![San Diego State University logo]

San Diego State University Senate
Minutes

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

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The University Senate meeting (for October 2, 2018) was called to order at 2:05 pm.

Attendance:

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

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

Business Administration: Ahsan, DeBoskey, Gill, Gubellini, Peter

Coach: Crawford

Education: Brandon, Cappello, Chizhik

Engineering: Engin, May-Newman, Morsi, Sharma

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

Imperial Valley: Abarbanell

Lecturers: Fuller, Justice, Moberly

Library: Bliss, Weston

MPP I & II: Montero-Adams, Caryl

Parliamentarian: Eadie

Professional Studies & Fine Arts: Canary, Conaty, Durbin, Hopkins, McMills, Sasidharan, Sha

Sciences: Atkins, Harrison, Atkins (for Lewison), Love, Marx, Ponomarenko, Reeder, Schellenberg, Vaughn

Staff: Chie, Preciado

University Services: Sakai

Administration: Johnson, Shultz, Welter

Ex-Officio / Emeritus Faculty: Shackelford

Associated Students: Cravens, Estrada, Thomas

CFA: Toombs

ASCSU: Butler-Byrd, Csomay

Guests: Brooks, Hooker, Prislin, Santos-Derieg, Verity, Wood

1. Agenda (Attiq)

    MSP To approve the Senate Agenda for October 2, 2018.

2.   Minutes (Attiq)
      Deferred.

3.   Announcements (Bober-Michel)

      3.1   Senate Officer Lunches

             Bober-Michel briefly recapped the second Academic Deans' lunch with the Officers,
             noting that we're planning another round toward the end of the semester. The Officers
             received productive input about ways to stay connected and several issues on which
             to focus.

4.   Academic Affairs (Johnson)

      Provost Johnson updated Senators on the *what if* budget presentation at September's
      meeting. Feedback from Deans and other leaders has been mostly positive, he said,
      although some have a) concerns about decentralization and b) questions about the changing
      relationship between FTES and budget allocations. The Provost encouraged Senators to
      share their thoughts, and he will continue to update us each month on progress toward an
      array of budget-related goals.

      Preciado asked about the role Senate will play in this reform process. The **Provost** assured
      him that Senate input (including approval on some actions) is central to budget reform.
      Reform, however, also affects procedural changes about which the Senate should be
      informed even if no approval action is necessary.

5.   Elections

      Bober-Michel reminded Senators that today's elections would be conducted electronically
      via a mobile application called Sli.do. CCE Chair Vaughn will assist, given the sheer
      number of elections to run and rounds within each. These elections, she noted, are premised
      on simple majority, not plurality.

      5.1   Engineering Dean Search Committee (one outside member)

             Bober-Michel opened the election for the Committee's outside faculty member,
             recognized the nominees, and then called for other nominations from the floor (for
             which there were none).
             Results: **Kotaro Nakamura**

      5.2   PSFA Dean Search Committee (one outside member)

             Bober-Michel opened the election for the Committee's outside faculty member,
             recognized the nominees, and then called for other nominations from the floor (for
             which there were none).
             Results: **Ramona Perez**

      5.3   Library and Information Access Dean Search Committee (three faculty members)

Bober-Michel opened the election for the Committee's three outside faculty members, recognized the nominees, and then called for other nominations from the floor (for which there were none).

Results: **Philip Greiner**, **Andy Bohonak**, **Roberto Hernandez**

5.4   Provost Search Committee (six faculty members)

Bober-Michel opened the election for the Committee's six faculty members, recognized the nominees, and then called for other nominations from the floor (for which there was one: David Pearson, from SDSU Imperial Valley).

Results: **Bey-Ling Sha, Ronnee Schreiber, Tracy Love, Karen May-Newman, David Pearson, and Wil Weston**

6.   SEC Report

6.1   Referral chart (Ornatowski)

Ornatowski outlined the many referrals on the list. One was to AP&P, initially presented at the September meeting but ultimately referred to SEC for further discussion. All others were to CBL—ranging from input on additional seats for staff and lecturers (two for each group) … to input on which administrative searches, if any, Deans, Associate Deans, and Assistant Deans might serve … to input on whether or not Research Foundation staff (many of them assigned to CES) should be Senate represented even though they are not part of any bargaining unit.

Preciado voiced a variety of concerns about staff without union protections *and* with benefits inferior to those of their stateside colleagues.

Butler-Byrd would like to see a chart of representation in the Senate.

6.2   Pool of 14 (Ornatowski); standardized survey items (administrative reviews)

Ornatowski presented the list of 14 and spoke about asking them to assist in developing standardized survey items for reviews.

Pool of 14 faculty, 2018-19

Stuart Aitken--Arts and Letters

Adelaida del Castillo--Arts and Letters

Risa Kohn--Arts and Letters

Kate Swanson--Arts and Letters

John Penrose--Business

Paula Peter--Business

Luke Duesbery--Education

Sam Kassegne--Engineering

Julio Valdez--Engineering

Stephanie Brodine--HHS

Gloria Rhodes--Library

Peter Cirino--PSFA

Andrew Cooksy--Science

Andrew Bohonak--Science

6.3   Senate Task Force to Examine the Curriculum Approval Process

Ornatowski deferred to **Bober-Michel** who told Senators that the Task Force (Bober-Michel and Gattas/Co-Chairs) would hold its initial meeting on Friday, October 5. Its four themes or areas are:

- CurricUNET and other course proposal platforms
- Different fast-track options through CES
- Levels of curriculum review; catalog and bulletin redesign
- Professional development (to assist proposers and reviewers)

In addition, a few people with specific expertise agreed to consult regularly with each of the four groups to address unique questions/issues/concerns.

7.   Old Business

8.   New Business: Action Items

8.1   Academic Policy and Planning (Hopkins)

Recap of the original referral. Consider SDSU's GE course identification process, both in general and with specific attention to a) course proposals that may be perceived to cross into another department or school's disciplinary purview and b) double-counting of courses for major and GE.

In brief, AP&P recommended that a) the Senate adopt several Principles and Guidelines as recommended procedures for those originating and evaluating GE curriculum proposals and b) said Principles and Guidelines be integrated into the campus Curriculum Guide.

A footnote will be included to read: *Approved by the University Senate on October 2, 2018*. In addition, the Principles and Guidelines will be broadly distributed; recipients include President de la Torre, Provost Johnson, all Deans and Associate Deans, the Chairs/Directors of all academic Departments/Schools, and the Chairs of curriculum review committees at both the College and University levels.

MP

8.2   Committees and Elections (Vaughn)

Chair **Vaughn** sought approval of recent appointments to both Standing Committees and Other Committees and Councils/

Additionally (and in response to a specific request by Dean Seshan), **Vaughn** has been re-populating the long-dormant Extended Studies Advisory Council.

Nadine Bezuk new term May 2019

Madhavi McCall new term May 2020

Tod Reeder new term May 2021

Bruce Reinig new term May 2019

Sridhar Seshagiri new term May 2020

Carl Winston new term May 2021

NEED 1 HHS faculty

NEED 1 Academic Affairs rep

NEED 1 Student Affairs rep

NEED 1 Graduate Affairs rep

NEED 1 Undergraduate Studies rep

Wheeler expressed concern that Chairs of Standing Committees are part- or full-time administrators. He specifically called out AR&P where Co-Chair **Conaty** serves as Interim Dean/PSFA. **Shultz** reminded him that we have a University Senate—which is an *inclusive* governance model. Our goal, she added, is to give voice to many, not a selected few.

MP

8.3   Faculty Honors and Awards (Ozturk)

On behalf of FHA Chair Yusuf Ozturk, **Bober-Michel** presented the list of faculty and lecturers requesting emeritus status.

Kelly Doran, Professor of Biology (College of Sciences)
August 21, 2018, 11 years

Joyce Gattas, Professor of Hospitality and Tourism Management (College of Professional Studies and Fine Arts)
August 21, 2018, 36 years

Richard M. Gersberg, Professor of Public Health (College of Health and Human Services)
August 21, 2018, 32 years

Cheryl James-Ward, Associate Professor of Educational Leadership (College of Education)
August 21, 2018, 11 years

Alan R. Sweedler, Professor of Physics (College of Sciences)
August 21, 2018, 38 years

MP

8.4   General Education Curriculum and Assessment (Sha)

Chair **Sha** presented the following action items.

LING 270. Elementary Statistics for Language Studies (3) [GE] (II. Foundations of Learning→A. Natural Sciences and Quantitative Reasoning→4. Mathematics/Quantitative Reasoning). *New course.*

STAT 250. Statistical Principles and Practices (3) [GE] (II. Foundations of Learning→A. Natural Sciences and Quantitative Reasoning→4. Mathematics /Quantitative Reasoning). *Change to course hours description, description, and staffing formula.*

AMIND 210. Indigenous Women and the Arts (3) [GE] (II. Foundations of Learning→C. Arts and Humanities→2. Humanities: History, Languages other than English, Literature, Philosophy, Religious Studies). *New course.*

REL S 258. Death, Dying, and Afterlife (3) [GE] (III. Lifelong Learning and Self-Development). *Change to course statement, GE area, general text, number, prerequisite.*

WMNST 355. Feminist Approaches to Popular Culture (3) [GE] (IV. Exploration of Human Experience→C. Humanities). *New course.*

MP

8.5   Graduate Council (Bohonak)

Chair **Bohonak** presented the following action items.

Accountancy

Advanced Certificate in Taxation / new certificate

Hospitality and Tourism Management

Meeting and Event Management Advanced Certificate / new certificate

Learning Design and Technology

Specific Requirements for the Master of Arts Degree Concentration in Learning Design and Technology / discontinuation of concentration

Special Education

Induction Program for Clear Education Specialist Credential (Early Childhood Special Education; Mild Moderate Disabilities and Moderate to Severe Disabilities) / new credential

MP

8.6   Undergraduate Curriculum (Verity)

Chair **Verity** presented the following action item.

Geography

Geography Major with the B.A. Degree in Liberal Arts and Sciences, Emphasis in Integrative Geography / deactivation of program

MP

9.   New Business: Consent Calendar (Committee Reports)

MSP To receive reports on the Consent Calendar.

9.1   Academic Calendar (Shultz)

Shultz pointed out that the Academic Calendar for AY 2020/21 was already approved – but it did not include the experimental scheduling of Sunday finals. If the data suggest problems with Sunday scheduling that can't be easily remedied, this Calendar will revert back to its current presentation. The Calendars still do not display the different 6-week Summer Session time-frames that **Penrose** requested, but **Shultz** is working on that.

Imazeki asked about the dates for Winter Session, which launched a broader discussion that was both conceptual and logistical in nature.

Bober-Michel noted that 15 proposals were submitted. However, the initial spreadsheet she received (per the SEC request made to CES at its special Summer meeting) featured *cover pages* only; just one syllabus was available for review. She has already reached out to CES for clarification.

Wheeler reiterated his opposition to an 11-day session, especially for 3-unit courses.

Chie noted other complications – including prerequisite checking and grades.

Ornatowski noted that the Chancellor's Office is considering a broader role for Extended Studies in the CSU to meet the goals of Graduation Initiative 2025.

9.2   Academic Policy and Planning (Hopkins)

(Including ERG Report and Compendium for AY 2017-18)

Preciado asked about what he sees as a downward trend for Pell Grant-eligible students. **Bober-Michel** will request additional information on this (from Student Affairs and Enrollment Services).

9.3   ASCSU (Butler-Byrd, Csomay, Ornatowski)

Wheeler asked about any ongoing discussions regarding independent doctoral programs (PhD).

Wheeler also asked about the shared governance discussions that were initiated within the CSU last year (in response to how little input campuses were able to offer before EO 1100 and 1110 were fully rolled out). **Bober-Michel** and **Ornatowski** explained that ASCSU failed to act on a commitment document that the Chancellor's Office put forward – and it's unclear where the discussion will now head. **Ornatowski** explained that ASCSU resolutions on the floor do not carry from one academic year to the next—which clearly complicates movement forward on an issue as divisive as shared governance.

9.4   CFA (Toombs)

9.5   Undergraduate Curriculum (Verity)

9.6   University Relations and Development (Carleton)

MSP To accept reports on the Consent Calendar.

10.   Other Information Items

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

Shultz provided Senators with a brief update on implementation. Monthly meetings are held to track outcomes of the support (stretch) courses created/redesigned for EO 1110 (which eliminated developmental education courses for which students earned no credit).

10.2 Shared Governance Discussion Group

Schellenberg updated Senators on the draft foundations document the group created; it will soon be distributed (as part of a SharePoint website with an array of resources), and he encouraged everyone to read it carefully and provide feedback.

10.3 Update: SDSU Mission Valley

Bober-Michel made Senators aware of the final three Open Forums to be held ahead of the November 6 election: October 3/SDSU Imperial Valley, October 25/BioScience Center—CoS sponsoring, and November 1/BioScience Center—Engineering sponsoring).

11.   Other Business

12.   Adjournment

The University Senate adjourned at 4:28 pm.

MSP

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

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

2. Minutes (Attiq)

3. Announcements (Bober-Michel)
    3.1   Senate Officer lunches

4. Academic Affairs (Johnson)

5. Elections
    5.1   Engineering Dean Search Committee (one outside member)
    5.2   PSFA Dean Search Committee (one outside member)
    5.3   Library and Information Access Dean Search Committee (three faculty members)
    5.4   Provost Search Committee (six faculty members)

6. SEC Report
    6.3   Senate Task Force to Explore the Curriculum Approval Process

7. Old Business

8. New Business: Action Items

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
Academic Policy and Planning	May 2018*	Consider SDSU's GE course identification process, both in general and with specific attention to a) course proposals that may be perceived to cross into another department or school's disciplinary purview and b) double-counting of courses for major and GE.	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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[1] * = extended timeframe for completion

Pool of 14 faculty, 2018-19

Stuart Aitken	Arts and Letters
Adelaida del Castillo	Arts and Letters
Risa Kohn	Arts and Letters
Kate Swanson	Arts and Letters
John Penrose	Business
Paula Peter	Business
Luke Duesbery	Education
Sam Kassegne	Engineering
Julio Valdez	Engineering
Stephanie Brodine	HHS
Gloria Rhodes	Library
Peter Cirino	PSFA
Andrew Cooksy	Science
Andrew Bohonak	Science

Date: 13 September 2018
To: SEC / Senate
From: D.J. Hopkins, Chair, Academic Policy and Planning Committee
Subject: ACTION: GE Curriculum Referral (Sept. 2017 #2)

ACTION: The AP&P Committee moves that the Senate adopt the following Principles and Guidelines as recommended procedures for those originating and evaluating GE Curriculum proposals. The Principles and Guidelines shall be included in the campus Curriculum Guide.

Sections A. and B. shall be included in The Curriculum Guide's *Guidelines for Submitting Curricular Proposals*: *Undergraduate Curriculum Committee Guidelines for Evaluating New Course Proposals*; Section C. shall be included in the Curriculum Guide's *General Education* section. In both cases, they shall be accompanied by a footnote that reads "Approved by SDSU Senate on [date]."

Furthermore, all three sections shall be distributed to the SDSU President, the Provost, all Deans and Associate Deans, the chairs and directors of all academic departments and schools, as well as to chairs of curriculum review committees at college and university levels.

A. General Principles on Cross-Disciplinarity and Course Overlap

Principle 1: Interdisciplinarity is valuable.
   The interdisciplinary nature of scholarship often results in a degree of overlap between courses. Different approaches to the same topic or subject matter expose students to multiple paths to knowledge and understanding.

Principle 2: Overlap is not replication.
   Overlap in course subject matter should not be conflated with replication. The distinction between courses with some degree of overlap should be evident in the course learning outcomes, activities, and assessments.

Principle 3: No Exclusive Ownership of Areas of Knowledge.
   No department or school has exclusive ownership of any particular topics, themes, disciplines, approaches, methods, or areas of knowledge. Each department or school represents a concentration of expertise rather than an exclusive purview with respect to courses. A department or school proposing a course with content that extends significantly beyond its faculty's general concentration of expertise should demonstrate sufficient expertise to offer that course.

Principle 4: Curriculum Decisions Should be Based on Intellectual and Educational Rationales.
   Decisions by review committees about new course proposals should be based strictly on intellectual and educational reasons in the context of a coherent curriculum and not on enrollment or budgetary concerns.

 Principle 5: The GE curriculum is the purview of the entire faculty.
   The General Education Curriculum is not the purview of any particular department or school. SDSU encourages collegiality and cooperation between and across departments and schools in the continued development of the GE curriculum in service to student learning. Cross-disciplinary conversation and collaboration in the development of new courses can yield innovative approaches in education and should be incentivized.

B. Guidelines for Dealing with Course Proposals Perceived to Overlap with Existing Courses

1. In proposing a new course, originators should list the courses in the university curriculum that in their judgment might raise reasonable concerns of substantial overlap or replication by review committees. Originators should be responsible for reviewing the course catalog to identify potentially overlapping courses. In order to avoid undue delays in the review process, originators are advised to err on the side of caution and to follow the steps outlined in B.2. below with regard to generating that list of courses.

2. A department or school proposing a new course has the responsibility to initiate a conversation with the departments or schools offering courses with which the new course may overlap. The goal of these conversations is to ensure that the courses complement one another and do not substantially replicate one another (see principle 2). Such conversations should be evidence-based, specifically through comparison of syllabi with focus on their course learning outcomes, activities, and assessments. While the burden of initiating the conversation between academic programs falls on the department or school proposing the new course, both parties should seek a mutually agreeable resolution with reference to the principles in section A. Originators are encouraged to obtain a letter of support for the new course from the other department or school, though a letter of objection may also be submitted. In the event that attempts to contact the other department or school yield no response, course originators are advised to include evidence of a good faith effort to initiate a conversation.

3. In evaluating a new course proposal, review committees should focus on whether a proposed course substantially overlaps with or replicates an existing one. Review committees will need to use their discretion in making this determination. Principle 2 offers concise criteria for evaluation. The goal should be to prevent the possibility of a student obtaining credit for two separate courses with similar learning outcomes, activities, and assessments. When a review committee has a reasonable concern regarding course distinctiveness, and that concern has not been addressed by the new course originator, the committee should require the originator to follow the steps outlined in B.2. above. Where there is no reasonable concern about significant overlap or replication, review committees may consider overlap between courses as healthy interdisciplinarity and not request the steps in B.2.

4. Review committees should evaluate the complete proposal before making a decision. In doing so, they should focus on intellectual and educational rationales for the new course. An objection from a department or school should not be treated as a veto, a statement of support should not be regarded as ensuring approval, and a lack of any response from a department or school should not be construed as an objection.

C. Guidelines for Evaluating Course Proposals that Include General Education

1. When considering category assignments for GE courses, originators and reviewers alike are encouraged to consult the CSU-distributed document *"Guiding Notes for General Education Course Reviewers."*

2. Implementation of EO 1100's "double-counting" provision must respect the mission of General Education to give students a broad base of knowledge about the world in which they live, how they impact that world, and how it impacts them. To be approved, new GE course proposals must fulfill all GE requirements and fit clearly and logically within the GE categories for which they are proposed. (See http://advising.sdsu.edu/graduation/nine_graduation_requirements/general_education).

3. In implementing EO 1100 and other Executive Orders, the application of new and revised categories to particular cases should align with the wording of those categories while maintaining reasonable flexibility in interpreting that wording.

TO: SEC/Senate
FROM: Allison Vaughn, Chair, Committee on Committees and Elections
DATE: September 26, 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 newly elected and existing committee chairs and a list of committees for which no roster information could be found.

NEW COMMITTEE CHAIRS

Academic Resources and Planning
Chair: Donna Conaty and Mark Reed (co-chairs)

Constitution and Bylaws
Chair: Peter Atterton

EXISTING COMMITTEE CHAIRS

Academic Policy and Planning
Chair: DJ Hopkins

Bookstore Advisory
Chair: Glen McClish

Campus Development
Chair: Laura Shinn

Committee on Committees
Chair: Allison Vaughn

Copy Rights and Patents
Chair: Douglas Grotjahn

Disability Access and Compliance
Co-Chairs: Jessica Rentto and Pamela Starr

Diversity, Equity, and Outreach
Chair: Beth Chung

Environment and Safety

Chair: Sridhar Seshagiri

Faculty Advancement
Chair: Jennifer Imazeki

Faculty Honors and Awards
Chair: Yusuf Ozturk

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
*Max Johnson new term May 2019

Academic Resources and Planning
NEED 2 students

Bookstore Advisory
*Matt Blutinger new term May 2019

Campus Development
NEED 1 student

Committee on Committees
*Sasha Chizhik (EDU) new term May 2019

Constitution and Bylaws

<u>NEED</u> 1 student

Copyrights and Patents (roster full)

Disability Access and Compliance
*Maricruz Carillo new term May 2019
*Saba Abri new term May 2019

Diversity, Equity, and Outreach
*Stephanie Estrada new term May 2019
<u>NEED</u> 1 student

Environment and Safety
*Mitchell Nishimoto new term May 2019
*Jon Soden new term May 2019

Extended Studies Advisory Council
Nadine Bezuk new term May 2019
Medhavi McCall new term May 2020
Tod Reeder new term May 2021
Bruce Reinig new term May 2019
Sridhar Seshagiri new term May 2020
Carl Winston new term May 2021
<u>NEED</u> 1 HHS faculty
<u>NEED</u> 1 Academic Affairs rep
<u>NEED</u> 1 Student Affairs rep
<u>NEED</u> 1 Graduate Affairs rep
<u>NEED</u> 1 Undergraduate Studies rep

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> 2 (undergrad) students

Graduate Council
<u>NEED</u> 2 (grad) students

Honorary Degrees (roster full)

Instructional and Information Technology
NEED 1 student

Intercollegiate Athletic Council
Kristie Dock new term May 2021
Frank Harris new term May 2021
NEED 1 community member (presidential appointee)
NEED 1 student (Student Athlete Advisory Council)
NEED President of Aztec Athletic Foundation (or designee)

Liberal Studies
Karen Koner new term May 2021
Paula DeVos new term May 2021
Daniela Hernandez new term May 2019

Library and Information Access
NEED 2 students

SDSU Press Editorial Board (roster full)

Staff Affairs
*Lane Yazzie new term May 2019

Student Grievance
*Bek Kamolov term renewed May 2019
*Ysabell Uriarte term renewed May 2019
*Meagan Harms new term May 2019
*Chloe Bycoskie new term May 2019
NEED 1 full-time faculty
NEED 3 students

Student Learning Outcomes
NEED 1 SCI faculty
NEED 2 students

Student Media Advisory
NEED 1 University president designee
NEED 4 students (AS appointed)

Sustainability
*Sabrina Sessarego new term May 2019
*Cassie Weinberg new term May 2019

Undergraduate Council
*Jada Johnson new term May 2019
*Dalton Daggs new term May 2019

Undergraduate Curriculum
*Winston Liew new term May 2019
<u>NEED</u> 1 student

University Research Council
<u>NEED</u> 1 EDU faculty

*reappointments or new appointments

Tuesday September 7, 2018

TO: SEC/Senate

FROM: Yusuf Ozturk, 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.

Kelly Doran, Professor of Biology, August 21, 2018, 11 years
Joyce Gattas, Professor of Hospitality and Tourism Management, August 21, 2018, 36 years
Richard M. Gersberg, Professor of Public Health, August 21, 2018, 32 years
Cheryl James-Ward, Associate Professor of Educational Leadership, August 21, 2018, 11 years
Alan R. Sweedler, Professor of Physics, August 21, 2018, 38 years

Sincerely,

Yusuf Ozturk
Chair, Faculty Honors and Awards Committee

TO: Senate Executive Committee / Senate

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

DATE: September 12, 2018

RE: GENERAL EDUCATION PROGRAM

Action

II.   FOUNDATIONS OF LEARNING

A.   Natural Sciences and Quantitative Reasoning

4.   Mathematics/Quantitative Reasoning

New course
LING 270. Elementary Statistics for Language Studies (3) [GE]
        Introductory statistics and probability using language data to illustrate statistical ideas and facilitate analyses of quantitative language data. Measures of central tendency and dispersion, correlation, mixed models, regression, and significance. Probabilistic explanation in linguistics. Students with credit or concurrent registration in the following lower division statistics courses will be awarded a total of four units for two (or more) courses: Linguistics 270, Administration, Rehabilitation and Postsecondary Education 201, Biology 215, Civil Engineering 160, Economics 201, Political Science 201, Psychology 280, Sociology 201, Statistics 119, 250.

Change to course hours description, description, and staffing formula
STAT 250. Statistical Principles and Practices (3) [GE]
        Two lectures and two hours of activity.
        Descriptive statistics, data displays, measures of central tendency and variability, random variables, sampling distribution. Estimation and hypothesis tests for means and proportions, linear regression and correlation. Not open to students with credit in Statistics 119. Students with credit or concurrent registration in the following lower division statistics courses other than Statistics 119 will be awarded a total of four units for the two (or more) courses: Statistics 250; Administration, Rehabilitation and Postsecondary Education 201; Biology 215; Civil Engineering 160; Economics 201; Linguistics 270; Political Science 201; Psychology 280; Sociology 201.

C.   Arts and Humanities

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

New course
AMIND 210. Indigenous Women and the Arts (3) [GE]

How indigenous women have used cultural forms to represent political issues and imagine social possibilities. Cultural forms to include contemporary and traditional material arts, fashion, film, literature, multimedia performance, and music.

III.   LIFELONG LEARNING AND SELF-DEVELOPMENT

Change to course statement, GE area, general text, number, prerequisite
REL S 258. Death, Dying, and Afterlife (3) [GE]

Diverse ways religions deal with process of dying and rituals involved in transition of life to death. Grieving, end-of-life decisions, views on afterlife. (Formerly numbered Religious Studies 358.)

IV.   EXPLORATIONS OF HUMAN EXPERIENCE

C.   Humanities

New course
WMNST 355. Feminist Approaches to Popular Culture (3) [GE]

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.

Gender and sexuality to include advertising, film, magazines, music, romance novels, social media, and television. How relations of power are transmitted through cultural forms. Ways popular culture shapes and is shaped by social and political contexts.

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: September 7, 2018

Re: 2019-2020 *Graduate Bulletin*

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ACTION (3A-09-18)

ACCOUNTANCY

1.   New certificate.

       Accountancy
       Advanced Certificate in Taxation
       (SIMS Code: XXXXXX)
              The advanced certificate provides in-depth knowledge in taxation. This program
       is designed to develop the knowledge and skills necessary to handle a variety of federal,
       international, local, and state tax issues. The goal of the program is to prepare current or
       aspiring accounting professionals for careers as tax professionals in public accounting,
       private industry, and government agencies. The advanced certificate is also relevant for
       individuals aspiring to become a Certified Public Accountant (CPA) or Enrolled Agent
       (EA).
              Prerequisite: A bachelor's degree in accounting from an accredited institution
       with grade point average of 2.85 or better.
       Required courses (9 units):
                     ACCTG 650 Accounting Research and Communication…3
                     ACCTG 651 Seminar in Corporate Tax…3
                     ACCTG 654 Seminar in Partnership Taxation…3
        Electives: Three units selected from the following courses:
                     ACCTG 655 Tax Planning for Individuals…3
                     ACCTG 656 Multijurisdictional Tax…3
                     ACCTG 657 Accounting for Income Taxes…3
              Students must complete the 12 units of advanced certificate coursework with a
       grade of B (3.0) or better. Courses in the advanced certificate may be applied to the
       Master of Science degree in accountancy. Students may register concurrently in the
       advanced certificate program and a master's degree program in the Fowler College of
       Business. Prior to matriculation, a maximum of one accountancy certificate course may
       be applied to the advanced certificate.

HOSPITALITY AND TOURISM MANAGEMENT

1.   New certificate.

       Hospitality and Tourism Management

Meeting and Event Management Advanced Certificate
(SIMS Code: XXXXXX)

The advanced certificate is intended for students who wish to develop senior-level business and leadership skills in events and meetings professions. Offered jointly by the L. Robert Payne School of Hospitality and Tourism Management and the College of Extended Studies, the advanced certificate is also recognized by Meeting Professional International. Admission to the advanced certificate program does not constitute admission to the master's degree programs in the L. Robert Payne School of Hospitality and Tourism Management.

The advanced certificate requires 12 units; however, the program director may substitute up to six units based upon prior coursework and professional credentials. Prerequisites may also be waived by the instructor or program director based upon prior coursework and experience. Students must complete advanced certificate courses with a grade of B (3.0) or better. With consent of the graduate adviser, advanced certificate courses may apply to a graduate degree in business or hospitality and tourism management with a maximum of nine units applicable to both the advanced certificate and the Master of Science degree in meeting and event management.

Required courses (6 units):

HTM 601 Leadership Explorations and Applications in Hospitality and Tourism Management…3
HTM 602 Theoretical Foundations of Leadership and Management in Hospitality and Tourism Management…3

Adviser-approved electives (6-7 units):

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 665 Event Marketing Principles in Meetings and Events…3
HTM 661 Financial Analysis in Meetings and Events…3
HTM 683 Sustainability in Meetings and Events…3

Contact the advanced certificate adviser before starting on elective coursework. Electives may vary upon prior coursework.

LEARNING DESIGN AND TECHNOLOGY

1. Discontinuation of concentration.

Learning Design and Technology
Specific Requirements for the Master of Arts Degree
Concentration in Learning Design and Technology
(Major Code: 08992) (SIMS Code: 664642)

Change(s): Concentration discontinued due to elevation to a full degree program.

SPECIAL EDUCATION

1.   New credential.

Special Education
Induction Program for Clear Education Specialist Credential
(Early Childhood Special Education; Mild Moderate Disabilities and Moderate to Severe Disabilities)
        The induction program offers contracted teachers the opportunity to obtain a professional clear credential. The two-year program provides mentored support reflecting the candidate's instructional context and needs, develops deeper understandings of pedagogy, advances knowledge and application of current universal access to meet the needs of all students.
        This is a hybrid program with most courses offered online. Field experience in your local school setting.
        Prerequisites: A valid Preliminary Education Specialist Credential or equivalent. Students must satisfy university standards and qualifications for admission to postbaccalaureate standing. A contract to teach in an early intervention agency or a preK-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)

SPED 651	Legislation, Leadership, and Management…3	
SPED 771	Directed Internship: Special Education…3 (Cr/NC)	
SPED 771	Directed Internship: Special Education…6 (Cr/NC)	
SPED 771	Directed Internship: Special Education…6 (Cr/NC)	
SPED 771	Directed Internship: Special Education…6 (Cr/NC)	

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: September 12, 2018

Re: 2019-2020 *General Catalog*

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ACTION (4A-10-18)

GEOGRAPHY

1.   Deactivation of program.

        Geography
        Geography Major With the B.A. Degree in Liberal Arts and Sciences
        (Major Code: 22061)
        Emphasis in Integrative Geography
        (SIMS Code: 112915)

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

SDSU Academic/Holiday Calendar
2020-2021

Summer 2020

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

Fall 2020

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

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

Thurs, December 31, 2020	Last day of Fall semester, grades due from instructors (11 pm Deadline)
Fri, January 1, 2021	New Year's Day (Campus closed)

Spring 2021

Date	**Holiday/Activity**
Mon, January 18, 2021	Martin Luther King, Jr. Day (Campus closed)
Tues, January 19, 2021	First Day of Spring semester
Wed, January 20, 2021	First day of classes
Mon, March 29 – Fri, April 2, 2021	Spring Break
Wed, March 31, 2021	Cesar Chavez Day (Campus closed)
Thurs, May 6, 2021	Last day of classes
Fri, May 7 -Thurs, May 13, 2021	Final Examinations
Thurs, May 13, 2021	IVC Commencement
Fri, May 14 – Sun, May 16, 2021	Commencement – San Diego Campus
Fri, May 21, 2021	Last day of spring semester, grades due from instructors (11 pm Deadline)
	*= Re-scheduled holiday

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

October 2, 2018

Summer 2020

2020	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	DAYS	Instructional Days
MAY (wk)			F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	4	4
MAY																											H	X[0][1]	X	X	X				
JUN (wk)			M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T		22	22
JUN			X	X	X	X	X			X	X	X	X	X			X	X	X	X	X			X	X	X	X	X			X	X			
JUL (wk)			W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	21	21
JUL			X	X	H			X	X	X	X	X			X	X	X	X	X			X	X	X	X	X			X	X	X	X		14	11
AUG (wk)		F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M		
AUG		X			X	X	X	X	X			X	X	X	X[2][3]			X	X	X[4]															
																											Total Academic Days for Summer 2020							61	58

X designates Academic Work day
H designates Holiday

[0] First day of Summer term.
[1] First day of classes.
[2] Last day of classes.

[3] (* Final examinations are the last day of classes for each summer session)
[4] Grades due at 11:00 pm, end of summer term

Fall 2020

2020	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days
AUG (wk)			S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M		8	6
AUG																						X[0]	X			X[1]	X	X	X	X			X			
SEPT (wk)			T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W			21	21
SEPT			X	X	X	X			H	X	X	X	X			X	X	X	X	X			X	X	X	X	X			X	X	X			
OCT (wk)			TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		22	22
OCT			X	X			X	X	X	X	X			X	X	X	X	X			X	X	X	X	X			X	X	X	X	X			
NOV (wk)			S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M		T	19	18
NOV				X	X	X	X	X			X	X	H	X	X			X	X	X	X	X			X	X	NC	H	H			X		X		
DEC (wk)				W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH		20	7
DEC				X	X	X			X	X	X	X[2]	X[3]	W[3]	W[3]	X[3]	X[3]	X[3]	X[3]	X				X	H	H	H			H	X	X	X[4]		
																										Total Academic Days for Fall 2020									90	74

X designates Academic Work day
W designates Weekend Work day
H designates Holiday
NC designates no class (Campus open)

[0] First day of Fall term.
[1] First day of classes.
[2] Last day of classes.

[3] Final exams
[4] Grades due at 11:00 pm, end of fall semester.

Note: Aug and Sept work days are paid in Sept

Spring 2021

2021	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days
JAN (wk)			F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S		9	8
JAN			H																H	X[0]	X[1]	X	X			X	X	X	X	X					
FEB (wk)			M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S				M	21	21
FEB			X	X	X	X	X			X	X	X	X	X			X	X	X	X	X			X	X	X	X	X						X	
MAR (wk)				T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W		19	19
MAR				X	X	X	X			X	X	X	X	X			X	X	X	X	X			X	X	X	X	X			SB	SB	H		
APR (wk)			TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F			20	20
APR			SB	SB			X	X	X	X	X			X	X	X	X	X			X	X	X	X	X			X	X	X	X	X			
MAY (wk)			S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M		17	4
MAY					X	X	X	X[2]	X[3]	W[3]	W[3]	X[3]	X[3]	X[3]	X[3]	X[3][4]	X[5]	[5]	[5]	X	X	X	X	X	X	X	TH	X[6]			H				
																									Total Academic Days for Spring 2021								86	72
																											Total 2020-2021							176	146

X designates Academic Work day
W designates Weekend Work day
H designates Holiday
SB Spring Break

[0] First day of Spring term.
[1] First day of classes.
[2] Last day of classes.

[3] Final exams
[4] IVC Commencement - May 13, 2021
[5] Commencement Days - May 14, 15, 16, 2021
[6] Grades due at 11:00 pm, end of spring semester.

Note: Jan and Feb days are paid in Feb

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

Date: 12 September 2018
To: SEC/Senate
From: D.J. Hopkins, Chair, Academic Policy and Planning Committee
Subject: INFORMATION: GE Curriculum Referral (Sept. 2017 #2)

The Academic Policy and Planning Committee received the following referral from the Senate officers in September 2017: *Consider SDSU's GE course identification process, both in general and with specific attention to a) course proposals that may be perceived to cross into another department or school's disciplinary purview and b) double-counting of courses for major and GE.* This report presents the committee's findings and recommendations regarding the referral.

Following several months of research and consideration, AP&P prepared a set of Principles and Guidelines regarding GE curriculum development. In preparing these recommendations, AP&P endeavored to avoid making recommendations that would change or conflict with existing campus curriculum policy. Rather, these recommendations are intended to serve as *guides to decision-making* both for originators and for evaluators of new curriculum. The committee anticipates that these recommendations will be superseded by policy recommendations from the GE Reform Task Force.

The committee interviewed a group of faculty and administrators with years of experience in the GE curriculum review process, including:
- Cathie Atkins, Associate Dean, College of Sciences
- Norma Bouchard, Dean, College of Arts and Letters
- Sandra Cook, Associate Vice President Academic Affairs – Enrollment Management
- Eniko Csomay, Chair, General Education Curriculum and Assessment Committee (Fall 2017)
- Bey-Ling Sha, Chair, General Education Curriculum and Assessment Committee (Spring 2018)
- Larry Verity, Interim Dean, College of Health and Human Services; Chair, Senate Committee on Undergraduate Curriculum (AY 2017-18)

Additionally, committee members collected accounts from faculty with recent experience creating and submitting GE curriculum proposals for review.

Summary of Findings
1. SDSU's GE curriculum does not align with the CSU's, complicating articulation agreements.

2. There is a lack of shared understanding about the purpose of the GE curriculum, which slows down the course approval process.

3. Changes to GE categories resulting from EO 1100 pose the potential to exacerbate competition for GE courses. There is concern that the "double counting" provision of EO1100 could undermine the integrity and spirit of General Education.

4. There is a lack of transparency and communication about the allocation of instructional budgets across the university. There is widespread concern that department and school part-time instructional budgets are dependent on FTES. There is a perception that FTES concerns motivate the proposal and / or review of some new GE courses.

5. The connection between GE courses and part-time instructional budgets can hinder interdisciplinary cooperation and collegiality in the course proposal and review process.

TO: Senate

FROM: Nola Butler-Byrd, Eniko Csomay, Cezar Ornatowski
      Academic Senate, CSU

DATE: October 2, 2018

SUBJECT: Information: Report from the September 5-7, 2018 plenary meeting of the Academic Senate CSU

The Master Plan for Higher Education

Two hearings related to California's Master Plan for Higher Education were held in Sacramento this summer. The first, on July 9, was the Stakeholder Forum on the Master Plan for Higher Education in California organized by the Governor's office. Thirty participants representing K-12, California public higher education, and associated groups (the California Acceleration Project and WICHE among them) discussed the history of the Master Plan, preparing students for higher education, whether institutions of higher education are prepared for 21st century students, and higher education and the 21st century workforce. Major themes that emerged included:

- The Master Plan (MP) is outdated – it was crafted in a different time when higher education was a force for social mobility primarily geared toward white males
- The Master Plan was effective at "industrial sorting" for the types of education/training needed for a mid-20th century workforce, but isn't adequate for the drastic changes in the economy brought about by the rapid pace of technological development
- There are now more "lanes" in higher education than there used to be (CCCs, CSU, and UC were the 3 lanes under the Master Plan), including proprietary educational institutions and micro-certification (training for skill sets in specific technical areas, receive a certificate upon completion of training; much less time and expense involved than in the traditional 4 yr. residential model).
- How do we attend to diversity, and extend higher education to all CA citizens on an equitable basis?

On August 24, the Assembly Select Committee on the Master Plan for Higher Education in California held a hearing that addressed the budget process and higher education finance challenges, and financing student aid in California. Major themes included the possibility of multi-year budgets, the optimum degree of legislative oversight over those budgets, and the need to simplify financial aid and make sure it is adequate to meet students' needs.

Chancellor White's Report

CSU administration is drafting a preliminary budget request for the Board to consider. It may be in the range of a $400m increase. The CSU hopes to come to an agreement

(compact) with the new Governor related to multi-year funding and workload levels. The CSU is also in preliminary discussions with the UC for a joint bond issue that would fund needed new construction and critical deferred maintenance. It also hopes that the state will offer a general obligation bond to help address infrastructure needs.

Tuition: There is no intention to increase tuition this year but state law mandates that consultation on potential tuition increases begin almost a year in advance, so the CSU has begun contingent conversations with CSSA just in case disastrous unforeseen events happen and a tuition increase appears unavoidable.

GE Task Force

The ASCSU Task Force on general education has achieved consensus on several issues, such as the need to increase coherence and consistency, the need for learning outcomes and assessment, the need for learning to lead to meta-cognition, the need for a scaffolding of learning built-in across courses, the need for a values statement and communications plan, the need to increase value to students and to communicate it effectively, the need to decrease complexity in GE programs, and the need to reduce "hidden" requirements (e.g., AI, GWAR).

System-Level Shared Governance in the CSU

ASCSU engaged in a contentious informal discussion of **"**Tenets of System Level Governance in the California State University"—a document crafted jointly last year by the ASCSU Executive Committee and CSU administrative leadership. The 2017-2018 Senate chose not to waive a first reading of a resolution endorsing the document last spring, effectively tabling the item. This discussion was an attempt to determine the will of the body on how to proceed and has ended inconclusively and will be continued.

Symposium on Graduation Initiative 2025 to be Held at SDSU

On October 17-16, a GI 2025 symposium will be hosted by SDSU. The plenary sessions will be livestreamed at
https://www2.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/symposium/2018-symposium

Faculty Trustee to Visit SDSU

Faculty trustee Romey Sabalius will visit SDSU on Friday, Oct. 19, in connection with the GI 2025 Symposium. The program for the visit has not been worked out yet.

Resolutions

At the September 5-7, 2018 ASCSU plenary meeting, one resolution was passed:

AS-3344-18/EX Commendation for Eric Forbes

Commends retiring Assistant Vice Chancellor for Enrollment Management.

One resolution received first reading

AS-3345-18/AA Observing the 20th Anniversary of the CSU Center for Community Engagement, and Student Success in Service Learning and Community Engagement Encourages both system and campus-based observations to highlight the successes in service learning and community engagement across the system.

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 our SDSU academic senators: Nola Butler-Bird (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

From: Charles Toombs, Chapter President, CFA

Date: 26 September 2018

Re: Information Item

CFA Report:

Campus Salary Equity

We began our push for Salary Equity Pay this past Spring, making a formal request of Interim President Sally Roush. We met with President Roush to explain the necessity of Equity Pay and collected petition signatures from hundreds of SDSU faculty members to show the resolve of the faculty. This resulted in a commitment from President Roush to "initiate discussions" on an Equity program, an important first step.

In my meetings with President Adela de la Torre this summer and early this semester, she went even further, supporting CFA's call for Equity increases and asking Provost Joseph Johnson to meet with me to discuss the criteria that might be applied in such a program. I have had two meetings with Provost Johnson and have another scheduled for October. Our faculty Collective Bargaining Agreement provides the authority for a campus-based Salary Equity program. It can address inequities such as inversion (when new hires are brought in at higher rates of pay than longer-term faculty) and salary compression (an experience penalty against long-term faculty at the top of their salary ladder who are not eligible for progression). In addition to increases to address inversion and compression, **CFA's position is that ALL faculty members at SDSU should receive an Equity increase** to keep up with pay at comparable institutions.

These are great developments and I am appreciative of President de la Torre's good faith in working with CFA on this issue. But what really got the ball rolling was our work together as a faculty in our faculty union. Thank you to the hundreds of faculty members who added their names to the petition in support of our Salary Equity Pay plan. It's always important to show, in a tangible way, that we are unified as a faculty union and willing to stand up for what is fair.

Labor-Management Council

I also met with President de la Torre and discussed the need for a labor-management council at SDSU. Our Collective Bargaining Agreement provides language for such labor-management councils. President de la Torre thought it was great idea and we are moving forward. We expect to hold our first meeting soon.

Campus CFA Events

The SDSU CFA Chapter hosted an informal Open House on September 6 in the CFA Office. It was an opportunity to thank faculty members for their help in achieving a tremendous budget victory. This budget victory, resulting in a $364 million funding increase for the CSU, makes it much more possible to achieve a Faculty Salary Equity program this year, earmarks funds for more tenure-track hiring, and helps prevent reductions in work available for Lecturers. I say that CFA achieved this budget victory -- along with our student allies in Students for Quality Education -- because only CFA and SQE were pushing for this increase. The budget increase was over $100 million more than the Chancellor's Office had requested. This victory came about because SDSU faculty members responded to our calls for messages to be sent to the governor and legislature, faculty members participated in CFA's visits to legislators' offices in Sacramento and San Diego, and faculty members participated in CFA's big rally at the State Capitol in Sacramento.

One September 17, CFA presented an Equity and Diversity Lunch Roundtable in Scripps Cottage. Our Roundtable topic: What should Anti-Racism and Social Justice look like at SDSU and throughout higher education? As we strive for learning and work environments that are just and anti-racist, what kinds of individual actions and campus policies are needed? The roundtable conversation was led by CFA Executive Board member Regina Brandon.

Please feel free to contact our campus California Faculty Association office at any time if we can provide assistance, whether on a contract rights issue or other matter. Our campus CFA chapter has a Faculty Rights Committee, composed of faculty volunteers, and we are available to talk with faculty colleagues about individual situations and assist in resolving issues. We can be reached at cfa@mail.sdsu.edu or x42775.

To: Senate Executive Committee / Senate

From: Graduate Council

Date: September 7, 2018

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

INFORMATION (3I-09-18.500)

ENGLISH

1.   New course.

        English
        LITERATURE DIGITAL AGE (C-4)
        ENGL 560. Literature in the Digital Age (3)
                Prerequisites: Six lower division units in literature and/or creative writing or graduate standing.
                Shifting literary landscape in the digital age. Adapting print-based literature and reading practices to a digital world and digital literary marketplace. Digital-born literature. New narrative and poetic forms for computational media. See *Class Schedule* for specific content. May be repeated with new content. Maximum credit six units.

MANAGEMENT INFORMATION SYSTEMS

1.   Change to description and title.

        Management Information Systems
        OBJECT-ORIENTED PROG BUS (C-3)
        MIS 515. Object-Oriented Programming for Business Applications (3)
                Prerequisite: Management Information Systems 315 or knowledge of one computer programming language. **Proof of completion of prerequisite required:** Copy of transcript.
                Object-oriented programming as applied to business applications. Use of object-oriented classes, features, inheritance, and sub-classes for modeling and processing of business information.

        Change(s): Description updated from *Intermediate programming for business applications with Java, C#, or similar languages. Data structures, control structures, and program structures. Use of object-oriented features, classes, subclasses, and inheritance for modeling and processing of business information* to what is presented above. Title updated from *Intermediate Programming for Business Applications* to what is presented above.

SPEECH, LANGUAGE, AND HEARING SCIENCES

1.   Change to prerequisites.

      Speech, Language, and Hearing Sciences
      SLHS 513. Foundations of Speech-Language: Development (4)
          Prerequisites: Speech, Language, and Hearing Sciences 300, 320, 321.
          Speech-language development as related to theories of language acquisition, development, and clinical practice in children from birth to school-age.

      Change(s): Prerequisites updated from *Speech, Language, and Hearing Sciences 320, 321, and credit or concurrent registration in Speech, Language, and Hearing Sciences 300* to what is presented above.

To:		Senate Executive Committee / Senate

From:		Graduate Council

Date:		September 7, 2018

Re:		2019-2020 *Graduate Bulletin*

INFORMATION (3I-09-18)

ACCOUNTANCY

1.	Change to description, staffing formula, and title.

	Accountancy
	BUSINESS ENTITY TAXATION (C-2)
	ACCTG 624. Business Entity Taxation (3)
		Prerequisite: Business Administration 625.
		Concepts and methods underlying federal income taxation of business entities.

	Change(s): Updated description from *Federal income tax law that affects management decisions in a framework of ethical tax planning and risk assessment* to what is presented above. Staffing formula changed to C-2 from C-4. Updated title from *Tax for Managers* to what is presented above.

2.	Change to description and title.

	Accountancy
	ACCTG RESEARCH & COMM
	ACCTG 650. Accounting Research and Communication (3)
		Prerequisite: Accountancy 332, 503, or 624.
		Identification, organization, and integration of diverse sources of authoritative literature to reach a conclusion and communicate an accounting or tax decision.

	Change(s): Description updated from *Tax research methodology; statutory, administrative, and judicial sources of tax law. Tax practitioner regulations, responsibilities, and ethics to include IRS Circular 230, AIPCA Code of Conduct and Statements on Standards for Tax Services. Tax administration, sanctions, agreements, and disclosures* to what is presented above. Title updated from *Tax Research and Practice* to what is presented above.

3.	Change to description and title.

	Accountancy
	MULTIJURISDICTIONAL TAX
	ACCTG 656. Multijurisdictional Tax (3)

Prerequisite: Credit or concurrent registration in Accountancy 650.

Tax law in a multi-state and international context. Multi-jurisdictional concepts for tax planning.

Change(s): Description updated from *California taxation of individuals, corporations, and other business entities. Treatment of multistate transactions of business organizations and out-of-state transactions of California residents* to what is presented above. Title updated from *California and Multistate Taxation* to what is presented above.

4.   Change to description and prerequisite.

Accountancy
ACCTG 657. Accounting for Income Taxes (3)
        Prerequisites: Accountancy 620 and 624.
        Financial accounting for income taxes under generally accepted accounting principles. Accounting methods for federal income tax and accounting purposes.

Change(s): Description updated from *Financial accounting for income taxes. Accounting methods and periods for Federal income tax purposes* to what is presented above. *Undergraduate degree in accounting* removed as a prerequisite.

ADMINISTRATION, REHABILITATION AND POSTSECONDARY EDUCATION

1.   Change in program.

Administration, Rehabilitation and Postsecondary Education
Psychiatric Rehabilitation Certificate
(SIMS Code: 330320)
        The purpose of the certificate is to educate rehabilitation counseling and postsecondary education students to provide effective psychiatric rehabilitation interventions that will result in educational success and integration of individuals with psychiatric disabilities in academic and community settings. This certificate is designed for current and aspiring rehabilitation counselors and postsecondary education professionals who work in a variety of settings including public and private mental health programs, employment programs, postsecondary education (community college, university), out-patient hospital programs, state departments of rehabilitation and private rehabilitation agencies.
        Prerequisites: A bachelor's degree from an accredited institution with demonstrated experience in postsecondary education or rehabilitation services and/or related academic coursework.
        Required courses for both the rehabilitation counseling track and the postsecondary education track include four academic courses (12 units) and one fieldwork course (3 units) as follows:
Certificate core (9 units):
        ARP 601 Seminar in Best Practices in Psychiatric Rehabilitation…3
        ARP 608 Seminar in Principles of Psychiatric Rehabilitation…3

ARP 660 Theory and Process of Counseling in Rehabilitation…3
AND

Rehabilitation Counseling Track (6 units):
ARP 648 Group Dynamics in Rehabilitation…3
ARP 745 Internship in Rehabilitation…3 (Cr/NC)
OR

Postsecondary Education Track (6 units):
ARP 622 Communication and Group Process in Student Affairs…3
ARP 760 Internship in Postsecondary Education Leadership…3 (Cr/NC)

Students must maintain a minimum grade point average of 3.0 in all certificate coursework with no less than a grade of C (2.0) in any course. Only three units of coursework with a grade of C (2.0) will count towards the certificate. A maximum of three units of coursework can be repeated. Courses in the certificate program may be applied to a master's degree if applicable.

Contact the program adviser for more information.

Change(s): The revised program includes two different tracks to the certificate for two distinct groups: Rehabilitation Counseling students and Postsecondary Education students.

BIOMEDICAL QUALITY SYSTEMS

1.   Reinstatement and change in program.

Biomedical Quality Systems
Advanced Certificate in Biomedical Quality Systems
(Offered through the College of Extended Studies)
(SIMS Code: 771492)

Students in the Advanced Certificate in Biomedical Quality Systems are presented with an international view of the biomedical industry and Safe Medical Devices Act from a quality perspective. Roles and responsibilities of a typical quality assurance (QA) department are reviewed for biopharmaceutical, medical device, and pharmaceutical industries. Also covered are practical skills, approaches, and solutions related to auditing, change control, compliance, documentation, laboratory, material, and production control issues. Students build a foundational and practical knowledge in quality systems and biomedical regulations related to major elements and principles of international regulations governing control of data, documents, information, and records associated with biomedical products.

This certificate requires the completion of Biomedical Quality Systems 601, 603, 730, and 745. Courses in the Advanced Certificate in Biomedical Quality Systems may be applied to the Master of Science degree in Regulatory Affairs as electives.

For more information, go to http://regsci.sdsu.edu or call 619-594-6030.

Change(s): Program reinstated. First and second sentences updated from *The Advanced Certificate in Biomedical Quality Systems requires the completion of Biomedical Quality Systems 601, 603, 730, and 745. Students are presented with an international view of the*

biomedical industry and Safe Medical Devices Act from a quality perspective to what is presented above. Last sentence of first paragraph deleted. Second and third paragraphs added as new.

CITY PLANNING

1.   Change in program.

City Planning
Specific Requirements for the Master of City Planning Degree
(Major Code: 02061) (SIMS Code: 666917)
In addition to meeting the requirements for classified graduate standing for the purpose of pursuing the Master of City Planning degree, the student must complete an approved program of study consisting of at least 48 units of approved 500-, 600-, and 700-numbered courses, with no more than nine units of 500-level courses, to include:

    1. Complete the following core courses:
        C P 630 Seminar in Urban Planning Implementation…3
        C P 640 Seminar in Urban Planning Theory…3
        C P 660 City Planning and Geographic Information Systems Applications…3
        C P 670 History of Urban Planning…3
        C P 675 Seminar in Environmental Policy and Planning…3
        C P 690 Seminar in Land Use Planning Principles and Techniques…3
        C P 695 Computer Applications for Urban Design…3
        C P 700 Urban Design and Land Use Planning Studio…3
    2. Twelve units of 600- and 700-numbered courses in planning elective courses, readings and research.
    3. C P 796 Internship in Urban Planning…3-6 (Cr/NC)
    4. P A 604 Methods of Analysis in Public and Urban Affairs…3
    5. P A 606 Seminar in Quantitative Approaches to Public Administration…3
    6. Other electives to complete program selected with the approval of adviser.
    7. Students in Plan B are required to enroll in Public Administration 795, Capstone Seminar in Public Affairs. Students who have approval of the graduate adviser to pursue Plan A must include on their programs City Planning 799A, Thesis.
    Remainder of description *(no change)*

Change(s): C P 625 removed from number one above. P A 606 added to part five above. Number seven updated from *Students in Plan B are required to pass comprehensive written examinations in general city planning and in two areas of study. Students who have approval of the graduate adviser to pursue Plan A must include on their programs City Planning 799A, Thesis* to what is presented above.

CRIMINAL JUSTICE AND CRIMINOLOGY

1.   Change in program.

Criminal Justice and Criminology
Specific Requirements for the Master of Science Degree
(Major Code: 22091) (SIMS Code: 662001)

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree in Part Four of this bulletin, students must complete an officially approved course of study as outlined below. Students must earn a minimum grade point average of B (3.0) in the master's program and no less than a B-grade in each core course. All students in this program will complete a thesis (Plan A) or capstone project (Plan B).
Graduate Program (33 units total)
Substantive Courses (15 units required):
(no change)
Research Methods Courses (6 units required):
(no change)
Criminal Justice and Criminological Theory (3 units required):
(no change)
Electives (6 units required):
(no change)
Culminating Experience (3 units required):
Students must complete either a thesis or a capstone project to graduate.
Plan A (Thesis):
CJ 799A Thesis… 3 (Cr/NC/RP)
Plan B (Capstone Project):
P A 795 Capstone Seminar in Public Affairs… 3

Change(s): Last sentence in the first paragraph updated from *All students in this program will complete a thesis or project (Plan A) or comprehensive written examination (Plan B)* to what is presented above. CJ 797 replaced with P A 795 in culminating experience section.

DUAL LANGUAGE AND ENGLISH LEARNER EDUCATION

1.   Change to description, prerequisites, and title.

Dual Language and English Learner Education
ELD METH MULT SUBJ
DLE 915A. Teaching and Learning in the Content Area: Designated and Integrated
English Language Development. Multiple Subjects (1-3)
Prerequisites: Education 451 with a grade of C (2.0) or better. Admission to Multiple Subjects credential program or graduate standing.
Teaching strategies in content specific fields from second language acquisition perspective. concurrently Recommend taking with student teaching or practicum. See *Class Schedule* for specific content. May be repeated with new content.

Change(s): Description updated from *Teaching strategies in content specific fields from second language acquisition perspective taken concurrently with student teaching* to

what appears above. Prerequisites updated from *Education 451, Dual Language and English Learner Education 515, and admission to Bilingual 2042 Single Subject credential program* to what appears above. *Designated and integrated* added to; *SDAIE* removed from course title.

2. Change to prerequisites and title.

Dual Language and English Learner Education
ELD METH SING SUBJ
DLE 915B. Teaching and Learning in the Content Area: Designated and Integrated
　　　　　English Language Development. Single Subjects (1-3)
　　　　Prerequisites: Education 451 with a grade of C (2.0) or better. Admission to Single Subject credential program or graduate standing.
　　　　Teaching strategies in content specific fields from second language acquisition perspective taken concurrently with student teaching. See *Class Schedule* for specific content. May be repeated with new content.

Change(s): Prerequisites updated from *Education 451, Dual Language and English Learner Education 515, and admission to Bilingual 2042 Single Subject credential program* to what appears above. *Designated and integrated* added to; *SDAIE* removed from course title.

3. Change in program.

Dual Language and English Learner Education
Bilingual Added Authorization with an Emphasis in Biliteracy for K-12
　　　　This added authorization is open to all teachers who hold a preliminary or clear 2042 California credential for multiple or single subject teaching and are interested in adding the bilingual authorization for Spanish.
　　　　For those interested in adding other languages to include Arabic, Japanese, Mandarin, or Tagalog, contact the department for details on pathway for these languages. Nine units of coursework in this added authorization may be applied (with prior approval) toward a Master of Arts degree program in education. Courses must be completed with a grade of B (3.0) or better to receive credit for the authorization.
Additional requirements for entrance to the bilingual added authorization:
　　1. *(no change)*
　　2. Proficiency in a language other than English, demonstrating language competency in Spanish via a minimum score of *Approaching Advanced* on the CAST (Computer Assisted Screening Tool) in Spanish or by passing the California Commission on Teacher Credentialing California Subject Examinations for Teachers: Language Other than English (LOTE) for Spanish proficiency.
Required courses (12 units):
　　　　DLE 415 Biliteracy Foundations for Teaching and Learning in Diverse
　　　　　　　　Communities…3
　　　　DLE 515 Multilingual Education: Theory and Practice for Biliteracy Teachers…3
　　　　DLE 532 Biliteracy Teaching in Language Arts for Elementary Students…3

OR
DLE 604 Learning and Teaching Language in a Dual Language Setting…3
DLE 653 Language Development in K-12 Multilingual Classrooms…3

Change(s): *2042* added to first paragraph. *Six to* and *multiple subject or single subject* deleted from second paragraph; *added* was added. *Equivalent to Dual Language and English Learner Education 415* deleted; *via a minimum score of Approaching Advanced on the CAST (Computer Assisted Screening Tool) in Spanish* added to section number two. Required course updated from 13 to 12 units. DLE 415 units updated from four to three. DLE 651 deleted from required courses section and replaced with DLE 604.

ELECTRICAL ENGINEERING

1.   Change to description, prerequisites, and title.

Electrical Engineering
ADAPTIVE FILTER DESIGN
E E 654. Adaptive Filter Design (3)
        Prerequisites: Electrical Engineering 450 and 602.
        Constrained and unconstrained Wiener filters. Performance surfaces and gradient-based search methods. LMS and RLS algorithms. Lattice filters. Applications of adaptive filters in beamforming, channel equalization, echo cancellation, and system modeling.

Change(s): Description updated from *Adaptive DSP algorithms. Time varying, data dependent filters, adaptive predictors, cancelers, equalizers. LMS and RLS algorithms, tapped delay line, lattice, and decision feedback structures. Adaptive beam forming and beam steering* to what is presented above. E E 602 added as a prerequisite. Title updated from *Adaptive Algorithms* to what is presented above.

2.   Change to description, prerequisite, and title.

Electrical Engineering
MULTIMEDIA WIRELESS NET
E E 665. Multimedia Wireless Networks (3)
        Prerequisite: Computer Engineering 560.
        Cross-layer protocol design, multimedia QoS-aware 4G, 5G, CRN, WLAN networks; multimedia source and bitstream characteristics, quality of service, and the roles of processing capacity and power consumption.

Change(s): Description updated from *Multimedia source characteristics, compressed bitstreams, error resiliency, quality of service, cellular video telephony, multimedia QoS-awareWLAN, peer to peer networks, and multimedia broadcast multicast services* to what is presented above. Prerequisite updated from COMPE 565 to 560. Title updated from *Multimedia Wireless Networks* to what is presented above.

3.   New course.

Electrical Engineering
ADVANCED POWER ELECTRONCS (C-4)
E E 684. Advanced Power Electronics (3)
>Prerequisites: Electrical Engineering 584 and 601.
>Advanced modeling strategies for bidirectional converters, DC/DC converters, design and integration of power electronics interfaces into smart girds, multi-level inverters, Pulse-Width-Modulation (PWM) switching techniques, resonant/quasi-resonant converters, SiC and GaN switches, single/three phase inverters, and soft switching.

HOSPITALITY AND TOURISM MANAGEMENT

1.   New course.

Hospitality and Tourism Management
FIN ANALYSIS MEET EVENTS (C-3)
HTM 661. Financial Analysis in Meetings and Events (3)
>Prerequisites: Hospitality and Tourism Management 601 and 602.
>Effective financial management in the meetings and events industry.

2.   New course.

Hospitality and Tourism Management
LEADING COMPLEX HUMAN SYS (C-3)
HTM 663. Leading in Complex Human Systems in Meetings and Events (4)
>Prerequisites: Hospitality and Tourism Management 601 and 602.
>Leadership systems and theories relating to the events, hospitality, meetings, and tourism industries.

3.   New course.

Hospitality and Tourism Management
BUSINESS ANALYTICS & CHNG (C-3)
HTM 664. Business Analytics and Change Management for Meetings and Events (3)
>Prerequisites: Hospitality and Tourism Management 601 and 602.
>Analytics for innovation and change management in meetings and events industries. Development of a communications plan based on analysis of relevant stakeholders.

4.   New course.

Hospitality and Tourism Management
EVENT MARKETING PRINCIPLS (C-3)
HTM 665. Event Marketing Principles in Meetings and Events (3)
>Prerequisites: Hospitality and Tourism Management 601 and 602.

Marketing management in the meetings and events professions. Competitive, guest, margin, and market analyses.

5.   New course.

Hospitality and Tourism Management
SUSTAIN IN MEETINGS EVENT (C-3)
HTM 683. Sustainability in Meetings and Events (3)
        Prerequisite: Admission to M.S. program in meeting and event management.
        Development of a sustainability plan within meeting and events industries. Analyses of non-compliance. Performance improvement and communication strategies.

6.   New course.

Hospitality and Tourism Management
MENTORING AND COACHING (C-3)
HTM 697. Mentoring and Coaching (2)
        Prerequisites: Hospitality and Tourism Management 601 and 663.
        Collaboration, experiential learning, and mentorship with executives from the meetings and events industries.

7.   New course.

Hospitality and Tourism Management
DIRECTED READINGS MTGS EV (C-3)
HTM 791. Directed Readings in Meetings and Events (3) Cr/NC
        Prerequisites: Hospitality and Tourism Management 601, 602, 663.
        Directed readings and analyses of the scholarship encompassing the events, leadership, management, and meetings disciplines.

MANAGEMENT INFORMATION SYSTEMS

1.   Change to description and title.

Management Information Systems
SECURE ENTRPRSE NET & MBL
MIS 687. Secure Enterprise Networking and Mobile Technologies (3)
        Prerequisite: Classified graduate standing.
        Deployment and management of secure technologies for integrating resources within and between organizations through distributed networks, Internet of things (IoT) networks, and secure enterprise systems.

Change(s): Description updated from *Deployment and management of technologies for integrating resources within and between organizations through secure data communications capabilities. Data network topologies, including wired, wireless, mobile*

and cloud architectures to what is presented above. Title updated from *Business Data Communications* to what is presented above.

2.   Change to description.

Management Information Systems
MIS 695. Business Systems Analysis and Design (3)
        Prerequisite: Classified graduate standing.
        Analysis and design of secure information systems to solve problems and exploit opportunities. Development strategies, process and data modeling, requirements definition, and security modeling for information systems.

Change(s): Description updated from *Generating business value through analysis and design of information systems to solve problems and exploit opportunities. Feasibility studies, requirements definition, process and data modeling, development and implementation strategies for information systems* to what is presented above.

3.   Change in program.

Management Information Systems
Specific Requirements for the Master of Science Degree in Information Systems (Major Code: 07021) (SIMS Code: 222335)
        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 including 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 reviewing student credentials.
Required core courses:
IS Technology
(no change)
IS Management and Analytics
(no change)
Culminating Experience
(no change)
Career Track
        Students select a career track and courses with the approval of the graduate adviser. Nine units selected from the following courses:
        Remainder of description *(no change)*

Change(s): In the first paragraph, 36 and 27 units were changed to 30 and 21 respectively. In the career track section, twelve units were changed nine.

MARKETING

1.   New course.

Marketing
SALES MARKETING ANALYTICS (C-3)
MKTG 767. Sales and Marketing Analytics (3)
      Prerequisite: Business Administration 623.
      Communicating, reporting, and visualizing analytics to inform decision making. Descriptive, predictive, prescriptive modeling of data to address sales and marketing problems. Utilizing market intelligence and consumer response data to inform development.

MATHEMATICS

1.   New course.

Mathematics
COMM INTERDISCP APP MATH (C-2)
MATH 695. Communication in Interdisciplinary Applied Mathematics (3)
      Prerequisite: Graduate standing.
      Analysis of research publications. Communication skills for interdisciplinary mathematics. Development of a grant proposal and outreach item. Maximum credit three units applicable to a master's or doctoral degree.

PSYCHOLOGY

1.   Change to description and title.

Psychology
CLINICAL PSYCH SCIENCE
PSY 751. Clinical Psychological Science: Theory and Methods (3)
      Prerequisites: Graduate standing in psychology and Psychology 350.
      Methodological and theoretical foundations in clinical psychological science. Dissemination/implementation, nosology, and professional issues in clinical psychology.

Change(s): Description updated from *Clinical assessment, theory and practice of behavior change, and professional ethics* to what is presented above. Title updated from *Clinical Psychology: Theory and Practice* to what is presented above.

2.   New course.

Psychology
MULTI MODELING PSY RESCH (C-1)
PSY 776. Multilevel Modeling for Psychological Research (3)

Prerequisites: Psychology 670A and 670B or 770A and 770B with a grade of C (2.0) or better in each course.

Statistical analysis of nested or hierarchical data generated by cross-sectional and longitudinal designs common to psychological science. Examine, critique, and discuss methodological articles regarding multilevel modeling.

3.　　New course.

Psychology
SEMINAR COGNITIVE PSYCH (C-5)
PSY 787. Seminar in Cognitive Psychology (3)
　　　　Prerequisite: Graduate standing in psychology.
　　　　Empirical data, methods, principles, and theories in cognitive psychology. (Formerly numbered Psychology 587.)

4.　　Change in program.

Psychology
Specific Requirements for the Master of Arts Degree
(Major Code: 20011) (SIMS Code: 778301)
　　　　The Master of Arts degree requires the completion of a minimum of 30 units in psychology to include Psychology 610, 670A-670B or 770A-770B, two units of 600, one unit of 797, and 799A. Students must also complete Psychology 561 or 760; two courses selected from Psychology 632, 740, 751, 787; one course selected from Psychology 568, 569, 675, 767; and one elective course. Remainder of description *(no change)*

Change(s): First paragraph updated from *The Master of Arts degree requires the completion of a minimum of 30 units in psychology to include Psychology 610, 670A-670B or 770A-770B, 675, two units of 600, one unit of 797, and 799A. Students must also complete Psychology 561 or 760; one course selected from Psychology 587, 632, 740, 751; and two elective courses. In special cases, and by petition to the department's graduate committee, students may take up to six units of the required 30 units in 500-level and above courses in other departments* to what is presented above.

5.　　Change in program.

Psychology
Specific Requirements for the Master of Science Degree
(Major Code: 20011)
　　　　The Master of Science degree may be obtained with the following concentrations:
 1. **The Applied Psychology program (SIMS Code: 778311) has two specializations: Quantitative Methods and Industrial and Organizational Psychology.**
　　　　The specialization in quantitative methods prepares students to properly implement and interpret the results of data analyses common to psychology. The program prepares students to enter into a doctorate program in quantitative psychology or they may secure a non-academic industry positions specializing in analysis of behavioral data.

Specific requirements for students selecting the Quantitative Methods specialization **(SIMS Code: XXXXXX)** are: A minimum of 38 units, 32 of which must be completed in psychology, to include Psychology 670A-670B or 770A-770B, 600 (Research Orientation, 2 units), 630, 675, 775, 776, 791 (Internship in Quantitative Methods, 6 units), and 799A (Thesis). Of the nine units of graduate electives required, at least six must be selected from psychology; three units of graduate electives should be from other departments with prior approval of the master's program adviser.

Change(s): The shift from the current "Program Evaluation" specialization to the "Quantitative Methods" specialization requires a change to the specialization's curriculum. Both the current and the newly proposed curriculum require 38 units. The current curriculum comprises: 1. PSY 600 2. PSY 670A & 670B OR PSY 770A & 770B 3. PSY 675 4. PSY 799A 5. PSY 621 OR PSY 622 6. PSY 630 7. PSY 791 8. Three program electives. The new curriculum will change the curriculum to: 1. PSY 600 2. PSY 670A & 670B OR PSY 770A & 770B 3. PSY 675 4. PSY 799A 5. PSY 630 6. PSY 791 7. 6 elective units from the psychology department 8. 3 elective units outside the psychology department 9. PSY 775 10. PSY 776 The exact changes will be the removal of (5.) and (8.) from the current curriculum, and the inclusion of (7.), (8.), (9.), and (10.) in the new curriculum.

PUBLIC ADMINISTRATION

1.   New course.

Public Administration
CAPSTONE SEM PUBLIC AFFRS (C-5)
P A 795. Capstone Seminar in Public Affairs (3)
        Prerequisite: Advancement to candidacy for the Master of City Planning, Master of Criminal Justice and Criminology, or Master of Public Administration program.
        Needs assessment and program/policy design, development, or evaluation for public service problems and opportunities. Group projects and reports with community stakeholders. Knowledge integration attained throughout city planning, criminal justice, and public administration graduate programs.

PUBLIC HEALTH

1.   Change in program.

Public Health
Specific Requirements for the Master of Public Health Degree
(Major Code: 12141)
Concentration in Biometry
(SIMS Code: 557308)
        Courses required for the concentration:
                (no change)

Prescribed electives: Six units selected from the following public health courses:

P H 620 SAS for Biostatistics I…3
P H 629 SAS for Biostatistics II…3
P H 649 Border and Global Public Health Surveillance…3
P H 700A Seminar in Public Health: Epidemiology…3
P H 724 Advanced Methods in Epidemiology…3
P H 725 Scientific Writing for Epidemiology…3
P H 728 Applied Data Analysis…3
P H 823 Case-Control Studies…3
P H 824 Cohort Studies…3
P H 826 Analysis of Case-Control Studies…3
P H 827 Analysis of Cohort Studies…3

Remainder of description *(no change)*

Change(s): Added P H 620, 629, 725, 728 as prescribed elective options.

REGULATORY AFFAIRS

1.   Change to description, title, units.

Regulatory Affairs
EFFECTIVE COMMUNICATION
R A 783. Effective Communication for Regulatory Science (4)
        Prerequisite: Regulatory Affairs 602.
        Advanced interpersonal, oral, and written communication strategies for the regulatory affairs business environment. Audience analysis, barriers to entry, and cultural considerations. Communication types to include email communications, executive summaries, informational documentation, persuasive arguments, research-based paper, and visuals for presentations. Culminating effort is capstone paper and presentation.

Change(s): Description updated from *Advanced interpersonal, oral, and written communication strategies for the regulatory affairs business environment. Audience analysis, barriers to communication, and cultural considerations. Communication types to include email communications, executive summaries, informational documentation, persuasive arguments, research-based proposals, and visuals for presentations* to what is presented above. Title updated from *Effective Communication for Life Science Professionals* to what is presented above. Units have increased from three to four.

2.   Change in program.

Regulatory Affairs
Specific Requirements for the Master of Science Degree
(Major Code: 49045) (SIMS Code: 779901)
        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 a graduate program consisting of a minimum of 37 units as follows:

1. Complete 31 units of required courses.
   R A 601—R A 781 *(no change)*
   R A 783 Effective Communication for Life Science Professionals…4
2. Complete six units of electives from the following courses.
   (no change)
3. ~~Complete three units of Regulatory Affairs 798, capstone project.~~

Change(s): Units in the first paragraph updated from 39 to 37. Units in section one updated from 30 to 31. R A 783 updated from three units to four. Section three, including R A 798, removed.

SOCIOLOGY

1.   Change to description, grading method, and units.

Sociology
SOC 600. Proseminar in Sociology: Core Course (1) Cr/NC
        Prerequisite: Graduate standing.
        Orientation to the profession of sociology and the department. Introduction to the skills and knowledge necessary for a professional sociologist.

Change(s): Description updated from *Elements of profession of sociology and sociological research procedures. Connection between theoretical perspectives and appropriate research methods. Practice in scientific sociological writing styles to develop a master's thesis proposal* to what is presented above. Grading method updated from +-LETTER to credit/no credit. Units decreased from three to one.

2.   Change in program.

Sociology
Specific Requirements for the Master of Arts Degree
(Major Code: 22081) (SIMS Code: 116901)
        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 31 units in the master's program. Students must complete the program of study courses with a grade point average of 3.0 or better. The 31 units to include the following courses:

1. Five core courses: Sociology 600, 601, 605, 607, 608.
2. Nine units selected from Sociology 700 (maximum credit six units), 730 (maximum credit six units), 743.
3. Two electives: 500- to 700-level courses in the Department of Sociology or another department with approval of the graduate adviser. No more than one elective course can be independent study.

4. Sociology 799A for Plan A (Thesis) OR if completing Plan B (Comprehensive Examination) an additional 700-level sociology seminar or Sociology 796 is required.

Before the student proceeds with the thesis (Sociology 799A), approval from the thesis chair and second committee member must be obtained based on a detailed proposal. The proposal may be developed through enrollment in Sociology 797 (which cannot count as a seminar but may be used to fulfill the elective units). Once the thesis is complete, an oral defense is required to complete the program.

Change(s): Thirty units replaced with 31 units in the first paragraph. Text in number two updated from *Two 700-level seminars in the Department of Sociology* to what is presented above.

SPECIAL EDUCATION

1.   Change to description, prerequisite, title.

Special Education
LEG LEADERSHIP & MGT
SPED 651. Legislation, Leadership, and Management (3)
        Prerequisite: Admission to clear credential program with a preliminary multiple subjects, single subjects, or education specialist credential.
        Design and implementation of individualized learning plans for professional development activities. Leadership approaches for managing school-related services within a multidisciplinary context.

Change(s): Description updated from *Implementation of laws, regulations, and compliance requirements in special education. Leadership approaches for managing school related services within a multidisciplinary context* to what is presented above. Prerequisite updated from *Admission to clear credential or M.A. program in special education or related area* to what is presented above. *For Special Education Services* deleted from title.

2.   Change to units.

Special Education
SPED 771. Directed Internship: Special Education (1-6) Cr/NC
        Prerequisite: Permission of graduate adviser. Application to be made during previous semester.
        Extensive daily participation or teaching in public schools and preparation for teaching of exceptional individuals. May be repeated with new content. Maximum credit six units applicable to a master's degree.

Change(s): Increased the number of units earned from a maximum of four to a maximum of six.

THEATRE ARTS

1.   New course.

      Theatre Arts
      BUSINESS OF DESIGN TTF (C-4)
      THEA 640. Business of Design for Theatre, Television, and Film (2)
            Prerequisite: Graduate standing in the M.F.A. degree with a concentration in design and technology program.
            High-level professional-style portfolios, résumés, websites, and other self-marketing materials. Advanced interview techniques. Employment search, freelance techniques, and union information.

2.   Change in program.

      Theatre Arts
      Specific Requirements for the Master of Fine Arts Degree
      (Major Code: 10072) (SIMS Code: 662505)
            At least 30 units of the student's program must be completed in residence at San Diego State University, and the student must be in residence not less than two semesters.

      Change(s): Two statements, *Forty-five of the 60 units required must be completed in courses numbered 600 or above. The remaining units may be selected from 500-, 600-, or 700-numbered courses in theatre or outside departments*; and *No more than six units in 798 will be accepted for credit toward the degree*, were removed.

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: September 12, 2018

Re: 2019-2020 *General Catalog*

INFORMATION (4I-10-18)

AMIND AMERICAN INDIAN STUDIES

1.   New course.

        American Indian Studies
        INDIGENOUS WOMEN & ARTS (C-2)
        AMIND 210. Indigenous Women and the Arts (3) [GE]
                How indigenous women have used cultural forms to represent political issues and imagine social possibilities. Cultural forms to include contemporary and traditional material arts, fashion, film, literature, multimedia performance, and music.

LINGUISTICS

1.   New course.

        Linguistics
        ELEM STATS LANG STUDIES (C-2)
        LING 270. Elementary Statistics for Language Studies (3) [GE]
                Introductory statistics and probability using language data to illustrate statistical ideas and facilitate analyses of quantitative language data. Measures of central tendency and dispersion, correlation, mixed models, regression, and significance. Probabilistic explanation in linguistics. Students with credit or concurrent registration in the following lower division statistics courses will be awarded a total of four units for two (or more) courses: Linguistics 270, Administration, Rehabilitation and Postsecondary Education 201, Biology 215, Civil Engineering 160, Economics 201, Political Science 201, Psychology 280, Sociology 201, Statistics 119, 250.

RELIGIOUS STUDIES

1.   Change to course statement, GE area, general text, number, prerequisite.

        Religious Studies
        REL S 258. Death, Dying, and Afterlife (3) [GE]

Diverse ways religions deal with process of dying and rituals involved in transition of life to death. Grieving, end-of-life decisions, views on afterlife. (Formerly numbered Religious Studies 358.)

Change(s): GE area updated from IVC to III. *Area 3: Religion, Society, and Culture* deleted from general text field. Course number changed from 358 to 258. *Three units of religious studies and completion of the General Education requirement in Foundations of Learning II.C., Humanities for nonmajors* deleted as prerequisites. Formerly numbered course statement added.

2. Change in program.

Religious Studies
Religious Studies Major
With the B.A. Degree in Liberal Arts and Sciences
(Major Code: 15101) (SIMS Code: 116101)
    Paragraphs 1-2 *(no change)*
    Preparation for the Major. *(no change)*
    Language Requirement. *(no change)*
    Graduation Writing Assessment Requirement. *(no change)*
    International Experience. *(no change)*
    Major. *(no change)*
    Area A, Texts: *(no change)*
    Area B, Traditions: *(no change)*
    Area C, Theories and Methods: *(no change)*
    Area D, Critical Issues in Religion: Religious Studies 341, 356, 363, 364, 370, 376, 379, 380, 390A, 390B, 405 [or Humanities 405], 406, 411 [or Humanities 411], Political Science 562*, Women's Studies 515*. (6 units)
    Remainder of description *(no change)*

Change(s): Editorial removal of REL S 358 from Area D. Course has been approved for a number change and has moved to lower division.

STATISTICS

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

Statistics
(C-1 two units; C-13 one unit)
STAT 250. Statistical Principles and Practices (3) [GE]
    Two lectures and two hours of activity.
    Descriptive statistics, data displays, measures of central tendency and variability, random variables, sampling distribution. Estimation and hypothesis tests for means and proportions, linear regression and correlation. Not open to students with credit in Statistics 119. Students with credit or concurrent registration in the following lower division statistics courses other than Statistics 119 will be awarded a total of four units for the two (or more)

courses: Statistics 250; Administration, Rehabilitation and Postsecondary Education 201; Biology 215; Civil Engineering 160; Economics 201; Linguistics 270; Political Science 201; Psychology 280; Sociology 201.

Change(s): Two lectures and two hours of activity added to course hours description. Description updated to now include Linguistics 270. Staffing formula updated from three units at C-1 to what is reflected above.

WOMEN'S STUDIES

1.   New course.

Women's Studies
FEMNST APPRCHS POP CULTRE (C-2)
WMNST 355. Feminist Approaches to Popular Culture (3) [GE]
      Prerequisite: Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.
      Gender and sexuality to include advertising, film, magazines, music, romance novels, social media, and television. How relations of power are transmitted through cultural forms. Ways popular culture shapes and is shaped by social and political contexts.

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

TO: SEC/Senate

FROM: Mary Ruth Carleton, Vice President, University Relations and Development

DATE: September 18, 2018

RE: Information

Philanthropy Report:

The following are notable gifts received since August 21, 2018:

A $125,000 gift from the James Hervey Johnson Trust will support faculty projects for the College Wide Arts & Letters Critical Thinking Fund.

Alumna Georgia Griffiths made a $50,000 gift to the G2 Software Systems Endowed Scholarship which will provide support to students in the College of Engineering.

The Sigma Pi Educational Fund of San Diego made a $15,000 gift to Athletics.

The San Diego Symphony made a $13,123.07 gift to fund the student concert performance of "SDSU Downtown," which features the top orchestral and premier wind groups at SDSU and the Aztec Concert Choir.

Athletics received a $12,500 gift from William D. Lynch.

Solar Turbines, Inc. made gifts totaling $90,297.72 to support the MESA Schools Program in the College of Engineering.

A $15,000 gift from Alumnus L. Robert Payne and his wife, Patty, will support Athletics.

The Crest Beverage Company made a $30,000 gift to Athletics.

The San Diego Kiwanis Club Foundation made scholarship gifts totaling $10,750 to students studying Chamber Music in the School of Music and Dance and the Student Community Performances Fund in the College of Professional Studies and Fine Arts.

Taoglas USA, Inc. made a $12,000 gift to the Antenna and Microwave Lab in the College of Engineering.

Faculty Emeriti Randi E. McKenzie and Thomas L. McKenzie made a $10,000 gift to the SDSU Performing Arts Troupe in the College of Professional Studies and Fine Arts.

Gifts totaling $100,000 from Alumnus Art L. Flaming and his wife, Gwen, will support Athletics.

Michael and Amy Warlick made a $369,018 charitable gift annuity to provide support to KPBS.

Irakli O. Rukhadze pledged $63,157.89 for scholarships for students enrolled at the SDSU Georgia campus.

Alumnus Richard A. Dryer made a $50,000 irrevocable bequest to support the College of Education.

MRC Smart Technology Solutions made a $27,500 gift to support athletics.

Alumni Charles and Kathleen Mendenhall made a $5,000 gift to the Guardian Scholars Program, providing annual support for scholarships. Additional gifts totaling $30,000 will support athletics.

The AAPG Foundation made a $10,000 gift to the Geological Sciences Fund in the College of Sciences.

Alumni Gerry Ranglas and Scott Dale made a $30,000 gift to support athletics.

Campaign, Presidential & Special Events:

The 4th annual Presidential Staff Excellence Awards (formerly the Zuma Awards) were held on Thursday, August 9 at the Parma Payne Goodall Alumni Center. President de la Torre recognized the contributions and efforts made by 10 SDSU staff members in support of the University, the community and their fellow employees.

On Thursday, August 23, President de la Torre addressed over 1,000 faculty, staff and students at the All-University Convocation, which marked the official beginning of the academic year. The SDSU Alumni Distinguished Faculty Award and Presidential Staff Excellence Award recipients were also recognized during the program.

On Thursday, August 30, President de la Torre hosted donors residing in the Bay Area for a regional event at the Menlo Circus Club in Palo Alto. Several Aztec football fans traveling to the Bay Area for the SDSU vs. Stanford game were also in attendance. Over 70 guests met with the President and learned about her vision for San Diego State.

The Great Give:

The Great Give, SDSU's campus-wide online giving day, returns September 25, 2018. On this third annual day of giving, the entire San Diego State University community will be encouraged to support the college, program, or initiative that has impacted them most. Alumni, students, faculty, staff, and friends will align their gifts with their favorite campus causes and ask their friends and family to participate, too.

Report on University Relations and Development and Student Affairs Collaboration for Internships, Mentoring Programs and Other Student Opportunities:

Please see the attached infographics.

October 2, 2018

San Diego State University
Career Services
Division of Student Affairs

2017 – 18: Advancing Student Success through Collaboration

Through collaborations with campus partners, employers, alumni and the community, **SDSU Career Services within the Division of Student Affairs** provides a centralized campus resource that is committed to:

- Creating career development and placement opportunities that allow SDSU students and alumni to contribute to and succeed within our regional, national, and global economies.

- Providing career-focused programming that ensures SDSU students and alumni are career ready, allowing them to compete effectively and to be successful with life-long career management.

- Track, analyze and report on career-related learning outcomes and other outcomes such as placement to support program development and strategic initiatives.

DIVISION OF STUDENT AFFAIRS, CAREER SERVICES SMART GOAL UPDATES FOR 2017 – 18

"Success is living a life of purpose, and as long as you are aware that you are moving in the right direction, do not hesitate to pursue your dreams."
— Lucien Eloundou, Health Sciences Senior

San Diego State University Career Services

AMP Aztec Mentor Program

First Generation and Low-Income Enrollment in the Aztec Mentor Program:

852 student-mentor matches (Goal: 510).

African American and Native American in the Aztec Mentor Program:

259 student-mentor matches (Goal: 124).

Aztec Mentor Program Enrollment, NSPP and Alumni:

2,569 student-mentor matches (Goal: 2,544).

AMP San Diego Stewardship Event to thank mentors June 2018.

Internship Placements:

Verified **6,977** SDSU student internship placements (Goal: 5,515).

San Diego State University
Career Services
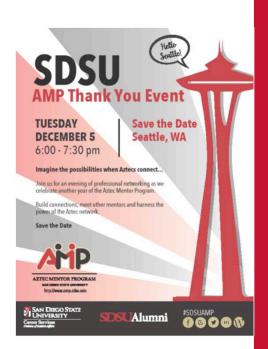*Division of Student Affairs*

2017 – 18: Advancing Student Success through Collaboration

Career Services
Collaboration & Innovation
Highlights from 2017 – 18

Transfer Student Success Summit, July 13, 2017: In collaboration with the Division of Academic Engagement & Student Achievement, Career Services presented on the importance of "Engagement in Internships and the Aztec Mentor Program" to **200 new transfer students**.

Northwest Region AMP Thank You Event, December 6, 2018: In collaboration with University Relations and Development, Career Services hosted a mentor, thank-you event to 30 alumni and parents to build affiliation and promote the creation of jobs, internships and scholarships.

JCPenney Suit-Up Event, January 28, 2018: **800 students attended** a first annual professional shop event and received a 40%+ discount on all purchases.

Diversity Career Forum, February 10, 2018: **110** students who identify with communities that are historically underrepresented in professional settings met with alumni and recruiters to explore the intersections of identity and career.

Link2 Downtown - Sales & Marketing, March 2, 2018: By continuing a three-year collaboration with the San Diego Regional EDC, the Fowler College of Business, University Relations and Development (URAD), and Career Services provided the opportunity for **30 FCB sales and marketing students** to meet with professionals from The San Diego Padres and Houzz.

TFM Career Day – Hollywood, May 19, 2018: Career Services, URAD, School of Theatre, Television, and Film and an engaged LA alumnus, organized a career day retreat for **40 TFM students and recent graduates** to tour the Fuller House set at Warner Bros Studios, learn from a set of three all-alumni panels at the Art Directors Guild and participate in a SDSU TFM Alumni Reunion & Networking event with over **50 industry professionals and SDSU alumni.**
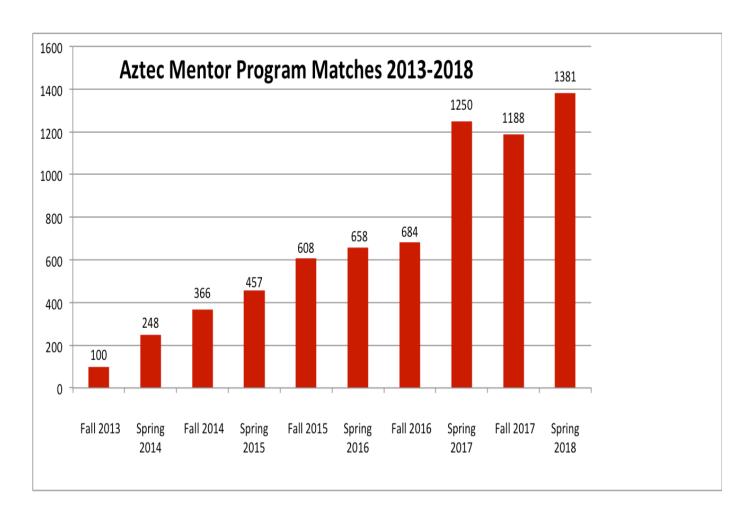
Aztec Mentor Program (AMP) Matches

Academic Years 2013 - 2014 to 2017- 2018

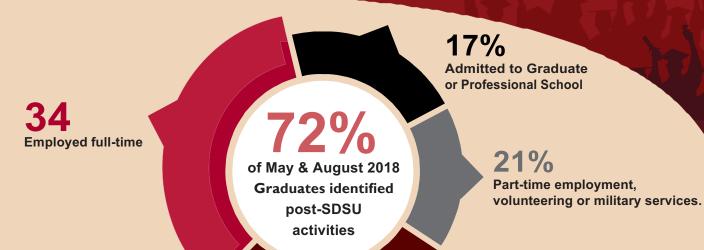| 2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
348	**823**	**1,266**	**1,934**	**2,569**

Total AMP Matches
6,940

San Diego State University
AZTEC EXIT SURVEY
May & August 2018 Graduates Summary

17%
Admitted to Graduate or Professional School

72%
of May & August 2018 Graduates identified post-SDSU activities

34
Employed full-time

21%
Part-time employment, volunteering or military services.

28%
Actively Seeking Employment

MEAN REPORTED SALARY
BACHELOR'S DEGREES

$53,102

33%
Studied abroad

35%
Held an on-campus job

49%
Completed an internship

39% Of those who completed an internship were offered full-time employment

Location of residence after graduation

2.2%
Western USA (Outside CA)

1.1%
Midwestern USA

0.5%
Mid-Atlantic & New England

6.7%
Central & Northern California

13.4%
Southern California

71.3%
San Diego County

0.8%
Southwestern USA

1.2%
Southern USA

2.8% Outside of USA

SAN DIEGO STATE UNIVERSITY
Career Services
Division of Student Affairs

For Additional Information
Contact **James Tarbox, Ph.D**, Executive Director, Career Services (*jtarbox@sdsu.edu*)
This survey was conducted from April to June 2018 with graduates of May and August 2018.
22% Response Rate

San Diego State University
Career Services
Division of Student Affairs

Verified Internship Placements
Academic Years 2013-2014 to 2017-2018

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
2,378	**2,811**	**3,383**	**5,351**	**6,977**

Total Placements
20,900

Data Sources

Academic Courses | Employer Surveys | On-Campus Internship Programs | Student Webportal Surveys

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THE GREAT GIVE

SPONSORED BY **POSTALANNEX**
YOUR HOME OFFICE

returns

September 25, 2018

Help us achieve our goal of $200,000!

Visit us at www.sdsu.edu/GreatGive

SAN DIEGO STATE
11!UNIVERSITY

MONTHLY METRICS

Department of Marketing and Communications

AUGUST 2018

@ll
WEB

SD SU .EDU HOME PAGE

Counts for traffic to the sdsu.edu fron1page *are* lower than usualdue to migration 10 a

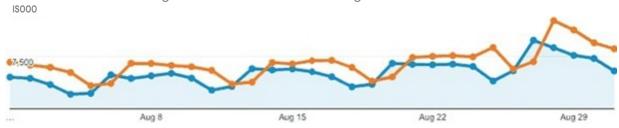new content management system. se,ver and updated security settigs

Total Visitors	Total Page Views
116,743	**253,375**

Month DIff. July 2018 - August 2018: 28%   Month DIff. July 2018 - August 2018: 34%
YearDiff. August 2017 - August 2018: -25%   Year DIff. August 2017 - August 2018: -16%

• August 2018 Visitors   • August 2017 Visitors

PRESIDENT.SDSU.EDU

Total Visitors	Total Page Views
1,219	**4,251**

Monlh Oifl. July 2018 • AuguSI 2018: 8%   Monlh Oifl. July 2018   Augus12018: 5%

- August 2018 Visitors   • July 2018 Visitors

SDSU.EDU/   MISSIONVALLEY

Live dale November 28. 2017

Total Visitors	Total Page Views
1,678	**4,597**

Monlh Diff. July 2018 - Augusl 2018: 45%   Monlh Oifl. July 2018 - Augusl 2018: 58%

- August 2018 Visitors   • July 2018 Visitors

SDSU.EDU/ NEWSCENTER

Total Visitors	Total Page Views
44,633	**71,796**

Month Dill. July 2018 - August 2018: 55%
Year DIH. August 2017 - August 2018 : 3%

Month Dill . July 2018 - August 2018: 55%
Year DIH. August 2017 - August 2018: 1%

• August 2018 Visitors   • August 2017 Visitors

5.000

2.500

Aug 8   A.Jg l5   Aug 29

Top #1 News Story

SPSU Ranked Among Nation's Best by.Ille
Princeton Review
Published: August 07, 2018 1 Views 5,262

Top #2 News Story

New InteractiveMap RolledOut
Published: August 29, 2016 1 Views: 4,382

Top #3 News Story

Y2Rlng Draws Strong..S.upwrt - From Bots
Published: August 01, 2018 1 Views 3,852

Top #4 News Story

SPSU Football Announces 201aKGB
SkyShQw Game
Published: June 11, 2018 1 Views: 3 ,283

MEDIA RELATIONS

** The media relations team has migrated to a new media monitoring software, Cision, and is continuing to modify settings to produce reports with robust and accurate results. Thus, the specific number of media hits are not available for August 2018. **

Examples of Secured Media in Major Markets

A co-authored study by Lourdes S. Mart inez finding that robots may be driving e-cigarette conversations on Twitt er.

(;](;][!) woRLD NEW S

Forbes

Daily Mail

YAHOO! UK & IRELAND

A newly publ ished study co-authored by SDSU psychologist Jean Twenge finding that today's youth spend significantly less time reading boo ks and newspapers than did teens d.

cscrad10

AdAge

W HING TON POST

@treehugger

NEWSCENTER NEWSLETTER

Opens and Average Open Rate

3,062 (27°/o)

Clicks and Average Click-through Rate

1,154 (10°/o)

Week 8/8/18
Highest Click-through

SOSURanked Among Nation's Best byThe Princeton Review
Published: August 07, 20181Views: 228

Week 8/22/18
Highest Click-through

A FreshLook a1the SOSUMi ssionyanev.
SiteP1ans
Published: August 21, 20181v,ews: 385

Week 8/29/18
Highest Click-through

New Students Raisethe Bar
Publishe:dAugust 27, 2018 t Views: 284

Qi SOCIAL MEDIA

Total Engagement	Total Fans
12,005	**123,910**
Month Diff.July 2018 • August 2018:37%	Month Diff. July 2018 • August 2018: 1%

Most Engaged Post

Total Reach

406,787

Month Diff. July 2018• August 2018: 58%

SOSU Rankeg Among Nat;pn·s Best P TM
Princeton Review

Published: August 07, 2018
Engagements: 917

Total Engagement	Total Followers
6,262	**97,082**
Month Dill. July 2018 • August 2018: **-4%**	Month Dill. July 2018 • August 2018: 1%

Most Clicked Link

San Diego State university.!Ql!ay extended its lease with the City of San Diego J o allow the university 10 continue playing football at soccu Stadium through the 2020 seaso.n

Published: August 6. 2018 I Likes: 229

Total Link Clicks

3,317

Month Oiff. July 2018• August 2018: 32%

Total Engagement

23,017

Month Diff . July 2018 - August 2018: 3%

Most Liked Post

Have a great weekend!
Published: August 17, 2018 I Likes: 2,434

Total Followers

30,396

Month DU!. July 2018 - August 2018: 2%

Total Story Impressions

336,753

Month Oiff. July 2018 • August 2018: 567%

Top YouTube Video

SDSU Convocation 2018 - President Adela de la Torre's Remarks
Published: August 28, 2018 | Views: 980

Top Facebook Video

The fall semester is right around the corner.
Published: August 7, 2018 | Views: 2,209

Top Twitter Video

The fall semester is right around the corner.
Published: August 7, 2018 | Views: 3,151

Total YouTube Views

13,405

Month Diff. July 2018 - August 2018: 22%

Total Facebook Video Views

8,465

Month Diff. July 2018 - August 2018: -22%

Total Twitter Video Views

8,642

Month Diff. July 2018 - August 2018: -37%

Department of Marketing and Communications
Metric Terms Glossary

WEB TRAFFIC

Total Visitors
A visitor is someone who did not have Google Analytics cookies when they hit the first page in this visit. If a visitor deletes their cookies and comes back to our site, the visitor will be counted as a new visitor.

Total Page Views
An instance of a page being loaded or reloaded in a browser. Page views is a metric defined as the total number of pages viewed.

Top News Stories
The stories on Newscenter with the most page views within the report month. Publish date may be outside of the month.

MEDIA RELATIONS

Total Hits
Total number of times SDSU is mentioned throughout news sources.

Total National Hits
Total number of times SDSU is mentioned throughout national news sources defined as an an appearance in the top 10 national media markets with more than 1M visitors per day.

Total Major Hits
Total number of times SDSU is mentioned throughout news sources that are identified as major defined as an appearance in a top-25 metro daily or online site with more than 200,000 visitors per day

Pitches
The number of story pitches made by the Media Relations team to media outlets.

Placements
The number of pitches made to a media outlet that resulted in a story or media inquiry and were leveraged for a positive story.

EMAIL

Our Newscenter email newsletter is sent to the campus community of faculty and staff, as well as some alumni, students and friends of SDSU. This email is sent weekly.

Average Open Rate

The open rate is a measure of the average number of people on the email list that open or view a

particular email campaign. As a mathematical equation, it's the total number of email opens divided by

the number of emails delivered.

Average Click-through Rate

The percentage of our audience that advances ("clicks through") from our email to our website or the next step of our marketing campaign. As a mathematical equation, it's the total number of clicks that our email receives divided by the number of opportunities that people had to click (e.g., emails sent, emails opened etc.).

Week Highest Click-through Newsletter stories

The stories within the approximately four newsletters sent with the most clicks within the report month.

SOCIAL CHANNELS

FACEBOOK

Total Engagement

The total number actions performed on our Facebook content, including reacting to, liking or commenting on a post.

Total Fans

A fan is a Facebook user who has followed our page.

Most Engaged Post

The Facebook post with the most actions performed, including reactions, likes and comments.

Total Reach

The number of people who saw a post from our Facebook page.

TWITTER

Total Engagement

The number of times a user interacted with our tweets (a post in Twitter). This includes likes, retweets and clicks.

Total Followers

A follower is another Twitter user who has followed us to receive our tweets in their feed.

Most Clicked Link

The tweet with the most clicks.

Total Link Clicks
The total number of link clicks from our tweets.

INSTAGRAM

Total Engagement
The total number of times followers or non-followers engaged with our Instagram account (e.g. likes, comments).

Total Followers
Total number of followers of SDSU's Instagram account.

Most Liked Post
The post with the most likes.

Total Story Impressions
The number of times an Instagram Story was displayed to an Instagram user during the month.

VIDEO

Top YouTube Video
Our YouTube video with the most views.

Top Facebook Video
Our Facebook video with the most views.

Total YouTube Views
The number of times our YouTube videos were viewed.

Total Facebook Video Views
The number of times Facebook videos posted this month were viewed.

SOURCES
https://megalytic.com/blog/understanding-google-analytics-channels
https://support.google.com/analytics/answer/2731565?hl=en
https://support.google.com/analytics/answer/2992042?hl=en
https://support.google.com/analytics/answer/6086080?hl=en&ref_topic=6083659
http://www.analyticsmarket.com/blog/google-analytics-definitions
http://help.campaignmonitor.com/topic.aspx?t=89
http://blog.hubspot.com/marketing/inbound-marketing-glossary-list
https://www.facebook.com/business/help/447834205249495/
https://support.twitter.com/articles/166337
https://business.twitter.com/help/twitter-adsglossary?lang=en&location=na

To: University Senate
From: Norah Shultz on behalf of the General Education Reform Steering Committee
Date: September 25, 2018

October Update

The Steering Committee has met three times.

August 24th was our charge meeting. We met again on September 7th and September 21st.
We are scheduled to meet every other Friday morning from 8 am – 10 am throughout the fall
semester.

We will share information at each Senate meeting this fall. By the beginning of the spring
semester we will launch a public space to share information, most probably a website. As our
work continues, we will share information through a variety of formats, such as "GE Reform
Cafés," Town Meetings, updates to the websites and other forms of social media.

The focus of our charge meeting as presented by Provost Johnson was the question "why?" In
other words, our goal is to move back from the details to look at broader questions about why
we have GE, why GE matters. We have spent time reviewing the previous task force's proposed
strategy to move forward, and considering if the three subcommittee structure is the best way
to tackle the initial work of establishing this baseline. We also spent time making sure that
everyone on the committee has a shared understanding of our current General Education
program.