
SDSU Senate
April 8, 2014
AL 101
2:00pm - 4:30pm

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Date: April 8, 2014
 To: SEN
 From: Cezar Ornatowski, Vice Chair, SDSU Senate
 Subject: Referral Chart (Information)

Committee	Date	Item	Referred by
Academic Policy and Planning	October 9, 2013	Provide a policy by which online and blended classes may be approved as new course proposals or as shifts of existing courses to online or blended modes.	Officers
Academic Policy and Planning	October 9, 2013	Draft a policy specifying criteria for allowing pre-majors access to a department's advanced courses prior to qualifying for major status.	Officers
Academic Resources and Planning	October 9, 2013	Review the budget decisions made over the past few (3-6) years and assess how well the budget shortfall was handled. Provide recommendations for ways of moving forward from past practices.	Officers
Constitution and Bylaws	March 19, 2014	Suggest Policy File language that allows for other, already existing and potential, uses of the term "college," for example in "College of Extended Studies" or "Honors College."	SEC

To: Senate

From: Stephen Schellenberg, Chair, Academic Policy and Planning Committee

Date: 11 March 2014

Re: Changes to Academic Responsibilities Section of Policy File

Action: Move that following changes be made to the Academic Responsibilities section of the Policy File.

2.0 Course Syllabi: The syllabus for each course shall describe the course's purpose, scope and ~~expected~~ student learning outcomes. In addition, each syllabus shall *include office hours and contact information for the instructor, refer to the current procedure for accommodating students with disabilities (refer to Student Disability Services), and describe the course design, and conduct, required materials, schedule, and grading policies, which may vary by section.* A syllabus shall not bind the instructor to specific details, and the instructor shall retain the right to adjust the course design. Major departures from the syllabus, however, especially with regard to student learning outcomes, *major assignment due dates and exam dates, and grading policies, shall be made only for compelling reasons.*

Rationale for changes to Section 2.0: Makes language consistent with syllabus norms and ensures communication of critical course information to students.

2.1 Instructors shall provide students with access to their course syllabus at or before the first class meeting, ~~except when circumstances beyond the control of the instructor prevent such distribution. Whenever possible, instructors shall post syllabi on individual web sites or learning management systems.~~ In addition, instructors shall post *their syllabus on individual web sites or on the official and available course site of the SDSU BlackBoard learning management system as well as any other course web site routinely accessed by the course students. Any major changes to the course syllabus shall be announced in class, communicated to all students electronically, and incorporated into an updated and posted version of the syllabus.*

Rationale for changes to Section 2.1: Ensures students have entire drop-add period to make informed choices regarding their personal and academic schedules. Minimizes the potential for student grievances.

~~2.2 Each semester departments shall submit the most recent version of each syllabus, or approved template containing basic course information, in electronic format to an accessible University database.~~

2.2 *Departments shall, by the drop-add deadline of each semester, upload their course syllabi in an accessible electronic format to the SDSU Syllabus Collection. Faculty may elect to complete and provide to their department a completed course information template (available from the SDSU Syllabus Collection) in lieu of the official course syllabus.*

Rationale for changes to Section 2.2: The SDSU Syllabus Collection was endorsed by the University Senate and is currently maintained by Library and Information Access. However, submissions for previous semesters are woefully incomplete. Thus, these changes explicitly identify the SDSU Syllabus Collection as the official "accessible University database" and establish the expectation that faculty provide syllabi to the appropriate departments for uploading. In addition, as we move through WASC reaccreditation process, some WASC Criteria for Review include the posting of course syllabi and appropriate information therein (e.g., student learning outcomes, etc.) and the SDSU Syllabus Collection is the only means to synoptically address such criteria. The various Associate Deans and Kevin Jeffery (Associate Librarian) are working to ensure that each department/program has a designated syllabus uploader with the necessary training and access to the SDSU Syllabus Collection.

4.0 Faculty Office Hours: Each faculty member shall hold regularly scheduled office hours and shall post a schedule of those hours *and their contact information at their office location and within their syllabus.*

Rationale for changes to Section 4.0: Provides opportunity for students that may not currently be in a given faculty

member's current courses to meet with said instructor.

To: Senate

From: Stephen Schellenberg, Chair, Academic Policy and Planning Committee

Date: 11 March 2014

Re: APP response to senate referral regarding online education – REVISED SECTIONS

Action: Move that (a) the proposed changes below be made to the SDSU Policy File, (b) the attached draft of the “Hybrid and Online Classes” form be incorporated into the Curriculum Guide, and (c) this process be implemented starting with the Spring 2014 semester to allow departments and colleges to establish their internal expectations, requirements, and support structures for hybrid and online courses.

Classes and Courses, Hybrid, and Distance Education

~~1.0 Distance education shall be defined as a formal educational process in which the primary instructional interaction occurs when student and instructor are not in the same physical location. Such instruction may be synchronous or asynchronous. Distance education may include audio, video or computer technologies. A hybrid class shall be defined as any class in which 20% to 50% of scheduled class sessions are conducted by means in which student and instructor are not in the same physical location. Classes that exceed this 50% limit shall be considered (DE) classes.~~

Hybrid and Online Classes

1.0 Hybrid and online classes involve a formal educational process in which student and instructor are not in the same physical location, but interact in a synchronous or asynchronous manner through technology. Classes in which 20% to 50% of the scheduled sessions are conducted through this process are defined as hybrid. Classes in which greater than 50% of the scheduled sessions are conducted through this process are defined as online.

Rationale for above changes to Heading and Section 1.0: Removes double-usage of “distance education” as a general approach and specific modality by re-defining “distance education” modality as an “online” modality. Nomenclature change reflects current implementation in schedule of classes, etc. and accounts for most subsequent edits.

2.0 The following guidelines shall apply to ~~new hybrid education and distance education~~ *online* classes.

2.1 The initial offering of a given course in hybrid and ~~distance education~~ classes online modality by a given instructor shall be offered following consultation with the department chair and relevant departmental bodies established through consultations between the instructor of record, the chair of the department, and the associate dean of the college. An example “Initial Offering of Hybrid or Online Class” form to facilitate such consultations may be found in the Curriculum Guide.

Rationale for above changes to Section 2.1: Allows departments and colleges to establish internal requirements and expectations for classes to expand into hybrid and online modalities.

2.2 Hybrid and ~~distance education~~ *online classes* shall be so identified in the official schedule of classes, which shall notify students of any ~~required requirements for~~ participation in synchronous class activities ~~outside beyond those~~ session times indicated in the schedule *of classes*.

2.3 The *schedule of class schedule* shall notify students of any software and hardware required for participation in class meetings taking place when the student and instructor will not be in the same physical location.

2.4 Ownership of materials, faculty compensation, copyright issues and the use of revenue derived from the creation and production of hybrid and ~~distance education courses~~ *online classes*, including software, or other media products shall be in accordance with the policy on Intellectual Property.

2.5 Regardless of ~~how they are offered~~ *the modality in which they are offered*, classes should be consistent in terms of purpose, scope, quality, assessment and expected learning outcomes with other classes bearing the same department code, number, and course title. Courses ~~offered via Distance Education~~ shall meet all the standards set forth in the Curriculum Guide *regardless of their modality*.

2.6 Students enrolled in ~~distance education courses~~ *hybrid and online classes* shall not be denied access to advisement, grievances, or other key academic rights and services, nor shall they be excused from the academic responsibilities expected of all students.

~~3.0 New Distance Education Programs~~

~~3.1 Programs in which fifty percent or more of the coursework is delivered online shall meet the substantive change requirements related to distance education programs as established by the Western Association of Schools and Colleges (WASC).~~

Rationale for deletion of Sections 3.0 and 3.1: WASC has removed this substantive change requirement as they increasingly focus on evidence of learning regardless of modality of instruction.

EXAMPLE "ESTABLISHMENT OF HYBRID OR ONLINE CLASS" FORM
FOR CURRICULUM GUIDE

Instructor: _____
Course: _____
Modality: Hybrid Online
Semester: _____
Maximum Enrollment: _____

Please provide a one-page statement that overviews how, within the proposed modality, the instructor will (a) promote mastery of the course learning outcomes, (b) provide the opportunity for synchronous instructor-student interactions, and (c) ensure academic integrity with respect to high-stakes assessments (i.e., exams, etc.).

Please attach a draft syllabus for the instructor's course in the proposed modality. Instructors are encouraged to assess and refine their syllabus and broader course using the Quality Online Learning and Teaching Rubric (attached).

Please identify any one-time resources or support necessary for the instructor to develop the above course in the stated modality:

Please check the appropriate items below:

- Instructor has previously taught this course in a face-to-face modality
- Instructor has previously taught this course in a hybrid modality
- Instructor has previously taught this course in an online modality
- Instructor has previously taught other courses in the requested modality
Please list other courses: _____
- Instructor has never taught in the requested modality

- Course has been previously taught by other instructors in a face-to-face modality
Please list recent instructors: _____
- Course has been previously taught by other instructors in a hybrid modality
Please list recent instructors: _____
- Course has been previously taught by other instructors in an online modality
Please list recent instructors: _____
- Course has not been previously taught in the requested modality

Instructor: _____ Date: _____

Department Chair: _____ Date: _____

Associate Dean: _____ Date: _____

Quality Online Learning and Teaching Rubric (QOLT)

Section 1. Course Overview and Introduction

- 1.1 Students are provided clear instructions to get started and access all course components.
- 1.2 Course description is provided in a manner that goes beyond catalog copy.
- 1.3. Instructor information is available to student and includes contact, biographical, and availability information, as well as picture.
- 1.4 Etiquette expectations for online discussions, email, and other forms of course communication are stated clearly.
- 1.5 Academic integrity is defined and expectations provided.
- 1.6 Prerequisite knowledge and competencies (if applicable) clearly stated.
- 1.7 list of technical competencies necessary for course completion is provided, identifying and delineating the role the online environment plays in the total course.
- 1.8 Calendar of due dates and other relevant events is provided.

Section 2. Assessment and Evaluation of Student Learning

- 2.1 All Student Learning Outcomes (SLO) are specific, well-defined, and measurable.
- 2.2 Instructions for students to meet the SLO are adequate and stated clearly.
- 2.3 SLO are not just in bulleted list, but also integrated within respective assignments/assessments.
- 2.4 The course grading policy is stated clearly, along with scale and weights of respective assignments.
- 2.5 Demonstrates an understanding of the relationships between and among the assignments, assessments and standards-based learning goals.
- 2.6 The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed.
- 2.7 Students have multiple opportunities to measure their own learning progress.

Section 3. Instructional Materials and Resources Utilized

- 3.1 Students are given adequate notice to acquire course materials.
- 3.2 Syllabus lists whether textbooks are required or recommended.
- 3.3 For each required and recommended text, there is a brief statement as to its value/purpose.
- 3.4 When possible, students are given options in terms of how they acquire course materials.
- 3.5 The purpose of required instructional materials and how the materials are to be used for learning activities and meeting SLO is evident.
- 3.6 There is a variety of instructional material types, helping to engage students in the content, while not overly relying on one content type.
- 3.7 Audio and visual files used are clear in purpose and do not distract from outcomes.
- 3.8 The instructional materials present a variety of perspectives on the course content.
- 3.9 All resources and materials used in the course are appropriately cited. 2

Section 4. Instructional Design and Delivery

- 4.1 At the beginning of the course, students are provided with an opportunity to introduce themselves to each other as a way of encouraging community.
- 4.2 A variety of instructional delivery methods, accommodating multiple learning styles, is available throughout the course.
- 4.3 The selected tool for each activity is appropriate for effective delivery of the content.
- 4.4 Establishes and maintains ongoing and frequent teacher-student interaction, as well as student-student interaction.
- 4.5 Discussions are organized in clearly defined forums, threads, or communities.
- 4.6 The learning activities promote the achievement of the stated learning outcomes.
- 4.7 Learning activities provide opportunities for interaction that support active learning.
- 4.8 When requiring group work, a statement of the task is provided, with clear and concise outcomes that are appropriate and reasonable.
- 4.9 Rules for forming groups and assigning roles are clearly stated.
- 4.10 Benchmarks and expectations of group participation are clearly stated.
- 4.11 The modes and requirements for student interaction are clearly articulated.

- 4.12 Instructor's plan for response time and feedback on assignments is clearly stated.
- 4.13 Course abides by copyright and fair use laws.

Section 5. Technology for Teaching and Learning

- 5.1 The tools and media support the course learning objectives.
- 5.2 Course tools and media support student engagement and guide the student to become an active learner.
- 5.3 Navigation throughout the online components of the course is logical, consistent, and efficient.
- 5.4 Students can readily access the technologies required in the course.
- 5.5 The course technologies are current.

Section 6. Learner Support and Resources

- 6.1 Instructor states their role in the support process.
- 6.2 The course instructions articulate, or link to, a clear description of the technical support offered and how to access it.
- 6.3 Course instructions articulate, or link, to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services.
- 6.4 Course and institutional policies to which students are expected to comply are clearly stated and/or links to current policies provided.

Section 7. Accessibility and Universal Design

- 7.1 Course instructions articulate or link to the institution's accessibility policies and services.
- 7.2 The course employs accessible technologies: course environment, communications, instructional materials, and assessments.
- 7.3 The course design facilitates readability and minimizes distractions.
- 7.4 The course design and materials accommodate the use of assistive technologies.
- 7.5 The instructor's plan for response time and feedback on assignments is clearly stated.
- 7.6 Adapts and adjusts instruction to create multiple paths to learning objectives.

To: Senate

From: Stephen Schellenberg, Chair, Academic Policy and Planning Committee

Date: 11 March 2014

Re: Approval of new CFD MS concentration in Early Childhood Mental Health

Action: APP unanimously approved, and now moves that senate approves, the new Early Childhood Mental Health concentration within the existing MS program in Child and Family Development.

Rationale: This new concentration is designed to prepare students who (1) have completed their *Early Childhood Socio-Emotional and Behavioural Regulation Interventional Specialist* (EC-SEBRIS) certificate and (2) are currently pursuing their MS in child development to concurrently pursue their state clinical licensure under the requirements established by the *Board of Behavioral Sciences – Licensed Professional Clinical Counselor (LPCC)*. This new concentration within Child and Family Development is also supported by the School of Social Work.

TO: The Senate

FROM: Laurel Bliss, Chair
General Education Curriculum Committee

DATE: March 12, 2014

RE: GENERAL EDUCATION PROGRAM

Action

II. FOUNDATIONS OF LEARNING

B. Social and Behavioral Sciences

Teacher Education 284. Valuing Human Diversity (3) [GE]*

Valuing human diversity that enriches societies. Bridges to valuing human diversity, such as race, gender, language, and spirituality, as well as barriers to valuing human diversity, such as classism, sexism, racism, and anti-semitism.

C. Humanities and Fine Arts

2. Art, Classics, Dance, Drama, Humanities, and Music

Theatre 205. American Musical on Stage and Screen (3) [GE]

Survey of the American musical on stage and screen, examining representative shows, films, and performers that trace the evolution of this unique American art form from its origins to contemporary Broadway, film, and pop culture, utilizing live performance and digital media.

IV. EXPLORATIONS OF HUMAN EXPERIENCE

B. Social and Behavioral Sciences

Education 484. Valuing Human Diversity (3) [GE]

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences.

Human diversity that enriches societies. Race, gender, language, and spirituality. Impediments to valuing human diversity; classism, sexism, racism, and anti-Semitism. Not open to students with credit in Teacher Education 284.

*Course is being deleted from the 2014-2015 *General Catalog*.

To: Senate
From: Charles Toombs, Chapter President, CFA
Date: 26 March 2014
Re: Information Item

CFA Report:

Bargaining

The CFA Bargaining Team met with the CSU management bargaining team for two days, Thursday and Friday, March 13 and 14 in Sacramento. The two central issues discussed were the faculty evaluation process introduced by the CSU management team, and compensation issues introduced by CFA. Both discussions were detailed and included substantial give and take. While there were some areas of general agreement about problems with faculty salaries, there was no specific agreement on the appropriate remedy. The next meetings will be in Long Beach on March 27 and 28.

The 100-Day Contract Countdown has begun. Our contract, which covers the faculty, coaches, counselors and librarians of the CSU, expires June 30. Negotiations between CFA and CSU are ongoing, with much emphasis from CFA on excessive demands for teaching, research and service, and stagnant compensation.

Six CFA members addressed the CSU Trustees on March 25 to explain why a fair contract is important not only to themselves and their families but also to the quality of the education their students get. Andy Merrifield, chair of the CFA Bargaining Team, reminded the board about the 100-Day Contract Countdown and introduced the members during the open comment period of the Trustees' Collective Bargaining Committee.

Elaine Bernal, an organic chemistry lecturer at Long Beach, said "It has become increasingly difficult to provide for my family with rising health premiums and taking care of my 8 year old's chronic asthma, and continue to give excellent service to my students because our research, laboratory, and teaching spaces simply cannot meet the demand of students who want to be future doctors, dentists, engineers, and scientists that contribute to the underserved communities that they grew up in."

Jamil Momand, a professor of biochemistry at Cal State LA, told trustees: "I care for my students, but I simply don't have time to train students and teach three large traditional classes at the same time" and "I believe with my heart and soul that the lack of proper compensation is

causing faculty like me to lose the opportunity to train students. I believe this will result in weakening California's educated workforce.”

“These faculty members’ personal and professional experiences regarding salary and work expectations over the past six years reflect the experience of a wide swath of CSU faculty at all of the 23 campuses” and “I hope testimony like this helps the Trustees understand our commitment and the years of difficulties we have been up against,” said Andy Merrifield after the meeting. Gov. Jerry Brown and Assembly Speaker John A. Perez, both ex-officio CSU Trustees, were among the Trustees present.

CFA Lobby Days at the State Capitol to Advocate for CSU Funding and for Students

Some 100 faculty, staff and students will be at the State Capitol April 1-2 to advocate for the funding the CSU needs and for two bills that would protect students in our public university. The days will start with a program with five current Assemblymembers, all former California State University faculty members—Shirley Weber and Marty Block who taught at San Diego State, Raul Bocanegra at CSU Northridge, Anthony Rendon at CSU Fullerton, and Susan Eggman at Sacramento State.

CFA Contact Information

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

To: SEN
From: The Graduate Curriculum Committee
Date: March 3, 2014
Re: 2015-2016 *Graduate Bulletin*

INFORMATION (6I-03-14)

DUAL LANGUAGE AND ENGLISH LEARNER EDUCATION (FORMERLY POLICY STUDIES IN LANGUAGE AND CROSS-CULTURAL EDUCATION)

1. Change in rubric.

Dual Language and English Learner Education
DLE 600A. Foundations of Democratic Schooling (3)

Prerequisite: Consent of instructor.

Analysis of relationships among ideology, culture, and power in educational context; key concepts in critical pedagogy applied to programs, curricula, and school restructuring. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 600A.)

Change: Abbreviation change from PLC to DLE.

2. Change in rubric.

Dual Language and English Learner Education
DLE 600B. Foundations of Dual Language Programming for Critical Biliteracy Development (3)

Prerequisite: Bilingual 2042 credential or score of 3 on SDSU Spanish examination.

Critical literacy and democratic schooling for dual language program models. Program models that apply to policies and practices that inform literacy curriculum and pedagogy in dual language-biliteracy settings. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 600B.)

Change: Abbreviation change from PLC to DLE.

3. Change in rubric.

Dual Language and English Learner Education
DLE 601. Language Policies and Practices (3)

Prerequisite: Consent of instructor.

Formal and informal policies related to education of linguistically diverse students at micro/macro level and in school contexts; analysis of bilingual and cross-cultural issues in cognition and literacy. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 601 and 653.)

Change: Abbreviation change from PLC to DLE.

4. Change in rubric.

Dual Language and English Learner Education
DLE 603. Community and Schools in a Diverse Society (3)

Prerequisite: Consent of instructor.

Linguistic and cultural diversity of school and community. Development of community sociocultural scan; home and school collaboration; effects of home and school collaboration on achievement; responsibility of parent caretaker, stakeholder for student success. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 603.)

Change: Abbreviation change from PLC to DLE.

5. Change in rubric.

Dual Language and English Learner Education
DLE 604. Learning and Teaching Language in a Dual Language Setting (3)

Prerequisite: Bilingual 2042 credential or score of 3 on SDSU Spanish examination.

Dual language instructional methods, modeling oral and written grammatical structures. Language acquisition strategies for English and Spanish in K-12 grades. Emphasis on written structures for academic literacy. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 604.)

Change: Abbreviation change from PLC to DLE.

6. Change in rubric.

Dual Language and English Learner Education
DLE 650. Curriculum Development for Urban School Communities (3)

Prerequisites: Dual Language and English Learner Education 600A and 601.

Curriculum development through lens of critical theory. Principles of curriculum and instruction contextualized and with regard to particular educational institutions or work sites from a social justice perspective. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 650.)

Change: Abbreviation change from PLC to DLE.

7. Change in rubric.

Dual Language and English Learner Education

DLE 651. Curriculum, Teaching, and Assessment: ELD and SDAIE (1-3)

Prerequisite: Dual Language and English Learner Education 915A or 915B.

English language development and delivery of comprehensive instruction for English learners. Strategies for implementing state adopted instruction programs for ELD in language and content. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 651.)

Change: Abbreviation change from PLC to DLE.

8. Change in rubric.

Dual Language and English Learner Education

DLE 653. Language Development in K-12 Multilingual Classrooms (3)

Prerequisite: Admission to bilingual authorization credential program.

Dual language and multilingual classrooms, universals and differences in language structure, transfer, and use (including basic linguistics). First and additional language development; related factors (political/sociocultural aspects of bilingualism). Taught in English and Spanish. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 653 and 953.)

Change: Abbreviation change from PLC to DLE.

9. Change in rubric.

Dual Language and English Learner Education

DLE 686. Seminar in Multicultural Education (1-6)

Prerequisite: Consent of instructor.

Topics dealing with current issues in multicultural education. See *Class Schedule* for specific content. Maximum credit six units applicable to a master's degree. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 686.)

Change: Abbreviation change from PLC to DLE.

10. Change in rubric.

Dual Language and English Learner Education

DLE 798. Special Study (1-6) Cr/NC/RP

Prerequisite: Consent of instructor; to be arranged with department chair and instructor.

Individual study. May involve fieldwork. Maximum credit six units applicable to a master's degree. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 798.)

Change: Abbreviation change from PLC to DLE.

11. Change in rubric.

Dual Language and English Learner Education

DLE 910. Teaching Mathematics to Bilingual Students (1-3)

Prerequisite: Admission to Bilingual 2042 Multiple Subject credential program.

Underlying learning theories for teaching mathematical concepts, computation, and problem-solving skills to bilingual students. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 910.)

Change: Abbreviation change from PLC to DLE.

12. Change in rubric.

Dual Language and English Learner Education

DLE 911. Teaching Social Studies to Bilingual Students (1-3)

Prerequisite: Admission to Bilingual 2042 Multiple Subject credential program.

Conceptual approaches for teaching bilingual social studies curriculum, incorporating sociocultural characteristics of multicultural community, social concepts, and community social issues. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 911.)

Change: Abbreviation change from PLC to DLE.

13. Change in rubric.

Dual Language and English Learner Education

DLE 912. Teaching Science to Bilingual Students (1-3)

Prerequisite: Admission to Bilingual 2042 Multiple Subject credential program.

Strategies for development of process skills and concept acquisition. Methodology for teaching activity-oriented science class bilingually, (Formerly numbered Policy Studies in Language and Cross-Cultural Education 912.)

Change: Abbreviation change from PLC to DLE.

14. Change in rubric.

Dual Language and English Learner Education

DLE 915. Teaching and Learning in the Content Area: English Language Development/SDAIE (1-3)

Prerequisites: Education 451, Dual Language and English Learner Education 515, and admission to Bilingual 2042 Single Subject credential program.

Teaching strategies in content specific fields from second language acquisition perspective taken concurrently with student teaching. See *Class Schedule* for specific content. May be repeated with new content. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 915.)

- A. Multiple Subjects
- B. Single Subjects
- C. Special Education

Change: Abbreviation change from PLC to DLE.

15. Change in rubric.

Dual Language and English Learner Education

DLE 931. Skills in Teaching Reading to Bilingual Elementary Students (1-3)

Prerequisite: Admission to Bilingual 2042 Multiple Subject credential program.

Teaching reading in English, including methods, strategies, assessment, materials, and techniques of transition for implementing reading programs in the bilingual classroom. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 931.)

Change: Abbreviation change from PLC to DLE.

16. Change in rubric.

Dual Language and English Learner Education

DLE 933. Skills in Teaching Reading to Bilingual Secondary Students (3)

Prerequisites: Upper division standing. Admission to Bilingual 2042 Single Subject credential program.

Methods for developing reading skills in Spanish and English across subject areas. Includes comprehension, academic vocabulary, concept development, reading strategies, and assessment. Taught in Spanish and/or English. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 933.)

Change: Abbreviation change from PLC to DLE.

17. Change in rubric.

Dual Language and English Learner Education

DLE 954. Classroom Organization for Democratic Teaching in Bilingual Classrooms (1-4)

Prerequisites: Dual Language and English Learner Education 400; concurrent registration in Dual Language and English Learner Education 524 and 963; admission to single subject bilingual 2042 program.

Teaching practices to include democratic processes for classroom management in bilingual classrooms. Classroom teaching, classroom discipline, and curriculum

management. Social-cultural and political contexts of teaching to include overview of teacher performance assessment tasks. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 954.)

Change: Abbreviation change from PLC to DLE.

18. Change in rubric.

Dual Language and English Learner Education

DLE 960. Professional Seminar for Bilingual Teacher Candidates (1-4) Cr/NC

Prerequisite: Dual Language and English Learner Education 954.

Lesson planning and organization for bilingual elementary and secondary teacher candidates. Meeting needs of diverse learners in biliteracy settings. Maximum credit eight units. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 960.)

Change: Abbreviation change from PLC to DLE.

19. Change in rubric.

Dual Language and English Learner Education

DLE 961. Practicum in Elementary Bilingual Classroom (1-12) Cr/NC

Prerequisites: Admission to Bilingual 2042 Multiple Subject credential program. Student must provide own transportation to student teaching site.

Field experience at two grade levels in a multicultural setting and a bilingual elementary classroom; student teacher assumes responsibility for planning and instruction for specified time to comply with State requirements. Maximum credit 12 units. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 961.)

Change: Abbreviation change from PLC to DLE.

20. Change in rubric.

Dual Language and English Learner Education

DLE 962. Student Teaching for Elementary Bilingual Students II (1-12) Cr/NC

Prerequisite: Dual Language and English Learner Education 961.

Field experience in a multicultural setting or a bilingual elementary classroom. Maximum credit 12 units. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 962.)

Change: Abbreviation change from PLC to DLE.

21. Change in rubric.

Dual Language and English Learner Education

DLE 963. Practicum in Secondary Bilingual Classroom (3-4) Cr/NC

Prerequisites: Dual Language and English Learner Education 400; concurrent registration in Dual Language and English Learner Education 524 and 954; admission to the single subject bilingual emphasis program. Students must provide own transportation to student teaching site.

On-site, part-time experience to implement bilingual teacher competencies introduced in Policy Studies in Language and Cross-Cultural Education 515, 524, and 954. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 963.)

Change: Abbreviation change from PLC to DLE.

22. Change in rubric.

Dual Language and English Learner Education

DLE 964. Student Teaching for Bilingual Secondary Students II (8-12) Cr/NC

Prerequisites: Dual Language and English Learner Education 524 and 963. Students must provide own transportation to student teaching site.

On-site, full-day experience in State approved bilingual and nonbilingual classes to implement teacher competencies as developed in the total professional sequence. Maximum credit 12 units. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 964.)

Change: Abbreviation change from PLC to DLE.

JOURNALISM AND MEDIA STUDIES

1. Change in program.

Journalism and Media Studies

Specialization in Mass Communication and Media Studies

(Major Code: 06010) (SIMS Code: 664141)

(no change)

Graduate Courses. Students may select Plan A, thesis, by completing Journalism and Media Studies 799A (3 units) or, if Plan B is selected, the student must complete three additional units of 600-700 level coursework in the School of Journalism and Media Studies and pass the Comprehensive Examination in journalism and media studies. The remaining 27 units of the program must include completion of Journalism and Media Studies 600A and 600B with an average grade of B or better in the two courses, or consent of the Journalism and Media Studies faculty; 12 units selected from Journalism and Media Studies 506, 527, 529, 547, 550, 560, 566, 567, 574, 581, 585, 587, 589, 590, 591, 595, 596, 620, 696, 701, 710, 775, 780, 785, 798, and nine units relevant to the specialization selected with the approval of the graduate adviser. No more than nine units may be taken outside the School of Journalism and Media Studies. No more than six units may be taken as special study (798). No more than 12 units taken at the 500-level may count toward the degree.

Change: Addition of new courses, Journalism and Media Studies 527, 547, 566, 567, 587 to core course listing.

LEARNING DESIGN AND TECHNOLOGY

1. New course.

Learning Design and Technology

MOBILE APPS FOR LEARNING (C-4)

LDT 630. Mobile Applications for Learning (3)

Two lectures and two hours of activity.

Prerequisites: Learning Design and Technology 540 and 541 or consent of instructor.

Mobile learning models and examples. Design principles and development processes. Adapting mobile learning for different environments, settings, and cultures. Future trends.

To: SEC
From: The Graduate Curriculum Committee
Date: March 3, 2014
Re: 2014-2015 *Graduate Bulletin*

INFORMATION (6I-03-14.500)

ART

1. Change in title.

Art

WORK ENVR INTERIOR DESIGN

ART 552. Work Environment Interior Design (3)

Six hours.

Prerequisites: Art 453 and completion of portfolio requirement. **Proof of completion of prerequisites required:** Copy of transcript.

Projects in architectural interiors involving the use and perception of enclosed spaces. Space planning systems analysis. Maximum credit six units.

Change: Updated title from *Interior Design IV*.

2. Change in title.

Art

COMMERC INTERIOR DESIGN

ART 553. Commercial Interior Design (3)

Six hours.

Prerequisite: Art 552. **Proof of completion of prerequisite required:** Copy of transcript.

Projects in interiors involving space planning analysis, specification writing, materials selection and furnishing design appropriate to commercial needs. Maximum credit six units.

Change: Updated title from *Interior Design V*.

To: SEN
From: The Graduate Curriculum Committee
Date: March 3, 2014
Re: 2015-2016 *Graduate Bulletin*

INFORMATION (6I-03-14.500)

DUAL LANGUAGE AND ENGLISH LEARNER EDUCATION (FORMERLY POLICY STUDIES IN LANGUAGE AND CROSS-CULTURAL EDUCATION)

1. Change in rubric.

Dual Language and English Learner Education

DLE 515. Multilingual Education: Theory and Practice for Biliteracy Teachers (3)

Pedagogical and programmatic practices for addressing linguistic and academic needs of multilingual learners. Historical and theoretical foundations of bilingual education as related to bilingual and dual language programs to include instruction, curriculum, and assessment. Taught in Spanish and English. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 515.)

Change: Abbreviation change from PLC to DLE.

2. Change in rubric.

Dual Language and English Learner Education

DLE 523. Psychological Foundations for Biliteracy Teachers in K-6 Classrooms (3)

Major theories of learning and cognition as applied to bilingual students and their relation to child development, first and second language acquisition, and approaches to teaching in bilingual classroom. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 523 and 923.)

Change: Abbreviation change from PLC to DLE.

3. Change in rubric.

Dual Language and English Learner Education

DLE 524. Psychological Foundations for Biliteracy Teachers in Grades 7-12 (1-4)

Bilingual learning theory as it affects adolescent growth, individualized instruction, classroom management and discipline, and methods of measuring and evaluating achievement. Taught in Spanish and English. May be repeated with new content. See *Class Schedule* for specific content. Maximum credit four units. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 524 and 924.)

Change: Abbreviation change from PLC to DLE.

4. Change in rubric.

Dual Language and English Learner Education

DLE 532. Bilingual Teaching in Language Arts for Elementary Students (3)

Prerequisites: Dual Language and English Learner Education 415 and 515.

Assessing language proficiency; selecting, designing, and evaluating learning experiences to develop biliteracy in K-6 classrooms in English language arts and Spanish, Arabic, Filipino, Japanese, or Mandarin. Taught bilingually in language of emphasis and English. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 532 and 932.)

Change: Abbreviation change from PLC to DLE.

5. Change in rubric.

Dual Language and English Learner Education

DLE 553. Language Assessment and Evaluation in Multicultural Settings (3)

Theories and methods of assessment and evaluation of diverse student populations including authentic and traditional models. Procedures for identification, placement, and monitoring of linguistically diverse students. Theories, models, and methods for program evaluation, achievement, and decision making. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 553.)

Change: Abbreviation change from PLC to DLE.

6. Change in rubric.

Dual Language and English Learner Education

DLE 596. Special Topics in Bilingual and Multicultural Education (1-3)

Prerequisite: Consent of instructor.

Selected topics in bilingual, cross-cultural education and policy studies. May be repeated with new content. See *Class Schedule* for specific content. Credit for 596 and 696 applicable to a master's degree with approval of the graduate adviser.

Change: Abbreviation change from PLC to DLE.

JOURNALISM AND MEDIA STUDIES

1. New course.

Journalism and Media Studies

ADV TOPICS JOURNALISM (C-4)

JMS 527. Advanced Topics in Journalism (3)

Prerequisites: Journalism and Media Studies 300 with a grade of C (2.0) or better. Admission to journalism major.

Reading, investigation, and research in a specialized topic in journalism. May be repeated with new content. Maximum credit six units.

2. Change in prerequisite and title.

Journalism and Media Studies

DATA-DRIVEN INV JOURNALIS

JMS 529. Data-driven Investigative Journalism (3)

One lecture and four hours of activity.

Prerequisite: Journalism and Media Studies 420 with a grade of C (2.0) or better.

Proof of completion of prerequisite required: Copy of transcript.

History and role of investigative journalism in the U.S. Use of the Internet, public records, spreadsheets, and databases to develop stories in the public interest. Finding patterns and leads in electronic data. Field and laboratory experience.

Change: Deletion of Journalism and Media Studies 300, 310W; addition of 420.

3. New course.

Journalism and Media Studies

ADV TOPICS MEDIA STUDIES (C-4)

JMS 547. Advanced Topics in Media Studies (3)

Prerequisites: Journalism and Media Studies 408 with a grade of C (2.0) or better. Admission to media studies emphasis, Major Code: 15060.

Reading, investigation, and research in a specialized topic in media studies. May be repeated with new content. Maximum credit six units.

4. Change in prerequisite.

Journalism and Media Studies

JMS 550. Multimedia News Laboratory (3)

One lecture and four hours of activity.

Prerequisites: Journalism and Media Studies 420, 430 with grades 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. Teams prepare multimedia news content. Field and laboratory experience. Completion of course with grade of C or better is required for majors and minors.

Change: Deletion of Journalism and Media Studies 300, 310W, 315, and 445.

5. New course.

Journalism and Media Studies

AD STRAT & DIGITAL ANYLTS (C-5)

JMS 566. Advertising Strategy and Digital Analytics Platforms (3)

Prerequisites: Journalism and Media Studies 460 or 480, and Journalism and Media Studies 560 or 581, or consent of instructor.

Strategy creation, implementation, and evaluation using digital analytics platforms. Digital analytics administration, monitoring, analysis, and reporting. Application of digital analytics to consumer advertising optimization.

6. New course.

Journalism and Media Studies

ADV TOPICS ADVERTISING (C-4)

JMS 567. Advanced Topics in Advertising (3)

Prerequisites: Journalism and Media Studies 460 with a grade of C (2.0) or better. Admission to advertising emphasis, Major Code: 06041.

Reading, investigation, and research in a specialized topic in advertising. May be repeated with new content. Maximum credit six units.

5. New course.

Journalism and Media Studies

ADV TOPICS PUBLIC RELATNS (C-4)

JMS 587. Advanced Topics in Public Relations (3)

Prerequisites: Journalism and Media Studies 480 with a grade of C (2.0) or better. Admission to public relations emphasis, Major Code: 05992.

Reading, investigation, and research in a specialized topic in public relations. May be repeated with new content. Maximum credit six units.

SPEECH, LANGUAGE, AND HEARING SCIENCES

1. Change in prerequisite.

Speech, Language, and Hearing Sciences

SLHS 512. Phonological Acquisition and Disorders (3)

Prerequisite: Speech, Language, and Hearing Sciences 320 with a grade of C (2.0) or better. **Proof of completion of prerequisite required:** Copy of transcript.

Phonology, phonological development, and phonological disorders as they relate to basic linguistic theory. Concepts considered through critical thinking and problem-solving.

Change: Addition of grade C or better and proof of prerequisite statements.

TELEVISION, FILM AND NEW MEDIA

1. Addition of prerequisite.

Television, Film and New Media

TFM 530. Selected Topics in Genre Studies for Television and Film (3)

Prerequisites: Television, Film and New Media 160, 310, and 330. Open only to television, film and new media majors in upper division standing.

Film and television genres (noir, western, comedy, musical, science fiction, soap opera, etc.) including key media texts, aesthetics, themes, history, and social context. May be repeated with new course content. See *Class Schedule* for specific content. Maximum credit six units.

Change: Addition of prerequisites; none were listed prior.

2. Change in prerequisite.

Television, Film and New Media

TFM 550. Art Direction for Television and Film (3)

One lecture and four hours of activity.

Prerequisites: Television, Film and New Media 350; 361 or 362 for television, film and new media majors, and Theatre 440 for theatre majors, and consent of instructor.

Proof of completion of prerequisites required: Copy of transcript.

Aesthetic, technical, and practical aspects of design for television and film. Experience in scenic design, graphics, set decoration, budgeting, and scheduling.

Change: Updates prerequisite to reflect Television, Film and New Media 360 renumbering to 362.

3. Change in prerequisite.

Television, Film and New Media

TFM 560. Advanced Film (3)

Two lectures and more than three hours of activity.

Prerequisites: Television, Film and New Media 314 (or consent of instructor), 361, and 362.

Practicum in direction and production of dramatic and nondramatic film. Cameras, lighting, design, sound techniques, experience in university sponsored productions. Completion of a short film.

Change: Updates prerequisite to reflect Television, Film and New Media 360 renumbering to 362.

4. Change in prerequisite.

Television, Film and New Media

TFM 571. Selected Topics in Director Studies (3)

Prerequisite: Television, Film and New Media 160, 310, and 330. Open only to television, film and new media majors in upper division standing.

Historical significance of and theoretical approaches to major media directors (Welles, Hitchcock, Spielberg, etc.) including breadth of work, cultural and generic contexts, aesthetic innovation, and recurring themes. May be repeated with new content. See Class Schedule for specific topic. Maximum credit six units.

Change: Addition of Television, Film and New Media 160 and 330.

5. Change in prerequisite.

Television, Film and New Media

TFM 573. Selected Topics in History of Film, TV, and Media (3)

Prerequisite: Television, Film and New Media 160, 310, and 330. Open only to television, film and new media majors in upper division standing.

Media history including cultural and generic developments, patterns of exhibition, technological influences, significant creative and industrial figures, commercial and social contexts. May be repeated with new content. See *Class Schedule* for specific topic. Maximum credit six units.

Change: Addition of Television, Film and New Media 160 and 330.

To: The Senate
From: Larry S. Verity, Chair
Undergraduate Curriculum Committee
Date: March 12, 2014
Re: 2015-2016 *General Catalog*

INFORMATION (6I-03-14.500)

DUAL LANGUAGE AND ENGLISH LEARNER EDUCATION (FORMERLY POLICY STUDIES IN LANGUAGE AND CROSS-CULTURAL EDUCATION)

[NOTE: The rubric changes below will be reflected in the 2014-2015 General Catalog and Graduate Bulletin.]

1. Change in rubric.

Dual Language and English Learner Education

DLE 515. Multilingual Education: Theory and Practice for Biliteracy Teachers (3)

Pedagogical and programmatic practices for addressing linguistic and academic needs of multilingual learners. Historical and theoretical foundations of bilingual education as related to bilingual and dual language programs to include instruction, curriculum, and assessment. Taught in Spanish and English. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 515.)

Change: Abbreviation change from PLC to DLE.

2. Change in rubric.

Dual Language and English Learner Education

DLE 523. Psychological Foundations for Biliteracy Teachers in K-6 Classrooms (3)

Major theories of learning and cognition as applied to bilingual students and their relation to child development, first and second language acquisition, and approaches to teaching in bilingual classroom. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 523 and 923.)

Change: Abbreviation change from PLC to DLE.

3. Change in rubric.

Dual Language and English Learner Education

DLE 524. Psychological Foundations for Biliteracy Teachers in Grades 7-12 (1-4)

Bilingual learning theory as it affects adolescent growth, individualized instruction, classroom management and discipline, and methods of measuring and evaluating achievement. Taught in Spanish and English. May be repeated with new

content. See *Class Schedule* for specific content. Maximum credit four units. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 524 and 924.)

Change: Abbreviation change from PLC to DLE.

4. Change in rubric.

Dual Language and English Learner Education

DLE 532. Biliteracy Teaching in Language Arts for Elementary Students (3)

Prerequisites: Dual Language and English Learner Education 415 and 515.

Assessing language proficiency; selecting, designing, and evaluating learning experiences to develop biliteracy in K-6 classrooms in English language arts and Spanish, Arabic, Filipino, Japanese, or Mandarin. Taught bilingually in language of emphasis and English. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 532 and 932.)

Change: Abbreviation change from PLC to DLE.

5. Change in rubric.

Dual Language and English Learner Education

DLE 553. Language Assessment and Evaluation in Multicultural Settings (3)

Theories and methods of assessment and evaluation of diverse student populations including authentic and traditional models. Procedures for identification, placement, and monitoring of linguistically diverse students. Theories, models, and methods for program evaluation, achievement, and decision making. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 553.)

Change: Abbreviation change from PLC to DLE.

6. Change in rubric.

Dual Language and English Learner Education

DLE 596. Special Topics in Bilingual and Multicultural Education (1-3)

Prerequisite: Consent of instructor.

Selected topics in bilingual, cross-cultural education and policy studies. May be repeated with new content. See *Class Schedule* for specific content. Credit for 596 and 696 applicable to a master's degree with approval of the graduate adviser.

Change: Abbreviation change from PLC to DLE.

JOURNALISM AND MEDIA STUDIES

1. New course.

Journalism and Media Studies

ADV TOPICS JOURNALISM (C-4)

JMS 527. Advanced Topics in Journalism (3)

Prerequisites: Journalism and Media Studies 300 with a grade of C (2.0) or better. Admission to journalism major.

Reading, investigation, and research in a specialized topic in journalism. May be repeated with new content. Maximum credit six units.

2. Change in prerequisite and title.

Journalism and Media Studies

DATA-DRIVEN INV JOURNALIS

JMS 529. Data-driven Investigative Journalism (3)

One lecture and four hours of activity.

Prerequisite: Journalism and Media Studies 420 with a grade of C (2.0) or better.

Proof of completion of prerequisite required: Copy of transcript.

History and role of investigative journalism in the U.S. Use of the Internet, public records, spreadsheets, and databases to develop stories in the public interest. Finding patterns and leads in electronic data. Field and laboratory experience.

Change: Deletion of Journalism and Media Studies 300, 310W; addition of 420.

3. New course.

Journalism and Media Studies

ADV TOPICS MEDIA STUDIES (C-4)

JMS 547. Advanced Topics in Media Studies (3)

Prerequisites: Journalism and Media Studies 408 with a grade of C (2.0) or better. Admission to media studies emphasis, Major Code: 15060.

Reading, investigation, and research in a specialized topic in media studies. May be repeated with new content. Maximum credit six units.

4. Change in prerequisite.

Journalism and Media Studies

JMS 550. Multimedia News Laboratory (3)

One lecture and four hours of activity.

Prerequisites: Journalism and Media Studies 420, 430 with grades 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. Teams prepare multimedia news content. Field and laboratory experience. Completion of course with grade of C or better is required for majors and minors.

Change: Deletion of Journalism and Media Studies 300, 310W, 315, and 445.

5. New course.

Journalism and Media Studies

AD STRAT & DIGITAL ANYLTS (C-5)

JMS 566. Advertising Strategy and Digital Analytics Platforms (3)

Prerequisites: Journalism and Media Studies 460 or 480, and Journalism and Media Studies 560 or 581, or consent of instructor.

Strategy creation, implementation, and evaluation using digital analytics platforms. Digital analytics administration, monitoring, analysis, and reporting. Application of digital analytics to consumer advertising optimization.

6. New course.

Journalism and Media Studies

ADV TOPICS ADVERTISING (C-4)

JMS 567. Advanced Topics in Advertising (3)

Prerequisites: Journalism and Media Studies 460 with a grade of C (2.0) or better. Admission to advertising emphasis, Major Code: 06041.

Reading, investigation, and research in a specialized topic in advertising. May be repeated with new content. Maximum credit six units.

5. New course.

Journalism and Media Studies

ADV TOPICS PUBLIC RELATNS (C-4)

JMS 587. Advanced Topics in Public Relations (3)

Prerequisites: Journalism and Media Studies 480 with a grade of C (2.0) or better. Admission to public relations emphasis, Major Code: 05992.

Reading, investigation, and research in a specialized topic in public relations. May be repeated with new content. Maximum credit six units.

SPEECH, LANGUAGE, AND HEARING SCIENCES

1. Change in prerequisite.

Speech, Language, and Hearing Sciences

SLHS 512. Phonological Acquisition and Disorders (3)

Prerequisite: Speech, Language, and Hearing Sciences 320 with a grade of C (2.0) or better. **Proof of completion of prerequisite required:** Copy of transcript.

Phonology, phonological development, and phonological disorders as they relate to basic linguistic theory. Concepts considered through critical thinking and problem-solving.

Change: Addition of grade C or better and proof of prerequisite statements.

TELEVISION, FILM AND NEW MEDIA

1. Addition of prerequisite.

Television, Film and New Media

TFM 530. Selected Topics in Genre Studies for Television and Film (3)

Prerequisites: Television, Film and New Media 160, 310, and 330. Open only to television, film and new media majors in upper division standing.

Film and television genres (noir, western, comedy, musical, science fiction, soap opera, etc.) including key media texts, aesthetics, themes, history, and social context. May be repeated with new course content. See *Class Schedule* for specific content. Maximum credit six units.

Change: Addition of prerequisites; none were listed prior.

2. Change in prerequisite.

Television, Film and New Media

TFM 550. Art Direction for Television and Film (3)

One lecture and four hours of activity.

Prerequisites: Television, Film and New Media 350; 361 or 362 for television, film and new media majors, and Theatre 440 for theatre majors, and consent of instructor.

Proof of completion of prerequisites required: Copy of transcript.

Aesthetic, technical, and practical aspects of design for television and film. Experience in scenic design, graphics, set decoration, budgeting, and scheduling.

Change: Updates prerequisite to reflect Television, Film and New Media 360 renumbering to 362.

3. New course.

Television, Film and New Media

TFM 559. Digital Design for Film and Stage (3)

Prerequisites: Television, Film and New Media 350 or Theatre 440.

Theories and applications of commonly used 3D modeling programs in the entertainment industry. See *Class Schedule* for specific content. Maximum credit six units.

4. Change in prerequisite.

Television, Film and New Media

TFM 560. Advanced Film (3)

Two lectures and more than three hours of activity.

Prerequisites: Television, Film and New Media 314 (or consent of instructor), 361, and 362.

Practicum in direction and production of dramatic and nondramatic film. Cameras, lighting, design, sound techniques, experience in university sponsored productions. Completion of a short film.

Change: Updates prerequisite to reflect Television, Film and New Media 360 renumbering to 362.

5. Change in prerequisite.

Television, Film and New Media

TFM 571. Selected Topics in Director Studies (3)

Prerequisite: Television, Film and New Media 160, 310, and 330. Open only to television, film and new media majors in upper division standing.

Historical significance of and theoretical approaches to major media directors (Welles, Hitchcock, Spielberg, etc.) including breadth of work, cultural and generic contexts, aesthetic innovation, and recurring themes. May be repeated with new content. See Class Schedule for specific topic. Maximum credit six units.

Change: Addition of Television, Film and New Media 160 and 330.

6. Change in prerequisite.

Television, Film and New Media

TFM 573. Selected Topics in History of Film, TV, and Media (3)

Prerequisite: Television, Film and New Media 160, 310, and 330. Open only to television, film and new media majors in upper division standing.

Media history including cultural and generic developments, patterns of exhibition, technological influences, significant creative and industrial figures, commercial and social contexts. May be repeated with new content. See *Class Schedule* for specific topic. Maximum credit six units.

Change: Addition of Television, Film and New Media 160 and 330.

To: The Senate
From: Larry S. Verity, Chair
Undergraduate Curriculum Committee
Date: March 12, 2014
Re: 2015-2016 *General Catalog*

INFORMATION (6I-03-14)

DUAL LANGUAGE AND ENGLISH LEARNER EDUCATION (FORMERLY POLICY STUDIES IN LANGUAGE AND CROSS-CULTURAL EDUCATION)

[NOTE: The rubric changes below will be reflected in the 2014-2015 General Catalog]

1. Change in rubric.

Policy Studies in Language and Cross-Cultural Education
DLE 400. The Secondary School and Bilingual Education (3)

Prerequisite: Upper division standing.

Bilingual education at the secondary levels, including roles, curricular models, organization, and legal justification. Must demonstrate bilingual competencies before conclusion of course and admission to program. Taught in Spanish. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 400.)

Change: Course abbreviation (rubric) has changed from PLC to DLE.

2. Change in rubric.

Policy Studies in Language and Cross-Cultural Education
DLE 415. Bilitery Foundations for Teaching and Learning in Diverse Communities (4)
Three lectures and two hours of activity.

Prerequisite: Upper division standing.

Oral, written, and communicative competencies in Spanish through practical experiences and study of socio-political and socio-cultural contexts impacting bilingual learners in culturally and linguistically diverse communities. Maximum credit eight units. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 415.)

Change: Course abbreviation (rubric) has changed from PLC to DLE.

3. Change in rubric.

Policy Studies in Language and Cross-Cultural Education
DLE 496. Experimental Topics (1-4)

Selected topics. May be repeated with new content. See *Class Schedule* for specific content. Limit of nine units of any combination of 296, 496, 596 courses applicable to a bachelor's degree.

Change: Course abbreviation (rubric) has changed from PLC to DLE.

4. Change in rubric.

Policy Studies in Language and Cross-Cultural Education
DLE 499. Special Study (1-3)

Prerequisite: Consent of instructor. Open only to senior and graduate students in education who have shown ability to work independently.

Individual study. Maximum credit six units.

Change: Course abbreviation (rubric) has changed from PLC to DLE.

EDUCATION

1. New course.

Education

VALUING HUMAN DIVERSITY (C-5)

ED 484. Valuing Human Diversity (3) [GE]

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences.

Human diversity that enriches societies. Race, gender, language, and spirituality. Impediments to valuing human diversity; classism, sexism, racism, and anti-Semitism. Not open to students with credit in Teacher Education 284.

JOURNALISM AND MEDIA STUDIES

1. Change in description, mode of instruction, prerequisite, title.

Journalism and Media Studies

DIGITAL MEDIA PRINCIPLES (C-4)

JMS 315. Digital Media Principles and Design (3)

One lecture and four hours of activity.

Prerequisites: Upper division standing and admission to a major in the School of Journalism and Media Studies.

Principles of preparing and editing content for multimedia, web, and mobile platforms in journalism and other media professions. Digital media layout and design; usability, accessibility, segmentation, and scanability.

Change: Title updated from Digital Copy Editing and Design. Prerequisite updated from Journalism and Media Studies 300, 310W with grades of C (2.0) or better in each course.

Admission to journalism major. Description updated to more accurately reflect course content.

2. Addition of prerequisite.

Journalism and Media Studies

JMS 420. Public Affairs News Reporting (3)

One lecture and four hours of activity.

Prerequisites: Journalism and Media Studies 300, 310W, and 315 with grades of C (2.0) or better in each course. Admission to journalism major. **Proof of completion of prerequisite required:** Copy of transcript.

Field and laboratory practice in news gathering and writing, covering news beats including courts, local governments, and other news sources. Emphasis on accuracy, clarity, comprehensiveness and interpretation.

Change: Addition of Journalism and Media Studies 315 and *with grades of C (2.0) or better* statement.

3. Addition of prerequisite.

Journalism and Media Studies

JMS 430. Digital Journalism (3)

Prerequisites: Journalism and Media Studies 300, 310W, and 315 with grades of C (2.0) or better in each course. Admission to journalism major. **Proof of completion of prerequisite required:** Copy of transcript.

Using digital and mobile platforms to publish news content and how to use such platforms for news reporting and gathering purposes. Data-driven journalism, online writing styles, web programming, social media strategies, and digital design principles.

Change: Addition of Journalism and Media Studies 315.

4. Change in title and addition of prerequisite.

Journalism and Media Studies

TELEVISION NEWS REPORTING

JMS 445. Television News Reporting and Producing (3)

One lecture and four hours of activity.

Prerequisites: Journalism and Media Studies 300, 310W, and 315 with grades of C (2.0) or better in each course. Admission to journalism major. **Proof of completion of prerequisites required:** Copy of transcript.

Electronic news, focusing on reporting and producing newscasts. Shooting, writing, editing, and presenting news. Roles and responsibilities in electronic newsrooms to include role of producer.

Change: Updated title from Electronic News Reporting and Producing. Addition of Journalism and Media Studies 315.

5. Change in prerequisite and title.

Journalism and Media Studies

MULTIMEDIA & MOBILE RPTG

JMS 470. Multimedia and Mobile Reporting (3)

One lecture and four hours of activity.

Prerequisites: Journalism and Media Studies 430 with a grade of C (2.0) or better.

Admission to journalism major. **Proof of completion of prerequisites required:** Copy of transcript.

Principles and techniques of writing news for print, online, radio-television, and emerging media platforms. Field and laboratory experience.

Change: Updated title from Multimedia News Writing. Addition of Journalism and Media Studies 430; deletion of 300, 310W as prerequisites.

6. New course.

Journalism and Media Studies

INTERNSHIP

JMS 490. Advertising or Public Relations or Journalism Internship (1-3) Cr/NC

Prerequisites: Journalism and Media Studies 412, 420, 481, or 562 with a grade of C (2.0) or better.

Supervised work at organizations engaged in media-related professional activities under combined direction of practitioners and professors. Maximum credit three units. Not open to students who have previously received three units of credit in Journalism and Media Studies 490A, 490B, 490C.

7. Deletion of course.

Journalism and Media Studies

JMS 490A. Advertising Internship (1-3) Cr/NC

Prerequisites: Upper division standing, consent of instructor, and Journalism and Media Studies 562 with grade of C (2.0) or better.

Supervised work at organizations engaged in professional advertising activities under combined direction of practitioners and professors. Maximum credit three units.

8. Deletion of course.

Journalism and Media Studies

JMS 490B. Public Relations Internship (1-3) Cr/NC

Prerequisites: Upper division standing, consent of instructor, and Journalism and Media Studies 481 with grade of C (2.0) or better.

Supervised work at organizations engaged in professional public relations activities under combined direction of practitioners and professors. Maximum credit three units.

9. Deletion of course.

Journalism and Media Studies

JMS 490C. Journalism Internship (1-3) Cr/NC

Prerequisites: Upper division standing, consent of instructor, and Journalism and Media Studies 420 with grade of C (2.0) or better.

Supervised work at organizations engaged in professional journalism activities under combined direction of practitioners and professors. Maximum credit three units.

10. New course.

Journalism and Media Studies

ADV TOPICS MEDIA WRITING (C-4) (C-12)

JMS 495. Advanced Topics in Media Writing and Skills (3)

One lecture and four hours of activity.

Prerequisite: Journalism and Media Studies 310W with a grade of C (2.0) or better. **Proof of completion of prerequisite required:** Copy of transcript.

Advanced, specialized topics in media writing and skills. May be repeated with new content. Maximum credit six units.

11. Change in program.

Journalism and Media Studies

Journalism Major

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

(Major Code: 06021) (SIMS Code: 664101)

Preparation for the Major. Journalism and Media Studies 200, 210, 220; Economics 101. Some of these courses may also be used to fulfill lower division general education requirements. (12 units)

Paragraph 2 (*no change*)

Major. A minimum of 36 upper division units to include Journalism and Media Studies 300, 310W, 315, 420, 430, 489, 494, 550; six units selected from Journalism and Media Studies 445, 470, 490, 495, 529; and six units of upper division coursework in journalism and media studies.

Change: Removal of Political Science 101, 102; reduction in units from preparation section. Addition of Journalism and Media Studies 315, 430, 495; removal of 425, 440, 411 from major section.

12. Change in program.

Journalism and Media Studies

Journalism Major

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

(Major Code: 06021) (SIMS Code: 664101)

Emphasis in Advertising
(Major Code: 06041) (SIMS Code: 661108)

Preparation for the Major. Journalism and Media Studies 200, 210, 220; Economics 101. Some of these courses may also be used to fulfill lower division general education requirements. (12 units)

Paragraph 2 (*no change*)

Change: Removal of Political Science 101, 102 from section; reduction in units.

13. Change in program.

Journalism and Media Studies

Journalism Major

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

(Major Code: 06021) (SIMS Code: 664101)

Emphasis in Media Studies

(Major Code: 15060) (SIMS Code: 661110)

Preparation for the Major. Journalism and Media Studies 200, 210; Economics 101; and three units selected from Accountancy 201, Art 101, Economics 102, Psychology 101, Public Health 101, Sociology 101. (12 units)

Paragraph 2 (*no change*)

Change: Moves Economics 101 to required. Removal of Political Science 101, 102, and Theatre 130 from section; reduction in units (was 18).

14. Change in program.

Journalism and Media Studies

Journalism Major

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

(Major Code: 06021) (SIMS Code: 664101)

Emphasis in Public Relations

(Major Code: 05992) (SIMS Code: 661109)

Preparation for the Major. Journalism and Media Studies 200, 210, and 220; Economics 101. Some of these courses may also be used to fulfill lower division general education requirements. (12 units)

Paragraph 2 (*no change*)

Change: Removal of Political Science 101, 102 from section; reduction in units.

SPEECH, LANGUAGE, AND HEARING SCIENCES

1. Change in prerequisite.

Speech, Language, and Hearing Sciences

SLHS 340. Principles of Audiology (3)

Prerequisites: Speech, Language, and Hearing Sciences 305 with a grade of C (2.0) or better and concurrent registration in Speech, Language, and Hearing Sciences 340L. **Proof of completion of prerequisites required:** Copy of transcript.

Diagnostic audiology procedures: Pure-tone testing, masking, speech recognition testing and immittance. Integration and interpretation of results from the basic audiological test battery.

Change: Deletion of Psychology 260. Addition of *with a grade of C (2.0) or better* statement.

TEACHER EDUCATION

1. Deletion of course.

Teacher Education

TE 284. Valuing Human Diversity (3) [GE]

Valuing human diversity that enriches societies. Bridges to valuing human diversity, such as race, gender, language, and spirituality, as well as barriers to valuing human diversity, such as classism, sexism, racism, and anti-semitism.

TELEVISION, FILM AND NEW MEDIA

1. Change in course number and prerequisite.

Television, Film and New Media

TFM 362. Intermediate Filmmaking (3)

Two lectures and more than three hours of activity.

Prerequisite: Television, Film and New Media 314 and 361.

Single camera techniques in production of narrative fiction. Crew-based location and studio production. Responsibilities of producer, director, and key creative production positions. (Formerly numbered Television, Film and New Media 260 and 360.)

Change: Updated course number from Television, Film and New Media 360. Addition of Television, Film and New Media 361 as prerequisite.

2. Change in prerequisite.

Television, Film and New Media

TFM 401. Business Aspects of Television and Film Production (3)

Prerequisites: Television, Film and New Media 361 or 362 or Theatre 241 for non-theatre majors only. Usually taken concurrently with Television, Film and New Media 560 or 561. **Proof of completion of prerequisites required:** Copy of transcript.

Financing, preproduction planning, postproduction, and distribution of television and film.

Change: Updated Television, Film and New Media 362 from 360 in prerequisite.

3. Change in prerequisite.

Television, Film and New Media

TFM 465. Compositing (3)

Two lectures and three hours of activity.

Prerequisite: Television, Film and New Media 361 or 362.

Computer-generated imagery and compositing techniques used in feature films and broadcast television.

Change: Updated Television, Film and New Media 362 from 360 in prerequisite.

4. Changes in prerequisite.

Television, Film and New Media

TFM 470. Critical Studies of Gender/Sexuality/Media (3)

Prerequisites: Television, Film and New Media 160, 310, 330. Open to television, film and new media majors and upper division standing.

Critical approaches to representation, production, and reception of gender and sexuality in film, television and new media, including video games and the Internet.

Change: Addition of Television, Film and New Media 310, 330.

4. Change in program.

Television, Film and New Media

Television, Film and New Media Major

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

(Major Code: 06031)

Emphasis in Critical Studies

(SIMS Code: 667308)

Major. A minimum of 39 upper division units to include Television, Film and New Media 310, 330, 363, 364A, 364B, 462; nine units selected from Television, Film and New Media 470, 530, 571, 573; and 12 units selected from Television, Film and New Media 401, 430, 490, 499, Africana Studies 465 [or French 465], American Indian Studies 435, Anthropology 439, Chicana and Chicano Studies 400, Classics 350, English 577, European Studies 424, German 320, History 436, 410, Religious Studies 364, or Theatre 460A, 460B, 465. A minor is not required with this major.

Change: Deletion of Journalism and Media Studies 408, 410, Theatre 530B. Addition of American Indian Studies 435, English 577, Television, Film and New Media 401.

5. Change in program.

Television, Film and New Media

Television, Film and New Media Major

**With the B.S. Degree in Applied Arts and Sciences
(Major Code: 06031)**

**Emphasis in Production
(SIMS Code: 667304)**

Preparation for the Major. Television, Film and New Media 110, 160; Theatre 100, 120; and three units from Art 157, 258, 259, Music 151, or Theatre 130. (15 units)

Remainder of preparation section (*no change*)

Major. A minimum of 42 upper division units to include 27 units from Television, Film and New Media 310, 314, 330, 361, 362, 364A or 364B, 510, 540, 560; six to nine units selected from Television, Film and New Media 321, 322, 327, 341, 350, 401, 465, 490, 499, 522, 550, 551, 559, 561, 590, or Theatre 359; six to nine units selected from Television, Film and New Media 363, 364A or 364B, 430, 462, 470, 530, 571 or 573. A minor is not required with this major.

Change: Deletion of Television, Film and New Media 360. Addition of Television, Film and New Media 321, 362, 559, Theatre 130.

THEATRE

1. Deletion of course.

Theatre

THEA 110. Fundamentals of Voice for Actors (3)

Kinesthetic exercises in vocal production leading to improved vocal function using the methods of leading exponents of voicework for the theatre, to include: Alexander technique, Fitzmaurice voicework, and Linklater technique. Development of vocal warmup.

2. New course.

Theatre

VOICE AND MOVEMENT (C-4) (C-12)

THEA 111. Voice and Movement (3)

Prerequisite: Open to majors and minors within the School of Theatre, Television, and Film only.

Project-based preparation of physical and vocal instrument for acting. Not open to students with credit in Theatre 110.

3. New course.

Theatre

AMERICAN MUSICAL (C-4)

THEA 205. American Musical on Stage and Screen (3) [GE]

Survey of the American musical on stage and screen, examining representative shows, films, and performers that trace the evolution of this unique American art form

from its origins to contemporary Broadway, film, and pop culture, utilizing live performance and digital media.

4. Change in prerequisite.

Theatre

THEA 231. Acting II (3)

Prerequisites: Theatre 111 and 130.

Continuation of Theatre 130, emphasizing application of fundamental skills to problems of text analysis, subtext, playing action, characterization, and ensemble work.

Change: Update Theatre 111 from 110 in prerequisite.

5. Change in prerequisite.

Theatre

THEA 240. Theatre Design and Technology I (3)

Two lectures and three hours of laboratory.

Prerequisite: Theatre 120. **Proof of completion of prerequisite required:** Copy of transcript.

Design, technical practices, and production organization for the theatre. Not open to students with credit in Theatre 240A, 240B, or 240C.

Change: Update Theatre 120 from 100 in prerequisite.

6. Change in prerequisite.

Theatre

THEA 320. Advanced Voice and Text for Actors (3)

Prerequisites: Theatre 111, 130; or by audition.

Techniques of vocal expression in the theatre, primarily in plays with heightened and elevated speech, e.g. Shakespeare and classic Greek drama.

A. Select Heightened Speech From the Greeks to Today

Change: Update Theatre 111 from 110 in prerequisite.

7. Change in prerequisite.

Theatre

THEA 325. Script Analysis (3)

Prerequisites: Theatre 120, completion of lower division writing competency requirement, and upper division standing. **Proof of completion of prerequisites required:** Copy of transcript.

Analysis of representative plays with emphasis on plot and character development, dramatic structure, action, and style.

Change: Removal of Theatre 100 and addition of 120 in prerequisite.

8. Change in description and prerequisite.

Theatre

THEA 351. Musical Theatre Performance II (3)

Two lectures and three hours of laboratory.

Prerequisite: Theatre 350 and by audition.

Basic performance techniques in musical theatre. Emphasis on vocal/performance style and vocal production related to period/style musical theatre literature, solo/group/audition presentation. Maximum credit six units.

Change: Addition of Theatre 350. Updated description that better reflects course content.

9. Change in prerequisite.

Theatre

THEA 355. Movement for the Theatre I (2)

Two hours of activity per unit.

Prerequisites: By audition for majors. Theatre 111 for theatre minors.

Activities to develop physical skills of the performer. Links between imagination, movement, and body expression leading to character development. Maximum credit four units.

Change: Deletion of Theatre 231; addition of 111 in prerequisite.

10. Change in prerequisite.

Theatre

THEA 359. Directing I (3)

Prerequisites: Theatre 120, 240, 325; or Television, Film and New Media 314.

Proof of completion of prerequisites required: Copy of transcript.

Principles and techniques of directing for the stage: play selection, analysis, and interpretation; casting methods; stage composition and movement; and rehearsal procedures.

Change: Deletion of Theatre 130; addition of 120 in prerequisite.

11. Change in prerequisite.

Theatre

THEA 434. Audition and Business Skills for the Actor (3)

Two lectures and two hours of activity.

Prerequisite: Theatre 332.

Auditioning and interviewing for stage and screen; selecting audition pieces, rehearsing, performing auditions. Business skills of audition process; researching individual marketability, branding, networking to secure auditions and representation.

Change: Deletion of Theatre 320, 355; addition of 332 in prerequisite.

12. Change in prerequisite.

Theatre

THEA 435. Acting on Camera (3)

Two lectures and two hours of activity.

Prerequisites: Theatre 111, 120, 130; Television, Film and New Media 160.

Director-actor-camera collaborations in rehearsal and performance, using single or multi camera television technique. Techniques for preparing and performing monologues and scenes with practical experience in front of and behind the camera.

Change: Deletion of Theatre 100, 110; addition of 111 in prerequisite.

13. Change in description, max units, and prerequisite.

Theatre

THEA 446. Practicum in Performance (446A-446B: 2 units) (446C: 1-3 units Cr/NC)

One lecture and two hours of activity for 446A and 446B.

Two hours per unit for 446C.

Prerequisite for 446A and 446B: Theatre 240.

Prerequisite for 446C: By audition.

Practical experience in departmental public performances. (Theatre 446C formerly numbered Theatre 445A; Theatre 446A and 446B formerly numbered Theatre 445B.)

A. Stage Crew. Maximum credit four units for Theatre 446A.

B. Costume Crew. Maximum credit four units for Theatre 446B.

C. Cast Member. Maximum credit sixteen units for Theatre 446C.

Change: Deletion of Theatre 100. Max units increased to 16 from 6.

14. New course.

Theatre

MUSICAL THEATRE PERF III (C-4) (C-15)

THEA 450. Musical Theatre Performance III (3)

Two lectures and three hours of laboratory.

Prerequisites: Theatre 351 and by audition.

Advanced rehearsal/performance techniques in musical theatre. Performance style, vocal production, and staging relating to musical theatre literature: duet and small group presentation. Maximum credit six units.

15. New course.

Theatre

MUSICAL THEATRE PERF IV (C-4) (C-15)

THEA 451. Musical Theatre Performance IV (3)

Two lectures and three hours of laboratory.

Prerequisites: Theatre 450 and by audition.

Advanced rehearsal/performance techniques in musical theatre. Collaboration, performance preparation, acting/singing styles, vocal production, and staging that result in a final performance for an audience. Maximum credit six units.

16. Change in program.

Theatre

Theatre Arts Major

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

(Major Code: 10071)

General Theatre Arts Program

(SIMS Code: 662504)

Preparation for the Major. Theatre 100, 111, 120, 130, 205, 240, Television, Film and New Media 160 (21 units). Theatre 100, 120, 130, and Television, Film and New Media 160 must be completed with a grade of C or higher and cannot be taken credit/no credit (Cr/NC).

Major. A minimum of 33 upper division units in theatre to include Theatre 325, 359, 442A or 442B, 446A, 446B, 460A, 460B, 465; and 15 units selected from the following sequences:

Applied Theatre and Performance: Minimum of three units selected from Theatre 310, 315, 332, 350, 351, 431, 459, 533A, 533B.

Critical Inquiry: Minimum of three units selected from Theatre 465, 525.

Design and Technical: Minimum of two to three units selected from Theatre 349, 440, 447, 448, 452, 541, 548, 549, 553, 554A, 554B.

Management: Minimum of three units selected from Theatre 335, 336, 345, 470, 476.

Change: Adjustment of prep and major courses. Rearrangement of courses in and renaming/realignment of sequences.

17. Change in program.

Theatre

Theatre Arts Major

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

(Major Code: 10071)

Emphasis in Design and Technology for the Theatre

(SIMS Code: 662552)

Preparation for the Major. Theatre 100, 111 or 115, 120, 240, Television, Film and New Media 160 (15 units). Theatre 100, 120, and 240 must be completed with a grade of C or higher and cannot be taken credit/no credit (Cr/NC).

Change: Deletion of Theatre 130; addition of 111, 115.

18. Change in program.

Theatre

Theatre Arts Major

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

(Major Code: 10071)

Emphasis in Design for Television and Film

(SIMS Code: 662564)

Preparation for the Major. Theatre 100, 111 or 115, 120, 240, Television, Film and New Media 160 (15 units). Theatre 100, 120, and 240 must be completed with a grade of C or higher and cannot be taken credit/no credit (Cr/NC).

Change: Deletion of Theatre 130; addition of 111, 115.

19. Change in program.

Theatre

Theatre Arts Major

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

(Major Code: 10071)

Emphasis in Performance: Acting and Musical Theatre

(SIMS Code: 662592)

Preparation for the Major. Theatre 111, 120, 130, 205, 231, 240, Television, Film and New Media 160 (21 units). Theatre 111, 120, 130, 231, and 240 must be completed with a grade of C or higher and cannot be taken credit/no credit (Cr/NC).

Major. A minimum of 32 upper division units in theatre to include Theatre 325, 332, 355, 446A, 446B, 446C (two units), 460A, 460B; 12 units selected from Theatre 320A, 350, 351, 359, 431, 434, 435, 450, 451, 532, 533A, 533B. All performance emphasis majors are required to participate in general auditions each semester.

Change: Addition of *acting and musical theatre* to name of emphasis. Adjustment of prep and major courses.

20. Change in program.

Theatre

Theatre Arts Major

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

(Major Code: 10071)

Emphasis in Youth Theatre

(SIMS Code: 662527)

Preparation for the Major. Theatre 100, 111, 120, 130, 240, Television, Film and New Media 160 (18 units). Theatre 100, 120, and 130 must be completed with a grade of C or higher and cannot be taken credit/no credit (Cr/NC).

Change: Deletion of Theatre 110; addition of 111.

21. Change in program.

Theatre

Theatre Arts Minor

(Minor Code: 10071) (SIMS Code: 662504)

The minor in theatre arts consists of 23-24 units in theatre to include Theatre 100, 120, 130, 205, 240, 460A or 460B; three units selected from Theatre 325, 350, 431, 476; and two to three units selected from Theatre 315, 335, 345, 355, 442A, 442B, or 525.

Change: Deletion of Theatre 465, 555A. Addition of Theatre 205, 335, 350, 525.

Date: March 11, 2014

To: SEN

From: Mary Ruth Carleton, VP University Relations and Development

Subject: Information

The Campaign for SDSU:

The Campaign for SDSU has reached a new milestone. Our Campaign total is now at \$477 million toward the goal of \$500 million. Two significant gifts to The Campaign were recognized on February 21st with the dedication of the J. Keith Behner and Catherine M. Stiefel Auditorium and Charles Hostler Hall in the renovated Storm/Nasatir Hall.

On March 7, SDSU recognized another significant gift to The Campaign with a ribbon cutting event for the Lee and Frank Goldberg Courtyard. The Goldberg Courtyard is in the Conrad Prebys Aztec Student Union which was also dedicated on March 7th and which recognizes a \$20 million gift to SDSU from philanthropist Conrad Prebys.

Other gifts of note to The Campaign are:

Campanile Foundation Board Member and Alumnus Andy Esparza and his wife Karen, (also an alum) are gifting \$50,000 to SDSU to support the College of Business Human Resources Program.

Alumna Danah Fayman has made a gift of \$104,000 for an endowment for Special Internships in the Arts.

Alumnus Kenneth Kellett and his wife Darlene have committed to supporting the College of Business Administration through a bequest of \$300,000.

Campanile Board Member and Alumnus Michael Pack and his wife and fellow Alumna Chris have pledged \$22,000 to support the Pack International Business Scholars and the International Business Programs Fund.

Diane Gaske has established the Paul Gaske Memorial Scholarship Endowment in Forensics with a pledge of \$25,000.

The Love Library has received several gifts in kind: \$435,351 from Ed Marsh, books and materials for the Ed Marsh Special Collections; \$108,100 from Camille Abbott Gurevitch, books and materials for Special Collections.

Alumnus Gilbert Harrison has made two gifts totaling just under \$100,000. These gifts will support an endowed scholarship for veterans and an endowed scholarship for nursing students.

Campanile Foundation Board Member and Alumna Susan Salka is making a gift of \$100,000 to support our Guardian Scholars Program.

We have received yet another pledge toward the Confucius Institute in the College of Arts and Letters. This pledge is for \$2 million to support programs in the Institute.

Alumnus Anthony Ghio has committed to supporting our Athletic Program through a bequest of \$100,000.

The College of Sciences has received a gift in kind of equipment from Illumina, Inc. The gift is valued at \$130,000.

Longtime supporter and community leader Malin Burnham has made a gift of \$30,000 to support the Basketball Performance Center Project.

Alumni Engagement:

We have launched a new, more user friendly on-living giving web site.

<https://securelb.imodules.com/s/997/campaign13/index.aspx?sid=997&gid=1&pgid=3034>

This is a critical step as we build our infrastructure for receiving donations. We now have the ability to utilize e-commerce, mobile and text giving in addition to the traditional media of phoning and direct mail.

Government & Community Relations:

Based upon a recommendation from the Strategic Plan's Neighbor and Community Relations Working Group, in collaboration with Athletics, we are happy to announce that the speakers on the softball field have been replaced and relocated, to reduce the noise pollution that has proved problematic for our near neighbors over recent years.

Marketing and Communications:

Top line data from our National Branding and Marketing Campaign:

	Facebook Impressions (saw our ads)	Facebook Clicks (Clicked on our ads)	Twitter Impressions (saw our ads)	Twitter Clicks (Clicked on our ads)	YouTube Views	Google Adwords Impressions	Google Adwords Clicks
Feb '14 totals	568,693	5,639	136,426	1,748	5,825	60,149	286
Year to date (Since Oct.)	2,564,319	9,165	816,601	10,924	28,545	442,433	2,293

Presidential and Special Events:

On Wednesday, February 12 President Hirshman and Vice President Carleton hosted the **5th Annual Scholarship Luncheon**. Over 200 students, donors and campus leaders attended the annual event designed to connect scholarship recipients with their donors. Entertainment was provided by SDSU student entertainers. The program featured student speakers who shared their success stories and appreciation for philanthropic support. Ben '69 and Nikki '67, '72 were honorary co-chairs. Nikki is also a board member of The Campanile Foundation.

On Tuesday, March 18 the **Kyoto Prize Laureate in Advanced Technology, Dr. Robert Heath Dennard, is recognized at the Kyoto Prize Symposium** held on the campus of San Diego State University. Dr. Dennard invented what is considered one of the most significant advances in computer technology Dynamic Random Access Memory (DRAM). The event is always well-attended by campus and community members as well as high school and college students from throughout southern California and Mexico.

To: Senate
From: Geoff Chase, Dean of Undergraduate Studies
Date: March 20, 2014
Re: Informational update on WASC

Western Association Schools and Colleges (WASC) Accreditation Update

Background

San Diego State University is accredited, along with about 160 institutions in California, Hawaii, and Guam by WASC, one of six regional higher education accrediting agencies in the United States. All six regional agencies work directly with the Department of Education.

San Diego State University was re-accredited by WASC in 2006, for a period of ten years, the longest period possible under Department of Education guidelines. Now, SDSU is preparing for its next round of review and re-accreditation, which must be completed by spring 2016.

New Process for Review

The re-accreditation process has been revised and a new protocol was adopted in 2013, when the WASC Handbook of Accreditation was formally adopted. Given the guidelines outlined in the Handbook, SDSU will complete the following:

Conduct a self-assessment and compile materials in preparation for drafting a self-study under the WASC standards. This self-assessment is underway and is being conducted by the WASC Steering Committee.¹

Submit SDSU Self Study to WASC – December 2014 or January 2015

WASC Evaluation Team conducts Off-site review (OSR) – late Spring 2015

WASC Evaluation Team submits a report outlining “lines of inquiry” for the Accreditation Visit (AV)

SDSU prepares a response to the team report and submits it to WASC

¹ Suzanne Bordelon, Ph.D., Professor, Rhetoric & Writing; Geoffrey Chase, Ph.D., Dean, Division of Undergraduate Studies; Frank Harris, III, Ed.D. Associate Professor, ARPE/Interwork Institute; Kurt J. Lindemann, Ph.D., Associate Professor, School of Communication; Radmila Prislin, Ph.D., Associate Dean, graduate and Research Affairs; Christy J. Samarkos, Director, Residential Education; Stephen A. Schellenberg, Ph.D., Associate Dean, Division of Undergraduate Studies; Emilio C. Ulloa, Ph.D., Director Psychology Undergraduate Advising and Programs Psychology.

WASC Evaluation Team comes to campus for a three-day Accreditation Visit – early spring 2016

The Evaluation Team makes its recommendation to the WASC Commission, which makes its formal recommendation regarding San Diego State University – June 2016.

The WASC Commission can grant re-accreditation for a period of 7, 8, 9, or 10 years. WASC now requires, as do all regional accreditation agencies, that a mid-cycle review take place once re-accreditation has been granted. If, for example, SDSU is granted 10 years, a mid-cycle review will take place in 5 years. If, on the other hand SDSU is granted 8 years, the mid-cycle review will take place in 4 years.

Substance of the Review

Seeking re-accreditation requires addressing four standards established by WASC:

1. Defining Institutional Purposes and Ensuring Educational Objectives
2. Achieving Educational Objectives Through Core Functions
3. Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability
4. Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

WASC provides, for each of these standards, a number of Criteria for Review (CFRs) to guide institutions as they collect background information and write their self-study. More information about the Standards and the CFRs is available at <http://www.wascenior.org/resources/handbook-accreditation-2013>.

While the Standards and the CFRs together compile a fairly long list of what must be addressed by institutions, there are several critical issues that form the basis of the review. These include:

1. Data on retention, graduation, and completion disaggregated by ethnicity and other demographic characteristics
2. Evidence of student learning with a particular focus on the direct measures of student work that faculty use to (1) ensure that learning outcomes and expectations are commensurate with the degrees students receive, and (2) make program changes to improve student learning and achievement. In addition to providing evidence of student learning in degree programs, institutions seeking re-accreditation are being asked to address three core competencies (writing, oral communication, quantitative reasoning, critical thinking, or technological literacy) and to provide evidence of student learning related to these competencies. Institutions may also adopt a theme, and use that theme as a way to highlight learning related to particular area or focus, such as study abroad.
3. Transparency. WASC requires that institutions make publicly available information related to graduation data *and* student learning.

Annual Reporting Update

Although SDSU seeks re-accreditation every 8 – 10 years, WASC requires annual reports from all institutions in its region. In the past, these reports have required basic information regarding enrollment, website ULR, name and address of president, etc. The Annual Report guidelines have recently been changed to include:

Public data on student achievement - Per CFR 1.2, institutions are required to regularly generate, evaluate, and make public data about student achievement, including measures of retention and graduation *and evidence of student learning outcomes* (emphasis added). Institutions will be asked to provide a publicly accessible web address where this information is available. The link will be made available to evaluation teams and will be published on the Institution's Statement of Accreditation Status page in the WASC Directory of Institutions.

The impact of this is that by May 15 of this year, SDSU will have to provide a web site that includes graduation and retention data, which is already provided by the Office of Institutional Research, and evidence of student learning. We will provide that evidence by drawing on the assessment information that has been entered into WEAVE, but we will also be looking for any other exemplary case studies we might use to highlight our focus on student learning and achievement.