



SAN DIEGO STATE  
UNIVERSITY

## San Diego State University Senate Agenda

September 3, 2019

North Education 60

2:00 to 4:30 pm

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12.	Adjournment 4:31pm	

## San Diego State University Senate Agenda

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The University Senate (September 3rd) called to order at 2:05

**Attendance:**

**Officers:** Wheeler (Chair), Butler-Byrd (Vice-Chair), Chie (Secretary)

**College of Arts & Letters:** Abdel-Nour, Adams, Dumas (for Atterton), Beltran, Corlett, Hua, Imazeki, Penrose, Roberts, Samraj, Swanson, Werry

**Fowler College of Business:** DeBoskey, Gubellini, Krivogorsky, Peter

**College of Education:** Brandon, Cappello, Degeneffe, Kraemer

**College of Engineering:** Engin, May-Newman, Morsi, Ozturk, Sharma

**College of Health and Human Services:** Gates, Kressler, Mahar, Maluf

**College of Professional Studies and Fine Arts:** Bober-Michel, Canary, Espinosa, Hopkins, Record, Ryan, Sasidharan

**College of Sciences:** Gontz, Harrison, Hentschel, Interlando, Love, Marx, Orosz, Ponomarenko, Atkins (for Purse), Reeder, Vaughn, Baljon (for Xie)

**Coach:** Crawford

**Imperial Valley:** Abarbanell

**Lecturers:** Czech, Fobes, Fuller, Ruston, Sabol, Showghi

**Library:** Bliss, Weston

**MPP I and II:** Montero-Adams

**Staff:** Attiq, Bertram, Kennedy, Preciado

**University Services:** Juan

**Academic Senators:** Csomay, Ornatowski

**Ex officio: Administration:** Ochoa, Dooley (for Samarkos), Seshan, Shultz, Welter, Brooks, Schellenberg, Wong Nickerson, Wood

**Ex officio: Associated Students (AS):** Onwuka

**Ex officio: California Faculty Association (CFA):** Mattingly

**Ex officio: Emeritus Faculty: Shackelford**

**Parliamentarian: Eadie**

1. Agenda (Wheeler)

**MSP** To approve the Senate Agenda for September 3rd, 2019

2. Minutes (Wheeler)

**MSP** to approve the Minutes for May 7, 2019

**MSP** to approve the Minutes for March 5, 2019

3. Elections:

3.1. Election for the VP, University Relations & Development Search Committee (Vaughn)

Vaughn opened the election for the VP, University Relations & Development Search Committee faculty members, recognized the nominees, and then called for other nominations from the floor (for which there were none).

**Question to parliamentarian:** clarification on who can vote.

**Elected by majority:**

William Tong (College of Sciences)

John Putman (College of Arts & Letters)

Robert Ray (Library)

Mounah Abdel-Samad (College of Professional Studies & Fine Arts)

Hala Madanat (College of Health & Human Services)

4. Action Items

4.1. Resolution: Fostering a Welcoming and Safe Campus Climate for LGBTQIA+ Students (Rhodes, Vaughn) - **Time certain 2:30pm**

Vaughn Move to approve the resolution

Csomy Second

Vaughn yields floor

Shultz yields floor

Hopkins yields floor

Motion passed unanimously

4.2. Resolution: Establish an Official SDSU Kumeyaay Land Acknowledgement (Kamper) - **Time certain 3:30pm**

Vaughn Move to accept resolution

Second Hopkins

Vaughn yields floor

Motion passed unanimously

Reading of the Kumeyaay Land Acknowledgement full and abbreviated by Professor Mike Connolly Miskwish:

[Full Version]

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

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

Eyay e'Hunn My heart is good.

Michael Miskwish - Kumeyaay

[Abbreviated Version]

For millennia, the Kumeyaay people have been a part of this land. This land has nourished, healed, protected and embraced them for many generations in a relationship of balance and harmony. As members of the San Diego State community we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land; the land of the Kumeyaay.

Michael Miskwish - Kumeyaay

#### 4.3. Motion: Faculty Representation (Ponomarenko)

Ponomarenko Move as first reading of the motion

Second Csomay

First reading, referred to Constitution & Bylaws (CBL) for review before second reading

#### 4.4. Motion: Winter Session 2020 Expanded Pilot (Seshan) – **Time certain 4:00pm**

Seshan Move to adopt Winter Session Proposal

Second Bertram

Ponomarenko Move to amend assessment plans faculty are putting together be added to the language of the proposal.

Second Erickson

Phase 1: Course proposal 5th bullet includes assessment plan

Phase 2: Validation includes evaluate assessment plan

Phase 6: Do the assessment

Accepted by Seshan

Amendment Passed with 1 Abstention Abdel-Nour

Schellenberger Motion to change language Phase 2 bullet 2: The course has previously been taught in a fully online mode by instructor of record

Second Vaughn

Amendment Passed

Vote on amended motion:

Favor: 23

Opposed: 28

Abstain: 11

Motion failed

#### 4.5. Staff Affairs (Kennedy on behalf of Bertram)

From committee

Clarification of language on who is eligible to be nominated for each award.

Motion passed unanimously

#### 4.6. Committee on Committees and Elections (Vaughn)

From committee

**Vaughn** provided an updated on committee membership; she is working with Associated Students on placement of students.

Passed unanimously

#### 4.7. General Education Curriculum and Assessment (Wilson)

From Committee.

Presented by Verity on behalf of Wilson

Discussion

Hopkins Move that HIST 135 be considered separately from the rest of the docket.

Second by Martin

43 in favor

## Motion carries

Discussion of remaining Proposal resumed:

**ART 133. Modern Making (3)** [GE] (II. FOUNDATIONS OF LEARNING: C. Arts and Humanities: 1. Arts: Art, Cinema, Dance, Music, and Theatre) *New course*

**EUROP 160. European Reflections on Science and Technology (3)** [GE] (II. FOUNDATIONS OF LEARNING: C. Arts and Humanities: 2. Humanities: History, Languages other than English, Literature, Philosophy, Religious Studies) *New course*

**HIST 114. Sports in American History (3)** [GE] (III. LIFELONG LEARNING AND SELF-DEVELOPMENT) *New course*

**BIOL 317. World of Dinosaurs (3)** [GE] (IV. EXPLORATIONS OF HUMAN EXPERIENCE: A. Natural Sciences) *New course*

**SPAN 462. Language Variation in the Spanish-Speaking World (3)** [GE] (IV. EXPLORATIONS OF HUMAN EXPERIENCE: B. Social and Behavioral Sciences: Cultural diversity course) *New course*

**ART 380. Architecture That Changed Our World (3)** [GE] (IV. EXPLORATIONS OF HUMAN EXPERIENCE: C. Humanities) *New course*

**SPAN 461. Spanish in the United States (3)** [GE] (IV. EXPLORATIONS OF HUMAN EXPERIENCE: C. Humanities: Cultural diversity course) *New course*

Amended proposal passed unanimously

Consideration of HIST 135 carried forward as unfinished business

#### 4.8. Graduate Council (Bohonak)

From Committee

Presented by Balsdon on behalf of Bohonak

**New program:** Management Information Systems Data Analytics Advanced Certificate

Passed unanimously

#### 4.9. AY 2019-2020 Senate Annual Agenda

Carried forward as unfinished business

#### 5. Academic Affairs (Ochoa) – Time certain 3:00pm

Introduced himself, career history, and research focus: How to assess children with disabilities, particularly how to differentiate Language and culture from genuine disabilities. Background with R1 and teaching universities. Create conditions where faculty can flourish

**Updates:**

51 new faculty, 37 separations, 60 faculty searches (50 new, 10 carry over) - 29 are new faculty lines

Enrollment Management Group: still finalizing

Searches: will ask for faculty on searches even though not required

PBAC Approvals needs faculty perspective: Classroom Size, Innovative Majors & Minors, and Faculty Development Fund

Meeting with each college, and department

Beginning Strategic Planning

6. Consent Calendar

6.1. Committee on Academic Resources and Planning (Conaty, Reed)

Request to remove from Consent Calendar

Move Schellenberger

Second Bertram

Discussion

Preciado requests more reports from CARP & PBAC

Move to add back in Consent Vaughn

Second to add back in Consent Preciado

6.2. Committee on Diversity, Equity and Inclusion (Rhodes)

Request to remove from Consent Calendar

Move Schellenberger

Second Bertram

Discussion

Clarification from Bober-Michel: Resolution went to President Roush, no policy language went into policy file.

Move to add back in Consent Vaughn

Second to add back in Consent Preciado

6.3. Graduate Council (Bohonak)

6.4. Undergraduate Council (Shultz)

6.5. Undergraduate Curriculum Committee (Verity)

6.6. University Relations and Development (Vargas)

6.7. Academic Senate CSU (Ornatowski)

7. Senate Executive Committee Report (Butler-Byrd)

New motions (8.2 & 8.3 referred to CBL)



- 7.1. Referral Chart
  - 7.2. Motion: Graduate Student Representation (Aaron)
  - 7.3. Motion: Alumnae Representation (Wheeler on behalf of Montoya)
- 
8. Announcements
    - 8.1. President de la Torre – **Time certain 2:20pm**  
President Welcomed the Senators and thanked them for their service. Spoke about Shared Governance, and Strategic Plan. Encouraged everyone to become involved.
    - 8.2. Search Committee for Dean, College of Arts and Letters
    - 8.3. Search Committee for Dean, Library and Information Access
    - 8.4. Town Hall: Weber legislation and legislative control of the curriculum
    - 8.5. SEC and Senate processes
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9. Committee of the Whole
    - 9.1. Combining the GE and UCC committees  
Carried forward as unfinished business
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10. Unfinished Business
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11. Adjournment  
Adjourned at 4:31 pm



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**Draft 08/05/19****Resolution of the San Diego State University Senate:****Fostering a Welcoming and Safe Campus Climate for Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, and Asexual (LGBTQIA+) Students**

Whereas: In response to a survey conducted by SDSU, many LGBTQ+ Studies alumni requested more ethnic, racial, and sexuality diversity of program faculty to represent more minority voices;<sup>1</sup>

Whereas: According to Higher Ed Today, reports of harassment and discrimination, especially for transgender students, remain a problem at a time when student learning and persistence are central issues for higher education leaders;<sup>2</sup>

Whereas: The omission of LGBTQIA+ demographics in quantitative research in higher education, including SDSU, renders these populations invisible to university leaders;<sup>3</sup>

Whereas: The National Center for Transgender Equality estimates that there are 1.4 million transadults in the US, and studies show that transgender people disproportionately face

<sup>1</sup> [https://drive.google.com/open?id=1Ylrc\\_e1SrsGbaR8qPgmgUsGdJDGb83fM](https://drive.google.com/open?id=1Ylrc_e1SrsGbaR8qPgmgUsGdJDGb83fM) Our campus is working to improve policies and procedures in order to serve students, faculty, staff, and patients who are transgender, intersex, and nonbinary. Many areas of campus, such as employment processes, housing, and recreational areas are designated by gender in a binary way (men and women).

<sup>2</sup> "Reports of harassment and discrimination, especially for transgender students, remain a problem at a time when student learning and persistence are central issues for higher education leaders. Of particular concern are student reports of harassment in classrooms and other learning contexts, of widespread cyberbullying, and of the amplification of racism and sexism through homophobic and transphobic harassment. Research on campus climate generally and LGBTQ climate specifically points to the negative consequences of hostile climates for student learning, persistence in college and mental health and wellness." <https://www.higheredtoday.org/2017/04/10/lgbtq-students-higher-education/>

According to several nation-wide surveys, 46.9% of trans-spectrum students reported feeling discriminated against compared to 15.7% non-transgender students. For queer-spectrum students, this was found to be 32.1%, in comparison with 14.0% of their heterosexual peers. <https://clementicenter.rutgers.edu/news/2018-white-paper/>

<sup>3</sup> Only 1.88% of higher education research articles surveyed included sexual identity and only .54% included gender identity demographics. <https://clementicenter.rutgers.edu/news/2018-white-paper/>

discrimination, harassment, and violence in areas of life including housing, education, employment, health care, and law enforcement;<sup>4</sup>

Whereas: Allowing a third gender option on birth certificates and state IDs can help prevent people from facing questioning and discrimination because their legal documents do not match their gender presentation;<sup>5</sup>

Whereas: The Gender Recognition Act (Senate Bill 179), signed into law on October 15, 2017, changes the process for California residents to apply to change their gender markers, and gives the option of a new gender category, nonbinary, on state-issued ID cards, birth certificates, and drivers' licenses;<sup>6</sup>

Whereas: President Adela de la Torre has stated that "As the 9th permanent president of San Diego State, I want you to know that I believe that inclusion and equality are paramount to the

<sup>4</sup> More than 80% of murdered trans people in the US are trans women of color. 30% of trans folks have experienced homelessness at some point in their lives. More than 25% of trans people have lost a job due to bias, and more than 75% have experienced some form of workplace discrimination. 78% of young people who describe themselves as transgender or gender non-conforming reported harassment while in grades K-12. - [A Matter of Life and Death: Fatal Violence Against Transgender People In America 2016](#). Whereas: "Studies show that transgender people disproportionately face discrimination, harassment, and violence in areas of life including housing, education, employment, health care, and law enforcement." - *Gender Recognition Act*

<sup>5</sup> "Some advocates say that allowing a third gender option on birth certificates and state IDs can help prevent people from facing questioning and discrimination because their legal documents do not match their gender presentation. A [2015 survey](#) by the National Center for Transgender Equality, in fact, found that nearly one third of respondents (32 percent) who showed an ID with a name or gender that did not align with their external presentation had experienced verbal harassment, denial of services and benefits, and even physical assault." - [Smithsonian](#)

<sup>6</sup> This enables many in the LGBTQIA+ community—including transgender, intersex, and nonbinary people—to have full recognition in the state of California. The law went into effect January 1, 2019 and was authored by Sens. Toni Atkins (D-San Diego) and Scott Wiener (D-San Francisco) and was sponsored by [Equality California](#) and the [Transgender Law Center](#). - [UCSD](#) It is the policy of the State of California that every person deserves full legal recognition and equal treatment under the law and to ensure that intersex, transgender, and nonbinary people have state-issued identification documents that provide full legal recognition of their accurate gender identity. Gender identification is fundamentally personal, and the state should endeavor to provide options on state-issued identification documents that recognize a person's accurate gender identification." - [Gender Recognition Act](#)

success of our students... When our students feel welcomed, safe, valued, and connected they have the capacity to grow academically and personally.”<sup>7</sup>

Therefore, be it resolved that the SDSU University Senate urges President de la Torre, the SDSU Administration and Auxiliaries, the SDSU Student Government, appropriate Senate and campus committees, and all members of the campus community to support and, where authorized and appropriate, to enact the following (in accordance with the annual review of enrollment management practices, student support, and faculty hiring and retention efforts):

1. Update campus data systems to:

- Include a nonbinary option in systems which store and use gender;
- Include pronouns on class rosters and in systems which store and use gender;
- Update name fields to default to chosen names unless there is a legal or regulatory requirement to use legal name; and
- Include nonbinary people in reports, surveys, and assessments which indicate gender

2. Educate the campus community:

- About gender variance and encourage the use of personal pronouns and chosen names, *beyond* what SafeZones@SDSU and the Pride Center already do, and
- Through improved orientation programs (i.e. faculty, new student, transfer student, and staff) that include a focus on the following:
  - Provide initial training to build awareness and educate the SDSU community while promoting the inclusion and visibility of LGBTQIA+ communities;
  - Create expectations for incoming students, faculty, and staff about cultural humility; and
  - Build community with LGBTQIA+ students, faculty, and staff

3. Require departments to specify within their forthcoming diversity plans how they will better serve LGBTQIA+ (in particular Queer and/or Trans People of Color (QTPOC) students), and add a QTPOC Provost’s Professor of Equity in Education to infuse intersectional LGBTQIA+ content into trainings to promote inclusive classroom environments (e.g. syllabi) that encourage the involvement and academic achievement of QTPOC students.

4. Prioritize recruitment, hiring, and retention in the following areas:

<sup>7</sup> President de la Torre, Rainbow Flag Raising Ceremony, July 2018.

- Tenure-track faculty members who have a demonstrated record of scholarship and service focused on transgender studies and/or Queer and/or Trans People of Color (QTPOC);
- Counselors in Counseling and Psychological Services that have experience working with Queer and/or Trans People of Color (QTPOC); including a mental health counseling presence at The Pride Center; and
- Members of a trans-wellness team at Calpulli that provides holistic, comprehensive, physical and mental health and wellness services for trans, intersex, and nonbinary students.

5. Increase funding, in general, for LGBTQIA+ programming and, in particular, for:

- The Pride Center to support student-operated programming, events, and operations,
- The Pride House Mentor Program (retention based program), and
- The SafeZones@SDSU Training Program (to support campus-wide education, support, and visibility).

**Authored by:** Allison Vaughn, Associate Professor, Department of Psychology; Anne Guanciale, Assistant Director of Equity & Inclusion, The Pride Center; Wesley Palau, Coordinator, The Pride Center

**Consultation with:**

LGBTQIA+ student leaders, faculty, and staff

Carrie Sakai, Counseling and Psychological Services

Esther Rothblum, Professor, Department of Women's Studies

Susan E. Cayleff, Professor, Department of Women's Studies on behalf of SafeZones@SDSU

J. Luke Wood, Chief Diversity Officer & AVP for Academic Affairs (Faculty Diversity & Inclusion)

Nola Butler-Byrd, Associate Professor and Director of the Community-Based Block Program

Randy Timm, AVP for Campus Life & Dean of Students

Jessica Nare, Associate Chief Diversity Officer

**Recommended for approval by:**

Senate Standing Committee on Diversity, Equity and Inclusion

Megan Welsh, Assistant Professor, School of Public Affairs

Y. Barry Chung, Dean, College of Education

Irene Lara, Associate Professor, Department of Women's Studies

Marie Draz, Assistant Professor, Department of Philosophy

Amira Jarmakani, Professor, Department of Women's Studies

Kristen Hill Maher, Associate Professor, Political Science



Mathew Kuefler, Professor, Department of History  
Jess Whatcott, Assistant Professor, Department of Women's Studies  
Shawn Flanigan, Professor, School of Public Affairs  
Rodrick A. Colvin, Interim PFA Coordinator, School of Public Affairs  
Heather L. Corliss, Professor, School of Public Health  
Doreen Mattingly, Professor and Chair, Department of Women's Studies  
Martin Doucett, Associate Director, Counseling and Psychological Services on behalf of the  
Pride Employee Resource Group (ERG)  
Douglas Thomson, Counseling and Psychological Services  
Cristina Antonucci, Counseling and Psychological Services  
Erika Hess, Counseling and Psychological Services  
Madeline Borckenhagen, Counseling and Psychological Services  
Devon Berkheiser, Counseling and Psychological Services  
Zemed Berhe, Counseling and Psychological Services  
Jerel P. Calzo, Associate Professor, School of Public Health  
Cheryl O'Brien, Assistant Professor, Department of Political Science  
Yetta Howard, Associate Professor, Department of English and Comparative Literature; Co-  
director, LGBTQ Research Consortium  
James Tarbox, Executive Director, Career Services  
Ramona L. Pérez, Professor, Department of Anthropology; Director, Center for Latin American  
Studies  
Todd Carson, Counseling and Psychological Services  
Mary Joyce Juan, Counseling and Psychological Services  
Manuel Rivera, Counseling and Psychological Services  
Kristi Abrecht, Lecturer, Department of Women's Studies  
Kevin Araujo-Lipine, Assistant Director, Student Life & Leadership for Student Organizations &  
Activities  
Adam Armolea, Assistant Director of Marketing and Communications for SDSU Alumni  
Roxana Ashtari, Academic Advisor, International Business Program  
Corey Polant, Assistant Director, Community Engagement and Development  
Takeshi Kobayashi, Academic Affairs - Resource Management  
Elzbeth Islas, Coordinator of Equity & Inclusion, Women's Resource Center  
Quincey Penn, Assistant Director, Black Resource Center  
Paige Hernandez, Coordinator, Black Resource Center  
Jessica Chang, Assistant Director of Equity & Inclusion, Center for Intercultural Relations  
Courtney Harmon, Graphic Designer, Enrollment Services  
Matthew Garcia, Student Life Advisor, Fraternity & Sorority Life  
Michelle Lopez, Assistant Dean, Division of Academic Engagement & Student Achievement

David Marx, Associate Professor, Department of Psychology

**Senate co-sponsors:**

Walter D. Penrose, Associate Professor, Department of History

Michael Juan, Counseling and Psychological Services

Kate Swanson, Professor, Department of Geography

**DRAFT****SDSU University Senate Resolution to Establish an Official SDSU Kumeyaay Land Acknowledgement**

**Whereas**, San Diego State University rests on land that has been home to the Kumeyaay people, who have been its caretakers for over 10,000 years; and

**Whereas**, the Kumeyaay people never ceded this land to the U.S. or State government through any ratified treaty; and

**Whereas**, a significant portion of the history of interaction between Kumeyaay people and non-indigenous settlers had been marred by genocidal violence, forced labor and forced removal from land; and

**Whereas**, SDSU is an institution of higher learning dedicated to evidence-based history and research; and

**Whereas**, San Diego State is a University that prides itself on community leadership and education; and

**Whereas**, as an accurate depiction of the history of the land on which SDSU resides should recognize Kumeyaay people's indigenous occupation of the land; and

**Whereas**, the university's long held connection with the mascot/moniker/spirit leader deriving from "Aztec culture" obscures the history of the actual indigenous occupants of this land; and

**Whereas**, the university's Mission-Style architecture can be a painful and daily reminder to many Indigenous students that the California Mission System sought to destroy and change Kumeyaay culture and Indigenous California culture as a whole; and

**Whereas**, informal student surveys have shown that many SDSU students incorrectly believe that the Aztecs are the indigenous inhabitants of this land or that SDSU students do not know who is indigenous to this land;<sup>1</sup> and

**Whereas**, Kumeyaay people and culture currently have a nearly invisible profile in campus life; and

**Whereas**, SDSU is committed to constructive and positive relationships with Kumeyaay peoples; and

**Whereas**, SDSU is committed to recruiting and retaining college ready Kumeyaay students; and

**Whereas**, it is in the best interests of, and is most culturally accurate for, SDSU to work with the Kumeyaay community on a land acknowledgement; and

**Whereas**, Kumeyaay historian, researcher, community leader, SDSU Alumnus, part-time lecturer in American Indian Studies, and citizen of the Campo Kumeyaay Nation, Michael Connolly Miskwish has consulted with SDSU's Office of Diversity and Inclusion to compose a culturally appropriate land acknowledgement crafted specifically for SDSU; and now therefore be it

**Resolved** that San Diego State University adopt a statement acknowledging Kumeyaay aboriginal residence and caretakership of the land on which SDSU currently resides; and

**Resolved** that the Senate adopt the Land Acknowledgement composed by Michael Connolly Miskwish, both it's long and short versions (see attached); and

**Resolved** that this Kumeyaay Land Acknowledgement be promulgated ubiquitously throughout the university in forms such as, but not limited to, oral statements and ceremonial introductions at campus events, written statements on university webpages, written statements on college, departmental, or programmatic websites, or on commemorative plaques.

**Attachment:** *Kumeyaay Land Acknowledgement* created by Mike Connolly Miskwish

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<sup>1</sup> At least 3 different SDSU professors have conducted informal surveys at the beginning of multiple semesters, asking the simple question "Who are the indigenous people on whose land SDSU sits?".

*[Full Version]*

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

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

Eyay e'Hunn My heart is good.

Michael Miskwish - Kumeyaay

*[Abbreviated Version]*

For millennia, the Kumeyaay people have been a part of this land. This land has nourished, healed, protected and embraced them for many generations in a relationship of balance and harmony. As members of the San Diego State community we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land; the land of the Kumeyaay.

Michael Miskwish - Kumeyaay

Brought to the Senate as an action item by Senator-at-Large Vadim Ponomarenko

Motion: That the Senate revise Section 4.112 of the Constitution to read:

Professor Senators shall be apportioned annually as follows: each major academic unit (as defined in the Bylaws) shall elect the number of Senators equivalent to nine percent (9%), rounded up to the nearest integer, of the tenured/tenure track full time equivalent faculty positions (FTEF) assigned to that unit. This method of apportionment shall always yield at least one Senator for each major academic unit.

Rationale:

Section 4.112 of the Constitution currently states:

Professor Senators shall be apportioned annually as follows: each major academic unit (as defined in the Bylaws) shall elect the number of Senators equivalent to eight percent (8%) of the tenured/tenure track full time equivalent faculty positions (FTEF) assigned to that unit. This method of apportionment shall always yield at least one Senator for each major academic unit.

In its meeting on February 5, 2019, the Senate approved two revisions to its Bylaws (1.0 Definitions -> 1.4 Ex-officio Members of the Senate), and two revisions to its Constitution (4.0 Membership and Electorate -> 4.12 Lecturers, 4.14 Staff). These revisions were approved by the University President, and the Constitutional changes approved by a majority vote of probationary and tenured faculty.

The effect of these revisions was to increase Senate membership by twelve members, none of whom are Professor Senators (as defined in Constitution 4.0 Membership and Electorate -> 4.11 Professors). The body of Professor Senators has consequently fallen to 61% of the Senate membership, from approximately two-thirds.

To restore the diminished Professor Senator voice in the Senate, this proposal, if fully implemented, will immediately add approximately 11 Professor Senators, raising their percentage in the Senate to 64.8%.

A second issue to be addressed is the ambiguous wording presently appearing in the Constitution (4.0 Membership and Electorate -> 4.11 Professors). The ambiguity lies in interpreting "number of Senators equivalent to eight percent", when this value is not an integer. Lacking a policy, those implementing this rule have been forced to use their judgment in how to round nonintegral numbers. The proposed language resolves this ambiguity in favor of more, rather than less, Senate representation.

To: Senate Executive Committee / Senate

From: Radhika Seshan, Dean, College of Extended Studies

Date: August 1, 2019

Re: Winter Session 2020 Expanded Pilot

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On the heels of a very successful 2019 Winter Session pilot, the College of Extended Studies (CES) is proposing an expanded 2020 program, offered completely online, beginning on December 19, 2019, and running through January 15, 2020.

This new schedule:

- Offers 15 instructional days, compared with 11 days during the 2019 pilot
- Provides students with 9 additional weekend and holiday days to access course materials
- Focuses on fully online courses, requiring fewer on-campus resources
- Allows students the ability to complete their coursework from any location, in a time that is convenient for them
- Includes time for Enrollment Services to complete end of term functions prior to the start of the Spring 2020 semester
- Facilitates achieving SDSU's GI goals for 2025 while we continue to work with the University Senate and other campus partners to find a more permanent home for Winter Session in the academic calendar

### Rationale

A total of 334 students enrolled during the 2019 Winter Session pilot, representing 30 different majors. Of those, 63% were Juniors and Seniors. Our evaluations following the end of term show 88% of students would take another Winter Session course, and 100% of faculty would teach in the program again. Additionally, our Student Services team has received over 1,000 calls and emails from students interested in Winter 2020.

These results, combined with the fact that all but 4 CSU campuses offer on-going Winter or Intersession programs, including CSU Northridge, Sonoma State, and our nearest neighbor, CSU San Marcos, demonstrate a clear potential for this program to strongly impact student success.

By collaborating with Colleges and Departments to target specific courses, such as high demand general education and upper division Explorations courses, those needed to achieve upper division status, and bottleneck courses, this impact will be even more significant as we expand to meet the needs of our students.

## Proposed Winter Session 2020 Calendar

September 20, 2019	Proposals due to CES
October 1, 2019	Registration begins
December 17, 2019	Last day for student registration
December 19, 2019	Courses begin
December 20, 2019	Last day to drop
January 15, 2020	Last day of courses
January 16, 2020	Grades due
January 17, 2020	End of Term

## Implementation plan

### **Phase 1 – Solicit course proposals (August – September)**

- Consult with colleges and departments to identify appropriate potential courses to be offered, specifically:
  - Bottle-neck courses
  - Lower division general education courses
  - Courses required for the major and/or to achieve upper division status
  - Upper division general education and Explorations courses
- Proposals due to CES by September 20

### **Phase 2 – Validation (September)**

- Ensure that all courses proposed have been approved by both the Department Chair and Dean
- Courses have already been converted to online delivery, taught by instructors who have completed the Course Development Institute (CDI) program offered through ITS.
- Course prerequisites are minimal, and if required, can be verified by the department or instructor
- Approved instructors are not in danger of overload
- All courses are submitted for approval by Academic Affairs

### **Phase 3 – Instructional Design (September – December)**

- In collaboration with the CES Instructional Design Team, instructors will be provided with resources to aid in adjusting their course load to a 3-week session format, to ensure workload, learning objectives, and academic rigor are consistent with 6, 12, and 16-week offerings

### **Phase 4 – Registration (October – December)**

- Approved courses open for student registration October 1 – December 17

### **Phase 5 – Winter Session term**



- Thursday, December 19, 2019 – Wednesday, January 15, 2020

**Phase 6 – Assessment**

- Student and instructor evaluations sent out
- Student focus group (early February)
- Final report, including enrollment analysis, evaluation results, and recommendations submitted to campus partners

Date: May 30, 2019

To: SEC/Senate

From: Debra Bertram, Chair, Staff Affairs Committee

Subj: Action item: Revisions to Staff Awards Section of the Policy File

## **Awards**

### **1.0 Staff Excellence Awards**

1.1 Five merit awards (Community Service, Service to the University, Staff-to-Staff Mentoring, Innovation and Team Effort) are available to recognize formally those San Diego State University staff members who have made significant contributions in each of the respective areas based on criteria posted on the Staff Affairs Committee website.

1.2 Two non-staff awards (Auxiliary Support and Manager of the Year) are available to recognize formally one employee from auxiliaries of San Diego State University (San Diego State University Research Foundation, Associates Students, Aztec Shops) and one Management Personnel Plan (MPP) employee of San Diego State University who have made significant contributions to the university.

### **2.0 Procedure and Criteria for Nomination**

2.1 To be eligible, nominees must be permanent full-time staff employees of San Diego State University (San Diego and/or SDSU Imperial Valley) in good standing with the University, and be employed with the University at the time of the award, as verified through Human Resources. Members of the Staff Honors and Awards committee are ineligible to receive an award during any year they serve on the committee.

2.2 To be eligible, nominees in the Auxiliary Support category must be a full-time employee of a recognized San Diego State University auxiliary (San Diego and/or SDSU Imperial Valley) in good standing with the auxiliary and be employed with the auxiliary at the time of the award, as verified through the auxiliary's human resources department.

2.3 The Staff Honors and Awards Committee shall issue a campus wide call for nominations, utilizing a wide variety of methods, in order to collect nominations in each category. Nominations may be received from staff, students, faculty members, administrators, alumni, and other members of the community.

Nominees will be considered for an award only in the category in which they are nominated, however an individual may be nominated in more than one category. Separate nominations are required for each category

- 2.4 Each nomination shall include: (a) Nominator's contact information (name, department, telephone, email, primary role) (b) Name and contact information of nominee (c) Award nomination category (d) Description of work or event that is deserving of award (e) Actions that set the nominee apart from other candidates, and (f) Unique qualities that make the nominee worthy of award.
- 2.5 The Staff Honors and Awards Committee shall review all nominations, determine eligibility and select those nominations which best fit the criteria for each category. The committee will then forward **all vetted nominations in each category and highlight** up to three unranked nominations in each category to the President, who shall select the recipients. The president will determine how many awards, if any, will be given in each category.
- 2.6 **Members of the Staff Honors and Awards committee are ineligible to receive an award during any year they serve on the committee. Student employees and faculty members (bargaining unit 3 tenure/tenure track and lecturers\*) are also ineligible to receive an award.**

**\* Staff members who serve as part-time lecturers are eligible for merit awards, provided they are nominated in their role as a staff member.**

#### Rationale:

The Auxiliary Support and Manager of the Year awards were not added to the policy file when they were created. This change rectifies that. The Staff Honors and Awards Committee regularly spends an inordinate amount of time fielding questions and arguments from nominators as to who is eligible to receive these awards. This addition would clarify the process and solidify eligibility. Sending all valid nominations to the President highlights the accomplishments of staff to the administration.

TO: SEC/Senate

FROM: Allison Vaughn, Chair, Committee on Committees and Elections

DATE: August 26, 2019

RE: Action Items

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

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### **NEW COMMITTEE CHAIRS**

#### Constitution and Bylaws

Chair: Tod Reeder

#### Diversity, Equity, and Inclusion

Chair: Gloria Rhodes

#### Faculty Advancement

Chair: Paula Peter

### **EXISTING COMMITTEE CHAIRS**

#### Academic Policy and Planning

Chair: DJ Hopkins

#### Academic Resources and Planning

Chair: Mark Reed

Chair: (no current chair)

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

Environment and Safety

Chair: Sridhar Seshagiri

Extended Studies Advisory Council

Chair: David Ely

Faculty Honors and Awards

Chair: Matt Anderson

Fee Advisory Committee (Campus)

Chair: David Ely

Freedom of Expression

Chair: Mark Freeman

GE Curriculum and Assessment

Chair: (no current chair)

Graduate Council

Chair: Stephen Welter

Honorary Degrees

Chair: Provost

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

Chair: Keven Jeffrey

Undergraduate Council

Chair: Norah Shultz

Undergraduate Curriculum

Chair: Larry Verity

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**COMMITTEES WITH NO ROSTER INFORMATION**

International Programs

Scholarships Committee

Student Affairs

Student Health Advisory Board

Teacher Education Advisory Council

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**FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS & NEED**

\*reappointments or new appointments

***Academic Policy and Planning***

\*D.J. Hopkins (PSFA) term renewed May 2022

NEED 2 students AS

***Academic Resources and Planning***

\*John Anderson (FOW/BUS) term renewed May 2022

\*Bann Attiq (Staff) new term May 2022

\*Sherry Ryan (PSFA) new term May 2022

NEED 2 students

### ***Bookstore Advisory***

\*Larry Verity (HHS) term renewed May 2022

\*Marcie Bober-Michel (PSFA) new term May 2022

\*Christy Dykstra (ENG) new term May 2022

\*Michael Juan (Senator) new term May 2022

NEED 1 student

### ***Campus Development***

\*Carlos Sanchez (Staff) new term May 2022

NEED 1 faculty

NEED 2 students (1 AS President or designee)

### ***Committee on Committees***

\*Linda Abarbanell (IVC) term renewed May 2020

\*Michael Gates (HHS) term renewed May 2020

\*Stefano Gubellini (FOW) term renewed May 2020

\*Bonnie Kraemer (EDU) term renewed May 2020

\*David Marx (SCI) term renewed May 2020

\*Vinod Sasidharan (PSFA) term renewed May 2020

\*Satish Sharma (ENG) term renewed May 2020

\*Alfredo Urzúa Beltran (A&L) term renewed May 2020

\*Allison Vaughn (SCI) term renewed May 2020

\*Wil Weston (LIB) term renewed May 2020

\*Rachael Record (PSFA) new term May 2020

\*Betty Samraj (A&L) new term May 2020

### ***Constitution and Bylaws***

NEED 1 student



(Pending)

***Disability Access and Compliance***

\*Charles Degeneffe (Faculty) term renewed May 2022

\*Jon Rizzo (Staff) term renewed May 2022

NEED 2 students (1 undergrad and 1 grad)

***Diversity, Equity, and Inclusion***

\*Kelsey Bajet (Student) term renewed May 2020

\*Jose Preciado (Staff) new term May 2022

NEED 1 FOW/BUS faculty

NEED 1 ENG faculty

NEED 1 Senate chair (or designee)

NEED 1 student (from AS)

***Environment and Safety***

\*Todd Reh fuss (Staff) term renewed May 2022

\*Jerome Orosz (Faculty) new term May 2022

NEED 2 students

***Extended Studies Advisory Council***

\*David Ely (FOW/BUS) term renewed May 2022

\*Suzanna Fuentes (IVC) term renewed May 2020

\*Terry Linman (CES staff) term renewed May 2022

\*Tim Tully (LIA) term renewed May 2022

NEED 1 EDU faculty

NEED 1 AA rep

NEED 1 UCC rep

***Faculty Affairs***

\*Paula Peter (Faculty) term renewed May 2022

\*Nellie Tran (Faculty) term renewed May 2022

\*Allen Gontz (Faculty) new term May 2020

***Faculty Honors and Awards***

NEED 1 student

NEED 1 former recipient of alumni award

NEED 1 alumnus

***Fee Advisory Committee (Campus)***

\*Mark Bruno (Staff) new term May 2022

NEED 6 students (AS President or designee + 5 others)

***Freedom of Expression***

\*Steve Barbone (Faculty) term renewed May 2022

\*Suzanne Finch (Staff) term renewed May 2022

\*Madhavi McCall (Faculty) term renewed May 2022

\*Mark Freeman (Faculty) term renewed May 2022

\*Mark Wheeler (Faculty) term renewed May 2022

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

***GE Curriculum and Assessment***

\*Larry Verity (HHS) term renewed May 2022

\*Heather Canary (PSFA) new term May 2022

\*Rebecca Nowicki (LIA) new term May 2022

NEED 1 FOW/BUS faculty

NEED 1 IVC faculty

NEED 2 (undergrad) students

***Graduate Council***

\*Charles Degeneffe (EDU) term renewed May 2022

\*Greg Harris (SCI) term renewed May 2022

\*Khaled Morsi (ENG) term renewed May 2022

\*Jennifer Thomas (SCI) term renewed May 2022

\*Lisa Lamb (EDU) new term May 2022

***Honorary Degrees (roster full)***

***Instructional and Information Technology***

\*Lisa Heizer (Staff) term renewed May 2022

\*Kate Holvoet (LIA) new term May 2022

NEED 1 PSFA faculty

NEED 1 student

***Intercollegiate Athletic Council***

\*Carol Landry (Staff) new term May 2022

NEED 2 students: 1 from Student Athlete Advisory Council and 1 AS President appointee

***Liberal Studies***

\*Alexa Lawrence (Lib St. student) new term May 2020

***Library and Information Access***

\*Katie Romabiles (NPL Staff) new term May 2022

NEED 1 EDU faculty

NEED 1 PSFA faculty

NEED 2 students

***SDSU Press Editorial Board***

(pending)

***Staff Affairs***

\*Debra Bertram (Staff) term renewed May 2022

\*Cyndi Chie (Staff) term renewed May 2022

\*Suzanne Finch (Staff) term renewed May 2022

\*Lisa Heizer (Staff) term renewed May 2022

\*Todd Rehfuss (Staff) term renewed May 2022

\*Ed Legaspi (Staff) new term May 2022

\*Clarissa Terna (Staff) new term May 2022

NEED 2 faculty (1 must be a Senator)

NEED 1 student

### ***Student Grievance***

\*Brian Hentschel (Faculty, full-time) new term May 2022

\*Bailie Whittaker (Staff) new term May 2022

NEED 1 full-time administrator

NEED 8 students

### ***Student Learning Outcomes***

\*Lisa Lamont (LIA) completing term (for Pamela Jackson) May 2020

NEED 1 A&L faculty

NEED 1 BUS faculty

NEED 2 students

### ***Student Media Advisory***

NEED 2 faculty (1 JMS and 1 open)

NEED 1 AS President or designee

NEED 1 AS VP of Finance or designee

NEED 1 University president designee

NEED 4 students (AS appointed)

### ***Sustainability***

\*Tyler Rogers (Staff) new term May 2022

NEED 2 students

### ***Undergraduate Council***

\*Zoe Jarocki (LIA) term renewed May 2022

\*Virginia Loh-Hagan (EDU) new term

NEED 1 A&L faculty

NEED 2 (undergraduate) students

***Undergraduate Curriculum***

\*Cathie Atkins (SCI) term renewed May 2022

\*Scott Lipscomb (PSFA) new term May 2022

NEED 1 A&L faculty

NEED 1 FOW/BUS faculty

NEED 1 EDU faculty

NEED 2 students

***University Research Council***

NEED 1 EDU faculty

NEED 1 ENG faculty

NEED 1 PSFA faculty

\*reappointments or new appointments

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

A&L

Angelo Corlett

Kate Swanson

EDU

Regina Brandon

Marva Capello

HHS

Philip Greiner

SCI

Byron Purse (sabbatical F 19)

Coaches

Carin Crawford

Lecturers

Kathleen Czech (PSFA)

David Fobes (PSFA)

Narelle Mackenzie (FOW/BUS)

Corinne McDaniels-Davidson (HHS)

Ian Ruston (A&L)

Karey Sabol (A&L)

Robert Showghi (FOW/BUS)

TO: Senate Executive Committee / Senate

FROM: Gregory Wilson, Member  
General Education Curriculum and Assessment Committee

DATE: August 13, 2019

RE: GENERAL EDUCATION PROGRAM

### **Action**

## **II. FOUNDATIONS OF LEARNING**

### **C. Arts and Humanities**

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

*New course*

**ART 133. Modern Making (3) [GE]**

Contemporary object design and production. Introduction to techniques, processes, and technologies used in craft, design, and creative industries.

*New course*

**HIST 135. Film as the Past (3) [GE]**

Critical analysis of films about history as an art form. Accuracy, aesthetics, authenticity, authorial intentions, collective memory, controversial and uncomfortable topics, empathy, national myths, point of view, popular and critical reception, and revisionism in films about history.

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

*New course*

**EUROP 160. European Reflections on Science and Technology (3) [GE]**

European authors at the intersection of arts, science, and technology. Major innovations and debates across time and place.

## **III. LIFELONG LEARNING AND SELF-DEVELOPMENT**

*New course*

**HIST 114. Sports in American History (3) [GE]**

United States history through the lens of sports over time. Multiple relationships between historical sports and cultural, economic, physical, political, psychological, and social factors.

## **IV. EXPLORATIONS OF HUMAN EXPERIENCE**

**A. Natural Sciences**

*New course*

BIOL 317. World of Dinosaurs (3) [GE]

Prerequisite: Upper division standing.

Current theories and controversies surrounding the evolution and extinction of dinosaurs for non-science majors. Not applicable to biological sciences majors.

**B. Social and Behavioral Sciences**

*New course*

\*SPAN 462. Language Variation in the Spanish-Speaking World (3) [GE]

Prerequisite: Spanish 350.

Sociolinguistic and pragmatic variation across the Spanish-speaking world. Interactions between identity, language, and society.

**C. Humanities**

*New course*

ART 380. Architecture That Changed Our World (3) [GE]

Visual culture in contemporary art and design through architecture in historical survey.

*New course*

\*SPAN 461. Spanish in the United States (3) [GE]

Prerequisites: Spanish 301 and 302, or Spanish 381 or 382.

Language-related phenomena in Spanish-speaking groups and communities across the U.S. to include dialects, language maintenance, and language use in various sociocultural domains.

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**\*Cultural diversity course**



To: Senate Executive Committee/Senate  
 From: Graduate Council  
 Date: May 9, 2019  
 Re: 2020-2021 *General Catalog* and *Graduate Bulletin*

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**ACTION (3A-05-19)**

MANAGEMENT INFORMATION SYSTEMS

1. New program.

Management Information Systems  
**Data Analytics Advanced Certificate**  
**(SIMS Code: XXXXXX)**

The advanced certificate is intended for students who wish to gain in-depth, hands-on knowledge in data analysis, interpretation, and management. This program is designed to develop the knowledge and skills necessary to inform organizational decision making through analyzing data, including unstructured data, using a variety of programming and statistical analysis tools. The goal of the program is to help prepare current or aspiring business analysts to succeed in areas such as government agencies, graduate degree programs, military, or private industry.

A bachelor's degree from an accredited institution is a prerequisite for admission to this advanced certificate program.

**Certificate Course Requirements (12 units)**

MIS 749 Business Analytics...3 B A  
 623 Statistical Analysis...3

Electives: Six units selected from the following courses:

MIS 620 Electronic Business and Big Data Infrastructures...3  
 MIS 691 Decision Support Systems...3  
 MIS 748 Seminar in Applied Multivariate Analytics...3

Students must complete the 12 units of certificate coursework with a minimum grade point average of 3.0 with no grade lower than a C. Courses in the certificate program may be applied to the Master of Science in Information Systems or Master of Science in Business Administration degrees. Students may enroll in the advanced certificate program and a master's degree program in the Fowler College of Business concurrently.

To SEC, Senate and Mark Wheeler,

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

Date August 20th, 2019

Re Information items from recent ARP meetings (4/30/19 & 5/14/19)

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### **4/30/19 Meeting**

Two students (Shane and Eileen) attended the meeting to voice concern about support for identity center student workers. The students presented demands on behalf of other student workers which included higher salaries and more hours for student workers; a food pantry at each identity center; and help with transportation and campus parking. The students were thanked for their participation and directed to speak with AVP Luke Wood about specific budget items for these demands. Reed also encouraged the students to meet co-chair Conaty and himself to discuss the PBAC process and how student concerns can be reflected in this process.

The presentation of 2019/2020 PBAC Requests continued.

- URAD representatives presented three PBAC proposals for 1x funding totaling \$125,780 (Evertrue and LinkedIn premium business accounts [\$44,780]; Alumni engagement request [\$55,500]; Alan Alda Center for Communicating Science—two-day workshop [\$26,000]).
- BFA presented 6 base budget requests totaling \$1,006,220 (Project delivery team [\$750k]; FS Management Staffing—Assoc. Director Administration [\$37,500]; FS Management Staffing—Accounting Tech II [\$60,000]; FS Management Staffing—Accounting Tech II [\$58,000]; FS Management Staffing—Asst. Landscape Manager [\$90,000]; FS Management Staffing—Equipment/Expenses [\$10,220]).
- AA requested a slightly more than 4M in base requests (New T/TT positions [\$2.99M]; Academic advisors: Move from 1x to base [\$345,708]; Administrative analyst for AA resource management [\$105,000]; Black student retention needs : meeting grad 2025 goals [\$70,000]; Staff for Office of Global Initiatives [\$237,000]; Tribal Liaisons [\$150,000]; Pool of resources to be distributed competitively for new staff positions [\$700]).
- There were 21 AA 1x requests totaling 10.4M (Staff for Office of Faculty Diversity and Inclusion [\$720k]; Universal Design [\$5k]; Fund to Support Start-Up Costs for New T/TT Faculty [\$3M]; FERP Funding: Move from base to 1-time [\$1,040,000]; Class-size Reduction – Student Success Initiative [\$1M]; Incentive for Revenue-Generating Enrollment Growth [\$300k]; Faculty Leadership Professional Development Funds [\$100k]; Library High-End Computing Lab [\$250k]; Student Services Hub in Love Library [\$1M]; Partner Hires [\$1M]; Support for the Center of Teaching and Learning [\$140]; SDSU-IV 4-Year Campus Campaign [\$140]; Data Champions/Data Fellows

[\$120k]; Innovative Student Success Initiatives [\$250k]; Library Acquisitions [\$250]; Innovative Majors, Minors, & Other Programs [\$250]; Strategic Evidence-Based Continuous Improvement Framework to support Equity-Driven High Achievement for our Students and WASC Regional Accreditation [\$96k]; Center for Service Learning and Community Engagement [\$60k]; Support for Explore SDSU and Recruiting Expenses [\$66k]; Establishment of new cultural and identity centers [\$530k]; Peer Mentor Training Academy: Building community, Leveraging Strengths, Serving Students [\$105k]).

- GRA requested 500k in base funding for: Funding to Support Master's Student Research/Creative Activities [\$250k], Student Research Symposium (SRS) [\$50k], and Bridge Funding for Faculty [\$200k]. There were also six requests for 2.25M in 1x funding (Funding to Support Master's Student Research/Creative Activities [\$250k], Matching Funds for Grant Submissions [\$600k], Assigned Time for Grant Development Support [\$250], Shared Equipment and Shared Facilities [\$250k], Summer Undergraduate Research Program [\$200k], Assigned time for Research and Creative Activities [\$700k]).

### **5/14/19 Meeting**

#### **Discussion:**

Student concerns and interest in the budget process. Reed and Conaty reported on a meeting they held with student identity center workers on Friday, May 10th.

#### **Committee chair:**

Discussion was held on the topic of a chair/co-chair model. A decision was made to identify and vote on committee leadership at the beginning of 2019-20 AY.

#### **PBAC requests:**

The committee discussed the joint budget meeting held with PBAC and BRAT on May 7 and provided a compilation of the base and 1x votes taken at the meeting. The committee also discussed how to best have AR&P engage in the budgeting process. Their sentiment is that the AR&P committee should be providing input to the President and PBAC as a committee voice, separate from BRAT and the PBAC committee groups.

The group also discussed process recommendations to improve the PBAC process. Ideas included:

- Clearly outline the general principles that will guide spending priorities over a given period of time.
- Allocating a prorated amount of new funds to vice presidents to reduce the number of overall requests.
- Setting a minimum budget for any PBAC request.
- That some annual amount of new funding be prioritized under thematic areas that could help alleviate divisional separations or rivalry. The discretionary allocations would require accountability.

- Change the process to move away from divisional “pitches” of their requests, to a more iterative approach that includes overall identification of themes or common areas of need
- Determine creative ways to fund priorities such as shifting some traditional “base” areas to “one time” or vice versa

The co-chairs volunteered to develop a memo to be addressed to President de la Torre regarding suggestions for improving the process used in allocation of new funds (see attached). The recommendations were circulated for comments and review by committee members.

August 7, 2019

To: Adela de la Torre, President  
Brittany Santos-Derieg, Chief of Staff

From: SDSU Senate, Academic Resources and Planning Committee (AR&P)  
Donna Conaty and Mark B. Reed, Co-Chairs

RE: AR&P PBAC process recommendations

On behalf of the 2018-2019 Academic Resources and Planning Committee, we would like to put forth several recommendations related to the PBAC process gleaned from this year's funding cycle. Here are recommendations discussed by the committee.

1. Timeline: the budget process as it pertains to new funding should start no later than Labor Day each year followed soon by the announcement of the deadlines for proposals coming from within each division.
2. As a result of the budget group's (e.g., AR&P, BRAT, and PBAC) dialogue during the past AY, clearly outline the general principles that will guide spending priorities. Spending timelines should be identified (e.g. number of years, one-time monies that will become base, etc.) within proposals. The committee has found it difficult to discern priorities when many, if not all, PBAC requests are important. Thus, having a sense of what priorities should be funded in any given year could help the decision-making process.
3. Given the number of requests this year, the committee recommends allocating a prorated amount of new one-time funds to the Vice Presidents to reduce the number of requests; particularly those at smaller amounts. This would help to reduce the number of requests and allow the campus budget committees to spend more time reviewing larger requests that may have a larger impact on campus.
4. The committee is concerned there are too many lower budget PBAC requests that could be funded within the requesting division. Thus, AR&P recommends establishing a minimum budget request amount for PBAC requests.
5. In addition to the general principles guiding funding priorities, some amount of PBAC funding is prioritized under thematic areas (research development, faculty development, student achievement, etc.). This could help to alleviate divisional separations or rivalry. The discretionary allocations would require accountability in the form of an annual report detailing the ROI of the funds allocated.
6. The process should move away from divisional "pitches" of their requests to a more iterative approach that includes overall identification of themes or common areas of need.
7. Explore and determine creative ways to fund priorities such as shifting some traditional "base" areas to "one time" or vice versa,
8. Lengthen the PBAC process to ensure appropriate time for all budget committees to discuss and deliberate funding requests.
9. AR&P should submit a list of recommended base and one-time requests to fund along with a rationale of the ranking of requests as part of informing the process. The committee has found itself with very limited time to consider and weigh the proposals submitted, and as a result, too often

found itself “rubber-stamping” items brought forward.

10. All reserve funds within a division should be known by the members of AR&P, BRAT, and PBAC before the PBAC process commences.

Cc: Mark Wheeler, SDSU Senate Chair

To: SDSU Senate Executive Committee / Senate

From: Gloria Rhodes, Chair, Diversity Equity and Inclusion Committee

Date: August 20, 2019

Re: Information Items

- I. **Information Item:** Diversity Plan Requirements
- II. **Information Item:** 2019 SDSU University Senate Town Hall: Ethnic Studies, Tuesday, September 17, 2019 11am- 1pm Location: Conrad Prebys Aztec Student Union Templo Mayor

To: Senate Executive Committee/Senate  
From: Graduate Council  
Date: May 9, 2019  
Re: 2020-2021 *Graduate Bulletin*

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**INFORMATION (31-05-19)**

BIOINFORMATICS AND MEDICAL INFORMATICS

1. New course.

Bioinformatics and Medical Informatics  
*PROGRAMMING PROBLEMS BIOMI (C-2)*

BIOMI 608. Programming Problems in Bioinformatics (3)  
(Same course as Computer Science 608)

Prerequisites: Computer Science 310 with a grade of C (2.0) or better.  
Coding bioinformatics algorithms for biological data analysis.

BIOLOGY

1. Change to course statement and number.

Biology

BIOL 605. Univariate Statistical Methods in Biology (3)

Two lectures and three hours of laboratory.

Prerequisite: Biology 352 or 354 or 366.

Application of univariate statistical techniques in biological sciences. (Formerly numbered Biology 597A.)

Change(s): Number updated from 597A to 605. *Formerly numbered Biology 597A* added to course statement field.

COMPUTER SCIENCE

1. New course.

Computer Science

*PROGRAMMING PROBLEMS BIOMI (C-2)*

CS 608. Programming Problems in Bioinformatics (3)

(Same course as Bioinformatics and Medical Informatics 608)

Prerequisites: Computer Science 310 with a grade of C (2.0) or better.

Coding bioinformatics algorithms for biological data analysis.



## EDUCATION

1. New course.

Education

*VISUAL-BASED RESEARCH MTH (C-2)*

ED 854. Visual-Based Research Methods (3)

Prerequisites: Education 851.

Theoretical groundings for visual-based research methods. Design and conduct of qualitative research to include an array of visual-based data generation tools.

## HISTORY

1. New course.

History

*SEMINAR IN PUBLIC HISTORY (C-5)*

HIST 610. Seminar in Public History (3)

Prerequisite: Graduate standing in history or related field.

Methodology, practice, and theory of the field of public history, with a community service learning component working in public history venues throughout the San Diego region.

## JOURNALISM AND MEDIA STUDIES

1. New course.

Journalism and Media Studies

*SEM: QUAL MEDIA RESEARCH (C-5)*

JMS 619. Seminar: Qualitative Methods in Mass Media Research (3)

Prerequisite: Credit or concurrent registration in Journalism and Media Studies 600B.

Analysis and critique of qualitative research methods in media contexts. Design and apply qualitative methods to original research.

## MATHEMATICS

1. Change to title.

Mathematics

*ADV TOPICS IN ALGEBRA*

MATH 621. Advanced Topics in Algebra (3)

Prerequisite: Mathematics 620 with a grade of C (2.0) or better.

Topics in advanced algebra. Typical courses to include algebra-geometry dictionary, commutative algebra, groups, fields, and Galois theory. May be repeated with new content. See Class Schedule for specific content. Maximum credit six units.

Change(s): Title updated from *Topics in Advanced Algebra* to what is presented above.

2. Deactivation of course.

Mathematics

MATH 627A. Modern Algebra I (3)

Prerequisite: Mathematics 520 with a grade of C (2.0) or better.

Group theory, including isomorphism theorems, permutation groups, and simplicity of  $A_n$ , finite abelian groups, and Sylow theorems. Rings, ideals, principal ideal domains, and unique factorization.

3. Deactivation of course.

Mathematics

MATH 627B. Modern Algebra II (3)

Prerequisite: Mathematics 627A with a grade of C (2.0) or better.

Modules and the Wedderburn-Artin theorem, field extensions, splitting fields, Galois theory, finite fields, the fundamental theorem of algebra.

4. Deactivation of course.

Mathematics

MATH 630B. Functions of a Real Variable (3-3)

Prerequisites: Mathematics 524 and 530 with a grade of C (2.0) or better in each course. Mathematics 630 is prerequisite to Mathematics 630B.

Lebesgue measure and integration, metric spaces, Banach spaces, Hilbert spaces, spectral theory.

5. Deactivation of courses.

Mathematics

MATH 631A-631B. Functions of a Complex Variable (3-3)

Prerequisites: Mathematics 530 and 532. Mathematics 631A is prerequisite to 631B.

Theory of analytic functions. Elementary functions and power series, Cauchy's theorem and its consequences. Entire functions, conformal mappings, Riemann mapping theorem. Harmonic functions.

6. Change to prerequisites.

Mathematics

MATH 693A. Advanced Numerical Methods: Computational Optimization (3)

Prerequisites: Mathematics 340 and 524 with a grade of C (2.0) or better in each course.

Numerical optimization: Newton, Truncated-Newton, and Quasi-Newton methods for unconstrained optimization; with applications to nonlinear least squares, orthogonal distance regression, and nonlinear equations.

Change(s): Updated the MATH 541 prerequisite to 340.

7. Change to prerequisites.

Mathematics

MATH 693B. Advanced Numerical Methods: Computational Partial Differential Equations (3)

Prerequisites: Mathematics 340 and 531 with a grade of C (2.0) or better in each course.

Methods for hyperbolic, parabolic, and elliptic partial differential equations: consistency, stability, convergence.

Change(s): Updated the MATH 541 prerequisite to 340.

8. Change in program.

Mathematics

**Specific Requirements for the Master of Science Degree in Applied Mathematics  
(Major Code: 17031) (SIMS Code: 776314)**

Paragraph 1 (*no change*)

**1. Undergraduate Preparation for Admission.** Before entering the program, students must complete the following upper division courses: two courses in analysis (to include Mathematics 330), two courses in differential equations (Mathematics 337 and either 531 or 537), one course in programming or numerical analysis (Mathematics 340), one course in linear algebra (Mathematics 524), and one course in statistics (Statistics 350A or 551A). Students with inadequate undergraduate preparation may be accepted conditionally but will be required to complete courses for removal of the deficiency in the first year of study.

**2 Program of study** (*no change*)

Change(s): MATH 541 removed as admissions requirement option.

MANAGEMENT INFORMATION SYSTEMS

1. Change to title.

Management Information Systems

*ENTERPRISE DATABASE MGT*

MIS 686. Enterprise Database Management (3)

Prerequisite: Classified graduate standing.

Database management technologies to host, secure, and manipulate enterprise data, information, and knowledge assets to create business value. Modeling tools for analyzing and specifying data requirements.

Change(s): Title updated from *Enterprise Data Management* to what is presented above.

2. Change to description and title.

Management Information Systems  
*SEMINAR IN LEAN SIX SIGMA*

MIS 744. Seminar in Lean Six Sigma (3)

Prerequisite: Business Administration 628.

Lean principles and Six Sigma methodology for managing agility and quality in operations and projects. Lean tools, managerial frameworks, process improvement, statistical methods.

Change(s): Description updated from *Applications of lean principles, Six Sigma methodology, and Baldrige processes for business quality, agility, improvement. Advanced concepts, methods, lean tools, statistical quality tools for process improvement* to what is presented above. Title updated from *Seminar in Lean Six Sigma and Baldrige Quality Management* to what is presented above.

3. Change to description.

Management Information Systems

MIS 748. Seminar in Applied Multivariate Analytics (3)

Prerequisite: Business Administration 623.

Forecasting methods in business, finance, and marketing to include ARMA models and multivariate time series models. Data visualization; model diagnostics, identification, and selection.

Change(s): Description updated from *Applications of various statistical techniques and design of experiments for business. Advanced ANOVA and Taguchi designs, multiple regression modeling methodologies, and multivariate techniques, such as factor analysis, judgment analysis, multiple discriminant analysis, multivariate analysis of variance, and canonical correlation* to what is presented above.

## SPANISH

1. Change in program.

Spanish  
**Specific Requirements for the Master of Arts Degree  
(Major Code: 11051) (SIMS Code: 117101)**

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 <sup>5</sup>

student must complete an approved graduate program of at least 30 units to include Spanish 601, 602, 661, 770; six units selected from Spanish 603, 604, 606 and 12 units of electives selected in consultation with the graduate adviser.

Remainder of description (*no change*)

Change(s): Program requirements updated from *Spanish 601, 602 604, 606, 661, 770 and 12 units of electives selected in consultation with the graduate adviser* to what is presented above.

## STATISTICS

1. Change to prerequisites.

Statistics

STAT 700. Data Analysis Methods (3)

Prerequisites: Statistics 610 and 670B with a grade of B (3.0) or better in each course.

Computationally intensive data analysis techniques including random and mixed effects models, repeated measures and longitudinal data analysis, generalized linear models, nonlinear models, and multilevel models.

Change(s): Prerequisites updated from *Statistics 610 and 551B or 670B* to what is presented above.

To: Senate Executive Committee/Senate  
 From: Graduate Council  
 Date: May 9, 2019  
 Re: 2020-2021 *General Catalog* and *Graduate Bulletin*

**INFORMATION (31-05-19.500)**

ACCOUNTANCY

1. Change to prerequisites.

Accountancy

ACCTG 522. International Financial Reporting (3)

Prerequisites: Accountancy 334 and satisfaction of Graduation Writing Assessment Requirement. **Proof of completion of prerequisites required:** Copy of transcript.

Accounting convergence, IASB-FASB joint projects. US and international financial reporting issues and standards.

Change(s): Prerequisites updated from *Accountancy 390W; minimum grade of C in Accountancy 334 (or Accountancy 620 and 625)*. *Proof of completion of prerequisites required: Copy of transcript* to what is presented above.

BIOLOGY

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

Biology

(C-1 two units; C-16 one unit)

BIOL 517. Marine Ecology (3)

Two lectures and three hours of laboratory.

Prerequisite: Biology 354.

Ecological concepts as applied to pelagic and benthic marine organisms and their environment. Field and laboratory experience in oceanographic techniques, particularly the coastal environment.

Change(s): Course hours description field updated from *two lectures and six hours of laboratory* to what is presented above. Grading methods updated from *+LETTER (C/N OK)* to *+LETTER*. Staffing formula updated from *C-4 two units; C-16 two units* to what is presented above. Units updated from four to three.

2. Change to course hours description, staffing formula, and units.

Biology

*(C-4 two units; C-16 one unit)*

BIOL 523. Herpetology (3)

Two lectures and three hours of laboratory.

Prerequisites: Biology 203, 203L, 204, 204L. Recommended: Biology 352.

Evolution, systematics, distribution, and ecology of amphibians and reptiles of the world.

Change(s): Course hours description field updated from *two lectures and six hours of laboratory* to what is presented above. Staffing formula updated from *C-4 two units; C-16 two units* to what is presented above. Units updated from four to three.

3. Change to course hours description, staffing formula, and units.

Biology

*(C-4 two units; C-16 one unit)*

BIOL 525. Mammalogy (3)

Two lectures and three hours of laboratory.

Prerequisites: Biology 203, 203L, 204, 204L. Strongly recommended: Completion of three to six upper division units in the major.

Evolution, systematics, distribution and ecology of mammals of the world.

Change(s): Course hours description field updated from *two lectures and six hours of laboratory* to what is presented above. Staffing formula updated from *C-4 two units; C-16 two units* to what is presented above. Units updated from four to three.

## JOURNALISM AND MEDIA STUDIES

1. Change to prerequisites.

Journalism and Media Studies

JMS 550. Multimedia News Laboratory (3)

One lecture and four hours of activity.

Prerequisites: Journalism and Media Studies 420, 430, 494 with a grade of C (2.0) or better in each course. **Proof of completion of prerequisites required:** Copy of transcript.

Capstone course using skills and knowledge acquired in critical thinking, writing, reporting, editing, production, and design courses. Preparation of multimedia news content. Field and laboratory experience. Completion of course with grade of C (2.0) or better is required for majors.

Change(s): Added JMS 494 to prerequisites.

2. Change to prerequisites.

Journalism and Media Studies

JMS 585. Professional Practices in Public Relations (3)



Prerequisites: Journalism and Media Studies 481, 494, 581 with a grade of C (2.0) or better in each course.

Cases in public relations management. Theory and practice of issues management. Integration of public relations function in strategic management of corporate, governmental, nonprofit, social, and cultural organizations. Completion of course with grade of C (2.0) or better is required for majors.

Change(s): Added JMS 494 to prerequisites.

## MATHEMATICS

1. Change to prerequisite.

Mathematics

MATH 537. Ordinary Differential Equations (3)

Prerequisite: Graduate standing or Mathematics 330 or 337 with a grade of C (2.0) or better. **Proof of completion of prerequisite required:** Copy of transcript.

Theory of ordinary differential equations: existence and uniqueness, dependence on initial conditions and parameters, linear systems, stability and asymptotic behavior, plane autonomous systems, series solutions at regular singular points.

Change(s): MATH 330 and graduate standing added as prerequisite options.

2. Change to prerequisites.

Mathematics

MATH 538. Discrete Dynamical Systems and Chaos (3)

Prerequisite: Mathematics 330, 337, 340, or 342B with a grade of C (2.0) or better. **Proof of completion of prerequisites required:** Copy of transcript.

One- and two-dimensional iterated maps, equilibria and their stability, sensitive dependence on initial conditions, Lyapunov exponents, horseshoe maps, period doubling, chaotic attractors, Poincare maps, stable/unstable manifolds, bifurcations. Applications in biology, chemistry, physics, engineering, and other sciences.

Change(s): Prerequisites updated from *Mathematics 151 and either 254 or 342B with a grade of C (2.0) or better in each course. Proof of completion of prerequisites required: Copy of transcript to what is presented above.*

3. Deactivation of course.

Mathematics

MATH 541. Introduction to Numerical Analysis and Computing (3)

Prerequisites: Mathematics 340; and either graduate standing, Mathematics 254, 342A, or Aerospace Engineering 280 with a grade of C (2.0) or better in each course. **Proof of completion of prerequisites required:** Copy of transcript.

Solution of equations of one variable, polynomial interpolation and approximation, numerical differentiation and quadrature, linear least squares approximation, the fast Fourier transformation.

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

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair  
Undergraduate Curriculum Committee

Date: August 13, 2019

Re: 2020-2021 *General Catalog*

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**INFORMATION (5I-09-19)**

AEROSPACE ENGINEERING

1. Change to prerequisite.

Aerospace Engineering

A E 341. Fluid Mechanics Laboratory (1)

Three hours of laboratory.

Prerequisite: Credit or concurrent registration in Aerospace Engineering 340 or Mechanical Engineering 360 for mechanical engineering majors.

Flow measuring devices. Experimental applications of continuity, Bernoulli and momentum equations. Model studies. Pipe and channel flows. Flow visualization techniques. Operating characteristics of wind tunnel and water table.

Change(s): *Or Mechanical Engineering 360 for mechanical engineering majors* option added as prerequisite.

ART

1. New course.

Art

*MODERN MAKING (C-1)*

ART 133. Modern Making (3) [GE]

Contemporary object design and production. Introduction to techniques, processes, and technologies used in craft, design, and creative industries.

2. Change to description and prerequisite.

Art

ART 220. Design in Crafts (3)

Six hours.

Aesthetics, functional elements, and history of designed objects across a variety of media.

Change(s): description updated from *Visual and structural form in crafts* to what is presented above. ART 103 removed as prerequisite.

3. Change to description and prerequisite.

Art

ART 352. Methods and Materials of Interior Design (3)

Prerequisite: Art 251.

Codes, contractual issues, design practices, legal liabilities, professional ethics, and project management. Selection of materials and methods of installation.

Change(s): Description updated from *Topics in successful professional practice including codes, legal liabilities, contractual agreements, project management. Lectures in field settings illustrate methods and materials of installation and explore environmental systems* to what is presented above. Prerequisite updated from ART 451 to 251.

4. New course.

Art

*ARCHITECTURE CHANGE WORLD (C-2)*

ART 380. Architecture That Changed Our World (3) [GE]

Visual culture in contemporary art and design through architecture in historical survey.

5. Change to title.

Art

*EXPERIENTL GRAPHIC DESGN*

ART 454. Experiential Graphic Design (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in Art 341, 342A. **Proof of completion of prerequisites required:** Copy of transcript.

Identification and communication systems applied to environmental solutions. Landmark and wayfinding systems in interior, exterior, and architectural environments. Maximum credit six units with consent of instructor.

Change(s): Title updated from *Environmental Graphic Design* to what is presented above.

6. Change in program.

Art

**The Major**

A significant concern of the School of Art and Design is the creative growth of its students. The school focuses on the development of sound undergraduate programs which

provide a strong basic foundation in art. A major in art may be planned with an emphasis in applied design, with specialties in ceramics, furniture/woodworking, and jewelry/metalwork; art history; studio arts; graphic design; interior design; multimedia; painting and printmaking; and sculpture. A broad spectrum of courses for both majors and nonmajors in art history, art appreciation, basic drawing and design is also available.

**Paragraph 2 (no change)**

Although a degree in art is often pursued as a means of self-fulfillment and creative growth, graduates of the school are employed in a variety of settings. The programs in graphic design, multimedia, and interior design have a preprofessional orientation supplemented by a strong liberal arts background. Interior design can lead to interior, architectural, landscape design or city planning. Graphic design can lead to magazine and book design; corporate design; branding; design for film, television, and the recording industry; information design; environmental graphic design; packaging; advertising; interface design for kiosks and the Internet; and type design. Multimedia prepares students in the areas of interactive and timebased media, such as animation, book arts, gaming, instructional systems, motion graphics, net art, photography, publishing, video and film, and web design. The areas of painting, printmaking, and sculpture prepare students for professional attitudes toward the fine arts and the continuance of their educational experience in graduate schools with the goal of teaching at institutions of higher learning. The applied design program can be developed to specialize in ceramics, furniture design/woodworking, and jewelry/metalwork, leading to design positions for industry in a variety of three dimensional products, prop technicians for theatre and film, as well as independent entrepreneurial ventures in custom designed products.

**Art Major**

**With the B.A. Degree in Applied Arts and Sciences  
(Major Code: 10021)**

**Emphasis in Applied Design  
(SIMS Code: 660509)**

**Impacted Program. (no change)**

**Preparation for the Major. (no change)**

**Graduation Writing Assessment Requirement. (no change)**

**Major.** A minimum of 30 upper division units in art to include three units from each of the areas listed below, nine additional units in one of the areas; six units of art electives; and six units of art history (Art 371, 409, 557 through 578, and 593).

**Clay:** Art 325, 326, 425, 525, 526

**Metal:** Art 331, 431, 432, 531, 532

**Wood:** Art 323, 423, 523, 524

Change(s): Eliminates Art 435, 436, 535, 536, from the list of possible courses in the emphasis. Now, students will take 3 credits each from Furniture Design and Woodworking, Jewelry and Metals, and Ceramics, plus 9 additional credits within their chosen area.

## BIOLOGY

1. New course.

Biology

### *WORLD OF DINOSAURS (C-1)*

BIOL 317. World of Dinosaurs (3) [GE]

Prerequisite: Upper division standing.

Current theories and controversies surrounding the evolution and extinction of dinosaurs for non-science majors. Not applicable to biological sciences majors.

2. New course.

Biology

### *GENETICS (C-7 one unit; C-1 two units)*

BIOL 351. Genetics (3)

Two lectures and two hours of activity.

Prerequisites: Biology 203, 203L, 204, 204L, 215.

“Faulty” genes, genetic variation, human disorders. Big data, molecular, and transmission genetics.

3. Change to description and title.

Biology

### *EVOLUTION*

BIOL 352. Evolution (3)

Two lectures and two hours of activity.

Prerequisites: Biology 203, 203L, 204, 204L.

Principles of population genetics and evolutionary biology.

Change(s): Description updated from *Principles of transmission genetics, population genetics, and evolution* to what is presented above. *Genetics and* removed from title.

4. Change to description, prerequisites, title, and units.

Biology

### *CELL AND MOLECULAR BIOL (C-1)*

BIOL 366. Cell and Molecular Biology (3)

Prerequisites: Biology 203 and 203L. Limited to Biology and Microbiology majors, Biology minors, and Chemistry majors with Emphasis in Biochemistry, SIMS Codes: 771401-771452 and 772609.

Fundamental processes of cell biology with an emphasis on cellular and molecular mechanisms common to eukaryotic organisms.

Change(s): Description updated from *Concepts of modern integrated molecular biology, cell biology, and biochemistry* to what is presented above. CHEM 365 replaced with BIOL

203 and 203L as prerequisites. Title updated from *Biochemistry, Cell and Molecular Biology II* to what is presented above. Units updated from four to three.

5. New course.

Biology

*FUNCTIONAL GENOMICS LAB (C-16)*

BIOL 464. Functional Genomics Laboratory (2)

Six hours of laboratory.

Prerequisites: Biology 366 and 366L.

Practical research experience in cell and molecular biology using animal model of tissue regeneration. Analysis of gene expression, gene inhibition approaches, image data analysis, microscopy techniques, molecular genetic techniques.

6. Change in program.

Biology

**Biology Major**

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

**(Major Code: 04011) (SIMS Code: 771402)**

Paragraphs 1-2 (*no change*)

**Preparation for the Major.** (*no change*)

**Language Requirement.** (*no change*)

**Graduation Writing Assessment Requirement.** (*no change*)

**Major.** A minimum of 24 upper division units to include Biology 351, 352, 354, 366, 366L, Chemistry 365, and seven units of elective courses. Elective courses include all upper division biology courses numbered 350 and above (except Biology 497 and 499), and all upper division chemistry courses (except Chemistry 300, 308, 497, 499, 560). A minimum of two elective courses must be biology laboratory courses, at least one of which must be an organismal level course selected from Biology 350, 458, 512, 514, 515, 516A, 523, 524, 525, 526, 528, 530, 531, 535.

Remainder of description (*no change*)

Change(s): Added new required major course, BIOL 351.

7. Change in program.

Biology

**Biology Major**

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

**(Major Code: 04011) (SIMS Code: 771401)**

Paragraphs 1-2 (*no change*)

**Preparation for the Major.** (*no change*)

**Graduation Writing Assessment Requirement. (no change)**

**Major.** A minimum of 36 upper division units to include Biology 351, 352, 354, 366, 366L, Chemistry 365, and 19 units of elective courses. Elective courses include all upper division biology courses numbered 350 and above, Biology 497 and 499 (maximum six units), and all upper division chemistry courses (except Chemistry 300, 308, 497, 499, 560). A minimum of two elective courses must be biology laboratory courses, at least one of which must be an organismal level course selected from Biology 350, 458, 512, 514, 515, 516A, 523, 524, 525, 526, 528, 530, 531, 535.

Remainder of description *(no change)*

Change(s): Added new required major course, BIOL 351.

8. Change in program.

Biology

**Biology Major**

**With the B.S. Degree in Applied Arts and Sciences  
(Major Code: 04011)**

**Emphasis in Cellular and Molecular Biology  
(SIMS Code: 771433)**

**Preparation for the Major. (no change)**

**Graduation Writing Assessment Requirement. (no change)**

**Major.** A minimum of 36 upper division units to include Biology 351, 352, 354, 366, 366L, 567, Chemistry 365, and 15 units of electives selected from the courses listed below. At least two courses must be selected from Biology 350, 464, 480, 490, 510, 528, 549, 554, 556, 557, 562, 567L, 568 [or Bioinformatics and Medical Informatics 568], 570, 575, 576, 584, 485 or 585, 589, 590, Chemistry 432, or Biology and Chemistry 496 and/or 596 (maximum three units). A minimum of two elective courses must be biology laboratory courses, at least one of which must be an organismal level course, selected from Biology 350, 458, 512, 514, 515, 516A, 523, 524, 525, 526, 528, 530, 531, or 535. Other electives include all biology courses numbered 350 and above (except Biology 452), Biology 497 and 499 (maximum six units), and all upper division chemistry courses (except Chemistry 300, 308, 497, 499, and 560). Approval of the emphasis adviser is required for credit in Chemistry 498 and 499, Biology or Chemistry 496 and 596 and other courses not listed above to be included in the emphasis. This approval must be filed with the Office of Advising and Evaluations.

Remainder of description *(no change)*

Change(s): Added new required major course, BIOL 351; added new laboratory elective, BIOL 464; adjusted elective units from 17 to 15; deleted CHEM 432L option.



## 9. Change in program.

Biology

**Biology Major****With the B.S. Degree in Applied Arts and Sciences  
(Major Code: 04011)****Emphasis in Ecology  
(SIMS Code: 771434)****Preparation for the Major. (no change)****Graduation Writing Assessment Requirement. (no change)**

**Major.** A minimum of 36 upper division units to include Biology 351, 352, 354, 354L, 366, 366L, Chemistry 365, and 17 units of electives selected from the courses listed below. At least two courses must be selected from Biology 509, 512, 514, 516A, 516B, 517, 518, 526, 527, 527L, 528, 535, 538 [or Environmental Science 538], 540, 542, 544 [or Environmental Science 544], 560, 562, 597A, or Biology 496 and/or 596 (maximum three units). At least one course must be an organismal course selected from Biology 458, 512, 514, 515, 516A, 523, 524, 525, 526, 528, 530, 531, or 535. Other electives include all biology courses numbered 350 and above (except Biology 452), Biology 497 and 499 (maximum six units), and all upper division chemistry courses (except Chemistry 300, 308, 497, 499, and 560). Approval of the emphasis adviser is required for credit in Biology 496, 596, and other courses not listed above to be included in the ecology electives. This approval must be filed with the Office of Advising and Evaluations.

Remainder of description *(no change)*

Change(s): Added new required major course, BIOL 351; adjusted elective units from 19 to 17.

## 10. Change in program.

Biology

**Biology Major****With the B.S. Degree in Applied Arts and Sciences  
(Major Code: 04011)****Emphasis in Evolutionary Biology  
(SIMS Code: 771439)****Preparation for the Major. (no change)****Graduation Writing Assessment Requirement. (no change)**

**Major.** A minimum of 36 upper division units to include Biology 351, 352, 354, 366, 366L, 509, Chemistry 365, and 16 units of electives selected from the courses listed below. At least two courses must be selected from Biology 458, 510, 512, 515, 518, 523, 524, 525, 526, 527, 527L, 528, 530, 531, 568 [or Bioinformatics and Medical Informatics 568], 576, or Biology 496 and/or 596 (maximum three units). A minimum of two elective courses must be biology laboratory courses, at least one of which must be an organismal level course, selected from Biology 458, 512, 515, 523, 524, 525, 526, 528, 530, or 531. Other electives include all biology courses numbered 350 and above (except Biology 452),

Biology 497 and 499 (maximum six units), and all upper division chemistry courses (except Chemistry 300, 308, 497, 499, and 560). Approval of the emphasis adviser is required for credit in Biology 496, 596, and other courses not listed above to be included in the evolutionary biology electives. This approval must be filed with the Office of Advising and Evaluations.

Remainder of description (*no change*)

Change(s): Added new required major course, BIOL 351; adjusted elective units from 18 to 16.

11. Change in program.

Biology

**Biology Major**

**With the B.S. Degree in Applied Arts and Sciences  
(Major Code: 04011)**

**Emphasis in Marine Biology  
(SIMS Code: 771436)**

**Preparation for the Major.** (*no change*)

**Graduation Writing Assessment Requirement.** (*no change*)

**Major.** A minimum of 36 upper division units to include Biology 351, 352, 354, 366, 366L, Chemistry 365, and 19 units of electives selected from the courses listed below. At least three courses must be selected from Biology 512, 514, 515, 516A, 516B, 517, 518, 542, or Biology 496 and/or 596 (maximum three units). A minimum of two elective courses must be biology laboratory courses, at least one of which must be an organismal level course, selected from Biology 512, 514, 515, or 516A. The remaining units must be selected from biology courses numbered 350 and above (except Biology 452), Biology 497 and 499 (maximum six units), and all upper division chemistry courses (except Chemistry 300, 308, 497, 499, and 560). Approval of the emphasis adviser is required for credit in Biology 496 and 596, and other courses not listed above to be included in the marine biology electives. This approval must be filed with the Office of Advising and Evaluations.

Remainder of description (*no change*)

Change(s): Added new required major course, BIOL 351; adjusted elective units from 21 to 19.

12. Change in program.

Biology

**Biology Major**

**With the B.S. Degree in Applied Arts and Sciences  
(Major Code: 04011)**

**Emphasis in Zoology  
(SIMS Code: 771438)**

**Preparation for the Major. (no change)****Graduation Writing Assessment Requirement. (no change)**

**Major.** A minimum of 36 upper division units to include Biology 351, 352, 354, 366, 366L, Chemistry 365, and 19 units of electives selected from the courses listed below. At least three courses must be selected from Biology 509, 510, 512, 515, 516A, 518, 523, 524, 525, 526, 527, 527L, 540, 560, 576, or Biology 496 and/or 596 (maximum three units). A minimum of two elective courses must be biology laboratory courses, at least one of which must be an organismal level course, selected from Biology 512, 515, 516A, 523, 524, 525, or 526. The remaining units must be selected from biology courses numbered 350 and above (except Biology 452), Biology 497 and 499 (maximum six units), and all upper division chemistry courses (except Chemistry 300, 308, 497, 499, and 560). Approval of the emphasis adviser is required for credit in Biology 496, 596, and other courses not listed above to be included in the zoology electives. This approval must be filed with the Office of Advising and Evaluations.

Remainder of description *(no change)*

Change(s): Added new required major course, BIOL 351; adjusted elective units from 21 to 19.

## 13. Change in program.

Biology

**Microbiology Major**

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

**(Major Code: 04111) (SIMS Code: 771452)**

Paragraphs 1-2 *(no change)*

**Preparation for the Major. (no change)**

**Language Requirement. (no change)**

**Graduation Writing Assessment Requirement. (no change)**

**Major.** A minimum of 30 upper division units to include Biology 350, 351, 352, 354, 366, 366L, Chemistry 365, and nine units of electives selected from the courses listed below. At least two courses must be selected from Biology 464, 480, 485 or 585, 528, 549, 554, 556, 557, 562, 567, 567L, 568 [or Bioinformatics and Medical Informatics 568], 584, 590, Chemistry 432 or 432L. At least one of these courses must be a biology laboratory course. Other electives include all biology courses numbered 350 and above (except Biology 452, 497, and 499), and all upper division chemistry courses (except Chemistry 300, 308, 497, 499, and 560). Approval of the microbiology adviser is required for credit in Chemistry 498, Biology or Chemistry 496 and 596 and other courses not listed above to be included in the electives. This approval must be filed with the Office of Advising and Evaluations.

Remainder of description *(no change)*

Change(s): Added new required major course, BIOL 351; added new laboratory elective, BIOL 464; adjusted elective units from 11 to 9.

14. Change in program.

Biology

**Microbiology Major**

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

**(Major Code: 04111) (SIMS Code: 771451)**

Paragraphs 1-2 (*no change*)

**Preparation for the Major.** (*no change*)

**Graduation Writing Assessment Requirement.** (*no change*)

**Major.** A minimum of 36 upper division units to include Biology 350, 351, 352, 354, 366, 366L, Chemistry 365, and 15 units of electives selected from the courses listed below. At least four courses must be selected from Biology 464, 480, 485 or 585, 528, 549, 554, 556, 557, 562, 567, 567L, 568 [or Bioinformatics and Medical Informatics 568], 584, 590, Chemistry 432 or 432L. At least one of these courses must be a biology laboratory course. Other electives include all biology courses numbered 350 and above (except Biology 452), Biology 497 and 499 (maximum six units), and all upper division chemistry courses (except Chemistry 300, 308, 497, 499, and 560). Approval of the microbiology adviser is required for credit in Chemistry 498, Biology or Chemistry 496 and 596 and other courses not listed above to be included in the electives. This approval must be filed with the Office of Advising and Evaluations.

Remainder of description (*no change*)

Change(s): Added new required major course, BIOL 351; added new laboratory elective, BIOL 464; adjusted elective units from 17 to 15.

15. Change in program.

Biology

**Microbiology Major**

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

**(Major Code: 04111)**

**Emphasis in Clinical Laboratory Science**

**(SIMS Code: 771453)**

Paragraph 1 (*no change*)

**Preparation for the Major.** (*no change*)

**Graduation Writing Assessment Requirement.** (*no change*)

**Major.** A minimum of 36 upper division units to include Biology 350, 351, 352, 354, 366, 366L, 480, 485, 584, Chemistry 365, and six units of electives selected from the courses listed below. At least two courses must be selected from Biology 464, 528, 549, 554, 556, 557, 567L, 590, Chemistry 432. At least one of these courses must be a biology laboratory course. Other electives include all biology courses numbered 350 and above (except Biology 452), Biology 497 and 499 (maximum six units), and all upper division chemistry courses (except Chemistry 300, 308, 497, 499, and 560). Approval of the

microbiology adviser is required for credit in Chemistry 498, Biology or Chemistry 496<sup>25</sup> and 596 and other courses not listed above to be included in the electives. This approval must be filed with the Office of Advising and Evaluations.

Remainder of description (*no change*)

Change(s): Added new required major course, BIOL 351; added new laboratory elective, BIOL 464; adjusted elective units from eight to six. Removed CHEM 432L from select-from list.

16. Change in program.

Biology

**Biology Minor**

**Cellular and Molecular Biology  
(SIMS Code: 771421)**

Prerequisites: Biology 203, 203L, Chemistry 200, 201, 232, 232L, 365. Required: Biology 204, 204L, and at least 12 units of the following electives: Biology 350, 351, 352, 366, 366L, 480, 510, 528, 549, 554, 567, 568 [or Bioinformatics and Medical Informatics 568], 570, 575, 576, 584, 589, 590, and 485 or 585, and 556 or 557. At least one elective must be a laboratory course.

Change(s): Added new elective option, BIOL 351.

CHEMISTRY

1. Change to title.

Chemistry

*FUNDAMENTALS BIOCHEMISTRY*

CHEM 365. Fundamentals of Biochemistry (3)

Prerequisites: Biology 203, 203L and Chemistry 232, 232L.

Basic concepts of modern integrated biochemistry, cell and molecular biology. Not open to students with credit in Chemistry 560. Applicable to chemistry major or minor only with approval from department.

Change(s): Title updated from *Biochemistry, Cell and Molecular Biology I* to what is presented above.

CHICANA AND CHICANO STUDIES

1. New course.

Chicana and Chicano Studies

*HUMANIZNG DECOLONIAL RSRCH (C-2)*

CCS 494. Humanizing and Decolonizing Approaches to Theory and Research Methods (3)

Prerequisite: Upper division standing.

Interdisciplinary qualitative and quantitative research methods and theoretical

frameworks through a decolonial lens. New innovations in applied humanities research.

## CIVIL ENGINEERING

### 1. New course.

Civil Engineering

*MECHANICS FOR CIVIL ENGIN (C-4)*

CIV E 225. Mechanics for Civil Engineers (3)

Prerequisites: Mathematics 150. For civil engineering, construction engineering, and environmental engineering majors: Physics 195. For construction management majors: Physics 180A. Open to majors in civil engineering, construction engineering, environmental engineering, and construction management.

Applied forces and reactions of simple structures, beams, and large structures such as bridges, buildings and dams. Static equilibrium. Not open to students with credit in Mechanical Engineering 200 [or Aerospace Engineering 200] or Mechanical Engineering 220 [or Aerospace Engineering 220].

### 2. Change in program.

Civil Engineering

#### **Impacted Program**

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

- a. Complete with a grade of C (2.0) or better: Civil Engineering 225, Chemistry 202 (or 200); Mathematics 150, 151; Physics 195, 196. These courses cannot be taken for credit/no credit (Cr/NC);

Remainder of description (*no change*)

#### **Civil Engineering Major With the B.S. Degree**

**(Major Code: 09081) (SIMS Code: 442001)**

**(SIMS Code: 442003 - Georgia)**

This program requires 135 units to include general education. In addition, the total number of units specified in each elective category represents the minimum requirement.

**Preparation for the Major.** Civil Engineering 100, 121, 160 (or Statistics 250), 218, 220, 225; Aerospace Engineering 280; Biology 100 or 101; Chemistry 202 (or 200); Construction Engineering 101; Mathematics 150, 151, 252; Physics 195, 195L, 196. (48 units)

Civil Engineering 225; Chemistry 202 (or 200); Mathematics 150, 151; Physics 195, 196 must be completed with a grade of C (2.0) or better. These courses cannot be taken for credit/no credit (Cr/NC).

Remainder of description (*no change*)

Change(s): Substituted A E/M E 200 and A E/M E 220 for CIV E 225. Reduced the number of units in this major by 3 units.

COMPUTER SCIENCE

1. New course.

Computer Science

*INTRO DATA SCIENCE PYTHON (one unit C-13; three units C-1)*

CS 200. Introduction to Data Science and Python (4)

Three lectures and two hours of activity.

Basic data analysis with Python to include confidence intervals, regression, and sampling. Data structures, displaying data, and programming constructs.

CONSTRUCTION ENGINEERING

1. New course.

Construction Engineering

*FUNDAMENTALS CONSTRUCT MGT (C-2)*

CON E 102. Fundamentals of Construction Management (1)

Construction industry and its projects. Functions of main actors and phases of construction projects. Tasks performed by construction managers and how they relate to and impact projects. Common processes and technologies in construction management field.

2. New course.

Construction Engineering

*VIRTUAL DESIGN & CONSTR (one unit C-13; two units C-4)*

CON E 215. Virtual Design and Construction (3)

Two lectures and two hours of activity.

Building information modeling (BIM). Connectivity to other aspects of the construction enterprise to include estimating, planning, and scheduling development. Constructability review.

3. New course.

Construction Engineering

*INTRO CONSTRUCT MATERIALS (C-4)*

CON E 240. Introduction to Construction Materials (3)

Prerequisite: Physics 180A.

Properties of materials used for construction to include aggregate, ceramic, concrete asphalt, decorative and finish materials, soil, steel aluminum, and wood. Key material properties and material performance.

4. New course.

Construction Engineering

*SOIL MECHANICS (one unit C-16; two units C-2)*

CON E 262. Soil Mechanics (3)

Two lectures and three hours of laboratory.

Prerequisites: Mathematics 150 and Physics 180A with a grade of C (2.0) or better in each course.

Formation of soils. Classification of soils and their behavior. Compaction, consolidation, permeability, strength, and swelling.

5. Change to prerequisites.

Construction Engineering

CON E 312. Mechanical and Electrical Principles for Construction (3)

Two lectures and three hours of laboratory.

Prerequisites: Mathematics 150. For construction engineering majors: Physics 196. For construction management majors: Physics 180B.

Engineering principles for mechanical, electrical, plumbing systems. Thermodynamics, energy principles, psychometrics. Electrical theory, circuits, motors. Static and dynamic principles for fluids, pipe flow. Mechanical and plumbing equipment.

Change(s): Prerequisites updated from *Mathematics 151 and Physics 196* to what is presented above.

6. Change to prerequisites.

Construction Engineering

CON E 320. Construction Estimating (3)

Two lectures and three hours of laboratory.

Prerequisites: Construction Engineering 280 and Mathematics 150.

Identifying and estimating time and cost requirements for construction operations based on drawings and specifications. Use computer applications for estimating.

Change(s): MATH 151 replaced with 150 as prerequisite.

7. Change to prerequisite.

Construction Engineering

CON E 330. Principles of Engineering Economy (3)

Prerequisite: Mathematics 150.

Mathematics of finance applied to engineering and managerial decision making. Framework for cost management in engineering and construction. (Formerly numbered Construction Engineering 430.)

Change(s): MATH 151 replaced with 150 as prerequisite.

8. New course.

Construction Engineering

*CONSTRUCTN PROJCT CONTRLS (C-2)*



## CON E 350. Construction Project Controls (3)

Prerequisites: Construction Engineering 280, 330, and Accountancy 201.

Characteristics of the construction industry and impacts on project controls.

Associated costs in business and construction projects. Lease or buy decisions, pricing of change orders, progress payments, and schedules of values.

## 9. New course.

Construction Engineering

*PRECONSTRUCTION MGT (C-2)*

## CON E 400. Preconstruction Management (3)

Prerequisites: Construction Engineering 350 and Business Administration 350.

Addressing general conditions, organizing site logistics, and project start-up.

Assembling teams and defining contractual scopes of work. Organizing the pursuit of projects. Phases related to building a proposal.

## 10. Change to prerequisites.

Construction Engineering

## CON E 401. Construction Planning and Scheduling (3)

Two lectures and three hours of laboratory.

Prerequisites: For construction engineering majors: Civil Engineering 160 and credit or concurrent registration in Construction Engineering 320. For civil engineering majors: Civil Engineering 160 and 321. For construction management majors: credit or concurrent registration in Construction Engineering 320 and Statistics 119.

Fundamentals of scheduling logic including critical path method, deterministic and probabilistic scheduling, and impact of constraints. Development of construction plan and representation in schedule format using common computer applications used in industry.

Change(s): Prerequisites updated from *Civil Engineering 160 and credit or concurrent registration in Construction Engineering 320 for construction engineering majors; Civil Engineering 160 and 321 for civil engineering majors* to what is presented above.

## 11. New course.

Construction Engineering

*CAPSTONE DESIGN PROJECT (C-16 two units; C-2 one unit)*

## CON E 495. Capstone Design Project (3)

One lecture and six hours of laboratory.

Prerequisites: Credit or concurrent registration in Construction Engineering 590 and for construction engineering majors: Construction Engineering 480. For construction management majors: Construction Engineering 400. Open to majors in construction engineering and construction management.

Application of engineering principles, design and management techniques to construction projects.

12. Change in program.

Construction Engineering

**Impacted Program**

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

- a. Complete with a grade of C (2.0) or better: Civil Engineering 225; Chemistry 202 (or 200); Mathematics 150, 151; Physics 195, 196. These courses cannot be taken for credit/no credit (Cr/NC);  
Remainder of description (*no change*)

**Construction Engineering Major With  
the B.S. Degree  
(Major Code: 09254) (SIMS Code: 442010)**

**(SIMS Code: 442011 - Georgia)**

Paragraph 1 (*no change*)

**Preparation for the Major.** Construction Engineering 101, 201, 215 (or Civil Engineering 121), 280; Accountancy 201; Biology 100 or 101; Chemistry 202 (or 200); Civil Engineering 160 (or Statistics 250), 218, 220, 225; Economics 102; Geological Sciences 100, 101; Mathematics 150, 151; Philosophy 101; Physics 195, 195L, 196. (59 units)

Civil Engineering 225; Chemistry 202 (or 200); Mathematics 150, 151; Physics 195, 196 must be completed with a grade of C or higher. These courses cannot be taken for credit/no credit (Cr/NC).

Remainder of description (*no change*)

Change(s): Add CON E 215, which can be taken in lieu of CIV E 121. Add CIV E 225, which can be taken in lieu of A E/M E 200.

CRIMINAL JUSTICE

1. Change to description and prerequisites.

Criminal Justice

CJ 333. The Judiciary (3)

Actors, institutions, and rules that define the judicial branch of government in the United States. Role of judges and judicial decision-making, trial process, and court unification and financing.

Change(s): Description updated from *Significant developments at state and federal levels, including court unification and financing, leadership, congestion, training, selection, tenure, discipline, removal and retirement of court related personnel; and technological applications* to what is presented above. Removal of prerequisites.

ENVIRONMENTAL ENGINEERING

## 1. New course.

Environmental Engineering  
*WATER & WASTEWATER TRTMNT (C-4)*

ENV E 445. Water and Wastewater Treatment Systems (3)

Prerequisites: Environmental Engineering 355 and credit or concurrent registration in Civil Engineering 444.

Basic water chemistry, water quality criteria and standards, water usage and distribution. Biological, chemical, and physical processes to treat wastewater. Design of water and wastewater treatment unit processes. Potable and non-potable water reuse. Wastewater collection. Not open to students with credit in Environmental Engineering 441 or 442.

## 2. Change in program.

Environmental Engineering

**Environmental Engineering Major With  
 the B.S. Degree  
 (Major Code: 09221) (SIMS Code: 442002)**

Paragraphs 1-2 (*no change*)

**Preparation for the Major.** Environmental Engineering 101; Aerospace Engineering 280; Biology 204, 204L; Chemistry 130, 202 (or 200); Civil Engineering 121, 160 (or Statistics 250), 220, 225; Mathematics 150, 151, 252; Physics 195, 195L, 196. (46 units)

Civil Engineering 225; Chemistry 202 (or 200); Mathematics 150, 151; Physics 195, 196 must be completed with a grade of C or higher. These courses cannot be taken for credit/no credit (Cr/NC).

**Graduation Writing Assessment Requirement.** (*no change*)

**Major.** A minimum of 45 upper division units to include Environmental Engineering 355, 356, 363, 445, 554, 556, 558; Aerospace Engineering 340; Biology 315; Civil Engineering 444, 462, 495; Construction Engineering 330; Mechanical Engineering 350; and three units of professional electives selected from the following: Environmental Engineering 555, Civil Engineering 445, 545, 530, 531, and any other 400- or 500-level course selected with approval of the adviser.

Change(s): Courses deleted: ENV E 441, 442; Physics 197; A E or M E 200 and A E or M E 220 Courses added: ENV E 445; CIV E 225. Added GE section.

EUROPEAN STUDIES

## 1. New course.

European Studies  
*EUROP REFLECT ON SCI TECH (C-2)*

EUROP 160. European Reflections on Science and Technology (3) [GE]  
European authors at the intersection of arts, science, and technology. Major innovations and debates across time and place.

## EXERCISE AND NUTRITIONAL SCIENCES

1. Change in program.

Exercise and Nutritional Sciences

### **Kinesiology Major**

**With the B.S. Degree in Applied Arts and Sciences  
(Major Code: 08351)**

**Emphasis in Fitness Specialist  
(SIMS Code: 556524)**

**Preparation for the Major.** *(no change)*

**Graduation Writing Assessment Requirement.** *(no change)*

**International Experience.** *(no change)*

**Major.** A minimum of 49 upper division units to include Exercise and Nutritional Sciences 303, 304, 304L, 305, 306, 307, 332, 333, 388A (one unit) or 388B (one unit), 401B, 432, 432L, 433, 434, 438, 439, 440; Biology 336; Communication 321; Gerontology 310. Biology 336 will also satisfy three units of the General Education requirement in IV.A. Recommended: Students should take Health and Human Services 350 to satisfy the General Education requirement in IV.B.

Change(s): Replaced GERO 350 with 310 in the major.

## FINANCE

1. New course.

Finance

*PRIN RESIDENTIAL PROP MGT (C-2)*

FIN 336. Principles of Residential Property Management (3)

Prerequisite: Approved upper division business major, business minor, or another major approved by the Fowler College of Business. **Proof of completion of prerequisite required:** Copy of transcript.

Roles and responsibilities of the residential property manager to include maintaining property, positioning properties to maximize investment return, and optimizing tenant relations and retention.

## 2. Change in program.

Finance

**Finance Major****With the B.S. Degree in Business Administration  
(Major Code: 05041) (SIMS Code: 222115)**Paragraph 1 *(no change)***Preparation for the Major.** *(no change)***Graduation Writing Assessment Requirement.** *(no change)*

**Major.** Forty-six upper division units consisting of Finance 321, 325, 327, 329, 423; Accountancy 325, 326; Business Administration 300, 310, 323, 350, 360, 370; and nine units of 300- to 500-level finance courses. A “C” (2.0) average or better is required in the courses stipulated here for the major.

Change(s): Change finance capstone from "B A 404 or 405 or 458" to FIN 423 for finance major and increase finance electives from six to nine units.

## 3. Change in program.

Finance

**Financial Services Major****With the B.S. Degree in Business Administration  
(Major Code: 05043) (SIMS Code: 222122)**Paragraphs 1-2 *(no change)***Preparation for the Major.** *(no change)***Graduation Writing Assessment Requirement.** *(no change)*

**Major.** Forty-one to 42 upper division units consisting of Finance 327, 331, 522, 589, 590; Accountancy 503; Business Administration 300, 310, 323, 350, 360, 370; and nine to 10 units selected from Finance 326, 421, 427, 431, 435\*, 585; Accountancy 326; Economics 320 or 422, 490; and Marketing 377. A “C” (2.0) average or better is required in the courses stipulated here for the major.

Remainder of description *(no change)*

Change(s): Move one three unit class (FIN 590) from elective for the major to required for the major. Change financial services capstone from "B A 404 or 405 or 458" to FIN 590 for financial services major.

## 4. Change in program.

Finance

**Real Estate Major****With the B.S. Degree in Business Administration  
(Major Code: 05111) (SIMS Code: 222192)**

Paragraph 1 (*no change*)

**Preparation for the Major.** (*no change*)

**Graduation Writing Assessment Requirement.** (*no change*)

**Major.** Forty-seven upper division units consisting of Finance 331, 333, 431, 433, 435, 437; Accountancy 326; Business Administration 300, 310, 323, 350, 360, 370. Twelve units selected from finance courses numbered 300-599 or Management Information Systems 301. A “C” (2.0) average or better is required in the courses stipulated here for the major.

Change(s): Change real estate capstone from "B A 404 or 405 or 458" to FIN 437 for real estate major and increase real estate electives from nine to 12 units.

## HISTORY

1. New course.

History

*SPORTS IN AMERICAN HIST (C-2)*

HIST 114. Sports in American History (3) [GE]

United States history through the lens of sports over time. Multiple relationships between historical sports and cultural, economic, physical, political, psychological, and social factors.

2. New course.

History

*FILM AS THE PAST (C-2)*

HIST 135. Film as the Past (3) [GE]

Critical analysis of films about history as an art form. Accuracy, aesthetics, authenticity, authorial intentions, collective memory, controversial and uncomfortable topics, empathy, national myths, point of view, popular and critical reception, and revisionism in films about history.

## HUMANITIES

1. Change in program.

Humanities

### **The Major**

Humanities takes an interdisciplinary approach to the study of culture with attention to history, language, literature, media, philosophy, visual arts; and economic, political, social, and spiritual institutions. Humanities does not seek to establish objective truths, but rather to think about the diversity of aesthetic trends, historical narratives, ideological systems, and lived experiences that comprise societies past and present, local and global. It does so through engagement not only with dominant cultural narratives, expressions, and institutions, but also with the perspectives of non-dominant individuals, communities, and

cultures.

Through humanistic inquiry, we not only gain insights into other cultural heritages, but also develop skills that are vital in the global society we presently inhabit: the abilities to engage critically and affectively with perspectives other than our own; communicate and collaborate across cultural boundaries; and address complex problems with attention to how they affect diverse populations.

Humanities graduates are prepared to enter into a broad range of professions, or may go on to pursue a graduate degree in a specific humanities discipline or in business, law, or medicine.

### **Humanities Major**

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

**(Major Code: 15991)**

**Global Humanities Program**

**(SIMS Code: 113501)**

**Preparation for the Major.** Humanities 101 or 102; nine units from Humanities 130 [or Jewish Studies 130], 140, 201; Classics 140; Comparative Literature 270A, 270B; History 100, 101, 105, 106; Religious Studies 101; Women's Studies 101, 102. (12 units)

**Language Requirement.** *(no change)*

**Graduation Writing Assessment Requirement.** *(no change)*

**International Experience.** *(no change)*

**Major.** A minimum of 30 upper division units to include Humanities 390W, 490; nine units selected from the following courses in American/European humanities: Humanities 322 [or Lesbian, Gay, Bisexual, and Transgender Studies 322], 370, 405 [or Religious Studies 405], 406, 407, 408, 580, Classics 350; nine units selected from the following courses in global humanities: Humanities 380 [or Japanese 380], 409, 410, 411 [or Religious Studies 411], 412, 580. Six additional upper-division units in global content from any program/department. These courses may focus on a single geographical region beyond North America and Europe (e.g., Asia, Africa, Latin America) or cover a topic in a global or international context (selected in consultation with adviser).

Change(s): Updated program description to reflect global emphasis. Change in the prep, major, and upper division requirements to reflect global emphasis and to incorporate new classes added in HUM over the last two years. Preparation for the Major section updated to what is presented above. Major - minimum of 30 upper division units to include Humanities 390W, 490; 9 units selected from among the following courses in American/European Humanities: HUM 322, 370, 405, 406, 407, 408, 580, or CLASS 350; 9 units selected from among the following courses in Global Humanities: 380, 409, 410, 411, 412, 580. 6 additional upper-division units in global content from any program/department (including Humanities). This course may focus on a single geographical region beyond North America and Europe (e.g. Asia, Africa, Latin America) or cover a topic in a "global" or "international" context (in consultation with the humanities undergraduate adviser).

## INTERNATIONAL BUSINESS

1. New course.

International Business  
*DOING BUSINESS IN EUROPE (C-2)*

I B 420. Doing Business in Europe (3)

Prerequisites: Business Administration 310 and 350 with a grade of C (2.0) or better in each course.

Business and managerial methods, practices, and systems in European markets.

2. New course.

International Business  
*DOING BUSINESS IN ASIA (C-2)*

I B 430. Doing Business in Asia (3)

Prerequisites: Business Administration 310 and 350 with a grade of C (2.0) or better in each course.

Business and managerial methods, practices, and systems in Asian markets.

3. Change in programs.

International Business

### **International Business Major**

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

**(Major Code: 05131)**

**Language    Region    SIMS Code** *(no change)*

Paragraphs 1-3 *(no change)*

**Preparation for the Major.** (Complete I, II, and III: 39-46 units) *(no change)*

**Language Requirement.** *(no change)*

**Graduation Writing Assessment Requirement.** *(no change)*

**Major.** (Complete I, II, and III below: 49-54 units) A minimum grade point average of 2.0 in each of the three areas is required for graduation. No course in the major may be taken Cr/NC unless the course is only offered Cr/NC.

**I. Business** *(no change)*

**II. Language Emphasis** *(no change)*

**III. Regional/Cultural Studies Emphasis** (Choose one region/language combination). All international business majors are required to complete a study abroad or internship abroad experience of at least one semester in length. See the international business study abroad adviser to arrange for the study abroad and the internship adviser to contract for the internship. Students who choose the study abroad option are still required to complete an internship (International Business 495). Students who choose the internship abroad option may earn credit for International Business 495. All students must complete International Business 495 and 498 (four units). In addition, all students must complete six units selected from the following groups of courses.



***Asia/Chinese:*** International Business 430; Art 564; Asian Studies 300, 320, 351 [or Philosophy 351], 421 [or History 421], 456, 458 [or Religious Studies 458], 459; Chinese 433; Comparative Literature 451 [or Asian Studies 451]; History 420, 566, 567; Political Science 362, 365; Religious Studies 338, 345.

***Asia/Japanese:*** International Business 430; Art 566; Asian Studies 300, 320, 421 [or History 421], 456, 458 [or Religious Studies 458], 459; Comparative Literature 451 [or Asian Studies 451]; History 420, 570; Japanese 321, 322, 411, 412, 421, 422, 480; Philosophy 353; Political Science 362, 575; Religious Studies 341.

***Asia/Korean:*** International Business 430; Asian Studies 300, 320, 421 [or History 421], 456, 458 [or Religious Studies 458], 459; Comparative Literature 451 [or Asian Studies 451]; History 420; Korean 321 [or Asian Studies 321], 430 [or Asian Studies 430]; Philosophy 353; Political Science 362, 575; Religious Studies 345.

***Latin America/Portuguese:*** (no change)

***Latin America/Spanish:*** (no change)

***Middle East and North Africa/Arabic:*** (no change)

***North America/English:*** (no change)

***North America/French:*** (no change)

***Central Europe/Russian:*** International Business 420; European Studies 301, 435, 440; Geography 336; History 408; Humanities 330; Political Science 359; Russian 305B, 310, 311, 435, 441, 501.

***Western Europe/French:*** International Business 420; Art 557; European Studies 301, 424, 440, 501; French 305B, 421, 422, 424; Geography 336; History 407, 408; Humanities 310, 408; Political Science 356.

***Western Europe/German:*** International Business 420; European Studies 301, 424, 440, 501; Geography 336; German 320, 400, 410, 411, 430, 520; History 407, 408, 512B; Humanities 408; Political Science 356.

***Western Europe/Italian:*** International Business 420; European Studies 301, 424, 440, 501; Geography 336; History 407, 408, 506, 528; Humanities 340, 408; Italian 305A, 305B, 421, 422, 424; Political Science 356.

***Western Europe/Portuguese:*** International Business 420; European Studies 301, 424, 440, 501; Geography 336; History 407, 408; Humanities 408; Political Science 356; Portuguese 306 [or Latin American Studies 306], 311, 312, 530, 540.

***Western Europe/Spanish:*** International Business 420; European Studies 301, 424, 440, 501; Geography 336; History 407, 408; Humanities 408; Political Science 356; Spanish 340, 405A, 405B, 407, 501.

Remainder of description (no change)

Change(s): Added I B 420 or 430 to the regional/cultural studies emphases presented above.

## MANAGEMENT INFORMATION SYSTEMS

1. New course.

Management Information Systems  
*BUS INTELLIGENCE & ANALYTICS (C-4)*

MIS 401. Business Intelligence and Analytics (3)

Prerequisite: Management Information Systems 301.

Using diagnostic, predictive, prescriptive, and visual analytics to solve business problems and make data-informed decisions at operational, strategic, and tactical levels.

2. Change in program.

Management Information Systems

### **Information Systems Major**

**With the B.S. Degree in Business Administration**

**(Major Code: 07021) (SIMS Code: 222336)**

Paragraph 1 (*no change*)

**Preparation for the Major.** (*no change*)

**Graduation Writing Assessment Requirement.** (*no change*)

**Major.** Forty-four upper division units consisting of Management Information Systems 301, 306, 315, 380, 481, 483; Business Administration 300, 310, 323, 350, 360, 370; and twelve units selected from Management Information Systems 305, 375, 396W, 406, 460, 482, 492, 515, 585. A "C" (2.0) average or better is required in the courses stipulated here for the major.

Remainder of description (*no change*)

Change(s): Change capstone from "B A 404 or 405 or 458" to MIS 481 for major and increase electives from nine to 12 units.

## MARKETING

1. Change in program.

Marketing

### **Marketing Major**

**With the B.S. Degree in Business Administration**

**(Major Code: 05091)**

**General Marketing**

**(SIMS Code: 222771)**

Forty-seven upper division units consisting of Marketing 371, either 470 or 480, 479; Business Administration 300, 310, 323, 350, 360, 370. Management Information Systems 301; 18 units selected from Business Administration 404 or 405; Marketing 372, 373, 376, 377, 380, 470, 472, 473, 474, 476, 478, 480, 498, 499; Management Information

Systems 305, 380. A grade of C (2.0) or better is required in the courses stipulated here for the major.

Change(s): Copy updated from *Forty-seven upper division units consisting of Marketing 371, 470, 479; Business Administration 300, 310, 323, 350, 360, 370. Business Administration 404 or 405; Management Information Systems 301; 15 units selected from Marketing 372, 373, 376, 377, 380, 472, 473, 474, 476, 480, 498, 499. A grade of C (2.0) average or better is required in the courses stipulated here for the major to what is presented above.*

2. Change in program.

Marketing

**Marketing Major**

**With the B.S. Degree in Business Administration  
(Major Code: 05091)**

**Specialization in Integrated Marketing Communications  
(SIMS Code: 222775)**

Forty-seven upper division units consisting of Marketing 371, 373, either 470 or 480, 472; Business Administration 300, 310, 323, 350, 360, 370; Management Information Systems 301; 14 units selected from Business Administration 404 or 405. Journalism and Media Studies\* 375, 408, 440, 460, 480, 560#@ , 562#@, 565^#%, 566^#, 574^; Marketing 380, 470, 476, 478, 480, 498, 499; Psychology 340, 380; Management Information Systems 305, 380. A grade of C (2.0) or better is required in the courses stipulated here for the major.

Remainder of description (*no change*)

Change(s): Copy updated from *Forty-seven upper division units consisting of Marketing 371, 373, 470, 472; Business Administration 300, 310, 323, 350, 360, 370. Business Administration 404 or 405; Management Information Systems 301; 11 units selected from Journalism and Media Studies\* 408, 440, 460, 480, 560#@, 562#@, 565^#%, 566^#, 574^; Marketing 380, 476, 480; Psychology 340, 380; Sociology 335. A grade of C (2.0) average or better is required in the courses stipulated here for the major to what is presented above.*

3. Change in program.

Marketing

**Marketing Major**

**With the B.S. Degree in Business Administration  
(Major Code: 05091)**

**Specialization in Professional Selling and Sales Management  
(SIMS Code: 222776)**

Forty-seven upper division units consisting of Marketing 371, 377, either 470 or 480, 473, 479; Business Administration 300, 310, 323, 350, 360, 370; Management Information Systems 301; ten units selected from Business Administration 404 or 405; Marketing 372, 376, 470, 474, 478, 480, 498, 499; Management information Systems 305, 380. A grade of C (2.0) or better is required in the courses stipulated here for the major.

Change(s): Copy updated from *Forty-seven upper division units consisting of Marketing 371, 377, 470, 473, 479; Business Administration 300, 310, 323, 350, 360, 370. Business Administration 404 or 405; Management Information Systems 301; seven units selected from Marketing 372, 376, 474, 480, 498, 499. A grade of C (2.0) average or better is required in the courses stipulated here for the major to what is presented above.*

4. Change in program.

Marketing

**Marketing Minor (SIMS  
Code: 222772)**

Paragraph 1 (*no change*)

The minor in marketing consists of a minimum of 17-21 units, of which 11 units must be in upper division courses, to include Accountancy 201; Business Administration 370\*; Economics 102; and 11 to 12 units selected from Management Information Systems 301^, Marketing 371, 372, 373, 376, 377, 380, 470, 472, 473, 474, 476, 480, 496.

Remainder of description (*no change*)

Change(s): Added MKTG 496 to select-from list.

MECHANICAL ENGINEERING

1. New course.

Mechanical Engineering

*COMPUTER-AIDED DESIGN (one unit C-2; one unit C-16)*

M E 190. Computer-Aided Design (2)

One lecture and three hours of laboratory.

Introduction to 3-D computer-aided mechanical design. Creation of basic to intermediate solid parts, assemblies, and drawings to include orthographic, pictorial, section, and detail views. Dimensioning, dimensional tolerancing, and thread notation per

ASME Y14.5M-2009. SolidWorks software. Not open to students with credit in Mechanical Engineering 101 or 102.

2. Change to prerequisite.

Mechanical Engineering

M E 304. Mechanics of Materials (3)

Prerequisite: Mechanical Engineering 200 [or Aerospace Engineering 200] or Civil Engineering 225 with a grade of C (2.0) or better.

Concepts of stress and strain. Generalized Hooke's law. Formulations for axial, shear, bending, torsion, and combined stresses applied to tension members, pinned joints, beams, and shafts. Euler buckling criteria for columns. Energy methods. Not open to students with credit in Civil Engineering 301.

Change(s): *Or Civil Engineering 225 with a grade of C (2.0) or better* added as prerequisite.

3. Change to prerequisite.

Mechanical Engineering

M E 310. Engineering Design: Introduction (3)

Two lectures and three hours of guided design activities.

Prerequisites: Mechanical Engineering 190, 202, and 220 [or Aerospace Engineering 220]. Every mechanical engineering student must have a master plan on file before enrolling in Mechanical Engineering 310.

Professional approach to engineering design problems. Problem definition, information gathering, feasibility studies, analysis, final design and communication. Several design studies and projects are completed.

Change(s): Changed prerequisite from M E 102 to 190.

4. Change to prerequisite.

Mechanical Engineering

M E 314. Engineering Design: Mechanical Components (3)

Prerequisites: Mechanical Engineering 190, 202, 241, 304 (or Civil Engineering 301).

Application of mechanics, physical properties of materials, and solid mechanics to the design of machine elements. Student design projects.

Change(s): Changed prerequisite from M E 102 to 190.

5. Change to description, grading method, prerequisites, and title.

Mechanical Engineering

**MECHATRONICS LABORATORY**

M E 330. Mechatronics Laboratory (3)

Two lectures and three hours of laboratory.

Prerequisites: Mechanical Engineering 202, 220 [or Aerospace Engineering 220]; Electrical Engineering 204; Aerospace Engineering 280 and Physics 196L.

Actuating devices, data acquisition systems, hardware controllers, machine and process control applications, sensors and transducers, transducer signal processing and conditioning.

Change(s): Description updated from *Control theory (e.g. stability, feedback, PID control) with applications in microprocessor-based control of dynamic, vibrational, and mechatronic systems. "Bread-boarding" and BASIC programming of microcontrollers and graphical programming of PC-based controller interfaces* to what is presented above. Grading method updated from +-LETTER (C/N OK) to +-LETTER. Prerequisites updated from *Mechanical Engineering 202, 220 [or Aerospace Engineering 220]; Electrical Engineering 204; Aerospace Engineering 280 and 340; Linguistics 200 or Rhetoric and Writing Studies 200; and Physics 196L* to what is presented above. Title updated from *Control Systems Laboratory* to what is presented above.

6. Change to prerequisite.

Mechanical Engineering  
M E 350. Thermodynamics (3)

Prerequisites: Mechanical Engineering 200 [or Aerospace Engineering 200] or Civil Engineering 225; Mathematics 252.

Basic concepts and principles of thermodynamics with emphasis on simple compressible substances. First and second law analysis, entropy, exergy analysis and state relations. Not open to students with credit in Mechanical Engineering 352.

Change(s): CIV E 225 added as prerequisite option.

7. New course.

Mechanical Engineering  
*FLUIDS ENGINEERING (C-1)*

M E 360. Fluids Engineering (3)

Prerequisites: Mechanical Engineering 220 [or Aerospace Engineering 220] and Aerospace Engineering 280.

Fluid mechanics with applications to mechanical engineering systems. Statics and dynamics of fluids. Conservation laws of mass, momentum and energy analysis in control volume and differential form. Real life applications of these fundamental concepts and systems to include turbomachinery. Not open to students with credit in Aerospace Engineering 340.

8. Change to prerequisite.

Mechanical Engineering

M E 452. Principles of Heat Transfer (3)

Prerequisites: Mechanical Engineering 350 and 360.

Analytical and numerical solutions of steady and transient one- and two-

dimensional conduction problems, forced and natural convection in external and internal flows, and thermal radiation. Applications.

Change(s): A E 340 replaced with M E 360 as prerequisite.

9. Change to course hours description, prerequisites, and staffing formula.

Mechanical Engineering  
(C-2 one unit; C-15 two units)

M E 490A. Engineering Design: Senior Project (3)

One lecture and six hours of guided design activities.

Prerequisites: Mechanical Engineering 304 (or Civil Engineering 301), 310, 314, 452. Every mechanical engineering student must have a master plan on file before enrolling in Mechanical Engineering 490A.

Applications of engineering principles and design techniques to the designing, building, and testing of an engineering system. A single project is completed in this two-course sequence and is judged completed upon presentation of an oral and a written report. In addition, issues related to ethics and engineering practice are discussed.

Changes: Course hours description updated from *One lecture and four hours of guided design activities* to what is presented above. *Every mechanical engineering student must have a master plan on file before enrolling in Mechanical Engineering 490A* added to prerequisites. Staffing formula updated from *C-2 one unit; C-13 two units* to what is presented above.

10. Change in program.

Mechanical Engineering  
**Mechanical Engineering Major**  
**With the B.S. Degree**

**(Major Code: 09101) (SIMS Code: 447001)**

This program requires 138 units to include general education. In addition, the total number of units specified in each elective category represents a minimum requirement.

Paragraphs 2-3 (*no change*)

**Preparation for the Major.** Mechanical Engineering 190, 200 [or Aerospace Engineering 200], 202, 220 [or Aerospace Engineering 220], 240, 241; Aerospace Engineering 280; Biology 100 or 101; Chemistry 202 (or 200); Electrical Engineering 204; Mathematics 150, 151, 252; Physics 195, 195L, 196, 196L, 197. (51 units)

Paragraph 5 (*no change*)

**Graduation Writing Assessment Requirement.** (*no change*)

**Major.** A minimum of 48 upper division units to include Mechanical Engineering 304 (or Civil Engineering 301), 310, 314, 330, 350, 351, 360, 452, 490A, 490B, 495, 520, 555; Aerospace Engineering 341. Professional electives: Nine units of additional

coursework may be selected from any 400- or 500-level mechanical engineering course, Aerospace Engineering 515, 535 [or Mechanical Engineering 535], or approved courses from other departments.

**Master Plan.** The master plan provides an advising record for mechanical engineering majors and should be initiated by the student with their faculty adviser during the second semester of the freshman year. All students must have a master plan on file in the department prior to enrollment in Mechanical Engineering 310. The master plan must be reviewed each semester with the faculty adviser before registration. All course substitutions must be approved by the department chair.

Change(s): Four units spread between two freshman computer-aided design classes (M E 101/102) are replaced by a two-unit computer-aided design class (M E 190) in the Freshman year that emphasizes engineering design practice rather than key strokes. M E 360 Fluids Engineering will replace the A E 340 course in the current program to focus on topics directly relevant to mechanical engineering students.

11. Change in program.

Mechanical Engineering

**Mechanical Engineering Major**

**With the B.S. Degree**

**(Major Code: 09101) Emphasis in  
Bioengineering (SIMS Code:  
447002)**

This program requires 138 units to include general education. In addition, the total number of units specified in each elective category represents a minimum requirement.

**Preparation for the Major.** Mechanical Engineering 190, 200 [or Aerospace Engineering 200], 202, 220 [or Aerospace Engineering 220], 240, 241; Aerospace Engineering 280; Biology 203; Chemistry 202 (or 200); Electrical Engineering 204; Mathematics 150, 151, 252; Physics 195, 195L, 196, 196L. Three to five units selected from: Biology 212, Chemistry 201, Chemistry 232 and Chemistry 232L, or Physics 197. (51-54 units)

The following courses: Chemistry 202 (or 200); Mathematics 150, 151; Physics 195, 196; Mechanical Engineering 200 [or Aerospace Engineering 200] must be completed with a grade of C (2.0) or better. These courses cannot be taken for credit/no credit (Cr/NC).

**Graduation Writing Assessment Requirement.** *(no change)*

**Major.** A minimum of 51 upper division units to include Mechanical Engineering 304 (or Civil Engineering 301), 310, 314, 330, 350, 351, 360, 452, 490A, 490B, 499 (three units), 520, 555, 580, 585; Aerospace Engineering 341; Biology 336; Biology 436. Biology 336 will also satisfy three units of the General Education requirement in IV.A.

Change(s): Four units spread between two freshman computer-aided design classes (M E 101/102) are replaced by a two-unit computer-aided design class (M E 190) in the freshman year that emphasizes engineering design practice rather than key strokes. M E 360 Fluids Engineering will replace the A E 340 course in the current program to focus on topics directly relevant to mechanical engineering students.



PHILOSOPHY

1. New course.

Philosophy  
*ETHICS BOWL (C-2)*

PHIL 343. Ethics Bowl (3)

Interdisciplinary, case-study approach to contemporary ethical issues. Creative, critical thinking skills and theoretical ethical frameworks; present and defend positions in team debate. Required participation in mock competitions. Selected students participate in Intercollegiate Ethics Bowl California Regional Competition (possibly also National Intercollegiate Ethics Bowl). Maximum credit six units.

POLITICAL SCIENCE

1. New course.

Political Science  
*BRITISH POLITICS (C-1)*

POL S 357. British Politics (3)

History and institutions of the British political system. The monarchy, nationalism and devolution, political parties, relationships with the European Union and Ireland, and the Westminster model of politics.

PUBLIC HEALTH

1. Deactivation of course.

Public Health  
~~P H 290. Health Professions and Organizations (3)~~

~~Prerequisite: Credit or concurrent registration in Public Health 101. Open only to public health majors and minors.~~

~~Health organization and agencies, locally, regionally, nationally, and internationally. Types of public health settings, and responsibilities in different types of health careers and public health positions.~~

2. Change to grading method and prerequisite.

Public Health  
P H 302. Communicable and Chronic Disease (3)

Prerequisite: Open to public health majors and minors.

Impact of infectious and chronic diseases on health of the population. Epidemiologic methods, behavioral and biologic determinants, modes of transmission, and risk factors.

Change(s): Grading method changed from +-LETTER (C/N OK) to +-LETTER. Credit or concurrent registration in Public Health 301 removed as prerequisite.

3. Change to prerequisite.

Public Health

P H 303. Health Behavior in Community Settings (3)

Prerequisite: Public Health 302.

Behavior change theory, principles, predictive models, and their application to health behavior change programs. Review of research methods related to individuals and communities. Analysis of major health behavior change programs.

Change(s): P H 301 removed as prerequisite.

4. Change to prerequisite.

Public Health

P H 305. Medical Care Organization and Delivery (3)

Prerequisite: Public Health 302.

Organizational, economic, financial, political, and cultural factors affecting finance and delivery of health and medical services in the U.S. Topics include insurance, managed care, reimbursement, private and public programs, and regulation.

Change(s): P H 301 removed as prerequisite.

5. New course.

Public Health

*PUBLIC HEALTH NUTRITION (C-1)*

P H 332. Public Health Nutrition (3)

Prerequisite: Public Health 101.

Importance of nutrition to the health of populations throughout the life-course.

6. New course.

Public Health

*EMERGING TOPICS IN P H (C-2)*

P H 395. Emerging Topics in Public Health (3)

Prerequisite: Open only to public health majors.

Emergent topics that may include global warming, gun violence, health disparities, LGBTQ+ health, and the penal system.

7. New course.

Public Health

*BIOL BASIS OF DISEASE (C-2)*

P H 401. Biological Basis of Disease (3)

Prerequisite: Public Health 304.

Prevalent health issues, problems, and social consequences surrounding conditions such as alcoholism, cancer, heart disease, HIV/AIDS, and stroke. Disease protective factors, risks, and screening processes.

8. Change to prerequisite.

## Public Health

## P H 402. Public Health Communications (3)

Prerequisites: Public Health 304. Open only to public health majors.

Effective communication techniques used in public health campaigns, social marketing, and risk communication. Use of technology to design and conduct public health campaigns which focus on recognizing and overcoming communication barriers, including cross-cultural issues.

Change(s): Replaced P H 303 with 304 as prerequisite.

## 9. Change to prerequisite.

## Public Health

## P H 490B. Planning Public Health Programs (3)

Prerequisites: Public Health 304 and 490A.

Public health programming models, including community needs assessment, goals, objectives, and strategies for effective public health interventions. Preparation of grant proposals.

Change(s): Replaced P H 303 with 304 as prerequisite.

SPANISH

## 1. New course.

## Spanish

*SPANISH IN THE US (C-4)*

## SPAN 461. Spanish in the United States (3) [GE]

Prerequisites: Spanish 301 and 302, or Spanish 381 or 382.

Language-related phenomena in Spanish-speaking groups and communities across the U.S. to include dialects, language maintenance, and language use in various sociocultural domains.

## 2. New course.

## Spanish

*LANG VARIATION SPAN WORLD (C-4)*

## SPAN 462. Language Variation in the Spanish-Speaking World (3) [GE]

3

Prerequisite: Spanish 350.

Sociolinguistic and pragmatic variation across the Spanish-speaking world. Interactions between identity, language, and society.

STATISTICS

## 1. New course.

## Statistics

*INTRO DATA SCIENCE WITH R (C-16 one unit; C-1 three units)*

STAT 200. Introduction to Data Science with R (4)

Three lectures and three hours of laboratory.

Basic data analysis with R. Summarizing and visualizing data. Sampling and distribution. Analysis tools to include clustering, confidence intervals, regression, and sampling.

TO: SEC/University Senate

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

DATE: August 20, 2019

RE: Information

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**Philanthropy Report:**

Alumnus Charles Mendenhall pledged \$400,000 to support the Jim Ryan Construction Management Endowed Chair in the College of Engineering, the Guardian Scholars Housing Fund in Student Affairs, and Athletics.

Alumna Patti Roscoe pledged \$342,799 to support the Patti Roscoe Meetings & Events Professorship-Institute for Meetings & Events in the College of Professional Studies and Fine Arts.

Alumni Paul and Dian Denyer have increased their bequest by \$250,000 to benefit SDSU Men's Golf, Men's Basketball, the Jacobs JAM Center and the Mission Valley Stadium.

The Whale Beach Foundation made a \$75,000 gift to provide support for experiential learning for students in the L. Robert Payne School of Hospitality and Tourism Management.

The Marathon Petroleum Foundation made a gift of \$11,505 to the Aztec Science Camp at SDSU, exposing kids to hands on science and developing their curiosity about the world around them.

Alumnus Cary Mack made a \$10,000 gift to support the Fowler College of Business.

Gifts totaling \$10,000 from Brian Devine will support the Fowler College of Business.

Adobe Systems Inc. made a \$10,000 gift to provide support to Zahn Innovation Platform Launchpad.

Alumnus Edward G. Cannizzaro made a \$10,000 gift to the Fowler College of Business.

California Homebuilding Foundation made a \$10,000 gift to the Civil Engineering Fund in the College of Engineering.

A \$3 million bequest from Chinyeh Hostler will benefit the Charles W. Hostler Institute on World Affairs in the Fowler College of Business.

Alumnus James Reisweber made a \$500,000 bequest to support the department of Management Information Systems in the Fowler College of Business.

Daniel Roman pledged \$30,000 to provide support to students in the Guardian Scholars program through the Daniel and Joan Roman Guardian Scholars Fund.

Faculty Emeritus Allison Rossett made a \$10,000 gift to provide scholarship support to graduate students studying Musical Theater.

The J. Willard & Alice S. Marriott Foundation pledged \$190,000 to support the China Hospitality Education Initiative in the College of Professional Studies and Fine Arts.

Barnard Asian Pacific Language made a \$12,000 gift to support Chinese language and culture related programs and activities held by Confucius Classroom.

Gifts totaling \$12,000 from alumnus Alex Ford will support Athletics and campus wide scholarships.

Gifts totaling \$10,000 from alumnus Bob Scharaga will support the Fowler College of Business.

A \$3 million pledge from the USS Midway Foundation to establish the USS Midway Endowed Chair in Modern U.S. Military History in the College of Arts and Letters.

Alumna Genevieve Crecelius and her husband, Paul, made a \$10,000 gift to provide support for scholarships to students in the Chemistry Department in the College of Sciences.

Alumna Judith Hamilton pledged \$20,000 to provide support for the future Aztec multi use stadium site and SDSU Mission Valley Project.

A gift of \$10,000 from PwC will benefit the Charles W. Lamden School of Accountancy in the Fowler College of Business.

Alumna Margaret Dickey made a \$20,964.54 gift to provide scholarships to emancipated foster youth undergraduate students through the Dickey Family Scholarship.

Major Thomas A. Spencer made a gift of \$370,468 to fulfill his previous bequest intention. These funds will provide scholarships to freshman students who graduated from high schools in Chula Vista through the Major Thomas A. Spencer Masonic Endowed Scholarship, the Arthur and Nora Spencer Masonic Endowed Scholarship and the Dean A. Spencer Masonic Endowed Scholarship.

Gifts totaling \$35,000 from alumna Robin Luby will support the CAL Alumni Chapter Scholarship Fund, the College of Sciences Fund, the Library Development Fund, the Chuck and Robin Luby Endowment for Musical Theatre and the Chuck and Robin Luby Endowed Scholarship for Musical Theatre.

A \$10,000 gift from alumnus Craig McKasson will benefit the Fowler College of Business.

Alumni Mike and Christine Pack made a \$50,000 gift for Teach the Teacher Coding, one week workshops that introduce teacher credential students to coding and technologies used in local schools.

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

Nadia Gastelum and Ruben Islas made a \$15,000 gift to support the Chicana/Chicano Studies department's 50th anniversary event.

Alumnus Stuart Naliboff made a \$10,000 gift to the President's Leadership Fund.

Alumnus William Wade made a \$100,000 gift to provide scholarship support to undergraduate students through the William R. Wade Endowed Scholarship.

Solar Turbines, Inc. made gifts totaling \$139,406 to support the Solar Turbines Center for Industrial Training and Engineering Research Partnership and the MESA Schools Program in the College of Engineering.

\$15,400 from the Estate of David L. George, Ph.D. will provide support for programs, faculty and students in the Department of Political Science.

Gift totaling \$10,000 from faculty emeritus Inger P. Davis, Ph.D. will support scholarships to students in the College of Health and Human Services.

Pledges totaling \$250,000 from Ed Marsh will benefit the SDSU Library. In addition, he has provided the Library Special Collections with gifts-in-kind totaling \$387,741.

Faculty emeriti Thomas and Randi McKenzie made gifts totaling \$24,000 to support the SDSU Performing Arts Troupe and the Thomas and Randi McKenzie Fund for Experiential Theatrical Opportunities in the College of Professional Studies and Fine Arts.

A \$90,000 gift-in-kind from Passion Planner, LLC will benefit the Division of Academic Engagement & Student Achievement.

Alumnus Mark Krasner and his wife, Angela, have made a bequest of \$150,000 in support the School of Accountancy and SDSU Athletics.

Gifts totaling \$10,000 from alumni Mark and Laurel Lee will support the Fowler College of Business.

Gifts totaling \$25,000 from Gary and Maxine Kreitzer will support the BQuest Foundation Aztec Cooperative Fund and provide support to students in the School of Exercise and Nutritional Sciences.

Alumna Genevieve Crecelius and her husband, Paul, made a \$10,000 gift to provide support for scholarships to students in the Chemistry Department in the College of Sciences.

Seunghoon Lee made a \$13,000 gift to support the Computational Science Advancement Fund.

A \$20,000 grant from The San Diego Foundation Hervey Family Fund will support the Guardian Scholars Program.

The Price Philanthropies Foundation made a \$50,000 grant to the Guardian Scholars Housing Fund.

Alumna Jennifer and Paul Jung made a \$10,000 gift to the Fowler College of Business.

The following gifts will support SDSU Athletics:

\$30,662 from alumni Ken and Molleen McCain.

\$12,000 from alumnus Paul Robinson and his wife, Trudy Stambook.

\$27,400 from Hal and Debby Jacobs.

\$30,000 from alumnus Jeffrey Smith.

\$30,000 from alumnus Steve Black.

\$30,000 from alumnus L. Robert Payne and his wife, Patty.

\$50,250 from James and Susan Morris.

\$12,500 from Karen McElliott.

\$13,500 from Gregory and Barbara Nelson.

\$13,500 from alumna Joanne Dethloff and her husband, Glenn.

\$10,500 from Rob Bryson and his wife, Liz Mullarkey.

\$10,000 from Jeff and Katherine Jeffery.



\$100,000 pledge from Kevin Anthony Keenan.

\$42,000 from alumnus Jeff Glazer and his wife, Lisa Braun Glazer.

\$16,110 from alumni Jim and Deborah Marshall.

\$18,000 from Gerald Starek.

\$30,000 from alumni Gerry Ranglas and Scott Dale.

\$50,826.68 from Gary and Maxine Kreitzer.

\$30,000 from Steven Sourapas.

\$25,000 from Max and Ellen Gelwix.

\$10,000 from William and Amy Geppert.

\$30,000 from alumnus Leon Parma and his wife, Barbara.

\$20,650 from MRC Smart Technology Solutions.

\$15,000 from alumni Alan and Debbie Gold.

\$50,000 from the Jack W. Goodall Family Foundation.

\$11,465.17 from alumnus Lawrence Willens.

\$15,688.20 from Bob Schroeder.

A \$100,000 pledge from alumnus John Scannell.

\$50,000 from alumnus Andy Woo.

\$31,600 from Mike Biggs.

\$27,000 from Cox Communications, Inc.

\$24,735 from Gene and Kathleen Dente.

\$13,500 from Gregory and Barbara Nelson.

\$10,000 from Jeff and Katherine Jeffery.

\$10,000 from alumni Dian and Paul Denyer.

\$20,000 from Art Flaming.

\$13,500 from Justin Halenza.

\$30,000 from alumnus Edward Brown and his wife, Kathleen.

Pledges totaling \$140,000 from Glenn Rossman.

\$12,000 from Diane and Elliot Feuerstein.

\$50,000 from John and Dianne Moores.

\$30,000 from alumnus Tom Newton and his wife, Lisa.

\$27,000 from Stuart and Lee Posnock.

\$13,500 from Richard Collins.

\$13,500 from The Crest Beverage Company.

\$12,000 from the Jessie Klicka Foundation.

\$30,000 from T C Construction Company.

\$27,000 from Becky Moores.

\$26,600 from alumnus Cloyd P. Reeg, Jr.

\$43,500 from Charles Smith.

**Campaign, Presidential & Special Events:**

During Commencement 2019 over 8,000 students walked in eight ceremonies, including the Imperial Valley campus. Three honorary doctorates were conferred during commencement, including to Father Joe Carroll at the Health and Human Services ceremony on May 17, President Emerita Sally Roush at the Fowler College of Business ceremony on May 18 and former TCF Chair Kit Sickels at the College of Education ceremony on May 19. Alumna Ellen Ochoa will receive her honorary doctorate during the President's Lecture Series on October 2.

In addition, the Zahn Spirit of Innovation Prize was given to Shurene Premo during the College of Arts and Letters ceremony. Shurene graduated with honors and a double major in American Indian Studies, from the College of Arts and Letters, and social work, from the College of Health and Human Services.

President de la Torre hosted three individual receptions at the University House to welcome senior administrators to the Aztec family. Campus leaders along with community members and university donors attended the receptions for Salvador Hector Ochoa, Provost and Senior Vice President (Thursday, July 25), Jeffrey Roberts, Dean, College of Sciences (Thursday, August 15) and Peggy Shannon, Dean, College of Professional Studies and Fine Arts (Thursday, August 29).

The 5th annual Presidential Staff Excellence Awards reception was held on Thursday, August 1 at the University House. President de la Torre recognized the contributions and efforts made by 12 staff members in support of the University, the community and their fellow employees.

On Thursday, August 22, President de la Torre will address over 800 faculty, staff and students at the All-University Convocation, which will mark 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 29, President de la Torre will host an all-university ice cream reception in honor of Provost and Senior Vice President, Salvador Hector Ochoa. The program will include remarks from the President, Mark Wheeler, Senate Chair; Christian Onwuka, Associated Students President; and, the Provost. Over 400 faculty, staff, students and community members have registered to attend the reception.

On Saturday, August 31, President de la Torre and Interim Vice President Adrienne Vargas will host donors and Campanile Foundation board members in the President's Suite during the SDSU vs.

Weber State football game. Guests include donors and prospects from the College of Arts and Letters, College of Health and Human Services, Fowler College of Business, Zahn Innovation Platform and LGBTQ. The suite is expected to be at full capacity at 100 guests.

TO: SEC

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

DATE: Sept. 3, 2019

SUBJECT: Information: Report from the May 15-17, 2019 plenary meeting of the Academic Senate CSU

## **Budget Update**

Governor Newsom's May Budget revision maintained the increase of \$300 million for the CSU to fund ongoing expenses, a one-time allocation of \$247 million to address the maintenance backlog, and \$15 million to help support the basic needs of students. The May revise fully funded compensation increases for all employees.

In addition, the May revise made the following adjustments to the CSU budget:

- \$6.5 million in ongoing General Fund money to support rehousing of homeless and housing-insecure students.
- \$750,000 in ongoing General Fund money to increase support for Project Rebound from \$250,000 per year to \$1,000,000 per year. Project Rebound is a CSU program that provides assistance to formerly incarcerated individuals seeking to enroll in participating CSU campuses.
- \$740,000 in one-time General Fund money to support a First Star Foster Youth Program at CSU Sacramento. This program will enable a cohort of foster youth to engage in a variety of activities that support learning opportunities, such as academic courses for college credit, social and cultural activities, service learning and other recreational activities.

Subsequently, the CA Senate Budget Committee raised the projected enrollment increase from 2 percent to just under 3 percent, and increased funding for GI 2025 from \$45 to \$75 million. That represents another \$53 million more for the CSU. The Senate also increased funding for the exploration of a potential new campus in Stockton to \$4 million and made funding for legal services for undocumented students permanent.

## **Marquita Grenor-Scheyer, AVC, Educator Preparation and Public School Programs**

Discussed proposal for introducing 4 years of quantitative reasoning in K-12 to help level the playing field for HS students prior to admission into the CSU. Implementation would take place in 2026.

## **Update on AB-1460 (Weber) Ethnic Studies**

AB 1460 (Weber, Ethnic Studies) mandates 3 units of ethnic studies as a requirement for CSU baccalaureate degrees beginning with the 2020/21 academic year. It also specifies that these units not increase the total

number of units required for graduation. As of the end of August, the bill passed the CA Senate as well as the Senate Education Committee. The ASCSU remains opposed to the bill as imposing a state mandate and representing legislative interference in the curriculum.

### **Update on the ASCSU General Education Task Force (GETF) Report**

The ASCSU debated two competing resolutions concerning the controversial GETF report: one to receive the report (AS-3373-10/EX) and refer it to appropriate ASCSU committees for reconsideration and potential revision, and the other to reject the report (AS-3378-19/FA). The initial vote following debate was tied. Repeated voting, following more debate, resulted in a rejection of both resolutions. The GETF report is thus dead; any possible continuation of work on GE revision will be up to next academic year's senate.

### **Resolutions**

At the May 15-17, 2019 ASCSU plenary meeting, fifteen resolutions were passed:

#### **AS-3360-19/AA (Rev.) Call for the Establishment of a Working Group on the Impact of Artificial Intelligence (AI) in Higher Education**

Accepts a white paper on the impact of AI on employment, education, and life-long learning; calls for the creation of a working group to study the implications of the themes from the white paper and to develop possible recommendations to address them.

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

#### **AS-3370-19/FA Request That the ASCSU Schedule an *Interrupting Racism* Training in September 2019**

Requests that the ASCSU schedule an unconscious bias training.

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

##### **Student Perspectives**

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

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

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

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

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

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

Formalizes existing ASCSU parliamentary practice of calling for alternating 3 statements for and 3 against a motion in plenary discussions.

**AS-3376-19/FA/FGA Resolution in Support of Faculty Publication Rights With Green Open Access Policy for the California State University**

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

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

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

**AS-3379-19/FA/AA Fostering a Welcoming and Safe Campus Climate for African American Students (first reading waived)**

Requests that all mission statements and strategic planning documents espouse the importance of recruiting, retaining, and graduating students of African descent, that CSU campuses continue to report racist incidents directed towards persons of African descent, and recommends that campus presidents, provosts, others adopt a list of specific actions to address related concerns.

**AS-3380-19/FA In Support of Ethnic Studies Curricula in the CSU (first reading waived)**

Affirms a commitment to Ethnic Studies and recommends that campus senates revisit the Ethnic Studies Task Force Report to implement recommendations for Ethnic Studies curricula through faculty-driven processes of shared governance. The resolution is a response to AB-1460 (Weber), a bill that would mandate an ethnic studies course for all CSU students as a graduation requirement.

**AS-3381-19/APEP Appreciation for the S.D. Bechtel, Jr. Foundation's Partnership with The California State University to Improve the Preparation of K-12 Teachers Across the State of California**

**AS-3382-19/AA Endorsement of Criteria for Engineering Model Curricula (MC) for Transfer to Receive the Same Admission Advantage as for Transfer Model Curricula (TMC) (first reading waived)**

Urges campuses to grant students completing associate degrees aligned with one of the four Engineering Model Curricula (MC) for Transfer the same admission eligibility advantage as for students who have completed a Transfer Model Curriculum (TMC) yielding an Associate Degree for Transfer (ADT) so long as no more than three lower-division GE courses be postponed to post-transfer as per prior ASCSU resolution.

**AS-3383-19/APEP In Support of “The Strategic Advantage of the Distinctiveness of the Twenty-three Campuses of the California State University System” (Board of Trustees, Nov., 2008) (first reading waived)**

Reminds system leaders of the principle enunciated by the Board.

**AS-3384-19/APEP On the Academic Senate CCC Resolution 5.02 S19 “Support for the CSU United States History, Constitution and American Ideals Commonly known as the American Institutions Requirement”**

Thanks the Academic Senate of the California Community Colleges (ASCCC) for its interest in exploring the inclusion of a requirement similar to the existing CSU United States History, Constitution, and American Ideals (“American Institutions”) requirement into the CCC associate’s degree.

**Two resolutions failed:**

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

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

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

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

**New ASCSU officers were elected for 2019-2020**

- Chair: Catherine Nelson, Sonoma
- Vice-Chair: Rob Collins, San Francisco
- Secretary: Beth Steffel, San Bernardino
- Member-at-Large: Darlene Yee-Melichar, San Francisco
- Member-at-Large: Thomas Norman, Dominquez Hills

**Additional Information**

Copies of these and other resolutions may be found at <http://www.calstate.edu/AcadSen/Records/Resolutions/>. Faculty are encouraged to provide feedback on the above resolutions (as well as on any other matters of potential concern) to the CSU Academic Senate

via the SDSU academic senators: Nola Butler-Byrd (nbutler@mail.sdsu.edu), Eniko Csomay (ecsomay@sdsu.edu), and Cezar Ornatowski (ornat@mail.sdsu.edu).

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

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



## Referral Chart

	Committee	Date	Item	Referred by
1	Constitution and Bylaws	May 2018* <sup>1</sup>	Review Senate committee structure, specifically: duties, roles, and responsibilities of committees, length of appointment of members and chairs, and related issues. Are all the standing & other committees needed?	SEC
2	Constitution and Bylaws	September 2018	Revise the language associated with elections -- specifically, search and review committees (UNIVERSITY POLICIES -->Administration--> Search Committees for University Administrators) -- to ensure clarity about those on which Deans, Associate Deans and Assistant Deans can or should serve <i>in a faculty capacity</i> . Rationale for CBL: Currently, Senate Officers and others must painfully wend their way through a slew of reverse references to figure this out.	Senate Officers
3	Constitution and Bylaws	September 2018	Revise the language associated with elections -- specifically: search and review committees (UNIVERSITY POLICIES -->Administration--> Search Committee for University Administrators) -- to ensure clarity about where representation from <i>different</i> Colleges is required. Rationale for CBL: To exemplify, the Policy File section covering Presidential searches specifically notes that faculty representatives must be from different Colleges; however, the reverse reference dance (noted above) is required when determining outside faculty members on College of Extended Studies and Library Dean Search Committees (where multiple faculty are elected).	Senate Officers
4	Constitution and Bylaws	November 2018	Examine how the Senate membership would change following an increase in representation for each college (including SDSU Imperial Valley, Library and SSPAR) from 8 to 9 percent of full-time T/TT faculty. Examine potential mixed models of representation.	Senate Officers
5	Academic Resources and Planning	November 2018	Explore potential sources of funding for more faculty lines.	Senate Officers
6	Faculty Affairs	November 2018	Investigate challenges in hiring and retention of faculty.	Senate Officers
7	Diversity, Equity and Outreach	November 2018	Investigate the gender gap among full professors, including determining how many men/women go up for promotion from associate to full professor and what percentage are actually promoted, the average length of time that associate professors have remained in rank or percentage that have been in rank for over 7 years, broken down by gender.	Senate Officers
8	Constitution and Bylaws	April 2019	Research the viability of adding an additional Senate seat for non-MPP staff, open to those who are non-represented. Rationale for CBL: The current membership policy, based on an indefensible and arbitrary criterion, excludes non-represented staff from participating in shared governance.	Senate Officers
9	Faculty Affairs	April 2019	Consider whether or not to add a statement on responsiveness to diversity as an element of the Personal Data Summary (UNIVERSITY POLICIES-->Faculty-->Reappointment, Tenure and Promotion: Criteria [Excluding Library Faculty and Student Affairs Faculty] -->Section 2.0).	Senate (via Diversity, Equity, and Outreach)

\* = extended timeframe for





## University Senate Motion

August 14th, 2019

**Motion:** That the SDSU University Senate add (1) additional voting member seat reserved for a graduate student from Graduate Student Association (GSA), starting in the AY2019-20 SDSU University Senate Session.

### **Rationale:**

- Currently, there is **one graduate student** from GSA sitting as a voting member on the Senate. There are 4,663 graduate students at SDSU. There should be at least one more graduate student from GSA representing this large constituency.
- As we look to grow and improve as a research university, graduate students will be crucial to the teaching and research missions of the university. Graduate students already support in many ways the tens of thousands of undergraduate students, staff, and faculty on campus, and they are already furthering the mission of this research institution and creating new knowledge at SDSU.
- Graduate students face unique challenges and have a different set of concerns, compared with those of undergraduate students. Graduate students, therefore, require graduate student representatives who understand these challenges and concerns, and who can promote the academic, political, and social aims of graduate students (e.g., equitable pay, fair treatment in the workplace, teaching opportunities, and support for advanced research).
- If we look at the SDSU programs, there are more graduate programs overall than there are undergraduate programs:
  - 95 Bachelors programs for **undergraduate students**
  - 78 Masters
  - 22 Doc Programs for **graduate students**

Graduate student representatives are uniquely placed to inform Senate discussions about the majority of academic programs on campus.

University Senate

Motion August 15th,

2019

**Motion:** That the SDSU University Senate add two (2) ex-officio, non-voting member seats reserved for an alumna/us from the SDSU Alumni Advisory Board, starting in the AY2019-20 SDSU University Senate Session.

**Rationale:**

- Currently, there are no Senators from the SDSU Alumni Association sitting as voting members. There are 340,482 SDSU alumnae/i in total. 344,121 live in California and 212,332 live in San Diego County. There should be at least two representing this large and important constituency.
- SDSU Alumni have 27 board of advisors that help to shape alumni interaction within the campus community, locally, regionally and nationally.
- As we look to grow and improve as a university, alumnae/i support will be crucial. Alumnae/i already support SDSU in many important ways, and are already furthering the mission of our institution.
- Alumnae/i have much wisdom to offer the Senate. They face unique challenges and have a different set of concerns, compared with other SDSU constituents. Alumnae/i, therefore, require alumnae/i representatives who understand these challenges and concerns, and who can promote their perspectives.
- Alumnae/i play a big part of mentoring our students through the Aztec Mentor Program and help to shape their career and professional development.
- Alumna/i represent a significant amount of our faculty and staff. They contribute to the growth and continual advancement in research, programs and student success.
- Alumna/i are eager to understand more about and weigh in on critical initiatives that affect our students and, to some degree, the ways in which they interact with them and the types of learning opportunities they provide. Inclusion of two Alumni Board members (in an ex-officio, non-voting capacity) would allow the alumni perspective to be heard as the Senate members discuss an array of action and information items.