San Diego State University Senate
Minutes

December 4, 2018

Table of Contents

San Diego State University Senate
Minutes
December 4, 2018
AL 101
2:00 to 4:30 pm

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

Attendance:

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

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

Business Administration: Ahsan, DeBoskey, Peter

Coach: Crawford

Education: Cappello, Chizhik, Degeneffe, Duesbery

Engineering: Engin, May-Newman, Sharma

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

Imperial Valley:

Lecturers: Fuller, Justice, Moberly

Library: Bliss, Weston

MPP I & II: Montero-Adams

Parliamentarian: Eadie

Professional Studies & Fine Arts: Canary, Hopkins, Sha

Sciences: Harrison, Lewison, Marx, Ponomarenko, Reeder, Schellenberg, Vaughn, Zona

Staff: Aguilar, Preciado

University Services: Sakai

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

Ex-Officio / Emeritus Faculty: Shackelford

Associated Students: Craven, Estrada, Thomas

CFA: Toombs

ASCSU: Csomay

Guests: Abbot, Balsdon, Bohonak, Cook, Elkind (for Penrose from 2:00 pm-3:30 pm), Holt, Lieu, Jacobs, Linman, McCarron, Prislin, Reed, Rothenberger, Sanchez (student), Santos-Derieg, Shinn, Schultz, Verity, Waterman, Wood

1.   Agenda (Attiq)

      MSP To approve the Senate Agenda for December 4, 2018—with one minor change (AVP Brooks presenting on behalf of Provost Johnson).

2.   Minutes (Attiq) **–**

      MSP To approve the Minutes for November 6, 2018.

3.   Announcements (Bober-Michel)

      3.1   Council of Chairs meeting

             Bober-Michel noted that the Council of Chairs meets on Thursday, December 6; she will attend via Zoom. Topics include a call for resumption of campus visits for presidential candidates, modifying the presidential review process to ensure input from all key campus constituent groups, and progress reports regarding implementation of EO 1100 and 1110.

      3.2   Teaching Excellence Award

             Bober-Michel thanked VP Welter and Provost Johnson for raising the visibility and stature of the Teaching Excellence Award via discussions with ADC. AVP Brooks provided the Officers with a summary of fundraising strategies to ensure a substantive stipend can be awarded. In response, the Officers will ask the Senate to approve enhanced criteria/qualifications for nominees and a more precise review process. Because these changes cannot be immediately implemented, the Provost's Office will provide funds to allow for a $10K stipend to this year's awardee.

      3.3   Update: Academic Misconduct Policy (staff and faculty)

             According to **Bober-Michel**, the Policy File will be updated (over Winter Break) to include the bargaining-unit approved version of the Academic Misconduct Policy (staff). The faculty version is still pending, according to **Eadie** – though he thinks we may soon have a resolution.

      3.4   Active Shooter Training (video)

             Bober-Michel explained that the Police Department is ready to roll out a 10-minute video that prepares the campus community for an active shooter situation. She is set to discuss a comprehensive distribution strategy with Chief Mays next week, and will report out at the February Senate meeting.

      3.5   EOP follow-up (from November Senate mtg)

             Bober-Michel is set to meet on Friday with VP Rivera and others regarding EOP concerns that **Aguilar** raised at our November meeting. She seeks clarification of policy changes that dramatically reduced funds available to SDSU Imperial Valley students. Bober-Michel will likely provide Senators with an email update ahead of our February meeting.

3.6   Policy File migration to the web

Bober-Michel was pleased to report that Administrative Analyst Brett has made significant progress on the web version of the Policy File; the plan is to go live at the start of the Spring semester.

3.7   Presidential investiture

Bober-Michel reminded members that the investiture is set for Thursday, April 11. At the request of the Planning Committee, she will ask faculty teaching large classes that afternoon to consider canceling so that they and their students can fully participate in this unique event.

Bober-Michel also reminded members about **President da la Torre**'s presentation to Senate in February. Among the topics she'll cover are:

- a new faculty classification (professors of practice),
- the possibility of SDSU offering an independent PhD,
- progress on the Aztec Identity issue,
- next year's budget (along with Provost Johnson), and
- next steps for Mission Valley (along with VP McCarron).

Bober-Michel asked senators to email her with any other topics or issues they would like **President de la Torre** to address.

Finally, **Preciado** expressed deep concerns about the support/mentoring we provide to our probationary faculty of color. **Brooks** thanked him and noted the Provost's deep commitment to faculty retention. Clearly, she said, we have a lot of work still to do on this campus. Additionally, **Wood** spoke to his personal conversations with faculty, adding that some of our issues are deep-seated and take time to resolve; he definitely welcomes any feedback/input we can provide. **Shackelford** suggested more social interactions with new faculty—especially at the Department/School level.

4.   Academic Affairs (Brooks for Provost Johnson)

Brooks advised that the Provost's Shared Governance Faculty Leadership Development Institute is set for January 14 and 15; the invitation to apply was distributed on Monday, December 3. The plan is to select 20 people—with preference given to mid-career faculty who have demonstrated a commitment to service to the campus. The goal is to equip them with the skills they need to take leadership to the next level; two areas of focus include team-building and strategic planning.

Brooks also noted that the President is seeking to connect with faculty with active projects related to the refugee crisis on both sides of the border. Examples include service learning courses, creative activities, and applied transitional work. She asked that we send names of such individuals to Faculty Advancement; staff there will compile the list for forwarding to the President's Office.

Finally, **Brooks** elaborated on the Provost's support for the Senate's Teaching Award—and his eagerness to raise its visibility/prestige.

5. SEC Report
   5.1 Referral chart (Ornatowski)

   Ornatowski briefly explained each of the several referrals to Constitution and Bylaws (CBL), Academic Resources and Planning (AR&P), Faculty Affairs (FA), and Diversity Equity and Outreach (DEO); see: pages 16 and 17 of the Minutes Packet for details.

   Reeder asked for clarification on the referral to CBL that targets an increase in faculty membership (reprised below). He felt that the referral should be to a different Standing Committee—perhaps AP&P (an idea that both **Shultz** and **Wheeler** also supported).

   Eadie weighed in, arguing that the referral definitely falls under the CBL charge outlined in the Policy File (Section 3.724 in particular). **Ornatowski** added that AP&P deals primarily with University, not Senate, policy.

   Senate Representation Referral:

   Examine how 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.

   CBL functions:

   3.72   Functions

   3.721   The Committee shall review periodically the Constitution and Bylaws of the Senate and university policies, and it shall recommend to the Senate such changes as desirable. It shall report to the Senate its recommendations with respect to proposed amendments to the Constitution or Bylaws that have been submitted in writing, signed by the originator(s), and referred to the Committee by the Senate or by the Senate Executive Committee.

   3.722   Questions concerning interpretations of the text of a Senate-approved document shall be referred to the Committee.

   3.723   Interpretations by the Committee shall be reported in writing to the Senate and shall be considered binding unless reversed or altered by action of the Senate.

   3.724   The Committee shall consider each year, as may be necessary, revision of the list of Senate and Senate-appointed university committees and of the membership and functions of each committee. It shall present its recommendations to the Senate in the first Senate meeting held after April 1.

   Finally, **Greiner** applauded the fresh look at membership and also recognized the need for a gender gap investigation (reprised below).

   Gender Gap Referral:

   DEO has been asked to consider the following: Investigate the gender gap among full professors, to include 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.

6.   Old Business

7.   New Business: Action Items

    7.1   Committees and Elections (Vaughn)

Chair **Vaughn** sought approval of recent appointments to both Standing Committees and other committees and councils. She especially focused on the Scholarships Committee—which is being reconstituted after a significant period of inactivity and focuses on the development and review of policy around scholarship programs; it also ensures that the University Scholarships Officer adheres to policy guidelines in administering scholarship programs. **Vaughn** sees this Committee as a good fit for probationary faculty looking to build their service portfolios.

Vaughn will work with AS liaisons to fill student positions on committees once the Spring semester gets underway.

MP

    7.2   Constitution and Bylaws (Atterton) – **first read**

Atterton presented CBL's response to three of the several referrals currently assigned to that Committee; each is reprised below.

Referral #2—from 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 in a faculty capacity. Rationale for CBL: Currently, Senate Officers and others must painfully wend their way through a slew of reverse references to figure this out.

According to **Atterton**, CBL members opted to broaden the referral's scope by suggesting new definitions (within the Bylaws) for two key terms (*faculty*, *full-time faculty*) that appear throughout the Policy File. Additionally, CBL members are suggesting that faculty MPP (Deans, Associate Deans, Assistant Deans) be distinguished by definition from their non-MPP peers. Thus, the new nomenclature would be *faculty*, *permanent faculty*, *temporary faculty*, and *administrator*.

Atterton did not exemplify how these definitional changes play out from day to day—although **Bober-Michel** and others spoke to their profound impact on Senate membership itself and by extension, membership on search, review, standing and other committees (councils and boards).

Several people (**Sha**, **Reeder**, **Shultz**, **Brooks**) pointed out an array of problems with the *Administrator* classification because a) some Associate and Assistant Deans aren't actually classified as MPP *and* b) some MPPs are part-time only.

Both **Sha** and **Shultz** expressed concern that the revisions would lead to us being a traditional Faculty Senate that limitedly allows for non-faculty participation rather than a true University Senate that welcomes all.

Bober-Michel stressed the importance of an *informed* vote in February, and strongly encouraged everyone to review the Policy File so that we understand the implications of such dramatic changes to the Bylaws.

Referral #4—from September 2018:

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

Atterton noted that CBL members were receptive to both increases in representation but were silent as to potential impacts on committee structure.

Bober-Michel reminded members that revisions to the Constitution call for two readings *and* a vote of all faculty after Senate approval.

Preciado would like more specific categories for staff.

Referral #7—from September 2018:

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

Atterton noted that CBL members were receptive to the status change.

Bober-Michel reminded members that revisions to the Constitution call for two readings *and* a vote of all faculty after Senate approval.

7.3   Enrollment Services (Lieu) **– 3:00 pm time certain (see appended report)**

Lieu presented the list of both undergraduate and graduate students who filed beyond the deadline for Fall graduation—and thus did not appear on earlier lists that faculty were asked to approve.

MSP

7.4   Faculty Affairs (Imazeki)

On behalf of her Committee, **Imazeki** proposed revisions to the Policy File on WPAF validation. Specifically, she spoke to the conflict between and amongst the Policy File (Section 4.6 within UNIVERSITY POLICIES → Faculty → Personnel Files), validation practices and processes that have grown over time within specific Colleges, and the union contract itself (Provision 15.12).

Revisions to the Policy File would help to reduce, if not fully eliminate, the extensive and invasive vetting of faculty materials that has a chilling effect on probationary faculty in particular.

Abdel-Nour expressed concern with the suggested revisions—worried that reviewers at higher levels would no longer be assured that candidate materials are indeed accurate; they themselves might then undertake time-consuming fact-checking. He argued that the RTP Committee Chair should be responsible for noting which items have been verified for accuracy. **Adams** largely concurred—but suggested the responsibility fall to Chairs and Directors, a view with which **Sharma** agreed.

Brooks then made several observations:

- That, in reality, staff in many Departments/Schools are tasked with validation, which puts them in a very awkward position and actually violates the bargaining agreement.
- That faculty are already burdened with extensive service responsibilities and this sort of activity exacerbates the problem. In a recent survey, 20% of faculty respondents reported spending more time on administrative tasks than on teaching and research.

Brooks said her goal is to set the tone for a process that is fair to staff and to probationary faculty.

MP (Approve, 25; No, 11 Oppose; Abstain, 4)

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

On behalf of FHA Chair Matt Anderson, **Bober-Michel** presented the following list of faculty and one lecturer requesting emeritus status:

Linda Locklear, Lecturer of American Indian Studies, 30 years.

Patricia Cue Couttolenc, Associate Professor of Art and Design, December 30, 2018, 10 years.

Gun Joh, Associate Professor of Accountancy, December 29, 2018, 30 years.

Bruce Harley, Librarian, December 29, 2018, 28 years.

Kotaro Nakamura, Professor of Art and Design, June 30, 2019, 23 years.

Marjorie F. Olney, Professor of Administration, Rehabilitation, and Postsecondary Education, August 21, 2019, 17 years.

MP

7.6   General Education Curriculum and Assessment (Sha)

Chair **Sha** noted that the report below features the last classes to "qualify" for the 2019/20 General Catalog.

GEN S 147. Data Literacy: Human Choices Behind the Numbers (3) [GE] (II. Foundations of Learning→A. Natural Sciences and Quantitative Reasoning→4. Mathematics/Quantitative Reasoning). *New course.*

CAL 222. Art, Sport, and Culture in Contemporary Brazil (3) [GE] (II. Foundations of Learning→C. Arts and Humanities→2. Humanities: History, Languages other than English, Literature, Philosophy, Religious Studies). *New course.*

AFRAS 102. An Afrocentric Response to Generational Trauma (3) [GE] (III. Lifelong learning and Self-Development). *New course.*

DANCE 281. Dance, Popular Culture, and Identity (3) [GE] (III. Lifelong learning and Self-Development). *New course.*

HIST 455. Digital History (3) [GE] (IV. Explorations of Human Experience→C. Humanities). *New course.*

MP

7.7 Graduate Council (Bohonak) **– 3:10 pm time certain**

Chair **Bohonak** presented two items:

- A new Master of Science Degree in Meeting and Event Management (offered through the College of Extended Studies). This program is designed for upwardly mobile industry professionals desiring additional professional and advanced education to proceed to the next level of leadership as a director, general manager, or senior leader within a meeting and event context.

- A new Master of Science Degree in Cybersecurity Management in Management Information Systems. This program readies students for senior positions in cybersecurity risk management across all private industries and public sectors.

MP (Abstain: Abdel-Nour)

7.8 Undergraduate Curriculum (Verity)

Chair **Verity** presented the one item on the report, a new basic certificate (within the College of Arts & Letters) in Brazilian Studies. The program allows students to complement their course of study in traditional majors with interdisciplinary coursework on Brazil.

MP

8. New Business: Consent Calendar (Committee Reports)

MSP To receive reports on Consent Calendar.

8.1 Academic Resources and Planning (Conaty, Reed)

Reed reported that no budgetary items have come to the Committee recently, but early in the semester members did retroactively approve two items from Academic Affairs:

- A position: funds for the AVP/Diversity and Inclusion
- Programmatic: funds for the summer enrollment growth incentive program.

Referencing Provost Johnson's budget presentation at our November meeting, **Wheeler** suggested that AR&P draft a Resolution for Senate approval seeking similar budget transparency from all SDSU Divisions.

8.2 ASCSU (Butler-Byrd, Csomay, Ornatowski)

8.3 Graduate Council (Bohonak) **– 3:10 pm time certain**

8.4 Undergraduate Curriculum (Verity)

8.5 University Relations and Development (Vargas)

MSP To accept reports on the Consent Calendar.

9. Other Information Items

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

Deferred.

9.2 Enrollment Management Advisory Group (Balsdon, Cook, Wood) **– 3:20 pm time certain (see appended report)**

Balsdon provided background information on the Enrollment Management Advisory Group (EMAG), including a memo from President Roush outlining the charge and minutes from a fairly recent meeting depicting updates to it. The group is in its early stages of work; there definitely are no findings and recommendations to share yet.

Cook reiterated that President de la Torre refocused the group; there is less emphasis on resources and more on how we serve local area students—freshmen and transfers. SDSU does indeed give priority status to both groups; in fact, 78% of our transfer population is local.

Wood focused on outreach with school districts and community colleges, with an eye to diverse representation. The campus is moving away from contractual agreements with specific districts and specific programs (Sweetwater Union, for example), thinking more broadly about diversity and our overall admissions practices and priorities. Naturally, we want students to be as successful as possible when they come to SDSU.

Preciado's concern is that EMAG has already formed conclusions—with local students having a diminished presence. **Wood** reiterated that there is no movement afoot to reduce local access, but the university is indeed engaged in debate about our student population generally (including their leadership, academic, and other background experiences). Members continue to work on modeling; no "final" admissions decisions have been made.

Wheeler deferred to **Thomas** who then deferred to **Omar Sanchez**, chair of M.ECh.A. (see: https://stuapp.sdsu.edu/RSO/search/Detail?OrgID=158 and https://www.facebook.com/Mechadesdsu/).

Sanchez shared members' concerns about rumored changes to the Compact for Success (http://compactforsuccess.sdsu.edu/compact/) and gave a personal accounting of his experience and success at SDSU. He requested that members of M.E.Ch.A. be represented on EMAG. As a follow-up comment, **Aguilar** suggested that Enrollment Services consider an internal redirect to SDSU Imperial Valley. **Wood** expressed interest in meeting with M.E.Ch.A. to provide clarifying information. **Janet Abbot**, Director of the Compact Scholars Program, would like to meet with EMAG as well so that members have a full picture of the situation.

Speaking for the President, **Santos-Derieg** explained that admissions decisions must be premised on far more than GPA and SAT scores; it is also important to explore the breadth of students experiences in high school and within their communities. All these factors will inform a more holistic admissions model than we now have in place. The President plans to hold open conversations with local school districts about the factors they value; that data is critical to modeling. Viable models need to be in place prior to any extension of the Compact Scholars program beyond our current commitment.

Wheeler called the program an entitlement and wants Senate involved in future decisions about its continuance. He encouraged the President to sign a new contract now.

Adams thanked the students for participating in the Senate meeting, and then argued that the local community is confused about how we admit students; we need a public document that clearly outlines our admissions philosophy and practices.

Ahsan asked a question about the discontinuance of *Project Lead the Way* (see: https://www.engineering.sdsu.edu/explore/k-12.aspx) and whether or not its demise is related to EMAG's work. **Bober-Michel** said that she would look into it.

9.3   SDSU Mission Valley (McCarron, Jacobs) **– 3:30 pm time certain (see appended presentations)**

McCarron focused on next steps in the process – and a rough timeline for them. Specifically, negotiations for the sale of the property have already begun—with the goal of reaching agreement during the first quarter of 2019. Concurrently, SDSU will be engaged in the CEQA/EIR process.[1]

The Mission Valley website will be continuously updated as information becomes available (http://advancement.sdsu.edu/missionValley/www/index.html). More sessions for soliciting faculty/staff input will be scheduled in the Spring, and a comprehensive summary of input already gathered via the Fall Open Forums will be posted in late January. **Jacobs** noted that the Sage Project (https://sage.sdsu.edu) will be integrated into our development plans; it is a great vehicle for helping students get involved.

Abdel-Nour would like to know what academic decisions have already been made; in response, **McCarron** reiterated that nothing is firmed up yet. We have 1.6 million square feet to build out, and campus input is key.

9.4   Shared Governance (Lewison)
      Deferred.

9.5   Senate Task Force/Curriculum Approval Process (Bober-Michel)
      Deferred.

9.6   Campus Development Committee/Annual Report (Shinn, Schulz) **– 4:00 pm time certain**

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[1] CEQA: California Environmental Quality Audit; EIR: Environmental Impact Report. For details on this process, see: http://resources.ca.gov/ceqa/more/faq.html.

Deferred.

9.7   Winter Session (Seshan, Waterman, Linman, Rothenberger, Holt) (see appended PowerPoint slides)

Seshan, **Linman** (Instructional Designer), and **Rothenberger** (Executive Director) provided Senators with a final update on Winter Session—set to launch on Wednesday, January 2; currently 200 students are registered across 15 unique courses. [Note that a few courses are cross-listed or feature multiple sections.] Topics covered include student inquiries and actual enrollments, course development, and assessment/evaluation metrics.

In terms of evaluation, **Shultz** suggested supplementing surveys and other perceptual measures with grade distributions for all courses offered (for comparison with those offered during the regular semester), assessments of learning outcomes, and academic performance in Spring 2019—ideas with which **Schellenberg** concurred.

Holt (Program Coordinator) noted that students have contacted CES with questions about course rigor; in response staff have reinforced the message that an abbreviated session like this one calls for intense commitment.

10.   Other Business

11.   Adjournment
      MSP The Senate adjourned at 4:40 pm.

San Diego State University Senate
Agenda

December 4, 2018
AL 101
2:00 to 4:30 pm

1. Agenda (Attiq)   **COPY OF AGENDA**

2. Minutes (Attiq)

3. Announcements (Bober-Michel)
    3.1   Council of Chairs meeting
    3.2   Teaching Excellence Award
    3.3   Update: Academic Misconduct Policy (staff and faculty)
    3.4   Active Shooter Training (video)
    3.5   EOP follow-up (from November Senate mtg)
    3.6   Policy File migration to the web
    3.7   Presidential investiture

4. Academic Affairs (Johnson)

5. SEC Report

6. Old Business

7. New Business: Action Items

8.   New Business: Consent Calendar (Committee Reports)

9.   Other Information Items
    9.1   GE Reform/Graduation Initiative 2025/EO 1100 and 1110 (Shultz)
    9.3   SDSU Mission Valley (McCarron, Jacobs) **– 3:30pm time certain**
    9.4   Shared Governance (Lewison)
    9.5   Senate Task Force/Curriculum Approval Process (Bober-Michel)
    9.6   Campus Development Committee/Annual Report (Shinn, Schulz) **– 4:00pm time certain**
    9.7   Winter Session (Seshan)

10.   Other Business

11.   Adjournment

Referral Chart

Committee	Date	Item	Referred by
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
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 *in a faculty capacity*. Rationale for CBL: Currently, Senate Officers and others must painfully wend their way through a slew of reverse references to figure this out.	Senate Officers
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 *different* 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
Constitution and Bylaws	September 2018	Revise the Constitution (UNIVERSITY SENATE CONSTITUTION-->4.0: Membership and Electorate) to increase the number of seats for staff (to six, from four) and lecturers (to six, from four). Rationale for CBL: SDSU employs about 1,400 staff and about the same number of part- and full-time lecturers; the current number of seats for each group seems insufficient representation. Last year, several CSU campuses increased seats for these critical employees.	Senate Officers
Constitution and Bylaws	September 2018	Research the viability of a Senate seat for non-represented staff (who, in general, work in the College of Extended Studies and the Research Foundation.) Rationale for CBL: It seems wise to include all members of a group in the election process; the break between non-represented and represented feels arbitrary.	Senate Officers
Constitution and Bylaws	September 2018	Revise the Constitution (UNIVERSITY SENATE CONSTITUTION-->4.0: Membership and Electorate) so that the Assistant Vice President / Division of Academic Engagement and Student Achievement (DAESA) can serve in the Senate (ex-officio). Rationale for CBL: Currently, *general* Senate membership excludes Vice Presidents, Associate Vice Presidents and Assistant Vice Presidents, but the case can be made that DAESA is an academic unit, so that position should be included.	Senate Officers
Constitution and Bylaws	September 2018	Revise the Constitution (UNIVERSITY SENATE CONSTITUTION-->4.0: Membership and Electorate) to include the Associate Vice President/Faculty Advancement, Associate Vice President/Resources and the Associate Vice President/Diversity and Inclusion as non-voting ex-officio members. Rationale for CBL: Currently, holders of these positions attend SEC and Senate meetings as guests; we should formalize their importance via ex-officio (but non-voting) members.	Senate Officers

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* = extended timeframe for completion

Referral Chart

Constitution and Bylaws	October 2018	Consider a membership addition to the Diversity, Equity, and Outreach Committee as well as a change to the Committee's name (BYLAWS-->Section 3.9).	Senate Officers
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
Constitution and Bylaws	November 2018	Review proposed changes to the composition of the Faculty Affairs Committee (Bylaws 3.5, PF p. 9)	Senate Officers
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
Faculty Affairs	November 2018	Investigate challenges in hiring and retention of faculty.	Senate Officers
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

* = extended timeframe for completion

TO: SEC/Senate
FROM: Allison Vaughn, Chair, Committee on Committees and Elections
DATE: November 14, 2018
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

Faculty Honors and Awards
Chair: Matt Anderson

EXISTING COMMITTEE CHAIRS

Academic Resources and Planning
Co-Chairs: Donna Conaty and Mark Reed

Academic Policy and Planning
Chair: DJ Hopkins

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

Fee Advisory Committee (Campus)
Chair: Chris Thomas

Freedom of Expression
Chair: Mark Freeman

GE Curriculum and Assessment
Chair: Bey-Ling Sha

Graduate Council
Chair: Stephen Welter

Honorary Degrees
Chair: Provost Joseph Johnson

Instructional and Information Technology
Chair: Mark Siprut

Intercollegiate Athletic Council
Chair: John Puttman

Liberal Studies
Chair: Virginia Loh-Hagan

Library and Information Access
Chair: Edward Beasley

SDSU Press Editorial Board
Chair: William Anthony Nericcio

Staff Affairs
Chair: Debra Bertram

Student Grievance
Chair: Estralita Martin

Student Learning Outcomes
Chair: Stephen Schellenberg

Student Media Advisory

Chair: Giselle Luevanos

Sustainability
Chair: Keven Jeffrey

Undergraduate Council
Chair: Norah Shultz

Undergraduate Curriculum
Chair: Larry Verity

COMMITTEES WITH NO ROSTER INFORMATION

International Programs

Scholarships Committee

Student Affairs

Student Health Advisory Board

Teacher Education Advisory Council

FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS & NEED
*reappointments or new appointments

Academic Policy and Planning (roster full)

Academic Resources and Planning (roster full)

Bookstore Advisory (roster full)

Campus Development
*Trent Wann new term May 2019

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
<u>NEED</u> 2 students

Environment and Safety
<u>NEED</u> 1 faculty

Extended Studies Advisory Council
*Zohir Chowdhury new term May 2020
<u>NEED</u> 1 IVC faculty
<u>NEED</u> 1 Senate representative

Faculty Affairs (roster full)

Faculty Honors and Awards
<u>NEED</u> 1 student

Fee Advisory Committee (Campus)

Freedom of Expression (roster full)

GE Curriculum and Assessment
<u>NEED</u> 1 IVC faculty

Graduate Council
*Samirah Hussain new term May 2021
<u>NEED</u> 1 A&L faculty

Honorary Degrees (roster full)

Instructional and Information Technology
<u>NEED</u> 1 student

Intercollegiate Athletic Council (roster full)

Liberal Studies (roster full)

Library and Information Access (roster full)

SDSU Press Editorial Board (roster full)

Staff Affairs (roster full)

Student Grievance
<u>NEED</u> 1 full-time faculty

Student Learning Outcomes

*Kevin Hovel new term May 2021
*Ubaldo Martinez new term May 2019

Student Media Advisory
<u>NEED</u> 1 University president designee

Sustainability (roster full)

Undergraduate Council (roster full)

Undergraduate Curriculum
<u>NEED</u> 1 student

University Research Council (roster full)

*reappointments or new appointments

Date: 1 November 2018
To: SEC
From: Peter Atterton, Chair, Constitution and Bylaws Committee
Subject: ACTION: response to referrals

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

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

BYLAWS

1.0   Definitions

1.1   ~~Faculty. Unless otherwise stipulated, "faculty" shall include tenured and tenure-track (probationary) faculty, librarians, and counselors, and non-tenure- track lecturers, coaches, and student services professionals academically related.~~

1.2   ~~Full-Time Faculty. Unless otherwise stipulated, "full-time faculty" shall refer to tenured or tenure-track (probationary) faculty, librarians, and counselors who hold full-time academic year appointments and who may also be department chairs, school directors, deans, associate deans, or assistant deans, whether or not devoting full time to instruction.~~

1.0   Definitions

The Faculty of San Diego State University is defined as follows:

1.11   Those individuals who hold written appointments to an instructional position, whether permanent faculty (tenured or tenure-track) or temporary faculty (lecturer), full- or part-time.

1.12   Those individuals who hold written appointments as librarians.

1.13   Those individuals who hold written appointments as student services professionals academically related.

1.14   Those individuals who hold written appointments as athletics coaches whether full- or part-time.

0.0 Permanent Faculty is defined as follows:

1.21 Those individuals who hold full-time academic year appointments as tenured or tenure-track (probationary) faculty, librarians, and counselors who hold full-time academic year appointments and who may also be department chairs and school directors, whether or not devoting full time to instruction. The term shall exclude Deans and Associate Deans.

0.1 Temporary Faculty is defined as follows:

1.31 Those individuals, both full- and part-time faculty (lecturers), who hold written appointment to an instructional position, but who are serving in a temporary appointment for a specified period of time.

0.2 Administrator is defined as follows:

1.41 A university employee designated as "management" or "supervisory" under the California State University Management Personnel Plan (MPP).

Referral 3:

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

4.0 Membership and Electorate
4.1 Elected Members

4.12 Lecturers. There shall be ~~four~~ six elected lecturer senators. The electorate shall consist of all lecturers.

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

Referral 5:

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

and

Referral 6:

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

BYLAWS
    1.0   Definitions

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

            1.43   ~~The president, or designee, of the university's chapter of the faculty unit's collective bargaining agent shall be a nonvoting member. The individual filling this position shall not concurrently serve as a voting member representing another constituency.~~

        …..

            1.45   ~~Except for the president of the university's chapter of the faculty unit's collective bargaining agent,~~ The above ex officio members of the Senate have full voting rights~~. However~~, with the proviso they shall not vote in the elections (for Chair, Vice Chair, and Secretary of the Senate) where the Constitution specifies that only the Elected members may vote nor shall they vote in elections for the Executive Committee.

        …..

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

            1.51   The president, or designee, of the university's chapter of the faculty unit's collective bargaining agent. (The individual

filling this position shall not concurrently serve as a voting member representing another constituency.)

1.52   Associate Vice President for Academic Affairs – Resource Management

1.53   Associate Vice President for Faculty Advancement

1.54   Associate Vice President for Faculty Diversity and Inclusion

1.55   Assistant Vice President for Educational Effectiveness in the Division of Academic Engagement & Student Achievement (DAESA)

SAN DIEGO STATE UNIVERSITY

December 4, 2018

In accordance with Senate policy, lists of baccalaureate degree candidates for December 2018 graduation have been distributed.

Lists of candidates for advanced degrees, as approved by the Graduate Council, have also been distributed. Each faculty member has been given the opportunity to approve or disapprove the candidates by ballot: a total of 10 ballots were received.

The following students applied late and do not appear on any list:

Danyah Maan A Aldughaither	BA	Art-Graphic Design
Paulina Andrea Amador	BA	Psychology
Asha Bailey	BS	Business Administration-Marketing
Samuel George Beatty	BS	Business Administration-Marketing
Edgar Fernando Brito	BA	Philosophy and Political Science
Leticia Alaba Bruce	BA	Communication
India Hayley Burling-Mumford	BS	Business Administration-Management
Dionisio Martins Cabral	BA	International Security and Conflict Resolution
Nadmionor Casiano-Berrios	BS	Aerospace Engineering
Jose Roberto Castaneyra	BS	Environmental Engineering
Bianca Minju Chang	BS	Hospitality and Tourism Management-Meetings and Events Operations and Management
Trent Andrew Cohee	BA	Economics
Nicole Elise Correa	BA	Economics
Rosa Angelica Cruz	BA	Psychology
Ariana Justine Drexler	BA	Public Administration
Samuel Roderick Dungan	BA	Interdisciplinary Studies in Three Departments
Martrell Anthony Fantroy	BA	Economics
Francis Earl Florendo	BA	Psychology
Lisa Evelyn Flores	BA	Art-Painting and Printmaking
Vanessa Lorraine Flores	BA	Sociology
Gerardo Emanuel Garcia	BA	Art
Paul Michael Garcia	BA	Journalism-Public Relations
Ricardo Garcia	BS	Criminal Justice
Mario C Goncalves	BS	Business Administration-Management
Pauline Mukhlis Gorial	BS	Food and Nutrition
Hannah E Grimes	BA	Interdisciplinary Studies in Three Departments
Lorena Jeanette Hernandez	BA	Psychology
Manuel Luke-Anthony Hills	BS	Business Administration-Management
Da-Chen Huang	BS	Business Administration-Marketing
Kristal Jaime	BS	Nursing
Laura Angela King	BA	Liberal Studies-Elementary Education
Tyler Kinslow	BS	Recreation Administration-Recreation Systems Management
Taylor Renee Kullmann	BA	Dance
William Le	BS	Aerospace Engineering
Nikolas Erik Leon	BA	Psychology
Kyler Leon Lewis	BS	Business Administration-Marketing

December 4, 2018

SAN DIEGO STATE UNIVERSITY

Yao Li	BS	Business Administration-Accounting
Stephen Caleb Linn	BS	Business Administration-Accounting
Jovi Geazelle Cortel Macanas	BA	Interdisciplinary Studies in Three Departments
Alejandro Martinez	BA	Psychology
Calvin Jeffrey Marusin	BS	Computer Science
Nicholas Ryan McAllister	BA	Economics
Christina Marie Mojica	BA	Psychology
Kima Mokhbery	BS	Television, Film, and New Media-Production
Julian Monarrez	BA	Psychology
Hailey G. Oberst-Horner	BS	Hospitality and Tourism Management-Meetings and Events Operations and Management
Jaclyn Pham	BS	Biology
Christian Adam Quintana	BS	Kinesiology-PrePhysical Therapy
Stephanie Nicole Rennie	BS	Hospitality and Tourism Management-Meetings and Events Operations and Management
Kristen Rey Responts	BS	Biology-Marine Biology
Roxanne Jean Rippel	BA	Psychology
Carlos Augusto Rodriguez	BS	Business Administration-Finance
Cristian Rodriguez	BA	Public Administration
Nathan Tyler Samaniego	BS	Criminal Justice
Brittani J. Santos-Hills	BA	Art-Studio Arts
Abdulquani Aidarus Sharif	BA	Sociology
Karina J. Torres-Ramirez	BA	Public Administration
Kelley Phuong Tran	BA	Art-Interior Design
Rosa Amelia Uribe	BA	Psychology
Joseph Bugay Valentin	BA	Art-Graphic Design
Anaielly Lisbeth Velasco	BA	Interdisciplinary Studies in Three Departments
Andrea Villanueva	BA	Political Science
Ryan Innocentius Widjaja	BA	Economics
Kristina Plamenova Yanakieva	BS	Hospitality and Tourism Management-Meetings and Events Operations and Management
Noah Zachariah Zamudio	BS	Business Administration-Marketing
Hebah Fuad Bukhari	MA	Political Science
Christine Grigorian	MS	Counseling-School Psychology
Jazzalyn Livingston	MS	Counseling-Multicultural Community Counseling (Community-Based Block)
Daniel Joseph Parsons	MS	Civil Engineering
Erik Richard Paulson	Ph.D.	Chemistry
Heather Leigh Wong	MS	Counseling-School Psychology

It is requested that the Senate, subject to completion of degree requirements, approve all candidates for baccalaureate and advanced degrees.

November 2018

TO: Senate

FROM: Faculty Affairs Committee

RE: Action item: Suggested changes to Policy File on WPAF Validation

----

The Faculty Affairs Committee recommends the following changes to the Policy File:

Personnel Files

4.6   ~~Departments and schools are responsible for validating the WPAF before it is released for evaluation. Validation insures that files are complete and accurate, and that items included in the WPAF exist and are properly identified. The designee for the validation process shall be the department or school peer review committee or the department chair or school director.~~
The department or school peer review committee or the department chair or school director shall be responsible for assisting candidates to prepare files that are complete, containing all information required for review, with items properly identified.

Rationale:
The validation practice that grew up at SDSU over time presumably originates in contract provision 15.12 that indicates that the university is responsible for providing materials not available to the candidate, to ensure that complete materials are available for evaluation (full text below for reference). Over time, a range of processes have grown across departments, with some requiring candidates to provide physical evidence of the facticity of every item on the c.v., while others do nothing of the sort. The proposed change clarifies that this sort of extensive vetting is not necessary. Our hope is that this will help reduce bureaucracy, promote consistency, and allow departments to focus on more important objectives (such as the formative aspects of evaluation). Units are encouraged to use the checklist compiled by Faculty Advancement (http://fa.sdsu.edu/_resources/files/tenuretrack_evaluations/Validation%20Checklist%202018-2019.pdf) which emphasizes supporting candidates by ensuring files are complete and correct.

For reference, from the Collective Bargaining Agreement:
"15.12
a. Prior to the beginning of the review process, the faculty unit employee subject to review shall be responsible for the identification of materials s/he wishes to be considered, as well as materials required by campus policy, and for the submission of such materials as may be accessible to him/her. Evaluating committees and administrators shall be responsible for identifying and providing materials relating to evaluation required by campus policy but not accessible to the employee.
b. A specific deadline before the recommendation is made at the first level of evaluation shall be established by campus policy, at which time the Working Personnel Action File is declared complete with respect to documentation of performance for the purpose of evaluation. Insertion of material

after the date of this declaration other than faculty and administrative evaluations generated during the evaluation cycle and responses or rebuttals by the faculty unit employee being evaluated must have the approval of a peer review committee designated by the campus and shall be limited to items that became accessible after this declaration. Copies of the added material shall be provided to the faculty unit employee. Material inserted in this fashion shall be returned to the initial evaluation committee for review, evaluation and comment before consideration at subsequent levels of review. If, during the review process, the absence of required evaluation documents is discovered, the Working Personnel Action File shall be returned to the level at which the requisite documentation should have been provided. Such materials shall be provided in a timely manner."

SAN DIEGO STATE UNIVERSITY

Thursday Nov 1, 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:

Linda Locklear, Lecturer in the Department of American Indian Studies, 30 years.

Sincerely,

Matt Anderson

Chair, Faculty Honors and Awards Committee

College of Arts and Letters
San Diego State University
5500 Campanile Drive
San Diego CA 92182 · 6060
Tel: 619 · 594 · 5431
Fax: 619 · 594 · 6281

SAN DIEGO STATE UNIVERSITY

MEMORANDUM

Date: October 19, 2018

To: Chair, Faculty Honors and Awards Committee, SDSU Senate

From: Norma Bouchard, Dean
          College of Arts and Letters

Subject: Nomination of Linda Locklear for Emeritus Status

Re: Margaret Field letter of October 16, 2018

I enthusiastically support Margaret Field's nomination for Linda Locklear to be awarded emeritus status. As outlined in Professor Field's letter, Linda has been a valuable member of the Department of American Indian Studies for more than 30 years, providing support both as a teacher and through service outside of the classroom.

Thank you for your consideration of this request.

**Department of
American Indian Studies**
College of Arts and Letters
San Diego State University
5500 Campanile Drive
San Diego CA 92182 · 6036
Tel: 619 · 594 · 6991
Fax: 619 · 594 · 2646

**SAN DIEGO STATE
UNIVERSITY**

October 16, 2018

Norma Bouchard, Dean
College of Arts and Letters
San Diego State University

Dear Dean Bouchard,

On behalf of the faculty of the Department of American Indian Studies, I would like to nominate our recently retired lecturer, Linda Locklear, for emeritus status.

Professor Locklear has been an integral part of our department since its inception in the 1970s, when she began teaching while still a graduate student working on her M.S. in Counseling/Psychology from the SDSU School of Education (she also obtained her B.A. in Sociology from SDSU). She continued to work as a lecturer for SDSU's Department of American Indian Studies while she pursued a Ph.D. in Sociology at UCSD. She ultimately went on to accept a tenure-track position in the American Indian Studies Department at Palomar Community College, where she spent over 30 years, frequently serving as chair--all while continuing to teach as a lecturer at SDSU.

She taught several classes for us over these many years, including American Indians in Film & Television, American Indian Women, Perspectives on American Indian Identity, American Indian Poetry & Fiction, Federal Indian Law, and Contemporary Issues in American Indian Studies. Some of these courses she piloted as our very first online courses.

In addition, she has conducted a great deal of service for our department and SDSU—probably at least as much as any tenure-track faculty member. Highlights include:
  • Creating several ethnographic films about Indian people in the local community and working one-on-one with students in our Film & Television course to help them create their own films as well.
  • Assisting me when I was department chair in creating our successful exchange program with the University of British Columbia, by accompanying me to Vancouver and taking a lead in helping to establish the program.
  • Conducting a crucial "empowerment evaluation" for our external review in 2004.
  • Assisting in planning the Symposium on Sovereignty that we hosted in 2006.

THE CALIFORNIA STATE UNIVERSITY · BAKERSFIELD · CHANNEL ISLANDS · CHICO · DOMINGUEZ HILLS · EAST BAY · FRESNO · FULLERTON · HUMBOLDT · LONG BEACH · LOS ANGELES
MARITIME ACADEMY · MONTEREY BAY · NORTHRIDGE · POMONA · SACRAMENTO · SAN BERNARDINO · SAN DIEGO · SAN FRANCISCO · SAN JOSE · SAN LUIS OBISPO · SAN MARCOS · SONOMA · STANISLAUS

33

- Helping every year to host our important youth conference for high school students from local tribes.
- Serving as a central member of our organizing committee for the three-day 2016 California Indian Conference.
- Assisting in planning and implementing a variety of other events sponsored by our department over the years, including lectures, conferences, symposia, and cultural events.

I hope you will agree that Linda Locklear is richly deserving of emeritus status, and that you would be willing to submit a letter of nomination to the Chair of the Faculty Awards and Honors Committee. Let me know if you need further information or documentation regarding this request.

Sincerely,

Margaret Field

Margaret Field, Interim Chair
Department of American Indian Studies

SAN DIEGO STATE
UNIVERSITY

Thursday Nov 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:

- Patricia Cue Couttolenc, Associate Professor of Art and Design, December 30, 2018, 10 years
- Gun Joh, Associate Professor of Accountancy, December 29, 2018, 30 years
- Bruce Harley, Librarian, December 29, 2018, 28 years
- Kotaro Nakamura, Professor of Art and Design, June 30, 2019, 23 years
- Marjorie F. Olney, Professor of Administration, Rehabilitation, and Postsecondary Education, August 21, 2019, 17 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: November 14, 2018

RE: GENERAL EDUCATION PROGRAM

Action

II.   FOUNDATIONS OF LEARNING

A.   Natural Sciences and Quantitative Reasoning

4.   Mathematics/Quantitative Reasoning

New course
GEN S 147. Data Literacy: Human Choices Behind the Numbers (3) [GE]
        How social scientists use data, presentation of empirical analysis, and role of assumptions and choices in analyses.

C.   Arts and Humanities

2.   Humanities: History, Languages other than English, Literature, Philosophy, Religious Studies

New course
CAL 222. Art, Sport, and Culture in Contemporary Brazil (3) [GE]
        Brazilian culture and history to include capoeira, carnaval, forro, funk, ju-jitsu, samba, soccer, street art, and street theatre. Ethnic and racial diversity, nationalism, regional identity, right to urban space, rural and urban life.

III.   LIFELONG LEARNING AND SELF-DEVELOPMENT

New course
AFRAS 102. An Afrocentric Response to Generational Trauma (3) [GE]
        Generational trauma to African Americans resulting from Black Lives Matter movement, Jim Crow, Maafa, and Reconstruction. Physiological, psychological, and social impacts of generational trauma. Wholeness and healing.

New course
DANCE 281. Dance, Popular Culture, and Identity (3) [GE]
        Psychological, sociocultural, and therapeutic functions of dance across the world from ancient ritual to contemporary pop culture as a way of understanding basic human activity and lifelong learning via arts.

IV.   EXPLORATIONS OF HUMAN EXPERIENCE

C.   Humanities

New course
HIST 455. Digital History (3) [GE]
     Tools and practices used by historians to conduct research and present findings and results through a technology lens. Challenges, issues, theories, and uses of digital history.

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

To: Senate Executive Committee / Senate

From: Graduate Council

Date: November 9, 2018

Re: 2019-2020 *Graduate Bulletin*

_____

ACTION (5A-11-18)

HOSPITALITY AND TOURISM MANAGEMENT

1.   New program.

        Hospitality and Tourism Management
        Master of Science Degree in Meeting and Event Management
        (Offered through the College of Extended Studies)

        General Information
                The L. Robert Payne School of Hospitality and Tourism Management offers a program of study leading to the Master of Science degree in meeting and event management. This program is designed for upwardly mobile industry professionals desiring additional professional and advanced education to proceed to the next level of leadership as a director, general manager, or senior leader within a meeting and event context. The degree curriculum focuses on the development of analytical, strategic leadership, and administrative/organizational skills specific to the industry and is designed to be innovative, unique, and forward thinking. A blended method of instruction using intensive, on-campus instruction complemented by online teaching and off-campus experiential activities and projects is specifically designed for professionals who wish to continue their education while maintaining their current positions within the industry. The program is also supported by five research centers and institutes to include the Center for Hospitality and Tourism Research; Sycuan Institute on Government Gaming; Institute for Meetings and Events; Center for Surf Research; and the Institute for Leisure and Tourism Management.

        Admission to Degree Curriculum
                In addition to meeting the criteria for admission to the university, applicants must also demonstrate significant experience in management-level positions in Meeting and Event management. Students applying for admission should electronically submit the university application available at http://www.calstate.edu/apply along with the $55 application fee. All applicants must submit admissions materials separately to SDSU Graduate Admissions and to The Payne School of Hospitality and Tourism Management.

        Graduate Admissions

The following materials should be submitted as a complete package directly to: Graduate Admissions Enrollment Services San Diego State University San Diego, CA 92182-7416.

1. Official transcripts (in sealed envelopes) from all postsecondary institutions attended;

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

2. GRE or GMAT scores (http://www.ets.org SDSU institution code 4682);

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

Meeting and Event Management Program

The following materials should be mailed or delivered to: Payne School of Hospitality and Tourism Management Admissions Committee San Diego State University 5500 Campanile Drive San Diego, CA 92182-4531.

1. Two letters of recommendation from persons in a position to judge academic ability (in sealed, signed envelopes);

2. One letter of recommendation from a person in a position to judge professional ability and potential (in sealed, signed envelope);

3. A two-page maximum personal statement giving reasons for choosing hospitality and tourism management as a degree objective;

4. A two-page maximum personal statement summarizing applicant's qualifications, skill sets, and life experiences as they apply to the hospitality and tourism management degree.

Advancement to Candidacy

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

Specific Requirements for the M.S. Degree in Meeting and Event Management (Major Code: XXXXX) (SIMS Code: XXXXXX)

The Master of Science degree in Meeting and Event Management is operated by the L. Robert Payne School of Hospitality and Tourism Management and is a specialized approach to graduate education for industry executives. The program is designed especially to meet the needs of mid-career executives who desire the necessary educational acumen for managing complex organizational systems in meeting and event contexts. Students in the program have an average of five to 15 years of full-time professional work experience and four to eight years of managerial or equivalent experience as a meeting and event professional, and bring a wealth of knowledge and industry experience to the classroom. The program allows the faculty to tailor or customize the curricular content to meet student needs for various industry segments

based on an initial appraisal or assessment completed prior to registering in classes. New students accepted for the M.S. degree in meeting and event management are fully matriculated in the university and meet all university requirements as established by the Graduate Division. The degree is a 17-month program utilizing a blended instructional model in which students complete courses offered in an online format and also in intensive face-to-face sessions during residency periods on-campus, which are seven days in length and offered at the beginning and conclusion of the program. The fee structure is unique to the program and unrelated to the usual San Diego State University fee schedule. Students should contact the L. Robert Payne School of Hospitality and Tourism Management office for a program calendar, Class Schedule, and fee summary. In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree as described in Part Four of this bulletin, students must complete an approved program of study containing 30 units of 600- and 700-numbered courses. These courses will be offered in a predetermined pattern for entering student cohorts. HTM 690, Systems Problems Resolution in HTM, is the culminating experience – in lieu of a thesis – for the Master of Science degree. No transfer courses and no substitute courses are accepted. The official programs of all students in any one cycle are identical. Advancement to candidacy requires completion of at least 12 units of coursework listed on the official program of study with a minimum grade point average of 3.0 (B).

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree as described in Part Four of this bulletin, the student must complete an officially approved course of study consisting of 30 units as outlined below.

Core (21 units)
HTM 601 Leadership Explorations and Applications in HTM (3)
HTM 602 Theoretical Foundations of Leadership and Management in HTM (3)
HTM 663 Leading in Complex Human Systems in Meetings and Events (4)
HTM 664 Business Analytics and Change Management for Meetings and Events (3)
HTM 690 Systems Problems Resolution in HTM (3)
HTM 697 Mentoring and Coaching (2)
HTM 781 Seminar in Strategy Development and Critical Analysis in Meetings
            and Events (3)

Electives (9 units)
HTM 661 Financial Analysis in Meetings and Events (3)
HTM 665 Event Marketing Principles in Meetings and Events (3)
HTM 683 Sustainability in Meetings and Events (3)
        OR
HTM 791 Directed Readings in Meetings and Events (3)

MANAGEMENT INFORMATION SYSTEMS

1.   New program.

Management Information Systems
Master of Science Degree in Cybersecurity Management

General Information
      The objective of the Master of Science degree in cybersecurity management is to prepare students to take a senior position associated with cybersecurity risk management across all private industries and public sectors. Many enterprises are finding themselves vulnerable to cybersecurity threats and they try to protect information assets while promoting communication between stakeholders. There is an ongoing need to educate students so that they can develop and implements plans to ensure regulatory compliance, emergency response, risk management, and provide information assurance.

Admission to the Degree Curriculum
      In addition to meeting the requirements for classified graduate standing and the general requirements for master's degrees as described in Part Two of this bulletin, the student must have satisfactorily completed equivalents of the following courses as prerequisites:
      MIS 515 Object-Oriented Programming for Business Applications (3)
      B A 623 Statistical Analysis (3)
      B A 625 Financial and Management Accounting (3)

      Notice of admission with classified graduate standing will be sent to the student upon the recommendation of the Fowler College of Business and the approval of the dean of the Division of Graduate Affairs.

Advancement to Candidacy
      All students must satisfy the general requirements for advancement to candidacy, as described in Part Four of this bulletin.
      Students concurrently enrolled in deficiency coursework may be given permission to take the comprehensive examination prior to actual completion of all coursework. However, comprehensive examinations will not be evaluated and results will not be reported to the Division of Graduate Affairs until all deficiency coursework has been successfully completed. This may delay graduation.

Specific Requirements for the Master of Science Degree
in Cybersecurity Management
(Major Code: XXXXX) (SIMS Code: XXXXXX)
      In addition to meeting the requirements for classified graduate standing as described above and the general requirements for master's degrees as described in Part Four of this bulletin, the student must complete a graduate program of at least 30 approved units to include at least 21 units in 600- and 700-numbered courses. Up to nine units of coursework may be accepted as transfer credit. Not more than a total of three units in courses Management Information Systems 797 (Research) and Management Information Systems 798 (Special Study), may be accepted for credit toward the degree. With approval of the graduate adviser, a substitute course may be allowed in place of a required course after review of student credentials.

Core (21 units)
MIS 585 Fundamentals of Cybersecurity Management (3)
MIS 620 Electronic Business and Big Data Infrastructures (3)
MIS 687 Business Data Communications (3)
MIS 755 Information Systems Security Management (3)
ACCTG 621 Accounting Information Systems (3)
ACCTG 673 Accounting Information Systems (AIS) Development (3)
ACCTG 675 Seminar in Accounting Information Systems Audit and Control (3)

Electives (6 units)
MIS 686 Enterprise Data Management (3)
MIS 691 Decision Support Systems (3)
MIS 695 Business Systems Analysis and Design (3)
MIS 749 Business Analytics (3)
ACCTG 505 Fraud Examination (3)
ACCTG 729 Seminar in Current Issues in Accounting and Auditing:
                 Forensic Accounting (3)
H SEC 690 Seminar (3)

Culminating Experience (3 units)
MIS 790 Directed Readings in Management Information Systems (3) Cr/NC
        OR
B A 799A Thesis (3) Cr/NC/RP

        The Master of Science in cybersecurity management requires Plan A, Thesis; or Plan B, Directed Readings in Management Information Systems or a written comprehensive examination offered by the department. The program must be approved by the college and departmental adviser.
        For regulations concerning grade point averages, final approval for the granting of the degree, award of the degree, and diplomas, see the section entitled "Requirements for the Master's Degree" in Part Four of this bulletin.

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

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair
               Undergraduate Curriculum Committee

Date: November 14, 2018

Re: 2019-2020 *General Catalog*

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ACTION (6A-12-18)

ARTS AND LETTERS

1.   New certificate.

       Arts and Letters
       Brazilian Studies Certificate
       (SIMS Code: XXXXXX)
              The basic certificate in Brazilian studies allows students to complement their
       course of study in traditional majors with interdisciplinary coursework on Brazil.
       Students gain multiple perspectives on current social, political, and economic dynamics
       in Brazil; learn to recognize diverse aspects of Brazilian culture including music, cinema,
       and religion and discuss Brazilian political and economic systems and relate them to
       regional and global contexts.
              The certificate requires 12 units to include Arts and Letters 222 and nine units
       selected from Africana Studies 300, 320, 351 [or Religious Studies 351], 421, 472;
       Anthropology 443; International Business 410; Journalism and Media Studies 454; Latin
       American Studies 306 [or Portuguese 306], 307 [or Portuguese 307], 325, 415 [or
       History 415], 496, 553 [or History 553], 556 [or History 556]; Philosophy 360; Religious
       Studies 406; Sociology 411.
              Students must obtain a grade of C (2.0) or better in each of the certificate courses.
       Contact the J. Keith Behner and Catherine M. Stiefel program on Brazil to enroll in the
       certificate program or for additional information.

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

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

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

Date   November 14, 2018

Re   Information item from recent ARP meeting

11/13/18 Meeting

There were no PBAC requests for this meeting. The committee spent most of the meeting time discussing how AR&P could utilize budget information (e.g., the recently released Academic Affairs budget) to facilitate decision making within AR&P. The committee also discussed the potential engagement of AR&P in the budgeting process for the newly approved SDSU West project in Mission Valley. The committee also set a tentative date (1/31/19) for a joint meeting between AR&P, BRAT, and PBAC.

There was no AR&P meeting on 10/23/18

10/9/18 Meeting

<u>AR&P Committee Charge and Discussion</u>

Donna Conaty (Co-Chair, PSFA) reviewed the Senate charge of AR&P for the new members of the committee. The PBAC agenda from the 9/27/18 was also shared with AR&P. The committee then provided input on what a strategic budgeting process might look like at SDSU. Discussion centered on developing university goals that facilitate long-term budget planning as well as how to elicit input from the faculty as the budget process needs to occur from the ground up.

TO: SEC

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

DATE: November 20, 2018

SUBJECT: Information: Report from the November 7-9, 2018 plenary meeting of the Academic Senate CSU

CSU Budget

The state budget outlook continues to be healthy. It is expected that state revenues will grow by 3.1 percent in 2019-20.

        The CSU Trustees are scheduled to talk about the proposed state budget allocation request and executive compensation at their meeting on Nov. 13-14. The Trustees plan to ask the state for an additional $456 million in general state funding. The Trustees' proposed supplemental budget request breaks down as follows:

GI 2025	75.0 mil
5% percent enrollment increase	206.1 mil
Employee compensation increases	147.8 mil
Academic facilities and infrastructure	80.0 mil
Mandatory cost increases	45.4 mil
TOTAL supplemental budget request:	**554.3 million**

        The Trustees also expect an additional $98.3m in tuition revenues based on the 5 percent increase in enrollment (however, since many campuses, including SDSU, are impacted, to accommodate the 5 percent enrollment growth students will be redirected from impacted campuses no non-impacted ones, with "stateside summer" another option).

        In addition, the BOT anticipates also asking for a one-time funding augmentation of $15 million to meet student basic needs (food, shelter) and $250 million for deferred maintenance (barely a dent in the system's estimated $3.7 billion backlog in deferred maintenance).

As soon as the Board approves the budget request, budget advocacy will begin.

Study Abroad

Almost 10,000 CSU students study abroad. The Office of International Programs at the Chancellor's Office coordinates in 62 study-abroad programs in 18 countries. This does not include a multitude of campus-based study abroad programs.

Executive Vice-Chancellor Loren Blanchard's report

EVC Blanchard lamented the senseless shootings in Thousand Oaks. Some CSU students were among the victims. We are putting our inter-campus cooperation plan into effect, including counseling of students.

CSU's 4-year graduation rates have improved from 23% to 25% over the past year, the 6-year rate from 59 to 61, 2-year transfer student rate 35% to 38%, and the 4-year transfer student rate 75% to 78%. The underrepresented student graduation gap decreased from 12.2% to 10.5% and the Pell-eligible gap decreased from 12.6% to 9.5% over that same period. The CSU also serves over 21,000 service members, veterans, and service family members.

On the implementation of EO 1100, EVC Blanchard said that he hoped campuses can be responsive to EO 1100 and align with system expectations without being overly prescriptive.

CSU Associate Vice-Chancellor for Budget Ryan Storm and Budget Director Kara Perkins made a presentation about the CSU budget. They began with a historical review. The numbers are grim. The CSU has lost a lot of buying power over the past 14 years. Real (adjusted for inflation) budget per student has dropped significantly. The holes in the CSU budget from 6 years ago have not been filled even as our allocation has grown. Expenses per student are significantly lower than at our comparison institutions, and constitute a fraction of what they are at the UC. The CSU is very efficient and we cannot spend any less per student than we do already. Our students graduate with significantly less debt than the national average.

Graduation Initiative 2025

The Fall 2018 GI 2025 Symposium was held October 17 and 18 at SDSU. According to the CO, the symposium was designed to "…engage national higher education leaders, practitioners and members of the CSU community in rich exchanges focused on improving degree completion and addressing equity." Speakers and breakout groups addressed a variety of themes, including the use of data analytics to create a student-centered university; advising for student success; what students want faculty/administrators to now about student success; rethinking math and quantitative reasoning instruction; and defining true student success using an expansive notion of quality, completion, and outcomes. Recent increases in graduation rates were announced as well. Of particular note, EVC Blanchard talked about innovation, including a coming

emphasis on "finish in 4, through in 2," increasing the average unit load, increasing advising, and structural changes to prevent pinball advising.

The symposium was focused on administrative initiatives and student academic support services. Academic quality and what happens in the classroom were not the central theme. The winners of the Faculty Innovation and Leadership Awards were announced, and there was a break-out group on Rethinking the Future of Math and Quantitative Reasoning. In her ending keynote, WASC Senor College President Jamienne Studely, talked about how academic quality is the core component of a degree with meaning.

Chancellor White concluded the symposium with a talk about his takeaways from the conference, which include "change can't be on the margins; students should be our north star; and we're at a point of inflection – the CSU's time is now like never before" (the CSU is leading the country in increasing completion rates and achieving equity). (The video of the conference can be accessed here: https://www2.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/symposium/2018-symposium)

Assembly Higher Education Committee Hearing on UC Faculty Diversification

On October 23, CA State Assembly Higher Education Committee Chair Medina held a hearing on the state of diversification of UC faculty. The point of the hearing was to explore current faculty diversity efforts in the UC and how legislative appropriations are being used in pursuit of that goal. The major theme from all presenters was the connection between faculty diversity and student body diversity and success. Campus climate for diverse faculty and students was a major theme as well. Assembly Member Medina was clear that while he appreciates the UC's efforts toward diversifying faculty, his patience is running out given that as the student body diversifies the faculty stays the same (predominantly white). Apparently, the CSU is next to come under legislative scrutiny for faculty diversity. (The agenda for the hearing and supporting materials can be found at https://ahed.assembly.ca.gov/committeehearingschedule)

Resolutions

At the November 7-9, 2018 ASCSU plenary meeting, three resolutions were passed (the last two after waiving the first reading):

AS-3345-18/AA (Rev) Observing the 20th Anniversary of the CSU Center for Community Engagement, and Student Success in Service Learning and Community Engagement

AS-3346-18/APEP/AA Requirements for Appointment of Course Outline of Record (COR) Evaluators for the California Course-Identification (C-ID) Process
Asks that the ASCSU adopt a set of requirements for appointment of COR evaluators in the C-ID process.

AS-3347-18/FA Presidential Search Process in the California State University System: Announcement of Finalists and visits to Campus
Reaffirms ASCSU's support for open and transparent Presidential searches, including campus visits by finalists.

Ten resolutions received first reading:

AS-3348-18/EX Adoption of "Tenets of System Level Governance in the California State University"
Urges the ASCSU to adopt the "Tenets of System Level Shared Governance of the California State University" (negotiated last year between the ASCSU Executive Committee and the CSU Chancellor's Office) with the accompanying "Addendum."

AS-3349-18/FA Misappropriation of CSU Faculty Instructional Materials by Course Hero
Urges the ASCSU to find that Course Hero violates CSU campus policies and misappropriates faculty intellectual property by disseminating CSU faculty course materials without permission and asks the CO to demand that Course Hero cease and desist from misappropriating course materials of CSU faculty.

AS-3350-18/AA/FGA A Call for the Inclusion of Tuition in the Cal Grant Program for Freshmen
Asks the ASCSU to encourage the California Legislature, the Governor of California, the CSU Board of Trustees, and the CSU Chancellor's Office to work in concert to add tuition to the Cal Grant B awarded to low-income freshmen.

AS-3351-18/FGA Increased Funding for the Electronic Core Collection (ECC)
Urges the ASCSU to recognize that the CSU Council of Library Directors (COLD) is faced with major cuts to the Electronic Core Collection (ECC) due to inflation and lack of funding increases and urges the Chancellor to increase the funding for ECC.

AS-3352 -18/FA Notification of CSU Parties Involved in a California Public Records Act Request
Urges the ASCSU to request that the Chancellor's Office establish a procedure by which all members of the CSU community whose data are involved in a California Public Records Act (CPRA) request are informed of the request.

AS-3353-18/AA Closing the Achievement Gap and Increasing College Completer Outcomes and Success for All CSU Students
Urges the ASCSU to acknowledge that true equity in higher education also means providing equality in programs of study that are accessible and welcoming to students and that encourage all students to achieve academically so that they can thrive and participate fully in society.

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

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

AS-3355-18/APEP/AA Requirements for Appointment of Faculty Discipline Group (FDRG) Members for the California Course Identification (C-ID) Process
Asks that the ASCSU adopt a set of requirements for appointment of FDRG members.

AS-3356-18/APEP/AA Creation of California State University Discipline Councils
Urges the Chancellor's Office to maintain, for every discipline group for which there is a Transfer Model Curriculum (TMC), a contact list for disciplinary representatives from every campus offering a similar program. Also, urges the CO to provide web support and facilitate electronic communication between the disciplinary representatives of these discipline groups and to facilitate the formation of Discipline Councils, similar to, for example, the English Council and the Math Council, in disciplines including, at a minimum, those for which there is a TMC.

AS-3357-18/FGA Examining the Impact of Attrition and Enrollment growth on the Number of CSU Graduates
Urges the CSU to recognize that the emphasis on increasing graduation rates will not, by itself, lead to increasing the number of CSU graduates, and to recognize the impact of attrition on the number of CSU graduates. Encourages the CSU to constitute a Task Force to identify strategies for and assess the cost of tracking students who are most at risk of leaving or who have left the CSU (voluntarily and involuntarily) and asks that a portion of GI 2025 funding be set aside to implement the strategies identified by the Task Force to mitigate attrition in the CSU.

In addition, the ASCSU approved one commendation by acclamation:

Commendation for Senator Christine Miller
Commends former ASCSU chair for her long and distinguished service to the ASCSU.

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: November 9, 2018

Re: 2019-2020 *General Catalog* and *Graduate Bulletin*

INFORMATION (5I-11-18.500)

<u>ARTS AND LETTERS</u>

1.   New course.

        Arts and Letters
        SCIENCE & TECH TOPICS SOC (C-4)
        CAL 580. Science and Technology Topics in Society (3)
                Prerequisite: Upper division or graduate standing.
                Advanced systematic study of a topic in science, society, and technology. See *Class Schedule* for specific content. May be repeated with new content. Maximum credit six units.

2.   New course.

        Arts and Letters
        CAPSTONE SCIENCE TECH SOC (C-4)
        CAL 590. Capstone in Science, Technology, and Society (3)
                Prerequisite: Arts and Letters 301.
                Culminating capstone experience. Synthesis and integration of academic work and professional preparation to include major-specific coursework and high-impact practices. Formal research paper and formulation of action plan for post-baccalaureate aspirations.

<u>CHEMISTRY</u>

1.   New course.

        Chemistry
        PHYSICAL ORGANIC CHEM (C-2)
        CHEM 530. Physical Organic Chemistry (3)
                Prerequisites: Chemistry 410B, 432.
                Attractive and repulsive interactions between molecules, experimental methods and applications. Kinetic and thermodynamic analysis of reaction mechanisms and noncovalent binding. Qualitative molecular orbital theory, strain and stability, structure and bonding of organic molecules. Not open for post-baccalaureate credit or to students with credit in Chemistry 730.

2.   Change to course statement.

Chemistry
CHEM 531. Synthetic Organic Chemistry (3)
        Prerequisites: Chemistry 432, 432L.
        Modern methods, strategies, and mechanisms in advanced organic synthesis. Retrosynthetic analysis of and synthetic routes towards biologically important compounds. Not open for post-baccalaureate credit or to students with credit in Chemistry 731.

Change(s): Added graduate restriction to students taking this course.

3.   New course.

Chemistry
MECHANISM PHARMA SYNTH (C-2)
CHEM 532. Mechanism of Pharmaceutical Synthesis (3)
        Prerequisites: Chemistry 410B, 432.
        Organic reactions and mechanisms frequently used in the pharmaceutical industry. Not open for post-baccalaureate credit or to students with credit in Chemistry 732.

4.   New course.

Chemistry
ORGANOMETALLICS (C-2)
CHEM 534. Organometallics (1-3)
        Prerequisites: Chemistry 410A or 432; 457, 550.
        Advanced or special topics in organometallic chemistry and applications to organic chemistry. Not open for post-baccalaureate credit or to students with credit in Chemistry 734.

5.   New course.

Chemistry
SPECT CHARAC ORG COMPOUND (C-2)
CHEM 536. Spectroscopic Characterization of Organic Compounds (3)
        Prerequisite: Chemistry 432 with a grade of C (2.0) or better.
        Organic compounds using physical and spectroscopic methods. Establishment of purity and yields. Not open for post-baccalaureate credit or to students with credit in Chemistry 736.

COMPUTER ENGINEERING

1.   Change to abbreviation, course statement, and number.

Computer Engineering
COMPE 570. VLSI System Design (3)
     Prerequisite: Computer Engineering 470.
     VLSI systems at the architectural level for digital signal processing applications: feedforward and feedback systems, fixed-point and floating-point representations, folding, iteration bound, parallel architectures, pipelining, retiming, unfolding, wave and asynchronous pipelining. (Formerly numbered Electrical Engineering 672.)

Change(s): Course abbreviation and number updated from E E 672 to what is presented above. Formerly numbered statement added to course statement field.

MECHANICAL ENGINEERING

1.   New course.

Mechanical Engineering
AUTOMOTIVE POWER (C-2)
M E 554. Automotive Power (3)
     Prerequisites: Mechanical Engineering 351 and 452.
     Conventional and emerging energy conversion devices for automotive applications to include fuel-cell, hybrid, and internal combustion engines. Alternative fuels to include biofuels, cleaner fossil fuels, hydrogen, and natural gas. Well-to-wheel energy and cost analysis of prime mover designs/fuels.

PSYCHOLOGY

1.   New course.

Psychology
SYSTEMS NEUROSCIENCE (C-2 two units; C-13 one unit)
PSY 568. Systems Neuroscience (3)
     Two lectures and two hours of activity.
     Prerequisite: Psychology 360, 361, 365, or Biology 570.
     Neuroanatomy and neurophysiology of the mammalian through a signals and systems lens to include auditory, cell physiology, motor and limbic systems, neural development, simple neural models, somatosensory, and visual components. Neuroimaging physics.

2.   New course.

Psychology
FOUNDATIONS NEUROIMAGING (C-2 two units; C-13 one unit)
PSY 569. Foundations of Neuroimaging (3)
     Two lectures and two hours of activity.
     Prerequisite: Psychology 101.

Physical and mathematical foundations of diffusion, functional, structural, perfusion MRI, and fMRI time series analysis. Cortical-surface based reconstruction and data analysis. Neural basis, localization, and recording of EEG and MEG signals.

SPECIAL EDUCATION

1.   Change to course statement, description, and number.

Special Education
SPED 543. Educational Programs and Services for Young Children with Disabilities:
            Preschoolers (3)
        Prerequisites: Admission to credential program and concurrent registration in approved fieldwork.
        Developing, implementing, and evaluating educational programs and services for young children with disabilities. Selecting and adapting curriculum and instructional approaches, collaborating with families from diverse cultural/linguistic backgrounds, and monitoring program effectiveness. (Formerly numbered Special Education 643A.)

Change(s): Formerly numbered statement added to course statement field. *Both Special Education 643A and 643B required. Maximum credit six units* removed from description. Course number updated from 643A to what is presented above.

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

Special Education
SPED 562. Collaboration, Legislation, and Educational Planning in Special Education (2)
        Prerequisites: Admission to credential program and credit or concurrent registration in Special Education 980.
        Collaboration, legislation, and individualized special education program planning skills for working with community resources, parents, and school personnel. Goals, interpersonal processes, legal and ethical issues, listening and questioning techniques, objectives, outcomes, and team functions focused on developing and implementing an individualized education plan. (Formerly numbered Special Education 662.)

Change(s): Formerly numbered statement added to course statement field. Description updated from *Collaboration, legislation, and individualized special education program planning skills for working with school personnel, parents, and community resources. Listening and questioning techniques, interpersonal processes, family systems, conflict resolution, decision-making, team functions, goals, objectives, outcomes, legal and ethical issues* to what is presented above. Course number updated from 662 to what is presented above. Units changed from three to two.

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

To: Senate Executive Committee / Senate

From: Graduate Council

Date: November 9, 2018

Re: 2019-2020 *Graduate Bulletin*

INFORMATION (5I-11-18)

AUDIOLOGY

1.   New course.

     Audiology
AUDIOLOGY RES METHODS LAB (C-15)
AUD 713. Audiology Research Methods Lab (1)
     Two hours of activity.
     Prerequisite: Audiology 712 with a grade of C (2.0) or better.
     Practices in data management. Analyses and research writing for audiological research.

CHEMISTRY

1.   Change to course statement, description, repeatability, staffing formula, title, and units.

     Chemistry
PHYSICAL ORGANIC CHEM (C-2)
CHEM 730. Physical Organic Chemistry (3)
     Prerequisites: Chemistry 410B, 432.
     Attractive and repulsive interactions between molecules, experimental methods and applications. Kinetic and thermodynamic analysis of reaction mechanisms and noncovalent binding. Qualitative molecular orbital theory, strain and stability, structure and bonding of organic molecules. Not open to students with credit in Chemistry 530.

     Change(s): Not open to students with credit in Chemistry 530 added to course statement. Description updated from *Selected topics in organic chemistry. May be repeated with new content. See Class Schedule for specific content. Maximum credit six units applicable to a master's degree* to what is presented above. Course is now non-repeatable. Staffing formula changed from C-4 to C-2. Title updated from *Advanced Topics in Organic Chemistry* to what is presented above. Units changed from variable 1-3 to three.

2.   Change to course statement, description, grading method, and title.

     Chemistry

SYNTHETIC ORGANIC CHEM
CHEM 731. Synthetic Organic Chemistry (3)
    Prerequisites: Chemistry 432, 432L.
    Modern methods, strategies, and mechanisms in advanced organic synthesis. Retrosynthetic analysis of and synthetic routes towards biologically important compounds. Not open to students with credit in Chemistry 531.

Change(s): Added *not open to* statement to course statement. Description updated from *Reactivity and mechanism in organic reactions* to what is presented above. Grading method changed from *+-LETTER* to *+-LETTER (C/N OK)*. Title updated from *Mechanisms of Organic Reaction* to what is presented above.

3.   New course.

Chemistry
MECHANISM PHARMA SYNTH (C-2)
CHEM 732. Mechanism of Pharmaceutical Synthesis (3)
    Prerequisites: Chemistry 410B, 432.
    Organic reactions and mechanisms frequently used in the pharmaceutical industry. Not open to students with credit in Chemistry 532.

4.   New course.

Chemistry
ORGANOMETALLICS (C-2)
CHEM 734. Organometallics (1-3)
    Prerequisites: Chemistry 410A or 432; 457, 550.
    Advanced or special topics in organometallic chemistry and applications to organic chemistry. Not open to students with credit in Chemistry 534.

5.   New course.

Chemistry
SPECT CHARAC ORG COMPOUND (C-2)
CHEM 736. Spectroscopic Characterization of Organic Compounds (3)
    Prerequisite: Chemistry 432 with a grade of C (2.0) or better.
    Organic compounds using physical and spectroscopic methods. Establishment of purity and yields. Not open to students with credit in Chemistry 536.

HOSPITALITY AND TOURISM AND MANAGEMENT

1.   New course.

Hospitality and Tourism and Management
SEM STRTGY DEV CRIT ANLYS (C-3)
HTM. 781. Seminar in Strategy Development and Critical Analysis in Meetings

and Events (3)
Prerequisites: Hospitality and Tourism and Management 664 and 690.
Comprehensive team case study and presentation. Data analysis, leadership, and teamwork.

PSYCHOLOGY

1.   New course.

Psychology
ADV SYSTEMS NEUROSCIENCE (C-2 two units; C-13 one unit)
PSY 768. Advanced Systems Neuroscience (3)
Two lectures and two hours of activity.
Prerequisite: Consent of instructor for programs outside of psychology master of arts and doctoral program.
Neuroanatomy and neurophysiology of the mammalian through a signals and systems lens to include auditory, cell physiology, motor and limbic systems, neural development, simple neural models, somatosensory, and visual components. Neuroimaging physics.

2.   New course.

Psychology
ADV FOUND NEUROIMAGING (C-2 two units; C-13 one unit)
PSY 769. Advanced Foundations of Neuroimaging (3)
Two lectures and two hours of activity.
Prerequisite: Consent of instructor for programs outside of psychology master of arts and doctoral program.
Physical and mathematical foundations of diffusion, functional, structural, perfusion MRI, and fMRI time series analysis. Cortical-surface based reconstruction and data analysis. Neural basis, localization, and recording of EEG and MEG signals.

TEACHER EDUCATION

1.   Change to prerequisites.

Teacher Education
TE 903. Secondary School Student Teaching Seminar (1-2) Cr/NC
Prerequisites: Teacher Education 922, 933, 954, 963. To be taken concurrently with Teacher Education 964 or upper division standing in the integrated teacher education program.
To plan and organize instruction in relation to all competencies acquired and to be implemented in an on-site, full-time student teaching assignment. May be repeated with new content. See *Class Schedule* for specific content. Maximum credit four units.

Change(s): *Or upper division standing in the integrated teacher education program* statement added to prerequisites.

2.   New course.

Teacher Education
INSTRUCT METHODS MATH (C-2)
TE 914A. Instructional Methods for Mathematics (3)
        Prerequisite: Admission to a teacher education credential program.
        Teaching strategies and assessment in mathematics. Taken concurrently with student teaching.

3.   New course.

Teacher Education
INSTRCT MTHDS HIST SOCSCI (C-2)
TE 914B. Instructional Methods for History and Social Sciences (3)
        Prerequisite: Admission to a teacher education credential program.
        Teaching strategies and assessment in history and social sciences. Taken concurrently with student teaching.

4.   New course.

Teacher Education
INSTRUCT METHODS SCIENCE (C-2)
TE 914C. Instructional Methods for Science (3)
        Prerequisite: Admission to a teacher education credential program.
        Teaching strategies and assessment in sciences. Taken concurrently with student teaching.

5.   New course.

Teacher Education
INSTRUCT METHODS ELA (C-2)
TE 914D. Instructional Methods for English Language Arts (3)
        Prerequisite: Admission to a teacher education credential program.
        Teaching strategies and assessment in English Language Arts (ELA). Taken concurrently with student teaching.

6.   New course.

Teacher Education
INSTRUCT METHODS PHYS ED (C-2)
TE 914E. Instructional Methods for Physical Education (3)
        Prerequisite: Admission to a teacher education credential program.

Teaching strategies and assessment in physical education. Taken concurrently with student teaching.

7.   New course.

Teacher Education
INSTRUCT METHODS MUSIC (C-2)
TE 914F. Instructional Methods for Music (3)
        Prerequisite: Admission to a teacher education credential program.
        Teaching strategies and assessment in physical education. Taken concurrently with student teaching.

8.   Change to prerequisites.

Teacher Education
TE 954. Humanistic and Social Aspects of Teaching (1-4)
        Prerequisites: Admission to single subject credential program and concurrent registration in Teacher Education 922 and 963 or upper division standing in the integrated teacher education program.
        Teacher competencies as they relate to values, awareness, self-concept, rights and responsibilities. May be repeated with new content. See Class Schedule for specific content. Maximum credit four units.

Change(s): *Or upper division standing in the integrated teacher education program* statement added to prerequisites.

9.   Change to description, max repeat units, staffing formula, and units.

Teacher Education
(C-8)
TE 969. Clinical Practice for Induction (2-6) Cr/NC
        Prerequisite: Admission to College of Education induction program.
        Mentor-supported field experience for novice teachers in fully-accredited K-12 schools in preparation for a clear multiple subject, single subject, and education specialist credential. Advanced teaching strategies. Evaluation based on outcomes-based assessments. May be repeated with new content. See *Class Schedule* for specific content. Maximum credit 24 units.

Change(s): Description updated from *Mentor-supported field experience for novice teachers in fully-accredited K-12 schools. Practicing advanced teaching strategies. Assessment of teacher performance based on evidence of student learning and outcomes. May be repeated with new content. See Class Schedule for specific content. Maximum credit 16 units* to what is presented above. Max repeat units updated from 16 to 24 units. Staffing formula changed from S-36 to C-8. Units changed from 4 to variable 2-6.

10.   Change in program.

Teacher Education
Induction Program for a Clear Credential (Multiple and Single Subject)
> Paragraph 1 *(no change)*
> Interaction with faculty as a part of the coursework is fully online. Assignments include field experience that can be in your local school setting.
> **Prerequisite:** A valid SB 2042 Preliminary Multiple or Single Subject Credential or equivalent. A contract to teach at a K-12 school. Clear credential program coursework cannot be taken prior to issuance of the preliminary credential. Requires verification of contracted employment by school administration before seeking approval to complete field experience in their own classrooms.*

Courses Required for the Credential (24 units)

TE 969	Clinical Practice for Induction…3	
TE 969	Clinical Practice for Induction…6	
TE 969	Clinical Practice for Induction…6	
TE 969	Clinical Practice for Induction…6	
SPED 651	Legislation, Leadership, and Management for Special Education Services…3	

> Special Education 651 and Teacher Education 969 (3 units) must be taken together in the first semester of the program and only one section of Teacher Education 969 can be taken during each semester, such that a non-accelerated program will take two academic years. Experienced teachers can complete the program with fewer units (accelerated path) upon approval from the program director. The accelerated path can include fewer Teacher Education 969 units per semester (using variable units) or fewer semesters, as deemed appropriate by the program director.
> All coursework must be done simultaneously with contracted employment at a school site, not during vacation.
> Remainder of description *(no change)*

Change(s): Bulletin copy updated from *Complete online classes available. Field experience in your local school setting. Prerequisite: A valid SB 2042 Preliminary Multiple or Single Subject Credential or equivalent. A contract to teach at a K-12 school. Clear credential program coursework cannot be taken prior to issuance of the preliminary credential. Optional: Signed CL-855 required to verify employment by contracted teachers before seeking approval to complete field experience in their own classrooms.* Courses Required for the Credential (16 units) TE 969 Clinical Practice for Induction…4 TE 969 Clinical Practice for Induction…4 TE 969 Clinical Practice for Induction…4 TE 969 Clinical Practice for Induction…4* to what is presented above.

THEATRE ARTS

1.   Change in program.

Theatre Arts

Specific Requirements for the Master of Fine Arts Degree
(Major Code: 10072) (SIMS Code: 662505)
Concentration in Design and Technology
(SIMS Code: 662508)

Candidates for the M.F.A. with a concentration in design and technology, in addition to meeting the requirements for classified graduate standing, must complete a 60 to 63-unit graduate program to include 27 units of core courses as follows: Theatre 530A, 530B, 600, 610 or 621, 643 (nine units), 644; Television, Film and New Media 605.

Ten to twelve units of electives (electives A) selected by student and adviser from graduate level courses that include Theatre 539, 540, 544, 546, 547, 552, 553, 554A, 554B, 556; Television, Film and New Media 522, 550, 551, 558.

Five to ten additional units of electives (electives B) selected by student and adviser from graduate level courses that include Theatre 541, 542, 544, 545, 546, 548, 549, 550, 551, 554A, 554B, 557, 561, 564, 570A, 596, 643, 645, 795, 798; Television, Film and New Media 550, 559.

The student must also complete 16 units of practicum, internship, and comprehensive examination consisting of Theatre 640, 642 (four units), 746, 790, and 795 (four units).

For the M.F.A. with a concentration in design and technology, thirty-seven of the 60-63 units required must be completed in courses numbered 600 or above, and no more than a total of eight units in courses numbered Theatre 795 and 798 will be accepted for credit towards the degree.

Change(s): Program copy updated from *Candidates for the M.F.A. with a concentration in design and technology, in addition to meeting the requirements for classified graduate standing, must complete a 63-unit graduate program to include 24 units of core courses: Theatre 530A, 530B, 610, 643 (nine units), 644; Television, Film and New Media 605. Eleven to 12 units of electives selected by student and adviser from graduate level courses to include Theatre 539, 540, 546, 547, 548, 552, 553, 554A, 554B, 645; Television, Film and New Media 522, 550, 551, 558. Eleven to 12 additional units of electives selected by student and adviser from graduate level courses to include Theatre 541, 545, 546, 548, 549, 550, 554A, 554B, 556, 557, 570A, 596, 621, 643, 645, 798; Television, Film and New Media 550, 559. The student must also complete 16 units of practicum, internship and comprehensive examination consisting of Theatre 642 (four units), 746, 790, and 795 (six units).* to what is presented above.

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

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair
                Undergraduate Curriculum Committee

Date: November 14, 2018

Re: 2019-2020 *General Catalog*

INFORMATION (6I-12-18)

AFRICANA STUDIES

1.   New course.

        Africana Studies
        AFROCENTRC RESPNSE TRAUMA (C-2)
        AFRAS 102. An Afrocentric Response to Generational Trauma (3) [GE]
                Generational trauma to African Americans resulting from Black Lives Matter
        movement, Jim Crow, Maafa, and Reconstruction. Physiological, psychological, and
        social impacts of generational trauma. Wholeness and healing.

ANTHROPOLOGY

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

        Anthropology
        (C-4 two units; C-16 one unit)
        ANTH 302. Principles of Archaeology (3)
                Two lectures and three hours of laboratory.
                Prerequisite: Anthropology 103.
                History, method, and theory of archaeological data acquisition and interpretation.
        Methods of data recovery and analysis suitable to resolution of historical and processual
        questions. Archaeological examples from a worldwide sample of prehistoric and historic
        societies.

        Change(s): *Two lectures and three hours of laboratory* added to course hours description.
        Prerequisites changed from ANTH 101 to 103. Staffing formula updated from *C-4 three
        units* to what is presented above.

ARTS AND LETTERS

1.   New course.

        Arts and Letters
        ART AND SPORT IN BRAZIL (C-2)

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

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

CHILD AND FAMILY DEVELOPMENT

1.   Change to grading method.

     Child and Family development
     CFD 378A. Laboratory Experiences: Infants/Toddlers (1-3)
         Three hours of laboratory for each unit of credit.
         Prerequisites: Credit or concurrent registration in Child and Family Development 375A. Completion of all lower division preparation for the major courses with a grade of C (2.0) or better. **Proof of completion of prerequisites required:** Copy of transcript.
         Directed experiences in mainstream settings for infants and toddlers. Observing, screening, assessing, designing, and implementing developmentally appropriate activities. Maximum credit three units with consent of instructor.

     Change(s): Grading method updated from *CREDIT/NO CREDIT* to *+-LETTER*.

2.   Change to description and grading method.

     Child and Family development
     CFD 378B. Laboratory Experiences: Preschool/Kindergarten (1-3)
         Three hours of laboratory for each unit of credit.
         Prerequisites: Credit or concurrent registration in Child and Family Development 375B. Completion of all lower division preparation for the major courses with a grade of C (2.0) or better. **Proof of completion of prerequisites required:** Copy of transcript.
         Directed experiences in mainstream settings for children ages 3 to 6, preschool, and kindergarten children. Observing, screening, assessing, designing and implementing developmentally appropriate activities. Maximum credit three units with consent of instructor.

     Change(s): *Not to exceed three units of credit in any combination with Child and Family Development 376A completed prior to fall 2006* deleted from description. Grading method updated from *CREDIT/NO CREDIT* to *+-LETTER*.

3.   Change to grading method.

     Child and Family development
     CFD 378C. Laboratory Experiences: Age 6 Through Adolescence (1-3)
         Three hours of laboratory for each unit of credit.
         Prerequisites: Credit or concurrent registration in Child and Family Development 375B or 375C. Completion of all lower division preparation for the major courses with a

grade of C (2.0) or better. **Proof of completion of prerequisites required:** Copy of transcript.

Directed experiences in mainstream settings for children ages six through adolescence. Observing, screening, assessing, designing and implementing developmentally appropriate activities. Maximum credit three units with consent of instructor.

Change(s): Grading method updated from *CREDIT/NO CREDIT* to *+-LETTER*.

4.   Change to prerequisites.

Child and Family development
CFD 477. Administration of Child Development Programs (3)
Prerequisites: Child and Family Development 375A, 375B; and two units selected from Child and Family Development 378A, 378B, or 378D. **Proof of completion of prerequisites required:** Copy of transcript.
Programs for young children: design, implementation, and evaluation. Research applications and legal requirements for public and private sectors.

Change(s): CFD 380 deleted from prerequisites.

DANCE

1.   New course.

Dance
PERFORMANCE IN CAPSTONE (C-7)
DANCE 153. Performance in Capstone (1)
Two hours of activity.
Performers in aesthetic, logistical, procedural, and theoretical considerations. Students admitted through audition will perform in capstone projects.

2.   Deactivation of course.

Dance
DANCE 241. Modern Dance I (3)
Six hours of activity.
Development of modern dance skill with emphasis on function of alignment and articulation of extremities in motion. Maximum credit 12 units.

3.   New course.

Dance
DANCE TECHNIQUES I (C-7)
DANCE 242. Dance Techniques I (2)
Four hours of activity.

Classical, contemporary, cultural, and popular dance forms. Limit of 12 units of any combination of Dance 241, 242, 243 courses applicable to a bachelor's degree. Maximum credit ten units.

4.   New course.

Dance
APPLIED DANCE TECHNIQUES (C-7)
DANCE 243. Applied Dance Techniques (1)
        Two hours of activity.
        Application of classical, contemporary, cultural, and popular dance forms. Limit of 12 units of any combination of Dance 241, 242, 243 courses applicable to a bachelor's degree. Maximum credit ten units.

5.   New course.

Dance
DANCE POP IDENTITY (C-2)
DANCE 281. Dance, Popular Culture, and Identity (3) [GE]
        Psychological, sociocultural, and therapeutic functions of dance across the world from ancient ritual to contemporary pop culture as a way of understanding basic human activity and lifelong learning via arts.

6.   New course.

Dance
ADVANCED YOGA FOR DANCER (C-11)
DANCE 300. Advanced Yoga for Dancer (1)
        Two hours of activity.
        Prerequisite: Dance 100D with a grade of C (2.0) or better.
        Anatomical awareness, breathing and meditation techniques, and use of imagery to integrate functional and creative potential. Maximum credit three units.

7.   Deactivation of course.

Dance
DANCE 441. Modern Dance II (3)
        Six hours of activity.
        Prerequisite: Dance 241.
        Advanced modern dance techniques based on skills developed in Dance 241 with emphasis on performance qualities in projection, vitality, and executing. Maximum credit 12 units.

8.   New course.

Dance

DANCE TECHNIQUES II (C-7)
DANCE 442. Dance Techniques II (2)
>   Four hours of activity.
>   Prerequisite: Dance 242 with a grade of C (2.0) or better.
>   Maintaining integrity of dance technique while performing. Maximum credit ten
units.

9.   New course.

Dance
APPLIED DANCE TECHN II (C-7)
DANCE 443. Applied Dance Techniques II (1)
>   Two hours of activity.
>   Prerequisite: Dance 243 with a grade of C (2.0) or better.
>   Application of classical, contemporary, cultural, and popular advanced dance
forms. Maximum credit ten units.

10.   Change in program.

Dance
Dance Major
With the B.F.A. Degree in Applied Arts and Sciences
(Major Code: 10082) (SIMS Code: 666571)
>   All candidates for a bachelor of fine arts degree must complete the graduation
requirements listed in the section of this catalog on "Graduation Requirements." The
maximum number of upper division units in dance courses acceptable toward the
bachelor of fine arts degree is 79.
>   Paragraphs 2-6 *(no change)*
>   **Preparation for the Major.** Dance 100D (one unit), 140, 145, 156, 171, 181, 190
(one unit), 210 (two units), 221 (four units), 242 (six units), 243 (four units), 245, 289,
290 [or Music 290] (two units); Biology 100. (39 units)
>   Paragraphs 2-3 in preparation section *(no change)*
>   **Language Requirement.** *(no change)*
>   **Graduation Writing Assessment Requirement.** *(no change)*
>   **Major.** A minimum of 40 upper division units to include Dance 300 (one unit),
345, 356 (one unit), 365 (two units), 371, 380, 385, 390 [or Music 390] (one unit), 410
(two units), 421 (four units), 442 (eight units), 443 (three units), 453, 471, 481; and two
additional units from Dance 356 and/or 390 [or Music 390].

Change(s): *Maximum number of units* statement in first paragraph updated from 70 to 79.
Preparation for the Major section updated from *Dance 100D, 140, 145, 156, 171, 181,
190, 210, 221 (four units), 241 (12 units), 245, 289, 290 [or Music 290]; Biology 100.
(41 units)* to what is presented above. Major section updated from *A minimum of 40
upper division units to include Dance 345, 356, 365 (two units), 371, 380, 385, 390 [or
Music 390], 410, 421 (four units), 441 (12 units), 453, 471, 481; and two additional units
selected from one of either Dance 356 or 390 [or Music 390]* to what is presented above.

11.   Change in program.

Dance
Dance Major
With the B.A. Degree in Liberal Arts and Sciences
(Major Code: 10081) (SIMS Code: 666517)
All candidates for a degree in liberal arts and sciences must complete the requirements listed in the section of this catalog on "Graduation Requirements." No more than 62 units in dance courses can apply to the degree.
Paragraphs 2-5 *(no change)*
Preparation for the Major. Dance 100D (one unit), 140, 145, 156, 171, 181, 190 (one unit), 210 (two units), 221 (four units), 242 (four units), 243 (two units), 281, 289, 290 [or Music 290] (two units); Biology 100. (35 units)
Dance 290 [or Music 290] must be completed with a grade of C (2.0) or better.
Language Requirement. *(no change)*
Graduation Writing Assessment Requirement. *(no change)*
Major. A minimum of 25 units to include Dance 300 (one unit), 356 (one unit), 371, 380, 385, 390 [or Music 390](one unit), 410 (two units), 421 (four units), 442 (four units), 443 (two units), 481; and one to three performance units selected from Dance 365, 410, and 453.

Change(s): *Maximum number of units* statement in first paragraph updated from 55 to 62. Preparation for the Major section updated from *Dance 100D, 140, 145, 156, 171, 181, 190, 221 (four units), 241 (six units), 245, 289, 290 [or Music 290]; Biology 100. (33 units) Dance 190, 290 [or Music 290] must be completed with a grade of C (2.0) or better* to what is presented above. Major section updated from *A minimum of 25 upper division units to include Dance 345, 371, 380, 385, 390 [or Music 390] (two units), 410, 441 (six units), 481; and three units of upper division dance electives* to what is presented above.

12.   Change in program.

Dance
Dance Minor
(Minor Code: 10081) (SIMS Code: 666516)
Paragraphs 1-2 *(no change)*
The minor in dance consists of a minimum of 17-21 units in dance, to include Dance 100D (one unit), 100I, 156, 181, 221 (two units), and 382. Remaining units, of which six must be in upper division, selected from Dance 145, 190, 210, 242, 243, 281, 289, 290 [or Music 290], 300, 356, 365 (by audition only,) 371*, 380, 390 [or Music 390], 410, 421, 442, 443, 471*, and 481.
Courses in the minor may not be counted toward the major, but may be used to satisfy preparation for the major and general education requirements, if applicable. Students in the minor shall consult an adviser to select coursework appropriate to a focus area.

A minimum of six upper division must be completed in residence at San Diego State University.

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*Additional prerequisite required.

Change(s): Minor description updated from *the minor in dance consists of a minimum of 20-21 units in dance, of which nine units must be upper division, to include Dance 145, 181, 245, 380, 481, and either Dance 221 or 241; and four to five units selected from Dance 371*, 382, 421, 441, 471*. Courses in the minor may not be counted toward the major, but may be used to satisfy preparation for the major and general education requirements, if applicable. A minimum of six upper division units must be completed in residence at San Diego State University* to what is presented above.

ELECTRICAL ENGINEERING

1.   New course.

Electrical Engineering
CONTROL SYSTEMS LAB (C-16)
E E 420L. Control Systems Laboratory (1)
        Three hours of laboratory.
        Prerequisite: Electrical Engineering 420.
        Analog (op-amp based) and digital (microcontroller) implementation. Design of control systems to include lag, lead, optimal PID and LQR controller design, system identification. Use of sensors and actuators.

EXERCISE AND NUTRITIONAL SCIENCES

1.   New course.

Exercise and Nutritional Sciences
MBAC SELECTED ACTIVITIES (C-11)
ENS 122. Mission Bay Aquatic Center Selected Activities (1)
        Two hours of activity.
        May be repeated with new activity. See *Class Schedule* for specific content. Maximum credit ten units.

GENERAL STUDIES

1.   New course.

General Studies
DATA LIT HUMAN CHOICES (C-4)
GEN S 147. Data Literacy: Human Choices Behind the Numbers (3) [GE]
        How social scientists use data, presentation of empirical analysis, and role of assumptions and choices in analyses.

GERMAN

1.   New course.

German
GERMAN POLITICS (C-2)
GERMN 435. German Politics (3)
        Prerequisites: German 202 and 205B.
        Key institutions in the German political system. Contemporary debates on culture, economics, environmental policy, identity, migration, and the welfare state. Germany's contributions to the European Union and the world. Taught in German.

HISTORY

1.   New course.

History
DIGITAL HISTORY (C-2)
HIST 455. Digital History (3) [GE]
        Tools and practices used by historians to conduct research and present findings and results through a technology lens. Challenges, issues, theories, and uses of digital history.

HOSPITALITY AND TOURISM MANAGEMENT

1.   New course.

Hospitality and Tourism Management
HOSP REC & TOUR PROFESSNS (C-4)
HTM 219. Hospitality, Recreation, and Tourism Professions (3)
        Prerequisite: Hospitality and Tourism Management 201 or Recreation and Tourism Management 101.
        Investigation of professional identities through review of literature, collection of data, analysis, and synthesis of findings/results.

2.   New course.

Hospitality and Tourism Management
PROJECT MANAGEMENT EVENTS (C-3 two units; C-8 one unit)
HTM 432. Project Management for Events (3)
        Two lectures and two hours of activity.
        Prerequisite: Hospitality and Tourism Management 330.
        Defining and evaluating success and engagement, financial planning, project management, registration and ticketing, return on investment, site selection and physical design, and time tracking.

3.   Change in program.

Hospitality and Tourism Management
Hospitality and Tourism Management Major
With the B.S. Degree in Applied Arts and Sciences
(Major Code: 05081)
Emphasis in Hotel Operations and Management
(SIMS Code: 663102)
        Preparation for the Major. Hospitality and Tourism Management 201, 219, 223, 250; Accountancy 201; Economics 101, 102; Recreation and Tourism Management 290; Rhetoric and Writing Studies 290, and Statistics 119 or Economics 201. (30 units)
        These prerequisite courses may not be taken Cr/NC. The minimum grade in each class is C (2.0) or better.
        Graduation Writing Assessment Requirement. *(no change)*
        International Experience. *(no change)*
        Major. A minimum of 46 upper division units to include Hospitality and Tourism Management 301, 330, 380, 398, 432, 480, 490, 491, 498; and two units of electives selected from Hospitality and Tourism Management 333, 430, 431, 433, 435, or Theatre 476; Business Administration 323, 350, 360, 370; Management 352; Recreation and Tourism Management 404, 470.

Change(s): Preparation for the Major section updated from *Hospitality and Tourism Management 201, 223, 250; Accountancy 201; Economics 101, 102; Management Information Systems 180; Mathematics 120 or 150; Rhetoric and Writing Studies 290, and Statistics 119 or Economics 201. (30-31 units)* to what is presented above. Major section updated from *A minimum of 47 upper division units to include Hospitality and Tourism Management 301, 320, 380, 398, 455, 480, 490, 491, 498; and three units of electives selected from Hospitality and Tourism Management 450, 453, 456, 465; Business Administration 323, 350, 360, 370; Management 352; Recreation and Tourism Management 404, 470* to what is presented above.

4.   Change in program.

Hospitality and Tourism Management
Hospitality and Tourism Management Major
With the B.S. Degree in Applied Arts and Sciences
(Major Code: 05081)
Emphasis in Meetings and Events Operations and Management
(SIMS Code: 663105)
        Preparation for the Major. Hospitality and Tourism Management 201, 219, 223, 250; Accountancy 201; Economics 101, 102; Recreation and Tourism Management 290; Rhetoric and Writing Studies 290, and Statistics 119 or Economics 201. (30 units)
        These prerequisite courses may not be taken Cr/NC. The minimum grade in each class is C (2.0) or better.
        Graduation Writing Assessment Requirement. *(no change)*
        International Experience. *(no change)*

Major. A minimum of 46 upper division units to include Hospitality and Tourism Management 301, 330, 380, 398, 432, 480, 490, 491, 498; and two units of electives selected from Hospitality and Tourism Management 333, 430, 431, 433, 435; Business Administration 323, 350, 360, 370; Management 352; Recreation and Tourism Management 404, 470.

Change(s): Preparation for the Major section updated from *Hospitality and Tourism Management 201, 223, 250; Accountancy 201; Economics 101, 102; Management Information Systems 180; Mathematics 120 or 150; Rhetoric and Writing Studies 290, and Statistics 119 or Economics 201. (30-31 units)* to what is presented above. Major section updated from *A minimum of 46 upper division units to include Hospitality and Tourism Management 301, 330, 380, 398, 431, 480, 490, 491, 498; and three units of electives selected from Hospitality and Tourism Management 333, 430, 433, 435; Business Administration 323, 350, 360, 370; Management 352; Recreation and Tourism Management 404, 470* to what is presented above.

5.   Change in program.

Hospitality and Tourism Management
Hospitality and Tourism Management Major
With the B.S. Degree in Applied Arts and Sciences
(Major Code: 05081)
Emphasis in Restaurant Operations and Management
(SIMS Code: 663103)
        Preparation for the Major. Hospitality and Tourism Management 201, 219, 223, 250; Accountancy 201; Economics 101, 102; Recreation and Tourism Management 290; Rhetoric and Writing Studies 290, and Statistics 119 or Economics 201. (30 units)
        These prerequisite courses may not be taken Cr/NC. The minimum grade in each class is C (2.0) or better.
        Graduation Writing Assessment Requirement. *(no change)*
        Major. *(no change)*

Change(s): Preparation for the Major section updated from *Hospitality and Tourism Management 201, 223, 250; Accountancy 201; Economics 101, 102; Management Information Systems 180; Mathematics 120 or 150; Rhetoric and Writing Studies 290, and Statistics 119 or Economics 201. (30-31 units)* to what is presented above.

6.   Change in program.

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

Preparation for the Major. Hospitality and Tourism Management 201, 219, 223, 250; Accountancy 201; Economics 101, 102; Recreation and Tourism Management 290; Rhetoric and Writing Studies 290, and Statistics 119 or Economics 201. (30 units)

These prerequisite courses may not be taken Cr/NC. The minimum grade in each class is C (2.0) or better.

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 48 upper division units to include Hospitality and Tourism Management 301, 330, 370 [or American Indian Studies 370], 371, 372, 373, 380, 398, 480, 490, 498; Business Administration 323, 350, 360, 370; Management 352; Recreation and Tourism Management 404, 470.

Change(s): Preparation for the Major section updated from *Hospitality and Tourism Management 201, 223, 250; Accountancy 201; Economics 101, 102; Management Information Systems 180; Mathematics 120 or 150; Rhetoric and Writing Studies 290, and Statistics 119 or Economics 201. (30-31 units)* to what is presented above. Major section updated from *A minimum of 45 upper division units to include Hospitality and Tourism Management 301, 370 [or American Indian Studies 370], 371, 372, 373, 380, 398, 480, 490, 498; Business Administration 323, 350, 360, 370; Management 352; Recreation and Tourism Management 404,* 470 to what is presented above.

MATHEMATICS

1.   Change to course hours description, course statement, description, and number.

Mathematics
MATH 341. Mathematics Software Workshop (1)
        Two hours of activity.
        Prerequisite: Mathematics 150.
        Lesson plan design using teacher-based technologies. (Formerly numbered Mathematics 241.)

Change(s): *Two hours of activity* added to course hours description. Formerly numbered Mathematics 241 added to course statement. Description updated from *Introduction to dynamic geometry software to include Geometer's Sketchpad and GeoGebra. Constructions in Euclidean geometry, exploration of symmetry and plane transformations, graphing of functions and algebraic equations* to what is presented above. Number changed from 241 to 341.

MECHANICAL ENGINEERING

1.   New course.

Mechanical Engineering
SYSTEM MODELNG & ANALYSIS (C-1)
M E 430. System Modeling and Analysis (3)
        Prerequisite: Mechanical Engineering 330.

System-level lumped parameter modeling of dynamic systems using first principles. Predict performance of engineered systems based on its dynamic response. Feedback control to achieve closed loop stability and specified system performances.

RECREATION AND TOURISM MANAGEMENT

1.   New course.

Recreation and Tourism Management
QUANT & QUAL LIT TOURISM (C-3)
RTM 290. Quantitative and Qualitative Literacy in Tourism (3)
         Prerequisites: Recreation and Tourism Management 101 or Hospitality and Tourism Management 201, and Hospitality and Tourism Management 219, 223 with a minimum grade of C (2.0) in each course.
         Quantitative and qualitative methods in hospitality, recreation, and tourism fields. Gathering data from sources, summarizing data points, analyses, reporting findings/results, conclusions and recommendations.

SOCIOLOGY

1.   New course.

Sociology
POLICE & SOCIETY AMERICAS (C-4)
SOC 411. Police and Society in the Americas (3)
         Prerequisite: Sociology 101.
         Social and cultural factors shaping police work in the United States and Latin America. Policing through lenses of power and social control. Current controversies and innovations to include community policing, immigration, militarization, reform, and securitization.

SPECIAL EDUCATION

1.   Change to description and units.

Special Education
SPED 450. Classroom Adaptations for Special Populations (3)
         Historical, legal, and philosophical aspects of special education. Instructional and assessment support for access to general education curriculum. Meets requirements for preliminary multiple and single subject, and education specialist teaching credentials.

Change(s): Description updated from *Strategies for adapting curriculum, differentiating instruction, meeting social and behavioral needs, and modifying assessments for students with disabilities and/or gifted and talented students in general education classrooms. Meets requirements for preliminary multiple and single subject teaching credentials* to what is presented above. Units changed from 2 to 3.

TEACHER EDUCATION

1.   New course.

        Teacher Education
        INTEGRATING SCI PEDAGOGY (C-4)
        TE 331. Integrating Science and Pedagogy (3)
                Prerequisite: Upper division standing in a science major.
                Nature of science and science teaching. Integration of science content and
        pedagogy.

2.   New course.

        Teacher Education
        WRITING IN EDUC SETTINGS (C-3)
        TE 405W. Writing in Educational Settings (3)
                Prerequisites: Satisfies Graduation Writing Assessment Requirement for students
        who have completed 60 units; completed Writing Placement Assessment with a score of 8
        or higher (or earned a grade of C (2.0) or better in Rhetoric and Writing Studies 280, 281
        [or Linguistics 281] if score on WPA was 6 or lower); and completed General Education
        requirements in Composition and Critical Thinking. **Proof of completion of prerequisites
        required:** Test scores or verification of exemption; copy of transcript.
                Composition of texts for K-12 educational situations and audiences. Critical
        reading and writing skills to support K-12 students learning.

3.   New course.

        Teacher Education
        SCIENCE FIELDWORK COMMUN (C-4 two units; C-7 one unit)
        TE 462. Science Fieldwork in Community Settings (3)
                Two lectures and two hours of activity.
                Prerequisites: Completion of 12 units of science courses and the General Education
        requirement in Foundations of Learning II.A.1 Physical Sciences, or II.A.2. Life Sciences.
                Science teaching and learning to include supervised fieldwork in local science
        classrooms.

WOMEN'S STUDIES

1.   Change in program.

        Women's Studies
        Women's Studies Major
        With the B.A. Degree in Liberal Arts and Sciences
        (Major Code: 49991) (SIMS Code: 119501)
                Paragraphs 1-2 *(no change)*

Preparation for the Major. Six units selected from Women's Studies 101, 102, and 103.

Language Requirement. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

Internship/International Experience Requirement. All women's studies majors are required to complete either Women's Studies 598 or satisfy an international experience requirement. Women's Studies 598 can be completed any semester after prerequisites are met and approved by the internship director. To meet the international experience requirement, majors must complete one of the following with the approval and written consent of the undergraduate adviser:

1. International Field Trip;
2. International Internship;
3. International Student Exchange;
4. CSU Study Abroad Program.

Major. A minimum of 30 upper division units to include 12 units from Group I; 12 units from Group II; and Women's Studies 536 and 590.

Group I: Women's Studies 310, 320, 325, 331, 336, 340, 341A-341B, 352, 355, 360, 370, 375, 382, 385; Africana Studies 332*, 473*, Chicana and Chicano Studies 340A*, Lesbian, Gay, Bisexual, and Transgender Studies 321*, 322* [or Humanities 322*], Political Science 336*, Religious Studies 370*.

Group II: Women's Studies 512, 515, 520, 522, 530, 535, 545, 560, 565, 570, 572, 580, 581, 582, 585, 596, 598*.

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

Change(s): Preparation for the Major section updated from *Women's Studies 101 and 102. (6 units)* to what is presented above. *Scholarships are available for the international experience. The internship and the international experience meet the student learning outcomes in the Women's Studies Department* statement removed from Internship/International Experience Requirement section. Major section updated from *A minimum of 27 upper division units to include nine units from Group I; 12 units from Group II; and Women's Studies 536 and 590. Group I: Women's Studies 310, 320, 325, 331, 336, 340, 341A-341B, 352, 360, 370, 375, 382, 385; Africana Studies 332*, 473*, Chicana and Chicano Studies 340A*, Lesbian, Gay, Bisexual, and Transgender Studies 321*, 322* [or Humanities 322*], Political Science 336*, Religious Studies 370*. Group II: Women's Studies 512, 515, 520, 522, 530, 535, 545, 560, 565, 570, 572, 580, 581, 582, 585, 596, 598** to what is presented above.

2.   Change in program.

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

Paragraph 1 *(no change)*

Six units selected from Women's Studies 101, 102, and 103 and six units selected from Women's Studies 310, 320, 325, 331, 336, 340, 341A-341B, 352, 355, 360, 370, 375, 382, 385; Africana Studies 332*, 473*, Chicana and Chicano Studies 340A*, Lesbian,

Gay, Bisexual, and Transgender Studies 321*, 322* [or Humanities 322*], Political Science 336*, Religious Studies 370*.

       Six units selected from Women's Studies 512, 515, 520, 522, 530, 535, 536, 545, 560, 565, 570, 572, 580, 581, 582, 585, 590, 596, 598*.

       Remainder of description *(no change)*

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

Change(s): Minor section updated from *Women's Studies 101, 102, and six units selected from Women's Studies 310, 320, 325, 331, 336, 340, 341A-341B, 352, 360, 370, 375, 382, 385; Africana Studies 332*, 473*, Chicana and Chicano Studies 340A*, Lesbian, Gay, Bisexual, and Transgender Studies 321*, 322* [or Humanities 322*], Political Science 336*, Religious Studies 370*. Six units selected from Women's Studies 512, 515, 520, 522, 530, 535, 536, 545, 560, 565, 570, 572, 580, 581, 582, 585, 590, 596, 598* to what is presented above.

TO: SEC/Senate

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

DATE: November 20, 2018

RE: Information

Philanthropy Report:

The following are notable gifts received since October 16, 2018:

Alumnus William "Bill" E. Leonhard, Jr. has named SDSU as the 100% residual beneficiary of his estate, a current market value of $2 million. This gift will add to his existing endowed scholarship and his chair in the College of Engineering and will also include Guardian Scholars and the Weber Honors College, providing scholarships to each of those areas.

Julia Brown has named SDSU as a beneficiary of her Individual Retirement Account for a market value of $250,000 adding to her existing endowment to support scholarships for Musical Theatre students.

Glae Thien has named SDSU in his estate for a gift of $50,000 to support journalism students in the School of Journalism and Media Studies.

Solar Turbines Inc. made a $55,000 gift to the Solar Turbines Center for Industrial Training and Engineering Research Partnership in the College of Engineering.

Gifts totaling $43,500 from Alumnus Mark D. McMillin and his wife, C'Ann, will support Athletics.

Alumni Thomas and Donna Golich made gift of securities totaling $72,278.45 to the Tom and Donna Bergelis Golich Endowed Scholarship in Communication, which supports students pursuing majors in the School of Communications in the College of Professional Studies and Fine Arts.

Alumnus Terry L. O'Donnell pledged $50,000 to support a permanent endowed tenure track/tenured professorship in the Musical Theatre Master of Fine Arts program.

Alumni Paul and Dian Denyer made gifts totaling $10,000 to support Athletics.

Alumni Sue and Ray Lussa have named SDSU in their estate for $50,000 to support an endowed scholarship in the School of Journalism and Media Studies in the College of Arts and Letters.

Alumnus Michael J. Welden pledged $10,000 to the Zahn Innovation Platform Launchpad in the College of Engineering.

The Crest Beverage Company made a $13,500 gift to support Athletics.

Gifts totaling $10,000 from Alumnus Stephen Coslik will support the Fowler College of Business.

Alumnus Robert J. Lusitana made a $13,500 gift to support Athletics.

Gifts totaling $13,000 from the ChevronTexaco Products Company will support the Geology department in the College of Sciences.

The Confucius Institute-Hanban China made a $257,644 gift to the Confucius Institute Fund in the College of Arts and Letters.

At the recommendation of Andrew Mundt and Davida Hutchel, the William R. Mundt Fund at The San Diego Foundation granted $60,000 to the William R. Mundt Memorial Fellowship for International Internships in Peace and Security and an additional $10,000 to the William R. Mundt Memorial Scholarship for Cross-Cultural Peace Internships.

James and Susan Morris made a $10,000 gift to support Athletics.

Gifts totaling $12,000 from the Northrop Grumman Corporation will support the College of Engineering, the College of Sciences and Associated Students.

Faculty Emeritus Thomas L. McKenzie pledged $25,000 to provide support to students engaged in research with faculty in the School of Exercise and Nutritional Sciences.

ARCS Foundation, Inc. made a $67,500 gift to provide scholarship support to graduate students with a GPA of 3.5 or higher within the College of Engineering.

Mark A. Schlossberg made a gift of $30,000 to support Athletics.

Alumna Jo Ann Lane made a gifts totaling $101,411.43 to provide scholarship support to international students from the Caribbean and African countries pursuing majors in the College of Sciences, the College of Engineering, or the College of Health and Human Services through the Lane Family Technology Outreach Scholarship.

Alumnus Jeffrey Glazer and his wife, Lisa, made gifts totaling $30,000 to support Athletics.

Sharyn Goodson made a $12,000 gift to the Dr. Katz Research and Capstone Fund to provide support for general design research including the Capstone project in the Department of Aerospace in the College of Engineering.

William Shipley made a $13,876 gift to support Athletics.

Faculty Emeriti Thomas and Randi McKenzie made a $10,000 gift to the Economic Crisis Response Team.

Gifts totaling $10,000 from the R D Ford Foundation will support the SDSU Scholarship Fund and Athletics.

Campaign, Presidential & Special Events:

President de la Torre and Vice President Carleton hosted the Heritage and Legacy Societies annual stewardship event at the University House on Thursday, October 4. Over 70 donors who have left

their estates to San Diego State attended the event. For many of the guests, this was the first time they met President de la Torre and learned about her vision for San Diego State.

On Monday, October 8 Ambassador Johnny Young, former U.S. Ambassador to West Africa, the Middle East and Central Europe, was featured as the President's Lecture Series distinguished lecturer. In partnership with the Charles W. Hostler Institute on World Affairs, over 400 guests were in attendance as Ambassador Young presented a lecture on "Refugee Resettlement: How did we get here and how do we move on?"

President de la Tore hosted Superintendent Gen. Silveria and his wife, Virginia, at the University House for a reception on Thursday, October 11; the evening before the SDSU vs. Air Force football game. Guests included Air Force Academy representatives along with San Diego State AFROTC and other military campus affiliates.

On Friday, October 19, President de la Torre hosted regional council members for a reception at the University House. Over 50 regional council members traveling from regions such as the Bay Area, Orange County, and Los Angeles and as far as the Pacific Northwest, New York and Texas attended the reception as part of the Fall Forum, which is held annually as part of the Homecoming festivities.   Regional council members volunteer their time to enhance the university's national reputation and help to build the Aztec network. Many invest in student success opportunities through mentorships, internships and job placement in addition to raising money for student scholarships.

As part of the National Philanthropy Day activities, President de la Torre hosted a reception at the University House on Tuesday, October 23 for members of the Association of Fundraising Professionals. National Philanthropy Day honorees were celebrated and fundraising professionals in the San Diego region were honored for their dedication to philanthropy.

The Campanile Foundation Annual Dinner was held on Thursday, October 25. Nearly 80 current and past board members and their guests attended the dinner and program, which highlighted new leadership for SDSU. Among the guests were three former Associated Students presidents, who served as the student representative on the board.

On Tuesday, October 30, President de la Torre in partnership with University Relations and Development, the Provost's Office and the College of Health and Human Services hosted an event to welcome Steven Hooker, the new dean for the College of Health and Human Services. Nearly 75 guests, who included members of the college's advisory boards, the search committee, donors to CHHS along with college and campus leaders welcomed Dean Hooker to the Aztec family.

SENATE MINUTES

Office of the President
San Diego State University

December 4, 2018

5500 Campanile Drive
San Diego, CA 92182 · 8000
Tel: 619 594 · 5204
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Enrollment Management Advisory Group

Context

The entire university shares the responsibility of Enrollment Management. An optimal enrollment management strategy takes into account the interrelated roles departments and divisions play to ensure our students are thriving at San Diego State University. Comprehensive enrollment management includes strategies around recruiting, funding, tracking and retaining students.

Purpose

To review and assess enrollment objectives to ensure consistency with the institutional mission, available resources, facilities, demographics and other factors that influence enrollment levels.

Goals

To understand the student success and academic excellence implications of enrollment management strategies.

To ensure enrollment management policies and practices are consistent with stated campus mission, goals, and priorities.

To analyze the resource implications of enrollment targets and actual enrollment at the institutional, college and/or departmental level.

Charge

To review and assess current enrollment management practices, assumptions and methodologies, with particular attention to the current "enrollment clusters," and to recommend modifications if needed.

To recommend to the provost and vice presidents annual institutional enrollment target, and enrollment target for academic units, i.e. college, school and/or department.

To analyze and make appropriate recommendations to the provost and vice presidents resource implications of enrollment targets by college and/or department in high cost/high demand programs; and regarding faculty, lecturers, graduate and doctoral programs, facilities, co-curricular activities and student support services.

To analyze revenue implications of annual enrollment plan and recommend to provost and vice presidents appropriate revenue enhancing enrollment practice (i.e. summer enrollment, large lecture halls).

To recommend to the provost and vice presidents enrollment targets or considerations for sub-groups of students, i.e., undergraduate and graduate, freshmen and transfer students, residents,

out of state and international students, as necessary to foster financial stability, compliance with CSU enrollment targets and SDSU stated campus priorities.

To analyze and discuss current practices in regard to target GPA, SAT and ACT scores for each incoming class of students, taking into consideration both SDSU's aspiration to become a top 50 public institution, as well as assumptions about GPA, SAT and ACT scores as predictors of student success and academic excellence; and to recommend to the provost and vice presidents modifications if warranted.

To analyze and discuss current practices and make recommendation to the provost and vice presidents regarding student success implications of enrollment targets and practices, including collaboration with colleagues and departments across the institution to promote student learning and development, persistence and success.

To utilize analytic studies and institutional research to provide foundation for evidence based decisions and recommendation of strategies to provost and vice presidents.

Proposed Members:

Sandra Cook, Associate Vice President – Enrollment Services (Co-chair)

Ed Balsdon, Associate Dean, Graduate and Research Affairs (Co-chair)

Donna Conaty, Chair, Academic Resources and Planning, University Senate

Andrea Dooley, Associate Vice President, Student Affairs

D.J. Hopkins, Chair, Academic Policy and Planning, University Senate

Piotr Jankowski, Chair, Department of Geography

Lance Nail, Dean, Fowler College of Business

Yusuf Ozturk, Professor, Department of Electrical and Computer Engineering

Rose Pasenelli, Director, Financial Aid and Scholarships

Radmila Prislin, Associate Vice President – Academic Resources

Bill Tong, Chair, Department of Chemistry and Biochemistry

Larry Verity, Interim Dean, College of Health and Human Services

Agnes Wong-Nickerson, Associate Vice President – Financial Operations

Associated Students Representative (this year: Chris Thomas/AS President)

NOTE: Members added since distribution of this memo: Barry Chung (Dean/COE), Antionette Marbray (AVP/Student Affairs), J. Luke Wood (Chief Diversity Officer), Brittany Santos–Derieg (Chief of Staff)

Enrollment Management Advisory Group (EMAG)
Local Admission Subcommittee
Minutes
October 9, 2018, 11:00 to 12:30 PM
Susan K. Weber Conference Room

Attending: Sandra Cook (Co-chair), Barry Chung, Donna Conaty, Antionette Marbray, Yusuf Ozturk, Rose Pasenelli, Chris Thomas, Bill Tong, Larry Verity, Agnes Wong-Nickerson, and Luke Wood.

Guests: President Adela de la Torre, Brittany Santos-Derieg, and Arthur Pasternak (ASIR).

President de la Torre and her Chief of Staff, Brittany Santos-Derieg, joined the EMAG subcommittee on local admission to underscore the importance of this work and provide additional clarification regarding any potential constraints.

The original intent of current compacts is no longer relevant. What we need today is a compact that binds us all together with the goal of success for our students. Diversity is important, but K-12 diversity is already prevalent throughout our local region. We should develop a model that not only will ensure success for all students (including low-income and first generation), but that offers multiple pathways. It should be data driven and thoughtful and involve our partners in the process sooner rather than later.

Moving forward, the subcommittee will be assigned into smaller working groups to research and report back on these critical areas.

Next subcommittee meeting is scheduled for Tuesday, October 23, 2018 at 11:00 am to 12:30 pm in the Provost's Conference Room, MH 3335. It will be followed by a meeting of the entire EMAG group at 12:30 to 1:50 PM in MH 3318 (Susan K. Weber Conference Room).

Respectfully submitted,

Sandra Cook

SDSU Impaction Principles
Adopted by the SDSU Senate, March 1997

- Committed to providing greatest possible access

- Value and enhance diversity

- Enrollment management strategies should not inadvertently distort the mix of programs

- Changes in the mix of lower-division, upper-division and graduate student proportions and majors should be a deliberate decision

- Enrollment management decisions should not lower the numbers of tenured/tenured track faculty in relation to lecturers

- SDSU recognizes its commitment to serve the greater San Diego region

- The Senate Academic Policy and Planning Committee shall review prior year outcomes as well as enrollment management changes

- SDSU will solicit external constituency concerns and advise those constituencies of selection criteria changes