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

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THE PRESIDENT

December 13, 2013

MEMORANDUM

TO: Bill Eadie, Chair
SDSU Senate Chair

FROM: Elliot Hirshman *EHA*
President

I approve the following actions from the Senate meeting on December 3, 2013.

1. Item 7.2: Enrollment Services

The Senate approved the December 2013 graduates.

2. Item 7.3 Graduate Council

The Senate approved the following:

TEACHER EDUCATION

1. New program.

**Linked Learning Certificate
(Offered through the College of Extended Studies)**

(Certificate Code: xxxxx) (SIMS Code: xxxxxx)

The purpose of this certificate is to provide practicing teachers and other education professionals with in-depth study of the field of linked learning, one of California's primary high school reform strategies for improving students' learning outcomes. Professionals who work in linked learning pathway programs must have all of the skills and abilities needed by educators in traditional schools and classrooms, and more. This certificate program is designed to provide the unique knowledge and skills essential to a linked learning approach, including its signature pedagogy: career-themed, project-based instruction; work-based learning both within and outside of school; and support services to ensure the success of all students. Successful applicants to this certificate must have completed a bachelor's degree from an accredited institution and hold a current teaching credential or a credential in another relevant educational field, such as

school counseling or administration. A minimum grade point average of 3.0 must be maintained in certificate coursework with no less than a grade of C in any course. This graduate-level certificate is designed for education professionals who are currently working in linked learning pathway programs or who would like to know more about this transformative approach to secondary education.

Required courses (15 units):

TE 680 Foundations of Linked Learning (3)
 TE 681 Linked Learning Pathway Design and Delivery (3)
 TE 682 Integrated Curriculum Design, Implementation, and Assessment (3)
 TE 683 Work-based Learning: Core Linked Learning Instructional Strategy (3)
 TE 684 Rethinking Teacher Roles in Linked Learning Pathways (3)

For further information, contact 619-594-1366.

3. Item 7.4: Undergraduate Curriculum

The Senate approved the following:

LEARNING DESIGN AND TECHNOLOGY

1. Change in program.

Learning Design and Technology

Learning Design and Technology Minor (Minor Code: 08999) (SIMS Code: 331940)

The minor in learning design and technology consists of a minimum of 15 units to include Learning Design and Technology 540, 541, 544, and six units selected from Learning Design and Technology 532, 561, 570, 572, or 596 (when applicable).

Second paragraph. *(no change)*

Change: Minor name reflects approved departmental name change from Educational Technology to Learning Design and Technology.

EH:rjl

Date: February 4, 2014
To: SEN
From: Cezar Ornatowski, Vice Chair, SDSU Senate
Subject: Referral Chart (Information)

Committee	Date	Item	Referred by
Academic Policy and Planning	October 9, 2013	Provide a policy by which online and blended classes may be approved as new course proposals or as shifts of existing courses to online or blended modes.	Officers
Academic Policy and Planning	October 9, 2013	Draft a policy specifying criteria for allowing pre-majors access to a department's advanced courses prior to qualifying for major status.	Officers
Academic Resources and Planning	October 9, 2013	Review the budget decisions made over the past few (3-6) years and assess how well the budget shortfall was handled. Provide recommendations for ways of moving forward from past practices.	Officers

To: SEC

From: Gloria L. Rhodes, Chair, Committee on Committees and Elections

Date: January 15, 2014

Re: Action

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

Academic Policy and Planning

David Diaz- Student (Dec. 2013- May 2014)

Academic Resources and Planning

Appointment

Jose Preciado – Staff (December 2013- May 2016)

Campus Development Committee

Appointment

Teresa Cisneros Donahue – Staff (December 2013- May 2016)

Campus Fee Advisory

Appointment

Jose Preciado- Staff (December 2013-May 2016)

Disability Access and Compliance Committee

Appointment

Jon Rizzo-Staff (December 2013-May 2016)

Environment and Safety Committee

Appointment

Todd Reh fuss, Staff (December 2013-May 2016)

Graduate Council

Appointment

Patrick McCarthy- Designee for Library Dean Gale Etschmaier

Reappointments

Caren Sax- (May 2013- May 2016)

Steve Kramer-(May 2013- May 2016)

Instructional and Information Technology Committee

Reappointment

Lisa Heizer- Staff (December 2013-May 2016)

International Programs Council

Appointments

Mei Zhong- Faculty (May 2013- May 2016)
Teresa Cisneros Donahue- Staff (December 2013- May 2016)

Library Committee

Appointment

Leslie Seiders- PFSA (May 2013- May 2016)

Staff Affairs Committee

Appointment

Lisa Thurn –Chair (December 2013 -May 2016)

Student Grievance Committee

Reappointment

Simone Valles- Staff(voting member) (December 2013-May 2016)

Sustainability Committee

Appointment

Lizette Najera (December 2013- May 2016)

TO: The Senate

FROM: Laurel Bliss, Chair
General Education Curriculum Committee

DATE: January 15, 2014

RE: GENERAL EDUCATION PROGRAM

Action

II. FOUNDATIONS OF LEARNING

B. Social and Behavioral Sciences

General Studies 280. Introduction to Civic Engagement (3) [GE]

Prerequisite: Minimum grade point average of 2.0.

Civic engagement through service learning. Collective-action and global citizenship. Civic dimensions supporting democratic engagement. Civic capacities and literacies for social responsibility. One to two hours of weekly community service required.

IV. EXPLORATIONS OF HUMAN EXPERIENCE

B. Social and Behavioral Sciences

General Studies 480. Engaged Citizenship and Social Responsibility (3) [GE]

Prerequisites: General Studies 280, upper division standing, minimum grade point average of 2.0, and completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences.

Fieldwork in multidisciplinary analyses of civic citizenship and social responsibility through participatory action research and inquiry-driven service in pluralistic communities. Service paradigms for engaged citizenship. Students will be required to complete nine hours of supervised fieldwork per week and to attend weekly meetings with instructor.

To: The Senate
From: The Graduate Curriculum Committee
Date: January 9, 2014
Re: 2014-2015 *Graduate Bulletin*

Action (5A-01-14)

CHILD AND FAMILY DEVELOPMENT

1. Change in program.

Child and Family Development

**Specific Requirements for the Master of Science Degree in Child Development
(Major Code: 08231) (SIMS Code: 330909)**

**Concentration in Early Childhood Mental Health
(Major Code: 00000) (SIMS Code: 000000)**

The Master of Science degree in child development with a concentration in early childhood mental health is designed to prepare students, who completed EC-SEBRIS (Early Childhood Socio-Emotional and Behavior Regulation Intervention Specialist) certificate and continue to the master's program in child development and wish to pursue clinical licensure under the California Board of Behavioral Sciences – Licensed Professional Clinical Counselors (LPCC), for practice in the field of early childhood mental health. Students may complete the academic and clinical practicum requirements leading to California LPCC licensure. The student must complete, in consultation with an adviser, an official program of study that includes 63-65 units of 500-, 600- and 700-numbered required and elective courses (up to 15 units can be taken from 500-level courses with the approval of the adviser) that meet the 14 core content areas as outlined by the licensure requirements. To comply with LPCC requirements, students must take a minimum of six semester units of supervised clinical fieldwork (Child and Family Development 697A, 697B, and 792. Supervision includes group, one-on-one, on-site coaching and videotaping supervision methods).

To fulfill the educational requirements to qualify for state licensure in LPCC as published by the California Board of Behavioral Sciences laws and regulations relating to the practice of marriage and family therapy, licensed social work, licensed educational psychologists, and licensed professional clinical counselors (Bill 788), students need to complete the following courses as aligned with the core content areas as delineated in the requirements:

1. Counseling and Psychotherapeutic Theories and Techniques (6 units)
 - CFD 671 Seminar in Supporting Early Childhood Mental Health (3)
 - SWORK 720 Seminar in Selected Topics in Human Behavior and Social Environment: Perspectives in the Assessment of DSM (3)

2. Human Growth and Development across the Lifespan (3 units)
CFD 670 Seminar in Human Development Theories – Intervention and Prevention (3)
3. Career Development Theories and Techniques (5-6 units)
CFD 697A Advanced Field Experiences A (3-4) Cr/NC
CFD 660 Seminar in Early Childhood Mental Health Career Development (2) Cr/NC
4. Group Counseling Theories and Techniques (3 units)
CFD 792 Advanced Clinical Experiences – Group Counseling (3) Cr/NC
ARP 648 Group Dynamics in Rehabilitation (3)
5. Assessment, Appraisal and Testing (8-9 units)
CFD 580 Observation and Assessment of Young Children's Environments and Relationships (3)
CSP 623 Ecobehavioral Assessment – Intervention* (3)
ARP 645A Assessment in Rehabilitation (3)
OR
CSP 640 Testing and Assessment for Marriage and Family Therapists (2)

*EC-SEBRIS section

6. Multicultural Counseling Theories and Techniques (3 units)
CFD 697B Advanced Field Experiences B* (3) Cr/NC

*Focus on Cultural Diversity

7. Principles of Diagnosis, Treatment Planning, and Prevention of Mental and Emotional Disorders and Dysfunctional Behavior (3 units)
CSP 618 Mental Health Recovery and the DSM: A Social Justice Perspective (3)
8. Research and Evaluation (6 units)
ED 690 Methods of Inquiry (3)
CFD 790 Research Methods and Program Development (3)
9. Professional Orientation, Ethics and Law in Counseling, including California Law and Professional Ethics (2 units)
CFD 660 Seminar in Early Childhood Mental Health Career Development (2) Cr/NC
10. Psychopharmacology (includes biological bases of behavior) (3 units)
CSP 694 Psychopharmacology for Marriage and Family Therapists (3)
11. Addictions Counseling (includes substance abuse, co-occurring disorders) (1-3 units)
SWORK 758 Seminar in Social Work and Selected Fields of Practice* (1-3)
CSP 687 Family and Systemic Treatment of Substance Abuse (1-3)

*Focus on addictions

12. Crisis/Trauma Counseling (includes multidisciplinary responses to crises, emergencies or disasters) (6 units)

CFD 595 Early Childhood Mental Health: Theory and Practice (3)

CSP 650 Trauma and Crisis Counseling in Multicultural Community Context (3)

13. Advanced Counseling and Psychotherapeutic Theories and Techniques (10 units)

a. Human sexuality

CSP 635 Sexuality and Intimacy in Couple and Family Therapy and Counseling (1-2);

SWORK 780 Seminar in Social Work and Selected Populations-at-Risk (3)

b. Child abuse and spousal or partner abuse

CFD 537 Child Abuse and Family Violence (3);

CSP 688 Family Systems Assessment of Child Abuse (1);

CSP 691 Violence in Couples' Relationships (1)

c. Aging and human development

CFD 670 Seminar in Human Development Theories-Intervention and Prevention (3);

GERO 601 Theory and Application in Gerontology and Aging (3)

d. Additional selected courses

CFD 578 Conflict Resolution Across the Life Span (4);

CFD 585 Family Involvement and Engagement with Young Children: Working with Families at Risk (3);

CFD 634 Seminar in Family Processes (3);

CSP 662A Counseling Interventions with Children and Adolescents: Marriage and Family Therapy (3);

SWORK 720 Seminar in Selected Topics in Human Behavior and Social Environment (3)

14. Culminating Experience (3 units)

Plan A students enroll in CFD 799A (3) to complete Thesis/Project. Plan B students will need to enroll in an additional three units of an approved elective and pass the comprehensive exam.

All students required to comply with LPCC requirements must complete six semesters of practicum with supervision (18-20 units):

CFD 697A (6-8 units);

CFD 697B (6 units);

CFD 792 (6 units)

All students must purchase professional liability insurance in order to participate in the clinical experience component of the program and have their background check clearance.

Post-Graduation Supervised Experience: Upon completion of the degree, students need post-degree supervised experience of 3,000 hours over a period of no more

than two years including not less than 1,750 hours of direct counseling with individuals or groups in a clinical mental health counseling setting and 150 hours in a hospital or community mental health setting.

Examination: Passing score on the National Clinical Mental Health Counselor Examination (NCMHCE), recently adopted as the licensure examination for California LPCCs, and the Jurisprudence and Ethics Examination. Both examinations will be administered by the California Board of Behavioral Sciences.

Change: Add the new clinical concentration in early childhood mental health.

HOMELAND SECURITY

1. New program.

Homeland Security

**International Security and Trade Certificate
(Offered through the College of Extended Studies)
(Certificate Code: 00000) (SIMS Code: 000000)**

The certificate program in international security and trade provides the intellectual and practical context for linking enhanced trade across international borders such as the United States-Mexico border with enhanced security. By using technology, information sharing, collaboration, and policy changes to enhance public-private partnerships between the trade and security communities on both sides of the border, this program is designed to help federal law enforcement such as U.S. Customs and Border Protection to redefine borders as zones of major economic productivity and enhanced security from the success of business and government working together for the citizens of both countries.

Admission Requirements

A student wishing to be admitted to this certificate program must meet the criteria specified under General Admission Requirements. Students must meet the professional, personal, scholastic, and other standards prescribed by the appropriate department and the Graduate Council. Participation in border-related professional activities such as U.S. Customs and Border Protection, professional trade organizations, corporate groups involved in international trade, and government leaders from both sides of the border or globally is required.

Required courses (12 units):

H SEC 610	Seminar in International Security and Trade (3)
H SEC 611	Seminar in Earth Systems, International Security and Trade (3)
H SEC 612	Seminar in Cyber Security and Trade (3)
H SEC 614	Seminar in International Law Enforcement for Trade and Security (3)

Students must earn a 3.0 average in these courses with no less than a C in any course. Courses taken for this certificate program will not apply towards the master's degree program in homeland security.

For more information, contact the program adviser, Eric Frost, Director, Homeland Security Graduate Program, eric.frost@mail.sdsu.edu.

PHYSICS

1. New program.

Physics

Residency Training in Radiation Therapy Physics Certificate (Offered through the College of Extended Studies) (Certificate Code: 00000) (SIMS Code: 000000)

The advanced certificate in residency training in radiation therapy physics provides students training in clinical and didactic radiation oncology physics to attain a level of competence that they can take on the responsibilities of a radiation oncology physicist in a clinic. Students will train in the clinic in dosimetry, brachytherapy, machine quality assurance (QA) and calibration, treatment planning and dose calculations, radiation safety, imaging, and special procedures (stereotactic radiosurgery, total skin electron treatment, etc.). Training will also include acceptance testing, commissioning, QA of various major clinic systems (linac, brachytherapy, treatment planning systems, etc.), and radiation safety/regulatory issues.

Admission Requirements

A student wishing to be admitted to this certificate program must meet the criteria specified under General Admission Requirements. Students must meet the professional, personal, scholastic, and other standards prescribed by the appropriate department and the Graduate Council. The admission minimum requirement is a master's degree in physics or medical physics with a 3.5 GPA or higher.

Required courses (12 units): Physics 701, 703, 705, and 707.

For more information, contact the Physics department at <http://www.physics.sdsu.edu>.

To: The Senate
From: Steven L. Barbone, Chair
Undergraduate Curriculum Committee
Date: January 15, 2014
Re: 2014-2015 *General Catalog*

ACTION (5A-01-14)

CHILD AND FAMILY DEVELOPMENT

1. New certificate.

Child and Family Development

Early Care and Education Certificate

(Certificate Code: 90067) (SIMS Code: 330911)

The certificate program in early care and education is designed to strengthen skills and competencies of students interested in careers in early care and education forming and fostering relationships-based interactions with young children ages 0-3 and their families. The certificate program is designed for individuals working on degrees in child development, health science, psychology, and social work. It also provides a self-improvement opportunity for individuals seeking employment working with infants and toddlers and their families.

There are two categories for admission to the certificate:

Category A: Matriculated SDSU students with upper division major status in child development. A maximum of 19 units of the 37 units required for the certificate may be counted towards the major in child development, if applicable.

Category B: Matriculated SDSU students in non-child development majors and non-matriculated SDSU students. Matriculated students from other majors who do not have the preparation for the major in child development will be required to complete the lower division prerequisites first and then the 37 upper division units required for the certificate. Non-matriculated students from the field who have completed the child development units to meet the requirements for teaching in the early childhood field (minimum 24 units in child development) can enroll through the College of Extended Studies for certificate classes and will not be required to complete the lower division prerequisites.

Certificate Requirements: 37 units

Child and Family Development 135, 270, 270L, 272, 275, 278, 375A, 377, 378A (for one unit), 378D (for one unit), 380, 477, 560, 565, 577, 580, 585, 595, 597 (for six units).

Courses must be completed with a grade of "C" or better in addition to an internship of eight hours per week for two semesters (240 hours).

Courses in the certificate may not be counted toward the child development minor.

LINGUISTICS

1. New minor.

Linguistics

Minor in Teaching English as a Second or Foreign Language (TESL/TEFL) (Minor Code: 15051) (SIMS Code: 114707)

The minor in Teaching English as a Second or Foreign Language consists of a minimum of 15 units to include Linguistics 420 or 501; Linguistics 430 or 530 or 551; Linguistics 452 or 454 or 552; Linguistics 550; Linguistics 555 or 556. In addition, students must complete 15 hours of ESL tutoring.

Courses in the minor may not be counted toward the linguistics major or the TESL/TEFL certificate, but may be used to satisfy preparation for the major and general education requirements, if applicable. A minimum of six upper division units must be completed in residence at San Diego State University.

TO: Senate

FROM: Mark Wheeler
Academic Senate, CSU

DATE: February 4, 2014

SUBJECT: Information

Funding

The CSU will not, most likely, have its funding "restored" (the word is clearly not preferred). Rather, any new funding is seen as an opportunity to search for new funding models for the CSU, as well as to put pressure on the CSU to change. There is a sense in the Governor's office that increases in funding to the CSU may not, in the future, be tied solely to enrollments increases (as in the past), but to increases in "efficiencies within the system" (i.e. shortening time to degree). The sense is that increasing efficiencies is the way to serve more students (20,000 are being turned away at present) (information from conversation with the LAO and State Dept. of Finance).

The state wants to increase the 4-year graduation rate, but the ASCSU and the Chancellor's Office are arguing that this goal is not realistic for CSU students, many of whom take classes part-time and have to work. They argue that for our students increasing the 6-year (or even 8-year) graduation rate is a more realistic measure of success. According to Chancellor White, "accountability has to be based on metrics that reflect the mission of the CSU and the character of our students. "We have nothing to apologize for in having a lot of part-time students."

The Governor has announced a \$50 million "innovation award" program to campuses or groups of campuses that meet three state priorities:

- Increase number of people with BA
- Shorten time to degree
- Simplify the cross-segmental transfer, ease of access, credit for life experience, as well as to reduce the cost of instruction

Criteria include scalability and applicability of the proposed model to other campuses.

CalState Online

The Cal State Online Advisory Board has been replaced by the CSU Commission on Online Education (COE), which is a newly established body charged by the Chancellor to provide advice and recommendations to the Executive Vice Chancellor for Academic Affairs and Chief Academic Officer of the CSU. The COE will consist of 19 voting

members, including four faculty members nominated by the Academic Senate as well as the chair of the Academic Senate.

Legislative Affairs

SD 520 (Steinberg) (the “MOOCS bill”) is pretty much dead, not going to be reintroduced this year, perhaps never. Generally, the enthusiasm for MOOCs appears to be passing, following the failure of the San Jose State experiment with Udacity.

Rep. Marty Block is introducing a bill (SB 850) to allow Community colleges to offer bachelor’s degrees (one pilot degree program per CC district). The CSU is treading carefully in opposing it, since it does not wish to repeat the insulting attacks of UC against CSU’s professional and joint PhD degree proposals. The ASCSU is discussing a resolution in opposition (see AS-3163-14/AA/FGA in first reading items below)

The 120-unit Limit

It appears that the deadline to implement the 120-unit limit is not as “deadly” as it appeared. Programs that do not meet the 120-unit deadline just “do not make it,” and nothing happens; the CO will continue “working with campuses.” Programs that requested an exception and did not receive a response do not have to meet the deadline (information from Chris Mallon of the CO)

Online Concurrent Enrollment (Course Matching)

A memo from VC Ephraim Smith invited campuses to submit candidate “high-demand and high-success” courses for the Online Concurrent Enrollment (OCE) program (also referred to as Course Matching). Candidate courses must be delivered through fully online technologies and will be made available for CSU students for concurrent enrollment in Winter 2014 or Spring 2014. The CO will host the website for students to find the available OCE courses (www.calstate.edu/concurrent).

Webinar for Faculty on Student Success

February 7, 2014, 12:00 pm -1 pm.

The Institute for Teaching and Learning at the Office of the Chancellor announces a webinar “From Student to Informed Consumer of Learning” by Drs. Ed Nuhfer and Karl Wirth. Modeled after their highly popular workshop at the 2013 ITL Summer Institute, the webinar deals with the application of metacognition in pedagogy to improve student success. The workshop brings tools and practices that faculty can employ in any course in any discipline to increase students' capacity to become self-directed learners. Tools demonstrated and employed will include program learning documents, modules about learning, reading reflections, reflective learning journals, and knowledge surveys.

Campus groups participating in the webinar are eligible to for minigrants to support implementation of these approaches. Funding will be available for faculty stipends of \$250 each, and modest hospitality for supporting face2face interaction of a campus group of up to 8 faculty. RSVP to Wayne Tikkanen (wtikkanen@calstate.edu) to receive the link for the webinar and the 2-page application for the mini grant.

Resolutions

At the January 22-24, 2014 ASCSU plenary meeting, four resolutions were passed.

AS-3154-13/AA Recommendations Related to Nursing Preparation

Recommends a range of steps to help students prepare to succeed in attaining nursing degrees.

AS-3156-13/FA Reinstatement of Faculty Research, Scholarship and Creative Activities Fund

Urges the Chancellor and the BOT to reinstate the Faculty Research, Scholarly, and Creative Activity (RSCA) grants.

AS-3158-13/AA Recommendation to Amend Title 5 to Establish Appropriate Unit Limits for Engineering Degrees

Requests changes to Title 5 to extend unit limits for engineering programs at a maximum of 132 semester units (198 quarter units) instead of 120 units and to include engineering among the exceptions to the 120 semester unit (180 quarter unit) limit.

AS-3159-14/EX Commendation of Faculty Trustee and ASCSU Senator Bernadette Cheyne

Commends Bernadette Cheyne for her service as Faculty Trustee.

One resolution was tabled pending further data collection from campus policies

AS-3157-13/FA Recommendation on the Eligibility of Lecturers for Emeritus Status

Supports the inclusion of criteria for long-term lecturers in all campus faculty emeritus policies.

Five resolutions received their first reading

AS-3160-13/EX/FA Selection of Faculty Representatives in Shared Governance

Avers that the provision of a "slate of nominations" from which faculty representatives shall be *selected* by administration or executives is not consistent with the AAUP Statement on Government of Colleges and Universities, which asserts that it is the faculty prerogative to select their representatives to shared governance bodies.

AS-3161-14/APEP Meeting Common Core Standards as CSU Admission Requirements

Urges the CSU to adopt the language of the Common Core State Standards as it defines college readiness in its admission and prerequisite requirements, with specific reference to Mathematics.

AS-3162-14/FA Facilitation of Communication Between ASCSU and Faculty

Urges campus Senate Chairs and Provosts to facilitate communication between campus faculty and the ASCSU Senators who “represent the entire faculty of a campus, and not the campus academic senate.

AS-3163-14/AA/FGA Concerns Regarding a Community College Baccalaureate Degree Pilot Program (SB 850 - Block)

Opposes any legislation authorizing California Community Colleges to offer baccalaureate degrees.

AS-3164-14/AA In Support of Ethnic Studies

Commends Chancellor White for convening a task force to study Ethnic Studies in the CSU and for instituting a moratorium on changes to Ethnic Studies programs And urges CSU campuses and the Office of the Chancellor to vigorously support the growth of Ethnic Studies by providing adequate funding and support, and ; and be it further encourages campuses to evaluate Ethnic Studies departments and programs on the basis of merit and educational and societal value rather than financial considerations.

Copies of this and other resolutions may be found at <http://www.calstate.edu/AcadSen/Records/Resolutions/>. Faculty are encouraged to provide feedback on the above resolutions as well as on any other matters of potential concern to the CSU Academic Senate to the SDSU academic senators Bill Eadie (weadie@mail.sdsu.edu), Cezar Ornatowski (ornat@mail.sdsu.edu), and Mark Wheeler (wheeler1@mail.sdsu.edu).

Additional Information of Faculty Interest

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

Faculty-to-Faculty, ASCSU Newsletter: Published approximately two weeks after each plenary. Includes chair’s report, committee reports, invited articles on current events, and committee recommendations. Subscribe (delivered automatically via email) at <http://www.calstate.edu/AcadSen/Newsletter/>

To: SEN

From: Stephen Schellenberg, Chair, Academic Policy and Planning

Date: 13 January 2014

Re: Information Items

Approved proposal to Chancellor's Office to convert M.S. Program in Homeland Security from pilot to regular status. Pilot program was authorized to admit students for up to five years and deadline has arrived for request to regular status. Proposal provided requested information on faculty resources, facility resources, enrollments, quality, societal need (including labor and market demand), student demand, appropriateness to educational mission, costs, and preparation of graduates for employment.

Approved proposal to change name of minor and MA degrees offered by the recently renamed Department of Learning Design and Technology from "Educational Technology" to "Learning Design and Technology." This change aligns the names of the department and its academic programs.

January 28, 2014

To Senate
From Douglas Deutschman,
Chair, Academic Resources and Planning
Subject: Information

Review and Approval of Master of Science in Homeland Security [13-99]

The committee evaluated the proposal requesting that the pilot Master of Science in Homeland Security become a permanent program. The committee noted the success of the pilot program in terms of student interest, enrollment, and graduates. The committee also noted that the program does not require any additional resources and will not adversely impact other programs. The request to approve the Master of Science in Homeland security was approved unanimously.

Discussion of Proposal #13-01a: Name change for programs

#13-01a is a proposal to change the name from “Educational Technology” to “Learning Design and Technology” for the minor and the Master’s degree. This change brings these two degrees in line with the recent name change of the unit. The committee discussed the proposal. They noted that although there was little information in the proposal, the memo dated Nov. 13 was sufficient. The proposed name change was approved unanimously.

Discussion of Senate Officers Referral

ARP discussed the Senate officers’ referral their last three meetings. The committee adopted a two-pronged approach. (1) Compiling data/information from Faculty Affairs and Academic Affairs (i.e. centralized), (2) having ARP members discuss budgeting with representatives within their college (i.e. decentralized).

(1) Information from Faculty Affairs and Academic Affairs:

The committee has compiled information from multiple sources. The information is available from several sources including information items presented to SEC and the SENATE from Faculty Affairs and Academic Affairs. Our committee will be presenting a summary of this information as introductory material in our final report.

(2) Information from College representatives:

The committee developed a list of potential topics/questions for college representatives. Compilation and evaluation of the answers will be used to create a list of recommended best practices for the decision-making process as well as communication about budget priorities and decisions.

ARP will compile the results from these discussions in our report to the Senate. The report will be forward-looking in nature and discuss best practices that promote transparency in the budget process. These best practices will be relevant horizontally (i.e. across colleges/units at the same level) as well as vertically (i.e. from colleges to departments to faculty/staff).

To: Senate
From: Charles Toombs, Chapter President, CFA
Date: 29 January 2014
Re: Information Item

CFA Report:

Budget proposal for CSU

Governor Brown released his 2014/15 budget proposal last week. The governor's budget includes improved funding for public higher education. CFA believes, however, that the governor's proposal does not go far enough if we are to rebuild the CSU and maintain quality public higher education for our students. The Speaker of the Assembly, John Perez, has proposed a higher funding level for the CSU, and CFA is urging legislators to support the Speaker's CSU funding proposal. You can urge your legislator to support increased CSU funding at this link:

http://capwiz.com/calfac/issues/alert/?alertid=63053626&type=ST&show_alert=1

Re-cap of most recent contract session

The CFA Bargaining Team met with representatives of CSU management on January 9 and 10 in Long Beach for discussions that the CFA Team called "cordial and constructive." The sides took up two topics of great concern to faculty members: salary and workload. While no fully developed proposals or solutions have been offered yet, the sides worked to identify areas of general agreement. Importantly, they agreed that the lack of adequate salary increases has hurt faculty across the CSU system. CSU management acknowledged specific issues that CFA has been raising for years, including salary inversion and compression, stagnation, and equity.

CFA made a presentation at the bargaining session on workload. The CFA Bargaining Team identified areas within teaching, research and service where, over the years, the demands on faculty have become excessive. CFA suggested a variety of ways that the issue could be addressed in each category of work. The next bargaining sessions are scheduled for January 30-31.

Request a door sign to show your support of faculty contract bargaining

Our chapter office has door signs in support of a fair faculty contract. (It's an attractive sign!) If you would like a sign, please let us know by email and we will have one delivered to you.

CFA proposal for salary Equity Pay program

CFA proposed to President Hirshman last fall that he create a salary Equity Pay program ("Equity 3") for faculty members on our campus. Our current CFA-CSU Collective Bargaining Agreement allows campus presidents to address salary inequities through campus-based equity programs. SDSU could take this action, right now, under our current contract.

President Hirshman said he cannot commit funds for this proposal. He wrote, "Given that we are entering bargaining for a number of successor contracts, I can not commit funds to an equity 3 program or IRP program to support staff until I have a full understanding of the funds required to meet the provisions of the successor contracts."

This is a great disappointment. We are still operating under the contract that was signed in 2012; that contract has not yet expired. Given that the 2012 contract is still in force, there should not be any hesitancy by our administration to implement the terms of that contract -- even for discretionary items such as the Equity Pay program.

President Hirshman has agreed that I may share his written response with you, as long as it is made clear that the response he provided applies to CFA's request for an Equity 3 program and there is not "any misinterpretation of it as a comment on specific issues associated with bargaining for the successor contract." I have included the full text of President Hirshman's response:

Text of President Hirshman's response:

“Charles,

Thank you for your note regarding the Equity 3 program.

First, let me affirm and acknowledge the importance of enhancing compensation for our dedicated faculty and staff members.

This is especially pressing for our long-serving faculty and staff members.

As we discussed, I am especially concerned about the discrepancy between the salaries of our full professors and those of full professors at our peer institutions designated in the IPEDS survey, as well as other discrepancies among faculty that you have mentioned. Likewise, I recognize the importance of addressing concerns raised by staff members.

Given that we are entering bargaining for a number of successor contracts, I can not commit funds to an equity 3 program or IRP program to support staff until I have a full understanding of the funds required to meet the provisions of the successor contracts.

I know we share the desire for a speedy and successful resolution of these bargaining processes that will serve the interests of our faculty, our staff and the entire university.

With best regards,
Elliot Hirshman”

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: Senate
From: Nola Butler-Byrd, Chair Diversity, Equity and Outreach Committee
Date: January 21, 2014
Re: Information Item

DEO Analysis of Tenured/Tenure-Track Faculty Data, Fall 2008-Fall 2013

Based on data provided by Faculty Affairs, October 2013

- **The three most diverse colleges in terms of race and gender have also been the ones that have suffered the most cuts in T/TT faculty percentage-wise:** Library -32% (-8 faculty), Education -24.5% (-23 faculty), IVC -23% (-5 faculty).
- Engineering lost 16% of its faculty (-9), Arts and Letters and Business Administration both lost 12% (-26 and -9, respectively). Sciences lost 11% (-20). Because ENS moved from HHS to PSFA, percentages are not provided for these colleges.
- The Colleges of Sciences and of Health and Human Services have no African American T/TT faculty. The Library has no Hispanic T/TT faculty. Business Admin only has 1 African American and 1 Hispanic T/TT faculty members.
- The only colleges that have Native American T/TT faculty members are Arts & Letters, PSFA, and Sciences. There are no Pacific Islander T/TT faculty at SDSU.
- **The College of Engineering only has 3 female T/TT faculty members (the national norm is much higher) and the College of Sciences only has 3 women of color T/TT faculty members.**
- In Fall 2013, among instructional T/TT faculty (not counting librarians), there are 3.1% African Americans (22), 8.25% Hispanics (58), and 13.2% Asians (93). **The dwindling numbers of African American tenured/tenure-track faculty are cause for extreme concern. Given our status as a Hispanic-Serving Institution, it would also behoove SDSU to have larger numbers of Hispanic tenured/tenure-track faculty.**
- Between Fall 2008 and Fall 2013, the number of Assistant Professors among instructional T/TT faculty (not counting librarians) dropped more than half (from 189 to 92). This reflects the hiring freeze due to 4 years of intense budget cuts.
- **Overall, 25.45% of all T/TT faculty members are faculty of color and 40% are women.** (11.4% are women of color, 14% are men of color, 29% are white women, and 45.6% are white men.) By comparison, in Fall 2011, 24% of the T/TT faculty were faculty of color and 42% were women. There has been a small increase in ethnic diversity and a small decrease in gender diversity in the last two years.

To: The Senate
From: The Graduate Curriculum Committee
Date: January 9, 2014
Re: 2014-2015 *Graduate Bulletin*

Information (51-01-14-500)

CHILD AND FAMILY DEVELOPMENT

1. New course.

Child and Family Development

OBSERVATION & ASSESSMENT (C-4)

CFD 580. Observation and Assessment of Young Children's Environments and Relationships (3)

Prerequisite: Senior standing or approval of department.

Ecobehavioral and developmental assessment techniques and procedures to measure young children's development, relationships, and environments. Administration of measures in class and in the field.

2. New course.

Child and Family Development

WORK WITH FAMILY AT RISK (C-4)

CFD 585. Family Involvement and Engagement with Young Children: Working with Families at Risk (3)

Prerequisites: Senior standing or approval of department. Concurrent registration in Child and Family Development 597.

Role of parents/caregivers in supporting and enhancing children's developmental outcomes. Home visitation programs, practices, and techniques. Field experience working with families at risk.

3. Addition of prerequisite.

Child and Family Development

CFD 590. Children with Special Needs (4)

Three lectures and three hours of laboratory.

Prerequisites: Child and Family Development 270 or Psychology 230, Child and Family Development 353A, 353B, 353C, 370, and completion of 12 upper division units in child and family development with a grade of C (2.0) or better for majors; consent of

instructor for graduate students. **Proof of completion of prerequisites required:** Copy of transcript.

Adaptive and maladaptive processes throughout life span with emphasis on etiology, development, and adjustment of emotional, psychological, and physical disorders. Directed experience with special needs individuals and their families with focus on inclusion.

Change: Addition of Child and Family Development 370 as prerequisite.

4. New course.

Child and Family Development

EARLY CHILD MENTAL HEALTH (C-4)

CFD 595. Early Childhood Mental Health: Theory and Practice (3)

Prerequisites: Senior standing or approval of department.

Neurorelational framework to understand the effects of relationship on brain development and on the foundation for early childhood mental health. Emotional and behavioral regulation support for young children at home and in educational settings.

LINGUISTICS

1. New course.

Linguistics

PYTHON SCRIPTING (C-2)

LING 572. Python Scripting for Social Science (3)

Prerequisite: Upper division or graduate-level standing

Python scripting for social science data. Statements and expressions. Strings, lists, dictionaries, files. Python with unformatted data (regular expressions). Graphs and social networks. Spatial data and simple GIS scripts.

To: The Senate
From: The Graduate Curriculum Committee
Date: January 9, 2014
Re: 2014-2015 *Graduate Bulletin*

Information (51-01-14)

CHILD AND FAMILY DEVELOPMENT

1. New course.

Child and Family Development

CLINICAL FIELD EXPERIENCE (C-23)

CFD 792. Advanced Clinical Experience and Group Supervision (3) Cr/NC

Prerequisite: Classified graduate standing in the child development degree program.

Clinical field experience working with individuals and groups. Advanced clinical supervision of group processes and working with young children and families experiences trauma. Maximum credit three units applicable to the master's in child development. Maximum credit six units applicable to the master's in child development with a concentration in early childhood mental health.

PHYSICS

1. New course.

Physics

CLINICAL ROTATIONS I (CS-78)

PHYS 701. Clinical Rotations I (3) Cr/NC

(Offered only in the College of Extended Studies)

Prerequisites: Physics 564, 567, 672A, 672B.

On-site, full-day clinical training in external beam modalities (megavoltage photons, electrons, superficial x-rays) including equipment selection, radiation protection, acceptance/commissioning, calibration and quality assurance. Theoretical basis and use of the various detectors and dosimeters associated with external beam modalities.

2. New course.

Physics

CLINICAL ROTATIONS II (CS-78)

PHYS 703. Clinical Rotations II (3) Cr/NC

(Offered only in the College of Extended Studies)

Prerequisite: Physics 701.

On-site, full-day clinical training in intensity modulated radiation therapy (IMRT) and brachytherapy. Training in quality assurance, calibration, inverse planning, IMRT delivery, and radiation safety. Radionuclides and sealed sources in brachytherapy, clinical applications of the sources, treatment planning, and quality assurance.

3. New course.

Physics

CLINICAL ROTATIONS III (CS-78)

PHYS 705. Clinical Rotations III (3) Cr/NC

(Offered only in the College of Extended Studies)

Prerequisite: Physics 703.

On-site, full-day clinical training in the principles of computed tomography (CT) simulator, associated radiation protection/design considerations, CT protocols. Understand the physics of imaging modalities and perform quality assurance on CT, MRI, ultrasound and PET as related to radiation therapy. Train on picture archiving and communication systems.

4. New course.

Physics

CLINICAL ROTATIONS IV (CS-78)

PHYS 707. Clinical Rotations IV (3) Cr/NC

(Offered only in the College of Extended Studies)

Prerequisite: Physics 705.

On-site, full-day clinical training covering physics concepts and implementation of standard radiation treatment (RT) techniques for common cancer treatment sites, routine quality assurance associated with patient specific RT and planning, special RT procedures, quality assurance of RT planning systems, patient safety with respect to radiation therapy.

To: Senate Executive Committee / The Senate
From: Steven L. Barbone, Chair
Undergraduate Curriculum Committee
Date: January 15, 2014
Re: 2014-2015 *General Catalog*

INFORMATION (5I-01-14-500)

ART

1. Change in title.

Art

WORK ENVR INTERIOR DESIGN

ART 552. Work Environment Interior Design (3)

Six hours.

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

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

Change: Updated title from *Interior Design IV*.

2. Change in title.

Art

COMMERC INTERIOR DESIGN

ART 553. Commercial Interior Design (3)

Six hours.

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

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

Change: Updated title from *Interior Design V*.

CHILD AND FAMILY DEVELOPMENT

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Prerequisite: Senior standing.

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CFD 585. Family Involvement and Engagement with Young Children: Working with Families at Risk (3)

Prerequisites: Senior standing. Concurrent registration in Child and Family Development 597.

Role of parents/caregivers in supporting and enhancing children's developmental outcomes. Home visitation programs, practices, and techniques. Field experience working with families at risk.

3. Addition of prerequisite.

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Adaptive and maladaptive processes throughout life span with emphasis on etiology, development, and adjustment of emotional, psychological, and physical disorders. Directed experience with special needs individuals and their families with focus on inclusion.

Change: Addition of Child and Family Development 370 as prerequisite.

4. New course.

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EARLY CHILD MENTAL HEALTH (C-4)

CFD 595. Early Childhood Mental Health: Theory and Practice (3)

Prerequisites: Senior standing or approval of department.

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1. New course.

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LING 572. Python Scripting for Social Science (3)

Prerequisite: Upper division or graduate-level standing

Python scripting for social science data. Statements and expressions. Strings, lists, dictionaries, files. Python with unformatted data (regular expressions). Graphs and social networks. Spatial data and simple GIS scripts.

To: The Senate
From: Steven L. Barbone, Chair
Undergraduate Curriculum Committee
Date: January 15, 2014
Re: 2014-2015 *General Catalog*

INFORMATION (5I-01-14)

ART

1. Change in prerequisite.

Art

ART 203. Life Drawing I (3)

Six hours.

Prerequisite: Art 100.

Drawing from the nude model. Maximum credit six units.

Change: Replace Art 104 with Art 100 as prerequisite.

2. Change in prerequisite.

Art

ART 204. Painting I (3)

Six hours.

Prerequisites: Art 100 and 101.

Pictorial composition and techniques of painting.

Change: Replace Art 104 with Art 100 as prerequisite.

3. Change in prerequisite.

Art

ART 210. Printmaking I (3)

Six hours.

Prerequisites: Art 100 and 101.

Introduction and exploration of basic printmaking media. Emphasis on aesthetic and technical processes in intaglio, lithography, relief and serigraphy.

Change: Replace Art 104 with Art 100 as prerequisite.

4. New course.

Art

INTRO WOODWORKING (C-7)

ART 223. Introduction to Woodworking (3)

Six hours.

Prerequisite: Art 103.

Principles of design through the making of furniture. Basic techniques in woodworking and joinery.

5. New course.

Art

INTRODUCTION TO CERAMICS (C-7)

ART 226. Introduction to Ceramics (3)

Six hours.

Prerequisite: Art 100 or 101.

Introduction to design and construction of ceramic forms and use of glaze for surface enhancement, to include traditional approaches to basic clay-working hand skills, contemporary issues and imagery, and craft history.

6. Change in prerequisite and title.

Art

INTRO INTERIOR DESIGN

ART 251. Introduction to Interior Design (3)

Six hours.

Prerequisites: Art 101 and 148. **Proof of completion of prerequisites required:**
Copy of transcript.

Elementary functional and aesthetic studies in interior space and form. Relationships of light, color, texture, shape and volume.

Change: Replace Art 103 and 104 as prerequisites. Updated title from *Interior Design I*.

7. Change in prerequisite.

Art

ART 325. Ceramics IA: Throwing (3)

Six hours.

Prerequisites: Art 100 or 101. Recommended: Art 103.

Basic methods of forming, decorating, glazing, and firing pottery forms with emphasis on the use of the potter's wheel.

Change: Replace Art 103 and 104 and recommended: Art 220.

8. Change in prerequisite.

Art

ART 326. Ceramics IB: Handbuilt (3)

Six hours.

Prerequisites: Art 100 or 101. Recommended Art 103.

Design and construction of handbuilt ceramic forms and application of glaze for surface enhancement. Traditional approaches and contemporary issues.

Change: Replace Art 104 and 220.

9. Change in description and prerequisite.

Art

ART 340. Digital Photography I (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in Art 100, 101; or Art 240. **Proof of completion of prerequisites required:** Copy of transcript.

Visual communication and expression using digital photographic media and digital imaging techniques.

Change: Replaces *Grade of C (2.0) or better in Art 100, 101, 103, 104. Art 241 and 339A required for graphic design majors.*

10. Change in prerequisite and title.

Art

RESIDENT INTERIOR DESIGN

ART 451. Residential Interior Design (3)

Six hours

Prerequisites: Art 249, 250, and 251. **Proof of completion of prerequisites required:** Copy of transcript.

Survey, analysis and conceptual design methods of residential interiors stressing materials, equipment, components and structural detailing. Maximum credit six units.

Change: Deletion of completion of portfolio requirement. Updated title from *Interior Design II*.

11. Change in prerequisite and title.

Art

MIXED USE INTERIOR DESIGN

ART 453. Mixed Use Interior Design (3)

Six hours.

Prerequisites: Art 249, 250, and 251. **Proof of completion of prerequisites required:** Copy of transcript.

Materials and techniques of nonresidential space planning. Estimating, specification writing, contractual agreements, record keeping, budgets, and project supervision. Required field trips to professional offices, studios, and showrooms.

Change: Replace Art 451 and deletion of completion of portfolio requirement. Updated title from *Interior Design III*.

12. Change in program.

Art

Art Major

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

Emphasis in Studio Arts

(Major Code: 10021) (SIMS Code: 660589)

Impacted Program.

- a. Complete with a grade of C or higher: Art 100, 101, 102 or 104, 103, 258, and 259. These courses cannot be taken for credit/no credit (Cr/NC);
- b. *(no change)*
- c. *(no change)*
(no change)

Preparation for the Major. Art 100, 101, 102 or 104, 103, 203, 204, 216, 258, 259, and three units of art electives. Art 100, 101, 102 or 104, 103, 258, and 259 must be completed with a grade of C or higher and cannot be taken for credit/no credit (Cr/NC). (30 units)

Language Requirement. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

Major. *(no change)*

Change: Replace Art 104 with Art 102 or 104 in impaction and preparation for the major sections.

ARTS AND LETTERS

1. New course.

Arts and Letters

CAL STUDY ABROAD (C-4)

CAL 450. Study Abroad (1-3)

Prerequisite: Upper division standing.

Study abroad in Arts and Letters. See *Class Schedule* for specific content and geographic location. May be repeated with new content and approval of major adviser for a maximum of three units applicable to a bachelor's degree.

BIOLOGY

1. Change in prerequisite.

Biology

BIOL 480. Clinical Hematology (3)

Prerequisites: Biology 203 and Chemistry 365 or 560. Recommended: Credit or concurrent registration in Biology 366 or Chemistry 563.

Theoretical and practical background for study of normal and pathological blood cells to include laboratory techniques. Course meets State of California requirements as a hematology course for students entering training programs in clinical laboratory sciences.

Change: Addition of Chemistry 560 and 563 as prerequisite options.

2. Change in program.

Biology

Biology Major

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

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

Emphasis in Ecology

(SIMS Code: 771434)

Preparation for the Major. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 36 upper division units to include Biology 352, 354, 354L, 366, 366L, Chemistry 365, and at least 15 units of electives selected from Biology 496 and/or 596 (maximum 3 units), 497 and 499 (maximum 3 units), 490, 508, 509, 512, 514, 516A, 516B, 517, 518, 526, 527, 527L, 528, 535, 538 [or Environmental Science 538], 540, 542, 544 [or Environmental Science 544], 560, 562, 597A. At least one of the above electives must be a laboratory course. The remaining units must include an organismal level course selected from Biology 458, 460, 512, 514, 515, 516A, 523, 524, 525, 526, 528, 530, 531, 535, 588. Other electives include all biology courses numbered 350 and above (except Biology 452), and all upper division chemistry courses (except Chemistry 300, 308, 497, 499, 560). Approval of the Emphasis in Ecology adviser is required for credit in Biology 496, 497, 499, 596, and other courses not listed above to be included in the 15 units of ecology electives. This approval must be filed with the Office of Advising and Evaluations.

All upper division transfer courses in biology will calculate in the major GPA but will not fulfill any major requirements without specific department approval. This approval must be filed with the Office of Advising and Evaluations.

Time Limitation. *(no change)*

Change: Addition of a new course, Biology 562, as an elective for the major.

3. Change in program.

Biology

Biology Major
With the B.S. Degree in Applied Arts and Sciences
(Major Code: 04011) (SIMS Code: 771401)
Emphasis in Cellular and Molecular Biology
(SIMS Code: 771433)

Preparation for the Major. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 36 upper division units to include Biology 350, 352, 354, 366, 366L, 567, 567L or 562, Chemistry 365, and at least 11 units of electives selected from Biology and Chemistry 496 and/or 596 (maximum 3 units), Biology 497 and 499 and/or Chemistry 498 (maximum 3 units), Biology 480, 490, 510, 511, 528, 549, 554, 555, 556, 557, 562, 567L, 568 [or Bioinformatics and Medical Informatics 568], 570, 575, 576, 584, 485 or 585, 588, 589, 590, and Chemistry 432, 432L. At least one course must be an organismal level course. Approval of the Emphasis in Cellular and Molecular Biology adviser is required for credit in Biology 497, Chemistry 498, Biology or Chemistry 496, 499, and 596 and other courses not listed above to be included in the emphasis. This approval must be filed with the Office of Advising and Evaluations.

All upper division transfer courses in biology will calculate in the major GPA but will not fulfill any major requirements without specific department approval. This approval must be filed with the Office of Advising and Evaluations.

Time Limitation. *(no change)*

Change: Addition of Biology 562 and 567L as an elective/requirement options for the major.

4 Change in program.

Biology

Microbiology Major

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

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

(no change)

Preparation for the Major. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 36 upper division units to include Biology 350, 352, 354, 366, 366L, 485 or 585, 528 or 567L, 549, 584, Chemistry 365, and at least five to six units of electives selected from Biology and Chemistry 496 and 596 (maximum 3 units), Biology 497 and 499 (maximum 3 units), Biology 480, 490, 528, 554, 555, 556, 557, 562, 567, 567L, 568 [or Bioinformatics and Medical Informatics 568], 585, 588, 590, Chemistry 432, 432L. Prior approval of the microbiology adviser is required for credit in Biology 490, 496, 497, 499, 596, Chemistry 496, 596, and other courses not listed above to be included in the electives. This approval must be filed with the Office of Advising and Evaluations.

All upper division transfer courses in biology will calculate in the major GPA but will not fulfill any major requirements without specific department approval. This approval must be filed with the Office of Advising and Evaluations.

Time Limitation. (no change)

Change: Addition of Biology 562 and removal of Biology 485 as an elective for the major.

CHILD AND FAMILY DEVELOPMENT

1. New course.

Child and Family Development

THE HOSPITALIZED CHILD (C-2)

CFD 390. The Hospitalized Child (3)

Prerequisites: Completion of all lower division preparation for the major courses with a grade of C (2.0) or better. **Proof of completion of prerequisites required:** Copy of transcript. Child and Family Development 353A, 353B, 353C, 375A, 375B, 375C, and two units selected from Child and Family Development 378A, 378B, or 378D.

Psychosocial needs of hospitalized child. Best practices for working with children and their families, and application of Patient Care vs. Family Centered Care. Stress reduction, coping theories, and role of certified child life specialist.

EDUCATION

1. New course.

Education

ED STUDY ABROAD (C-4)

ED 450. Study Abroad (1-3)

Prerequisite: Upper division standing.

Study abroad in Education. See *Class Schedule* for specific content and geographic location. May be repeated with new content and approval of major adviser for a maximum of three units applicable to a bachelor's degree.

GENERAL STUDIES

1. New course.

General Studies

INTRO TO CIVIC ENGAGEMENT (C-4)

GEN S 280. Introduction to Civic Engagement (3) [GE]

Prerequisite: Minimum grade point average of 2.0.

Civic engagement through service learning. Collective-action and global citizenship. Civic dimensions supporting democratic engagement. Civic capacities and

literacies for social responsibility. One to two hours of weekly community service required.

2. New course.

General Studies

ENGAGED CITIZENSHIP (S-36)

GEN S 480. Engaged Citizenship and Social Responsibility (3) [GE]

Prerequisites: General Studies 280, upper division standing, minimum grade point average of 2.0, and completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences.

Fieldwork in multidisciplinary analyses of civic citizenship and social responsibility through participatory action research and inquiry-driven service in pluralistic communities. Service paradigms for engaged citizenship. Students will be required to complete nine hours of supervised fieldwork per week and to attend weekly meetings with instructor.

LINGUISTICS

1. Change in program.

Linguistics

Basic Certificate in Teaching English as a Second or Foreign Language (TESL/TEFL)

(Certificate Code: 90035) (SIMS Code: 114786)

(no change)

Introductory Linguistics: *(no change)*

Language Acquisition: Linguistics *(no change)*

ESL Teaching: *(no change)*

Practical Issues/Computer Assisted Language Learning: *(no change)*

Elective: *(no change)*

Students must obtain a “C” or better in each of the certificate courses. Under certain circumstances comparable courses taken at other institutions may count toward the certificate. Such courses must be evaluated and approved by the certificate adviser. In addition, there is a 15-hour tutoring requirement. In order to enroll, you must contact the certificate adviser in the Department of Linguistics and Asian/Middle Eastern Languages. Courses in the certificate may count toward the major in linguistics, [the major in English](#), or the major in liberal studies (including the linguistics specialization) but may not count toward the minor in linguistics [or the minor in Teaching English as a Second or Foreign Language \(TESL/TEFL\)](#).

(no change)

Change: Allows for courses in the certificate program to count toward the major in English, in addition to linguistics and liberal studies.

POLICY STUDIES IN LANGUAGE AND CROSS-CULTURAL EDUCATION

1. Change in program.

Policy Studies in Language and Cross-Cultural Education
Multiple Subject Bilingual 2042 Credential (Elementary K-6 Education): Spanish, Arabic, Filipino, Japanese, and Mandarin Emphasis
(Credential Code: 00200)

Preceding section copy (*no change*)

Multiple Subject Bilingual 2042 Program

		<i>Units</i>
PLC 523	Psychological Foundations for Biliteracy Teachers in K-6 Classrooms	3
PLC 532	Biliteracy Teaching in Language Arts for Elementary Students	3
PLC 910	Teaching Mathematics to Bilingual Students	3
PLC 911	Teaching Social Studies to Bilingual Students	3
PLC 912	Teaching Science to Bilingual Students	3
PLC 915A	Teaching and Learning in the Content Area: English Language Development/SDAIE: Multiple Subjects	3
PLC 931	Skills in Teaching Reading to Bilingual Elementary Students	3
PLC 954	Classroom Organization for Democratic Teaching in Bilingual Classrooms	1-4
PLC 960	Professional Seminar for Bilingual Teacher Candidates (Cr/NC)	1-4
PLC 961	Practicum in Elementary Bilingual Classroom (Cr/NC)	1-12
PLC 962	Student Teaching for Elementary Bilingual Students II (Cr/NC)	8
ED 970	Teaching Event Assessment (Cr/NC)	3

Succeeding section copy (*no change*)

Change: Deletion of EDTEC 470 from program. Methods courses now include computer literacy required for credential.

2. Change in program.

Policy Studies in Language and Cross-Cultural Education
Single Subject Bilingual 2042 Credential (Secondary Education Grades 6-12): Spanish Emphasis
(Credential Code: 00100)

Preceding section copy (*no change*)

13. Application. (*no change*)

PLC 400	The Secondary School and Bilingual Education	3
PLC 524	Psychological Foundations for Biliteracy Teachers in	

	Grades 7-12	3
PLC 653	Language Development in K-12 Multilingual Classrooms	3
PLC 915B	Teaching and Learning in the Content Area: English Language Development/SDAIE: Single Subjects	3
PLC 933	Skills in Teaching Reading to Bilingual Secondary Students	3
PLC 954	Classroom Organization for Democratic Teaching in Bilingual Classrooms	1-4
PLC 960	Professional Seminar for Bilingual Teacher Candidates (Cr/NC)	1-4
PLC 963	Practicum in Secondary Bilingual Classroom (Cr/NC)	3-4
PLC 964	Student Teaching for Bilingual Secondary Students II (Cr/NC)	8-12
ED 970	Teaching Event Assessment (Cr/NC)	3
TE 914	Teaching and Learning in the Content Area: Major Succeeding section copy (<i>no change</i>)	3

Change: Deletion of EDTEC 470 from program. Methods courses now include computer literacy required for credential.

Date: January 14, 2014

To: SEN

From: Mary Ruth Carleton, VP University Relations and Development

Subject: Information

Information: The Campaign for SDSU:

As of December 31, 2013, The Campaign for SDSU is at \$465 million in gifts and pledges. This amount includes \$87 million in scholarship support and \$298 million in academic program support.

New gifts of note include the following:

TCF Board Member and alumna Diane Denkler has pledged \$31,500 to support Engineering.

Former Faculty member John M. Hood has made a gift of \$93,700 to support the Astronomy program.

A bequest of \$10,000 from Veva Link will go to the support of the Retirement Association.

Long time donors Jim and Marilyn Brown have pledged \$310,000 for the Basketball Performance Center and athletic scholarships.

Ronald Berman has made a gift in kind of \$68,400 to Love Library Special Collections.

Long time athletic supporter Chris Penrose has made a \$100,000 gift to the Basketball Performance Center and a \$30,000 gift to athletic scholarships.

Pepsi has pledged a gift of \$50,000 to establish the Scott Burns Memorial endowed scholarship.

Qualcomm has made a gift of \$100,000 for the Noyce Master Teaching Program.

Qualcomm Executive Dan Sullivan and his wife Katie donated \$50,000 to support the Forensics program.

A new gift of \$100,000 from Ed Marsh will go to support Love Library.

Dwight and Barbara Newell and Life Technologies have made gifts of \$25,000 to support Guardian Scholars.

A new gift of \$1,000,000 has been received from Hanban China for the Confucius Institute Fund in CAL.

Alumnus and TCF Board Member Jack McGrory has made a new commitment of \$1.2 million to support the Humanities in CAL, Public Affairs in PSFA and Veterans.

Emeritus faculty member Don Ptacek has pledged \$500,000 from his estate to support scholarships in Geology

AMN Healthcare gifted \$87,000 for the AMN Nursing Scholarship Endowment.

Mark Linsky committed to an estate gift of \$1,125,000 to establish an endowment in Political Science and to support the CAL Dean's Excellence Fund Endowment.

Alumnus and TCF Board Member Mark McMillin has pledged \$250,000 to support The Corky McMillin Center for Real Estate.

The Zable Foundation has made a challenge gift of \$1,000,000 for the Basketball Performance Center.

The Gilbert Martin Foundation is supporting the President's Leadership Fund with a new gift of \$300,000.

SDSU's endowment has grown significantly and now stands at \$172 million as of the end of 2013. We have received 85 gifts of \$1 million or more since the start of The Campaign. Over 45,000 gifts have been made to The Campaign for SDSU.

Marketing and Communication:

The national branding and marketing campaign launched in October 2013 has generated to date more than 22,000 views of SDSU commercials on YouTube, more than 680,000 impressions on Twitter and almost 2 million impressions of SDSU ads on Facebook. The

program targets alumni and prospective students and their parents in 12 key markets across the country, as well as efforts in the San Diego region.

Media Coverage:

Major media coverage for December included the announcement of the advanced certificate in LGBT studies (Los Angeles Times, LGBT Weekly); John Ayer's research into the link between smoking cessation and celebrity cancer diagnosis (New York Times, Science Daily); John Ayers paper on Mondays being the best day to quit smoking (Yahoo News, Huffington Post, Reuters, NY Daily News); and the XPRIZE announcement (Phys.Org).

Experts Quoted:

Several SDSU experts were quoted in national media including Tita Gray on NBCNews.com about temporary workers; Marie Roch in Huffington Post and Yahoo News about the effect of iceberg noise on whales; Elizabeth Kennedy in Mother Jones about children crossing the border and Jess Ponting in The Atlantic about surfing as the next Olympic sport. Faculty were also quoted on a number of topics including real estate prices, minimum wages, nuclear energy, cyber security, earthquake simulations, women in film, Nelson Mandela and gender equity.

Campaign, Presidential and Special Events:

SDSU hosted several high profile events in the month of November. An inaugural desert-area regional event attracted over 50 alumni and parents. The President provided an update on the State of the University and the Campaign for SDSU.

As part of SDSU's Strategic Plan, President Hirshman and Joyce Gattas, Dean, College of Professional Studies and Fine Arts, hosted an event at the Downtown Gallery to promote the visibility of arts on campus and in the downtown area.

The Zahn Innovation Center (SDSU's incubator for innovators and aspiring entrepreneurs) announced the winners of the 2013 Zahn Challenge where students, faculty and staff from all parts of the campus competed and showcased their early-stage ideas. Hundreds were in attendance at the Awards Celebration and Showcase.