



SAN DIEGO STATE
UNIVERSITY

San Diego State University Senate Minutes

April 9, 2019

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AL 101

2:00 to 4:30 pm

The Senate meeting was called to order 2:02 pm.

Officers: Bober-Michel (Chair), Ornatowski (Vice-Chair), Attiq (Secretary)

Arts and Letters: Abdel-Nour, Adams, Atterton, Beltran, Christakos, Cló, Hua, Imazeki, Penrose, Riley, Roberts, Wheeler

Coach: Crawford

Education: Brandon, Degeneffe, Duesbery, Kraemer

Engineering: Engin, May-Newman, Morsi, Sharma

Fowler College of Business: Ahsan, DeBoskey, Peter

Health and Human Services: Gates, Greiner, Kressler, Mahar, Maluf, Rauh

Imperial Valley:

Lecturers: Fuller, Justice, Moberly

Library: Bliss, Weston

MPP I & II: Cruter (for Montero-Adams)

Parliamentarian: Eadie

Professional Studies & Fine Arts: Canary, Conaty, Durbin, Ryan (substituting for Hopkins) Sasidharan, Sha

Sciences: Atkins, Baljon (for Marx), Harrison, Interlando, Lewison, Love, Ponomarenko, Reeder, Schellenberg, Vaughn, Xie, Zona

Staff: Aguilar, Chie, Preciado

University Services: Sakai

Administration: Brooks (for Johnson), Dooley, Shultz, Welter

Ex-Officio / Emeritus Faculty: Shackelford

Associated Students: Estrada, Thomas, Wiafe

CFA: Toombs

ASCSU: Butler-Byrd, Csomay

Guests: Balsdon, Bohonak, Bouchard, Chizhik, Chung, Everett-Haynes, Reed, Santos-Derieg, Verity, Wiese, Williams, Wood, and students attending to speak and/or stand in support of the following resolutions:

- Rejection of the Report of the California State University General Education Task Force (GETF)

- Fostering a Welcoming and Safe Campus Climate for African American Students
1. Agenda (Attiq)
MSP To approve the Senate Agenda for April 9, 2019
Opposed: Preciado.
 2. Minutes (Attiq)
MSP To approve the Senate Minutes for February 5, 2019
Deferred March 5, 2019 Minutes.
 3. Announcements (Bober-Michel)
 - 3.1 Aztec Shops review
Bober-Michel announced the Aztec Shops review will begin in the Fall. The committee will be formed after Senate elections so that the new members will have input into its composition.
 - 3.2 Teaching Excellence Award
Bober-Michel told Senators that reception invitations were distributed over Spring Break and again on April 8; we have already received 50 RSVPs. She also thanked Assistant Vice President Dan Montoya for forwarding the announcement to our alums, Enrollment Services for its outreach to students, and StratComm for the send-out to faculty and staff. The reception is April 24 from 2 to 4 pm in Templo Mayor (Conrad Prebys Aztec Student Union).
 - 3.3 Recap: Lunch with the Senate Officers
Bober-Michel recapped the Officers' six lunches this Spring with faculty and staff (about 175 people altogether) and will prepare a summary of what we learned just ahead of our final meeting in May. We hope to schedule two additional lunches before the academic year ends, depending on time and resources; we are grateful to the President's Office for its financial support of these events.
 - 3.4 CIO selection
According to **Bober-Michel**, we have three excellent position finalists. By the end of the week, the committee will forward a summary of its insights to the President.
 - 3.5 Elections (ASCSU, general membership, plan for staggering new staff/lecturer seats)
Bober-Michel announced that solicitations for nominations were distributed on April 8; we have 12 different elections—all seven Colleges, the Library, SSP/AR, Coach, Staff, and Lecturers. Balloting will begin on Monday, April 15th. **Bober-Michel** encouraged faculty to spread the word, especially for lecturers who traditionally have

the lowest response rate. We are using a phased approach to elect the additional two staff and four lecturer positions—ensuring balanced membership from year to year.

3.6 Acceptable Use Policy

Bober-Michel will work with Senator Wheeler on an acceptable use policy for a Senate listserv he wishes to see established.

4. Academic Affairs (Johnson)

Brooks focused specifically on the class size discussion group, and shared the Provost's appreciation for its a) work to date and b) recently submitted recommendations for a pilot study wherein several professors might receive funding to test the ways class size affects academic performance and academic rigor. The Provost modified this request (relative to scope, budgeting, and anticipated outcomes) and forwarded it to PBAC for consideration and approval. This entire process, he believes, illustrates shared governance in action, and addresses longstanding concerns about larger classes—a reaction to the recession and then-obvious need to reduce costs.

Abdel-Nour thanked the Provost (via Brooks) for taking this significant action. Students, he said, are not well served by substantive increases in class size. He asked for members of PBAC, present today, to endorse this proposal.

Wheeler noted that the Senate is independent, not part of Academic Affairs [or any other Division], and can bring budget requests to PBAC independent of Divisional Vice Presidents. In the past, AR&P has considered independently bringing budget requests to PBAC. This is something that needs to be taken seriously; the Senate's voice can and should be heard independently.

5. SEC Report

5.1 Referral chart (Ornatowski)

Ornatowski noted that CBL would be addressing a portion of Referral #1 – which, he acknowledged, needs to be reworked (too broad/complex for CBL to tackle). The discussion today is necessarily narrow: whether or not we should set committee term limits: two 3-year terms (6 years without a stop-out) or three 3-year terms (9 years without a stop-out).

6. Old Business

7. New Business: Action Items

7.1 Resolution: Shared Governance (Schellenberg)

Schellenberg presented the Resolution to Senators; it calls for a) the Senate to recommit to key principles of shared governance, b) the President and administrative leadership to endorse and model the principles, and c) Senators to collaborate with University leadership and others to "...identify and resource strategic opportunities to

promote, support, and strengthen the practice of shared governance...” He then opened up the discussion for comments and feedback.

Preciado spoke to what he sees as a disconnect between aspiration and action. We, he argued, have to agree to the values, commit to collegiality and agree that the principles have value.

Imazeki asked if the principles can be incorporated into the Policy File through a constitutional change, and **Bober-Michel** assured her that it is possible. **Bober-Michel** also explained options the President has when determining whether or not to approve a resolution.

Wheeler proposed an amendment to the first bullet under the **Responsibility** heading:

Trustworthiness and trust built through follow-through (actions mirror words), ...

Chie noted that the term *shared governance* is merely mentioned in the Policy File; it’s not defined. The campus as a whole can thus create a culture and the policies, processes and practices to sustain it. The website will continue to live and grow and feature resources. We are taking steps to bring experts to campus to help with facilitating conversations around how we do business on this campus.

Weston suggested having measures in the Resolution—metrics to help us assess our path toward shared governance.

MSP To amend the *Responsibility* section of the Resolution as noted above

MSP To approve the Resolution

7.2 Resolution: Reject GE Task Force Report (Penrose) – 3:15pm time certain

Penrose presented the Resolution to Senators; it calls for a) our Senate to reject the Task Force Report as an infringement of faculty curricular authority and the spirit of shared governance, and urge the ASCSU to do the same; b) our Senate to urge the ASCSU to convene a new Task Force that works in the open and adheres to the stated intents of AS 3271 (see: <https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2016-2017/3271.pdf>); and c) our Senate to seek a moratorium on further changes to GE and graduation requirements – which the CSU determined without adherence to principles of shared governance.

Penrose argued that the Report was generated without input/representation from anyone in the Humanities and Social Sciences; in fact, professors from two CSU campuses were denied access to the Committee to present their data. Removal of Category E (Lifelong Learning) is another issue that we have worked hard to address. Community College faculty, he said, are also concerned and have met with state legislators (including Toni Atkins [<https://sd39.senate.ca.gov/>]). At least seven of the 23 campuses have in some way rejected this Report.

Reeder felt the Resolution might be premature since we haven’t heard the outcomes. According to **Ornatowski**, the report will be discussed at the May Plenary and Senators will vote whether or not to accept it (which means: docket the report for

further debate, not approve the report as submitted). He reiterated that the ASCSU has yet to take any formal action.

Baljon fears that even labs in astronomy will be cut if the Report's recommendations are approved.

Adams and **Roberts** yielded the floor to **Wiese** who, in a lengthy presentation, detailed how the Task Force's recommendations could negatively impact students; he focused in particular on the unit reduction for the American Institutions requirement. He called on Senators to reject this report as a flawed model.

Ornatowski will make an editorial change to the Resolution title: *SDSU University Senate Resolution to Reject ...*

MSP No: 4; Abstain: 8

7.3 Resolution: Fostering a Welcoming and Safe Campus Climate for African American Students (Butler-Byrd) – **3:00pm time certain**

Bober-Michel welcomed the students to the Senate meeting.

Butler-Byrd brought forward the Resolution in response to a name-calling incident on March 1 near the Black Resource Center; it was captured on audio and demonstrates what many see as an increasingly hostile environment for our African American students in particular. The University held three healing circles with good turnout, but they are not enough; however, they provided a venue for students to both bring the campus climate situation to light and demand action on improving it. At its core, the Resolution calls for a) cluster hiring of faculty with a demonstrated record of research, teaching and/or service focused on Black/African American issues and populations; b) training for faculty to infuse culturally relevant pedagogy for African Americans into the curriculum; c) training/education for all on campus focused on the politics of racial resentment (among several other topics/issues); d) departments/schools to ensure their diversity plans detail how to better serve African American students; e) increased funding for the Black Resource Center; and f) revisions to *all* orientations (affecting students, faculty, staff, administrators) to meaningfully target cultural competency and community building with our African American students and colleagues.

Two students spoke in support of the Resolution. **May-Newman** specifically thanked student **McKee Bey** for her presentation and asked what faculty can do to make a difference and support students. She said faculty must be more responsive, pointing out that not one of her instructors said *anything* after the incident—which on the surface suggests they simply didn't care. SDSU, she continued, has failed its black students and faculty need to understand this.

Student **Powell** (added that he would not have been able to graduate in four years without the constant support of and mentorship from African-American faculty.

MSP (unanimously approved)

7.4 Academic Policy and Planning (Abdel-Nour)

According to Chair **Abdel-Nour**, AP&P (at its February meeting) approved an academic misconduct policy for Management Personnel Plan (MPP) employees that is nearly identical to the one Senate already approved for staff. This will be placed in the Administration section of the Policy File.

MP

7.5 Committees and Elections (Vaughn)

Chair **Vaughn** reported that David Ely is now Chair of the (re-constituted) Extended Studies Advisory Council. Members include Karen Myers-Bowman (COE), Santosh Nagaraj (ENG), Suzanne Fuentes (SDSU IV), Tim Tully (LIA rep), Larry Verity (UCC rep), and Terri Linman (CES; staff). Though members were selected without substantive CCE input, **Vaughn** ultimately agreed with the process, noting that those on this Council should be familiar with CES operations and keen on moving the College forward.

MP

7.6 Constitution and Bylaws (Atterton)

Atterton reported on Referral #1 (second reading)—which broadly focuses on the Senate committee structure. This Report covers only those committees where membership is by appointment (not role), with CBL recommending service capped at two consecutive 3-year terms.

Vaughn outlined various arguments for and against the proposal – and the attempt to balance knowledge and experience against opportunity for others.

Abdel-Nour argued, however, that the problem isn't term limits but the process by which members are appointed; he believes it should be standardized. CCE and AP&P will work collaboratively on such strategies (both nominating and appointing).

Abdel-Nour moved to extend membership limits to three terms, not two; however, Parliamentarian **Eadie** recommended we table the vote, until the process is worked out.

Thus, **Imazeki** offered a procedural motion to table the vote on the CBL Report. She agreed that we should more thoroughly discuss nomination and appointment procedures before deciding on term limits.

Wheeler spoke against tabling the Report—arguing that these are two different issues and CBL has put time and efforts into this Referral.

MSP to table the Report

Yes: 28, No: 20, Abstain: 4

As an aside, the Officers agreed to rework Referral #1 so that it is more manageable.

7.7 Diversity, Equity and Outreach (Chung)

Bober-Michel (for **Chung**) presented the DEO Report, which recommends that Faculty Affairs consider the appropriateness of adding a brief statement on responsiveness to diversity as an element of the Personnel Data Summary.

Preciado spoke in favor of approval; he orally shared a letter written by an unknown Dean to a faculty member suggesting that the faculty stop spending so much time with minority students in order to improve her career trajectory.

MP

7.8 Faculty Honors and Awards Committee (Bober-Michel, for Anderson)

On behalf of FHA Chair Matt Anderson, **Bober-Michel** presented the list of faculty requesting emeritus status.

- **Harold Jaffe**, Professor of English and Comparative Literature,
May 25, 2019, 37 years
- **Thomas Rockwell**, Professor of Geological Sciences,
May 30 2019, 36 years
- **Douglas Stow**, Professor of Geography,
August 21, 2019, 36 years

MP

7.9 General Education Curriculum and Assessment (Sha)

Chair **Sha** presented both new GE courses and changes to those already on the books.

**MATH 140. College Algebra (3) [GE] (II. Foundations of Learning→A. Natural Sciences and Quantitative Reasoning→4. Mathematics/Quantitative Reasoning).

Change to course statement and number.

MATH 141. Precalculus (3) [GE] (II. Foundations of Learning→A. Natural Sciences and Quantitative Reasoning→4. Mathematics/Quantitative Reasoning). *Change to prerequisite.*

ENGL 157. Comics and History (3) [GE] (II. Foundations of Learning→C. Arts and Humanities→C1. Arts: Art, Cinema, Dance, Music, and Theatre). *New course.*

HIST 157. Comics and History (3) [GE] (II. Foundations of Learning→C. Arts and Humanities→C1. Arts: Art, Cinema, Dance, Music, and Theatre). *New course.*

PSY 117. Health, Happiness, and Academic/Professional Success (3) [GE] (III. Lifelong Learning and Self -Development). *New Course.*

HIST 404. History of Human Rights (3) [GE] (IV. Explorations of Human Experience→B. Social and Behavioral Sciences). *New course.*

JAPAN 312. Third Year Japanese II (3) [GE] (IV. Explorations of Human Experience→C. Humanities). *Change to prerequisite.*

JAPAN 321. Advanced Japanese Discourse (3) [GE] (IV. Explorations of Human Experience→C. Humanities). *Change to general education.*

JAPAN 322. Advanced Conversation Through Media (3) [GE] (IV. Explorations of Human Experience→C. Humanities). *Change to general education and prerequisite.*

****Approved General Education mathematics course for undeclared and non-STEM majors**

***Cultural diversity course**

According to **Sha**, the GE Committee last met on February 25, with the next meeting set for April 22. That six-week gap is due to the PSFA building situation, and in her view (one shared by many) this facilities failure has severely impacted our academic mission.

MP

8. New Business: Consent Calendar (Committee Reports)

MSP To receive reports on Consent Calendar.

8.1 Academic Policy and Planning (Abdel-Nour)

8.2 Academic Resources and Planning (Conaty, Reed)

8.3 ASCSU (Butler-Byrd, Csomay, Ornatowski)

8.4 Graduate Council (Bohonak)

8.5 Undergraduate Curriculum (Verity)

8.6 University Relations and Development (Vargas)

MSP To accept reports on the Consent Calendar.

9. Other Information Items

9.1 ARC renovation (Thomas) (see appended slides)

Thomas provided an update on two projects: the ENS field renovation and the ARC expansion (see: <http://bfa.sdsu.edu/campus/facilities/planning/conprojsu.aspx>).

The ENS field project will result in expanded space for activities, with turf replacing the grass, LED lighting and additional restrooms and storage areas. The project begins next month and will be completed in August—just ahead of the Fall Semester start.

Groundbreaking for the ARC expansion is set for July/August, with completion set for sometime in 2021. Users will see a significant increase in weight and cardio space, areas dedicated to adaptive sports, and much more. The project unfolds in two major phases so that the facility can remain open during construction—though with limited capacity. To compensate for the inconvenience, outdoor fitness classes are planned, and the ARC Express (within the Student Union) will be available.

9.2 Academic Calendar; Saturday classes (Shultz)

Shultz presented two Academic Calendars: AY 2020/21 and AY 2021/22.

Shultz's original plan was to add Saturday classes to the schedule, but that calls for CO approval; more importantly Saturday cannot count as a “true” instructional day. Still, she is aware of other campuses (San Marcos, for example) that have successfully added Saturdays to the Calendar—thus allowing for a longer Winter Session and additional faculty prep days ahead of the Spring semester. The Provost has encouraged **Shultz** to solicit an exemption, and she plans to do so. **Shultz** also said we must be mindful of how a shorter semester time-frame could result in increased class time.

9.3 GE Reform/Graduation Initiative 2025/EO 1100 and 1110 (Shultz)

Shultz advised Senators that she had compiled (and thus was presenting within the Agenda Packet) all campus responses to EO 1100. Our many interactions with the Chancellor's Office over a nearly two-year period are well documented. As for EO 1110, we are continuing to work with the CO on assessment and how best to take advantage of Summer classes.

The GE Reform Committee is dedicating itself to faculty outreach through multiple channels (both large and small), including town halls, “let's talk” cafes, social media, and more. The goal is to derive measurable and meaningful institutional outcomes; the driving question is: What do we want our students to know when they graduate and how does that knowledge reflect SDSU's mission, vision, and values?

Abdel-Nour reminded us that the Spring Semester is quickly drawing to a close, and he recommends outreach extend into the Fall.

9.4 Update: Enrollment, Retention and Graduation (Shultz)

Shultz told Senators that Undergraduate Council had reviewed this year's Enrollment, Retention and Graduation (ERG) Report and will provide a follow-up during the Fall semester. Specifically, members are exploring different ways to examine the data so that it results in real actions to undertake. Clearly, the report covers a lot of ground and it must become more interactive and dynamic.

Abdel-Nour noted the ERG was on AP&P's March meeting agenda, and Committee members are looking at ways to change it based on the *Resolution to Support EOP and Pell Students* (approved at the Senate's March meeting).

9.5 Senate Task Force to Explore the Curriculum Approval Process (Gattas, Bober-Michel)

Bober-Michel provided a brief Task Force progress report, with a more substantial summary slated for our May meeting.

On behalf of the Task Force, she submitted a PBAC request for one-time funds (approx. \$700K) to a) replace CurricUNET with Digarc (<https://www.digarc.com>) and b) cover professional development of key faculty liaisons (one for each College and SDSU Imperial Valley), faculty proposal submitters, and curriculum committee reviewers. The funding request for subscription costs covers a three-year period, but

we also must pay for a) a consultant to oversee the transition itself and b) migration of the historical content in CurricUNET to the new system. **Bober-Michel** reminded Senators that a program like Digarc has two key areas of functionality: curriculum approval and then immediate publication of it to an online catalog and schedule of classes.

Conaty briefly detailed impending changes to the curriculum approval process—to ensure a shortened timeline (an average of two years to less than one).

Finally, **Bober-Michel** offered highlights of a process by which new program proposals might be fast-tracked via CES. Task Force member David Ely will present that proposal to SEC in April and then Senate in May.

9.6 Software issues/Financial Aid (Chung, Santos-Derieg) – 3:30pm time certain

Chung updated Senate on the fragmented state of our IT and the need for strategic planning and IT governance. He noted that the Chief Information Officer Search Committee had completed its work, and the President will announce the selected candidate shortly. The current software we use for financial aid is unstable—so we will be transitioning to the CSU’s ERP—PeopleSoft. Because functionality is interrelated, several other modules will transition as well. The process will take about 18 months – and unfold in phases. In about five years, the CSU will be looking into a system-wide upgrade (perhaps to Oracle; no decisions have yet been made).

According to **Santos-Derieg**, the President sees staff as integral to the success of this initiative; however, they will not be asked to take on more work than they are currently doing. As important, the University will not incur additional costs; we have sufficient funds for the project and the CO is willing to assist if need be.

Chie asked about conducting a gap analysis before any substantive work is undertaken. She reminded **Santos-Derieg** that the class schedule module within SIMS is not part of PeopleSoft. **Santos-Derieg** offered assurances that such an analysis will be conducted.

Schellenberg asked about the IT Governance site – specifically updates to it since the information there now is lean.

Santos-Derieg said the quarterly report will soon be posted, as well as additional documentation. As important, there will be multiple ways for faculty and staff to engage in these discussions.

9.7 Update: Enrollment Management Advisory Group (Balsdon, Wood) – 4:20pm time certain

Wood and **Balsdon** reminded Senators about the Admissions Criteria Forum (Digital Humanities Center; LA 61) to be held on April 12; about 30 people have RSVP’d to date. While this event is dedicated to faculty, it is just part of the large number of events and conversations EMAG has held with constituents—including our Community College partners. Much of the Forum is organized around a survey about admissions criteria that faculty were asked to complete (see: <https://tinyurl.com/y3ofaajw>; response rate = 18%).

10. Other Business

11. Adjournment

MSP The Senate adjourned at 4:30 pm.



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10. Other Business

11. Adjournment

Referral Chart

	Committee	Date	Item	Referred by
1	Constitution and Bylaws	May 2018* ¹	Review Senate committee structure, specifically: duties, roles, and responsibilities of committees, length of appointment of members and chairs, and related issues. Are all the standing & other committees needed?	SEC
2	Constitution and Bylaws	September 2018	Revise the language associated with elections -- specifically, search and review committees (UNIVERSITY POLICIES -->Administration--> Search Committees for University Administrators) -- to ensure clarity about those on which Deans, Associate Deans and Assistant Deans can or should serve <i>in a faculty capacity</i> . Rationale for CBL: Currently, Senate Officers and others must painfully wend their way through a slew of reverse references to figure this out.	Senate Officers
3	Constitution and Bylaws	September 2018	Revise the language associated with elections -- specifically: search and review committees (UNIVERSITY POLICIES -->Administration--> Search Committee for University Administrators) -- to ensure clarity about where representation from <i>different</i> Colleges is required. Rationale for CBL: To exemplify, the Policy File section covering Presidential searches specifically notes that faculty representatives must be from different Colleges; however, the reverse reference dance (noted above) is required when determining outside faculty members on College of Extended Studies and Library Dean Search Committees (where multiple faculty are elected).	Senate Officers
4	Constitution and Bylaws	November 2018	Examine how the Senate membership would change following an increase in representation for each college (including SDSU Imperial Valley, Library and SSPAR) from 8 to 9 percent of full-time T/TT faculty. Examine potential mixed models of representation.	Senate Officers
5	Academic Resources and Planning	November 2018	Explore potential sources of funding for more faculty lines to replace the Student Success Fee after it expires.	Senate Officers
6	Faculty Affairs	November 2018	Investigate challenges in hiring and retention of faculty.	Senate Officers
7	Diversity, Equity and Outreach	November 2018	Investigate the gender gap among full professors, including determining how many men/women go up for promotion from associate to full professor and what percentage are actually promoted, the average length of time that associate professors have remained in rank or percentage that have been in rank for over 7 years, broken down by gender.	Senate Officers

SDSU University Senate Resolution on Principles of Shared Governance

WHEREAS: The University Senate Policy File states that “*San Diego State University shall perform its educational mission guided by the principles of shared governance,*” but provides no explicit principles; and

WHEREAS: Shared governance is a **system** of partnership, equity, accountability, and ownership that forms a culturally sensitive, inclusive, and empowering framework for developing and implementing sustainable and accountability-based decisions in service to all members of our campus and broader communities; and

WHEREAS: Shared governance is a dynamic constituent-leader **partnership** that promotes collaboration, shared decision-making, transparent communication, and accountability; and

WHEREAS: Shared governance is an ongoing **process** in which faculty, staff, students, and administrators actively engage to share responsibility for 1) identifying and pursuing an aligned set of mission-driven sustainable outcomes and priorities and 2) active monitoring and evaluating of shared governance successes and pitfalls in service to continual improvement and the embodiment of a learning organization; and

WHEREAS: The sharing of governance involves the complementary and overlapping **concepts** of giving all community members an effective voice in key decision-making processes, often through elected representation, while allowing administrators to exercise primary responsibility for specific areas of decision making; and

WHEREAS: Shared governance involves a **tension** between a high degree of participation in decision-making and the need for accountable administrative authority; and

WHEREAS: A shared practice of, and shared commitment to, **respect, communication, and responsibility** will promote and support the growth and sustainment of trustworthiness within our University community; let it therefore be

RESOLVED: That the University Senate endorses the following principles, strives to model these principles to the broader campus, and formally incorporates these principles into the University Policy File:

Respect

- Engaging relevant constituents early and meaningfully in key decision-making
- Fostering dialogue and communication that is two-way, symmetrical, participatory, and reliable
- Nurturing a culture of representation, strategic engagement, and planning

Communication

- Identifying and articulating shared values, mission, and vision
- Striving for a negotiated balance among participation, consultation, and decision-making
- Maintaining transparency in decision making, including clear communication about process, rationale, timeline, and outcomes

- Fostering representation from, and collaboration within and among, different constituencies

Responsibility

- Trustworthiness and trust built through follow-through (actions mirror words), commitment affirmed through feedback and transparency
- Personal accountability, ownership, and acceptance of responsibility to shared goals, vision and practices, demonstrated commitment to shared governance through leadership actions
- Honesty, openness, and reliability

RESOLVED: That the President be requested to formally endorse and strive to model the above principles and a commitment to shared governance with all faculty, staff, students, and administrators; and

RESOLVED: That representatives of the University Senate collaborate with University leadership, including the President, Vice Presidents, Associate Vice Presidents, Managers, Associated Students Executive Officers, Deans, Chairs and Directors, to identify and resource strategic opportunities to promote, support, and strengthen the practice of shared governance in service to the University.

RATIONALE

In 2017, actions by university administrators led to concerns among faculty and staff about the weakening of shared governance. Grass-roots groups of individuals convened informally by faculty leaders met to discuss their mutual concerns, which eventually were brought to the Senate (whose leadership sanctioned the formal convening of a "shared governance discussion group" (SGDG) composed of volunteer senators). The SGDG was supported by Interim President Sally Roush who, in January 2018, started hosting bi-weekly meetings of the group (which was open to all interested parties and eventually included faculty, staff, students, and administrators). After nearly one year of intentional, focused discussion by this diverse group of concerned and willing individuals, a document was produced that articulated specific principles of shared governance, as well as strategies for enacting them.

SGDG seeks Senate support of the **principles** of shared governance: respect, communication and responsibility

If President de la Torre approves this Resolution (as part of the Action Memo she'll receive once Minutes post to the website), resources should be allocated toward (a) educating all SDSU community members about the shared governance principles and (b) training community leaders to facilitate conversations about shared governance, and c) ensuring that the shared governance principles serve as the foundation for conversations about issues on campus.

SDSU University Senate Resolution in Rejection of the Report of the California State University General Education Task Force
(GETF)

WHEREAS General Education contributes to students' intellectual growth, prepares them to succeed in their major degree programs, develops transferable skills that contribute to career flexibility, and empowers them to discharge competently their civic obligations locally and at the state and national levels, and

WHEREAS implementation of the recommendations of the GETF would undermine the CSU's mission to provide undergraduates with a broadly based liberal arts education designed to do more than provide vocational training, and

WHEREAS the discussions and proceedings resulting in the recent report and recommendations of the GETF were conducted largely behind closed doors, and

WHEREAS the discussions of the GETF involved inadequate consultation with faculty in several disciplines whose expertise would have been relevant to its deliberations and whose programs are significantly impacted by the GETF recommendations, and

WHEREAS the GETF report follows quickly on the heels of the revised EO 1100, a change to General Education which itself prompted considerable concern that faculty authority on curricular matters had been abrogated,

BE IT RESOLVED That the San Diego State University University Senate (SDSU University Senate) rejects the GETF report as illegitimate, and as an infringement on both faculty curricular authority and the spirit of shared governance; and be it further

RESOLVED That the SDSU University Senate rejects the content of the recommendations presented by the GETF; and be it further

RESOLVED That the SDSU University Senate urges the ASCSU to constitute a new GETF and ensure both that its work adhere closely to the stated intents of AS 3271 and also that its work be done openly in the time honored tradition of genuine shared governance; and be it further

RESOLVED That the SDSU University Senate instructs the ASCSU to reject the GETF report in toto as an illegitimate and flawed document for the reasons outlined above; and be it further

RESOLVED That the SDSU University Senate calls for a moratorium on further changes to General Education and graduation requirements in the CSU made without shared governance representative of all stakeholders; and be it finally

RESOLVED That this resolution be distributed to the ASCSU and the Chancellor of the CSU.

RATIONALE:

This resolution is based on the following process considerations:

- The GETF issued only two updates on its proceedings in nearly two years of operation, leaving most CSU faculty unaware of the nature of its discussions and unclear on its timeline for completing its responsibilities.

- There is credible evidence suggesting that one or more members of the Board of Trustees, present at GETF meetings unofficially and out of a declared “interest” in its proceedings, unduly influenced its early deliberations.
- The GETF report was released suddenly and unexpectedly just as CSU faculty were beginning to raise serious questions about the process that produced it.
- Despite the GETF’s stated commitment to make its work “data driven wherever possible rather than assumption based,” [General Education Task Force (GETF), “Initial Update from the ASCSU General Education Task Force—March 2018” (March 2018), 4] its deliberations slighted available data, assessments, and IRB-approved student surveys and questionnaires about key GE courses. It is also based on the following concerns about the content of the GETF report
- Implementation of the Task Force’s recommendations would disproportionately reduce enrollments in smaller academic programs that make important contributions to GE and our academic community more generally. In particular, the recommendations of the GETF directly conflict with the recommendations of the Chancellor’s Ethnic Studies Task Force, which Chancellor White explicitly endorsed.
- The recommendation that existing American Institutions courses be replaced by one poorly defined three-unit course in American “Democracy,” which may include American and California government and History (p. 7), is indefensible at a time of national crisis when the need for an informed and engaged citizenry is as evident as ever. The claim that Title V (as reflected in EO 1061) does not require two-three unit courses is another “bad faith” argument that cannot stand scrutiny.

Draft 3/28/19

**Resolution of the San Diego State University Senate:
Fostering a Welcoming and Safe Campus Climate for African American Students**

1. Whereas: The University is experiencing serious racist incidents that are creating a hostile environment for African American/Black and other students, faculty and staff of Color and their allies on our campus;
2. Whereas: On March 1, 2019, a carload of young men yelled the “n-word” near the Black Resource Center;¹
3. Whereas: In response to the hostile campus environment created by such incidents and ongoing microaggressions, three well-attended two-hour community care forums were held for students, faculty, and staff on March 5, 7, and 8;
4. Whereas: Participants in the aforementioned forums disclosed a substantial number of unreported anti-Black racist incidents at SDSU that have created an isolating and marginalizing climate for African American/Black students, faculty and staff;²
5. Whereas: A recent national scorecard report released by the USC Race and Equity Center on Black students in public colleges and universities scored SDSU with a grade of “D” on the ratio of Black students to Black faculty;³
6. Whereas: SDSU has only 22 tenured/tenure-track non-FERP instructional faculty who identify as African-American, 2.4% of the total tenured / tenure-track instructional

¹ The audio from that incident was recorded by an African American community member and went viral on Instagram; see:
https://www.instagram.com/p/BufKTVnNaYV/?utm_source=ig_share_sheet&igshid=10akmc8n5gqq5.

² Similar unreported events were shared during forums that were held in response to the March 15, 2016 excessive use of force by SDSU police against Marquis Cambell on the SDSU campus; see:
<https://www.sandiegouniontribune.com/sd-me-campus-arrest-20160916-story.html>

³ Black Students on Public Colleges and Universities; see:
<https://race.usc.edu/wp-content/uploads/2018/09/Black-Students-at-Public-Colleges-and-Universities-A-50-State-Report-Card-Harper-and-Simmons-1-9-26.pdf>

faculty, only 2 “full” Professors who identify as African-American, .5% of the campus total, and ranks in the bottom third of all doctoral granting institutions in the United States for percentage of African-American tenure-track faculty, according to IPEDS;

7. Whereas despite recent efforts including the successful Building on Inclusive Excellence tenure-track hiring program, SDSU lags substantially behind other CSU campuses in the recruitment of new Black faculty: at SDSU, 3% of tenure-track hires in the last five years have been African-Americans, compared to 7% of new tenure-track hires CSU systemwide;
8. Whereas: A follow-up meeting to the “n-word” incident was held on March 12 at 6pm with African American/Black student leaders, who offered a number of recommendations for improving climate at SDSU for African Americans;

Therefore, BE IT RESOLVED that the San Diego State University Senate recommends that President de La Torre and appropriate committees (e.g. Academic Resources and Planning, Academic Policy and Planning, Faculty Affairs, Diversity Equity & Inclusion, GE Task Force) consider the following actions in accordance with the annual review of enrollment management practices, GE reorganization, student support, and faculty hiring and retention efforts:

1. Conduct cluster hires of faculty members with a demonstrated record of research, teaching, and/or service focused on Black/African-American issues and populations, given that research shows cluster hiring to be one of the most impactful ways to build faculty diversity⁴. These faculty should be hired in disciplines that have limited representation from African-American faculty and demonstrate cultural competency and prior commitment to Black students and communities.
2. Provide training opportunities and release time for faculty to infuse culturally relevant pedagogy for African Americans into the curriculum.
3. Provide education and training for faculty, staff and students to learn about the politics of racial resentment, dominant group power, privilege, and fragility and their deleterious effects on campus climate and student well-being.

⁴ <https://www.insidehighered.com/news/2015/05/01/new-report-says-cluster-hiring-can-lead-increased-faculty-diversity>

4. Require departments to specify within their forthcoming diversity plans how they will better serve African American students. The University shall provide support to assist departments in this regard.
5. Develop and implement practices for assessing the readiness of prospective students, faculty, and staff to engage in a culturally diverse environment to help inform campus programming.
6. Revise the current orientation programs (e.g., faculty, new student, transfer, staff) to include a focus on the following: a) building community with African American students, faculty, and staff; b) creating expectations among incoming students about cultural competency; c) providing some initial training on cultural competency; d) connecting African American students with Black organizations; and e) bringing African American students to the Black Resource Center.
7. Increase funding for the Black Resource Center to support student-operated programming.

Authored by: ASCSU Senator Nola Butler Byrd and Senator Mark Wheeler

Consultation with: African American student leaders, faculty and staff; Chief Diversity Officer J. Luke Wood; and AVP for Faculty Advancement Joanna Brooks

Recommended for approval by: Senate Diversity, Equity and Outreach Committee

Senate co-sponsors (18): Norma Aguilar, Laurel Bliss, Regina Brandon, Marva Cappello, Chuck Degeneffe, Luke Duesbery, Stephanie Estrada, Amanda Fuller, Jochen Kressler, John Love, David Marx, Jose Preciado, Vinod Sasidharan, Chris Thomas, Allison Vaughn, Chris Werry, Michael Wiafe, and Wil Weston.

Date: 12 March 2019
To: SEC / Senate
From: Farid Abdel-Nour, Interim Chair, Academic Policy and Planning Committee
Subject: ACTION: MPP Academic Misconduct policy

Action:

At its February 2019 meeting the Academic Policy and Planning Committee approved the following academic misconduct policy for Management Personnel Plan Employees:

Academic Misconduct

Management Personnel Plan Employees shall not provide students with unethical academic assistance, including but not limited to, providing or arranging for the provision of: (a) copies of a test, an examination, or other course material to any student without the permission of the instructor; (b) fraudulent academic credit or false transcripts regarding an individual's academic record; and (c) an academic exception that results in a grade change, academic credit, or fulfillment of a graduation requirement when such an exception is not available to all students.

This language is identical to the staff policy.

The committee proposes that this policy be adopted by the Senate and be placed in the policy file at the end of the section titled: "University Policies: Administration."

TO: SEC/Senate
FROM: Allison Vaughn, Chair, Committee on Committees and Elections
DATE: March 29, 2019
RE: Action Items

The Committee on Committees and Elections moves approval of the following appointments, reappointments, or replacements to committees (marked with an asterisk) along with open spots which need to be filled in each committee. Additionally, we provide a list of existing committee chairs and a list of committees for which no roster information could be found.

NEW COMMITTEE CHAIRS

Extended Studies Advisory Council

Chair: David Ely

EXISTING COMMITTEE CHAIRS

Academic Policy and Planning

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

Academic Resources and Planning

Co-Chairs: Donna Conaty and Mark Reed

Bookstore Advisory

Chair: Glen McClish

Campus Development

Chair: Laura Shinn

Committee on Committees

Chair: Allison Vaughn

Constitution and Bylaws

Chair: Peter Atterton

Copy Rights and Patents

Chair: Douglas Grotjahn

Disability Access and Compliance

Co-Chairs: Jessica Rentto and Pamela Starr

Diversity, Equity, and Outreach

Chair: Beth Chung

Environment and Safety

Chair: Sridhar Seshagiri

Faculty Advancement

Chair: Jennifer Imazeki

Faculty Honors and Awards

Chair: Matt Anderson

Fee Advisory Committee (Campus)

Chair: Chris Thomas

Freedom of Expression

Chair: Mark Freeman

GE Curriculum and Assessment

Chair: Bey-Ling Sha

Graduate Council

Chair: Stephen Welter

Honorary Degrees

Chair: Provost Joseph Johnson

Instructional and Information Technology

Chair: Mark Siprut

Intercollegiate Athletic Council

Chair: John Puttman

Liberal Studies

Chair: Virginia Loh-Hagan

Library and Information Access

Chair: Edward Beasley

Scholarships Committee

Chair: Michelle Lopez

SDSU Press Editorial Board

Chair: William Anthony Nericcio

Staff Affairs

Chair: Debra Bertram

Student Grievance

Chair: Estralita Martin

Student Learning Outcomes

Chair: Stephen Schellenberg

Student Media Advisory

Chair: Giselle Luevanos

Sustainability

Chair: Keven Jeffrey

Undergraduate Council

Chair: Norah Shultz

Undergraduate Curriculum

Chair: Larry Verity

COMMITTEES WITH NO ROSTER INFORMATION

International Programs

Student Affairs

Student Health Advisory Board

Teacher Education Advisory Council

FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS & NEED

*reappointments or new appointments

Academic Policy and Planning

NEED 2 students

Academic Resources and Planning (roster full)

Bookstore Advisory

*Marcela Polanco (EDU) new term May 2020

Campus Development (roster full)

Committee on Committees (roster full)

Constitution and Bylaws

NEED 1 student

Copyrights and Patents (roster full)***Disability Access and Compliance (roster full)******Diversity, Equity, and Outreach***

NEED 1 student

Environment and Safety

NEED 1 faculty

NEED 1 student

Extended Studies Advisory Council

David Ely (BUS) new term May 2019

Karen Myers-Bowman (EDU) new term May 2019

Santosh Nagaraj (ENG) new term May 2021

Suzanna Fuentes (IVC) new term May 2019

Tim Tully (LIA rep) new term May 2019

Larry Verity (UCC rep) new term May 2021

Terri Linman (CES) new term May 2019

Faculty Affairs (roster full)***Faculty Honors and Awards******Fee Advisory Committee (Campus)***

NEED 2 students

Freedom of Expression (roster full)***GE Curriculum and Assessment***

NEED 1 IVC faculty

Graduate Council (roster full)***Honorary Degrees (roster full)******Instructional and Information Technology (roster full)******Intercollegiate Athletic Council (roster full)******Liberal Studies (roster full)******Library and Information Access***

*Eunjeong Ko (HHS) new term May 2022

Scholarships Committee

NEED 2 administrators

NEED 2 faculty

NEED 2 students

NEED 1 Campanile Foundation Member

SDSU Press Editorial Board (roster full)

Staff Affairs (roster full)

Student Grievance (roster full)

Student Learning Outcomes (roster full)

Student Media Advisory

NEED 1 University President designee

Sustainability (roster full)

Undergraduate Council (roster full)

Undergraduate Curriculum

NEED 2 students

University Research Council (roster full)

*reappointments or new appointments

Date: 1/29/19
 To: SEC
 From: Peter Atterton, Chair, Constitution and Bylaws Committee
 Subject: ACTION: response to referrals (*second reading*)

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

Referral 1 (May 2018)

Review Senate committee structure, specifically: duties, roles, and responsibilities of committees, length of appointment of members and chairs, and related issues. Are all the standing & other committees needed?

BYLAWS

2.68 Terms of Service on Senate and Senate-Appointed University Committees

- 2.681 Unless otherwise specified, committee members shall serve three-year terms. A committee member may be reappointed. **A committee member shall serve no more than two consecutive complete terms. Service for a partial term shall not be included in this calculation.** During a committee's initial three years the Committee on Committees and Elections shall specify members with one-, two-, and three-year seats.

From the Policy File (this is where it talks about senators and term limits on senators):
 4.113 *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.*

Re: senate-appointed committees, no committees other than Grad Council and Intercollegiate Athletic Council have any policy file language about service term lengths or limits. There are a few "special" committees where making this policy would not make sense, due to the make-up of the committee:

- *Copyrights and Patents*
- *Honorary Degrees*
- *Tenure-Track Planning Committee*

However, I think because the Bylaws specific "unless otherwise specified" – this leaves the aforementioned committees safe from this policy.

To: Senate Executive Committee / Senate

From: Diversity, Equity, and Outreach Committee

Re: ACTION

Date: March 14, 2019

-
- Referral to Faculty Affairs: DEO discussed and recommends that the Faculty Affairs committee review the RTP criteria found in the Policy file that states “because the university provides access to underrepresented groups as well as traditional groups, the faculty shall be responsive to diverse student populations and needs through teaching, scholarship, research, and service” (2.0). DEO recommends that Faculty Affairs consider whether it is appropriate to add a brief statement on responsiveness to diversity as an element of the Personnel Data Summary.



SAN DIEGO STATE
UNIVERSITY

Thursday Mar 14, 2018

TO: SEC/Senate

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

SUBJECT: Emeritus Status

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

- Harold Jaffe, Professor of English and Comparative Literature, May 25, 2019, 37 years
- Thomas Rockwell, Professor of Geological Sciences, May 30 2019, 36 years
- Douglas Stow, Professor of Geography, August 21, 2019, 36 years

Sincerely,

Matt Anderson

Chair, Faculty Honors and Awards Committee

TO: Senate Executive Committee / Senate

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

DATE: March 12, 2019

RE: GENERAL EDUCATION PROGRAM

Action

II. FOUNDATIONS OF LEARNING

A. Natural Sciences and Quantitative Reasoning

4. Mathematics/Quantitative Reasoning

Change to course statement and number

°MATH 140. College Algebra (3) [GE]

Solution of equations and inequalities, systems of equations, graphs and attributes of functions (transformations, end behavior, domain, range), polynomial and exponential functions. Not open to students with credit in Mathematics 120, 124, 141, or 150. (Formerly numbered Mathematics 105.)

Change to prerequisite

MATH 141. Precalculus (3) [GE]

Two lectures and two hours of activity.

Prerequisite: Knowledge of algebra as demonstrated by (1) satisfactory completion of Mathematics 140 with a grade of C (2.0) or better; or (2) qualification on the Mathematics Placement Assessment. **Proof of completion of prerequisite required.**

Rational, trigonometric, exponential and logarithmic functions; conic sections; parametric equations. Not open to students with credit in Mathematics 120, 124, or 150.

C. Arts and Humanities

1. Arts: Art, Cinema, Dance, Music, and Theatre

New course

ENGL 157. Comics and History (3) [GE]

(Same course as History 157)

Aesthetics, interplay of texts and images, visual communication, and changes over time.

New course

HIST 157. Comics and History (3) [GE]
 (Same course as English 157)
 Aesthetics, interplay of texts and images, visual communication, and changes over time.

III. LIFELONG LEARNING AND SELF-DEVELOPMENT

New course

PSY 117. Health, Happiness, and Academic/Professional Success (3) [GE]
 Evidenced-based skills to help in multiple areas of life on and off campus to include academics, mental and physical health, social connections and relationships.

IV. EXPLORATIONS OF HUMAN EXPERIENCE

B. Social and Behavioral Sciences

New course

*HIST 404. History of Human Rights (3) [GE]
 Prerequisite: Upper division standing.
 Struggles that contributed to wide range of rights in today's international human rights regime in practice and thought and as an institution following the adoption of the Universal Declaration of Human Rights.

C. Humanities

Change to prerequisite

JAPAN 312. Third Year Japanese II (3) [GE]
 Three lectures and one hour of laboratory.
 Prerequisite: Japanese 311 or 321.
 Further strengthening of communication skills in Japanese; various literary styles; introduction of chugaku kanji. Social and economic issues in Japan and the U.S.; cultural values shaping business conduct in Japan; characteristics of Japanese management; intercultural communication. Preparation for Japanese 411.

Change to general education

JAPAN 321. Advanced Japanese Discourse (3) [GE]
 Prerequisite: Japanese 212.
 Development of advanced communication skills through Japanese media such as Japanese news broadcasts and television drama. Focus on listening comprehension.

Change to general education and prerequisite

JAPAN 322. Advanced Conversation Through Media (3) [GE]
 Prerequisite: Japanese 311 or 321.

Development of advanced communication skills through Japanese media such as Japanese news broadcasts and television drama. Focus on oral communication.

°Approved General Education mathematics course for undeclared and non-STEM majors

***Cultural diversity course**

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

Date: 12 March 2019
To: SEC / Senate
From: Farid Abdel-Nour, Interim Chair, Academic Policy and Planning Committee
Subject: INFORMATION: Chair elected 2019-20, deferred discussion of proposed CES name change, discussion on Professors of Practice and EMAG

Information:

The committee elected DJ Hopkins as Chair of AP&P for 2019-2020 and will consider moving all future chair elections to the Fall semester of the calendar year prior to appointment.

The committee voted to defer discussion of the proposed CES name change until it is able to receive input from the CES Advisory Board which, at the time of the February AP&P meeting, had not yet been consulted on the matter.

The committee held a spirited discussion on Professors of Practice with AVP Brooks joining the discussion via Zoom.

The committee received an update from EMAG and held a discussion on its work.

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

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

Date March 13th, 2019

Re Information items from recent ARP meetings

There was no AR&P meeting scheduled for 2/26/19. There was not a quorum for the 3/12/19 meeting; thus, the meeting was cancelled.

TO: SEC

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

DATE: March 19, 2019

SUBJECT: Information: Report from the March 13-15, 2019 plenary meeting of the Academic Senate CSU

Chancellor White

The next thing for the CSU is relentless push on student success, among other things by adding faculty and staff. GI 2025 is but a small part of the larger effort to continue to provide an educated workforce for CA's future. On centralization in the CSU: the question is "how do we optimize?" On SB 14, which proposes an education bond that includes the creation of a new campus in Stockton: the CO is not in favor of building a new campus. However, programming at the Stockton Center may expand. More analytical work on that will be done next year.

EVC Blanchard

The CSU is still seeking funds for a 5 percent enrollment growth (we've been funded for 2 percent).

Some CSU campuses are under investigation by the Office of Civil Rights for violation of accessibility requirements (including the accessibility of websites and instructional materials). The spotlight will therefore now be on all CSU campuses, so everyone needs to be especially vigilant. There are heavy financial penalties involved.

Denise Bevly, Director Students Wellness and Basic Needs Initiative

On student financial aid, and food and housing insecurity:

- Each year, over 300,00 eligible applicants don't get a Cal Grant because not enough are available
- The portion of the state grant that helps cover non-tuition expenses is worth less than \$1,700 today, while non-tuition college costs can exceed \$20,000 annually
- Low-income students spend about half of their family income on out-of-pocket costs after grant aid
- 41.6 percent of CSU students experience food insecurity
- 10.9 percent of CSU students are homeless

Update on the ASCSU General Education Force (GETF) Report

The controversial GETF report proposing a new CSU model for GE was discussed at the March 13-15 plenary of the Academic Senate CSU (ASCSU).

The discussion began on Thursday with a report by Jodie Ullman, GETF Chair. Jodie emphasized that the report was not intended as a finished product to be adopted as is but as “just the beginning” of a “long conversation” that would lead to “shared-governance-based recommendations” for GE reform across the CSU. The Task Force has thereby finished its work and is dissolved; there is thus no possibility of returning the report to the task force for modification. The report is now, as Jodie put it, “in the hands of the faculty” for discussion and deliberation; any modifications would come from feedback from the faculty across the campuses.

In response to numerous questions, Jodie emphasized that information that some faculty who wanted to attend the task force’s deliberations had been turned away by security guards, or information that various forms of pressure were put on the task force or on others who attempted to take part in the process, was not factual.

The three most controversial aspects of the proposed model of GE appear to be reduction in overall GE units from 48 to 42, reduction of the American Institutions (AI) requirement from 6 units to 3, and prohibition on double counting. Regarding these, Jodie explained as follows:

- that the intention of reducing GE units was not to speed up graduation, but to expose students to a wide variety of perspectives and disciplinary frameworks and that reducing GE units “gives students more choice outside of GE.”
- “it was not our intention to cut 3 units of AI out of GE, but to pull in 3 units into GE.”
- “we want students to be in a room with different kinds of people; double counting reduces that,” with upper division GE traditionally the locus of double counting.

Finally, Jodie emphasized that the ASCSU now has four options:

- Reject the report and maintain status quo (keep GE as it is)
- Adopt the report and its proposed model of GE
- Adopt some ideas from the report
- Develop something altogether different through some other mechanisms, for instance, through ASCSU standing committees, such as the Academic Affairs (AA) Committee, Academic Preparation and Education Programs (APEP), Committee, or the General Education Advisory Committee (GEAC).

On Friday, two resolutions dealing with the GETF report were discussed in first reading.

One (AS-3373-19/EX) proposes that the ASCSU “receive” the GETF report and then send it out for campus feedback, which would be collected and collated by ASCSU standing committees (Academic Affairs, Academic Preparation and

Education Programs, and also perhaps – an option suggested from the floor—the General Education Advisory Committee).

The other resolution (AS-3378-19/FA) proposes that the ASCSU "reject" the report. The wording of the latter resolution, however, came under criticism for being self-contradictory, because it first called for the report to be rejected by the body and then for it to be referred to a new subcommittee, the GE Program Review Committee (which is not possible once the report is formally rejected -- as was pointed out in the discussion). Any revisions of the second resolution will thus either simply have to advocate outright rejection, period, or will in effect make it somehow similar to the first one: to receive and modify.

The Senate Executive committee was also called to meet and potentially come up with language that would actually combine the two resolutions – else, the two resolutions will be voted at the next plenary on May 15-17 in juxtaposition of each other (that is, if one passes, the other one is automatically nullified – receive or reject).

Faculty Innovation and Leadership Awards

The CSU Faculty Innovation and Leadership Awards recognize faculty who demonstrate leadership or advance student success program to facilitate degree completion and eliminate equity gaps. Twenty-three faculty from across the CSU will be recognized with \$5,000 award to the recipient and \$10,000 to their department to support awardee activities. Applications are due May 3, 2019. For more information visit calstate.edu/FILA

Resolutions

At the March 13-15, 2019 ASCSU plenary meeting, six resolutions were passed:

AS-3349-18/FA/AA (Rev) Request for Action on Infringement of Faculty Intellectual Property

Responds to the actions of organizations such as Course Hero, which publish class notes and other course materials without permission of the faculty who create them. Requests that the Chancellor's Office staff help to educate students about related law, provide faculty with means to stop the appropriation of their intellectual property, block web sites that violate the law, and pursue legal action when appropriate.

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

Affirms ASCSU's support for a number of measures to protect immigrant communities in CA and within the CSU, and encourages the CSU to continue to encourage legislators to de-criminalize immigration. It also requests that the CO and CSU campuses commit to providing and strengthening student support services that

are adequate to meet the needs of members of immigrant communities, including mental health services, undocumented student services and ally trainings, and legal assistance/guidance, and to gathering a database of these resources to support immigrant students, faculty and staff who are negatively impacted by issues related to immigration. This resolution also requests that the CO and CSU campuses assess the impacts of crimmigration on students, faculty and staff, while protecting the confidentiality of this vulnerable population.

AS-3365-19/FGA 2019 Legislative Advocacy Positions of the Academic Senate of the California State University (ASCSU)

Adopts official ASCSU positions on CSU-relevant bills before the Legislature.

AS-3366-19/AA/FGA Support for AB 829 (Bloom) and the Occupational Therapy Doctorate (OTD) in the CSU (first reading waived)

Supports granting authority for the CSU to offer this degree.

AS-3367-19/APEP Flexibility in the Implementation of Early Start

Calls for flexibility to meet the different needs of students attending the 22 campuses offering Early Start, including delaying some proposed curricular changes until they have been proven effective.

AS-3368-19/FGA Support for a Higher Education Facilities Bond Act

Asserts ASCSU support for the general obligation bond that would address critical infrastructure needs in the CSU.

Eleven resolutions received first reading:

AS-3369-19/EX Academic Senate of the CSU Calendar of 2019-2020 Meetings

AS-3370-19/FA Request That the ASCSU Schedule an Unconscious Bias Training in September 2019

Requests completion of training that began earlier this year.

AS-3371-19/AA Endorsement of the Student Success White Paper 2.0 Process

Encourages consultation and data collection during the completion of the ASCSU white paper on student success.

AS-3372-19/FA Preference for Consulting Assignments for CSU Faculty, Librarians, Coaches, and Counselors

Encourages the publication of consulting opportunities internally and the utilization of internal CSU expertise in these assignments.

AS-3373-10/EX Receipt of the General Education Task Force Report

Expresses gratitude to the members of the task force and directs the Executive Committee to refer campus feedback to two standing committees for review.

AS-3374-19/FA Preference for Hiring Incumbent Contingent Faculty, Librarians, Coaches, and Counselors to Non-Contingent Positions

Requests that a database of contingent faculty be developed and that hiring committees for non-contingent positions be urged to consult it.

AS-3375-19/EX Special Rule of Order Governing Debate on Substantive Motions: 3 For/3 Against

Formalizes existing ASCSU parliamentary practice.

AS-33776-19/FA/FGA Resolution in Support of an Open Access Policy for the California State University

Urges a policy that increases student access to scholarly articles written by CSU scholars while maintaining copyright protections.

AS-3377-19/APEP Recommending a Four-Year Mathematics/Quantitative Reasoning Requirement for Admission to the California State University: Towards a Responsible and Responsive Policy

Urges that steps be taken to ensure that any policies developed to reform the a-g standards with respect to this requirement mitigate any adverse impact on underserved students.

AS-3378-19/FA Resolution Rejecting the February 2019 General Education Task Force Report

Asks that the GETF report be rejected and that it be referred to a new subcommittee, the GE Program Review Committee, for completion.

Additional Information

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

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

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

To: Senate Executive Committee/Senate
 From: Graduate Council
 Date: March 7, 2019
 Re: 2020-2021 *General Catalog and Graduate Bulletin*

INFORMATION (2I-03-19.500)

CHILD AND FAMILY DEVELOPMENT

1. Change to prerequisites.

Child and Family Development

CFD 536. Divorce and Remarriage (3)

Prerequisites: Child and Family Development 335 and 370. **Proof of completion of prerequisites required:** Copy of transcript.

Integration of family theories and research findings. Emphasis on adjustment to divorce and remarriage throughout life cycles, across cultures, social classes, and ethnicities.

Change(s): SOC 101 removed as prerequisite.

2. Change to prerequisites.

Child and Family Development

CFD 590. Children with Special Needs (4)

Three lectures and three hours of laboratory.

Prerequisites: Child and Family Development 353A, 353B, 353C, 370, 375A, 375B, and 375C. Two units selected from Child and Family Development 378A, 378B, 378C, and/or 378D.

Adaptive and maladaptive processes throughout life span with emphasis on etiology, development, and adjustment of emotional, psychological, and physical disorders. Directed experience with special needs individuals and their families with focus on inclusion.

Change(s): Prerequisites updated from *Child and Family Development 270 or Psychology 230, Child and Family Development 353A, 353B, 353C, 370, and completion of 12 upper division units in child and family development with a grade of C (2.0) or better for majors; consent of instructor for graduate students. Proof of completion of prerequisites required: Copy of transcript to what is presented above.*

ENGLISH

1. Change to description and staffing formula.

English

(C-4)

ENGL 501. Literature for Children (3)

Prerequisites: Six lower division units in literature and/or creative writing.

Critical, historical, and ideological analysis of literature intended for and read by children in a variety of genres and forms. This course cannot be used in place of English 401 to satisfy General Education requirements.

Change(s): Description updated from *Critical analysis of literature intended for children. Study of texts and illustrations* to what is presented above. Staffing formula changed from C-2 to C-4.

2. Change to description.

English

ENGL 502. Adolescence in Literature (3)

Prerequisites: Six lower division units in literature and/or creative writing.

Critical, historical, and ideological analysis of adolescent literature to include works in a variety of forms and genres read by, written for, or that feature adolescents.

Change(s): Description updated from *Works centrally concerned with an adolescent protagonist. Includes both traditional novels of development (Bildungsroman) and contemporary young adult novels* to what is presented above.

3. Change to description.

English

ENGL 503. Topics in Children's Literature (3)

Prerequisites: Six lower division units in literature and/or creative writing.

Topics in youth culture, literature, and media to include aesthetics, gender, multiculturalism, and sexuality. Fantasy, illustrated, non-fiction, and science fiction books. Maximum credit six units.

Change(s): Description updated from *Topics in children's and adolescents' literatures such as regionalism, multiculturalism, fantasy, science fiction, non-fiction, illustrated books, nineteenth-century classics, major works by twentieth-century authors, British children's literature, the noir young adult novel, and the history of genre* to what is presented above.

JOURNALISM AND MEDIA STUDIES

1. Change to prerequisites.

Journalism and Media Studies

JMS 565. Advertising Campaigns (3)

Prerequisites: Journalism and Media Studies 494, 560, 562 with a grade of C (2.0) or better in each course.

Branding campaigns using traditional, digital, and social media. Strategy for owned, earned, and paid media. Consumer analysis, community definition. Creative development. Media strategy and tactics. Campaign measurement. Completion of course with grade of C (2.0) or better is required for majors.

Change(s): Added JMS 494 as prerequisite.

2. Change to prerequisites.

Journalism and Media Studies

JMS 591. Global Technology: Creativity and Innovation in the Digital Age (3)

Prerequisite: Upper division or graduate standing.

Economic, social, and political shifts in the global economy as a result of digital communication. Emergence of new national and international media policies to stimulate creativity and innovation as central factors in development.

Change(s): Prerequisite updated from *Admission to a major in the School of Journalism and Media Studies. Proof of completion of prerequisite required: Copy of transcript to what is presented above.*

3. New course.

Journalism and Media Studies

DIGITL MEDIA PUBLIC POLICY (C-5)

JMS 593. Digital Media and Public Policy (3)

Prerequisite: Journalism and Media Studies 210 or graduate standing.

Federal, international, and local law and policy that shape the development, operations, and structure of corporate offerings, digital media, and personal uses. History and philosophy of digital media regulation. Future trends in digital media.

LEARNING DESIGN AND TECHNOLOGY

1. Deactivation of course.

Learning Design and Technology

LDT 541. Educational Web Development (3)

One lecture and six hours of laboratory.

Prerequisite: Basic computer literacy.

Systems, graphic design, and usability principles applied to design and development of web-based educational multimedia. Planning and prototyping digital media. (Formerly numbered Educational Technology 541.)

2. Deactivation of course.

Learning Design and Technology

LDT 570. Advanced Teaching with Technologies (3)

Prerequisite: Learning Design and Technology 470 or equivalent work experience.

Design of project-based and problem-based learning using Internet resources. Constructivist learning with online databases. Collaboration with distant classrooms and experts. (Formerly numbered Educational Technology 570.)

MECHANICAL ENGINEERING

1. New course.

Mechanical Engineering

ROBOT MODELING & CONTROL (C-2)

M E 532. Robot Modeling and Control (3)

Prerequisite: Mechanical Engineering 330.

Analysis, computer programming, modeling, motion planning, and design of control systems for robots.

PHILOSOPHY

1. New course.

Philosophy

NEUROETHICS (C-4)

PHIL 538. Neuroethics (3)

Prerequisite: Upper division or graduate standing.

Morally salient features of brain science and the development and application of neurotechnology.

2. New course.

Philosophy

EMPIRICAL PERSPECTIVES OF BUDDHISM (C-1)

PHIL 555. Empirical Perspectives of Buddhism (3)

Prerequisite: Upper division or graduate standing. Recommended: Philosophy 353.

Historical and contemporary Buddhist scholarship and practice.

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

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair
Undergraduate Curriculum Committee

Date: March 13, 2018

Re: 2020-2021 *General Catalog*

INFORMATION (3I-04-19)

AEROSPACE STUDIES

1. Change to descriptions and titles.

Aerospace Studies

HERITAGE & VALUES OF USAF

A S 100A-100B. Heritage and Values of the United States Air Force (1-1)

Meets one hour per week.

Prerequisite for AFROTC cadets: Concurrent registration in Aerospace Studies 91A for Aerospace Studies 100A; concurrent registration in Aerospace Studies 91B for Aerospace Studies 100B.

Overview of the United States Air Force to include basic characteristics, missions, and organization.

Change(s): Descriptions updated from *Introduction to organizational structure, mission of selected military organizations, selected topics that contribute to understanding the Air Force today. Includes professional appearance, customs and courtesies, officership and core values, basic communications, officer opportunities, and benefits* to what is presented above. Titles updated from *Foundations of the United States Air Force* to what is presented above.

2. Change to descriptions and titles.

Aerospace Studies

TEAM AND LEADERSHIP

A S 200A-200B. Team and Leadership Fundamentals (1-1)

Meets one hour per week.

Prerequisite for AFROTC cadets: Concurrent registration in Aerospace Studies 92A for Aerospace Studies 200A; concurrent registration in Aerospace Studies 92B for Aerospace Studies 200B.

Foundations and development of cadet leadership on a personal level and within a team. Field training experiences.

Change(s): Descriptions updated from *Study of air and space power through a historical perspective. Techniques for improving communication, discussion of Air Force heritage,*

leadership basics. Ethics, values, problem solving, and Air Force core values to what is presented above. Titles updated from *Evolution of USAF Air and Space Power* to what is presented above.

3. Change to description.

Aerospace Studies

A S 233. Field Training Unit (2-3) Cr/NC

Required for advanced cadets, military orientation and flight familiarization. Credit granted for field training camp on basis of individual student application with approval of Aerospace Studies department chair.

Change(s): *Four- or six-week* deleted from description.

4. Change to descriptions and titles.

Aerospace Studies

LEADING & COMMUNICATION

A S 300A-300B. Leading People and Effective Communication (3-3)

Advanced skills and experiences in communication, leadership, and management in supervised environments.

Change(s): Descriptions updated from *Air Force leadership and management principles. Responsibility and authority of an Air Force officer, subordinate leadership, ethics, standards of conduct, and officer values. Improving writing, briefing skills, counseling, and feedback process* to what is presented above. Titles updated from *Air Force Leadership Studies* to what is presented above.

5. Change to descriptions.

Aerospace Studies

A S 400A-400B. National Security Affairs/Preparation for Active Duty (3-3)

Roles of military officers in American society. Complex social and political issues facing military professions. Preparation for active duty.

Change(s): Descriptions updated from *Role of professional officer in democratic society, socialization within armed services, requisites for adequate national security forces. Political, economic, and social constraints on national defense structure and impact of technological and international developments on defense policy making* to what is presented above.

ASTRONOMY

1. Change to description and prerequisites.

Astronomy

ASTR 440. Astrophysics of Stars (3)

Prerequisites: Credit or concurrent registration in Mathematics 342A, Physics 354, 360.

The lives of stars, their interior structures, and the physics that determines how they work. Stellar atmospheres and the spectrum of light that emerges from them.

Change(s): Description updated from *Radiative transfer theory, atmospheres of stars and the emergent spectrum, interior structure and evolution of stars, stellar pulsations* to what is presented above. PHYS 360 added as prerequisite.

2. Change in program.

Astronomy

Astronomy Major

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

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

Paragraphs 1-2 (*no change*)

Preparation for the Major. (*no change*)

Language Requirement. (*no change*)

Graduation Writing Assessment Requirement. (*no change*)

Major. A minimum of 27 upper division units in astronomy and physics to include Astronomy 350, 440, 450; Mathematics 342A; Physics 350, 354; and nine units selected with the approval of the astronomy undergraduate adviser. Recommended: Physics 360, 400A, 406, 410.

Change(s): ASTR 510 deleted as a recommended option.

3. Change in program.

Astronomy

Astronomy Minor

(SIMS Code: 770501)

The minor in astronomy consists of a minimum of 15 units to include Astronomy 201 and 12 upper division units selected from Astronomy 303, 310, 320+, 350+, 440+, 450+, 510+, or 496 subject to approval of the minor adviser.

Reminder of description (*no change*)

Change(s): ASTR 301 will be removed as an accepted course (it is no longer being taught). ASTR 303 (A Walk through the Stellar Graveyard) will be added (a new upper-division GE course that has been approved). ASTR 320 (Solar System Astronomy) will be added (an existing upper division course that has not previously been included).

ENGLISH

1. New course.

English

COMICS AND HISTORY (C-2)

ENGL 157. Comics and History (3) [GE]

(Same course as History 157)

Aesthetics, interplay of texts and images, visual communication, and changes over time.

2. Change to description.

English

ENGL 306A-306W. Children's Literature and Advanced Composition (3-3)

Prerequisites: *(no change)*

A. Critical and historical analysis of children's literature in a variety of genres and forms.

W. *(no change)*

Change(s): Description updated from *Reading, analysis, and discussion of classic works of children's literature* to what is reflected above.

HISTORY

1. New course.

History

COMICS AND HISTORY (C-2)

HIST 157. Comics and History (3) [GE]

(Same course as English 157)

Aesthetics, interplay of texts and images, visual communication, and changes over time.

2. New course.

History

HIST OF HUMAN RIGHTS (C-2)

HIST 404. History of Human Rights (3) [GE]

Prerequisite: Upper division standing.

Struggles that contributed to wide range of rights in today's international human rights regime in practice and thought and as an institution following the adoption of the Universal Declaration of Human Rights.

3. Change in program.

History

The Major

Paragraph 1 *(no change)*

The specialization in history for teachers is intended for students who aspire to become masterful teachers of history/social science. This specialization provides the broad expertise necessary to teach the modern U.S. and world history that is taught in California high schools, and the earlier world history taught in junior high schools, combined with skills in research, writing, contextualization, and analysis of evidence worthy of a history major. This specialization prepares students for graduate school and other history careers while grounding them in the historical knowledge and skills necessary for admittance to credentialing programs in Education.

The specialization in public histories develops expertise in the transformative effects of history on communities and public understandings of the past. It integrates cutting edge digital technology with advanced methods in oral history, spatial history, museum studies, archives and preservation, and public engagement. This specialization prepares students for careers in community, local history, and public service organizations, museums, archives, and historic sites, including state and national government park and historical services, as well as for graduate programs in public history, archival and library sciences, and other fields.

The specialization in U.S. history offers the opportunity to explore in depth the history of the society around us and its links to the rest of the world. This specialization trains graduates who are prepared to apply historical skills and understanding to the complex challenges of U.S. society, past and present. It prepares students for careers in law, public service, charitable foundations and non-profit organizations, journalism and public history settings, and serves as preparation for graduate studies in History, Political Science, and other fields.

The specialization in world history and global affairs offers a pragmatic and intellectually engaging curriculum for students interested in transregional affairs, past and present. This specialization produces graduates who are true global citizens, by exposing them to diverse cultural legacies and to a range of comparative and transregional world historical approaches. This specialization prepares students for careers in international affairs, diplomacy, military, intelligence, journalism, and government and non-profit organizations, as well as for entry into graduate programs in world history, anthropology, political science, and other fields. In addition to satisfying the general requirements for History majors, majors who choose the specialization in world history and global affairs must complete 12 upper division units in a coherent geographical, temporal, or thematic field, in consultation with a faculty advisor: for example, the Mediterranean, the nineteenth century, war and human history, or international relations history.

Impacted Program

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

- a. Complete with a minimum GPA of 2.20 and a grade of C (2.0) or better: History 100, 101, and six lower division units of history electives. These courses cannot be taken for credit/no credit (Cr/NC);

Remainder of section (*no change*)

History Major

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

(Major Code: 22051) (SIMS Code: 113301)

Paragraphs 1-2 (*no change*)

Preparation for the Major. History 100, 101, and six lower division units of history electives. (12 units)

These prerequisite courses may not be taken Cr/NC and must be completed with a minimum GPA of 2.20 and a grade of C (2.0) or better in each class.

Language Requirement. (*no change*)

Graduation Writing Assessment Requirement. (*no change*)

Major. A minimum of 30 upper division units in history with at least nine units at the 500-level. Students must complete History 400 and three units from History 450, 451, 452, or 455.

A minimum of three upper division units selected from courses on ancient through early modern history: History 407, 411, 415 [or Latin American Studies 415], 420, 473, 500, 501, 502, 503, 504 [or Humanities 504], 505, 506 [or Humanities 506], 507 [or Religious Studies 507], 508, 528, 550, 566, and, depending on specific content, 406, 442, 496, 499, 514, 580, 581, 582, 583, 584, and 586.

A minimum of three upper division units selected from courses on history outside of Europe and the Americas after 1500 CE: History 421 [or Asian Studies 421], 425 [or Asian Studies 425], 474, 516, 567, 570, 574, and, depending on specific content, 442, 496, 499, 580, 581, 582, 583, 584, 585, and 586.

All students must complete an additional 18 upper division units of electives in history. Students may choose to complete one of the specializations below in partial fulfillment of this 18 unit requirement.

Specialization in History for Teachers: Nine units selected from History 410, 411, 412, 442. Please see the undergraduate advisor in history for the latest requirements for becoming a California history or social science teacher, including suggested courses from other departments.

Specialization in Public Histories: Nine units selected from History 445, 451 or 452 (whichever is not completed in the core), 455. Students who choose the specialization in public histories must complete a history internship experience to be satisfied by History 452 or an equivalent internship or volunteer experience.

Specialization in U.S. History: 15 units selected from History 402, 406, 422 [or Asian Studies 422], 441, 445, 496, 499, 532, 533, 534, 535, 536, 537, 539, 540, 544A, 544B, 545, 548 [or Chicana and Chicano Studies 548], and, depending on specific content, History 435, 442, 580, 581, 582, 583, 584, and 585.

Specialization in World History and Global Affairs: 15 units in a coherent geographical, temporal, or thematic field, in consultation with a faculty advisor, of which three units are selected from History 411, 412, 441, 516, 544B, 553 [or Latin American Studies 553], 557, 558, or 586. Students who choose the specialization in world history and global affairs must also complete an international experience to be satisfied by 1) a CSU study abroad program, 2) an SDSU exchange program, 3) an SDSU study abroad program, or 4) an SDSU study travel program.

Up to six units from other departments may be applied to the history major upon written approval of the undergraduate adviser.

Change(s): Program description updated to align with editorial changes and include specializations. Impact description and preparation for the major section updated with a select-from option of six lower division units of history electives. Major courses updated and fields A, B, and C replaced with four specializations.

JAPANESE

1. Change to prerequisite.

Japanese

JAPAN 312. Third Year Japanese II (3) [GE]

Three lectures and one hour of laboratory.

Prerequisite: Japanese 311 or 321.

Further strengthening of communication skills in Japanese; various literary styles; introduction of chugaku kanji. Social and economic issues in Japan and the U.S.; cultural values shaping business conduct in Japan; characteristics of Japanese management; intercultural communication. Preparation for Japanese 411.

Change(s): Added JAPAN 321 as prerequisite option.

2. Change to general education.

Japanese

JAPAN 321. Advanced Japanese Discourse (3) [GE]

Prerequisite: Japanese 212.

Development of advanced communication skills through Japanese media such as Japanese news broadcasts and television drama. Focus on listening comprehension.

Change(s): Added course to GE.

3. Change to general education and prerequisite.

Japanese

JAPAN 322. Advanced Conversation Through Media (3) [GE]

Prerequisite: Japanese 311 or 321.

Development of advanced communication skills through Japanese media such as Japanese news broadcasts and television drama. Focus on oral communication.

Change(s): Added course to GE. Added JAPAN 321 as prerequisite option.

LEARNING DESIGN AND TECHNOLOGY

1. Deactivation of course.

Learning Design and Technology
LDT 470. Technologies for Teaching (1-3)

One unit: One-half hour of lecture and one hour of activity. Two units: One hour of lecture and two hours of activity. Three units: One and one-half hours of lecture and three hours of activity.

Application of computer and video technologies to practice of teaching. Meets computer literacy requirement for Level I teaching credential. (Formerly numbered Educational Technology 470.)

MANAGEMENT INFORMATION SYSTEMS

1. Change to course statement and number.

Management Information Systems
MIS 383. Networks and Data Communications (3)

Prerequisites: Management Information Systems 180. Approved upper division business major, business minor, or another major approved by the Fowler College of Business. **Proof of completion of prerequisites required:** Copy of transcript.

Fundamental data communications concepts, including voice communications and carrier service offerings, communications hardware, and network design. Global, enterprise, workgroup, and local area networks. Protocols and network operating systems. Network security and control. (Formerly numbered Management Information Systems 483.)

Change(s): Course number changed from 483 to 383. *Formerly numbered* course statement added.

MATHEMATICS

1. Change to course statement and number.

Mathematics
MATH 140. College Algebra (3) [GE]

Solution of equations and inequalities, systems of equations, graphs and attributes of functions (transformations, end behavior, domain, range), polynomial and exponential functions. Not open to students with credit in Mathematics 120, 124, 141, or 150. (Formerly numbered Mathematics 105.)

Change(s): *Formerly numbered* statement added. Number changed from 105 to 140.

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

Mathematics
MATH 140X. College Algebra Support (1) Cr/NC
Three hours of activity.

Prerequisite: Concurrent registration in Mathematics 140. Required for students who have not satisfied the SDSU Mathematics/Quantitative Reasoning Assessment requirement.

Required support course for Mathematics 140. Credit in this course satisfies the SDSU Mathematics/Quantitative Reasoning Assessment requirement. (Formerly numbered Mathematics 105X.)

Change(s): *Formerly numbered* statement added. MATH 105 updated to 140 in description and prerequisite. Number changed from *105X* to *140X*.

3. Change to prerequisite.

Mathematics

MATH 141. Precalculus (3) [GE]

Two lectures and two hours of activity.

Prerequisite: Knowledge of algebra as demonstrated by (1) satisfactory completion of Mathematics 140 with a grade of C (2.0) or better; or (2) qualification on the Mathematics Placement Assessment. **Proof of completion of prerequisite required.**

Rational, trigonometric, exponential and logarithmic functions; conic sections; parametric equations. Not open to students with credit in Mathematics 120, 124, or 150.

Change(s): MATH 105 changed to 140 in prerequisite.

4. Change to description.

Mathematics

MATH 330. Advanced Calculus I (3)

Prerequisites: Mathematics 245 and either 254 or 342A with a grade of C (2.0) or better in each course. **Proof of completion of prerequisites required:** Copy of transcript.

Completeness of the real numbers and its implications, sequences of real numbers, and continuity and differentiability of functions of one real variable. (Formerly numbered Mathematics 534A.)

Change(s): Description updated from *Formal definitions and prove results in analysis within the framework of sequences and functions of a single variable* to what is presented above.

5. Change to description and prerequisite.

Mathematics

MATH 499. Special Study (1-3)

Prerequisite: Consent of instructor and at least one 300-level mathematics course with a grade of C (2.0) or better.

Individual study. Maximum credit six units. No more than three units may be applied to the major.

Change(s): *No more than three units may be applied to the major added to description. And least one 300-level mathematics course with a grade of C (2.0) or better added to prerequisite.*

6. Change in program.

Mathematics

Mathematics Major

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

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

All candidates for a degree in liberal arts and sciences must complete the graduation requirements listed in the section of this catalog on “Graduation Requirements.” No more than 60 units in mathematics and statistics courses can apply to the degree.

A minor is not required with this major.

Impacted Program. Complete with a grade of C (2.0) or better: Mathematics 150, 151, 245, 252, 254, Statistics 250 and one course selected from Computer Science 107, 200, Statistics 200. These courses cannot be taken for credit/no credit (Cr/NC). The cumulative GPA in Mathematics 245, 252, and 254 must be a C+ (2.3) or better.

Preparation for the Major. Mathematics 150, 151, 245, 252, 254, Statistics 250 and one course selected from Computer Science 107, 200, Statistics 200. These courses must be completed with a grade of C (2.0) or better, and cannot be taken for credit/no credit (Cr/NC). The cumulative GPA in Mathematics 245, 252, and 254 must be a C+ (2.3) or better. (24-25 units)

Language Requirement. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

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

Remainder of description *(no change)*

Change(s): Completion of at least one course selected from: Computer Science 107, Statistics 200 (Introduction to Data Science with R), and Computer Science 200 (Introduction to Data Science with Python). Allow students to apply up to 60 units in mathematics and statistics courses to the program. Suppress Mathematics 541 from the list of elective courses.

7. Change in program.

Mathematics

Mathematics Major

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

(Major Code: 17031)

Emphasis in Applied Mathematics

(SIMS Code: 776313)

Paragraphs 1-2 (*no change*)

Impacted Program. Complete with a grade of C (2.0) or better: Mathematics 150, 151, 245, 252, 254, Statistics 250, and one course selected from Computer Science 107, 200, Statistics 200. These courses cannot be taken for credit/no credit (Cr/NC). The cumulative GPA in Mathematics 245, 252, and 254 must be a C+ (2.3) or better.

Preparation for the Major. Mathematics 150, 151, 245, 252, 254, Statistics 250, and one course selected from Computer Science 107, 200, Statistics 200. These courses must be completed with a grade of C (2.0) or better, and cannot be taken for credit/no credit (Cr/NC). The cumulative GPA in Mathematics 245, 252, and 254 must be a C+ (2.3) or better. (24-25 units)

Remainder of description (*no change*)

Change(s): Completion of at least one course selected from: Computer Science 107, Statistics 200 (Introduction to Data Science with R), and Computer Science 200 (Introduction to Data Science with Python). instead of just: Completion of Computer Science 107.

8. Change in program.

Mathematics

Mathematics Major

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

(Major Code: 17031)

Emphasis in Computational Science

(SIMS Code: 776322)

Paragraph 1 (*no change*)

Impacted Program. (*no change*)

Preparation for the Major. (*no change*)

Graduation Writing Assessment Requirement. (*no change*)

Major. A minimum of 39 upper division units to include Mathematics 320, 330, 337, 340; 524 or 543; Computer Science 310; at least nine units selected from Computational Science 526, 536, Computer Science 503, 558, Mathematics 336, 525, 532, 537, 542, 543; three units of Mathematics 499 (Senior Project – approved by the applied mathematics adviser); and nine units of electives in computer science, mathematics, or statistics (approved by the Applied Mathematics adviser) excluding Mathematics 302, 303, 312, 313, 342A, 342B, 413, 414, 509.

Remainder of description (*no change*)

Change(s): MATH 541 no longer appears on the list of elective courses.

9. Change in program.

Mathematics

Mathematics Major

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

(Major Code: 17031)

**Emphasis in Science
(SIMS Code: 776348)**

Paragraphs 1-2 (*no change*)

Impacted Program. Complete with a grade of C (2.0) or better: Mathematics 150, 151, 245, 252, 254, Statistics 250, and one course selected from Computer Science 107, 200, Statistics 200. These courses cannot be taken for credit/no credit (Cr/NC). The cumulative GPA in Mathematics 245, 252, and 254 must be a C+ (2.3) or better.

Preparation for the Major. Mathematics 150, 151, 245, 252, 254, Statistics 250, and one course selected from Computer Science 107, 200, Statistics 200. These courses must be completed with a grade of C (2.0) or better, and cannot be taken for credit/no credit (Cr/NC). The cumulative GPA in Mathematics 245, 252, and 254 must be a C+ (2.3) or better. (24-25 units)

Remainder of description (*no change*)

Change(s): Completion of at least one course selected from: Computer Science 107, Statistics 200 (Introduction to Data Science with R), and Computer Science 200 (Introduction to Data Science with Python). instead of just: Completion of Computer Science 107.

MECHANICAL ENGINEERING

1. New course.

Mechanical Engineering

FUNDAMENTALS MANUFACTURNG (C-4)

M E 420. Fundamentals of Manufacturing (3)

Prerequisite: Mechanical Engineering 314.

Applications of mechanics of materials and systems in product design and fabrication. Design challenges and constraints of various fabrication technologies. Fabrication technologies and processes.

PSYCHOLOGY

1. New course.

Psychology

HEALTH HAPPINESS SUCCESS (C-2)

PSY 117. Health, Happiness, and Academic/Professional Success (3) [GE]

Evidenced-based skills to help in multiple areas of life on and off campus to include academics, mental and physical health, social connections and relationships.

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

TO: SEC/Senate

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

DATE: March 19, 2019

RE: Information

Philanthropy Report:

The following are notable gifts received since the last meeting of the Senate Executive Committee:

Gifts totaling \$200,000 from alumni Keith Behner and Cathy Stiefel will provide scholarship and study abroad support for students in the Fowler Scholars Program who are high school graduates of Barrio Logan College Institute.

Alumnus Alexander Mora pledged \$50,000 to provide scholarship support to students in the MESA Program in the College of Engineering.

Scott Borden made a \$10,712 gift to the Student Rocket and Design Fund in the College of Engineering.

Faculty Emeritus Marjorie S. Turner made a \$16,666 gift to Marjorie S. and Merle B. Turner Endowed Scholarship in the College of Sciences.

A gift of \$10,000 from AMDM will provide scholarship support to students pursuing a graduate degree in Regulatory Affairs in the College of Sciences.

Faculty member Janusz C. Supernak made a a \$50,000 bequest to support an endowed scholarship in the department of Civil Engineering.

A \$55,000 gift from Solar Turbines Inc. will go towards the Solar Turbines Center for Industrial Training and Engineering Research Partnership in the College of Engineering.

Alumnus James S. Brown and his wife, Marilyn C. Brown, made a \$32,857 gift to support Athletics.

Alumnus Joseph J. Fisch and his wife, Joyce F. Axelrod made a \$47,500 gift to the Friends of Music and Dance in the College of Professional Studies and Fine Arts.

A \$20,000 gift from the USS Midway Museum will support the Joan and Art Barron Veterans Center operations.

Real World Academics, LLC made a \$25,000 gift to the China Hospitality Education Initiative in the College of Professional Studies and Fine Arts.

A \$30,000 gift from Torrey Pines Bank will support Athletics.

Ms. Bonnie A. MacVaugh made a \$20,000 gift to the School of Social Work Marketing Fund in the College of Health and Human Services.

Campaign, Presidential & Special Events:

President de la Torre and Interim Vice President of University Relations and Development, Adrienne Vargas hosted the annual Evening of Distinction reception on Thursday, January 24 at the University House. This annual event honors Tower Society Magna Cum Laude donors for their lifetime giving of \$500,000 or more. This is the fourth year for this event and eight donors received awards this year. Nearly 14 previous awardees were in attendance along with deans, vice presidents and other campus leaders.

On Saturday, January 26 and Saturday, February 9, approximately 60 donors and prospective donors from several areas across campus were hosted to basketball pregame receptions featuring Steve Fisher and other speakers at the Allan Bailey Library in the Parma Payne Goodall Alumni Center.

On Wednesday, February 13, President de la Torre and Interim Vice President Adrienne Vargas hosted the 7th annual Evening Celebrating Philanthropy at the newly constructed Tula Community Center located on the campus of SDSU. The Evening Celebrating Philanthropy celebrates those donors who have donated over a million dollars to San Diego State. Over the past seven years, over 130 presidential medallions have been awarded to donors who have reached this milestone. At this year's event, 13 presidential medallions were awarded and over 45 past awardees were in attendance.

SDSU Academic/Holiday Calendar
2020-2021

Summer 2020

<u>Date</u>	<u>Holiday/Activity</u>
Mon, May 25 2020	Memorial Day (Campus closed)
Tues, May 26, 2020	First day of Summer term
Tues, May 26, 2020	First day of classes
Fri, July 3, 2020	Independence Day (Campus closed)
Fri, August 14, 2020	Last day of classes (Final examinations are the last day of classes for each summer session)
Wed, August 19, 2020	Last day of Summer term, grades due from instructors (11 pm deadline)

Fall 2020
Draft 8/31/2018

<u>Date</u>	<u>Holiday/Activity</u>
Thurs, August 20, 2020	First day of Fall semester
Mon, August 24, 2020	First day of classes
Mon, September 7, 2020	Labor Day (Campus closed)
Wed, November 11, 2020	Veterans Day (Campus closed)
Wed, November 25, 2020	No Class (Campus open)
Thu, November 26 - Fri, November 27, 2020	Thanksgiving Break: (Campus closed) 11/26 Thanksgiving Day 11/27 * Admission Day
Thurs, December 10, 2020	Last day of classes
Fri, December 11 – Thurs, December 17, 2020	Final Examinations
Wed, December 23 – Mon, December 28, 2020	Winter Break: (Campus closed) 12/23 * Lincoln's Birthday 12/24 * Columbus Day

12/25 Christmas Day
 12/28 * Washington’s Birthday

Thurs, December 31, 2020

Last day of Fall semester, grades due from
 instructors (11 pm Deadline)

Fri, January 1, 2021

New Year’s Day (Campus closed)

Spring 2021

Date

Holiday/Activity

Mon, January 18, 2021

Martin Luther King, Jr. Day (Campus closed)

Tues, January 19, 2021

First Day of Spring semester

Wed, January 20, 2021

First day of classes

Mon, March 29 – Fri, April 2, 2021

Spring Break

Wed, March 31, 2021

Cesar Chavez Day (Campus closed)

Thurs, May 6, 2021

Last day of classes

Fri, May 7 -Thurs, May 13, 2021

Final Examinations

Thurs, May 13, 2021

IVC Commencement

Fri, May 14 – Sun, May 16, 2021

Commencement – San Diego Campus

Fri, May 21, 2021

Last day of spring semester, grades due from
 instructors (11 pm Deadline)

*= Re-scheduled holiday

Draft 8/31/2018

**SAN DIEGO STATE UNIVERSITY
ACADEMIC AFFAIRS 2020/21 ACADEMIC CALENDAR DRAFT**

SENATE MINUTES

April 9, 2019

2020	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	DAYS	Instructional Days	
MAY			F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S		4	4
JUN			M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T			22	22
JUL			W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH			21	21
AUG		F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M		14	11
Total Academic Days for Summer 2020																												61	58							

X designates Academic Work day [0] First day of Summer term. [3] (* Final examinations are the last day of classes for each summer session)
 H designates Holiday [1] First day of classes. [4] Grades due at 11:00 pm, end of summer term
 [2] Last day of classes.

2020	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days	
AUG		F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	X		8	6
SEPT			T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W			21	21	
OCT			TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S			22	22
NOV			S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M		T		19	18
DEC				W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	X		20	7
Total Academic Days for Fall 2020																												90	74								

X designates Academic Work day [0] First day of Fall term. [3] Final exams Note: Aug and Sept work days are paid in Sept
 W designates Weekend Work day [1] First day of classes. [4] Grades due at 11:00 pm, end of fall semester.
 H designates Holiday [2] Last day of classes.
 NC designates no class (Campus open)

2021	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days			
JAN			F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S			9	8		
FEB			M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S			M	X		21	21		
MAR				T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	SB	SB	H		19	19
APR			TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S			20	20	
MAY			S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M			17	4		
Total Academic Days for Spring 2021																												86	72										
Total 2020-2021																												176	146										

X designates Academic Work day [0] First day of Spring term. [3] Final exams Note: Jan and Feb days are paid in Feb
 W designates Weekend Work day [1] First day of classes. [4] IVC Commencement - May 13, 2021
 H designates Holiday [2] Last day of classes. [5] Commencement Days - May 14, 15, 16, 2021
 SB Spring Break [6] Grades due at 11:00 pm, end of spring semester.

This is not to be construed as an employee work calendar.

Printed
4/16/19

SDSU Academic/Holiday Calendar
2021-2022

Summer 2021

<u>Date</u>	<u>Holiday/Activity</u>
Mon, May 24 2021	Memorial Day (Campus closed)
Tues, May 25, 2021	First day of Summer term
Tues, May 25, 2021	First day of classes
Mon, July 5, 2021	Independence Day (Campus closed)
Fri, August 13, 2021	Last day of classes (Final examinations are the last day of classes for each summer session)
Thurs, August 19, 2021	Last day of Summer term, grades due from instructors (11 pm deadline)

Fall 2021

<u>Date</u>	<u>Holiday/Activity</u>
Fri, August 20, 2021	First day of Fall semester
Mon, August 23, 2021	First day of classes
Mon, September 6, 2021	Labor Day (Campus closed)
Thurs, November 11, 2021	Veterans Day (Campus closed)
Wed, November 24, 2021	No Class (Campus open)
Thu, November 25 - Fri, November 26, 2021	Thanksgiving Break: (Campus closed) 11/25 Thanksgiving Day 11/26 * Admission Day
Thurs, December 9, 2021	Last day of classes
Fri, December 10 – Thurs, December 16, 2021	Final Examinations
Fri, December 24 – Wed, December 29, 2021	Winter Break: (Campus closed) 12/24 * Lincoln's Birthday 12/27 *Christmas Day

12/28 * Washington's Birthday

12/29 * Columbus Day

Thurs, December 30, 2021

Last day of Fall semester, grades due from
instructors (11 pm Deadline)

Fri, December 31, 2021

New Year's Day Observed (Campus closed)

Spring 2022**Date****Holiday/Activity**

Mon, January 17, 2022

Martin Luther King, Jr. Day (Campus closed)

Tues, January 18, 2022

First Day of Spring semester

Wed, January 19, 2022

First day of classes

Fri, March 18, 2022

NCAA Tournament – Non-Instruction Day
(Campus open)

Mon, March 28 – Fri, April 1, 2022

Spring Break

Thurs, March 31, 2022

Cesar Chavez Day (Campus closed)

Thurs, May 5, 2022

Last day of classes

Fri, May 6 -Thurs, May 12, 2022

Final Examinations

Thurs, May 12, 2022

IVC Commencement

Fri, May 13 – Sun, May 15, 2022

Commencement – San Diego Campus

Fri, May 20, 2022

Last day of spring semester, grades due from
instructors (11 pm Deadline)

* = Re-scheduled holiday

SAN DIEGO STATE UNIVERSITY

ACADEMIC AFFAIRS 2021/22 ACADEMIC CALENDAR DRAFT

April 9, 2019

SENATE MINUTES

Calendar table for Summer 2021 with columns for days (30-31, 1-31) and rows for months (MAY, JUN, JUL, AUG). Includes total academic days for summer 2021: 62 days, 58 instructional days.

X designates Academic Work day
[0] First day of Summer term.
[1] First day of classes.
[2] Last day of classes.
[3] (* Final examinations are the last day of classes for each summer session)
[4] Grades due at 11:00 pm, end of summer term

Calendar table for Fall 2021 with columns for days (30-1) and rows for months (AUG, SEPT, OCT, NOV, DEC). Includes total academic days for fall 2021: 89 days, 74 instructional days.

X designates Academic Work day
[0] First day of Fall term.
[1] First day of classes.
[2] Last day of classes.
[3] Final exams
[4] Grades due at 11:00 pm, end of fall semester.
Note: Aug and Sept work days are paid in Sept

Calendar table for Spring 2022 with columns for days (30-1) and rows for months (JAN, FEB, MAR, APR, MAY). Includes total academic days for spring 2022: 86 days, 71 instructional days.

X designates Academic Work day
[0] First day of Spring term.
[1] First day of classes.
[2] Last day of classes.
[3] Final exams
[4] IVC Commencement - May 14, 2020
[5] Commencement Days - May 15, 16, 17, 2022
[6] Grades due at 11:00 pm, end of spring semester.
Note: Jan and Feb days are paid in Feb

Printed 4/16/19

To: SEC / Senate

From: Norah Shultz, on behalf of the General Education Reform Steering Committee

Re: GE Reform Update

As promised we are providing updates to the Senate on our activities. After spending time in the three subcommittees on Local, Regional and National issues and sending a team to the AAC&U Network meeting on General Education & Assessment we are moving into a phase of seeking input from the wider university community. In particular we are looking for input on Institutional Learning Outcomes, but also on assistance with making our already strong General Education program more meaningful to our current students.

As such our three subcommittee have been refocused to seek input from the university community. The three committees are as follows: (1) "Spread the Word," a committee which will sponsor Town Halls this spring and then move into establishing a social media presence as well as an open repository of information for the campus on a secure site; (2) "Let's Talk," a committee which will sponsor smaller venues for conversation which we are calling GE Cafes and will also collect short survey information from students and faculty; and (3) "Meeting you where you Are," where members of the Steering committee will ask to come speak at already scheduled on going meetings such as Academic Dean's Council, College meetings and the like.



SAN DIEGO STATE UNIVERSITY

General Education Cafés

- WHAT:** Informal gatherings to discuss the SDSU General Education program – past, present, future. Refreshments provided! We seek input about SDSU General Education from people with varying perspectives & experiences. Food fosters good discussion!
- WHO:** All faculty and students who are interested. Cafés are scheduled by specific groups, but come to any session that fits your schedule.

Dates, Times, and Locations

Lecturers who teach GE courses and others who are interested:

Friday, April 12 th	10 - 11 am	AD 225
Thursday, April 18 th	12 - 1 pm	AD 223

Undergraduate students and others who are interested:

Friday, April 12 th	1 - 2 pm	AD 223
Monday, April 15 th	10 - 11 am	AD 225
Tuesday, April 23 rd	9-10 am	AD 225

Tenure-line faculty (teach GE & non-GE courses) and others interested:

Friday, April 19 th	10 - 11 am	AD 223
Wednesday, April 24 th	1 - 2 pm	AD 223
Thursday, April 25 th	10 - 11 am	AD 223

“Wild Card Café” – Monday, April 29th 2 - 3 pm AD 223

Meeting You Where you Are	Town Hall/Spread the Word	Cafe/Let's Talk
Chair: Jennifer Imazeki	Chair: Virginia Loh-Hagan There will be two Town Meetings this semester. The first is Friday	Chair: Heather Canary

1. Town Halls. "Spread the Word" Chaired by Virginia Loh-Hagan

2. Curriculum Cafes. "Let's Talk" Chaired by Heather Canary

Friday, 4/12, 10 - 11:30 am (lecturers of GE courses)
Location: AD 225 (with spillover available in EIS 203)

Friday, 4/12, 1 - 2:30 pm (students - AS, students orgs, assist deans, post to Bb)
Location: AD 223

Monday, 4/15, 10 - 11:30 am (students - AS, students orgs, assist deans, post to Bb)
Location: AD 225

Thursday, 4/18, 12-1:30 pm (lecturers of GE courses)
Location: AD 223

Friday, 4/19, 10-11:30 am (TT GE faculty)
Location: AD 223

Tuesday, 4/23, 9-10:30 am (students - AS, students orgs, assist deans, post to Bb)
Location: AD 225

Wednesday, 4/24, 1-2:30 pm (major focus faculty)
Location: AD 223

Thursday, 4/25, 10-11:30 am (TT GE faculty)
Location: AD 223

3. "Meeting you Where you Are" Chaired by Jennifer Imazeki

Committee members will attend regularly scheduled meetings around campus at the beginning of the fall semester to solicit input.