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**SDSU Senate**  
**March 5, 2013**  
**AL 101**  
**2:00pm - 4:30pm**

<b>1.</b>	<b>Agenda</b> (Bordelon)	
<b>2.</b>	<b>Minutes</b> (Bordelon)	
<b>3.</b>	<b>Announcements</b> (Eadie)	
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<b>11.</b>	<b>Adjournment</b>	



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THE PRESIDENT

February 25, 2013

MEMORANDUM

TO: Bill Eadie, Chair  
SDSU Senate

FROM: Elliot Hirshman *EAH*  
President

I approve the following actions from the Senate meeting of February 5, 2013.

**1. Item 7.2: Graduate Council**

The Senate approved the joint doctoral program in Management Information Systems.

**2. Item 7.3: Undergraduate Curriculum**

To approve the proposed Minor in Digital and Social Media Studies, which would replace the deletion of minors in Advertising, Journalism, and Public Relations from the School of Journalism & Media Studies.

To approve the proposed Certificate Program in Korean Studies.

To approve the proposed Rhetoric and Writing Studies Major.

EH:rjl

Date: February 28, 2013  
 To: SEN  
 From: Julio Valdes, Vice Chair, SDSU Senate  
 Subject: Referral Chart (Information)

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Committee	Date	Item	Referred by
Active Transportation Task Force	<i>Sept 26, 2012</i>	Investigate the current state of allowing active transportation vehicles to access and navigate the campus. Determine whether and how increased active transportation access to campus can be accomplished without compromising safety. Issue a report to the Senate.	Officers
Environment and Safety	<i>Nov 29, 2011</i>	Review the Memo from Peter Andersen, re: "Air Pollution from Leaf Blowers" (page 44-46 of SEC agenda) and provide a recommended action for the Senate.	Officers
Academic Policy and Planning	<i>Mar 15, 2012</i>	Develop a review process for Distance Education Modality courses that addresses compensation, TA support, final testing schedules, and course quality.	Officers
Faculty Affairs	<i>Apr 24, 2012</i>	Review and revise the language on page 98 of the Policy File with respect to "Departments and Schools: Creation, Merger, Transfer and Abolition" and "Departments, Schools and Colleges, Formation of."	Officers
Academic Resources and Planning	<i>Feb 13, 2013</i>	Advise the Senate on the fiscal implications of the Sustainability Committee's proposal on signing the American Colleges and Universities President's Climate Commitment	Officers

**College of Engineering Dean Search Committee  
Candidate Statements**

**Jose Castillo  
Professor  
College of Sciences  
Math Department**

Dr. Jose Castillo is the director of the interdisciplinary Computational Sciences Research Center (CSRC) and a member of the mathematics faculty at SDSU. Dr. Castillo joined the SDSU faculty in 1987 (completed 25 years of service to SDSU in 2002). Dr. Castillo is the founding director of CSRC. CSRC offers a master's and a joint Ph.D. degree program in Computational Science, and at present has 36 doctoral students. Professor Castillo has served on many faculty and chair search committees, has been an active member and participant previously on the Senate, Graduate Council, and University Research Council. He has collaborated with several engineering faculty members over the last two decades and is familiar with the college of engineering. His experience as a faculty member at SDSU for 25 years and his role as a director of a successful research center make him uniquely qualified to serve on the COE Dean search committee.

**William Tong  
Professor  
College of Sciences  
Department of Chemistry**

Bill Tong, Distinguished Professor of Chemistry and Biochemistry, joined SDSU as an associate professor in 1985 after his postdoctoral research in 1984 at the Oak Ridge National Laboratory, U.S. Department of Energy. In 1989, five years after receiving his Ph.D., he was promoted to full professor. He has supervised 20 Ph.D. (University of California San Diego and San Diego State) and many more Masters and postdoctoral students and visiting scientists/professors. He has been awarded major grants by the National Science Foundation, National Institutes of Health (R01), National Institute of General Medical Sciences, U.S. Department of Defense (CCAT), U.S. Department of Homeland Security, U.S. Army Research Office, Lockheed Martin, Beckman, Varian, Johnson and Johnson and other funding agencies. He regularly serves on NIH and NSF review panels and study sections and reviews for research journals. He was named the 2003 Distinguished Scientist (San Diego Region) by the American Chemical Society. He was named Distinguished Professor of Chemistry and Biochemistry in 2005 and received the Albert Johnson University Research Award, SDSU's top research award, in 2005, and the 2005 Distinguished Achievement Award from the Sigma Xi Research Society. He also received the 2008 SDSU President Leadership Award. He was awarded Outstanding SDSU Faculty Awards in 1990, 1991 and 2000, and the SDSU Technology Innovation Award in 2002. His research projects have been reported and highlighted by *Analytical Chemistry*, *Applied Spectroscopy* (cover story), San Diego Union-Tribune (front page) and San Diego TV stations (ABC, CBS, NBC, Fox, KUSI, KPBS, UCSD-TV and University of California-TV). He holds patents on ultrasensitive multi-photon nonlinear laser methods for a wide range of potential applications including earlier detection of diseases (Parkinson's, Alzheimer's, cancer, etc.), more sensitive detection of biomarkers, cancer cells and viruses (HPV), better design of cleaner drugs, more sensitive detection of pollutants and chemicals both inside the human body and in the environment, remote standoff detection of chem/bio agents, and even authentication of paintings and art objects.

**To: SENATE**  
**From: William Snavelly, Chair, Active Transportation Task Force**  
**Date: 27 FEBRUARY 2013**  
**Re: Action**

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**Proposed University Policy File changes - Parking and Traffic**  
*(Additions indicated with italics)*

Parking and Traffic

4.0 Skateboards and Roller Skates, Bicycles and Motor Scooters

- 4.1 Skateboards, roller skates, bicycles, and similar personal wheeled conveyances may only be operated ~~in designated locations throughout the campus, including streets, paths, grounds, and buildings.~~ *on streets and designated paths.* ~~Riding bicycles and similar personal conveyances shall likewise be operated only in designated locations throughout the campus as well as on curbed streets and vehicular thoroughfares.~~ In other locations, bicyclists shall walk their bicycles and shall park them in designated parking stands and areas. *In no case shall such conveyances be permitted within designated pedestrian-only zones.*
- 4.2 *All bicycles on campus shall properly display a valid SDSU Bicycle license. Unregistered bicycles may be impounded.*
- 4.3 *Bicycles shall be parked only in designated areas. Bicycles attached to railings or other fixtures not designated for bicycle parking are subject to removal and impound.*
- 4.4 *In no case shall bicycles, skateboards, roller skates, or similar personal wheeled conveyances be permitted on ramps for handicap access.*
- 4.5 *Pedestrians shall have right of way at all times.*
- 4.6 *An 8 miles per hour speed limit shall be observed, except on curbed streets.*
- 4.7 Motor scooters, motorbikes, and motorcycles shall be operated only on curbed streets and vehicular thoroughfares. They shall not be ridden or walked elsewhere on campus but shall be parked in areas designated for motorcycles and not in bicycle stands or in areas designated for bicycles.
- 4.8 Motorized and non-motorized carts, trucks, or dollies approved for operation on campus and only officially permitted motor vehicles shall be operated in areas other than designated bike/skateboard lanes.
- 4.9 These prohibitions shall not apply to non-ambulatory persons in wheelchairs or to children in carriages or strollers.
- 4.10 These prohibitions shall be enforced in accordance with the San Diego State University Public Safety Code, sec. 100, and the California Vehicle Code, sec. 21113(f). (as revised to conform to this policy change)
- 4.11 The university at principal entrances and accesses shall post appropriate signs to campus.

**To: SENATE**

**From: Emilio C. Ulloa, Chair, Committee on Committees and Elections**

**Date: 27 FEBRUARY 2013**

**Re: Action**

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The following official student nominations have been received from A.S. and hereby submitted for appointment via senate.

**Student Grievance Committee**

Nick Serrano

**Undergraduate Council**

Patric Kreidler

**Sustainability Committee**

Joshua Garman

The following official student resignations have been received from A.S. and hereby submitted for appointment via senate.

**Academic Policy & Planning Committee**

Spenser Ross

DATE: March 5, 2013  
TO: Senate  
FROM: Matt Anderson, Chair  
Faculty Affairs Committee  
RE: Action

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The Faculty Affairs Committee moves approval of the following change in the policy file:

#### 5.0 Written Student Evaluation of Teaching Effectiveness

5.1 **All class sections taught by** faculty employees shall **be** ~~have a minimum of two classes~~ evaluated by students ~~annually~~ unless consultation with a college has resulted in an agreement by the dean of the college and the college peer review committee to evaluate fewer classes. **In cases where students evaluations are not required for all classes**, the classes to be evaluated shall be jointly determined by the faculty employee and the department chair or school director. In the event of disagreement, each party shall select 50 percent of the total ~~courses~~ **classes** to be evaluated. Results of evaluations are stored in electronic format and incorporated by extension into ~~The results of these evaluations shall be placed in~~ the faculty member's Personnel Action File. ~~When the evaluations are conducted online, the server shall be considered an extension of the Personnel Action File.~~

5.11 Student evaluations collected as part of the regular student evaluation process shall be anonymous and identified only by course or section. The format of student evaluations shall be quantitative (e.g., 5-point Likert scale) or a combination of quantitative and qualitative (e.g., space provided for student comments).

5.12 Student communications or evaluations provided outside of the regular evaluation process shall be identified by name in order to be included in the Personnel Action File.

5.13 The results of student evaluation of instruction shall be an important element of the evaluation of instruction but not the sole indicator of instructional quality.

5.14 The results of student evaluations of teaching effectiveness for temporary faculty employees shall be included in their periodic evaluations **as required** ~~and placed in the PAF~~.

5.15 The results of student evaluations of teaching effectiveness for probationary **and tenured** faculty employees shall be part of the WPAF **as required**.

~~5.16 The results of student evaluations of teaching effectiveness subsequent to the last review shall be part of the promotion and evaluation of tenured faculty employee's performance review WPAF.~~

Rationale:

Bring Policy File in line with new Unit 3 Collective Bargaining Agreement. Makes clear our policy of electronic evaluations.

To: Senate

From: Matt Anderson, Chair

Faculty Affairs Committee

Date: March 5, 2013

Re: Action item – proposed rewrite of page 98 of the policy file.

**Action:**

The faculty affairs committee proposes a rewrite of page 98 of the policy file.

**Rationale:**

Based on a discussion at the April 10, 2012 Senate meeting, the Faculty Affairs Committee received a referral from the Senate on April 24, 2012 to review and revise the language on page 98 of the Policy File with respect to “Departments and Schools: Creation, Merger, Transfer and Abolition” and “Departments, Schools and Colleges, Formation of.”

Key concerns which were to be addressed included

- maximizing shared governance in decision making (including faculty rights such as whether or not faculty votes should be binding),
- having a standard/parallel process for all levels/administrative structures (including situations in which the proposal is initiated by a Dean, and review before the Dean’s level),
- ensuring appropriate reviews at different levels, and
- clarity of the process.

The Senate also requested that subsequent proposals include both original and new language, with changes noted in the document.

Over the course of seven months, the Committee received and incorporated the feedback of many Senators who had ideas or suggestions for updating the policy. E-mail exchanges and individual meetings provided advice and suggestions to the Committee. Drafts were prepared, shared, and revised via e-mail to reflect the input received.

The Committee believes the amended policy addresses the concerns raised and reflects the input and suggestions of those consulted directly over the past seven months.

Note: As requested by the senate, the attached pages include three versions: a *clean version* (our proposed rewrite), a *strikeout version*, and the *original page 98*. We highly recommend just reading the *clean version*.



*Clean version:*

## **Administrative Units: Establishment and Restructuring**

### **Establishment of Departments or Schools**

1.0 Proposals for the establishment of a department or school may be initiated by departments or schools, faculty members, or administrative officers of the university. The proposal shall address employment options, informed by the current Collective Bargaining Agreements, for the affected faculty and for permanent staff.

2.0 The proponent(s) shall distribute a written proposal to the Academic Planning Committee of the affected College, which shall invite faculty representatives from any affected academic units to serve on that Committee on an ad-hoc basis. The Committee shall transmit its recommendation to the Dean(s). If the recommendation is negative, the proponents of the proposal shall have ten working days to offer additional arguments.

3.0 The proposal shall be reviewed by the Dean(s) of the College(s) concerned.

3.1 If the Dean(s) judges that the proposal has no merit, this recommendation together with the original proposal shall be forwarded to the Provost. The Provost shall publicly announce to the faculty of the affected units the recommendation of the Deans not to pursue further action. The faculty shall have ten working days to offer additional arguments.

3.2 If the Dean(s) judges that the proposal has merit, the Dean(s) shall then form an ad hoc committee that will give the matter full and serious consideration. The committee shall comprise at least five members, at least two of whom should be department chairs or school directors, one tenured faculty member drawn from an uninvolved College, and representatives from at least two affected academic units elected by full-time faculty from the affected academic units. The committee shall then report its recommendations to the Dean(s) and the executive committee(s) (or equivalent) of the College(s) involved.

4.0 A final proposal shall be made available to all full-time faculty from affected academic units. These faculty members shall vote on the proposal. The results of the vote shall be transmitted to the Dean(s) and all subsequent reviewing bodies.

5.0 The Dean(s)'s recommendation shall be transmitted to the Provost, who shall convey the recommendation with comments to the Committees on Academic Policy and Planning and on Academic Resources and Planning. A complete report including the proposal and a record of the responses of the subsequent reviewing bodies will be sent forward to these committees.

6.0 The Senate Committees on Academic Policy and Planning and on Academic Resources and Planning shall present their recommendations to the Senate, which shall recommend action to the President.

7.0 Criteria for Establishing Schools within an Administrative Unit (i.e., Protoschools)

7.1 The academic unit (a) shall offer a degree program subject to accreditation by a recognized external accrediting group or (b) shall contain within itself subunits that offer various and distinct professional degree programs and faculty members who do not necessarily have common professional qualifications.

#### 8.0 Criteria for Establishing Autonomous Schools

8.1 The academic unit shall meet the criteria of section 7.1 for the establishment of a school within an existing administrative unit.

8.2 If a recognized external accrediting body exists, the academic unit shall meet the criteria for accreditation except autonomy.

8.3 The academic unit shall demonstrate experience in the operation of a program as a major, department, or school within a College.

8.4 The academic unit shall demonstrate both present capacity and future potential for a graduate program.

#### **Colleges: Establishment**

1.0 Proposals for the establishment of a College may be initiated by departments or schools, faculty members, or administrative officers of the university. The proposal shall address employment options, informed by the current Collective Bargaining Agreements, for the affected faculty and for permanent staff.

2.0 The proposal shall be reviewed by a committee of elected representatives from groups in relevant or related fields of study. If the committee affirms that the proposal has merit it shall be sent to the Provost.

2.1 If the Provost judges that the proposal has merit, the Provost shall then form an ad hoc committee that will give the matter full and serious consideration. The committee shall comprise at least seven members: any Dean(s) from the affected units, at least two department chairs or school directors, one tenured faculty member drawn from an uninvolved College, and at least three faculty from any affected academic units elected by full-time faculty from the affected academic units. The committee shall then report its recommendations to the Dean(s) (if applicable) and the executive committee(s) (or equivalent) of the College(s) involved and to the Provost.

3.0 A final proposal shall be made available to all full-time faculty from affected academic units. These faculty members shall vote on the proposal. The results of the vote shall be transmitted to the Dean(s) (if applicable) and all subsequent reviewing bodies.

4.0 The Provost shall convey the recommendation with comments to the Committees on Academic Policy and Planning and on Academic Resources and Planning. A complete report including the proposal and a record of the responses of the subsequent reviewing bodies will be sent forward to these committees.

5.0 The Senate Committees on Academic Policy and Planning and on Academic Resources and Planning shall present their recommendations to the Senate, which shall recommend action to the President.

### **Departments and Schools: Merger, Restructuring, Transfer, and Abolition**

1.0 Proposals for merger, transfer, restructuring (including splitting) or abolition of existing departments or schools may be initiated by departments or schools, faculty members, or administrative officers of the university. The proponent(s) shall distribute a written proposal to the appropriate departments, schools and Deans. The proposal shall address employment options, informed by the current Collective Bargaining Agreements, for the affected faculty and for permanent staff.

2.0 The proponent(s) shall distribute a written proposal to the Academic Planning Committee of the affected College(s), which shall invite faculty representatives from any affected academic units to serve on that Committee on an ad-hoc basis. The Committee shall transmit its recommendation to the Dean(s). If the recommendation is negative, the proponents of the proposal shall have ten working days to offer additional arguments.

3.0 The proposal shall be reviewed by the Dean(s) of the College(s) concerned.

3.1 If the Dean(s) judges that the proposal has no merit, this recommendation together with the original proposal shall be forwarded to the Provost. The Provost shall publicly announce to the faculty of the affected units the recommendation of the Deans not to pursue further action. The faculty shall have ten working days to offer additional arguments.

3.2 If the Dean(s) judges that the proposal has merit, the Dean(s) shall then form an ad hoc committee that will give the matter full and serious consideration. The committee shall comprise at least five members, at least two of whom should be department chairs or school directors, one tenured faculty member drawn from an uninvolved College, and representatives from at least two affected academic units elected by full-time faculty from the affected academic units. The committee shall then report its recommendations to the Dean(s) and the executive committee(s) (or equivalent) of the College(s) involved.

4.0 A final proposal shall be made available to all full-time faculty from affected academic units. These faculty members shall vote on the proposal. The results of the vote shall be transmitted to the Dean and all subsequent reviewing bodies.

5.0 The Dean(s) shall subsequently transmit final recommendations to the Provost, who shall convey the recommendation with comments to the Committees on Academic Policy and Planning and on Academic Resources and Planning. A complete report including the proposal and a record of the responses of the subsequent reviewing bodies will be sent forward to these committees.

6.0 The Senate Committees on Academic Policy and Planning and on Academic Resources and Planning shall present their recommendations to the Senate, which shall recommend action to the President.

## **Colleges: Merger and Abolition**

1.0 Proposals for the merger or abolition of existing Colleges may be initiated by faculty members, or administrative officers of the university. The proponent(s) shall distribute a written proposal to the appropriate Dean(s). The proposal shall address employment options, informed by the current Collective Bargaining Agreements, for the affected faculty and for permanent staff.

2.0 The proponent(s) shall distribute a written proposal to the Academic Planning Committee(s) of the affected College(s), which shall invite faculty representatives from any affected academic units to serve on the Committee(s) on an ad-hoc basis. The Committee(s) shall transmit its/ their recommendation(s) to the Dean(s) of the affected College(s). If the recommendation(s) is/ are negative, the proponents of the proposal shall have ten working days to offer additional arguments.

3.0 The proposal shall be reviewed by the Dean(s) of the College(s) concerned.

3.1 If the Dean(s) judge(s) that the proposal has no merit, this recommendation together with the original proposal shall be forwarded to the Provost. The Provost shall publicly announce to the faculty of the affected units the recommendation of the Dean(s) not to pursue further action. The faculty shall have ten working days to offer additional arguments.

3.2 If the Dean(s) judge(s) that the proposal has merit, the Dean(s) shall then make recommendations to the Provost.

4.0 The Provost shall form an ad hoc committee that will give the matter full and serious consideration. The committee shall comprise at least seven members, Dean(s) of the affected units, at least two department chairs or school directors, one tenured faculty member drawn from an uninvolved College, and at least three faculty from affected academic units elected by full-time faculty from the affected academic units. The committee shall then report its recommendations to the Dean(s) and the executive committee(s) (or equivalent) of the College(s) involved and to the Provost.

5.0 A final proposal shall be made available to all full-time faculty from affected academic units. These faculty members shall vote on the proposal. The results of the vote shall be transmitted to the Dean(s) and all subsequent reviewing bodies.

6.0 The Provost shall evaluate the report and submit a recommendation with comments to the Committees on Academic Policy and Planning and on Academic Resources and Planning. A complete report including the proposal and a record of the responses of the subsequent reviewing bodies will be sent forward to these committees.

7.0 The Senate Committees on Academic Policy and Planning and on Academic Resources and Planning shall present their recommendations to the Senate, which shall recommend action to the President.

*Strikeout version:*

## Administrative Units: Establishment and Restructuring

### Establishment of Departments or Schools

1.0 Proposals for the establishment of a department or school may be initiated by departments or schools, faculty members, or administrative officers of the university. The proposal shall address employment options, informed by the current Collective Bargaining Agreements, for the affected faculty and for permanent staff.

2.0 The proponent(s) shall distribute a written proposal to the Academic Planning Committee of the affected College, which shall invite faculty representatives from any affected academic units to serve on that Committee on an ad-hoc basis. The Committee shall transmit its recommendation to the Dean. If the recommendation is negative, the proponents of the proposal shall have 10 working days to offer additional arguments.

3.0 The proposal shall be reviewed by the Dean(s) of the college(s) concerned.

3.1 If the Dean or Deans judge that the proposal has no merit, this recommendation together with the original proposal shall be forwarded to the Provost. The Provost shall publicly announce to the faculty of the affected units the recommendation of the Deans not to pursue further action. The faculty shall have 10 working days to offer additional arguments.

3.2 If the Dean(s) judge(s) that the proposal has merit, the Dean(s) shall then form an ad hoc committee that will give the matter full and serious consideration. The committee shall comprise at least five members, at least two of whom should be department chairs or school directors, one tenured faculty member drawn from an uninvolved college, and representatives from at least 2 affected academic units elected by full-time faculty from the affected academic units. The committee shall then report its recommendations to the Dean(s) and the executive committee(s) (or equivalent) of the college(s) involved.

4.0 A final proposal shall be made available to all full-time faculty within the college.

These

faculty members shall vote on the proposal. The results of the vote shall be transmitted to the Dean and all subsequent reviewing bodies.

5.0 The Dean's recommendation shall be transmitted to the Provost, who shall convey the

recommendation with comments to the Committees on Academic Policy and Planning and on Academic Resources and Planning. A complete report including the proposal and a record of the responses of the subsequent reviewing bodies will be sent forward to these committees.

6.0 The Senate Committees on Academic Policy and Planning and on Academic Resources and Planning shall present their recommendations to the Senate, which shall recommend action to the President.

7.0 ~~2.0~~ Criteria for Establishing Schools within an Administrative Unit (i.e.,

Protoschools)

~~7.1 2.1~~ The academic unit (a) shall offer a degree program subject to accreditation by a recognized external accrediting group or (b) shall contain within itself subunits that offer various and distinct professional degree programs and faculty members who do not necessarily have common professional qualifications.

~~2.2~~ The establishment of the school shall be approved by the affected departments, schools, or groups and by the dean of the college.

~~2.3~~ Procedures for implementing establishment of schools shall be formulated by each college according to sections 2.1-2.

~~2.4~~ The dean of the college shall transmit final recommendations to the Provost, who shall convey the recommendation, with comments, to the Committees on Academic Policy and Planning Committee and on Academic Resources and Planning.

~~2.5~~ The Committees on Academic Policy and Planning and on Academic Resources and Planning shall forward their recommendations to the Senate as information items.

### ~~8.0 3.0~~ Criteria for Establishing Autonomous Schools

~~8.1 3.1~~ The academic unit shall meet the criteria of section ~~7.1~~ ~~secs. 2.1 and 2.2~~ for the establishment of a school within an existing administrative unit.

~~8.2 3.2~~ If a recognized external accrediting body exists, the academic unit shall meet the criteria for accreditation except autonomy.

~~8.3 3.3~~ The academic unit shall demonstrate experience in the operation of a program as a major, department, or school within a college.

~~8.4 3.4~~ The academic unit shall demonstrate both present capacity and future potential for a graduate program.

~~3.5~~ The dean of the college shall transmit final recommendations to the Provost, who shall convey the recommendation, with comments, to the Committees on Academic Policy and Planning Committee and on Academic Resources and Planning.

~~3.6~~ The Committees on Academic Policy and Planning and on Academic Resources and Planning shall forward their recommendations to the Senate as information items and shall be approved by the Senate, the Provost, and the President.

### Colleges: Establishment

**1.0 Proposals for the establishment of a college may be initiated by departments or schools, faculty members, or administrative officers of the university. The proposal shall address**

**employment options, informed by the current Collective Bargaining Agreements, for the affected faculty and for permanent staff.**

**2.0 The proposal shall be reviewed by a committee of elected representatives from groups in relevant or related fields of study. If the committee affirms that the proposal has merit it shall be sent to the Provost.**

**2.1 If the Provost judges that the proposal has merit, the Provost shall then form an ad hoc**

**committee that will give the matter full and serious consideration. The committee shall comprise at least seven members: any Dean(s) from the affected units, at least two department chairs or school directors, one tenured faculty member drawn from an uninvolved college, and at least 3 faculty from any affected academic units**

elected by full-time faculty from the affected academic units. The committee shall then report its recommendations to the Dean(s) (if applicable) and the executive committee(s) (or equivalent) of the college(s) involved and to the Provost.

3.0 A final proposal shall be made available to all affected full-time faculty (if applicable). These faculty members shall vote on the proposal. The results of the vote shall be transmitted to the Dean (s) (if applicable) and all subsequent reviewing bodies.

4.0 The Provost shall convey the recommendation with comments to the Committees on

Academic Policy and Planning and on Academic Resources and Planning. A complete report including the proposal and a record of the responses of the subsequent reviewing bodies will be sent forward to these committees.

5.0 The Senate Committees on Academic Policy and Planning and on Academic Resources and Planning shall present their recommendations to the Senate, which shall recommend action to the President.

Departments and Schools: ~~Creation~~, Merger, **Restructuring**, Transfer, and Abolition  
1.0 Proposals for the ~~creation~~, merger, **restructuring (including splitting)**, transfer, or abolition of departments or schools may be initiated by departments or schools, faculty members, or administrative officers of the university. The proponent(s) shall distribute a written outline proposal to the appropriate departments or schools and ~~deans~~. The proposal shall address employment options, informed by the **current Collective Bargaining Agreements** ~~Memorandum of Understanding~~, for the affected ~~tenured and probationary~~ faculty and for permanent staff.

2.0 The proponent(s) shall distribute a written proposal to the Academic Planning Committee(s) of the affected College(s), which shall invite faculty representatives from any affected academic units to serve on the Committee(s) on an ad-hoc basis. The Committee(s) shall transmit its/ their recommendation(s) to the Dean(s) of the affected College(s). If the recommendation(s) is/ are negative, the proponents of the proposal shall have 10 working days to offer additional arguments.

3.0 The proposal shall be reviewed by the dean or deans of the colleges concerned.

~~32.1~~ If the ~~dean(s) or deans~~ feel **judge(s)** that the proposal has no merit, this recommendation together with the original proposal shall be forwarded to the Provost. The Provost shall publicly announce to the faculty **of the affected units** the recommendation of the ~~dean(s)~~ not to pursue further action. The faculty shall have 10 working days to offer additional arguments.

~~32.2~~ If the ~~dean(s) or deans~~ feel **judge(s)** that the proposal does have merit, the ~~dean(s) or deans~~ shall then **make recommendations to the Provost.**

4.0 The Provost shall form an ad hoc committee to give the matter full and serious consideration. The committee shall comprise at least ~~five~~ **seven** members, **Deans of the affected units**, at least two ~~of whom should be~~ department chairs or school directors, **one tenured faculty member** ~~of whom~~ drawn from an uninvolved college, **and at least three faculty from the affected academic units.** The committee shall then report its recommendations to the ~~dean(s)~~ and the executive committee(s) (or equivalent) of the college(s) involved **and to the Provost.**

**5.0 A final proposal shall be made available to all full-time faculty from affected academic units. These faculty members shall vote on the proposal. The results of the vote shall be transmitted to the Dean(s) and all subsequent reviewing bodies.**

~~6.0 2.21~~ The dean or deans shall subsequently transmit final recommendations to the Provost, who shall **evaluate the report and submit** convey the a recommendation with comments to the Committees on Academic Policy and Planning and on Academic Resources and Planning. **A**

**complete report including the proposal and a record of the responses of the subsequent reviewing bodies will be sent forward to these committees.**

~~7.0 2.22~~ The Senate Committees on Academic Policy and Planning and on Academic Resources and Planning shall present their recommendations to the Senate, which shall recommend to the President.

~~Departments, Schools, and Colleges, Formation of~~

~~1.0 A proposal for establishing a department shall be recommended by a college academic planning committee, the dean of the college, the Committees on Academic Policy and Planning and on Academic Resources and Planning Committee, the Provost, and the Senate, and shall be approved by the President.~~



*Original Page 98:*

### **Departments and Schools: Creation, Merger, Transfer, and Abolition**

1.0 Proposals for the creation, merger, transfer, or abolition of departments or schools may be initiated by departments or schools, faculty members, or administrative officers of the university. The proponent(s) shall distribute a written outline proposal to the appropriate departments or schools and deans. The proposal shall address employment options, informed by the Memorandum of Understanding, for the affected tenured and probationary faculty and for permanent staff.

2.0 The proposal shall be reviewed by the dean or deans of the colleges concerned.

- . 2.1 If the dean or deans feel that the proposal has no merit, this recommendation together with the original proposal shall be forwarded to the Provost. The Provost shall publicly announce to the faculty of the recommendation of the deans not to pursue further action. The faculty shall have 10 working days to offer additional arguments.
- . 2.2 If the dean or deans feel that the proposal does have merit, the dean or deans shall then form an ad hoc committee to give the matter full and serious consideration. The committee shall comprise at least five members, at least two of whom should be department chairs or school directors, one of whom drawn from an uninvolved college. The committee shall then report its recommendations to the dean(s) and the executive committee(s) (or equivalent) of the college(s) involved.
  - . 2.21 The dean or deans shall subsequently transmit final recommendations to the Provost, who shall convey the recommendation with comments to the Committees on Academic Policy and Planning and on Academic Resources and Planning.
  - . 2.22 The Senate Committees on Academic Policy and Planning and on Academic Resources and Planning shall present their recommendations to the Senate, which shall recommend to the President.

### **Departments, Schools, and Colleges, Formation of**

1.0 A proposal for establishing a department shall be recommended by a college academic planning committee, the dean of the college, the Committees on Academic Policy and Planning and on Academic Resources and Planning Committee, the Provost, and the Senate, and shall be approved by the President.

2.0 Criteria for Establishing Schools within an Administrative Unit (i.e., Protoschools)

- . 2.1 The affected academic unit (a) shall offer a degree program subject to accreditation by a recognized external accrediting group or (b) shall contain within itself subunits that offer various and distinct professional degree programs and faculty members who do not necessarily have common professional qualifications.
- . 2.2 The establishment of the school shall be approved by the affected departments, schools, or

groups and by the dean of the college.

- . 2.3 Procedures for implementing establishment of schools shall be formulated by each college according to sections 2.1–2.
- . 2.4 The dean of the college shall transmit final recommendations to the Provost, who shall convey the recommendation, with comments, to the Committees on Academic Policy and Planning Committee and on Academic Resources and Planning.
- . 2.5 The Committees on Academic Policy and Planning and on Academic Resources and Planning shall forward their recommendations to the Senate as information items.

### 3.0 Criteria for Establishing Autonomous Schools

- . 3.1 The academic unit shall meet the criteria of secs. 2.1 and 2.2 for the establishment of a school within an existing administrative unit.
- . 3.2 If a recognized external accrediting body exists, the academic unit shall meet the criteria for accreditation except autonomy.
- . 3.3 The academic unit shall demonstrate experience in the operation of a program as a major, department, or school within a college.
- . 3.4 The academic unit shall demonstrate both present capacity and future potential for a graduate program.
- . 3.5 The dean of the college shall transmit final recommendations to the Provost, who shall convey the recommendation, with comments, to the Committees on Academic Policy and Planning Committee and on Academic Resources and Planning.
- . 3.6 The Committees on Academic Policy and Planning and on Academic Resources and Planning shall forward their recommendations to the Senate as information items and shall be approved by the Senate, the Provost, and the President.

### **Imperial Valley Campus**

1.0 The Imperial Valley Campus, Calexico (IVC) shall provide in a remote community setting genuine university experiences and degree curricula for those students at San Diego State University who cannot readily attend the San Diego campus.

2.0 The IVC and relevant San Diego campus departments, schools, and colleges shall be responsive to the distinctive community, regional, and programmatic needs served by the IVC.

3.0 The IVC shall be integral to San Diego State University and shall for practical purposes function as a college.

- . 3.1 The IVC faculty, staff, and administrators shall be employees of San Diego State University assigned to the IVC.
- . 3.2 The chief administrative officer shall be the Dean. In consultation with the faculty, the

Dean shall determine the needs and shall recommend to the President appointments of administrative, staff, and faculty personnel. The Dean shall request that relevant San Diego campus departments or schools initiate IVC faculty appointments and other faculty personnel actions in accordance with the resources allocated to the IVC. For each faculty search, the IVC Dean shall request that the appropriate San Diego campus department or school elect a search committee to include at least one member from the IVC.

- . 3.3 The IVC Dean and faculty shall propose and coordinate programs, review curricular assignments and scheduling, and review and recommend faculty personnel actions.

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To: SENATE

From: Stephen Schellenberg, Chair, Academic Policy and Planning

Date: 27 Feb 2013

Re: Information

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1. Unanimously approved name change from School of Art, Design and Art History to School of Art and Design

To: SENATE

From: Bill Snavelly, Chair, Active Transportation Task Force

Date: 27 Feb 2013

Re: Information

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**Information:**

**Active Transportation/Wheeled Vehicle Task Force  
Report and Recommendations**

**Task Force Members**

Bill Snavelly	Chair of Task Force, School of Communication
Allison Bobrow	Staff representative & Task Force Staff
Matt Cecil	Associated Students Representative
Morgan Chan,	Associated Students Representative
Eric Meissner	Associated Students Representative
Rebecca Moore	Faculty Representative, Department of Religious Studies
Debbie Richeson	Department of Public Safety
Sherry Ryan	Transportation planning expert, School of Public Affairs, Graduate Program in City Planning
Loren Schreiber	Member of the Environment and Safety Committee, School of Theatre, Television & Film
Janusz Supernak	Civil Engineering/transportation expert, Department of Civil, Construction and Environmental Engineering
Julio Valdes	Senate Officers' representative, Department of Civil, Construction and Environmental Engineering

**Task Force Charge**

The following is the charge from Senate Chair, Bill Eadie, on September 25, 2012:

*This group is being organized to examine the current state of allowing wheeled vehicles to access the campus core. At the urging (and funding) of Associated Students, intersecting paths for wheeled vehicles through central campus have been operating for some time. Bicyclists, skateboarders, and other wheeled vehicles (including motorized carts) have been using these paths for navigating from the edges of campus to central campus. Yet, concerns remain regarding the safety of bicycles and skateboards in heavily congested areas. Motorized carts are used for official university operations, but these have proliferated over time. Also, with more*

*events being held in the area north of Love Library, there has been an increase in the use of sidewalks for transporting equipment for these events.*

*The task force should receive and evaluate proposals associated with vehicle access to the central campus. The task force should discuss whether and how increased wheeled access can be accomplished to insure as safe a campus as possible.*

*The University Policy File regulations on Parking and Traffic are contained on pages 74 and 75 of the current version. The task force may recommend revisions to that policy if it so chooses. It may also recommend administrative actions that it deems would contribute to effective management of an existing or revised policy. Recommended policy revisions will be routed to the campus Environment and Safety Committee for comment before being considered by the Senate. Recommended administrative actions will be forwarded to the appropriate administrator.*

*I hope that you will be able to issue a report by December 10, 2012.*

### **Task Force Study**

The Active Transportation Task Force met together four times, beginning September 28, 2012. Subcommittees also met outside of our normal meetings. The Task Force reviewed existing policies at SDSU, examined policies at other universities, studied maps of transportation patterns on campus, and discussed current problems and concerns. The *Bike and Skateboard Access Safety Study* prepared by the Associated Students (October 2009) was especially helpful given the close scrutiny it gave the SDSU campus. Also of great help were policies regarding active transportation at other public universities. The Task Force also discovered several conflicting policies and regulations between the SDSU Policy File and the SDSU Building and Grounds Policy (Compare Appendix A and Appendix C).

Following professional convention, the task force adopted the term “active transportation” to include skateboards, roller skates, bicycles, and similar personal wheeled conveyances.

Task Force members agreed that in addition to the items specified in the charge given by Senate Chair Bill Eadie—especially safety—the group should develop a plan that would (1) promote health and safety, (2) encourage energy conservation, and (3) motivate compliance with regulations. Reducing traffic congestion and carbon emissions, while increasing non-motorized substitutes, are high priorities.

The Task Force concluded that a complete ban on all skateboards, roller skates, bicycles, and similar personal wheeled conveyances does not meet the stated goals of encouraging energy conservation and motivating rules compliance.

The Task Force identified the following issues for consideration:

- Pedestrian Zones
- Disability Access and Safety
- Use of Bicycles, Skateboards, Non-motorized Scooters, and Roller Skates (including in-line skates)
- Motorized Vehicles
- Signage
- Speed Limits
- Enforcement

Members discussed concerns about unauthorized skateboarding, cycling outside designated routes or roadways, pedestrian use of bike routes, disabled student and faculty safety, the seeming proliferation of motorized carts on designated bike lanes (and on campus in general), the loss of bike routes on Thursdays with the Farmers' Market, and other issues. At the same time, Task Force members agreed that the various modes of active transportation are vital components of the fabric of campus life, and in particular that skateboarding needs to be regulated rather than outlawed.

### **Task Force Recommendations**

Overview: The planning and construction of SDSU campus facilities should consider the provision of reasonable routes for active transportation to and around the campus. (Henceforward the phrase "bicycle route[s]" refers to designated pathways for all modes of active transportation). These bicycle routes should be provided without obstacles while considering pedestrian safety and the access needs of those with some form of physical challenge. A clearly designated network of bicycle routes, providing coverage across campus, will help clarify where individuals *should* utilize active transportation. This clarification helps all travelers anticipate potential interactions between various modes of travel, and will ultimately lead to increased safety.

Bicycle route facilities need to inform users that they must yield to pedestrians and to caution pedestrians when they are about to cross or mix with faster moving bicycle, skateboard, scooter, or roller skate users.

These designated routes should be reserved for the various modes of active transportation as defined above. Pedestrians, electric carts, other service vehicles, and those using wheel chairs should utilize other designated paths and roadways.

### **The following are specific recommendations of the Task Force:**

1. Policy Changes. The Task Force recommends changes to the Policy File as noted in Appendix B and the Building and Grounds Policy in Appendix C.
2. "Pedestrian Only Zones". The Task Force recommends clearly designated pedestrian zones. Each pedestrian-only zone should be limited in distance and clearly designated.

Where possible, SDSU should provide bicycle routes to promote that cyclists and skaters travel around pedestrian-only areas. The areas designated as “Pedestrian Only Zones” are those where existing physical impediments make mixed flows problematic and potentially unsafe, such as within the historic core near Hardy Memorial Tower or in the pedestrian intensive areas of the campus core. The breadth of these zones allows them to be easily accessed on foot from where bike and skateboard racks should be readily available. A proposed map of pedestrian-only zones is provided in Appendix E.

3. Bicycle Routes. The university should clearly designate bicycle routes and allow individuals to access most areas of campus in a reasonable fashion. Cyclists and skateboarders should not have to walk more than approximately 100 yards on either end of their trip, compared to a direct route. A detour should not require a cyclist to climb a significant hill when the more direct route is mostly flat. There should be reasonable bike routes to/from and within the heart of campus where most of the destinations are.

Providing some form of access near the heart of the campus is essential in order to make enforcement of “Pedestrian Only Zones” effective. The goal should be to provide penetration into the campus center to a point where bicycle and skateboard parking is provided, and the walking portion of the trip is no more than 100 yards to the final destination. Recommended bicycle routes on campus are provided in Appendix E.

4. Parking Facilities. Bike routes should terminate at bike and skateboard parking areas so that users can leave their vehicles as close to their destinations as possible, and where permitted bike paths and roadways transition to the pedestrian-only zones. Such parking facilities should be expanded at preferred areas and eliminated within the pedestrian-only areas of campus. The map in appendix E does not have all the parking facilities included.
5. Signage. Although the Associated Students’ *Bike and Skateboard Access Safety Study* recommended increased signage—and SDSU has provided such signage—the Task Force believes that additional signage should not be unsightly, and should maximize impact, in particular denoting pedestrian zones, bike routes, and facilities (e.g. ramps) for the disabled.
6. Motorized vehicles. The Task Force urges enforcement and education in support of the current regulations prohibiting motorized vehicles and carts from designated bike lanes. In addition, the Task Force recommends that efforts be made to eliminate the unnecessary use of motorized carts on the core of the campus.
7. Education. The university should make active transportation regulations and requirements part of Student Orientations so students learn the regulations and zones from the start of their attendance. (See Appendix D for a proposed orientation sheet to be made available to all entering students). The Task Force believes Associated Students (AS) can play an



important role in on-going education efforts beyond orientation to reach most students.

Campus Travel Monitoring. The Task Force recommends development and implementation of an annual data collection program that would support the university's ability to assess travel mode shares and safety related to walking, active travel, and motorized travel on campus. A network of count stations across campus should be established, along with data collections protocols, and counts/safety observations collected yearly. Safety observations would include recording the number of near-misses and actual collisions occurring during the count period. The count and safety behavior data collection will support a more complete understanding of the effectiveness of infrastructure improvements and education or enforcement programs implemented by the university.

## **Appendix A**

### **Current University Policy File section on Parking and Traffic**

#### Parking and Traffic

##### 1.0 Permit Requirements

- 1.1 State law requires that a fee be charged for parking on university property by San Diego State University faculty, staff, and students. Every vehicle, including those with specialized license plates, not otherwise exempt, that occupies a parking stall shall display a valid permit in accordance with the regulation and time and date posted. Parking lots and structures shall have signs posted indicating when parking permits are required.
- 1.2 Faculty and staff members with valid parking permits shall park in areas designated for faculty and staff. Faculty and staff members may use student parking facilities with a Faculty/Staff permit.

##### 2.0 Regulations: The complete and current university Parking Rules and Regulations shall be published each semester in the Class Schedule.

###### 2.1 General

- 2.11 The regulations of the State of California Vehicle Code and the traffic laws of the City of San Diego and San Diego State University shall govern traffic and parking on the campus of San Diego State University.
- 2.12 Title 5 of the California Code of Regulations, art. 7, subchap. 5, reads in part: “No person shall drive any vehicle, nor shall any person stop, park or leave

standing, any vehicle upon the driveways, paths, or grounds of any campus, except with the permission of the president of the campus where such a vehicle is driven or parked.”

- 2.13 The garaging of vehicles shall be prohibited except for residence hall tenants with the appropriate permit to park for long term in selected residence hall areas.
- 2.2 Violations: The university shall be authorized to create and enforce parking regulations pursuant to the California Vehicle Code, sec. 21113(a). In addition, other state and local laws relative to parking and vehicle operation shall be enforced on university property.
- 3.0 Residence Hall Parking: A special parking area may be set aside for those living in specified residence halls; these residents shall receive designated parking permits for use in that campus area only.
- 4.0 Skateboards and Roller Skates, Bicycles and Motor Scooters
- 4.1 Skateboards, roller skates, bicycles, and similar personal wheeled conveyances may only be operated in designated locations throughout the campus, including streets, paths, grounds, and buildings. Riding bicycles and similar personal conveyances shall likewise be operated only in designated locations throughout the campus as well as on curbed streets and vehicular thoroughfares. In other locations, bicyclists shall walk their bicycles and shall park them in designated parking stands and areas.
- 4.2 Motor scooters, motorbikes, and motorcycles shall be operated only on curbed streets and vehicular thoroughfares. They shall not be ridden or walked elsewhere on campus but shall be parked in areas designated for motorcycles and not in bicycle stands or in areas designated for bicycles.
- 4.3 Motorized and non-motorized carts, trucks, or dollies approved for operation on campus and only officially permitted motor vehicles shall be operated in areas other than designated bike/skateboard lanes.
- 4.4 These prohibitions shall not apply to non-ambulatory persons in wheelchairs or to children in carriages or strollers.
- 4.5 These prohibitions shall be enforced in accordance with the San Diego State University Public Safety Code, sec. 100, and the California Vehicle Code, sec. 21113(f). (as revised to conform to this policy change)

- 4.6 The university at principal entrances and accesses shall post appropriate signs to campus.

### **Appendix B**

*See Active Transportation Task Force March Action Item on page 4 of the Senate Agenda.*

***Other policies (appendix C and D) that relate to the proposed Policy File changes are included below. These items are not being voted on during the March Senate meeting.***

### **Appendix C**

*From Business and Financial Affairs*

#### **Building and Grounds Policy Regarding Bicycles, Skateboards, Roller Blades, Motor Scooters, Motorbikes and Motorcycles**

- 16.1 During the hours of 7 a.m. until 10:00 p.m. bicycles may only be operated lawfully in designated locations throughout campus, including streets, paths, and grounds as well as on curbed streets and vehicular thoroughfares. In all other locations, bicyclists shall walk their bicycles and park them in designated parking stands and areas
- 16.2 Riding skateboards, coasters, roller skates, toy vehicles and other devices of a similar nature is prohibited on all University property at all times.
- 16.3 Motor scooters, motorbikes and motorcycles shall only be operated on curbed streets and vehicular thoroughfares. They shall not be ridden or walked elsewhere on campus but shall be parked in areas designated for motorcycles and not in areas designated for bicycles.
- 16.4 Motorized and non-motorized carts, trucks or dollies approved for operation on campus and only officially permitted motor vehicles shall be operated in areas other than designated bike lanes.
- 16.5 These prohibitions shall not apply to non-ambulatory persons in wheelchairs or to children in carriages or strollers.
- 16.6 This section does not apply to University Police personnel in the performance of their duties.
- 16.7 These prohibitions shall be enforced in accordance with the San Diego State University Public Safety Code, sec. 100, and the California Vehicle Code sec. 21113(f).

## **Proposed Changes:**

- 16.2 *The operation of ~~Riding~~ skateboards, coasters, roller skates, toy vehicles and other devices of a similar nature is permitted in designated zones and bike routes only. Skateboards, roller skates, bicycles, and similar personal wheeled conveyances are prohibited in all University ~~property~~ designated pedestrian-only zones at all times.*

## **Appendix D**

### **Proposed Freshman Orientation Information**

*To be introduced to new freshman at orientation.*

1. Every person riding a bicycle, skateboard, non-motorized scooter, or using roller skates shall exercise due care and reasonable caution to prevent injury to others, to self, or to property.
2. All bicycles must be legally licensed and registered. This service is free and available through the SDSU University Police front desk. This facilitates the recovery of stolen or impounded bicycles.
3. Every person riding a bicycle, skateboard, non-motorized scooter, or using roller skates shall yield the right of way to pedestrians and those with disabilities at all times.
4. No person riding a bicycle, skateboard, non-motorized scooter, or using roller skates shall exceed a reasonable and proper speed under the circumstances then and there existing and in no event shall any person riding a bicycle, skateboard, non-motorized scooter, or using roller skates exceed a speed of 8 miles per hour upon any bike route or roadway except as part of a university-approved competition or function.
5. Bicycles, skateboards, non-motorized scooters, or roller skates shall not be ridden upon or used on any ramp, stairway, wall, bench, fountain, or other structure or facility or on or over any landscaped area, including, but not limited to, grass, shrubbery, or flower beds. Bicycles, skateboards, non-motorized scooters, and roller skates shall not be ridden or used within any building or parking structure.
6. Unless otherwise provided by regulations or traffic signs, bicycles, skateboards, non-motorized scooters and roller skates may only be ridden or used within designated bike routes or roadways. Bicycles, skateboards, non-motorized scooters and roller skates shall not be ridden or used upon any "Pedestrian Only Zone" or sidewalk where there is a

posted sign prohibiting such activity. Except as part of a university-approved competition or function, bicycles, skateboards, non-motorized scooters and roller skates shall not be ridden or used in any parking lot or access ramp.

7. Bicycle, skateboard, non-motorized scooter and roller skate users shall not engage in obstacle riding or other acts or maneuvers which may endanger the rider or others or which may damage property.
8. Bicycles, skateboards, non-motorized scooters and roller skates shall not be left unattended on or at ramps, entrances or other facilities designated for persons with physical disabilities or in such a manner as to impede the free and clear use of such facilities. Any bicycle attached to any railing or other structure on campus that is not designated for bicycle parking is subject to removal and impoundment.
9. Bicycles, skateboards, non-motorized scooters and roller skates shall not be left unattended in the public areas of any building, including but not limited to hallways, stairwells and classrooms. Bicycles, skateboards, non-motorized scooters and roller skates shall not be left unattended at or near any building entrance or exit in such a manner as to impede the free and clear use of such areas. Such bicycles, etc. are subject to removal and impoundment.
10. The appropriate university bodies may adopt policies concerning the riding of bicycles, skateboards, non-motorized scooters and the use of roller skates in university student dormitories and apartment areas.

### **Selected Web-Based Links**

The Bike Safety and Access Study, sponsored by the SDSU Associated Students:

[http://as.sdsu.edu/greenlove/SDSU\\_Bike\\_Access.pdf](http://as.sdsu.edu/greenlove/SDSU_Bike_Access.pdf)

The AS Bike Study provides policies at a number of other universities

University of California, Berkeley:

[http://pt.berkeley.edu/sites/pt.berkeley.edu/files/content/UCB\\_BikePlanFinal.pdf](http://pt.berkeley.edu/sites/pt.berkeley.edu/files/content/UCB_BikePlanFinal.pdf)

University of California, Davis:

<http://taps.ucdavis.edu/bicycle/>

Stanford University:

[http://transportation.stanford.edu/alt\\_transportation/BikingAtStanford.shtml](http://transportation.stanford.edu/alt_transportation/BikingAtStanford.shtml)

To: Senate  
From: Charles Toombs, Chapter President, CFA  
Date: 26 February 2013  
Re: Information Item

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CFA Report:

### **Policy changes proposed by the governor**

Governor Brown's proposed an increase for the CSU of \$125 million for 2013/14, and this is welcome news. As part of his proposed budget, Governor Brown also proposed changes that could have a significant impact on faculty members. One significant proposal: for the second year in a row, the governor has proposed a statutory change to allow the CSU to negotiate higher employee contributions to healthcare for employees and their families. This has the potential to increase the amount that faculty members and all CSU employees pay for our health coverage. Last year, CFA was able to prevent this language from being adopted into law. We will monitor this and other proposed policy changes, and let faculty members know if their action is needed.

### **On-line education**

As part of the \$125 million budget increase, the governor proposed that \$10 million be directed to expanding online education offerings. These would be aimed at so-called "bottleneck courses." It is not clear how these funds would be spent and this is also something that we will want to follow closely.

### **Equity Increases**

The new faculty Collective Bargaining Agreement gives campus presidents the authority to implement Year 2 of the previously-negotiated Equity program. Equity increases are intended to address faculty equity issues, including discipline-based salary inversion and compaction. About 200 Associate and Full Professors are potentially eligible for these Equity increases. The cost to SDSU would be approximately \$300,000-\$400,000 per year; this amount would fund the negotiated Equity increases, in full, for all eligible faculty members.

On Friday February 15<sup>th</sup> Gail Brooks sent CFA President Lillian Taiz a letter regarding Equity Year 2. [http://www.calfac.org/sites/main/files/file-attachments/csu\\_2.pdf](http://www.calfac.org/sites/main/files/file-attachments/csu_2.pdf) The letter indicated that the CSU administration intends to fund \$5 million in Equity raises negotiated in our previous contract but not funded in 2008/09. Implementation of this program, which will cost \$5 million dollars and affect 3000 faculty members, is contingent on the legislature's approval of the Governor's January budget allocation.

As many of you know, CFA has been working hard since 2008 to ensure fulfillment of the promise made to the faculty members who should have received some salary relief under this program. In her first meeting with newly appointed Chancellor Timothy White, CFA President Taiz emphasized the importance of finally funding Equity Year 2 for those faculty members. With Friday's announcement, it is evident that our new chancellor is moving in a positive direction. We appreciate his taking this step to address a long-standing problem and look forward to working with him on solving the other pressing issues confronting faculty, who have made considerable personal

sacrifices to bring the university through tough times. While the salary relief provided to this small group of faculty is much-needed, there are still tens of thousands of faculty and staff who have not received across-the-board increases (GSI) and step increments (SSI) for many years.

We are pleased that the CSU administration is moving in the right direction, and we will look forward to working together to bring relief to all CSU employees.

#### **CANRA: Childhood abuse and neglect reporting act**

A new law took effect on January 1. The Child Abuse and Neglect Reporting Act (CANRA) now makes our faculty "mandated reporters" for child abuse and neglect. This change in the law is a response to the Penn State-Sandusky case (s). Faculty will now be required to report any instance of child abuse and neglect under penalty of a misdemeanor conviction with a penalty of 6 months jail or \$1000 fine (or both). A CSU-specific training will be required of faculty and staff. This training should be available in the near-term. The CSU plans to develop mandatory training on the topic, and we need to be involved in its design and implementation.

#### **California AAUP annual meeting**

The annual California AAUP Meeting is Saturday, March 9, at the University of California, San Diego, Cross-Cultural Center (in the Price Center). The theme of the meeting is "The Shifting Terrain of Higher Education." Keynote Speakers are Rudy Fichtenbaum, President of AAUP and Howard Bunsis, Chair, AAUP Collective Bargaining Congress. For more information please contact: [westcoast@aaup.org](mailto:westcoast@aaup.org)

#### **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](mailto:cfa@mail.sdsu.edu) or x42775.

To: Senate  
From: Nola Butler-Byrd, Chair of Committee on Diversity, Equity and Outreach  
Date: March 5, 2013  
Re: **Information Item**

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### **DEO Response to Strategic Plan Task Force Reports**

The Diversity, Equity and Outreach Committee met to discuss the Strategic Planning Task Force Reports on February 26. We are pleased to endorse the following report and recommendations and hope that they will be included in the final Steering Committee Strategic Plan:

- The Diversity Task Force report in its entirety
- The recommendation to establish an Office of Commuter Life and Engagement
- The recommendation to create a Learning Center to promote critical thinking and writing excellence

The DEO hopes that care will be taken to ensure that proposed diversity initiatives within the Areas of Excellence in Scholarship will receive the support of the Administration.

Finally, the DEO raised two issues of concern:

1. Much-needed support for student mental health (e.g., more funding needed for counseling and psychological services) was not included in any of the reports.
2. The push for increasing online education should only be done within a set of very stringent parameters that include ensuring the following:
  - a. Online classes will not replace classroom instruction (i.e., students should always have the choice to take each course in the classroom rather than having online education as the only option for any given class, especially since students from underrepresented groups are not always as engaged in an online environment as they are in a classroom);
  - b. The differential access to appropriate technologies between underrepresented and other groups is taken into account;
  - c. Maximum enrollment is the same for sections of a class taught in the classroom and online;
  - d. Faculty members hired to teach online have exactly the same contractual protections as classroom faculty;
  - e. No faculty member is forced to teach online; and
  - f. Decision-making related to online courses is vetted by a representative faculty body, such as the Senate or a Senate-appointed committee.



To: SENATE  
From: Jenny Quintana, Environment and Safety Committee Chair  
Date: 27 February 2013  
Re: Information Item

**Environment and Safety Committee:  
Position on new Transportation plan.  
February 2013**

***Background comments:***

***Relation of transportation plan to sustainability on campus:***

The unmistakable good news is that the use of bicycles to commute to SDSU is growing visibly and measurably. The additional bike racks and storage we have added have been immediately put to heavy use (and we are installing more to help meet the demand), and bicycles are a visibly growing presence on campus. SDSU is becoming a greener campus as we watch.

The much discussed "last mile" of public transportation arguably works better here than almost anywhere. We not only have superb transit access (perhaps the best in Southern California) the majority of parking has been forced to the perimeter of a campus that has an exceptionally small footprint for our population size. Whether you arrive on campus by public transit, bicycle, or automobile, the entire campus is easily, quickly, and safely available to us as pedestrians.

***Walkability of the SDSU campus:***

One of the great and unappreciated characteristics of SDSU is that we might be the most walkable large university in America. Preserving that unique attribute of SDSU is exceptionally important.

In the present location on Campanile and Aztec Walk, the bike lanes have been successful, but not without impacts. It is worth noting that the current bike lanes are located on walkways that are either exceptionally large, Campanile, or less heavily traveled than most, Aztec Walk.

The bike lanes encourage higher speeds for cyclists, and that if we locate them incorrectly, we could easily make those routes much less convenient and safe for our pedestrians, and even our cyclists.

As we consider bike lanes on tighter and more congested pathways, the higher speeds that the bike lanes engender are going to come into greater conflict with the pedestrians on campus. Most of student, staff, faculty and visitor's trips across campus are on foot. With the proposal to add bike lanes to walkways with more pedestrian density and less walkway space, we are starting to compromise the pedestrian experience. It should be noted that one of our committee members (MB) said that the reason that bikes were banned from campus years ago was following a very serious head injury to a pedestrian from a bicycle collision (unverified at this point). We do not want to repeat history.

**Disabled Students Access/Safety**

An important and currently unaddressed consideration of this committee is disabled students access and safety. Presentations made to the committee by DSS and representatives of disabled students vividly illustrated problems with existing and future bike lanes.

Current issues:

**SPEED.** For visually impaired students, a slow speed of cyclists is important, as it allows them and their guide animals time to assess the safety of crossing the bike lane. **We recommend a posted 5 MPH speed on bike lanes.**

**CROSSWALKS:** Currently, there are no crosswalks marked on the existing bike lanes, even in areas known to get large volumes of crossing students (marked with a black star on the attached annotated bike lane map. Crosswalks must be painted on the bike lanes where pedestrians frequently cross. For some areas like the Sundial that get lots of cross-foot traffic, stop signs must be painted on the bike lane to emphasize pedestrian right-of-way. Areas where large amounts of foot traffic across the existing bike lane are dangerous for visually impaired persons and other pedestrians. Pedestrian right-of way should be signaled by stop signs and marked crosswalks, or be made into

pedestrian only areas. Disabled students and DSS have requested flashing and beeping crosswalks at high traffic areas to ensure their safety. The committee supports this request.

The annotated map, attached, has been marked with letters A – F.

Comments about Disabled students access and safety, as well as safety concerns for general pedestrians, are listed by map number, below.

**A. on map** The bike lanes ringing the Library create a constant series of crossing conditions to access the library that will interfere with visually disabled individual's ability to safely access the library. They are also unnecessary to meet the stated goal of a bike path within 100 yards

**B. on map** This bike lane passes the elevator where disabled persons access this section of the campus and has a steep downhill. (*Top star on map near Nasatir Hall stairs*). Many persons come from AL or West commons and access Hardy Tower, Hepner Hall, PSFA, and other destinations by going up the stairs from the roadway to a point where the bike path, with a steep grade, crosses in front of them. This seems a clearly dangerous place to have a bike lane marked. (*Bottom star on map near Communications, path from sundial and archway*). The pathway is too small for pedestrians and bikes, and the archway has a blind corner where one of our committee members (RS) witnessed a cyclist strike a pedestrian, knocking them down.

**C. on map** As stated above, crosswalks must be painted on the bike lanes where pedestrians frequently cross. For some areas like the Sundial that get lots of cross-foot traffic, stop signs must be painted on the bike lane to emphasize pedestrian right-of-way. If not another solution would make the pedestrian only zone extend from Scripps Cottage through sundial area to connect with pedestrian only zone in front of Love Library.

**D. on map** *West side of the Aztec Student Union*. The route shown on the west side of the Aztec Student Union will conflict with the heavy pedestrian traffic and outdoor seating that will be located there. Also, *Adams Humanity* The bike routes ringing Adams Humanity are unnecessary to meet the stated goal of a bike path within 100 yards of every building. *Connection between the OAT walkway and Centennial Mall*. Even upon completion of the Student Union, there connection between the OAT walkway and Centennial Mall will be exceptionally tight for the amount of traffic it sees. We see no safe way to thread a bike path through this connector.

**E. on map** In the original bike lane installations we intentionally omitted bike lane signage where streets dead end, e.g. north of administration and south of engineering to discourage riding into the pedestrian-only areas like the Mediterranean Garden that will be their path of travel when the lane disappears. Like all dedicated roadways on campus, they are already legal to ride on, the only issue is encouraging through traffic. Encouraging higher speeds with such limited visibility seems inherently dangerous.

**F. on map** Cross traffic between these buildings by the theater make crosswalks or some other means of protecting pedestrians an important safety issue.

**This committee recommends that no additional bike lanes be installed until such time as improvements to the existing bike lanes can be implemented and proven to be successful in mitigating the hazards the bike lanes have created for our disabled community.**

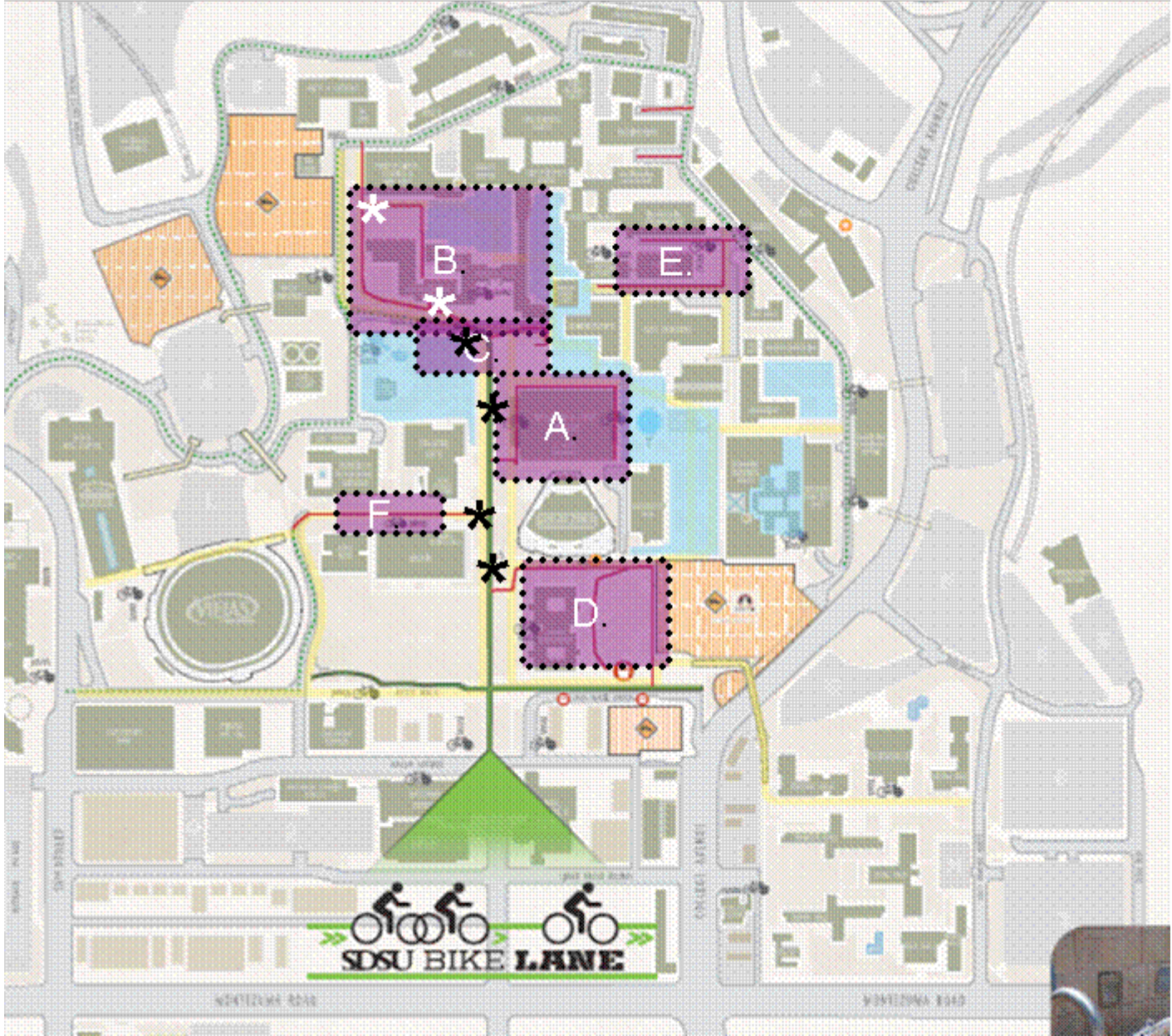
**We also recommend:**

**Tracking of complaints and incidents**, both tracking of accidents and complaints and a person designated to handle and log complaints be formally designated in the new policy. This does not mean a police report, just an email and phone number where persons can report issues. Places where skateboard operation affects noise level and learning environment, which are buildings with extensive use of outside air and open windows.

**Speed limits:** Speed limits for bikes and other vehicles should be made part of any bike lane policy. 5 MPH is recommended.

*Comments on current plan:*

1. The map omits an already approved bike route between the east end of Aztec Walk and Aztec Circle Drive



**Proposed University Policy File changes - Parking and Traffic** (*Additions indicated with italics*) (**comments from Environment and Safety Committee appear in Bold**).

Parking and Traffic

4.0 Skateboards and Roller Skates, Bicycles and Motor Scooters

4.1 Skateboards, roller skates, bicycles, and similar personal wheeled conveyances may only be operated in **designated locations** throughout the campus, including streets, paths, grounds, and buildings. Riding bicycles and similar personal conveyances shall likewise be operated only in designated locations throughout the campus as well as on curbed streets and vehicular thoroughfares. In other locations, bicyclists shall walk their bicycles and shall park them in designated parking stands and areas. *In no case shall such conveyances be permitted within designated pedestrian-only zones.*

***Comment from Environment and Safety Committee: the term designated locations is confusing, given the addition that is proposed at the end of the paragraph. The addition reads. "In no case shall such conveyances be permitted within designated pedestrian-only zones" which might be interpreted to mean that skateboards etc. are permitted other places. For clarity, we recommend the change to replace the term 'designated locations' with 'designated bicycle/ wheeled conveyance lanes'. Dr. Snavely clarified to the E and S committee Feb 5, 2013 that this was indeed the intent of the Task Force. Point 4.1 would then read***

(Proposed change) 4.1 Skateboards, roller skates, bicycles, and similar personal wheeled conveyances may only be operated in *designated bicycle/ wheeled conveyance lanes* throughout the campus, including streets, paths, grounds, and buildings. Riding bicycles and similar personal conveyances shall likewise be operated only in designated locations throughout the campus as well as on curbed streets and vehicular thoroughfares. In other locations, bicyclists shall walk their bicycles and shall park them in designated parking stands and areas. *In no case shall such conveyances be permitted within designated pedestrian-only zones.*

4.2 *All bicycles on campus shall properly display a valid SDSU Bicycle license. Unregistered bicycles shall be impounded.*

4.3 *Bicycles shall be parked only in designated areas. Bicycles attached to railings or other fixtures on campus are subject to removal and impound.*

4.4 *In no case shall bicycles, skateboards, roller skates, or similar personal wheeled conveyances be permitted on ramps for handicap access.*

4.5 *Pedestrians shall have right of way at all times.*

***Comment from Environment and Safety Committee: we recommend for clarity that it be explicitly stated the pedestrians have right of way at all times. Therefore we propose the above change.***

4.6 *A 5 miles per hour speed limit shall be observed, except on curbed streets.*

***Comment from Environment and Safety Committee: we recommend for safety of disabled persons that a limited speed on bicycle lanes be established.***

4.6 Motor scooters, motorbikes, and motorcycles shall be operated only on curbed streets and vehicular thoroughfares. They shall not be ridden or walked elsewhere on campus but shall be parked in areas designated for motorcycles and not in bicycle stands or in areas designated for bicycles.

4.7 Motorized and non-motorized carts, trucks, or dollies approved for operation on campus and only officially permitted motor vehicles shall be operated in areas other than designated bike/skateboard lanes.

4.8 These prohibitions shall not apply to non-ambulatory persons in wheelchairs or to children in carriages or strollers.

4.9 These prohibitions shall be enforced in accordance with the San Diego State University Public Safety Code, sec. 100, and the California Vehicle Code, sec. 21113(f). (as revised to conform to this policy change)

4.10 The university at principal entrances and accesses shall post appropriate signs to campus.

**Amended Proposed University Policy File changes - Parking and Traffic per Environment and Safety Committee**

Parking and Traffic

4.0 Skateboards and Roller Skates, Bicycles and Motor Scooters

4.1 Skateboards, roller skates, bicycles, and similar personal wheeled conveyances may only be operated in *designated bicycle/ wheeled conveyance lanes* throughout the campus, including streets, paths, grounds, and buildings. Riding bicycles and similar personal conveyances shall likewise be operated only in designated locations

throughout the campus as well as on curbed streets and vehicular thoroughfares. In other locations, bicyclists shall walk their bicycles and shall park them in designated parking stands and areas. *In no case shall such conveyances be permitted within designated pedestrian-only zones.*

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4.10 These prohibitions shall be enforced in accordance with the San Diego State University Public Safety Code, sec. 100, and the California Vehicle Code, sec. 21113(f). (as revised to conform to this policy change)

4.11 The university at principal entrances and accesses shall post appropriate signs to campus.

To: SENATE  
From: Graduate Council  
Date: February 27, 2013  
Re: 2013-2014 Graduate Bulletin

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**INFORMATION (3I-12-12.500)**

MUSIC

1. New course.

Music

*MUSIC INTERNSHIP (C-7)*

MUSIC 530. Music Internship (1-3)

Two hours of activity per unit.

Prerequisite: Upper division or graduate standing in a music degree program.

Work with approved music professionals and agencies off-campus to include education, performance, production, and administration under the combined supervision of agency personnel and instructor. Maximum credit six units.

TEACHER EDUCATION

1. New course.

Teacher Education

*ETHNIC IDENTITY IN ED (C-4)*

TE 512. Ethnic Identity Development in Education (3)

Prerequisite: Consent of instructor.

Racial and ethnic identity development through curriculum for improving academic achievement of students in K-12 schools. Racial and ethnic socialization of children and identity development of American ethnic groups.

To: SENATE  
From: Graduate Council  
Date: February 13, 2013  
Re: 2013-2014 Graduate Bulletin

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**INFORMATION (3I-12-12)**

**EXERCISE AND NUTRITIONAL SCIENCES**

1. Change in program

**Master of Science Degree in Exercise Physiology  
Specific Requirements for the Master of Science Degree  
(Major Code: 08355) (SIMS Code: 556521)**

In addition to meeting the requirements for classified graduate standing, the student must satisfy the basic requirements for the master's degree as described in Part Four of this bulletin. The 36-unit program includes a minimum of 30 units in exercise and nutritional sciences. The remaining units must be selected from courses listed in the bulletin as acceptable for master's degree programs. At least 27 units of the 36-unit program must be in 600- and 700-numbered courses. Also, students complete their degree by choosing either Plan A or Plan B. If students select Plan A, Exercise and Nutritional Sciences 799A (thesis) is required for completion of their degree, accompanied by a final oral examination on the field of the thesis and on the implications of the thesis research for the broader of field of exercise physiology. If students select Plan B, Exercise and Nutritional Sciences 790 (Directed Readings) is required for completion of the degree.

Students are required to develop and sign a formal plan of study which must be approved by both a faculty adviser and the graduate adviser. This official program of study is developed when the student has completed between 12 and 21 units of study, and must be filed with the Division of Graduate Affairs as a prerequisite for advancement to candidacy.

The school expects the student to complete the degree requirements within seven years. Failure to complete the degree requirements within seven years will result in dismissal from the program.

DPT 750 Pathophysiology of Physical Therapy Practice (4)  
DPT 830 Cardiopulmonary Therapeutics (4)  
ENS 601 Experimental Methods in Exercise and Nutritional Sciences (3)  
ENS 602 Research Evaluation in Exercise and Nutritional Sciences (3)  
ENS 661 Seminar in Advanced Physiology of Exercise (3)  
ENS 662 Advanced Exercise Physiology Laboratory (3)  
ENS 796 Exercise Specialist Internship (3) Cr/NC  
ENS 799A Thesis (3) Cr/NC/RP

*OR*

ENS 790 Seminar in Directed Readings (3) Cr/NC  
Electives: Ten units to be selected with approval of graduate adviser.

Change: Delete required ENS 632, 659, 666, 668 (fiscal challenge to offer); addition of DPT 650, 830 (new courses with appropriate content); update of overall program.

2. Change in program

**Master of Arts Degree in Kinesiology**

**Specialization in Rehabilitation Science (SIMS Code: 556542)**

Application of principles of biomechanics, motor control, and athletic training to science of physical rehabilitation. Emphasis is placed on techniques of data acquisition and analysis to assess and evaluate motor performance of clinical and non-clinical populations. Required courses for the 30-unit program include those specified in the Master of Arts degree in kinesiology and:

ENS 603 Measurement and Evaluation in Exercise and Rehabilitation (3)  
ENS 610 Biomechanics Measurement Techniques I – Kinematics (3)  
ENS 611 Biomechanics Measurement Techniques II – Kinematics (3)  
ENS 612 Biomechanics Measurement Techniques III – EMG (3)  
ENS 613 Motor Control and Rehabilitation Science (3)  
Electives: Nine units to be selected in consultation with a specialization adviser.

Students seeking a Master of Arts degree in kinesiology with a specialization in rehabilitation science are required to develop a formal plan of study that must be approved by the graduate adviser before being forwarded to the Division of Graduate Affairs. Students are required to take mandated core courses and elect a number of electives. The offerings in a specialization allow a student to achieve certain competencies once the degree has been completed.

The school expects a student to complete the degree within seven years. Failure to complete the degree requirements within seven years will result in dismissal from the program.

Change: Update and addition of nine elective units.

3. Change in program

**Specific Requirements for the Master of Science in Nutritional Sciences and  
Master of Science in Exercise Physiology  
(Major Code: 08356) (SIMS Code: 552990)**

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 48 units as outlined below. Also, students complete their degree by choosing either Plan A or Plan B. In Plan A, all students will include Nutrition 799A (thesis) or Exercise and Nutritional Sciences 799A (thesis) for completion of their degree, accompanied by a final oral examination on the field of the thesis and on the implications of the thesis research for the



broader of field of exercise and nutritional sciences. If students select Plan B, Exercise and Nutritional Sciences 790 (Directed Readings) is required for completion of the degree.

DPT 750	Pathophysiology of Physical Therapy Practice (4)
DPT 830	Cardiopulmonary Therapeutics (4)
ENS 601	Experimental Methods in Exercise and Nutritional Sciences (3)
ENS 602	Research Evaluation in Exercise and Nutritional Sciences (3)
ENS 661	Seminar in Advanced Physiology of Exercise (3)
ENS 662	Advanced Exercise Physiology Laboratory (3)
ENS 796	Exercise Specialist Internship (3) Cr/NC
NUTR 600	Seminar: Foods and Nutrition (3)
NUTR 607	Child Nutrition (3)
NUTR 608	Geriatric Nutrition (3)
NUTR 610	Nutrition and Energy (3)
NUTR 700	Seminar in Nutrition (3)

**Plan A**

ENS 799A	Thesis (3) Cr/NC/RP
<i>OR</i>	
NUTR 799A	Thesis (3) Cr/NC/RP

**or Plan B**

ENS 790	Seminar in Directed Readings (3) Cr/NC
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Electives: Seven units to be selected with consent of graduate adviser.

If a student, after entering the concurrent program leading to a Master of Science degree in nutritional sciences and a Master of Science degree in exercise physiology returns to a single degree program, all the requirements for the single degree program must then be met.

The school expects the student to complete the degree requirements within seven years. Failure to complete the degree requirements within seven years will result in dismissal from the program.

Change: Delete required ENS 632, 659, 666, 668 (fiscal challenge to offer); addition of DPT 750, 830 (new courses with appropriate content); update of overall program.

## GERONTOLOGY

1. Changes in course title.

Gerontology

*THRY APPLIC GERO & AGING*

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

Prerequisite: Consent of instructor.

Concepts and theory in gerontology, theory construction, application of theory to research. Theoretical models and special topics.

Change: Update to incorporate SWORK as part of GERO transfer.

2. Change in program

### **Gerontology**

#### **Specific Requirements for the Master of Science Degree**

**(Major Code: 21043) (SIMS Code: 551904)**

*(no change to first paragraph.)*

**Core Curriculum Requirements.** A minimum of 30 units is required in the following core courses

GERO 520 Analysis of Programs for the Aging (3)

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

GERO 605 Long-Term Care (3)

GERO 690/SWORK 690 Seminar in Research Methods for  
Social Work and Gerontology (3)

GERO 700A Practicum (Cr/NC)

GERO 740/SWORK 740 Advanced Seminar in Administration and  
Community Development in Social Work and Gerontology (3)

SWORK 610 Computer Application in Practice for Social Work  
and Gerontology (3)

SWORK 632 Social Work and Gerontology: Organizations  
and Communities (3)

SWORK 702 Seminar in Selected Social Welfare Policy and Services (3)

GERO 799A Thesis (Plan A) **OR** GERO 700B (Plan B)

**Electives.** (no change to this section)

#### **Plan A or Plan B.**

**Plan A:** Students who complete Plan A, Thesis option for the M.S. degree in gerontology must include GERO 797 and 799A (Thesis) in the 30-unit program, and pass a final oral examination on the thesis.

**Plan B:** Students in Plan B must include GERO 700B to fulfill core requirements and pass a comprehensive written examination.

Change: Update of gerontology program to reflect transfer to SWORK.

### PSYCHOLOGY

1. New course.

#### Psychology

*SEM COGN BEHAV NEURO (C-5)*

PSY 767. Seminar in Cognitive and Behavioral Neuroscience (3)

Prerequisite: Consent of instructor for programs outside of psychology MA and JDP.

Issues of contemporary importance in neuroscience. See Class Schedule for specific content. Course may be repeated provided it is offered by different instructor and the subject matter is substantially different. To enroll in the seminar for the second time, the student must submit a petition to be approved by the professor and the master's program adviser. Maximum credit six units applicable to a master's degree.

## PUBLIC HEALTH

### 1. Change in program

#### **Master of Public Health Degree**

##### **Concentration in Health Management and Policy**

**(SIMS Code: 557415)**

##### **Graduate Program in Health Management and Policy**

**(CAHME Accredited)**

Courses required for the concentration:

P H 601	Epidemiology (3)
P H 602	Biostatistics (3)
P H 603	Behavioral and Social Science in Public Health (3)
P H 604	Environmental Determinants of Human Health (3)
P H 641	Introduction to Health Services (3)
P H 644A	Health Services Organization and Management (3)
P H 644B	Managing the High-Performing Healthcare Organization (3)
P H 645	Health Economics (3)
P H 647	Quantitative Methods and Health Data Analysis (3)
P H 648	Health Policy (3)
P H 650R	Required Community Practice (3) Cr/NC
P H 742A	Health Services Financial Management (3)
P H 742B	Health Insurance and Financing Systems (3)
P H 747	Quality Improvement and Program Evaluation (3)
P H 748	Health Services Competitive Strategy and Marketing (3)
P H 750E	Advanced Field Practice: Health Management and Policy (3)
P H 798	Special Study (2) Cr/NC/RP
P H 797	Research (3) Cr/NC/RP

*OR*

P H 799A	Thesis (3) Cr/NC/RP
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Prescribed electives (three units selected with approval of adviser). In special circumstances, the graduate adviser may approve one course not on the list of prescribed electives. The substitution must be approved prior to enrollment in the course.

P H 670	Public Health Law and Ethics (3)
P H 700E	Seminar in Public Health: Health Management and Policy (3)
P H 743	Hospitals and Ambulatory Health Management (3)
P H 745	International Health Policy (3)

Change: Addition of two units of P H 798, increasing degree requirements from 54 to 56 and addition of electives P H 670 and 745, to provide professional leadership skills and familiarity within health care management profession.

## SOCIAL WORK

1. Change in course title.

Social Work

*COMP APPLIC PRACT SW GERO*

SWORK 610. Computer Application in Practice for Social Work and Gerontology (3)

Prerequisite: Social Work 690.

Computer technology in social work practice with emphasis on clinical and administrative applications, program monitoring, and support of service provision and delivery.

Change: Integrate gerontology (now part of SWORK) into course that is suitable for GERO and SWORK degrees.

2. Change in course title.

Social Work

*SW GERO ORG & COMMUNITIES*

SWORK 632. Social Work and Gerontology: Organizations and Communities (3)

Prerequisites: Social Work 630 and concurrent registration in Social Work 650.

Theoretical knowledge of elementary organizational and interorganizational decision making in human service programs.

Change: Integrate gerontology (now part of SWORK) into course that is suitable for GERO and SWORK degrees.

3. Changes in course title and description.

Social Work

*SEM RESRCH METH SW & GERO*

SWORK 690. Seminar in Research Methods for Social Work and Gerontology (3)

(Same course as Gerontology 690)

Research development, design, and methodology. Application to social work and gerontology in testing theories, advancing practice knowledge, and decision-making.

Change: Integrate gerontology (now part of SWORK) into course that is suitable for GERO and SWORK degrees.

4. Changes in course title and prerequisite.

Social Work

*ADV SEM ADM&CD IN SW GERO*

SWORK 740. Advanced Seminar in Administration and Community Development in Social Work and Gerontology (3)

(Same course as Gerontology 740)

Prerequisites: Social Work 632 or Gerontology 632 and concurrent registration in Gerontology 700A or SocialWork 755.

Human services program design, strategic planning, marketing, organizational performance management, human resource management, and development of grant proposals.

Change: Integrate gerontology (now part of SWORK) into course that is suitable for GERO and SWORK degrees.

## TEACHER EDUCATION

1. New course.

### Teacher Education

#### *INCLUSIVE EDUCATION (C-2/C-3)*

#### TE 709. Inclusive Education (3)

One lecture and four hours of activity.

Prerequisite: Graduate standing.

Research, theory, and practice of inclusive education to include examination of the politics of disability in the public schools and American society.

2. Change in program.

### **Master of Arts in Teaching Degree**

#### **Admission to the Degree Curriculum**

Applicants must satisfy the general requirements for admission to the university with classified graduate standing, as described in Part Two of this bulletin. As applicant may apply six units of adviser approved post-baccalaureate teacher credential work from an accredited institution to the Master of Arts in Teaching (MAT) degree. Teachers wishing to participate in this program who have not completed a post-baccalaureate teaching credential from an accredited institution may still apply to the program by providing evidence of a valid teaching credential from an accredited institution, in addition to fulfilling the other admission requirements, and taking six additional units of adviser approved post-baccalaureate MAT coursework. It is recommended that the coursework for the MAT begin within five years of completion of the basic teacher credential program. In order to be awarded credit of a maximum of six post-baccalaureate credential units in the MAT, these units, along with the course of study units, cannot be more than seven years old at the time of completion of the MAT.

#### **Advancement to Candidacy**

A student desiring a Master of Arts in Teaching degree may be advanced to candidacy upon completion of 15 units to include a minimum of six core units and six units from the area of concentration.

#### **Specific Requirements for the Doctor of Philosophy Degree (Major Code: 08292)**

*(no change to first paragraph.)*

#### **Master of Arts in Teaching Degree**

The Master of Arts in Teaching (MAT) is designed to provide master's level professional development as part of a teacher development continuum for K-12 teachers. The goal is to increase teachers' expertise in curriculum and instruction in order to ensure learning and achievement for students from diverse populations. The degree has six concentrations from which teachers can select, depending on their interests and educational backgrounds. The six concentrations include Elementary Education, Secondary Education, Reading Education, Mathematics Education, Science Education, and Language Arts Education (summer only). Students select courses in consultation with the graduate adviser.

1. Prerequisite: A basic teaching credential to include curriculum and methods, child and adolescent growth and development, educational psychology, and history and philosophy of education.
2. Core courses (9 units). Three units from each area. The core is comprised of three 3-unit courses, one selected from advanced learning theory and applications to the classroom, and measurement and assessment.
  - Area 1: Advanced Learning Theory and Applications to the Classroom
    - TE 600 Curriculum Development in Education (3)
    - TE 626 Advanced Educational Psychology (3)
  - Area 2: Measurement and Assessment
    - PLC 553 Language Assessment and Evaluation in Multicultural Settings (3)
    - TE 693 Measuring and Assessing Student Achievement in Schools (3)
  - Area 3: Socio-Cultural Foundations
    - PLC 600A Foundations of Democratic Schooling (3)
    - TE 655 Sociocultural Foundations of American Education (3)
    - TE 677 Research-Based Pedagogy for Diverse Learners (3)
3. Electives (6 units): Students will take two courses at the 500-600-700 level with approval of the graduate adviser.
4. Concentrations:
  - Elementary Education (15 units)**  
**(Major Code: 08292) (SIMS Code: 331948)**  
TE 790 Seminar in Teacher Education (3)  
Four additional 500-600-700 level courses in appropriate discipline(s) with approval of graduate adviser (12 units).
  - Secondary Education (15 units)**  
**(Major Code: 08292) (SIMS Code: 331949)**  
TE 790 Seminar in Teacher Education (3)  
Four additional 500-600-700 level courses in appropriate discipline(s) with approval of graduate adviser (12 units).
  - Reading Education (15 units)**  
**(Major Code: 08292) (SIMS Code: 331950)**  
TE 530 Children's/Adolescents' Literature (3)  
TE 635 Assessment of Reading and Language Arts (3)  
TE 639 Literacy and Language (3)

Two additional 500-600-700 level courses with approval of graduate adviser (6 units).

**Mathematics Education (15 units)**

**(Major Code: 08292) (SIMS Code: 331951)**

TE 511 Assessment in Mathematics Education (3) OR another 500-600-700 level course with approval of graduate adviser.

MTHED 600 Teaching and Learning Mathematics in the Early Grades (Pre-K to 4) (3)

MTHED 601 Teaching and Learning Mathematics in the Middle Grades (3)

MTHED 603 Seminar on Learning Theories in Mathematics Education (3) OR another 500-600-700 level course with approval of graduate adviser.

One additional 500-600-700 level course focused on mathematics education with approval of graduate adviser (3 units).

**Science Education (15 units)**

**(Major Code: 08292) (SIMS Code: 331952)**

TE 610C Seminar in Science in Elementary Education (3)

TE 790 Seminar in Teacher Education (Science in Secondary Education) (3), or other 500-600-700 level course focused on science education with approval of adviser.

N SCI 596 Special Topics in Natural Science (3), or other 500-600-700 level course focused on science education with approval of adviser (3 units).

Two additional 500-600-700 level course focused on science education with approval of graduate adviser (6 units).

**Language Arts Education (Summer Only) (15 units)**

**(Major Code: 08292) (SIMS Code: 331953)**

TE 530 Children's/Adolescents' Literature (3)

TE 630 Seminar in Literacy and Language Arts (3)

TE 638 Topics in Reading Education (6)

TE 640 Planning for Teaching and Assessment in Writing (3)

Change: Update to provide greater flexibility in terms of course offerings, budget, student needs.

3. Change in program.

**Multiple Subject Credential**

**(Elementary Education)**

**(Credential Code: 00200)**

**Requirements for the Post-Baccalaureate Multiple Subject Credential Program**

**(Total: 45 units)**

**AND**

**Variations on the Multiple Subject Credential Program**

**Three Semester Block Option (Semester 1: 12 units)**

**AND**

**Integrated Multiple Subject Preparation Program (Total Units 32)**

Change: Delete EDTEC 470 Technologies for Teaching (3) from each of the above categories and adjust overall unit total. Course no longer required for program with content to be infused across remaining courses and field experiences of the credential program.

4. Change in program.

**Single Subject (SB 2042) Credential  
(Secondary Education) (Credential Code: 00100)  
Single Subject Required Courses (Total: 37-40 units)**

**AND**

**Variations on the Single Subject Credential Program  
Three Semester Block Option (Semester 1: 9 units)**

Change: Delete EDTEC 470 Technologies for Teaching (3) from each of the above categories and adjust overall unit total. Course no longer required for program with content to be infused across other courses and field experiences of the credential program.



To: SENATE  
From: Steven L. Barbone, Chair  
Undergraduate Curriculum Committee  
Date: February 13, 2013  
Re: 2013-2014 General Catalog

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**INFORMATION (5I-03-13)**

KOREAN

1. New course.

Korean

*PRACTICUM TEACHING KOREAN (C-8)*

KOR 490. Practicum in Teaching Korean as Second Language (3) Cr/NC

Six hours of activity.

Prerequisite: Native or native-like fluency in Korean (through proficiency test) and consent of instructor.

Supervised experience and practicum in basic methods of teaching Korean, culminating in a written report. Students will be assigned to appropriate class sections within selected Korean language classes as tutors under staff supervision. Maximum credit six units.

2. New course.

Korean

*KOREAN INTERNSHIP (C-78)*

KOR 495. Korean Internship (1-3) Cr/NC

Two to six hours of activity.

Prerequisites: Upper division standing and consent of instructor.

Practical work experience in a field related to Korean studies under direction of activity sponsor and instructor.

Date: February 27, 2013  
To: SEN  
From: Mary Ruth Carleton, VP University Relations and Development  
Subject: Information

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**Information:**

President Elliot Hirshman acknowledged donors who've reached the million-dollar milestone and presented them with Presidential Medallions at the third annual "Evening Celebrating Philanthropy" on February 5. Seventeen donors were honored, several of them faculty emeriti. Some 70 people attended the event.

Presidents Emeriti Brage Golding, Thomas Day and Stephen Weber joined President Hirshman for lunch and a tour of campus on February 7. Afterward, they participated in a lively discussion that was videotaped by KPBS and is expected to air sometime in March.

**Campaign Update:**

The Campaign has raised more than \$380 million in gifts and pledges. In the first six months of this fiscal year, more than \$51 million has been raised to support faculty, students and programs.

**Recent gifts of note:**

Faculty Emeritus Monica Murphy made a \$181,500 bequest gift for an endowment to benefit the College of Education.

The Marriott Foundation gave \$355,000 for the Student Center for Professional Development.

The College of Education has received a \$500,000 grant from the James Irvine Foundation.

Alumni Walt and Marian Turner have committed to a \$250,000 bequest to support the College of Business Administration, Athletics and Mortar Board.

To find out more about the gifts being made to support our students, faculty and programs, please visit: <http://campaign.sdsu.edu>.

**Marketing and Communications:**

A new SDSU television spot was recently completed and will debut nationally during the MWC Basketball Championships and the NCAA Basketball Tournament. The spot highlights SDSU's eight alumni, employed at NASA, who played key roles in landing the rover Curiosity on Mars.

We also recently collaborated with KPBS to produce two new TV spots for the Campaign for SDSU. One features Jack in the Box CEO Linda Lang and her husband, Tom. The other highlights Marcel Hetu, a Ph.D. candidate in Dr. Tong's laser lab. All three spots emphasize SDSU's "Leadership Starts Here" theme.

Looking ahead, we are currently updating both the Campaign website and the SDSU home page. Increasing online giving and sharing information on the Campaign's impact are high priorities. We continue to see more donors who like the option of making or renewing gifts online.