
SDSU Senate
February 3, 2015
AL 101
2:00pm - 4:30pm

1.	Agenda (Bober-Michel)	
2.	Minutes (Bober-Michel)	
3.	Announcements (Ely)	
4.	Academic Affairs (Enwemeka)	
5.	SEC Report (Ornatowski)	
5.1	Referral Chart	2
6.	Old Business	
6.1	Class Size Task Force	3-16
6.2	Faculty Evaluations Task Force	17-23
7.	New Business: Action Items	
7.1	Committees and Elections (Moore)	24
7.2	Faculty Affairs (Packard)	25-28
7.3	Faculty Honors and Awards (Valdes)	29
7.4	Graduate Council (Balsdon)	30
7.5	Undergraduate Curriculum (Verity)	31-32
8.	New Business: Consent Calendar (Committee Reports)	
8.1	California Faculty Association (Toombs)	33-35
8.2	Graduate Council (Balsdon)	36-50
8.3	Undergraduate Curriculum (Verity)	51
8.4	University Relations and Development (Carleton)	52-58
9.	Other Information Items	
10.	Adjournment	

Date: January 20 2015
 To: SEN
 From: Cezar Ornatowski, Vice Chair, SDSU Senate
 Subject: Referral Chart (Information)

Committee	Date	Item	Referred by
Constitution and Bylaws	October 20, 2014	Bring the Policy File section on "Fee Advisory Committee, Campus" (PF p.66) in line with EO 1054 "CSU Fee Policy"	Officers
Constitution and Bylaws	October 20, 2014	Review Staff Affairs Committee proposal regarding Staff Excellence Awards	Officers
Environment and Safety	January 20, 2015	evaluate the implementation plan of the "smoke-free campus" policy and assess how well the plan had been implemented, as well as any barriers to implementation.	Officers
Academic Resources and Planning	January 29, 2015	Advise the Senate on the recommendations of the Class Size Task Force	Officers
Academic Policy and Planning	January 29, 2015	Examine the recommendations of the Class Size Task Force and advise the Senate on any action to be taken	Officers
Faculty Affairs	January 29, 2015	Advise the Senate on the recommendations of the Faculty Evaluations Task Force; Review policy on Student Evaluation of Teaching Effectiveness	Officers

Date: January 20 2015
To: SEN
From: Doreen Mattingly
Subject: Class Size Task Force

Information:

SDSU University Senate Class Size Task Force, Final Report (with modified budget estimates)
January 15, 2015

Task Force Members:

Doreen Mattingly, Women's Studies, Task Force Chair
Doug Deutschman, Biology (and chair of the Senate's AR&P committee)

David Engstrom, Social Work
Kathy LaMaster, Academic Affairs
Kurt Lindemann, Communication
Glen McClish, Rhetoric and Writing Studies
Cezar Ornatowski, Rhetoric and Writing Studies and Senate Officer representative
Michael O'Sullivan, Mathematics and Statistics

INTRODUCTION

The general charge for this Task Force was to examine the potential policy implications of the Class Size report created in Spring 2014. . The Class Size report noted an across-the-board increase in class sizes between 2001 and 2013, with significant impacts on student learning. The Task Force considered whether the data presented in the Report suggested the need for some form of intervention.

The Task Force met weekly during the Fall semester, 2014. We agreed that our mission was not to consider across-the-board changes in class sizes, but rather to recommend targeted interventions that had the potential to make significant improvement in student learning. In our deliberations, we consulted research about class size and student learning and spoke with campus experts, including Janet Bowers (Professor of Math Education), Cathie Atkins, (Associate Dean, College of Sciences), and Jane Abbott (Director of Compact Scholars). Our recommendations are guided by three principles: *equity*, *impact*, and *assessment*. In terms of *equity*, we sought interventions that were evenly distributed among students (not departments or colleges). In terms of *impact*, we endeavored to recommend changes with maximum potential to influence student learning and success, so that any additional resources required might be used efficiently. Finally, all of our recommendations are designed to be rigorously *assessed*.

With these guidelines in mind, we narrowed our focus to two types of possible interventions: 1) reduction in the size of classes at the very beginning of a student's education, where foundations of learning are established; and 2) reduction in the size of classes at the very end of a student's education, where specific skills are mastered. While we agreed that small classes are important in

both areas, we opted to prioritize the first because of the vital role of basic writing and quantitative skills in student persistence and overall learning. In this respect, our recommendations support the priorities of Academic Affairs and fit squarely into the list of “Opportunities for Improving Student Retention, Graduation, and Achievement” identified in the recent report from the Academic Planning and Policy (AP&P) Committee and the Undergraduate Council. Our recommendations also help the University to achieve a key goal in the SDSU strategic plan:

Student Success Goal: San Diego State University will continue to focus on Student Success by emphasizing high-impact practices that produce transformational educational experiences and by fostering an institutional culture that recognizes and rewards student achievement.

The Task Force recommendations therefore focus on two areas of the General Education Curriculum: Composition and Quantitative Reasoning. The basic recommendations are summarized below; the following pages include more detailed information, including the rationale and plans for assessment. Both recommendations have been discussed with appropriate deans (Paul Wong, Dean of the College of Arts and Letters, and Stanley Malloy, Dean of the College of Sciences) and with Academic Affairs; all have endorsed the recommendations in principle.

Summary of Task Force Recommendations

1. Reduce the size of classes fulfilling the Composition and Intermediate Composition and Critical Thinking General Education Foundations requirements (I.2 and I.3) from 30 to 18.
2. Reduce the size of recitation sections to a maximum of 30 and increase the contact time from one to two hours in lower-division mathematics and statistics courses for STEM majors.

We see the specific changes presented here as but the first steps in an ongoing process to ensure that decisions about class sizes will improve student learning. The end of the report contains our suggestions for future areas to be considered, including class reduction within capstone courses for each major.

DISCUSSION

Recommendation 1:

We recommend that enrollment in first-year composition courses—which satisfy GE Communication and Critical Thinking 2 (Composition) and 3 (Intermediate Composition and Critical Thinking)—be decreased from 30 to 18.

If there is insufficient funding in first year to implement this recommendation, we suggest reducing all classes to 24, with provision of sections of 18 students for targeted groups of high-risk students (e.g., EOP, Compact Scholars, commuter students). (A complete list of these courses can be found in Appendix A.) Alternate methods of phasing in the changes may be determined to

be more appropriate, although urge that the proposed class limit be realized when additional funding is secured.

Decreasing the size of GE writing classes would allow instructors to significantly enhance writing instruction through the following steps:

- Increase the number of both small and major writing assignments
- Provide more opportunities for editing and revising writing assignments
- Generate more feedback on writing assignments
- Return graded work more promptly, thus enabling students to apply suggestions for improvement to future assignments more effectively
- Schedule more conferencing appointments with students outside of class
- Maximize student participation in class discussions. A larger percentage of students will contribute in a smaller course
- Participate in robust assessment leading to meaningful “closing the loop” steps

Cost:

The estimated annual cost (based on 2014-15 data) of capping all classes at 18 is \$1,197,192. This will pay for instructors to teach 179 additional sections. It is estimated that all but 15 of these sections will be taught by lecturers; most departments already employ all available TAs. (A table providing a detailed breakdown by class and semester can be found in Appendix B.)

The estimated annual cost of capping all classes at 24 is \$374,796, which will pay for 57 additional sections.

Rationale:

For the following reasons, this reduction will be an important step in improving student success across the University:

- The professional standard for college writing courses dictates that “No more than 20 students should be permitted in any writing class. Ideally, classes should be limited to 15.”¹
- In studies assessing the impact of class size on student learning, 20 students is a critical threshold, beyond which student learning decreases. These findings are reflected in rankings of universities, which include measures of the number of classes under 20.
- Improving basic writing and critical thinking skills will decrease time to degree by strengthening student skills that will enhance their success in later classes.
- As the work of George Kuh and others demonstrates, writing-intensive classes are a high-impact practice that has been widely tested and shown to be beneficial for college students from many backgrounds.²

¹ “Statement of Principles and Standards for the Postsecondary Teaching of Writing,” Conference on College Composition and Communication” (<http://www.sandhills.edu/academic-departments/english/teaching/cccc-writing.html>).

² Horning, Alice. “The Definitive Article on Class Size.” *Writing Program Administration* 31.1-2 (2007): 11-34 (<http://wpacouncil.org/archives/31n1-2/31n1-2horning.pdf>).

- These two areas of General Education (Composition and Intermediate Composition and Critical Thinking) affect the vast majority of San Diego State students; thus the intervention will be broadly distributed.

Response to Faculty Survey

This recommendation responds to the 2013 survey of faculty about class size in the following ways:

- The greatest increases in class size occurred at the 100 and 200 level. Between 2001 and 2013, the number of lower-division courses smaller than 25 decreased from 1006 to 246.
- 25% of all faculty completing the survey and 35% of those teaching upper-division classes volunteered the insight (when asked about impact of class size increases on student learning in general) that student writing ability declined.
- Across the board, faculty reported that writing assignments have become shorter and less frequent as class size has increased. In particular, 86% of those teaching upper-division writing courses and 65% of those teaching upper-division courses (GE and non-GE) reported a decrease in the frequency and/or length of writing assignments. The reduction in opportunities to build writing skills in other classes increases the importance of first-year composition courses.
- 72% of all faculty completing the survey reported that they have reduced the feedback they give students. Smaller first-year writing classes will provide an opportunity for instructors to give students much-needed feedback.

Assessment

In 2012-13, the College of Arts and Letters created, tested, and finalized a rubric for assessing the four primary Communication and Critical Thinking goals essential to the Composition and Intermediate Composition and Critical Thinking courses offered by Africana Studies, American Indian Studies, Chicana and Chicano Studies, Linguistics, Philosophy, and Rhetoric and Writing Studies. The goals and the complete rubric are included in Appendix C of this report. In Spring 2014, student achievement in Composition and Intermediate Composition and Critical Thinking courses for 2013-14 within CAL was assessed using the rubric developed the previous year. The assessment included independent scoring of 224 randomly selected papers by two different reviewers.

	100 level				200 level			
	Goal 1	Goal 2	Goal 3	Goal 4	Goal 1	Goal 2	Goal 3	Goal 4
Below	0	0	0	0	0	3%	0	0
Beginning	1%	3%	4%	5%	1%	2%	3%	6%
Developing	20%	33%	26%	28%	23%	25%	25%	28%
Proficient	55%	46%	48%	50%	47%	45%	40%	46%
Advanced	24%	18%	22%	17%	29%	25%	32%	20%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%

All involved departments are committed to using the same rubric and methodology to annually assess the changes in learning outcomes in smaller classes.

Targets for Improved Student Learning in Composition and Intermediate and Critical Thinking Courses:

- Intermediate Composition and Critical Thinking courses: In 2013-14, students exhibited a level of achievement in Intermediate Composition and Critical Thinking courses that too closely resembles student performance in the Composition courses that precede them in the curriculum. Thus, the target is to have at least 50% of Intermediate Composition and Critical Thinking students in the category of “advanced” and 40% in the category of “proficient” over the four goals, with no more than 10% “developing” or below.

Composition courses: The goal is to have at least 40% “advanced” and 40% “proficient” over the four goals in Composition courses, with no more than 20% at “developing” or lower. These levels of achievement, we believe, will help us reach the ambitious benchmarks we have set for student learning in Intermediate Composition and Critical Thinking courses.

Recommendation 2:

We recommend changes to the size and structure of teaching-assistant-led sections in selected Mathematics courses that satisfy the GE Foundations Quantitative Reasoning requirement.

To improve student learning in these courses, we propose an integrated set of changes that includes a new format for breakout sections and a reduction in their size. Lecture size will range between 90 and 150, roughly what it is now.

- Breakout sections will range from 20 to 30 students, compared to the current size of 40.
- Each breakout section will meet two hours per week, but will be classified C7 so that it counts as one unit.
- Breakout sections will employ problem-based active learning.
- Teaching assistants will be trained in active-learning pedagogy, and thoroughly supported and mentored during the semester.
- Teaching assistants will be responsible for two sections. Each teaching assistant will be responsible for a maximum of 50-80 students, compared to the current maximum of 160-240.
- Teaching assistants will also work for four hours per week in the Math Learning Center, which will meet the majority of its staffing needs.

The proposed changes would be made in a series of phases. They are being piloted in Precalculus (Math 105 and Math 141) in Spring 2015, and *Phase 1* of the changes will be the complete implementation for Precalculus in Fall 2015. *Phase 2* will address the freshman calculus sequence Math 150, Math 151. These classes are the top priority because they have high DFW rates and are prerequisites for advanced courses in most Sciences and Engineering departments. *Phase 3* will address advanced Math and Statistics service courses: Math 252, Math 245, Math 254, and Statistics 250. The results of the first and second phase will be evaluated to determine the most cost-effective way to include breakout sessions with active learning in these classes. *Phase 4* will develop strategies for service courses addressed to a broader student population: Statistics 119, Math 118, and Math 120. (See Appendix A for course titles.)

For maximum impact, these changes to class size and structure will be supported by several other ongoing and proposed innovations:

- In Spring 2015, the Mathematics and Statistics Department will bring experts in pedagogical innovation and OTA training to campus to help redesign the calculus sequence and improve placement testing.
- Coordination of the calculus sequence will be significantly improved. This includes coordination of the sequence as a continuum as well as coordination of a particular course over time and diverse instructors, teaching assistants, and tutors.
- A Math Learning Center is being formed, whose director will be a member of the Mathematics and Statistics Department and will work closely with coordinators of lower division Math courses.
- Tutors at the Math Learning Center will receive similar training and guidance as the teaching assistants.
- Additional resources will be allocated to ensure coordination of the Calculus curriculum and training of teaching assistants and tutors.

Cost

The additional cost for Teaching Assistant for the *Phase 1* is \$97,695, the cost for the *Phase 2* is an additional \$191,633, and the cost for the *Phase 3* is an additional \$139,028. The total increased cost for the three phases is \$428,355. Because of the time lag before the implementation of the *Phase 4*, the data are not included in this proposal. (A detailed breakdown is in Appendix D.)

Rationale

Student persistence in the STEM disciplines is a national problem. The Higher Educational Research Institute at UCLA found that it is not uncommon for 40-60% of students initially intending to major in a STEM discipline to switch to a non-STEM major.³ Research shows that a primary reason students leave STEM fields is poor instructional experiences in first-year Mathematics courses. This is particularly true for under-represented populations. Targeted changes to first-year Mathematics courses have the potential to dramatically impact the number of students persisting in STEM fields.

Redesigning instruction in first-year Mathematics courses has the potential to significantly improve SDSU's 4-year and 6-year graduation rates. Among students entering as freshman in 2008, 29.5% graduated in four years and 66.6% graduated in six years. The very high DFW rates in Calculus courses and the subsequent courses that build on them contribute to these low numbers. In Fall 2013, for example, 27% of students in Math 150 and 42% of students in Math 151 did not pass (DFW). Courses requiring Math 151 also have high DFW rates, including EE 210 (41% in Fall 2013) and AE 210 (40% in Fall 2013).⁴ From informal conversations with instructors teaching courses that require knowledge of Calculus, it seems that the lack of comprehension of the fundamentals of Calculus adds to the DFW rate.

³ Hurtado, S., Eagan, K., & Chang, M. (2010). Degrees of success: Bachelor's degree completion rates among initial stem majors. *Higher Education Research Institute at UCLA, January*.

⁴ These are from notes on failure rates presented at an AP&P meeting.

Studies of best practices in Calculus instruction, such as Characteristics of Successful Programs in College Calculus,⁵ have found that institutions with more successful Calculus programs make greater use of active learning instructional approaches. Implementing active learning, particularly for those new to the method, requires smaller class sizes and support. Research in other STEM disciplines also points to the necessity of smaller class sizes if instructors are to implement research-based, interactive instructional approaches. The proposed smaller, 20-30 student, two-hour TA-led sections will make use of active learning, problem solving, and group work. The new TA training will focus on the requisite pedagogical skills and beliefs about learning and teaching that are necessary for successful implementation of active learning. The proposed TA training sequence will also improve training and career success for graduate students, especially those who go on to teach at the high school or college level. At SDSU, the Department of Rhetoric and Writing Studies and the School of Communication have developed model TA training programs that have improved instruction and employment of master's-level students. The proposed TA training in Mathematics will make use of lessons learned from these programs, as well as the lessons learned about the TA training programs studied as part of the Characteristics of Successful Programs in College Calculus project.

Response to Faculty Survey

This recommendation responds to the 2013 survey of faculty about class size in the following ways:

- The greatest increases in class size occurred at the 100 and 200 level. Between 2001 and 2013, the mean section size for lower-division classes increased from 36 to 64, and the median student experience (defined as the 50th percentile section based on the total number of seats filled) increased from 41 to 118.
- Math instructors were particularly concerned about the impact of larger classes on student learning. The survey included complete data from instructors teaching 13 lower-division Mathematics/Statistics courses, seven of which had breakout sections. Among instructors of the 13 sections, all said that the size of their classes had increased, 10 (77%) said that student learning had decreased due to larger classes, 12 (92%) said they had decreased the number of assignments they give, and 12 (92%) reported that there was less student participation.

Assessment

The impact of the proposed changes will be assessed in two ways.

First, the Math/Stat Department has already initiated work with Analytical Studies and Institutional Research to obtain and analyze student demographic and course performance data. The data will be mined for features related to student success and persistence. It will provide a baseline picture and allow for future analysis of the impact of changes on student behavior and grades.

⁵ For more information on this project see <http://www.maa.org/programs/faculty-and-departments/curriculum-development-resources/characteristics-of-successful-programs-in-college-calculus>

Second, because the proposed changes are to be implemented in phases, each phase will include formative evaluation. Experience in each phase will lead to refinement of the TA training and adaptation of the training to the different types of courses in each of the four phases of implementation. Students in the Mathematics and Science Education doctoral program will have opportunities to assist with the evaluation, potentially writing dissertations that focus on successful models of educational transformation. Such evidence-based pedagogical innovation could bring national recognition to SDSU.

FUTURE DIRECTIONS

The Task Force is very aware that the changes proposed here are only the first steps. We hope that the Senate and other campus leaders will continue to scrutinize the results of the faculty survey, student learning outcomes, and other measures of student success in order to recommend and implement targeted changes to class size. Specifically, we recommend that two areas be considered for future reductions as resources permit.

Statistics courses that satisfy the GE Foundations Quantitative Reasoning requirement, many of which are taught outside of the Mathematics and Statistics Department.

In addition to the courses offered by the Mathematics and Statistics Department, there are several statistics courses that satisfy the Mathematics/Quantitative reasoning requirement. (See complete list in Appendix A.) Included in this list are several that focus on elementary statistics: ARPE 210, Biology 215, Economics 201, Political Science 201, Psychology 280, Sociology 201, Statistics 119 and Statistics 250. In each of the past two semesters, there were at least 14 such sections with a total enrollment of over 2,000 students. Class sizes ranged from 15 to 250 students per section.

Introductory Statistics classes across the University have some common elements, even though they emphasize different methods and often require different texts. Surprisingly, different sections in the same department can cover different topics and use different textbooks (based on syllabi at the Library's repository). Despite these differences, nearly all courses covered statistical graphics, descriptive statistics (mean, standard deviation, etc.), confidence intervals, t-tests, and linear regression. Clearly, there is a core of material that is taught in all these classes.

A careful look at these courses may reveal ways that the classes can be structured to maximize student interaction with graduate students and faculty in small classes without increasing demand on faculty and budgets. For example, it might be advantageous to have a shared set of core modules (lecture, problems, activities) in an online portion of each class. These would contain the same core set of quantitative topics, but the examples could easily be customized for each course. By pooling resources to cover these shared topics, each department or instructor would have more time to teach students about the specific applications in their discipline. It is even possible that pooling resources would allow more small discussion and activity recitation sections without incurring additional cost. There are significant challenges to a coordinated approach, but it is worth further investigation.

Courses within departments that provide high-impact learning practices

Each department or program has a need for small classes for advanced undergraduate students that focus on high-impact practices such as community-based service learning, research methods, and writing within the discipline. A mechanism could be created for supporting and assessing small sections of these classes. Such a mechanism must be flexible, given the great diversity of academic departments and student learning outcomes at SDSU.

CONCLUSIONS

This report recommends phased-in changes in class sizes that are distributed to provide the greatest potential impact on student learning across the University and for practically all SDSU undergraduates at a critical point in their academic career. Our recommendations are in keeping with the goals of the SDSU Strategic Plan, whose Student Success Goal calls for the University to “continue to focus on Student Success by emphasizing high-impact practices that produce transformational educational experiences,” as well as to “create Writing and Math Centers [the Writing Center has already been created and is in operation] by investing in faculty, graduate assistants and support staff resources,” and to “invest funds to increase the four-year graduation rates of all students and eliminate the achievement gaps of under-represented students.”

We believe that the steps suggested in this report advance the University toward the achievement of this goal.

Appendix A: Selected General Education Requirements from SDSU Catalog

I. COMMUNICATION AND CRITICAL THINKING

2. Composition

- Africana Studies 120. Composition (3)
- American Indian Studies 120. Written Communication (3)
- Chicana and Chicano Studies 111B. Written Communication (3)
- English 100. Rhetoric of Written Argument (3) [Same course as Rhetoric and Writing Studies 100.]
- Linguistics 100. English Composition for International Students (3)
- Rhetoric and Writing Studies 100. Rhetoric of Written Argument (3) [Same course as English 100.]
- Rhetoric and Writing Studies 101. Rhetoric of Written Argument (3)

3. Intermediate Composition and Critical Thinking

- Africana Studies 200. Intermediate Expository Writing and Research Fundamentals (3)
- Chicana and Chicano Studies 200. Intermediate Expository Research and Writing (3)
- English 200. Rhetoric of Written Arguments in Context (3) [Same course as Rhetoric and Writing Studies 200.]
- Linguistics 200. Advanced English for International Students (3)
- Philosophy 110. Critical Thinking and Composition (3)
- Rhetoric and Writing Studies 200. Rhetoric of Written Arguments in Context (3) [Same course as English 200.]

II. FOUNDATIONS OF LEARNING

4. Mathematics/Quantitative Reasoning

- Administration, Rehabilitation and Postsecondary Education 201. Introductory Statistics and Research Design for Education (3)
- Biology 215. Biostatistics (3)
- Computer Science 100. Computational Thinking (3)
- Economics 201. Statistical Methods (3)
- Geography 104. Geographic Information Science and Spatial Reasoning (3)
- Mathematics 105. College Algebra (3)
- Mathematics 118. Topics in Mathematics (3)
- Mathematics 120. Calculus for Business Analysis (3)
- Mathematics 122. Calculus for the Life Sciences II (3)
- Mathematics 124. Calculus for the Life Sciences (4)
- Mathematics 141. Precalculus (3)
- Mathematics 150. Calculus I (4)
- Mathematics 151. Calculus II (4)
- Mathematics 210. Number Systems in Elementary Mathematics (3)
- Mathematics 211. Geometry in Elementary Mathematics (3)
- Mathematics 245. Discrete Mathematics (3)
- Mathematics 252. Calculus III (4)
- Mathematics 254. Introduction to Linear Algebra (3)
- Philosophy 120. Introduction to Logic (3)
- Political Science 201. Elementary Statistics for Political Science (3)
- Psychology 280. Statistical Methods in Psychology (4)
- Sociology 201. Elementary Social Statistics (3)
- Statistics 119. Elementary Statistics for Business (3)
- Statistics 250. Statistical Principles and Practices (3)

APPENDIX B: Estimated cost of increasing caps in classes meeting Communications and Critical Thinking GE requirement to 18 and 24. For each class we list the number of additional sections.

Decrease to 18 students	Fall	Spring	Total AY
Ling 100	2	5	7
Ling 200	4	1	5
CCS 111B	2	0	2
CCS 200	2	1	3
AMIND 120	1	0	1
AFRAS 120	2	0	2
AFRAS 200	1	1	2
Phil 110 ⁶	8	7	15
RWS 100, 101/ENGL 100	68	2	70
RWS 200	26	47	73
Total additional sections ⁷	115	64	180
Additional lecturer expenses ⁸	\$ 489,739	\$ 260,889	\$ 755,205
Additional TA expenses ⁹	\$ 18,400	\$ 16,100	\$ 34,500
Benefits (51.6 %)			\$ 407,438
Total increase	\$ 508,139	\$ 276,989	\$ 1,197,192

Decrease to 24 students	Fall	Spring	Total AY
Ling 100	0	2	2
Ling 200	1	0	1
CCS 111B	1	0	1
CCS 200	1	1	2
AFRAS 120	1	0	1
AFRAS 200	0	0	0
Phil 110*	3	3	6
RWS 100, 101/ENGL 100	20	1	21
RWS 200	9	14	23
Total additional sections	36	21	57
Additional lecturer expenses	\$ 151,041	\$ 82,386	\$ 233,427
Additional TA expenses	\$ 6,900	\$ 6,900	\$ 13,800
Benefits (51.6 %)			\$ 127,569

⁶ Philosophy 110 classes will be taught by TAs, all other classes will be taught by lecturers.

⁷ Based on an estimated 98% fill rate.

⁸ Based on an average lecturer cost of \$4,577 per class. This number is the actual average per class cost in the RWS Department in Spring 2015.

⁹ Based on an average TA cost of \$2,300 per class.

Total increase	\$ 157,941	\$ 89,286	\$ 374,796
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Appendix C: Rubric used in assessment of Composition and Critical Thinking courses.

	GOAL 1	GOAL 2	GOAL 3	GOAL 4
	Craft well-reasoned arguments for specific audiences. (Although arguments may contain characteristics of content, structure, evidence, audience awareness, and language representing more than one level of proficiency, classification should be based on the preponderance of the characteristics.)	Analyze a variety of texts commonly encountered in the academic setting.	Situate discourse within social, generic, cultural, and historical contexts.	Assess the relative strengths and weaknesses of arguments and supporting evidence.
Beginning (1)	Content: Provides a basic or largely incoherent case, focused on a single issue or no discernible issues. Structure: Organizes argument in a rudimentary or confusing fashion. Evidence: Marshals minimal support, with few quotations and specific examples from appropriate texts. Audience: Demonstrates a lack of awareness of audience. Language: Communicates in an inappropriate register or with frequent errors or distractions that obscure meaning.	Attempts rudimentary analysis and mentions rhetorical concepts, but primarily summarizes and paraphrases.	Begins to explore the relationship between texts (and the arguments they make) and contexts (whether social, generic, cultural, historical, or issue- or controversy-based).	Mentions arguments and evidence, but not to a clear or useful purpose.
Developing (2)	Content: Provides an elementary or minimal case, perhaps with significant inconsistencies, that is narrowly or over generally focused. Structure: Organizes argument in a mechanical and/or occasionally unclear fashion. Evidence: Marshals incomplete support, providing insufficient and/or mismanaged quotations and examples. Audience: Addresses a general audience or misconstrues the specific audience. Language: Communicates with frequent errors and distractions.	Applies concepts and models in order to support analytic passages, but relies more heavily on summary, paraphrase, and perhaps repetition.	Locates texts (and the arguments they make) within specific contexts, minimally addressing ways texts are shaped by and shape other variables.	Marshals relevant evidence, but without careful assessment or consideration of multiple positions. Careful attention to audience is absent.
Proficient (3)	Content: Presents a coherent case addressing multiple issues Structure: Organizes argument clearly and appropriately. Evidence: Marshals sufficient support, integrating specific quotations and examples from appropriate texts into analysis of their own making. Audience: Demonstrates an awareness of the audience's specific expectations and values. Language: Communicates <i>competently</i> , with minimal significant errors or distractions.	Competently analyzes arguments, applying concepts and models to answer relevant "how" and "why" questions.	Locates texts (and the arguments they make) within a variety of specific contexts, demonstrating significant ways texts are shaped by and shape other variables.	Assesses the relationships among multiple positions (including strengths and weakness) with respect to audience, but may weigh some evidence incompletely or unpersuasively.
Advanced (4)	Content: Presents a solid case addressing a range of relevant issues and considerations. Structure: Organizes argument to meet the specific needs of the content. Evidence: Marshals ample support, successfully integrating specific quotations and examples from appropriate texts into analysis of their own making. Audience: Accommodates multiple expectations and premises of the audience. Language: Communicates <i>effectively</i> , with relatively few errors or distractions.	Successfully analyzes arguments, applying specific concepts and models in order to produce significant insights,	Successfully locates texts (and the arguments they make) within a variety of contexts, demonstrating complex ways texts are shaped by and shape other variables.	Successfully assesses the relationships among multiple positions (including strengths and weakness), with respect to audience, avoiding simplistic judgments and demonstrating, where appropriate, how the preponderance of the evidence supports specific positions over others.

Appendix D: Estimated costs for additional Teaching Assistants (TAs) for core Mathematics and Statistics courses in Phases 1-3.

	Course	# of Students	Current TAs	Proposed TAs	Change in TAs	Additional cost for TAs
Phase 1	Math 105/141 Fa	620	4	12	8	\$60,120
	Math 105/141 Sp	369	3	8	5	\$37,575
	Total Phase 1	989	7	20	13	\$97,695
Phase 2	Math 150 Fa	535	2	10	8	\$60,120
	Math 150 Sp	434	3	8	5	\$37,575
	Math 151 Fa	590	2.5	10	7.5	\$56,363
	Math 151 Sp	447	3	8	5	\$37,575
	Total Phase 2	2006	10.5	36	25.5	\$191,633
Phase 3	Math 252 Fa	393	1.5	6	4.5	\$33,818
	Math 252 Sp	245	1	4	3	\$22,545
	Math 245 Fa	169	0	4	4	\$30,060
	Math 245 Sp	131	1	2	1	\$7,515
	Math 254 Fa	142	1	2	1	\$7,515
	Math 254 Sp	165	1	4	3	\$22,545
	Stat 250 Fa	228	2	3	1	\$7,515
	Stat 250 Sp	217	2	3	1	\$7,515
	Total Phase 3	1690	9.5	28	18.5	\$139,028
Total Phase 1-3		7680	34	140	106	\$428,355

University Senate Task Force on Faculty Evaluations
FINAL REPORT
January 9, 2015

Task Force Members:

Andrew Baker, Marketing (Fall)
Marcie Bober-Michel, Learning Design and Technology (Senate Officer Representative)
Nola Butler-Byrd, Counseling and School Psychology
Morgan Chan, Associated Students (Spring)
Doug Deutschman, Biology (Chair of the Academic Resources & Planning Committee)
Philip Greiner, Nursing
Chad Karczewski, Associated Students
Glen McClish, Rhetoric and Writing Studies (Task Force Chair)
Cezar Ornatowski, Rhetoric and Writing Studies (Senate Officer Representative, Spring)
Paula Peter, Marketing (Spring)
Cory Polant, Associated Students (Fall)
Hongmei Shen, Journalism and Media Studies

The general charge for this Task Force, which was constituted by the Senate Officers in January 2014, was “to study and discuss current issues related to the use of student course evaluations and recommend changes to the current process.” The Task Force was also asked to consider several more specific issues:

1. Recommendations on core questions to be included in all evaluations: one each on instructor and course, up to 3 other standard questions, and a standard 5-point scale with standard scale point definitions.
2. A procedure which offers guidance on how to use course averages in the PDS with comparisons to comparable classes: lab, lecture, team, GE, core/major, graduate/undergraduate, upper/lower division.
3. Suggestions on dealing with the relationship of course evaluations to instructor effectiveness (if any), data reliability issues, and relationships to grades and popularity.
4. The importance of comments to augment the numbers, including perhaps standardized instructions for comments.
5. Recommendations for the discussion of evaluation results in the PDS.
6. As time and resources allow, a search of best practices at SDSU and at other universities and the scholarly literature on the use of student course evaluations.

The Task Force met frequently during the spring semester. We began by discussing the general issues before us, studying the forms currently in use across the colleges, and surveying the relevant literature on the topic. We soon broke into subcommittees to handle more specific tasks, and—when needed—consulted with Edith Benkov (Associate Vice President for

Academic Affairs) and Tom Packard (Chair of the Faculty Affairs Committee). We continued to work through Fall 2014, although mostly in subcommittees.

The Task Force's recommendations are presented below in four subsections:

- 1) Faculty Evaluation Forms and Questions;
- 2) Presentation of Statistical Results from Faculty Evaluations;
- 3) Relevant Criteria for Interpreting Faculty Evaluations at the Department, College, and University Levels; and
- 4) Student Involvement and Investment in Faculty Evaluation.

1. Faculty Evaluation Forms and Questions

In order to clarify the ultimate focus of the instruments—which is neither students nor courses, but faculty performance in courses—evaluation forms should be titled “Faculty Evaluation.”

For the purpose of clarity comparability across campus, responses to all quantitative items should be rated from 1 to 5, with 5 the highest (best) and 1 the lowest (worst). These numbers should correspond to the following descriptors: 5 = outstanding; 4 = very good; 3 = average; 2 = needs improvement; 1 = poor. Responses of “not applicable” or “does not apply” should be placed at the far right (after the “five” descriptor).

Items should emphasize criteria that are credibly evaluated by students (such as clarity of instruction, the organization of a course, perceived fairness, punctuality and reliability, ability to stimulate student interest, ability to communicate one's subject matter or expertise, and problem-solving ability), rather than criteria that students are not particularly well qualified to judge (such as the instructor's knowledge of the subject matter or teaching methodology).

If included on the form, demographic items (such as class standing, major, and so forth) should be listed first and should be clearly distinguished from evaluative items.

Evaluative items should be limited in number—no more than approximately ten quantitative items and no more than approximately three qualitative items.

Although evaluation forms will naturally vary from academic unit to academic unit and from college to college, each form should contain a subset of five common questions and a composite mean (or overall average) that together constitute universal reference points or common ground across the university's faculty evaluation process. We recommend these common questions:

- Rate the course's overall organization and structure.
- Rate the instructor's focus on the student learning outcomes listed in the syllabus.
- Rate the usefulness of the instructor's feedback on assignments and/or exams.
- Rate the clarity of instruction.
- Considering the criteria featured above, rate the instructor's teaching overall.
(This question is intended as the final or summative item).

In addition to these quantitative items, each form should contain at least two open-ended, qualitative items prompting students to provide substantive written comments. These items should solicit both positive commentary and critique/suggestions for improvement, as the following items indicate: “What were the instructor's particular strengths?” and “In what ways might the instructor improve this course?”

2. Presentation of Statistical Results from Faculty Evaluations

Evaluations of faculty provide important feedback concerning their teaching. In addition, they are used in the RTP and Periodic Evaluation processes. As a result, it is important that the reporting of the quantitative results represents the information in an accurate and concise manner. We propose a simple and robust way to present an instructor's evaluations with respect to a well-defined comparison group.

Faculty evaluations reflect students' experience in the class relative to their expectations. Evaluations are influenced by many factors, including class grades, class size, course modality, and course level. These factors are often intertwined. Lower division classes are often larger and have lower average grades than upper division or graduate classes. An appropriate comparison group needs to be broad enough to provide robust and stable information while being narrow enough to avoid comparisons among dissimilar classes. We propose that the comparison group be defined at the department level based on three categories: lower division, upper division, and graduate courses. This approach distinguishes between levels of instruction (which is correlated with class size and expected grade) while still allowing for a reasonably sized comparison groups.

Currently, an instructor's averages (more specifically, arithmetic means) are compared to the departmental means for an unspecified number of courses. There are two important weaknesses with this approach. First, these averages will be calculated even if the comparison group is very small group (e.g. $n = 2$). Second, such an average is an inadequate description of the distribution of values in the comparison group. The average provides no information on variability and is strongly influenced by unusual (extreme) values. We recommend that the entire distribution of scores be presented using a box plot based on the distribution of scores within the department (**Figure 1**) provided that the comparison group is 10 or larger in size. An illustration of how this would look is presented in **Figure 2**. If there are fewer than 10 comparable courses, only the median for the comparable courses will be displayed.

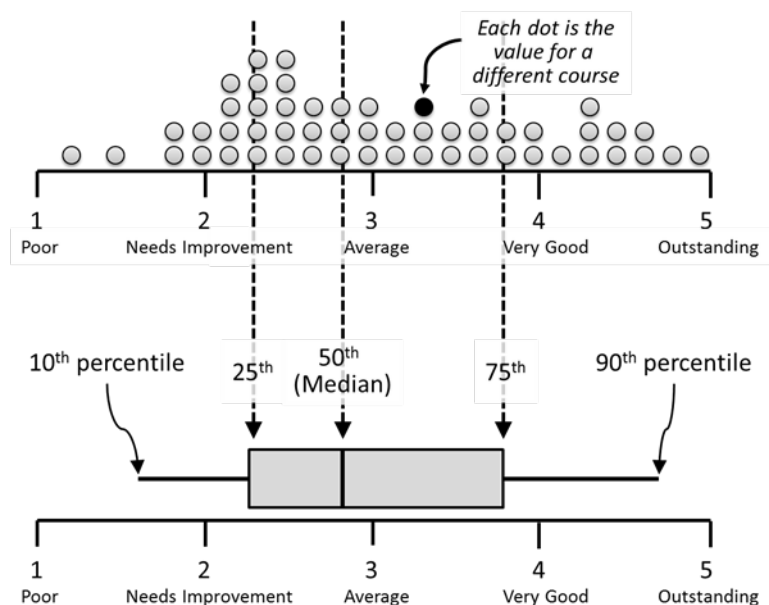


Figure 1: Information about the distribution of values for the comparison group (dots on the upper panel) is represented by **five different quantities (percentiles)** of the distribution.

The box of the box plot is defined by the **1** 25th percentile (left side of box) and the **2** 75th percentile (right). The **3** 50th percentile (= the median) is denoted as a vertical line inside the box. Finally, the whiskers (horizontal lines) are drawn to the **4** 10th percentile and **5** 90th percentile. In this particular box plot, the median falls at approximately 2.8, the 25th percentile begins at ~2.3, and the 75th percentile begins at ~3.8.

Illustration of Box plot display: Student evaluations for a set of universal questions for Instructor X. The graphic is annotated to show the richness of information that is depicted (Figure 2).

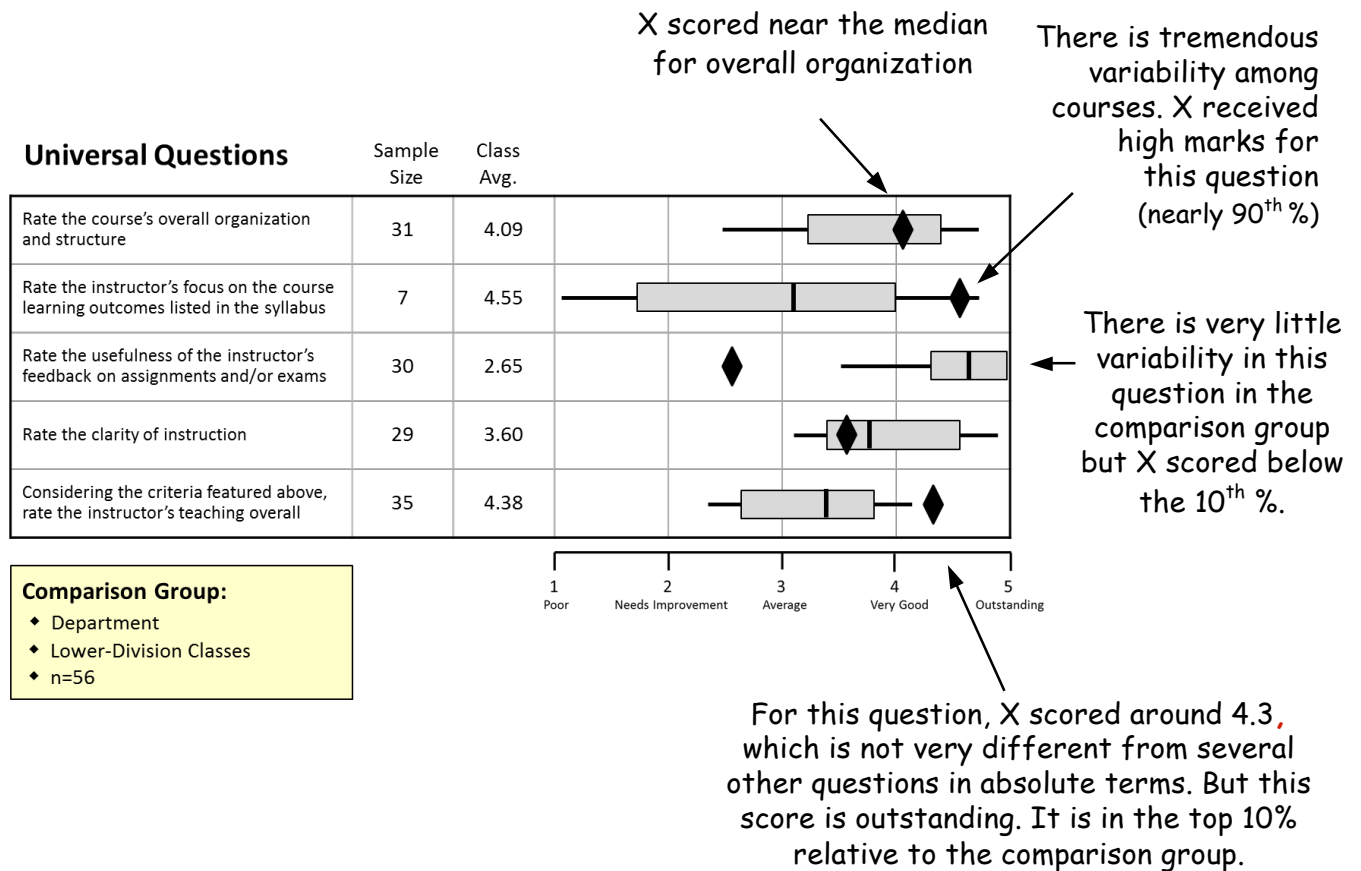


Figure 2: Illustration of the use of box plots to display student evaluation of the course/instructor. The size and composition of the comparison group is shown (lower left). The box plot depicts the distribution of the comparison group. The diamond marks where the mean score for this course/instructor. The graphic is annotated (text and arrows around the graphic) to aid interpretation. A graphic like this would be accessible both to the instructor and to those evaluating his or her teaching.

3. Relevant Criteria for Interpreting Faculty Evaluations at the Department, College, and University Levels.

The following criteria should be considered by committees and individuals who use faculty evaluations to assess the performance of faculty. They are also designed to help instructors better understand the strengths and weaknesses of their teaching.

- Course modality (face-to-face, hybrid, online)

Online courses might yield lower faculty evaluations than face-to-face courses because of possible difficulties raised by the use of technology (e.g. connection problems or lack of personal contact with faculty).

- **Course types (seminar/lecture/lab/studio)**

Seminars, labs, and studios have a tendency to be evaluated higher than lecture-based courses because of their relatively small class size and the interactive nature of the course type. In addition, generally speaking, the smaller the class, the higher the variance across terms.

- **Course levels (lower division/upper division/MA, MS/ PhD)**

Students' motivation may be greater in upper-division (more specific) than lower-division (more general) classes, which may affect the students' evaluation of the instructor.

- **Class function (prerequisite/major/elective)**

Students' motivation may be greater in elective/major than prerequisite classes, which may affect the students' evaluation of the instructor.

- **Class size (e.g., 7/35/150/300/800)**

The larger the class size, the more difficult it is to engage students in the course. Engagement inevitably influences the instructor evaluation. Furthermore, small sample size is highly variable and more extreme.

- **Academic discipline**

Disciplines engage students differently and therefore comparisons across disciplines should be avoided.

- **Team taught vs. single instructor**

Team taught courses may create challenges for coherence and consistency, as well as confusion about evaluation. For example, if three instructors collaborate on the teaching of a course, it may be difficult to sort out which student comments and assessments correspond with which instructor. In addition, if an instructor is in charge of a large class that includes laboratory sections, teaching assistants may be the ones supervising those labs. A distinction should be made in terms of evaluation of the instructor and evaluation of the teaching assistants.

- **Student experience with evaluation process**

Lower-division students and new transfer students have less experience with courses than seniors have and this may affect the students' evaluation of the instructor.

- **Student response rate to questions**

Low response is not necessarily an indicator of bad teaching; it simply does not allow generalizing results reliably to the whole class.

- **Difficult issues or challenging topics**

Faculty who teach courses related to cultural diversity and other challenging subjects often receive low evaluations, as do faculty of color who teach predominately Euro American classes.

4. Student Involvement and Investment in Faculty Evaluation

Currently, students are asked to complete faculty evaluations at the end of each semester. However, many students have realized the evaluations are not required. Also, they have found little immediate value in completing these evaluations since many faculty keep students' grades updated on Blackboard. Many students, especially freshmen, are unaware the course evaluations even exist. Furthermore, students are generally unaware of how faculty evaluations are used by the colleges, by deans, and by other committees and administrators. Having investigated other universities' evaluation systems, we believe that increasing student understanding of the process and earning their buy-in will lead to a higher quantity of student responses and a better academic environment.

In order to improve student awareness of and buy-in concerning the faculty evaluation process, we provide two recommendations:

A. Communicating the Importance of Evaluations to Students

In order to obtain thoughtful and constructive responses from students, it is important that they understand *why* they are being asked to take time at the end of each semester to complete the optional evaluation surveys about their instructors. We recommend that Academic Affairs (in cooperation with Associated Students) organize a "campaign" each semester (somewhat along the lines of "no adds, no drops, no kidding!") targeted at students to promote the evaluations and communicate the value for students in completing them. The campaign should include efforts to educate students on how the evaluations are used for reappointment, tenure, and promotion purposes. The campaign should also work with faculty and colleges to encourage their students to complete the evaluation for their course.

B. Implementing Mid-Semester Evaluations

We recommend the practice of anonymous mid-semester course evaluation (most likely administered in class or through Blackboard). This evaluation would be encouraged, but not mandated for either faculty or students. The evaluation would provide a way for students to give feedback at the midpoint of the semester on what they find works and what parts of the course they would like to see improved, thus giving instructors a way to strengthen *ongoing* courses. We believe this procedure would provide students with a clear connection between evaluation and improved learning.

C. A Further Consideration

In addition to developing these two recommendations, we seriously considered a proposal to develop a list of supplementary evaluation questions that could be made available to students. These supplementary questions could provide more accurate information to students about faculty and courses than currently available sources such as RateMyProfessors.com.

The difficulty of such a proposal is that at San Diego State, faculty evaluations are inextricably tied to the collectively bargained procedures of RTP and Periodic Evaluation. Simply put, it is infeasible to attempt to include questions in faculty evaluation that can be made available to students. Although we greatly value the principled case made by the students who served on the Task Force, we are ultimately unable to forward such a recommendation. It is possible that students may be able to create a parallel evaluation site online that could ask general questions such as the following:

1. Your class level?

2. Your reason for taking this class?
 - a. GE
 - b. Major (required)
 - c. Major (elective)
 - d. Minor
3. What grade do you expect in this class?
4. I learned a great deal from this course. (Likert scale)
5. Do you recommend this course overall? (Y/N)
6. Do you recommend this professor overall? (Y/N)

TO: Senate
FROM: Rebecca Moore, Chair, Committee on Committees and Elections
DATE: 3 February 2015
RE: Action Items

Action:

The Committee on Committees and Elections moves approval of the following appointments and reappointments or replacements to committees with terms to end as noted:

Faculty Affairs

Paula Peter, BUS (term ending May 2018)

Graduate Council

Suchi Ayala, HHS (term ending May 2018)

Undergraduate Curriculum Committee

Ruta Gebreyesus, AS (term ending May 2017)

January 27, 2015

TO: Senate

FROM: Faculty Affairs Committee

RE: Action

The Faculty Affairs Committee recommends approval of the following policy recommendation:

Assigned time for exceptional levels of service to students

1. Purpose

To provide a process for all unit 3 faculty to apply for assigned time for exceptional levels of service to students that supports the priorities of the California State University (CSU) system pursuant to Article 20, Section 20.37 of the 2014-2017 Collective Bargaining Agreement (CBA) between CSU and the faculty.

2. Assigned time budget and application process

2.1. Accountability and Expenditures

2.1.1. SDSU shall expend all funds allocated to them under this program. Funds will be allocated to each college or division in proportion to the number of full-time equivalent faculty. No college or division will receive less than the equivalent of one 3 unit course release per year.

2.1.2. SDSU shall provide an accounting of expenditures for this program for the prior fiscal year by no later than November 1 of the subsequent year to the Academic Senate and the CSU.

2.1.3. Any unused funds shall roll over for use in the following academic year for the 2014/2015 academic year and the 2015/2016 academic year. All funds must be expended in the 2016/2017 academic year.

2.1.4. For accounting purposes, costs of assigned time shall be calculated based on the minimum salary for assistant professor.

3. Eligibility and restrictions

3.1. Eligibility

3.1.1. All unit 3 faculty employees are eligible to submit a proposal to request assigned time up to 3WTUs for exceptional levels of service to students.

3.1.2. Faculty who have previously received assigned time under this program and have not filed a final report on their activities are not eligible to apply again until their final report has been received.

3.1.3. Faculty members already receiving assigned time for the same general category of activity (e.g. assigned time for excess enrollments, assigned time for committee service) shall not be eligible for support from this program.

3.2. Restrictions

Assigned time can only be utilized during the academic year (August – May) during which the activity is performed with the exception of assigned time granted in the 2014/2015 academic which may be utilized in the 2015/2016 academic year.

4. Application process and materials

4.1. Application process

4.1.1. Faculty will submit applications to their department chair or school director.

4.1.2. Department chairs or school directors will verify in writing that the applicant is not currently receiving assigned time for the same general activity.

4.1.3. Department chairs or school directors shall forward the application to the appropriate college committee. Student Affairs and Business Affairs shall develop committees as needed.

4.1.4. Applications will be evaluated by each College's Policy and Planning Committee, or equivalent. The College Committee may refer this evaluation to another relevant College-level Committee. The Committee shall submit a ranked list of applicants to the Dean or appropriate administrator in Student Affairs and Business and Financial Affairs.

4.1.5. The Dean shall decide on the final awards. Denials shall specify the reasons.

4.1.6. For activities in the 2014/2015 academic year, applications will be due by March 6, 2015 and awards announced by April 6. Awards shall consist of WTUs and may be banked for use in the 2015/16 academic year.

4.1.7. For activities planned for the 2015/2016 academic year, applications will be due March 6, 2015 and awards announced by April 6.

4.1.8. For activities planned for the 2016/2017 academic year, applications will be due March 4, 2016 and awards announced by April 6.

4.2. Application materials

4.2.1. An application for assigned time to support exceptional levels of service to students shall consist of: 1) a narrative proposal, not to exceed two pages, describing how the service activities meet the criteria outlined in section 5.2; and 2) an updated curriculum vitae (CV)

5. Supported activities and review criteria

5.1. The following activities may be supported:

5.1.1. Student mentoring, advising, and outreach, especially as these activities support underserved, first-generation, and/or underrepresented students;

5.1.2. The development and implementation of high-impact educational practices; curricular redesign intended to improve student access and success;

- 5.1.3. Service to the department, college, university, or community that goes significantly beyond the normal expectations of all faculty;
 - 5.1.4. Assignment to courses where increases to enrollment have demonstrably increased workload;
 - 5.1.5. Other extraordinary forms of service to students.
- 5.2. Priority will be given to applications that clearly meet the following criteria:
- 5.2.1. Demonstrated or hypothesized impact on student success and/or educational experience;
 - 5.2.2. Demonstration that the impact on and/or quality of student experience could not be maintained without an increase in workload;
- 5.3. Consideration shall be given to the items listed in 20.3 (b) and (c) of the CBA.

6. Conditions of Assigned Time

A faculty unit employee granted assigned time under this program shall provide a final report to their College Dean no later than one semester following the award of assigned time. The report shall provide evidence that the proposed activities were completed and that the impact on the students was as claimed in the original application. Faculty are ineligible to receive further assigned time from this program until their report is received.

7. Appeals

7.1. Appeals Committee

If needed, the Senate Committee on Faculty Honors and Awards shall serve as the Appeals Committee.

7.2. Timeline and Notification of Decisions

Appeals shall be made, in writing, to the Chair of the Academic Senate and shall be filed no later than ten working days after the date on which applicants are notified of College Committee decisions. The Appeals Committee shall complete their review in no more than thirty working days after receipt of the appeal. The Appeals Committee shall send the appellant and College Dean notification of its decision. Decisions made by the Appeals Committees shall be final and binding and are not subject to the grievance procedures in Article 10 of the CBA.

Rationale:

Pursuant to the above-referenced article of the CBA, the CSU has agreed to provide resources to each campus for assigned time for exceptional service to students based on the number of full-time equivalent students at that campus.

This language addresses language from section 20.37 in the new contract, which calls for funds to be distributed in spring 2015.

RE: "2.1.1 No college or division will receive less than the equivalent of one 3 unit course release per year." This follows the way Senators are allocated.

February 3, 2015

TO: Senate

FROM: Faculty Affairs Committee

RE: Action

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

In the Policy File section on Endowed Chairs, 3.0 Appointment of Faculty to Endowed Positions, eliminate 3.2 entirely and revise 3.3 to say:

"It is the expectation that holders of an endowed chair fulfill the expectations of the position. In cases where this ceases to apply, on recommendation of the department, the dean and the Provost to the President, the President may revoke the title of the endowed chair. In such cases the faculty member shall retain professorship status under normal pay and workload if tenured."

Renumber the revised section to 3.2.

We note that this does not exempt the holder of a chair from a regular 5-year post-tenure review.

The current language is:

3.2 The term of appointment of an endowed chair shall be not less than three (3) years and not more than five (5) years, renewable. Exceptions may be made to scholars identified as Visiting Distinguished Professors, who may be appointed to shorter time periods up to one year by the normal personnel appointment process but who otherwise come under the procedures of this policy.

3.3 Faculty appointed to endowed chairs or professorships shall undergo a performance review or periodic evaluation in the last year of the term of appointment. Chaired professorships may be reassigned or terminated at the convenience of the university on recommendation of the college dean and of the department or school to the Provost and to the President consistent with the provisions of sec. 3.2. Persons holding positions so reassigned or terminated shall continue to hold their professor status under normal pay and workload status if they have received tenure.

Rationale:

The 5-year appointment limit should be eliminated because it may discourage candidates.

To: SEN

From: Julio Valdes, Chair, Faculty Honors and Awards Committee

Date: 28 January 2015

Re: Action

The Faculty Honors and Awards Committee recommends that the Senate approve emeritus status to:

James Anderson. Lecturer, Philosophy. December 4, 2014, 27 years

Leslie Johnson. Assistant Dean, College of Arts and Letters. December 31, 2014, 30 years

To: SEC
From: The Graduate Council
Date: February 3, 2015
Re: 2015-2016 *Graduate Bulletin*

ACTION (5A-12-14)

BIOMEDICAL QUALITY SYSTEMS

1. Change in program.

Biomedical Quality Systems
Master of Science Degree in Biomedical Quality Systems
(Major Code: 09994) (SIMS Code: 771491)

Change: Deletion of degree program.

EDUCATION

1. Change in program.

Education
Joint Doctor of Education Degree in Education (SDSU/USD)
(Major Code: 08011) (SIMS Code: 331902)

Change: Deletion of degree program.

2. Change in program.

Education
Master of Arts Degree in Education
Concentration in Educational Research
(Major Code: 08241) (SIMS Code: 331928)

Change: Deletion of concentration.

3. Change in program.

Education
Multiple Subject Credential (Elementary Education)
Integrated Multiple Subject Preparation Program

Change: Deletion of credential program.

To: The Senate
From: Larry S. Verity, Chair
Undergraduate Curriculum Committee
Date: January 20, 2015
Re: 2015-2016 *General Catalog*

ACTION (4A-02-15)

EXERCISE AND NUTRITIONAL SCIENCES

1. Change in program.

Exercise and Nutritional Sciences
Kinesiology Major
Emphasis in Physical Education
(SIMS Code: 556565)

Change: Emphasis has been deleted.

HOSPITALITY AND TOURISM MANAGEMENT

1. Change in program.

Hospitality and Tourism Management
Hospitality and Tourism Management Major
Emphasis in Global Tourism Management
(SIMS Code: 663104)

Change: Emphasis has been deleted.

INTERNATIONAL BUSINESS

1. Change in programs.

International Business
SanDiQué Dual Degree
San Paraíso Dual Degree
CaMexUS Triple Degree
PanAmerica Triple Degree

Changes: Dual and triple degree programs have been deleted.

MANAGEMENT

1. Change in program.

Management
Project AMIGOS Dual Degree

Change: Dual degree program has been deleted.

MARKETING

1. Change in program.

Marketing
SanMediterranée Dual Degree

Change: Dual degree program has been deleted.

MATHEMATICS

1. Change in program.

Mathematics
Mathematics Major
Emphasis in Mathematical Finance
(SIMS Code: 776330)

Change: Emphasis has been deleted.

To: Senate
From: Charles Toombs, Chapter President, CFA
Date: 28 January 2015
Re: Information Item

CFA Report:

Campus-based salary equity program update

Our new Collective Bargaining Agreement authorizes this Salary Equity program and it will serve as an important supplement to the other salary increases in the new faculty contract.

As you recall, President Hirshman and I announced in the fall semester that SDSU would move forward with a campus-based Salary Equity program. Salary increases under the campus-based Salary Equity program will be in addition to the increases that were previously announced.

Faculty Affairs provided salary data to CFA in mid-December so that we could prepare recommendations regarding the procedures and criteria to be used in determining the Equity awards. I provided CFA's recommendations to President Hirshman shortly before the Winter Break.

Under the faculty contract, these Equity awards must address salary inversion (when new hires are brought in at higher rates of pay than longer-term faculty) and salary compression (an experience penalty against long-term faculty at the top of their salary ladder who are not eligible for progression). CFA's recommendations for the campus-based Salary Equity Awards, if adopted by President Hirshman, would provide additional salary increases for all faculty members, with additional increases to address salary inversion and salary compression.

This campus-based Salary Equity program is a top priority for our campus CFA chapter. It is our hope that the program can be finalized and implemented quickly.

I met again with President Hirshman on January 21. He said the administration is working on the campus-based Salary Equity program, and he would let me know when he had specific information on the details of the program.

CSU administration's timeline for distribution of negotiated raises

“January 14, 2015

Colleagues:

Happy New Year! For those of you who are already back on campus, we hope that the new term is getting off to a good start for you and your students. For those of you who still have a few more days, we hope that you can use them to rest, relax and prepare for the upcoming term.

Members of the CFA bargaining team and CSU management met for two days in mid-December to discuss the implementation of the collective bargaining agreement. One of the key issues we discussed with management was the timeline for implementing the various raises for our members.

At the end of this message you will find the schedule outlined by administration. We are sure that you are as irate as we are at the glacial pace of this distribution of negotiated raises. In order to highlight to the Chancellor our concern we sent him the following message:

Dear Chancellor White,

It has come to our attention that while we were able to reach a contract settlement in a record 10 months, the Faculty, Librarians, Coaches and Counselors in the California Faculty Association will have to wait an additional **3-4 months** for the negotiated salary increases to reach their paychecks. Given how long people have waited for salary increases over the last seven years, this is unacceptable. It sends a message reinforcing the point I made at the last Board meeting, “the vast majority of faculty are terribly demoralized and distressingly cynical about the system's commitment to addressing their struggles paying rent, feeding families, and educating their kids on CSU faculty salaries.”

We reached an agreement in October, and it was ratified the following month. Since then, it does not appear that the administration has felt the urgency needed to implement the salary agreement.

The delay in implementation is also having a domino effect on campus-based equity programs. It seems to us that once the math is done to determine the distribution of the various salary programs (which according to your managers should be done by mid-January), it should be a simple thing for interested campus presidents to agree to an equity program. Unfortunately, we are hearing that many wish to wait until payroll processes all of the salary changes. That means, once again, that needed economic relief will be unnecessarily delayed. To many it comes across as yet another delaying tactic in a system unwilling to step up and correct chronic inequities.

On behalf of our 25,000 faculty, we call on you to light a fire under the process and get some (if not all) negotiated raises into the hands of our faculty in the next 30 days.

Implementation of the contract is one way to measure how substantive our relationship with the Chancellor's Office is. As both sides continue to try to find areas of agreement, a genuinely improved relationship can be important.

Again, we wish you all a good beginning of the new term. We will continue to keep you informed of our plans for the re-opening of negotiations over salary later this spring.

In Union,

Lil Taiz, Professor of History, CSULA

CFA President,

Andy Merrifield, Professor of Political Science, SSU

CFA Bargaining Team Chair,

Kevin Wehr, Professor of Sociology, Sacramento State

CFA Bargaining Team Vice Chair

CSU Administration's Timeline for Distribution of Negotiated Raises

Management informed us that the four different salary increases would come in stages.

GENERAL SALARY INCREASE: Reflected in March 1, 2015 paycheck

RECLASSIFICATION OF LECTURER FACULTY: Reflected in the paycheck of March 1, 2015

RETROACTIVE PAY (July 1, 2014) GSI & RECLASSIFICATION: to be paid in a separate check in advance of March 1, 2015. Management cannot give us an exact date, and it is possible that not all retroactivity checks will be paid on the same date.

SALARY RECOVERY ADJUSTMENT (SRA): finalized for the March pay period and therefore should appear in the April 1, 2015 paycheck.

SYSTEMWIDE EQUITY: Reflected in the April 1, 2015 paycheck.

RETROACTIVE PAY (July 1, 2014): to be paid or both the equity money and the SRA should be paid in a separate check in advance of the April 1 paycheck. Management cannot give us an exact date, and it is possible that not all retroactivity checks will be paid on the same date”

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: SEC
From: The Graduate Council
Date: December 4, 2014
Re: 2015-2016 *Graduate Bulletin*

INFORMATION (5I-12-14)

LATIN AMERICAN STUDIES

1. Change in program.

Latin American Studies

Master of Arts Degree in Latin American Studies

General Information

(no change)

Admission to the Degree Curriculum

(no change)

Advancement to Candidacy

All students must satisfy the general requirements for advancement to candidacy described in Part Four of this bulletin. Moreover, students must demonstrate an oral and reading proficiency in Spanish through either the satisfactory completion of an oral and a written examination, or (1) satisfactory completion (with a B or better) of Spanish 302, or (2) satisfactory completion (B or better) of three units of 500-level or graduate coursework in Spanish, or (3) pass the American Council on the Teaching of Foreign Languages (ACTFL) oral proficiency examination in Spanish with a score of 2.0 or above. In addition, students must complete satisfactorily (with a grade of B or better) one semester of Portuguese or one semester of an indigenous Latin American language (such as Mixtec, Zapotec, or Náhuatl). Coursework at or above the 500-level may be included as a part of the official program of study with the approval of the graduate coordinator.

Remainder of sections *(no change)*

Courses Acceptable on Master's Degree Programs in Latin American Studies (LATAM)

UPPER DIVISION COURSES

Anthropology

ANTH 508 Medical Anthropology (3)

ANTH 520	Ethnographic Field Methods (3)
ANTH 529	Urban Anthropology (3)
ANTH 531	Methods in Applied Anthropology (3)
ANTH 533	Race, Ethnicity, and Identity* (3)
ANTH 540	Contemporary Cultures of Mesoamerica (3)
ANTH 582	Regional Anthropology* (3)
ANTH 583	Topical Anthropology* (3)

Art

ART 561	Mesoamerican Art: Olmecs to Aztecs (3)
ART 563	Modern Mexican Art (3)
ART 571A	Modern Art of Latin America (3)
ART 571B	Contemporary Art of Latin America (3)
ART 593	History and Methodology of Art History* (3)
ART 596	Advanced Studies in Art and Art History* (1-4)

Communication

(no change)

Comparative Literature

(no change)

Economics

(no change)

Geography

GEOG 506	Landscape Ecology* (3)
GEOG 507	Geography of Natural Vegetation (3)
GEOG 509	Regional Climatology (3)
GEOG 554	World Cities: Comparative Approaches to Urbanization (3)
GEOG 573	Population and the Environment* (3)
GEOG 574	Water Resources* (3)
GEOG 596	Advanced Topics in Geography* (1-3)

History

HIST 550	Colonial Mexico (3)
HIST 551	Modern Mexico (3)
HIST 558	Latin America in World Affairs (3)
HIST 580	Topics in the History of War and Violence (3)
HIST 596	Selected Studies in History* (1-4)

Journalism and Media Studies

JMS 574	International Advertising* (3)
JMS 591	Global Technology: Creativity and Innovation in the Digital Age (3)

Law

(no change)

Political Science

- POL S 531 Interest Groups and Political Movements (3)
- POL S 555 Comparative Political Systems (3)
- POL S 560 Comparative Public Policy (3)
- POL S 562 Religion and Politics in Comparative Perspective (3)
- POL S 564 Political Ecology of Latin America (3)
- POL S 565 Nations and Nationalism (3)
- POL S 566 Political Change in Latin America (3)
- POL S 567 Political Systems of Latin America (3)
- POL S 568 Mexican Politics (3)
- POL S 577 Politics of International Law (3)

Portuguese

- PORT 535 Brazilian Literature (3)

Sociology

- SOC 522 The Family in Comparative and Cross-Cultural Perspectives (3)
- SOC 554 Sociology of the United States-Mexico Transborder Populations and Globalization (3)
- SOC 596 Current Topics in Sociology* (1-3)

Spanish

(no change)

Women's Studies

- WMNST 512 Latinas in the Americas (3)
- WMNST 515 Women: Myth, Ritual, and the Sacred (3)
- WMNST 530 Women's Movements and Activism* (3)
- WMNST 553 Women and the Creative Arts* (3)
- WMNST 565 Women: Health, Healing, and Medicine (3)
- WMNST 580 Women, Development, and the Global Economy (3)
- WMNST 581 Women's Experiences of Migration* (3)
- WMNST 596 Topics in Women's Studies* (3)

* Acceptable when of relevant content.

GRADUATE COURSES

Anthropology

- ANTH 600 Seminar* (3)
- ANTH 602 Seminar in Archaeology (3)

ANTH 603 Seminar in Ethnology (3)
ANTH 605 Seminar in Applied Anthropology (3)
ANTH 621 Seminar in Topical Anthropology (3)
ANTH 797 Research (3) Cr/NC/RP
ANTH 798 Special Study (1-3) Cr/NC/RP

Art

(no change)

City Planning

(no change)

Communication

(no change)

Economics

ECON 696 Experimental Topics* (3)
ECON 700 Seminar in Microeconomic Applications* (3)
ECON 720 Seminar in Development and Planning* (3)
ECON 730 Seminar in Macroeconomic Policy (3)
ECON 750 Seminar in History of Economic Thought* (3)
ECON 797 Research (3) Cr/NC/RP
ECON 798 Special Study (1-3) Cr/NC/RP

English

(no change)

Geography

(no change)

History

(no change)

Journalism and Media Studies

JMS 701 Seminar: Mass Communication Problems* (3)

Political Science

POL S 651 Seminar in Migration and Border Politics (3)
POL S 655 Seminar in General Comparative Political Systems (3)
POL S 661 Seminar in the Political Systems of the Developing Nations* (3)
POL S 667 Seminar in Latin American Political Systems (3)
POL S 675 Seminar in International Relations* (3)
POL S 795 Problem Analysis* (3)
POL S 797 Research in Political Science (3) Cr/NC/RP
POL S 798 Special Study (1-3) Cr/NC/RP

Public Administration

(no change)

Sociology

(no change)

Spanish

SPAN 601	Seminar in Hispanic Literary Theory (3)
SPAN 602	Foundations and Research Methods of Hispanic Linguistics (3)
SPAN 603	Early Modern Hispanic Literature (3)
SPAN 606	Spanish American Literature: Independence to Present (3)
SPAN 696	Selected Topics* (3)
SPAN 750	Seminar in Spanish American Literature (3)
SPAN 751	Seminar in Realism* (3)
SPAN 752	Seminar in Literature and Culture of the Fin-de-Siècle (3)
SPAN 755	Seminar in Spanish American Culture, Film, and Society (3)
SPAN 760	Seminar in Reading in the Transatlantic Imaginary (3)
SPAN 770	Applied Spanish Linguistics for Teachers (3)
SPAN 798	Special Study (1-3) Cr/NC/RP

Television, Film and New Media

(no change)

Women's Studies

WMNST 601	Foundations of Feminist Scholarship (3)
WMNST 602	Seminar: Methods of Inquiry in Women's Studies (3)
WMNST 603	Seminar: Advanced Feminist Theory (3)
WMNST 604	Seminar: Gender, Culture, and Representation (3)
WMNST 605	Seminar: Women and Social Policy (3)
WMNST 609	Seminar: Transnational Issues and Gender* (3)
WMNST 696	Selected Topics in Women's Studies* (3-6)
WMNST 798	Special Study (1-3) Cr/NC/RP

* Acceptable when of relevant content.

Change: Addition and update to selection of courses that are acceptable toward the degree program.

2. Change in program.

Latin American Studies

Master of Business Administration Degree and Master of Arts Degree in Latin American Studies

General Information

(no change)

Admission to the Degree Curriculum

(no change)

Advancement to Candidacy

All students must meet the general requirements for advancement to candidacy as described in Part Four of this bulletin. In addition, (1) the student will be required to complete with a grade of B or better either Spanish 302 (or its equivalent) or Portuguese 401 (or its equivalent), or complete with a B or better three units of 500-level or graduate coursework in Spanish, or pass the American Council on the Teaching of Foreign Languages (ACTFL) oral proficiency examination in either Spanish or Portuguese with a score of 2.0 or above; (2) all core courses in business and Latin American studies must be completed prior to advancement in any core course; (3) the student must have been recommended for advancement by the combined advisory committee; (4) the student must have a thesis proposal approved by the combined faculty advisory committee.

Upon advancement to candidacy, the student will enroll in B A 799A (Thesis). A thesis (Plan A) incorporating theory, method, and analytic techniques from both disciplines is the culminating experience for the concurrent program leading to the MBA and MA degrees.

Specific Requirements for the MBA/MA Degree

(Major Code: 49061) (SIMS Code: 992001)

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree as described in Part Four of this bulletin, the student must complete an officially approved course of study consisting of 63 units as outlined below.

1-4. *(no change)*

5. Complete 24 units in courses of Latin American content, including the following required courses:

LATAM 600 Seminar in Latin American Studies (3)

LATAM 601 Seminar on Methodology of Latin American Studies (3)

The remaining 18 units selected from the following list of courses:

Latin American Studies

LATAM 550 Mexican-US Border from a Latin American Perspective (3)

LATAM 580 Special Topics* (1-4)

LATAM 696 Experimental Topics* (3)

LATAM 750 Seminar: Study in Latin America (3)

LATAM 795 Latin American Studies Internship (3) Cr/NC

LATAM 797 Research (1-3) Cr/NC/RP

Anthropology

ANTH 520 Ethnographic Field Methods (3)
ANTH 529 Urban Anthropology (3)
ANTH 531 Methods in Applied Anthropology (3)
ANTH 533 Race, Ethnicity, and Identity* (3)
ANTH 582 Regional Anthropology* (3)
ANTH 583 Topical Anthropology* (3)
ANTH 605 Seminar in Applied Anthropology (3)

Economics

ECON 565 North American Economic Relations (3)
ECON 720 Seminar in Development and Planning* (3)

History

HIST 550 Colonial Mexico (3)
HIST 551 Modern Mexico (3)
HIST 558 Latin America in World Affairs (3)
HIST 580 Topics in the History of War and Violence* (3)
HIST 640 Directed Readings in Latin American History (3)

Political Science

POL S 562 Religion and Politics in Comparative Perspective (3)
POL S 564 Political Ecology of Latin America (3)
POL S 565 Nations and Nationalism (3)
POL S 566 Political Change in Latin America (3)
POL S 567 Political Systems of Latin America (3)
POL S 568 Mexican Politics (3)
POL S 651 Seminar in Migration and Border Politics (3)
POL S 661 Seminar in the Political Systems of the Developing Nations* (3)
POL S 667 Seminar in Latin American Political Systems (3)

Portuguese

PORT 535 Brazilian Literature (3)

Sociology

SOC 522 The Family in Comparative and Cross-Cultural Perspectives (3)
SOC 554 Sociology of the United States-Mexico Transborder Populations
and Globalization (3)

Spanish

SPAN 602 Foundations and Research Methods of Hispanic Linguistics (3)
SPAN 603 Early Modern Hispanic Literature (3)
SPAN 606 Spanish American Literature: Independence to Present (3)
SPAN 751 Seminar in Realism* (3)
SPAN 752 Seminar in Literature and Culture of the Fin-de-Siècle (3)
SPAN 760 Seminar in Reading in the Transatlantic Imaginary (3)

California Western School of Law

Students may take two courses from California Western School of Law with the approval of the Latin American Studies graduate adviser. Students must apply to enroll under the provisions of the affiliation agreement with the California Western School of Law.

* Acceptable when of relevant content; check with the Latin American Studies graduate adviser before enrolling. Students must apply to enroll under the provisions of the affiliation agreement with the California Western School of Law.

6. The student must complete MGT 798 (Special Study) or LATAM 797 (Research) and B A 799A (Thesis). The thesis in business administration will treat a Latin American related topic and will be supervised by a business faculty with international business expertise and at least one faculty member from the Latin American studies program.

If a student after entering the concurrent MBA/MA program returns to a single degree program, all the requirements for the single degree program must be met.

Change: Addition and update to selection of courses that are acceptable toward the degree program.

3. Change in program.

Latin American Studies

Master of Public Administration Degree and Master of Arts Degree in Latin American Studies

General Information

(no change)

Admission to the Degree Curriculum

(no change)

Advancement to Candidacy

All students must meet the general requirements for advancement to candidacy as described in Part Four of this bulletin and be recommended by the graduate advisers of both programs. In addition all students must (1) complete Public Administration 600 and three additional courses selected from Public Administration 604, 605 or 606, 630, 642, 650, 660; (2) complete Latin American Studies 600 and 601; (3) achieve a grade point average of 3.0 in these courses with no grade below B-; (4) satisfactorily complete (with a B or better) Spanish 302 or Portuguese 401, or their equivalents, or satisfactorily (with a B or better) complete three units of 500-level or graduate coursework in Spanish, or pass the American Council of the Teaching of Foreign Languages (ACTFL) oral proficiency examination in either Spanish or Portuguese with a score of 2.0 or above; (5)

demonstrate international experience in Latin America through an approved study abroad or an international internship experience, or successful completion of Latin American Studies 550, an approved study abroad experience course.

**Specific Requirements for the MPA/MA Degree
(Major Code: 21020) (SIMS Code: 666905)**

(no change)

1-3. *(no change)*

4. Complete five courses from at least two departments (15 units):

Latin American Studies

- LATAM 540 History, Society, and Ecology of Baja Peninsula (3)
- LATAM 550 Mexican-US Border from a Latin American Perspective (3)
- LATAM 580 Special Topics* (3)
- LATAM 750 Seminar: Study in Latin America (3)
- LATAM 797 Research (3) Cr/NC/RP
- LATAM 798 Special Study (3) Cr/NC/RP

Anthropology

- ANTH 520 Ethnographic Field Methods (3)
- ANTH 529 Urban Anthropology (3)
- ANTH 531 Methods in Applied Anthropology (3)
- ANTH 533 Race, Ethnicity, and Identity* (3)
- ANTH 582 Regional Anthropology* (3)
- ANTH 583 Topical Anthropology* (3)
- ANTH 605 Seminar in Applied Anthropology (3)

Economics

(no change)

Geography

- GEOG 506 Landscape Ecology* (3)
- GEOG 573 Population and the Environment* (3)
- GEOG 574 Water Resources* (3)

History

- HIST 550 Colonial Mexico (3)
- HIST 551 Modern Mexico (3)
- HIST 558 Latin America in World Affairs (3)
- HIST 580 Topics in the History of War and Violence* (3)
- HIST 640 Directed Readings in Latin American History (3)

Political Science

- POL S 562 Religion and Politics in Comparative Perspective (3)
- POL S 564 Political Ecology of Latin America (3)
- POL S 565 Nations and Nationalism (3)

POL S 566	Political Change in Latin America (3)
POL S 567	Political Systems of Latin America (3)
POL S 568	Mexican Politics (3)
POL S 651	Seminar in Migration and Border Politics (3)
POL S 661	Seminar in the Political Systems of the Developing Nations* (3)
POL S 667	Seminar in Latin American Political Systems (3)

Portuguese

PORT 535	Brazilian Literature (3)
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Sociology

(no change)

Spanish

SPAN 602	Foundations and Research Methods of Hispanic Linguistics (3)
SPAN 603	Early Modern Hispanic Literature (3)
SPAN 606	Spanish American Literature: Independence to Present (3)
SPAN 751	Seminar in Realism* (3)
SPAN 752	Seminar in Literature and Culture of the Fin-de-Siècle (3)
SPAN 760	Seminar in Reading in the Transatlantic Imaginary (3)

Remainder of section *(no change)*

Change: Addition and update to selection of courses that are acceptable toward the degree program.

4. Change in program.

Latin American Studies

Master of Public Health Degree and Master of Arts Degree in Latin American Studies

General Information

(no change)

Admission to the Degree Curriculum

(no change)

Advancement to Candidacy

All students must: (1) meet the general requirements for advancement to candidacy as described in Part Four of this bulletin; (2) pass an evaluation of progress towards the concurrent degree by both GSPH and Latin American Studies advisers; (3) complete all core courses in Public Health and Latin American Studies; (4) have earned at least 24 units of graduate study within the concurrent program with a minimum grade point average of 3.0 and no grade less than a B- in each core course; (5) satisfactorily

complete (with a B or better) Spanish 302 or Portuguese 401, or their equivalents, or satisfactorily complete (with a B or better) three units of 500-level or graduate coursework in Spanish, or pass the American Council on the Teaching of Foreign Language (ACTFL) oral proficiency examination in either Spanish or Portuguese with a score of 2.0 or above; (6) have been recommended for advancement by the combined faculty advisory committee; (7) have an approved concurrent program of study; and (8) have a thesis proposal approved by the combined faculty advisory committee, which must include at least one faculty member from Latin American Studies and one faculty member from Public Health.

Upon advancement to candidacy, the student will enroll in Public Health or Latin American Studies 797 (Research) and Public Health or Latin American Studies 799A (Thesis). All students in the concurrent degree program are required to complete a thesis. This thesis will incorporate theory, method, and analytic techniques from both Public Health and Latin American Studies. The thesis topic and chair will be determined by the student and the faculty advisory committee.

**Specific Requirements for the MPH/MA Degree
(Major Code: 12141/03081) (SIMS Code: 997310)**

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree as described in Part Four of this bulletin, the student must complete an officially approved course of study of not less than 63 units as listed below.

1. Complete the following core of six courses. (18 units)

- LATAM 600 Seminar in Latin American Studies (3)
- LATAM 601 Seminar on Methodology of Latin American Studies (3)
- P H 601 Epidemiology (3)
- P H 602 Biostatistics (3)
- P H 604 Environmental Determinants of Human Health (3)
- P H 605 Health Services Administration (3)

2. Complete five courses from at least two departments. (15 units)

Latin American Studies

- LATAM 550 Mexican-US Border from a Latin American Perspective (3)
- LATAM 580 Special Topics* (3)
- LATAM 696 Experimental Topics* (3)
- LATAM 750 Seminar: Study in Latin America (3)
- LATAM 795 Latin American Studies Internship (3) Cr/NC
- LATAM 798 Special Study (1-3)

Anthropology

- ANTH 508 Medical Anthropology (3)
- ANTH 520 Ethnographic Field Methods (3)
- ANTH 529 Urban Anthropology (3)
- ANTH 531 Methods in Applied Anthropology (3)
- ANTH 533 Race, Ethnicity, and Identity* (3)
- ANTH 582 Regional Anthropology* (3)

- ANTH 583 Topical Anthropology* (3)
 ANTH 603 Seminar in Ethnology (3)
 ANTH 605 Seminar in Applied Anthropology (3)

Geography

- GEOG 506 Landscape Ecology* (3)
 GEOG 573 Population and the Environment (3)*
 GEOG 574 Water Resources* (3)

History

- HIST 550 Colonial Mexico (3)
 HIST 551 Modern Mexico (3)
 HIST 558 Latin America in World Affairs (3)
 HIST 580 Topics in the History of War and Violence* (3)
 HIST 640 Directed Readings in Latin American History* (3)

Political Science

- POL S 555 Comparative Political Systems (3)
 POL S 562 Religion and Politics in Comparative Perspective (3)
 POL S 564 Political Ecology of Latin America (3)
 POL S 565 Nations and Nationalism (3)
 POL S 566 Political Change in Latin America (3)
 POL S 567 Political Systems of Latin America (3)
 POL S 568 Mexican Politics (3)
 POL S 651 Seminar in Migration and Border Politics (3)
 POL S 655 Seminar in General Comparative Political Systems (3)
 POL S 661 Seminar in the Political Systems of the Developing Nations* (3)
 POL S 667 Seminar in Latin American Political Systems (3)
 POL S 696 Seminar in Selected Topics in Political Science (3)

Portuguese

- PORT 533 Brazilian Literature (3)

Sociology

- SOC 522 The Family in Comparative and Cross-Cultural Perspectives* (3)
 SOC 554 United States-Mexico Transborder Populations and
 Globalization (3)
 SOC 730 Seminar in Social Institutions* (3)

Spanish

- SPAN 602 Foundations and Research Methods of Hispanic Linguistics (3)
 SPAN 603 Early Modern Hispanic Literature (3)
 SPAN 606 Spanish American Literature: Independence to Present (3)
 SPAN 751 Seminar in Realism* (3)
 SPAN 752 Seminar in Literature and Culture of the Fin-de- Siècle (3)

SPAN 760 Seminar in Reading in the Transatlantic Imaginary (3)

Women's Studies

WMNST 512 Latinas in the Americas (3)

WMNST 565 Women: Health, Healing, and Medicine (3)

WMNST 580 Women, Development, and the Global Economy (3)

WMNST 605 Seminar: Women and Social Policy (3)

3. Students must choose and complete one of the following Public Health concentrations. (24 units)

Concentration in Epidemiology

(SIMS Code: 997311)

Complete the following required courses. (15 units)

P H 603 Behavioral and Social Science in Public Health (3)

P H 621 Epidemiology of Infectious Diseases (3)

P H 622 Epidemiology of Chronic Diseases (3)

P H 623 Epidemiological Methods (3)

P H 627 Advanced Statistical Methods in Public Health (3)

Complete two courses from the following list of prescribed electives. (6 units)

P H 625 Control of Infectious Diseases (3)

P H 626 International Health Epidemiology Practicum (3)

P H 628 Applications of Multivariate Statistics in Public Health (3)

P H 649 Border and Global Public Health Surveillance (3)

P H 700A Seminar in Public Health: Epidemiology (3)

P H 722 Seminar in Clinical Trials (3)

P H 724 Advanced Methods in Epidemiology (3)

P H 726 HIV/AIDS Epidemiology and Public Health (3)

P H 823 Case-Control Studies (3)

P H 824 Cohort Studies (3)

Complete one course from the following list of electives. (3 units)

BIOL 585 Cellular and Molecular Immunology (3)

NUTR 600 Seminar: Foods and Nutrition (3)

NUTR 607 Child Nutrition (3)

NUTR 700 Seminar in Nutrition (3)

STAT 510 Applied Regression Analysis (3)

STAT 550 Applied Probability (3)

STAT 551A Probability and Mathematical Statistics (3)

STAT 560 Sample Surveys (3)

STAT 672 Nonparametric Statistics (3)

STAT 677 Design of Experiments (3)

or three units of electives to be selected with approval of the faculty advisory committee.

Concentration in Health Promotion and Behavioral Science

(SIMS Code: 997312)

Complete the following required courses. (15 units)

- P H 607 Research Methods (3)
- P H 661 Theoretical Foundations of Health Promotion (3)
- P H 662 Motivating Health Behavior (3)
- P H 663 Health Promotion Communications Theory and Design (3)
- P H 666 Health Promotion Program Planning and Assessment (3)

Complete two courses from the following list of prescribed electives. (6 units)

- P H 664 Health, Society and Human Behavior (3)
- P H 667 Prevention and Control of Chronic Diseases (3)
- P H 668 Seminar in Health Promotion Research (3)
- P H 700F Seminar in Public Health: Health Promotion and Behavioral Science (3)
- P H 762 Behavioral Medicine (3)

Complete one course of electives. (3 units)

Three units to be selected with the approval of the faculty advisory committee.

Concentration in Environmental Health (SIMS Code: 997313)

Complete the following required courses. (18 units)

- P H 603 Behavioral and Social Science in Public Health (3)
- P H 632 Air Quality (3)
- P H 634 Environmental Protection (3)
- P H 636 Hazardous Waste Management (3)
- P H 638A Principals of Toxicology (3)
- P H 639 Water Quality Investigation (3)

Complete two courses from the following list of prescribed electives. (6 units)

- P H 630 Environmental Health Risk Assessment (3)
- P H 635 Environmental and Disaster Medicine (3)
- P H 637 Mechanism of Toxicity (3)
- P H 798 Special Study (1-3) Cr/NC/RP

Culminating Experience: Students must complete the following two courses (6 units)

- P H 797 Research (3) or LATAM 797 Research (3)
- P H 799A Thesis (3) or LATAM 799A Thesis (3)

* Acceptable when of relevant content; check with the Latin American Studies graduate adviser before enrolling.

Change: Addition and update to selection of courses that are acceptable toward the degree program.

LEARNING DESIGN AND TECHNOLOGY

1. New course.

Learning Design and Technology

RESRCH METHODS LRNG DESGN (C-4) (C-8)

LDT 690. Research Methods for Learning Design (3)

Two lectures and three hours of activity.

Prerequisite: Admission to the master's degree concentration in learning design and technology.

Planning and executing research in learning design. Analyzing, interpreting, and reporting results to stakeholders.

To: Senate Executive Committee / The Senate
From: Larry S. Verity, Chair
Undergraduate Curriculum Committee
Date: January 20, 2015
Re: 2015-2016 *General Catalog*

INFORMATION (4I-02-15)

MUSIC

1. Change in program.

Music

Music Major

Music Contemporary Culture: World Music Specialization

(SIMS Code: 665315)

Change: Specialization has been deleted.

PUBLIC HEALTH

1. Change in program.

Public Health

Health Science Major

Emphasis in Public Health

(SIMS Code: 552841)

Major.

- A. Twelve units of electives from Public Health 331, 345, 353, 362, 450, 451, 452, General Studies 330, 340. Other electives as selected and offered by the Graduate School of Public Health, with approval of academic adviser.

Change: Public Health 451 and 452 were added as elective course options.

TEACHER EDUCATION

1. Change in program.

Teacher Education

Integrated Multiple Subject Preparation Program

Change: Credential program has been deleted.

TO: SEC

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

DATE: January 13, 2015

RE: Information

The Campaign for SDSU:

The Campaign for SDSU has now reached the \$550 million benchmark. The following are gifts of note through December 2014:

The Osher Foundation has gifted \$1M to SDSU to establish an endowment for the Osher Program in the College of Extended Studies. An additional \$50,000 gift provides the first year of funding.

Alumna Kathleen Kennedy has made a gift of \$50,000 for the TV-Film Fund in the College of Professional Studies and Fine Arts.

Irwin Zahn has made a new gift to support the Zahn Center. This gift is for \$100,000 to support the Success Fund.

The Stephen and Mary Birch Foundation has made a gift of \$100,000 for the Birch Endowed Chair in the College of Arts and Letters.

Faculty Emerita Deborah Dexter has made a gift of \$47,000 for an endowed scholarship fund for international studies.

The Gilbert Martin Foundation made three gifts: (1) \$200,000 to the President's Leadership Fund; (2) \$50,000 to the Basketball Performance Center; (3) \$100,000 to the SDSU Alumni Association.

The College of Education is the recipient of a \$2M planned gift to support scholarships.

A \$50,000 gift from the Karakin Foundation will support Guardian Scholars.

The Johnson Family Trust has made a \$25,000 gift for Nursing Scholarships in the College of Health and Human Services.

The Confucius Institute has received a new gift of \$450,000 from Hanban China.

Solar Turbines has made a \$37,500 gift to support the Mesa Schools Program.

Aztec Athletics has received a gift of \$250,000 from Derek Aberle to support athletic scholarships and the Basketball Performance Center.

The William and Judith Garrett Trust has gifted \$300,000 to establish an endowment to support Aztec men's basketball scholarships.

The Windgate Charitable Foundation has made a gift of \$44,944 to support the Furniture Studio and the Visiting Artist Program in the College of Professional Studies and Fine Arts.

Longtime supporters and alumni Jeff and Sheila Lipinsky have made gifts totaling \$32,000 to support the Lipinsky Fellowship and the Lipinsky Internship in Language and Communicative Disorders, the President's Leadership Fund and the Lipinsky Institute for Judaic Studies.

Barbara K. Polland has made a gift in kind valued at \$52,000 to Love Library Special Collections.

SDSU Vice President for Business and Financial Affairs Tom McCarron has pledged \$25,000 to establish a scholarship endowment.

The Imperial Valley Campus has received a \$25,000 gift from Jack Hart for the scholarship endowment in his name.

Alumnus Terry Maxey has notified SDSU that he is designating a planned gift of \$750,000 to support scholarships.

Alumnus Donald Knight has also notified us of a planned gift. It is for \$2M and is for unrestricted support of SDSU.

Peter and Elaine Shaw made a gift of \$75,000 to endow a scholarship in entrepreneurship in the Lavin Center.

Northrup Grumman is gifting \$65,000 to support the College of Engineering, Associated Students, MESA, and the Society of American Military Engineers.

Former VP of Student Affairs Jim Kitchen and his wife Sandra Williams, Director of Advising and Evaluation in Enrollment Services, have made a new gift commitment. Their new gift of \$17,400 will support the Office of Advising and Evaluations and Men's and Women's Basketball Tutoring.

An anonymous donor has made a gift of \$22,000 to the University Police Equipment Fund and \$15,000 to Emergency Medical Transportation Services.

Alumnus and Major League Baseball Pitcher Stephen Strasburg has made a \$20,000 gift to support the Aztec Baseball Fund.

SDSU received \$630,000 from the Estate of Betty Worm to support the Dale and Betty Worm Endowment in the College of Professional Studies and Fine Arts.

Jim and Marilyn Brown have made gifts totaling \$80,000 to support the Athletic Director Excellence Fund, the Basketball Performance Center and Athletic Scholarships.

Conrad Prebys has made a new gift to SDSU with a pledge of \$2.5 million to establish the Conrad Prebys Endowed Chair in Bio-medical Research.

Alumni Engagement:

Among the goals of our Strategic Plan, Building on Excellence, is a goal to strengthen internship and mentorship programs by creating an Aztec alumni network to support lifelong success.

Alumni Engagement teamed up with Career Services to build the Aztec Mentor Program (AMP) and began to recruit alumni and students in the summer of 2013. Fall 2013 yielded 101 matched pairs. Spring semester 2014 yielded 240 matched pairs. Fall 2014 yielded 370 pairs of alumni and students--with over 90 percent of participating SDSU alumni reporting that they would take part again in AMP.

With more student need and interest, along with equally interested alumni, there is an expectation that these numbers will continue to grow in 2015.

Campaign, Presidential & Special Events:

The second “*Scholarship Fund for Poetry*” stewardship dinner was held at President and Mrs. Hirshman’s home on Wednesday, November 19. This event is hosted by a graduate of the MFA Program in Poetry who is also the founder of the Excellence Fund for the MFA Program in Poetry.

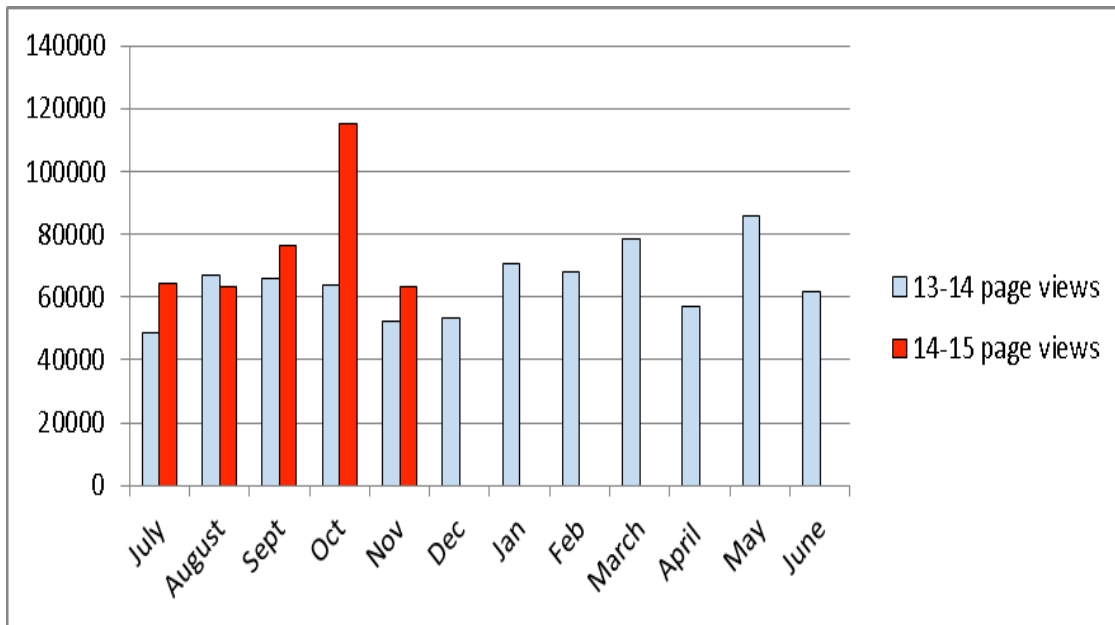
On Sunday, December 7, President Hirshman and Dean Gattas hosted over 100 donors and prospects to the *Les Miserables Musical Performance* and Reception. After the production, guests were able to visit with the cast and production staff.

In November, the *Commencement 2015* website was finalized and is up and running.

Media Relations & New Media Team Highlights November 2014

This report shows the level of engagement SDSU has with its various audiences through online media. We measure the value and impact of our efforts to support The Campaign for SDSU, recruiting of high achieving students, alumni engagement and significant rankings, via traffic to our websites, clicks on the links we are posting, growth of our social media audiences, and comments and dialogue with our social media properties.

SDSU NewsCenter: (The number of people reading stories in SDSU NewsCenter, and the ways they are finding those stories)



	Current Month	
Page Views	63,163	YTD: 382,445 (<i>Ann. Goal = 850,000</i>)
Visitors	35,774	YTD: 215,245 (<i>Ann. Goal = 512,000</i>)
Top Stories (page view)	SDSU Greek Community Statement on Sexual Violence (3,302), Breaking Ground on SCP (2,422), 2014 Football Promotions Schedule (2,253)	
Traffic Sources	Facebook (9,462), SDSU (2,325), Twitter (1,224),	

Online Publications/Social Media: (Organic social media activity, and traffic to key SDSU websites – proactive engagement with our audiences)

SDSU.edu visitors	SDSU.edu page views	SDSU Events Calendar page views	Twitter Followers*	Clicks on links we posted to Twitter	Facebook Fans*	Facebook comments & likes	YouTube Views

Nov. 14	171,863	360,227	27,456	30,091	320	65,937	47,104	8,499
<i>Year to Date</i>	918,361	2,069,864	181,033	(+1,474)	3,262	(+1,837)	166,590	118,163
<i>Ann. Goal</i>	-	-	-	26,000	10,300	61,000	390,000	302,000

*YTD number shows month-to-month change

National Branding and Marketing Campaign: (Paid advertising to brand the university, targeting audiences in specific markets)

	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 (saw our ads)	Google AdWords Clicks (Clicked on our ads)
Nov. 14	3,173,032	1,659	224,643	2,103	-	-	-
<i>Year to date</i>	8,677,504	15,055	1,271,959	11,612	38,784	549,731	2,866
<i>Ann. Goal</i>	10,670,000	25,620	3,520,000	37,000	271,000	2,860,000	12,700

Traditional Media Relations: (Local, regional and national media. A national publication is a Top 25 metropolitan daily or an online publication with more than 1 million impressions a day. A Major hit is a story where the primary focus is about SDSU)

	Total Clips	National	Major hit	Faculty Experts Quoted
Nov 14	2,166	362	22	527
<i>Year to date</i>	8,528	1,536 (<i>Ann. Goal = 2,100</i>)	76 (<i>Ann. Goal = 170</i>)	3,211