023

Keven Jeffrey (LIB) new term May 2025

Intercollegiate Athletics Council

Roster Full

Liberal Studies

NEED 1 faculty (fine arts and humanities)

NEED 1 faculty (social and behavioral sciences)

NEED 1 student (liberal studies major, mesa)

Library Committee

Tony Compton (LIB) new term May 2023

Victor Plunkett (AS) new term May 2023

Griffin Cour (AS) new term May 2023

NEED 1 (SCI) faculty

NEED 1 (HHS) faculty

SDSU Press Editorial Board

Roster full

Staff Affairs

Noor Albandar (AS) new term May 2023

Junfei Xie (ENG) new term May 2025

Student Grievance

Clara Smith (AS) new term May 2023

Joseph Brumfield (AS) new term May 2023

Ava Walker (AS) new term May 2023

Noemi Portillo (AS) new term May 2023

Victoria Lara (AS) new term May 2023

NEED 3 students to serve as alternates

Student Learning Outcomes

Kim Twist (A&L) new term May 2025

Student Media Advisory

Jade Camp (AS) new term May 2023

Justice Herrera (AS) new term May 2023

George Kaplan (AS) new term May 2023

Devon McVicar (AS) new term May 2023

NEED 1 faculty (journalism)

NEED 2 faculty (open)

Sustainability

NEED 1 student

Undergraduate Council

Sandy Mekany (AS) new term May 2023

Ally Gallant (AS) new term May 2023

University Research Council

Roster Full

***Senators not currently represented on a committee:**

Lecturers (contingent faculty)

Ajani Brown (A&L)

Zamira Abman (A&L)

To: SEC / Senate

From: Arlette Baljon, Chair, Constitution and Bylaws Committee

Date: Oct 18, 2022

Subject: Review of membership and electorate in light of update to bylaws 1. Allow contingent SSP-AR and librarians to serve. Discussion with staff affairs on how auxiliary employees were added in the current policy file language.

The CBL moves that the Senate adopt the following changes to Senate policy file (Constitution).

4.0 Membership and Electorate

4.1 Elected Members

4.1.1. ~~Professors~~ Faculty

4.1.1.1 Tenured and Probationary Faculty

4.1.1.1.1. The electorate shall consist of all tenured and probationary members of the faculty, as defined in Bylaws 1.1.1, representing each of the following constituencies: College of Arts and Letters, Fowler College of Business, College of Education, College of Engineering, College of Health and Human Services, College of Professional Studies and Fine Arts, College of Sciences, Imperial Valley Campus, Library, and Student Service Professionals Academically Related (SSP-AR) .

4.1.1.1.2. Each of the constituencies outlined above shall elect the number of Senators equivalent to nine percent (9%), rounded up to the nearest integer, of its tenured and probationary full time equivalent faculty positions. This method of apportionment shall always yield at least one elected Senator for each constituency.

~~4.1.1.1 Tenured and Probationary Faculty Professors elected as members of the Senate shall be tenured and probationary faculty as defined in the Bylaws~~

~~4.1.1.2 Professor Senators shall be apportioned annually as follows: each major academic unit (as defined in the Bylaws) shall elect the number of~~

~~Senators equivalent to nine percent (9%), rounded up to the nearest integer, of the tenured/tenure track full time equivalent faculty positions (FTEF) assigned to that unit. This method of apportionment shall always yield at least one Senator for each major academic unit.~~

~~4.1.1.3 The term of office for Professor Senators shall be three Senate calendar years. A Professor Senator shall serve no more than two consecutive complete terms. Service for a partial term and for terms served on the Academic Senate of The California State University shall not be included in this calculation. So far as feasible, Senate terms shall be arranged so that only one-third of the membership is elected annually in the spring.~~

~~4.1.14. Delegates from this university to the Academic Senate of The California State University shall be considered elected members of the Senate.~~

~~4.1.15. The electorate shall consist of all tenured and probationary faculty, as defined in the Bylaws~~

4.1.1.2. **Lecturers. Contingent Faculty (10).** There shall be ten elected Contingent Faculty Senators. At least eight of them shall be lecturers, with no more than two representing a single college or equivalent unit. No more than one shall be a Contingent Student Services Professionals-Academic Related (SSP-AR) faculty and no more than one shall be an assistant librarian. The electorate shall consist of all contingent faculty members as defined in Bylaws 1.1.2.

~~There shall be 8 elected lecturer senators, with no more than two representing a single College or SDSU Imperial Valley. The electorate shall consist of all lecturers.—~~

4.1.32. **Coaches (1).** There shall be one elected coach senator. The electorate shall consist of all coaches.

4.1.3 **Non-Management Personal Plan (MPP) Staff (6).** There shall be six non-MPP staff senators elected from permanent non-MPP staff. One staff senator position shall be reserved for an SDSU Imperial Valley staff member. The electorate shall consist of permanent and temporary non-MPP staff, including probationary staff.

4.1.4 **Non-Represented (2).** There shall be two non-represented employees. Directors, Associate Directors, and students (represented ex-officio under Bylaws 1.5) are not eligible. The electorate shall consist of all eligible to run.

4.14 Staff (8)

~~4.1.4.1. There shall be six non-Management Personnel Plan (MPP) staff senators elected from permanent non-MPP staff. One staff senator position shall be reserved for an SDSU Imperial Valley staff member. The electorate shall consist of permanent and temporary non-MPP staff, including probationary staff.~~

~~4.1.4.2. There shall be two non-represented (Foundation, Aztec Shops, etc.) staff.~~

4.2 Terms. The term of office for all elected senators listed in 4.1 shall be three senate calendar years. A senator shall serve no more than two consecutive complete terms. Service for a partial term and for terms served on the Academic Senate of The California State University shall not be included in this calculation. So far as feasible, Senate terms shall be staggered so that no more than one-third of the membership is elected annually in the spring.

4.3 ASCSU Delegates. All delegates from SDSU to the Academic Senate of The California State University (ASCSU) shall be considered elected and voting members of the SDSU University Senate.

~~4.4~~ Ex officio Members. The Senate may include ex officio, voting or non-voting, representatives as members. The ex officio members of the Senate shall be designated in the Bylaws.

~~4.5~~ Vacancies. Vacancies in Senate membership shall be filled in a manner prescribed by the Bylaws.

Rationale:

This action item makes 2 substantial changes and cleans up language:

The substantial changes are

- 1) Two seats for contingent faculty are added. This makes seats available for contingent SSP-AR faculty and assistant librarians. Both groups are currently not able to serve. In 21-22 there were 32 contingent SSP-AR faculty on campus (of which 26 in Counseling and Psychological Services).
- 2) The section on non-MPP staff seats and auxiliary employee representation is reformulated at the request and in consultation with the Staff Affairs Committee. Most of these non-represented staff work for Auxiliaries. We do excludes students (part of Associated students) and managers.

Other changes clarify issues.

- “Tenured and Probationary Faculty” are no longer referred to as “Professors”
- The units that have “Tenured and Probationary Faculty” representation equivalent to 9% of their membership are listed here (instead of a referral to Bylaws)
- Language is aligned with that adopted by the Senate in Bylaws 1.0 May 2022, e.g. contingent faculty, coaching faculty
- It is clarified that ALL terms are 3 years not just those of “Tenured and Probationary Faculty”.

To: SEC / Senate
From: Agnes Wong-Nickerson, Chair, President's Budget Advisory Committee (PBAC)
Date: August 1, 2022

Subject: Request to clarify the Senate and elected membership of the PBAC committee.

ACTION: The Chair of the PBAC Committee moves that the Senate adopt the following changes to the Senate policy file.

President's Budget Advisory Committee (PBAC)

1.0 Membership: The Vice President for Business and Financial Affairs (VP-BFA) co-chairs the committee with the Senior Vice President for Academic Affairs (Provost), which meets regularly at the call of the Chair. The VP-BFA and Provost set the membership of the committee based on the President's direction, and share that membership roster with the Senate officers and the Chair of the Committees for Committees and Elections.

1.1. Voting members shall at a minimum include:

1.1.1. Ex officio members (2): Senate Chair, or designee, and the Chair of the Senate Committee for University Resources and Planning (URP).

1.1.2. Elected members (4): three elected tenured and probationary faculty members and one elected non-MPP staff member.

1.2. Eligibility: ~~The four elected representatives on PBAC shall be tenured and probationary faculty members or non-MPP staff.~~ There shall be no more than one faculty representative from any of the following: College of Arts and Letters, College of Engineering, College of Professional Studies and Fine Arts, Fowler College of Business, College of Education, College of Health and Human Services, College of Sciences, SDSU Imperial Valley, and the Library. ~~Three of the elected representatives shall be tenured and probationary faculty members, and one shall be a non-MPP staff member.~~

2.0 Procedure for Electing Senate Representatives to PBAC¹

~~Eligibility: The four elected representatives on PBAC shall be tenured and probationary faculty members or non-MPP staff. There shall be no more than one representative from any of the following: College of Arts and Letters, College of Engineering, College of Professional Studies and Fine Arts, Fowler College of Business, College of Education, College of Health and Human Services, College of Sciences, SDSU Imperial Valley, and the Library. Three of the elected representatives shall be tenured and probationary faculty members, and one shall be a non-MPP staff member.~~

2.1. Nominations and Elections:

2.1.1. The ~~Senate~~ Committee on Committees and Elections Chair shall announce vacancies and make a call for nominations. The Staff Affairs Committee Chair shall announce vacancies and make a call

¹ Exceptional Procedure for Academic Year 2019-2020. All 2019-2020 interim appointments shall end at the conclusion of the academic year. The Chairs of the Senate and Staff Affairs Committee shall send out a call for nominations for all four vacancies no later than the second week of March 2020, and the election shall be held during the Senate/Staff Affairs Committee's April 2020 meeting. In order to stagger terms of the elected representatives, the length of terms beginning in the Fall of 2020 shall be determined by lot after the election. One of the elected representatives shall serve a one-year term, one shall serve a two-year term, and two shall serve three-year terms. Subsequently all terms shall be three years.

for nominations to all non-MPP staff.

- 2.1.2. Calls for nominations shall go out no later than the second week of February for terms that begin the following academic year.
- 2.1.3. The call for nominations shall include the following statement: “For these positions, it is desirable for nominees to have experience with and understanding of complex budgets. Elected representatives are expected to make decisions based on the overall academic mission of the university, and not to advocate for their respective academic or bargaining units.”
- 2.1.4. Nominations shall be made by a tenured and probationary faculty member or non-MPP staff member with the approval of the nominee. No self-nominations are allowed.
- 2.1.5. Nominees shall write a short statement, no longer than 250 words, addressing their qualifications for the position. The statement shall be distributed to the Senate in advance and summarized on the Senate floor on the day of the election.
- 2.1.6. Elections:
 - 2.1.6.1. Faculty representatives shall be elected by the full Senate in an election managed by the Committee on Committees and Elections, per the procedures outlined in the Bylaws, no later than the end of March for terms that begin the following academic year.
 - 2.1.6.2. The staff representative shall be elected by the ~~or~~ Staff Affairs Committee no later than the end of March for terms that begin the following academic year.

2.2. Terms

- 2.2.1. The election shall be for a three-year term, ~~except for terms that begin in the Fall of 2020.~~
- 2.2.2. Elected representatives who go on leave for any part of the academic year forfeit the remainder of their term, creating a vacancy that shall be filled by regular procedure.
- 2.2.3. Upon the completion of their term, representatives may run for re-election but shall serve no more than nine consecutive years.

~~2.3. Exceptional Procedure for Academic Year 2019-2020~~

- ~~2.3.1. All 2019-2020 interim appointments shall end at the conclusion of the academic year.~~
- ~~2.3.2. The Chairs of the Senate and Staff Affairs Committee shall send out a call for nominations for all four vacancies no later than the second week of March 2020, and the election shall be held during the Senate/Staff Affairs Committee's April 2020 meeting.~~
- ~~2.3.3. In order to stagger terms of the elected representatives, the length of terms beginning in the Fall of 2020 shall be determined by lot after the election. One of the elected representatives shall serve a one-year term, one shall serve a two-year term, and two shall serve three-year terms. Subsequently all terms shall be three years.~~

- 3.0 Function: The President’s Budget Advisory Committee (PBAC) reviews the university budget periodically and makes recommendations to the President regarding budget proposals.

Rationale: Working with Senate Officers, the PBAC Committee agrees that the lack of clarity in the elected membership of the PBAC Committee has caused confusion. This action and update of the Policy File will ensure the membership in practice matches the policy file, which will in turn ensure confusion about who sits on the committee and how they are appointed remains clear to all as it will be outlined in

the policy file.

TO: SEC/University Senate
FROM: Janet Castro, Chair, Student Grievance Committee
DATE: October 18, 2022
RE: Action

The following will be added to the Student Grievance Committee's Senate Policy File Charter:

A Vice Chair shall be selected from among the voting student members appointed by the Associated Students. The role of the Vice Chair is to chair Student Grievance Committee meetings when the Chair cannot do so. The Vice Chair shall not vote when serving as the chair of a Student Grievance Committee meeting.

2023-2024 University Catalog - Information and Action -
500-level Courses

TO: Senate Executive Committee / Senate

FROM: Tracy Love, Chair, Graduate Council; Steve
Barbone, Chair, Undergraduate Curriculum Committee

DATE: November 1, 2022

| Prefix | Course # | Title | Action (New) | Action (Deleted) | Notes | Unit | Level | Proposal Link |
|--------|----------|-----------------------------------|--------------|------------------|-------|------|----------------------------|---|
| ART | 549 | Art, Environment & Place | x | | | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:1360/form |
| ART | 570 | African American Art History | x | | | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:1369/form |
| ART | 576 | History of Global Performance Art | x | | | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:1374/form |
| CS | 550 | Artificial Intelligence | | x | | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:2069/form |
| HIST | 538 | Comics and Cold War America | x | | | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:1307/form |
| RWS | 510 | Rhetoric and Culture | | x | | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:1336/form |

2023-2024 University Catalog - Information and Action - Undergraduate Courses
 TO: Senate Executive Committee / Senate
 FROM: Steve Barbone, Chair, Undergraduate Curriculum Committee
 DATE: November 1, 2022

| Prefix | Course # | Title | Action (New) | Action (Deleted) | Notes | Unit | Proposal Link |
|--------|----------|-------------------------------------|--------------|------------------|--|------|---|
| ENS | 397 | Spark P.E. K-6 Summer Instruction | | x | | 1-3 | https://sdsu.curriculog.com/proposal:1425/form?menu=0 |
| GEN S | 170 | Introduction to Interdisciplinarity | x | | | 3 | https://sdsu.curriculog.com/proposal:1470/form |
| GEN S | 300 | Interdisciplinary Process | x | | | 3 | https://sdsu.curriculog.com/proposal:1471/form |
| RWS | 410 | Rhetoric and Culture | x | | | 3 | https://sdsu.curriculog.com/proposal:1335/form?menu=0 |
| PHYS | 357 | Advanced Physical Measurements | x | | Prerequisite updated to: <i>PHYS 197L, PHYS 311, and PHYS 354.</i> | 3 | https://sdsu.curriculog.com/proposal:1562/form |

2023-2024 University Catalog - Information and Action - Graduate Courses
 TO: Senate Executive Committee / Senate
 FROM: Tracy Love, Chair, Graduate Council
 DATE: November 1, 2022

| Prefix | Course # | Title | Action (New) | Action (Deleted) | Notes | Unit | Level | Proposal Link |
|--------|----------|--|--------------|------------------|-------|------|----------|---|
| AE | 671 | Non Destructive Evaluation: Theory and Application | x | | | 3 | Graduate | https://sdsu.curriculog.com/proposal:1349/form |
| CIV E | 625 | Intelligent Transportation Systems | x | | | 3 | Graduate | https://sdsu.curriculog.com/proposal:1350/form |
| NURS | 604B | Theoretical and Research Bases of Nursing II | | x | | 2 | Graduate | https://sdsu.curriculog.com/proposal:1376/form |
| RWS | 603 | Cultural Rhetorics | x | | | 3 | Graduate | https://sdsu.curriculog.com/proposal:1315/form |
| SLHS | 731 | Scientific Grant Writing | x | | | 3 | Graduate | https://sdsu.curriculog.com/proposal:1379/form?menu=0 |
| PHIL | 796 | Studies in Philosophy | x | | | 3 | Graduate | https://sdsu.curriculog.com/proposal:1347/form |
| PSY | 791 | Internship in Program Evaluation | | x | | 3 | Graduate | https://sdsu.curriculog.com/proposal:1820/form |
| | | | | | | | | |

2023-2024 University Catalog - Information and Action - Graduate Programs
 TO: Senate Executive Committee / Senate
 FROM: Tracy Love, Chair, Graduate Council
 DATE: November 1, 2022

| Title | Action (New) | Action (Deleted) | Type of Program | Notes | Major Code | SIMS Code | Proposal Link |
|---|--------------|------------------|---------------------------------------|---|------------|------------------------|---|
| Community College Teaching Advanced Certificate | | x | Advanced Certificate | | | 330302 | https://sdsu.curriculog.com/proposal:1593/form |
| Nursing, Nursing Education Concentration, M.S. | | x | Sub-program: emphasis, specialization | | | 554641 | https://sdsu.curriculog.com/proposal:1565/form |
| School Nurse Services Credential | | x | Credential | | | Credential Code: 00600 | https://sdsu.curriculog.com/proposal:1564/form |
| School Psychology, M.S. | x | | Graduate Program Elevation | Elevation of the Master of Science in Counseling, with a concentration in School Psychology to a Master of Science in School Psychology. Old SIMS codes: (Major Code: 08261) (SIMS Code: 331046). | | | https://sdsu.curriculog.com/proposal:1639/form |
| | | | | | | | |
| | | | | | | | |

To: SEC / Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: September 28, 2022
Subject: INFORMATION: Math readiness and precarity / Math equity gaps

The Academic Policy and Planning Committee (AP&P) annually reviews, discusses, and reports on enrollment, retention, and graduation data and enrollment management policies and outcomes. In partial fulfillment of this responsibility, we welcomed Sarah Axford, Math Equity Initiative Coordinator in Faculty Advancement and Student Success, to present her efforts to address equity gaps in undergraduate math readiness and precarity.

With funding from a small CSU grant, Ms. Axford has been studying equity gaps for science and engineering students who enter college at the pre-calculus level. Math readiness is a key indicator of non-retention for STEM students. Thirty percent of first-time frosh (FTF) science and engineering students enter at the college algebra or pre-calculus level, which delays their ability to fulfill major math requirements (there are some exceptions, such as Biology, where the impact might be less severe). Preliminary analyses suggest these math delays do not simply result in students taking longer to graduate. These students are in a more precarious situation, whether due to the accumulation of course repeats or risky enrollment patterns.

This project focused on data analysis of 610 pre-STEM, Pell recipient, Compact STEM students. Half were not yet on their major map because they were not “math ready.” Rather than start with Calculus, these students enrolled in M 140/M 141. Many articulated feeling behind at the beginning of their college careers as a result. It is unclear to what extent students may feel detached from their major because of math barriers.

This project focused on studying specific interventions that might improve retention for math precarious students, including enrolling in M141A, an optional one-unit for-credit support course based on supplemental instruction, and participating in optional summer [ALEKS](#) (an online learning program that offers course products for Math, Chemistry, Statistics, etc.). While only a small number of students pursued these options, the interventions proved useful.

There are many implications that can be drawn from the data, including enhancing communication between students and admissions, expanding summer interventions, and ensuring greater availability of tutoring and supplemental instruction. Ms. Axford presented some emerging interventions, including:

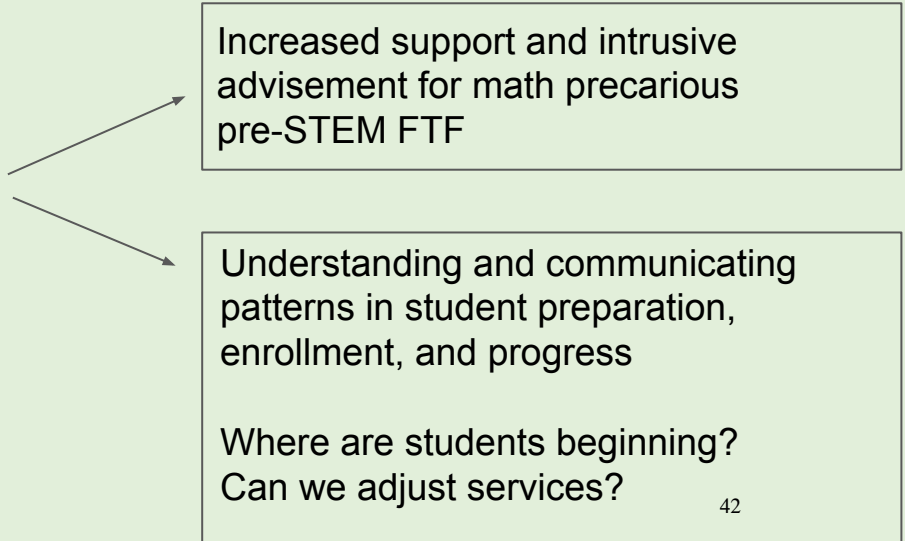
- @HS - Impact 12th grade course choice, Increase use of ALEKS, on-site efforts
- @Summer - Asynchronous, instructor-led study sequence. Include in-person opportunities, pre-scheduled testing days. Increase students’ feeling of readiness
- @Summer - Funded M141 Summer Institute
- @1st year - Increase pathway advising, academic supports
- @1st year - Leverage existing 1st year courses as points for intervention (gateway not gatekeeper)
- @1st/2nd year - Build STEM community w/ academic, entry-level programming

AP&P discussed the importance of summer course interventions before FTF enter in the fall, noting that math sequencing holds differential impacts on different majors. While it is clear that the best interventions are made at the high school level, it would be challenging to scale up to reach all local high schools to communicate the generally more positive outcomes for students who take calculus, or even pre-calculus, prior to entering SDSU. AP&P would like to see this work continue in sustainable and scalable ways, such that we can continue making meaningful incremental interventions to improve equity gaps for our at-risk STEM students.

A copy of the presentation slides are attached to this memo.

Math Equity Initiative

Two themes



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graph LR; A[Two themes] --> B[Increased support and intrusive advisement for math precarious pre-STEM FTF]; A --> C[Understanding and communicating patterns in student preparation, enrollment, and progress]; C --> D[Where are students beginning? Can we adjust services?];
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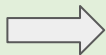
Increased support and intrusive advisement for math precarious pre-STEM FTF

Understanding and communicating patterns in student preparation, enrollment, and progress

Where are students beginning?
Can we adjust services?

Why are we focusing on math precarity?

- The largest first-year non-retention rates and six-year graduation equity gaps in the university are First Gen / Pell / URM STEM majors, especially in Engineering.¹
- Across these populations, DFWs in introductory Math and Stats courses are key early indicators of increased likelihood of non-retention or delayed graduation.¹
- Studies by our math faculty show that students who struggle early in Math 140 – 141 generally do not “catch up” via a standard course sequence.¹
 - Research in the math department tracking success in calculus emphasizes the rate of “real success” in M141 and uses B- or better as the measure of mastery.²
 - Students entering Calculus from M141 have lower success rates than students placing with ALEKS.²
 - Students who enter at M141 have a 17% rate of completing calculus II.³



Revisions in the pre- and calculus sequence began 2015. Current use of ALEKS and data collection are part of this ongoing work.

Key change Fa22: ALEKS = 60 for M141

¹ AY 22 - 23 COORDINATED CAMPUSWIDE APPROACH

² *Predictors of Student Success in Calculus and Precalculus at SDSU*. Michael E. O'Sullivan, Chair, Department of Mathematics and Statistics. Janet Bowers, Director, Mathematics Learning Center

³ Dr. O'Sullivan & *Analysis on Several Years of Student Performance in Math Classes*, 2016. Data collected from Fa11-Spr14

Communicate the importance and provide support

May 2022 - Summer

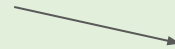
Define a targeted cohort of pre-STEM FG/Pell/Compact FTF (610 students)

Increase messaging about ALEKS testing and importance

Provide Support to increase ALEKS scores

- Canvas HR
- Live math tutor (grad level)

Intrusive advising, course selection



Fall cohort

Focus on those in M140/141 (309)

Progress reports wks 5 & 9

End-of-Semester Mtngs C/D/F/W

Offer M141A

What happened?

Students who used the support increased scores and benefited from early connections

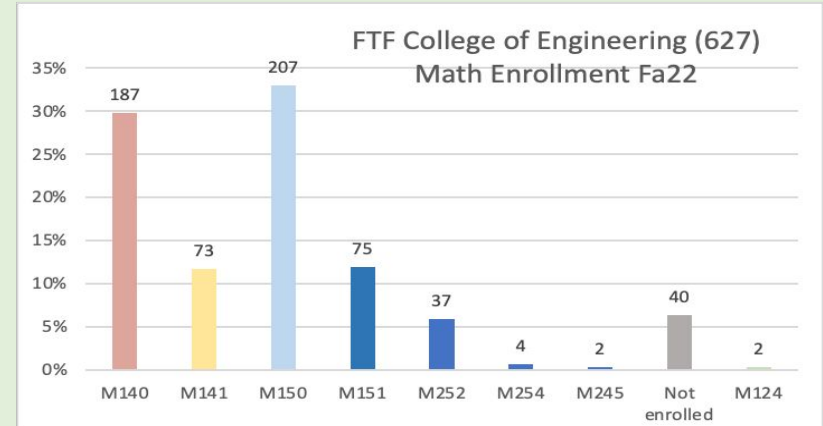
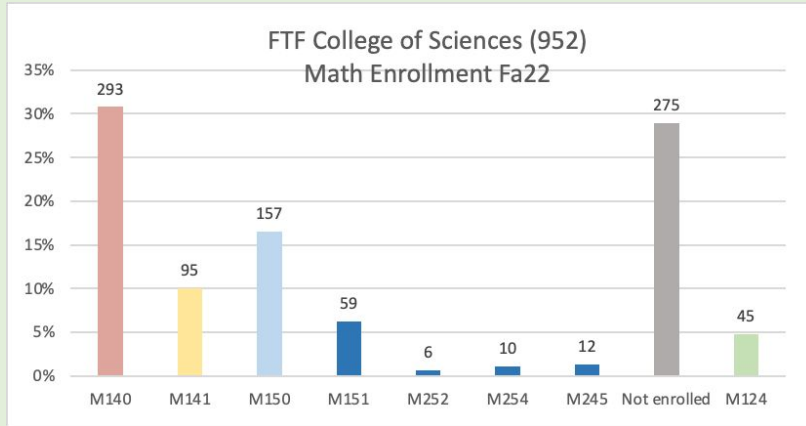
Messaging to students near cutoffs, especially after 1st proctored test was most impactful

~1/3 of students in M140 still do not take ALEKS

Few students use the 2nd proctored test

Overall: 1530 students used ALEKS / 81% proctored result / 13% use 2nd proctored assessment

Where do our students begin?



All FTF STEM, excluding psych

~ 1/3 of all entering STEM students begin at M140

~ 1/2 of cohort STEM students begin M140/141

M140 is 50% cohort students (FG/Pell/compact)

| | M140 | M141 | M150 | M151 | All FTF |
|-------------------------|------------|------------|------------|------------|------------|
| cohort | 234 | 75 | 116 | 39 | 593 |
| all STEM | 480 | 168 | 364 | 134 | 1579 |
| % that is cohort | 49% | 45% | 32% | 29% | 38% |

Where do our students begin? How is the cohort distributed?

| FTF Coll of Sciences | | | | | | | | | | |
|----------------------|------|------|------|------|------|------|------|--------------|------|--|
| Total | M140 | M141 | M150 | M151 | M252 | M254 | M245 | Not enrolled | M124 | |
| 952 | 293 | 95 | 157 | 59 | 6 | 10 | 12 | 275 | 45 | |
| | 31% | 10% | 16% | 6% | 1% | 1% | 1% | 29% | 5% | |

| FTF Coll of Engineering | | | | | | | | | | |
|-------------------------|------|------|------|------|------|------|------|--------------|------|--|
| Total | M140 | M141 | M150 | M151 | M252 | M254 | M245 | Not enrolled | M124 | |
| 627 | 187 | 73 | 207 | 75 | 37 | 4 | 2 | 40 | 2 | |
| | 30% | 12% | 33% | 12% | 6% | 1% | 0% | 6% | 0% | |

*8/29/22 All FTF STEM, excluding psych

| Cohort enrollment distribution | | | | | | | | | | |
|--------------------------------|------|------|------|------|------|------|------|--------------|------|--|
| Total | M140 | M141 | M150 | M151 | M252 | M254 | M245 | Not enrolled | M124 | |
| 593 | 234 | 75 | 116 | 39 | 5 | 4 | 2 | 111 | 7 | |
| | 39% | 13% | 20% | 7% | 1% | 1% | 0% | 19% | 1% | |

So what? Precarious or just a long road to degree?

40% of pre-STEM FTF are not calculus ready

Degree maps can communicate this time line to students

Use summer support to move students forward one course

Known challenges to progression through the math sequence for these students

Increase support for math success:

communication at admission/SIR, summer intervention

increased support courses, MSLC resources & SI

Connection to Colleges despite long ramp? What is the experience in first year courses?

Support student decision-making before risk of adverse outcomes (cost, time, low-GPA)

Career information for alternative majors

Emerging Interventions

@HS - Impact 12th grade course choice, Increase use of ALEKS, on-site efforts

@Summer - Asynchronous, instructor-led study sequence. Include in-person opportunities, pre-scheduled testing days. Increase students' feeling of readiness.

@Summer - Funded M141 Summer Institute

@1st year - Increase pathway advising, academic supports.

@1st year - Leverage existing 1st year courses as points for intervention
(gateway not gatekeeper)

@1st/2nd year - Build STEM community w/ academic, entry-level programming

| | | |
|---------------------------|-----|------|
| Total pre-Bio majors | 393 | 100% |
| M124 Fa22 | 23 | 6% |
| placement for M124, Spr23 | 74 | 19% |
| M141 enrolled | 22 | 6% |
| M150 | 5 | 1% |
| Total "On Map" | 124 | 32% |
| | | |
| M140 enrolled | 112 | 28% |
| | | |
| Not enrolled | 230 | 59% |
| Proctored ALEKS / M140 | 37 | 9% |
| Proctored ALEKS/ M141 | 30 | 8% |
| No proctored ALEKS | 23 | 6% |
| NO ALEKS at all | 66 | 17% |
| placement for M124, Spr23 | 74 | 19% |

FTF pre-Bio majors

~ 1/3 of Bio pre-majors enter ready to complete M124 in 2nd semester.

28% enroll in Fall M140

Of those who do not enroll in math,
 30% placed to M140/141
 39% placement is unknown

Future Questions

How can this information assist enrollment management? How does FTF class selection connect to HS transcript and expectations?

Develop STEM Maps that begin at M140/141. Investigate problematic registration patterns.

Explore enrollment patterns for Biology students. Given % that begin below M124, is more focus on Fall math enrollment needed?

Explore the experience and pathway of students who begin in M140 with both data analysis and qualitative inquiry.

How does information about course progression / mastery rates / success on retake inform advising?

Your Questions?

To: SEC / Senate
From: Arlette Baljon, Chair, Constitution and Bylaws Committee
Date:
Subject: ASCSU SENATE REPRESENTATION

The following items are referred to CBL and DEI from Senate Officers for review and deliberation. Please review Section 4.5 and other relevant sections of the SDSU University Senate Bylaws. Review the purpose and function of the ASCSU, the historical diversity of SDSU ASCSU senators, and SDSU DEI values. Make recommendations regarding inclusive election policies and criteria.

CBL and DEI seek input from SEC on the choice between the red and blue text below under 4.5. The difference is between “lecturer” or “contingent faculty”. The latter includes contingent SSP-AR members and Assistant Librarians.

Although we realize that chances that an contingent SSP-AR member or Assistant Librarian will run for an ASCSU seat are slim, we of course nevertheless want to formulate this correctly.

The text in red (lecturers only) is motivated by remarks of current and past ASCSU senators that ASCSU business deals mainly with academic issues. Then others claim that it is more inclusive to at least allow other contingent faculty to run (text in blue). Moreover TT SSP-AR faculty is allowed to serve under current policy.

Rather than calling a separate meeting with ASCSU senators and other stakeholders, we seek hereby advise from SEC. Two ASCSU senators serve on SEC and the third (Csomay) usually attends as guest. Other SEC members might have valuable insight.

In addition we plan to propose a rule for when an ASCSU seat becomes vacant midyear (like now due to Ornatowski’s retirement). 4.5.6. Any feedback on that is welcome as well but not necessary.

4.5.6 In the case of a vacancy in the middle of a three-year term, an election shall be conducted as soon as practicable. The elected ASCSU senator shall be appointed by the Senate as a substitute for the remainder of the AY and start serving their own full term on June 15.

Once we receive your input we hope to bring this back as an action item for the Nov SEC meeting.

4.5. Elections to the Academic Senate of The California State University

4.5.1. The Committee on Committees and Elections (CCE) shall devise procedures for and shall supervise and administer all elections of representatives from San Diego State University to the Academic Senate of The California State University ~~(CSU Academic Senate)~~ (ASCSU). Elections shall be held each Spring by May 1 for an ASCSU senator to start the upcoming AY.

4.5.2. ~~Only tenured and probationary faculty members, as defined in Section 1.2 of these Bylaws, are eligible for election to the Academic Senate.~~

The following are eligible for election to the ASCSU.

4.5.2.1 “Tenured and Probationary” faculty members.

4.5.2.2 Lecturers on a multi-year contract.

4.5.3 At any point in time, not more than one of the ASCSU senators may be a lecturer. When one of the continuing ASCSU senators is a lecturer, only “Tenured and Probationary” faculty are eligible for election that year.

Alternative:

4.5.2. The following are eligible for election to the ASCSU.

4.5.2.1 “Tenured and Probationary” faculty members.

4.5.2.2 “Contingent faculty” on a multi-year contract.

4.5.3 At any point in time, not more than one of the ASCSU senators may be a contingent faculty member. When one of the continuing ASCSU senators is a lecturer, only “Tenured and Probationary” faculty are eligible for election that year.

ASCSU Policy

The ASCSU represents the faculty on the campus, including lecturers. The number of ASCSU senators from each campus is based on FTEF. The ASCSU constitution states that all members of the “faculty” are eligible to **vote**. According to Eadie at this moment **“SDSU could be considered out of compliance to ASCSU requirements by allowing only tenured and probationary faculty to vote, should our current procedure ever be challenged”**.

As to who is allowed to **serve** as delegate to the ASCSU, all those defined as “faculty” are allowed to serve. Each campus shall determine which members of the campus

community are considered to be faculty. The faculty of the campus may, at its discretion, establish additional requirements for service as a campus representative.

To: SEC/Senate
From: Roberto D. Hernández, Chair, Senate DEI
Date: Oct 8, 2022
Subject: ACTION: Request vote to confirm AY 2022-23 DEI Agenda

ACTION: The DEI Chair moves that the SEC/Senate adopt the following DEI Agenda Items for AY 2022-23

- Follow-up on Implementation of outstanding diversity plans
- Senate Diversity Plan
- Tenure Density and Lecturer Equity in the quest for R1
- Inclusion and engagement with diverse campus and community partners (Kumeyaay, Imperial Valley Campus, HSI)
- Review of Strengths and Challenges of SDSU DEI efforts

2023-2024 University Catalog - Information and Action -
500-level Courses

TO: Senate Executive Committee / Senate

FROM: Tracy Love, Chair, Graduate Council; Steve
Barbone, Chair, Undergraduate Curriculum Committee

DATE: November 1, 2022

| Prefix | Course # | Title | Information (Revised) | | Modifications / Notes | Unit | Level | Proposal Link |
|--------|----------|--|-----------------------|--|---|------|-------------------------|---|
| BIOL | 599 | Undergraduate Thesis | x | | Renumbering <i>BIOL 490</i> to <i>BIOL 599</i> ; updating course title to <i>Undergraduate Thesis</i> ; updating description and prerequisites; adding course note; CS code changing from S-36 (supervision) to C78 (non-traditional instruction); updating grading method to LTR. | 3 | | https://sdsu.curriculog.com/proposal:1620/form?menu=0 |
| CJ | 510 | Contemporary Issues in Law Enforcement | x | | Prerequisite updated to: <i>CJ 300</i> and <i>CJ 310</i> ; <i>sophomore, junior or senior standing; upper division major status; only open to City Planning, Criminal Justice and Criminology majors; or graduate standing in lieu of CJ 300 and CJ 310.</i> | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:1378/form?menu=0 |
| CJ | 520 | Prosecutorial Function | x | | Prerequisites updated to: <i>CJ 300</i> ; <i>sophomore, junior or senior standing; upper division major status; only open to City Planning, Criminal Justice and Criminology, and Public Administration majors; or graduate standing in lieu of CJ 300.</i> | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:1380/form?menu=0 |
| CJ | 531 | Probation and Parole | x | | Prerequisites updated to: <i>CJ 300</i> ; <i>sophomore, junior or senior standing; upper division major status; only open to City Planning, Criminal Justice and Criminology, Public Administration, and Social Work majors; or graduate standing in lieu of CJ 300.</i> | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:1382/form?menu=0 |
| CJ | 540 | Applied Planning, Research, and Program Evaluation in Criminal Justice | x | | Prerequisites updated to: <i>CJ 300</i> ; <i>junior or senior standing; upper division major status; only open to Criminal Justice and Criminology majors; GVAR completion; or graduate standing in lieu of CJ 300 and GVAR completion.</i> | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:1386/form?menu=0 |
| CJ | 543 | Community Resources in Criminal Justice | x | | Prerequisites updated to: <i>CJ 300</i> ; <i>senior standing; upper division major status; only open to Criminal Justice and Criminology, Interdisciplinary Studies in Three Departments, and Social Work majors majors; or graduate standing in lieu of CJ 300.</i> | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:1389/form?menu=0 |
| CJ | 570 | Organized Crime: Domestic and International Perspectives | x | | Prerequisites updated to: <i>CJ 300</i> ; <i>sophomore, junior or senior standing; upper division major status; only open to Criminal Justice and Criminology, Homeland Security, International Security and Conflict Resolution, and Public Administration majors; or graduate standing in lieu of CJ 300.</i> | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:1391/form?menu=0 |

| | | | | | | | | |
|-------|-----|--|---|--|--|---|-------------------------|---|
| CJ | 571 | Drugs: Domestic and International Perspectives | x | | Prerequisites updated to: <i>CJ 300; sophomore, junior or senior standing; upper division major status; only open to Criminal Justice and Criminology, Homeland Security, International Security and Conflict Resolution, and Public Administration majors; or graduate standing in lieu of CJ 300.</i> | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:1396/form?menu=0 |
| CJ | 572 | Dark Networks, Crime, and Security | x | | Prerequisites updated to: <i>CJ 300; sophomore, junior or senior standing; upper division major status; only open to Criminal Justice and Criminology, Homeland Security, International Security and Conflict Resolution, and Public Administration majors; or graduate standing in lieu of CJ 300.</i> | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:1397/form?menu=0 |
| CJ | 583 | Cultural Criminology | x | | Prerequisites updated to: <i>CJ 300 and CJ 302; sophomore, junior or senior standing; upper division major status; only open to Criminal Justice and Criminology, Public Administration, and Social Work majors; or graduate standing in lieu of CJ 300 and CJ 302.</i> | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:1398/form?menu=0 |
| CON E | 520 | Environmentally Conscious Construction | x | | Prerequisites updated to: <i>CON E 312 for construction engineering and construction management majors; CIV E 444 for civil engineering and environmental engineering majors. Proof of completion of prerequisite(s) required: Copy of transcript; CS Code 15 (technical activities and laboratories) removed.</i> | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:1410/form |
| CS | 503 | Scientific Database Techniques | x | | Course note revised to: <i>Computer science majors and minor must obtain adviser approval. See CS 514. Not open to students with credit in CS 514.</i> | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:1415/form |
| CS | 561 | Deep Learning for Natural Language Processing | x | | Prerequisite updated to: <i>CS 450.</i> | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:1421/form |
| CS | 581 | Computational Linguistics | x | | Prerequisite updated to: <i>CS 420 [or CS 320], LING 571, or LING 572 [or BDA 572].</i> | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:1423/form |
| LING | 581 | Computational Linguistics | x | | Prerequisites updated to: <i>CS 420 [or CS 320], LING 571, or LING 572 [or BDA 572].</i> | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:1388/form |
| PHYS | 564 | Nuclear Physics | x | | Prerequisites updated to: <i>MATH 342A and PHYS 354 with a grade of C (2.0) or better in each course.</i> | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:1541/form |
| PHYS | 570 | Relativity | x | | Updating prerequisite to <i>PHYS 350 and PHYS 354. Credit or concurrent registration in PHYS 400A and PHYS 410.</i> | 3 | Undergraduate/ Graduate | https://sdsu.curriculog.com/proposal:1782/form |

2023-2024 University Catalog - Information and Action - Undergraduate Courses
 TO: Senate Executive Committee / Senate
 FROM: Steve Barbone, Chair, Undergraduate Curriculum Committee
 DATE: November 1, 2022

| Prefix | Course # | Title | Information (Revised) | Modifications / Notes | Unit | Proposal Link |
|--------|----------|---|-----------------------|--|------|---|
| COMM | 495 | Communication Capstone: Conceptualizing and Investigating Communication | x | Prerequisites updated to: <i>6 units of Investigating Communication</i> (from 3). | 3 | https://sdsu.curriculog.com/proposal:1661/form |
| COMPE | 491W | Senior Design Project-A | x | Course renumbered from COMPE 491 to 491W; updated course note; added formerly numbered statement. | 2 | https://sdsu.curriculog.com/proposal:1970/form |
| COMPE | 492W | Senior Design Project-B | x | Course renumbered from COMPE 492 to 492W; updated course description and note; added formerly numbered statement. | 2 | https://sdsu.curriculog.com/proposal:1971/form |
| DANCE | 453 | Senior Capstone | x | Updating course description. | 2 | https://sdsu.curriculog.com/proposal:1774/form |
| ENS | 433 | Exercise, Physical Activity, and Aging | x | Prerequisites updated to: <i>Credit or concurrent enrollment in ENS 304. Added May be repeated with consent of instructor.</i> | 3 | https://sdsu.curriculog.com/proposal:1402/form |
| LATAM | 320 | Culture and Society of Tijuana | x | Added course note: <i>Not open to students enrolled in or with prior credit in LATAM 550.</i> | 3 | https://sdsu.curriculog.com/proposal:1900/form |
| M E | 230 | Basics of Mechatronics | x | Updating prerequisite to <i>MATH 151, PHYS 196, PHYS 196L, with a minimum grade of C (2.0) in MATH 151 and PHYS 196.</i> | 3 | https://sdsu.curriculog.com/proposal:1764/form |
| M E | 350 | Thermodynamics | x | Removing course note: <i>Not open to students with credit in Mechanical Engineering 352.</i> | 3 | https://sdsu.curriculog.com/proposal:1514/form?menu=0 |

| | | | | | | | |
|------|-----|---|---|--|---|---|---|
| NUTR | 200 | Foods and Nutrition: Overview and Opportunities | x | | Updating course title to: <i>Foods and Nutrition: Overview and Opportunities</i> ; updating abbreviated title to: <i>FN: Overview & Opportunities</i> . | 1 | https://sdsu.curriculog.com/proposal:1649/form |
| PA | 301 | Concepts and Issues in Public Administration | x | | Prerequisites updated to: <i>Sophomore, junior or senior standing; upper division major status; only open to Criminal Justice, Economics, Geography, History, Interdisciplinary Studies in Three Departments; Social Work, Political Science, Public Administration, Sociology, and Urban Studies majors.</i> | 3 | https://sdsu.curriculog.com/proposal:1427/form |
| PA | 310 | Management of Urban Governments | x | | Prerequisites updated to: <i>Sophomore, junior or senior standing; upper division major status; only open to Criminal Justice, Geography, Economics, History, Social Work, Political Science, Public Administration, Sociology, and Urban Studies majors.</i> | 3 | https://sdsu.curriculog.com/proposal:1428/form |
| PA | 312 | Management of State Governments | x | | Prerequisites updated to: <i>Sophomore, junior or senior standing; upper division major status; only open to Criminal Justice, Geography, Economics, History, Social Work, Political Science, Public Administration, Sociology, and Urban Studies majors.</i> | 3 | https://sdsu.curriculog.com/proposal:1429/form |
| PA | 315 | Management of the Federal Government | x | | Prerequisites updated to: <i>PA 301; Sophomore, junior or senior standing; upper division major status; only open to Criminal Justice, Economics, Geography, History, Interdisciplinary Studies in Three Departments; Social Work, Political Science, Public Administration, Sociology, and Urban Studies majors.</i> | 3 | https://sdsu.curriculog.com/proposal:1430/form |
| PA | 320 | Introduction to Urban Planning | x | | Prerequisite updated to: <i>Sophomore, junior or senior standing; upper division major status; only open to Criminal Justice, Geography, Geological Sciences; Economics, History, Social Work, Political Science, Public Administration, Sociology, and Urban Studies majors.</i> | 3 | https://sdsu.curriculog.com/proposal:1431/form |
| PA | 330 | Public Personnel Administration | x | | Prerequisite updated to: <i>Sophomore, junior or senior standing; upper division major status; only open to Criminal Justice, Geography, Economics, History, Social Work, Political Science, Public Administration, Sociology, and Urban Studies majors.</i> | 3 | https://sdsu.curriculog.com/proposal:1432/form |

| | | | | | | | |
|-----|-----|--|---|--|---|---|---|
| P A | 340 | Administrative Behavior | x | | Prerequisite updated to: <i>Sophomore, junior or senior standing; upper division major status; only open to Criminal Justice, Geography, Economics, Health Communication, History, Social Work, Political Science, Public Administration, Sociology, and Urban Studies majors.</i> | 3 | https://sdsu.curriculog.com/proposal:1434/form |
| P A | 350 | Contemporary Urban Issues | x | | Prerequisite updated to: <i>Sophomore, junior or senior standing; upper division major status; only open to Criminal Justice, Geography, Economics, History, Social Work, Political Science, Public Administration, Recreation Administration, Sociology, and Urban Studies majors.</i> | 3 | https://sdsu.curriculog.com/proposal:1435/form |
| P A | 420 | Methods of Analysis in City Planning | x | | Prerequisite updated to: <i>P A 320; sophomore, junior or senior standing; upper division major status; only open to Criminal Justice, Geography, Economics, History, Social Work, Political Science, Public Administration, Sociology, and Urban Studies majors.</i> | 3 | https://sdsu.curriculog.com/proposal:1450/form |
| P A | 440 | Microcomputer Applications in Criminal Justice and Public Administration | x | | Prerequisites updated to: <i>Sophomore, junior or senior standing; upper division major status; only open to Criminal Justice and Public Administration majors.</i> | 3 | https://sdsu.curriculog.com/proposal:1451/form |
| P A | 450 | Fiscal and Budgetary Policy | x | | Prerequisites updated to: <i>P A 301; sophomore, junior or senior standing; upper division major status; only open to Criminal Justice, Geography, Economics, History, Social Work, Political Science, Public Administration, Sociology, and Urban Studies majors.</i> | 3 | https://sdsu.curriculog.com/proposal:1452/form |
| P A | 460 | Administration and Public Policy Development | x | | Prerequisites updated to: <i>Sophomore, junior or senior standing; upper division major status; only open to Criminal Justice, Geography, Economics, History, Social Work, Political Science, Public Administration, Sociology, and Urban Studies majors.</i> | 3 | https://sdsu.curriculog.com/proposal:1453/form |
| P A | 480 | Leadership and Public Sector | x | | Prerequisites updated to: <i>P A 301; sophomore, junior or senior standing; upper division major status; only open to Criminal Justice, Geography, Economics, History, Social Work, Political Science, Public Administration, Sociology, and Urban Studies majors.</i> | 3 | https://sdsu.curriculog.com/proposal:1454/form |

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| P A | 485 | Planning and Public Policy in U.S.-Mexico Border Region | x | | Prerequisites updated to: <i>P A 301; sophomore, junior or senior standing; upper division major status; only open to Criminal Justice, Geography, Geological Sciences, Economics, History, Social Work, Political Science, Public Administration, Sociology, and Urban Studies majors.</i> | 3 | https://sdsu.curriculog.com/proposal:1455/form |
| P A | 497 | Investigation and Report | x | | Prerequisites updated to: <i>P A 301; senior standing; upper division major status; only open to Public Administration majors and minors; GVAR completion.</i> | 3 | https://sdsu.curriculog.com/proposal:1456/form |
| P A | 498 | Internship in Public Administration | x | | Prerequisites updated to: <i>P A 301, P A 330, P A 340, P A 450; senior standing; upper division major status; 3.0 or higher Major GPA; and instructor approval.</i> | 2-6 | https://sdsu.curriculog.com/proposal:1457/form |
| P H | 307 | Applied Biostatistics in Public Health | x | | Prerequisites updated to: <i>Credit or concurrent enrollment in P H 302. Updating course description to: Data analysis and statistical inference in public health sciences to include data description and exploratory analysis, and statistical methods for evaluating association of factors with health outcomes.</i> | 3 | https://sdsu.curriculog.com/proposal:1668/form |
| P H | 401 | Biological Basis of Disease | x | | Prerequisites updated to: <i>Credit or concurrent enrollment in P H 302. Updating course description to: Prevalent health issues, problems, and social consequences surrounding conditions such as substance use, cancer, heart disease, and stroke. Disease protective factors, risks, and screening processes.</i> | 3 | https://sdsu.curriculog.com/proposal:1667/form |
| P H | 402 | Public Health Communications | x | | Updating prerequisite to: <i>P H 306. Credit or concurrent enrollment in P H 490B. Updating course description to: Effective communication techniques used in public health campaigns, social marketing, and risk communication. Use of technology to design and conduct public health campaigns which focus on recognizing and overcoming communication barriers, including cross-cultural communication.</i> | 3 | https://sdsu.curriculog.com/proposal:1669/form |
| P H | 452 | Health Impacts of Climate Change | | | Prerequisites updated to: <i>Credit in P H 101 and P H 292.</i> | 3 | https://sdsu.curriculog.com/proposal:1433/form |

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| P H | 490A | Health Data Analysis | x | | Prerequisites updated to: <i>Credit or concurrent enrollment in P H 306. Credit in P H 307.</i> | 3 | https://sdsu.curriculog.com/proposal:1331/form?menu=0 |
| PHYS | 195 | Principles of Physics | x | | Prerequisites updated to: <i>Recommended: High school physics or PHYS 180A. Required: MATH 150 with a minimum grade of C (2.0).</i> | 3 | https://sdsu.curriculog.com/proposal:1526/form?menu=0 |
| PHYS | 196 | Principles of Physics | x | | Prerequisite updated to: <i>PHYS 195 and MATH 151 with a minimum grade of C (2.0) in each.</i> | 3 | https://sdsu.curriculog.com/proposal:1540/form |
| PHYS | 317 | Introduction to Computational Physics | x | | Updating prerequisite to <i>MATH 342A or A E 280. Credit or concurrent registration in PHYS 197.</i> | 3 | https://sdsu.curriculog.com/proposal:1781/form?menu=0 |
| PHYS | 350 | Classical Mechanics | x | | Prerequisites updated to: <i>PHYS 195, PHYS 196, and MATH 252 with a minimum grade of C (2.0). Credit or concurrent registration in MATH 342A.</i> | 3 | https://sdsu.curriculog.com/proposal:1531/form?menu=0 |
| PHYS | 357 | Advanced Physical Measurements | x | | Prerequisite updated to: <i>PHYS 197L, PHYS 311, and PHYS 354.</i> | 3 | https://sdsu.curriculog.com/proposal:1562/form |

2023-2024 University Catalog - Information and Action - Undergraduate Programs
 TO: Senate Executive Committee / Senate
 FROM: Steve Barbone, Chair,
 Undergraduate Curriculum Committee
 DATE: November 1, 2022

| Title | Information (Revised) | Program Type | Modifications | Major Code | SIMS Code | Proposal Link |
|---|-----------------------|---------------------------------------|--|------------|---|---|
| Anthropology, B.A. in Liberal Arts and Sciences | x | Degree Program | Removed <i>One core course may be substituted with another upper division anthropology course with consent of the department</i> from the <i>Major Description</i> core. | 22021 | 110901 | https://sdsu.curriculog.com/proposal:1399/form?menu=0 |
| Economics, B.A. in Liberal Arts and Sciences | x | Degree Program | Adding new course, ECON 202, to <i>One Course Selected From</i> core. | 22041 | 111901; SDSU Global Campus SIMS Code: 111902 - | https://sdsu.curriculog.com/proposal:1490/form |
| Economics, Emphasis in International Economics, B.A. in Liberal Arts and Sciences | x | Sub-program: emphasis, specialization | Adding new course, ECON 202, to <i>One Course Selected From</i> core. | | 111920 | https://sdsu.curriculog.com/proposal:1492/form |
| Economics, Emphasis in Public Policy, B.A. in Liberal Arts and Sciences | x | Sub-program: emphasis, specialization | Adding new course, ECON 202, to <i>One Course Selected From</i> core. | | 111961 | https://sdsu.curriculog.com/proposal:1493/form |
| Economics, Specialization in Quantitative Analysis, B.A. in Liberal Arts and Sciences | x | Sub-program: emphasis, specialization | Adding new course, ECON 202, as option in <i>Prep for the Major</i> core; | | 111970 | https://sdsu.curriculog.com/proposal:1494/form |
| History, B.A. in Liberal Arts and Sciences | x | Degree Program | Updating the <i>History B.A.</i> to add <i>HIST 405</i> to the <i>Specialization in U.S. History</i> core; <i>HIST 406</i> to the <i>Upper Division: Outside of Europe and the Americas</i> core; and <i>HIST 569</i> to the <i>Upper Division: Ancient Through Early Modern History</i> core. | 22051 | 113301 | https://sdsu.curriculog.com/proposal:1309/form |

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|---|---|---------------------------------------|--|-------|--------|---|
| International Business, Arabic - Middle East and North Africa Emphasis, B.A. in Liberal Arts and Sciences | x | Sub-program: emphasis, specialization | Now requires a minimum grade point average of 2.0 in the <i>Major</i> rather than in each of the three areas within the <i>Major</i> . This modification impacts all the tracks within the <i>IB Major</i> . <i>Major</i> description changed to: <i>(Complete I, II, and III below: 49-54 units) A minimum grade point average of 2.0 in the major is required for graduation. No course in the major may be taken Cr/NC unless the course is only offered Cr/NC.</i> | 05131 | 113688 | https://sdsu.curriculog.com/proposal:1524/form |
| International Business, B.A. in Liberal Arts and Sciences, Global Business Development, M.S., BA/MS | x | 4+1 Degree Program | Updated all cores below: <i>Suggested Course of Study for the BS/MS 4+1 Degree Program (BMGBD):</i> <i>Senior Year (Fall Semester) (Study Abroad) (12 units)</i> <i>Please refer to the International Business emphases listed in the catalog for additional information about the Study Abroad, Business Focus Courses, and Regional Courses requirements.</i> <i>Business Focus Courses (6 units)</i> <i>Regional Courses (6 units)</i> <i>Senior Year (Spring Semester)</i> <i>B A 672 Managerial Marketing</i> <i>B A 676 Strategic Thinking</i> <i>Graduate Elective (3 units):</i> <i>FIN 659 Decision Making in the World Economy</i> <i>JMS 574 International Advertising</i> <i>MIS 697 Project Planning and Development</i> <i>MIS 753 Global Supply Chain Analytics</i> <i>MKTG 772 Strategic Brand Management</i> <i>Senior Year (Summer Semester)</i> <i>I B 495 International Business Internship</i> <i>Fifth Year (Fall Semester)</i> <i>MGT 710 Seminar in World Business Environment</i> <i>MKTG 763 Seminar in Sales Management</i> <i>MKTG 769 Seminar in International Marketing</i> <i>Fifth Year (Spring Semester)</i> <i>MGT 748 Seminar in International Entrepreneurship and Business Development</i> <i>MKTG 767 Sales and Marketing Analytics</i> <i>Fifth Year (Summer Semester)</i> <i>B A 794 International Business Development Practicum</i> <i>FIN 654 Seminar in International Business Finance</i> <i>Overall total units for the BA/MS 4+1 degree program (BMGBD) is 150 or more (depending on the undergraduate regional specialization)</i> | | | https://sdsu.curriculog.com/proposal:1527/form |
| International Security and Conflict Resolution Minor | x | Minor | Added ISCOR 200, HIST 100, POL S 104 to Three Units Selected From core; removed ANTH 102, ECON 101, GEOG 102, POL S 101, POL S 103 from Three Units Selected From core. | 22103 | 113801 | https://sdsu.curriculog.com/proposal:1567/form |

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| International Security and Conflict Resolution, Specialization in Conflict in the Global System, B.A. in Liberal Arts and Sciences | x | Sub-program: emphasis, specialization | Added ECL 270 and removed C LT 270B to #2 in the Three Units from Each of the Following Groups core; added POL S 104 to #4 in the <i>Three Units from Each of the Following Groups</i> core; added POL S 479 to the <i>Six Units Selected From</i> core; added AMIND 440, ANTH 442, ANTH, 582, ASIAN 421, ASIAN 480, CJ 570, ECON 466, EUROP 440, GEOG 312, HIST 408, HIST 415, HIST 416, HIST 512B, HIST 518, LATAM 366, POL S 359, POL S 362, POL S 406, PSY 353 to <i>Requirements for Specialization</i> core; removed ISCOR 421 from <i>Requirements for Specialization</i> core. | 22103 | 113803 | https://sdsu.curriculog.com/proposal:1487/form |
| International Security and Conflict Resolution, Specialization in Environment in the Global System, B.A. in Liberal Arts and Sciences | x | Sub-program: emphasis, specialization | Added ECL 270 and removed C LT 270B to #2 in the Three Units from Each of the Following Groups core; added POL S 104 to #4 in the <i>Three Units from Each of the Following Groups</i> core; added POL S 479 to the <i>Six Units Selected From</i> core; added AMIND 350, ANTH 350, ANTH 365, ANTH 442, ANTH 504, ANTH 566, ASIAN 320, BIOL 540, BIOL 542, BIOL 544, BRAZ 333, GEOG 342, GEOG 360, LATAM 350 to <i>Requirements for Specialization</i> core; removed HUM 412 from <i>Requirements for Specialization</i> core. | 22103 | 113804 | https://sdsu.curriculog.com/proposal:1491/form |
| International Security and Conflict Resolution, Specialization in Justice in the Global System, B.A. in Liberal Arts and Sciences | x | Sub-program: emphasis, specialization | Added ECL 270 and removed C LT 270B to #2 in the Three Units from Each of the Following Groups core; added POL S 104 to #4 in the <i>Three Units from Each of the Following Groups</i> core; added POL S 479 to the <i>Six Units Selected From</i> core; added AFRAS 465, AFRAS 466, AFRAS 470, AFRAS 473, AFRAS 520, AFRAS 521, AMIND 440, AMIND 470 (also listed as REL S 470), ANTH 333, ANTH 350, ANTH 442, ANTH 533, ANTH 566, ASIAN 421, ASIAN 458, BRAZ 333, CCS 306, CCS 405, ECON 330, ECON 404, ECON 464, ECON 466, EUROP 440, GEN S 480, GEOG 303, GEOG 454, HIST 408, HIST 415, HIST 416, HIST 518, HUM 411, LATAM 320, LATAM 355, LATAM 366, LATAM 545, POL S 482, REL S 368, SOC 350, WMNST 331, WMNST 340 to <i>Requirements for Specialization</i> core. | 22103 | 113805 | https://sdsu.curriculog.com/proposal:1489/form |
| Latin American Studies Minor | x | Minor | In the <i>Group A: History, Politics, and Economics</i> core, HIST 580 removed; BRAZ 325 and JMS 555 added; in the <i>Group B: Cultures and Environments</i> core, AFRAS 300 and BRAZ 333 added; in the <i>Group C: Arts and Literature</i> core, BRAZ 433, PORT 535, PORT 540 added; | | 114301 | https://sdsu.curriculog.com/proposal:1905/form |

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| Latin American Studies, B.A. in Liberal Arts and Sciences | x | Degree Program | In the <i>Major</i> core, removed <i>HIST 580</i> ; In the <i>Group A: History, Politics, and Economics</i> core, <i>HIST 580</i> removed; <i>BRAZ 325</i> and <i>JMS 555</i> added; in the <i>Group B: Cultures and Environments</i> core, <i>AFRAS 300</i> and <i>BRAZ 333</i> added; in the <i>Group C: Arts and Literature</i> core, <i>BRAZ 433</i> , <i>PORT 535</i> , <i>PORT 540</i> added; | 03081 | 114301 | https://sdsu.curriculog.com/proposal:1904/form |
| Lesbian, Gay, Bisexual, Transgender, Queer, and Plus (LGBTQ+) Studies Certificate | x | Certificate | <i>LGBT 550</i> added to the <i>12 Units Selected From</i> core. | | 119511 | https://sdsu.curriculog.com/proposal:2035/form |
| Lesbian, Gay, Bisexual, Transgender, Queer, and Plus (LGBTQ+) Studies Minor | x | Minor | <i>LGBT 550</i> added to the <i>And A Minimum of 12 Upper Division Units Selected from</i> core. | 22990 | 119509 | https://sdsu.curriculog.com/proposal:2031/form |
| Lesbian, Gay, Bisexual, Transgender, Queer, and Plus (LGBTQ+) Studies, B.A. in Liberal Arts and Sciences | x | Degree Program | <i>LGBT 550</i> added to the <i>12 Units Selected From</i> core. | 22990 | 119508 | https://sdsu.curriculog.com/proposal:1984/form |
| Mathematics Minor | x | Minor | Updating <i>Required Courses</i> core to include <i>12 units selected from Mathematics 237, 245, 252, 254, and upper division mathematics courses</i> . Adding note: <i>No more than six units may be from among Mathematics 237, 245, 252, 254</i> . Removing <i>12 Upper Division Units in Math core and Nine Upper Division Units in Math core</i> . | 17011 | 776301 | https://sdsu.curriculog.com/proposal:1339/form?menu=0 |
| Mechanical Engineering, B.S. | x | Mechanical Engineering, B.S. | Added <i>M E 582 Introduction to Nanobiotechnology</i> to list of electives under <i>Mechanical Systems</i> . | 09101 | 447001 | https://sdsu.curriculog.com/proposal:1517/form |
| Mechanical Engineering, Emphasis in Bioengineering, B.S. | x | Sub-program: emphasis, specialization | Add <i>M E 582 Introduction to Nanobiotechnology</i> to the list in the <i>Professional Electives</i> core. | | 447002 | https://sdsu.curriculog.com/proposal:1518/form |

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| <p>Physics, B.A. in Liberal Arts and Sciences</p> | <p>x</p> | <p>Degree Program</p> | <p>Lowering units from <i>Prep for the Major</i> core from 29 to 24 by removing CHEM 200; lowering units from <i>Major</i> core from 34 to 24; removing all previous courses from the major; adding MATH 342A to new <i>Required</i> core; adding new <i>At Least 12 Units Selected From</i> core to include PHYS 311, 317, 350, 354, 360, 400A; adding new core <i>The Remainder Selected From</i> to include TE 462 and <i>Any Other PHYS Course</i> and <i>One Course that Double Counts as GE Explorations of Human Experience Natural Sciences Selected From</i> to include ASTR 303, ASTR 310, CHEM 300, CHEM 362 and <i>Any Other Upper Division Non-GE STEM Course with Permission from Physics UG Adviser</i>; adding <i>Minor</i> language to include <i>A minor is strongly recommended: Economics, Management Information Systems, Mathematics, Statistics, or Text Analytics are suggested.</i></p> | <p>19021</p> | <p>777702</p> | <p>https://sdsu.curriculog.com/proposal:1288/form</p> |
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| <p>Political Science, B.A. in Liberal Arts and Sciences</p> | | <p>Degree Program</p> | <p><i>Preparation for the Major description updated to The major requires 4 lower-division courses (12 units): POL S 101, POL S 102, either POL S 103 or POL S 104, and a course in either statistics or logic.</i></p> <p><i>These prerequisite courses may not be taken Cr/NC. The minimum grade in each class is C (2.0) or better. In the Three Units of Either Statistics or Logic core, added or after POL S 201; International Experience core language updated; Major core language updated to The major requires a minimum of 30 upper-division units: three units in each of the four subfields, Political Theory, American Politics, Comparative Politics, and International Politics (12 units total); three units from a capstone course, and 15 units from any SDSU upper-division political science courses (except POL S 390W).</i></p> <p><i>Upper-division political science courses from other universities may be used toward the major only with approval of the Political Science undergraduate adviser. Subfields core updated to Courses by Field and the following description added The major requires one three-unit course in each of the four fields-Political Theory, American Politics, Comparative Politics, and International Politics-for a total of 12 units. Additional courses in a field may be taken as major electives or, for the 500-level courses, as a capstone course. In the Comparative Politics core, POL S 300, POL S 357 added; POL S 370 removed; the in International Politics core, POL S 370 added; Capstone Requirement core language updated to The major requires one three-unit capstone course, fulfilled by; Six units selected from electives core changed to Major Electives; core language updated to The major requires 15 units of major electives, which may come from any SDSU upper-division political science courses (except POL S 390W).</i></p> <p><i>Upper-division political science courses from other universities, including study abroad programs, may be used toward the major only with approval of the Political Science undergraduate adviser.</i></p> <p><i>Students may optionally take up to three units toward the 15 units of major electives from one of</i></p> | <p>22071</p> | <p>115501</p> | <p>https://sdsu.curriculog.com/proposal:1946/form</p> |
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| Recreation Administration, Emphasis in Outdoor Resource Management, B.S. in Applied Arts and Sciences | x | Sub-program: emphasis, specialization | Preparation for the Major core changed to 24 units from 28 to include RTM 284, RTM 290 or MIS 180, ECON 101, GEOG 102, HTM 201, HTM 219, HTM 223, PSY 101; Major core is now 54 units with 33 required upper division units to include RTM 301, RTM 304, RTM 360, RTM 396W, RTM 404, RTM 470, RTM 487, RTM 498 (12 units); electives changed to 12 Units Selected from RTM 305, 351, 475, 483, 485, 489; added new Nine Units Selected From RTM 340, RTM 477, RTM 484, RTM 496, ANTH 402, BIOL 315, BIOL 326, BIOL 327, GEOG 370, GEOG 570, GEOG 572, GEOG 575, GEOL 301, HTM 330, HTM 351, OCEAN 320, PHIL 332 also listed as SUSTN 332, REL S 376. | 21031 | 667751 | https://sdsu.curriculog.com/proposal:1525/form |
| Recreation Administration, Emphasis in Recreation Systems Management, B.S. in Applied Arts and Sciences | x | Sub-program: emphasis, specialization | Preparation for the Major core changed to 24 units from 27 to include RTM 284, RTM 290 or MIS 180, ECON 101, GEOG 102, HTM 201, HTM 219, HTM 223, PSY 101; removed Nine Units Selected From core; Major core is now 54 units with 33 required upper division units to include RTM 301, RTM 304, RTM 360, RTM 396W, RTM 404, RTM 470, RTM 487, RTM 498 (12 units); elective units changed from nine units to 15 units selected from RTM 305, 340, 351, 475, 483, 489, 330, 435, 495; elective core changed from nine units to Six Units Selected From RTM 484, RTM 496, B A 350, B A 370, MGT 352, PSY 340, SOC 355, SOC 444. | 21031 | 667765 | https://sdsu.curriculog.com/proposal:1559/form |
| Recreation Administration, Emphasis in Sustainable Tourism Management, B.S. in Applied Arts and Sciences | x | Sub-program: emphasis, specialization | Preparation for the Major core changed to 24 units from 25 to include RTM 284, RTM 290 or MIS 180, ECON 101, GEOG 102, HTM 201, HTM 219, HTM 223, PSY 101; Major core is now 54 units with 33 required upper division units to include RTM 301, RTM 304, RTM 360, RTM 396W, RTM 404, RTM 470, RTM 487, RTM 498 (12 units); five competency areas removed; Nine Units Selected From core added to include RTM 305, 475, 477, 483, 485, 489, 495; 12 Units Selected From core added to include RTM 340, RTM 351, RTM 484, RTM 496, ANTH 353 also listed as SUSTN 353, BIOL 315, BIOL 327, ECON 455, ECON 456, GEOG 370, GEOG 409, GEOG 570, HTM 330, HTM 370, HTM 435, HTM 495, OCEAN 320, PHIL 332 also listed as SUSTN 332, POL S 334 also listed as SUSTN 334, REL S 376. | 21031 | 667766 | https://sdsu.curriculog.com/proposal:1560/form |
| Rhetoric and Writing Studies Minor | x | Minor | Removing RWS 510 from <i>Required Courses</i> core and adding RWS 410. | 15013 | 112220 | https://sdsu.curriculog.com/proposal:1337/form?menu=0 |

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| Rhetoric and Writing Studies, B.A. in Liberal Arts and Sciences | x | Degree Program | Removing RWS 510 from Major core and adding RWS 410. | 15013 | 112204 | https://sdsu.curriculog.com/proposal:1338/form |
| Sustainability Minor | x | Minor | <i>Required Core Courses core updated to Core Courses; core description language changed to Select three units from; Three Units From core changed to Select Three Units From; Nine Additional Elective Units Selected From core added ANTH 353 (if not applied to core) also listed as SUSTN 353 (if not applied to core), ANTH 355, 402, 510, 532, 563, 565, ASIAN 320, BIOL 315 (if not applied to core), 324, 327, 354, 517, 540, 544, BRAZ 333, C LT 570, ECON 455, 456, ENGL 305, 491, ENV E 320, ENV S 100 (if not applied to core) also listed as SUSTN 100 (if not applied to core), ENV S 301, 302, 544, GEOG 101 (if not applied to core), 340, 341, 342, 348, 354, 360, 370 (if not applied to core), 375, 401, 409, 426, 440 also listed as POL S 440, GEOG 454 506, 507, 512, 554, 570, 572, 573, 574, 575, 578, GEOL 305, HIST 441 (if not applied to core), 584, ISCOR 310, LATAM 545, OCEAN 320, P H 304, 362, PHIL 332 (if not applied to core) also listed as SUSTN 332 (if not applied to core), PHIL 496, POL S 334 (if not applied to core) also listed as SUSTN 334 (if not applied to core), POL S 564, REL S 376 RTM 305, 470, 477, 487, RWS 360, SOC 350, WMNST 580, 582; Field A, Human-Nature Interface core removed; Field B, Applied and Regional Studies core removed; Field C, Scientific and Analytical Thinking core removed; Note core added to include Courses numbered 495, 496, 498, 499, and 596 from all participating departments, with appropriate content, are acceptable for elective units credit with approval of the undergraduate adviser.</i> | 49101 | 117003 | https://sdsu.curriculog.com/proposal:1838/form?menu=0 |
| Sustainability, B.A. in Liberal Arts and Sciences | x | Degree Program | Updated <i>International Experience Requirement</i> language; 18 units selected from core updated to 18 units of Field Electives; core language updated; Field A, Human-Nature Interface updated to include ANTH 563, ANTH 565; Field B, Applied and Regional Studies updated to include ISCOR 324; Note updated. | 49101 | 117001 | https://sdsu.curriculog.com/proposal:1748/form |
| Urban Studies, Urban Cultures and Societies Specialization, B.A. in Liberal Arts and Sciences | x | Sub-program: emphasis, specialization | Updating the <i>Urban Cultures and Societies</i> core (15 units selected from an area of specialization) to include AFRAS 421. | | 117011 | https://sdsu.curriculog.com/proposal:1654/form?menu=0 |
| Urban Studies, Urban Sustainability Specialization, B.A. in Liberal Arts and Sciences | x | Sub-program: emphasis, specialization | Updating <i>Urban Sustainability</i> core (15 units selected from an area of specialization) to include GEOG 348 and GEOG 360. | | 117014 | https://sdsu.curriculog.com/proposal:1657/form |

2023-2024 University Catalog - Information and Action - Graduate Courses
 TO: Senate Executive Committee / Senate
 FROM: Tracy Love, Chair, Graduate Council
 DATE: November 1, 2022

| Prefix | Course # | Title | Information (Revised) | | Modifications / Notes | Unit | Level | Proposal Link |
|--------|----------|--|-----------------------|--|---|------|----------|---|
| DPT | 830 | Cardiopulmonary Therapeutics | x | | Prerequisite updated to: DPT 750. | 4 | Graduate | https://sdsu.curriculog.com/proposal:1394/form |
| P H | 672 | Public Health Program Evaluation | x | | Updating course description. | 3 | Graduate | https://sdsu.curriculog.com/proposal:1375/form |
| PSY | 630 | Seminar in Organizational Research & Ethics | x | | Updated course title and abbreviated course title and description; | 3 | Graduate | https://sdsu.curriculog.com/proposal:1816/form |
| PSY | 670A | Advanced Statistics in Psychology | x | | Prerequisite updated to PSY 370, PSY 410, and consent of master's program adviser. | 3 | Graduate | https://sdsu.curriculog.com/proposal:1921/form |
| PSY | 670B | Advanced Statistics in Psychology | x | | Prerequisite updated to PSY 370, PSY 410, and consent of master's program adviser. | 3 | Graduate | https://sdsu.curriculog.com/proposal:1922/form |
| PSY | 792 | Internship in Applied Psychology | x | | Updated course title, abbreviated course title, description, units, prerequisites, staffing formula; | 3 | Graduate | https://sdsu.curriculog.com/proposal:1818/form |
| RWS | 640 | Research Methods in Rhetoric and Writing Studies | x | | Updated course description. | 3 | Graduate | https://sdsu.curriculog.com/proposal:1313/form |
| TE | 910A | Teaching Mathematics in the Elementary School | x | | Prerequisites updated to: ITEP students must show admission to multiple subject credential program or education specialist credential program and completion of MATH 312 and/or MATH 313 with a grade of C (2.0) or better. | 1-3 | Graduate | https://sdsu.curriculog.com/proposal:1403/form |
| TE | 910B | Teaching Social Studies in the Elementary School | x | | Prerequisites updated to: ITEP students must show admission to multiple subject credential program or education specialist credential program and completion of HIST 411 and/or HIST 413 with a grade of C (2.0) or better. | 1-3 | Graduate | https://sdsu.curriculog.com/proposal:1404/form |
| TE | 910C | Teaching Science in the Elementary School | x | | Prerequisites updated to: ITEP students must show admission to multiple subject credential program and may show concurrent enrollment in PHYS 412. | 1-3 | Graduate | https://sdsu.curriculog.com/proposal:1405/form |

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| TE | 965 | Basic Student Teaching in Elementary Schools | x | | Prerequisites updated to: Admission to multiple subject credential program and concurrent registration in TE 960. Before enrolling in TE 965, ITEP students must show elementary subject matter competency as determined by earning a grade of C or better in each of the following courses: TE 910A, 910B, 910C, TE 930; ENGL 306A, 306W; HIST 411, HIST 413; LING 420, LING 452; MATH 312, MATH 313; and PHYS 412; or successfully passed the Elementary subject matter exam (i.e., CSET exam). | 1-12 | Graduate | https://sdsu.curriculog.com/proposal:1406/form |
| CS | 620 | Formal Languages and Syntactic Analysis I | x | | Prerequisites updated to CS 460 and either CS 320 or CS 420. | 3 | | https://sdsu.curriculog.com/proposal:1348/form |
| CS | 649 | Big Data Tools and Methods | x | | Prerequisite updated to CS 577. | 3 | | https://sdsu.curriculog.com/proposal:1359/form |
| CS | 653 | Data Mining | x | | Title updated to <i>Data Mining</i> ; prerequisite updated to CS 420 or CS 450. | 3 | | https://sdsu.curriculog.com/proposal:1361/form |
| CS | 659 | Visual Perception and Learning | x | | Prerequisites updated to CS 450 or CS 559. | 3 | | https://sdsu.curriculog.com/proposal:1362/form |
| P H | 620 | SAS for Biostatistics I | x | | Removing 1 unit of C-15 (technical activities and laboratories); updating to 3 units of C-02 (lecture-discussion). | 3 | | https://sdsu.curriculog.com/proposal:1355/form |
| P H | 629 | SAS for Biostatistics II | x | | Removing 1 unit of C-15 (technical activities and laboratories); updating to 3 units of C-02 (lecture-discussion). | 3 | | https://sdsu.curriculog.com/proposal:1363/form?menu=0 |
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2023-2024 University Catalog - Information and Action - Graduate Programs

TO: Senate Executive Committee / Senate

FROM: Tracy Love, Chair, Graduate Council

DATE: November 1, 2022

| Title | Information (Revised) | | Type of Program | Modifications | Major Code | SIMS Code | Proposal Link |
|--|-----------------------|--|----------------------|---|------------|---|---|
| Distance Education Advanced Certificate | x | | Advanced Certificate | Updated program description; changed required courses units from 3 to 6; removed <i>LDT 640, 650, 684</i> ; added <i>LDT 544, 700</i> to <i>Required Courses</i> core; changed <i>Electives</i> core from 9 to 6 units; removed <i>LDT 544, LDT 700</i> ; added <i>LDT 525, 630, 640, 684, 775, 798</i> . | | 664603 | https://sdsu.curriculog.com/proposal:1521/form |
| Global Politics Advanced Certificate | x | | Advanced Certificate | Certificate name updated; description updated; | | 115528 | https://sdsu.curriculog.com/proposal:1857/form |
| History, M.A. | x | | Degree Program | Adding HIST 602 and HIST 610 among the <i>Seminars and Directed Readings</i> core that students may take toward degree completion. Updating the titles of cores to " <i>Required Courses</i> ," " <i>Seminars and Directed Readings</i> ," " <i>Electives</i> ," and " <i>Culminating Experience</i> ." | 22051 | 113301 | https://sdsu.curriculog.com/proposal:1308/form |
| Learning Design and Technology, M.A. | x | | Degree Program | <i>Core</i> units changed from 12 to 15; added <i>LDT 700</i> to <i>Core</i> ; electives changed from 15 to 12 units; added <i>LDT 515, 520, 525, 572, 596, 630, 640, 670, 671, 684, 685, 775, 798</i> . | 08992 | 664646 | https://sdsu.curriculog.com/proposal:1523/form |
| Music, Conducting, M.M. | x | | Sub-program | Moving 8 units of lessons (Music 651M) from <i>Program</i> core into the " <i>Core</i> " category. Changing Music 651M units from 9 to 8. Changing Music 570-589 units from 2 to 3. | | 665372 | https://sdsu.curriculog.com/proposal:1314/form |
| Music, Performance, M. M. | x | | Sub-program | Moving 8 units of lessons (Music 651A-H) from <i>Program</i> core into the " <i>Core</i> " category. | | 665386 | https://sdsu.curriculog.com/proposal:1299/form |
| Psychology, Applied Psychology, Industrial and Organizational Specialization, M.S. | x | | Sub-program | In the <i>Industrial and Organizational Specialization</i> core, <i>PSY 792</i> changed to (3 units); added <i>PSY 797</i> (3 units). | | (SIMS Code: 778311) (SIMS Code: 778304) | https://sdsu.curriculog.com/proposal:1817/form |
| Psychology, Applied Psychology, Quantitative Methods Specialization, M.S. | x | | Sub-program | In the <i>Quantitative Methods Specialization</i> core, removed <i>PSY 791</i> ; added <i>PSY 610</i> or <i>PSY 630</i> (but not both); added <i>PSY 792</i> (3 units), <i>PSY 797</i> (3 units). | | (SIMS Code: 778311) (SIMS Code: 778314) | https://sdsu.curriculog.com/proposal:1819/form |
| Rhetoric and Writing Studies, M.A. | x | | Degree Program | Adding a sixth required core course, <i>RWS 603: Cultural Rhetorics</i> , to the three M.A. programs to be in compliance with Executive Order 1071. Changing Required courses core from 15 to 18 units; changing elective units from 15 to 12. | 15013 | | https://sdsu.curriculog.com/proposal:1326/form |

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|---|---|--|---------------------------------------|---|-------|--------|---|
| Rhetoric and Writing Studies, Professional Writing Specialization, M.A. | x | | Sub-program | Adding a sixth required core course, <i>RWS 603: Cultural Rhetorics</i> , to the three M.A. programs to be in compliance with Executive Order 1071. Changing Required courses core from 15 to 18 units; changing elective units from 6 to 3. | | 112203 | https://sdsu.curriculog.com/proposal:1329/form |
| Rhetoric and Writing Studies, Teaching of Writing Specialization, M.A. | x | | Sub-program | Adding a sixth required core course, <i>RWS 603: Cultural Rhetorics</i> , to the three M.A. programs to be in compliance with Executive Order 1071. Changing Required courses core from 15 to 18 units; changing elective units from 6 to 3. | | 112202 | https://sdsu.curriculog.com/proposal:1327/form |
| Teaching English as a Second or Foreign Language (TESL/TEFL) Advanced Certificate | x | | Advanced Certificate | In the One Course From core, removing <i>LING 622</i> and <i>LING 654</i> and adding <i>Students must obtain a 3.0 GPA overall in the courses for the advanced certificate. The prerequisite for the Advanced Certificate is the Basic Certificate or its equivalent</i> ; deleting the <i>At Least One Course From</i> core; | | 114786 | https://sdsu.curriculog.com/proposal:1794/form |
| Philosophy, M.A. | x | | Degree Program | Updating program description; updating <i>Advancement to Candidacy</i> core language. | 15091 | 115301 | https://sdsu.curriculog.com/proposal:1370/form |
| Public Administration, City Planning Concentration, M.P.A. | x | | Sub-program: emphasis, specialization | Updating the program to require both <i>PA 605</i> and <i>PA 606</i> and to update <i>Plan B</i> to include Capstone instead the previous comprehensive exams. | 02061 | 666917 | https://sdsu.curriculog.com/proposal:1516/form |
| Public Administration, Criminal Justice Administration Concentration, M.P.A. | x | | Sub-program: emphasis, specialization | Updating the program to require both <i>PA 605</i> and <i>PA 606</i> and to update <i>Plan B</i> to include Capstone instead the previous comprehensive exams. | 21051 | 666926 | https://sdsu.curriculog.com/proposal:1519/form |
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2023-2024 University Catalog - Information -
 General Education Program
 TO: Senate Executive Committee / Senate
 FROM: Gregory Wilson, General Education and
 Assessment Committee
 DATE: November 1, 2022

| Prefix | Course # | Title | Information (Revised) | | Modifications / Notes | Unit | CSU GE | Proposal Link |
|--------|----------|--|-----------------------|--|---|------|---|---|
| CSP | 420 | The Influence of Media on Counseling and Wellbeing | x | | Title updated to <i>The Influence of Media on Counseling and Wellbeing</i> ; updating course description. | 3 | IV. Explorations of Human Experience. B. Social and Behavioral Science. [CSU upper division Area D] This course satisfies the general education cultural diversity requirement. | https://sdsu.curriculog.com/proposal:1469/form |
| DANCE | 101 | Dance Influencers | x | | Requesting General Education designation. Updating title and abbreviated course title. | 3 | II. Foundations of Learning. C. Humanities and Fine Arts. 1. Arts: Art, Cinema, Dance, Music, and Theatre [CSU subarea C1] | https://sdsu.curriculog.com/proposal:1737/form |
| P H | 362 | Global Health | x | | Title updated from <i>International Health</i> to <i>Global Health</i> . | 3 | IV. Explorations of Human Experience. B. Social and Behavioral Science. [CSU upper division Area D] This course satisfies the general education cultural diversity requirement. | https://sdsu.curriculog.com/proposal:1436/form?menu=0 |
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Memorandum

October 10, 2022

To: Senate Executive Committee/University Senate

From: Joanna Brooks, Chair, Undergraduate Council

RE: Information item--Undergraduate Council

The Council met on Friday, October 7. Members in attendance were Brooks, Kim, Gallant, Donyanavard, Preciado, Lopez, Martinez, Timm, Temores, Mekany, Pruitt-Lord, Hyman; also attending were Nare and Jacobs.

The Council received reports from UCC, AS, and the General Studies program.

Discussion continued on the following standing items:

- [Referral on Student Grievance Procedure](#), with plans to present to the AS UAB on October 20.
- [Minimally Modified Courses](#) proposal (AVP Madhavi McCall). Council members generally in support but holding vote until full text of AP&P approved versions available for review. (Update: Effective 10/10, the Council has the text and will vote electronically.)
- Transportation Initiative: Council reviewed recent governmental [report](#) co-sponsored by SDSU that is attentive to the needs of commuter students. Hyman: any potential for Chula Vista campus to include transit options?

Council also reviewed two new items:

- [Initial analysis](#) of Fall 21 FTF retention (Joanna Brooks and Erin Jacobs), with additional review of report provided by Asst. Dean Preciado: <https://collegecampaign.org/portfolio/higher-education-california-introduction-states-public-colleges-universities/>
- Proposed modification of Policy File religious observance language (Jessica Nare, AVP, SACD)

BACKGROUND: Students report that the current requirement to notify faculty by the second week of classes about a religious observance is a barrier to receiving accommodations. California Ed Code supersedes individual campus policies and does not require students to request a religious accommodation by the second week of classes. This proposal seeks to remove the requirement that students request accommodations for religious accommodations by the second week of classes from the senate policy file.

PROPOSED CHANGE: 3.1. ~~By the end of the second week of classes~~, Students should notify the instructors of affected courses of planned absences for religious observances.

Martinez moved; Preciado second; 8-0-0. This will be sent to AP&P as an action item.

TO: SEC/University Senate

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

DATE: October 18, 2022

RE: Information

Philanthropy Report:

We continue to be so grateful to the many donors who continue to make a meaningful difference on our campus. The following is a list of notable gifts, pledges and pledge payments at the \$25,000+ level over the last month.

Thanks to the support of TCF Board Member Rick Bregman, Bank of America has made a pledge payment of \$125,000 to the SDSU HSI Progresando en Salud Program Fund in the Division of Student Affairs and Campus Diversity.

Bank of America - San Diego has made a pledge payment of \$50,000 to the Premier Director's Cabinet in the Department of Intercollegiate Athletics.

Brightview Landscape has committed to pledge of \$25,200 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

TCF Board Member and Alumnus Jason T. Campbell and Alumna Attended Carlota Guarana Campbell have committed to pledges totaling \$672,500 to the Premier Director's Cabinet and to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Crest Beverage, LLC has made a pledge payment of \$300,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Dynamic Pricing Partners 1 has made a gift of \$25,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Lisba Fowler has made gifts totaling \$82,646 to the Don Eden Graduate Student Research Award Quasi Endowment and to the CSUPERB Quasi Endowment Fund in the College of Sciences.

Alumni Ron L. and Alexis Ann Fowler have made a pledge payment of \$41,250 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Alumnus Michael D. Gay and Alumna Karen Marie Wahler have committed to a pledge of \$160,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Max Gelwix has made a gift of \$25,000 to the Director's Cabinet - Basketball Donations in the Department of Intercollegiate Athletics.

Alumnus Thomas S. Golich and Alumna Attended Donna A. Golich have made a gift of \$25,000 to the Tom and Donna Bergelis Golich Endowed Scholarship in Communication in the College of Professional Studies and Fine Arts.

Jennifer L. Griffin has made a gift of \$25,000 to the Adaptive Fitness Clinic in the College of Health and Human Services.

Jeff Harris has committed to a pledge of \$320,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Hologic, Inc. has made gifts totaling \$75,000 to the Hologic, Inc. Science and Technology Scholarship Endowment in the College of Sciences and to the Research and Innovation Impact Fund in the Division of Research and Innovation.

Hal and Debby Jacobs have made a gift of \$25,000 to the Director's Cabinet - Basketball Donations in the Department of Intercollegiate Athletics.

K Motors Management Company has made a pledge payment of \$27,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

The Estate of H. Donald Lynn has made a bequest payment of \$28,000 to the H. Donald Lynn Scholarship Fund in the Division of Faculty Advancement and Student Success.

Alumnus Oliver R. McElroy has committed to a bequest expectancy of \$25,000 to the Charles W. Lamden School of Accountancy Endowment in the Fowler College of Business.

Faculty Emeritus Thomas L. McKenzie has made a gift of \$48,067 to the SPARK Equity Fund in the College of Health and Human Services.

Becky Moores has made a gift of \$50,000 to the Premier Director's Cabinet in the Department of Intercollegiate Athletics.

NECA has committed to a pledge of \$125,000 to the AGC Construction Management Endowed Chair in the College of Engineering.

Palomar Specialty Insurance has committed to a pledge of \$320,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Mustapha Parekh has made a pledge payment of \$25,098 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Richard L. and Adrienne M. Reaser have provided a gift-in-kind valued at \$25,623 to the Aztec Club in the Department of Intercollegiate Athletics.

Faculty Emeritus James F. Sallis has made a gift of \$48,067 to the SPARK Equity Fund in the College of Health and Human Services.

The San Diego Foundation has made a grant payment of \$125,000 to the SDSU HSI Progresando en Salud Program Fund in the Student Affairs and Campus Diversity.

SJRCC Consulting has made a gift of \$52,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Alumna Jennifer Stone and Dennis Morgigno have made a gift of \$50,000 to the Sheila Martin-Stone Scholarship Endowment in the College of Arts and Letters.

Sycuan Casino Resort has made a pledge payment of \$300,000 to the Stadium Excellence Fund in the

Department of Intercollegiate Athletics.

Walter J. & Betty C. Zable Foundation has made a pledge payment of \$500,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

The Betty White Ludden Living Trust has provided a gift-in-kind valued at \$28,595 of her lifelong collection of "Oziana" to the Love Library Special Collections for the Oz and Children's Literature collections in the University Library.

TCF Board Member and Alumnus John C. Wills and Jane H. Wills have committed to pledges totaling \$60,000 to the Los Angeles Regional Council Endowed Scholarship and to The Wills Family Trust Endowed Scholarship in the Fowler College of Business.

Alumnus Andy Woo has committed to pledges totaling \$669,000 to the Premier Director's Cabinet and to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

We would also like to share the names of the following generous donors who have made gifts and pledge payments to support important purposes throughout the university at the \$10,000+ level. These include: Mike Biggs, Martin J. Bridges, Charles and Vickie Capps, CH Court Tech, Inc., Douglas A. Clark, Michael P. Colman, Julie Dillon, J. Denise Wells and Colin S. Gillies, Chris and Kimberly Airey Hansen, Rebecca Harshberger and David Stevenson, Mark Howard, Hart and Barbara Klein, Robert J. Lusitana, Dana L. and Carol May, TCF Board Member Thom McElroy, Craig S. and Tina McKasson, Robert J. and Deidre L. Murphy, Stuart Naliboff, Jim Roberts, Cheryl Rogers, TCF Board Member Jerry R. Sanders and Rana Sampson, Tony Santiago, TCF Board Member Jim Sinegal and Janet Sinegal, SD Kiwanis Club Foundation, Jake Spitzlberger, Taoglas USA, Inc., Ed T. Ulufanua, Karla D. Valeri, Carey Gail Wall, Ph.D., Wawanesa Insurance, and Winsupply of San Diego

Presidential & Special Events:

SDSU held a two-day celebration for the 80th Anniversary of the Charles W. Hostler Institute on World Affairs. On Wednesday, September 28, President de la Torre hosted a reception for 55 guests, including personal friends of Mrs. Chinyeh Hostler, at the University House. On Thursday, September 29, a lecture was held at the Parma Payne Goodall Alumni Center featuring honored guests Ambassador Ryan Crocker, former U.S. Ambassador to Lebanon, Kuwait, Syria, Pakistan, Iraq and Afghanistan, Dr. Fadlo Khuri, President of the American University of Beirut and Mr. Charles Pinck, President of The OSS Society. Approximately 150 faculty, staff, students and community members attended.

During late September and the first week of October, President de la Torre and Vice President Vargas hosted three stewardship dinners at University House. The purpose of these intimate dinners is to show appreciation for the donors' support to the university. On Tuesday, September 20, they hosted donors from the Fowler College of Business with Dean Dan Moshavi. The donors in attendance each have established endowments in the college and support various areas including finance, artificial intelligence, and the Center for Advancing Global Business. The following week on Tuesday, September 27, they hosted donors from the College of Health and Human Services with Dean Steve Hooker. The donors' support covers areas including nursing, the SPARK Equity fund, SLHS, and the Center for Aging and Longevity. Finally, on Tuesday, October 4, they hosted College of Sciences donors with Dean Jeff Roberts. This group of Sciences donors supports math and physics, micro-biology, and have an interest in phage/genomic studies.

President de la Torre and Provost Ochoa hosted a welcome reception for the newly appointed dean of SDSU Imperial Valley, Guillermina Núñez-Mchiri on Thursday, October 6 at the University House. Nearly 70 guests attended this event, including members of The Campanile Foundation and SDSU Alumni boards, search committee, Associated Students executives and campus leaders from both Imperial

Valley and San Diego campuses and personal friends and family members of Dean Núñez.

On Saturday, September 24, President de la Torre and Vice President Vargas hosted 50 guests in the Walter J. and Betty C. Zable Foundation President's Suite at the SDSU vs. Toledo football game in Snapdragon Stadium. Guests included Tower Society Summa Cum Laude members (those who have donated \$1M+), TCF board members, Chinese Cultural Center prospective donors and College of Sciences donors. Select deans and development officers were also in attendance. Additionally, the College of Arts and Letters hosted 16 guests in The Campanile Foundation Suite.

On Saturday, October 8, Vice President Vargas and Provost Ochoa hosted 50 guests in the Walter J. and Betty C. Zable Foundation President's Suite at the SDSU vs. Hawai'i football game in Snapdragon Stadium. Guests included Tower Society Summa Cum Laude members (those who have donated \$1M+), TCF board members, College of Sciences donors and high-capacity rated parents of SDSU students. Select deans and development officers were also in attendance. Additionally, the College of Health and Human Services hosted 16 guests in The Campanile Foundation Suite.

On Tuesday, October 11, a virtual meeting was held for the 125th anniversary advisory board which consisted of both internal campus representatives as well as community members. Updates were provided about the 100 years of football anniversary plans, upcoming "Light the Town Red" campaign and the 2022 Homecoming festivities that will take place the weekend of November 4-5. The 26th annual wreath-laying ceremony will take place at 9 a.m. on Friday, November 4, followed by the "New House Party" Homecoming Reunion at Snapdragon Stadium at 6 p.m. Over 1,400 guests are expected to attend the "New House Party". On Saturday, November 5, an SDSU Alumni Homecoming Pre-Game Festival will take place on campus at the ENS field, followed by kickoff at 4 p.m. vs. UNLV. There will be a "Light the Town Red" interactive light show during the third quarter.

Donor Relations:

The Donor Relations team recently completed the [SDSU Impact of Philanthropy report "Transforming Tomorrow Together"](#) for fiscal year 2021-22, including the Timeline of Generosity. This year the report will be shared, electronically and in print, with over 25,000 donors.