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

1.	Agenda (Goehring)	
2.	Minutes (Goehring)	
3.	Announcements (Eadie)	
	<i>Correspondence from President Hirshman</i>	2
4.	Business and Financial Affairs (McCarron)	
5.	SEC Report (Osman)	
	5.1 Referral Chart	3
6.	Old Business	
7.	New Business: Action Items	
	8.1 Academic Calendars (Chase)	4-11
	8.2 Committees and Elections (Rhodes)	12-13
	8.3 Constitution and Bylaws (Csomay)	14-20
	8.4 Faculty Honors and Awards (Valdes)	21
2:45	8.5 General Education Curriculum and Assessment (Bliss)	22-23
	8.6 Undergraduate Curriculum (Barbone)	24
8.	New Business: Consent Calendar (Committee Reports)	
	9.1 Academic Policy and Planning (Schellenberg)	25
	9.2 California Faculty Association (Toombs)	26-27
	9.3 Graduate Council (Balsdon)	28-40
	9.4 Undergraduate Council (Chase)	41-54
	9.5 Undergraduate Curriculum (Barbone)	55-87
9.	Other Information Items	
10.	Adjournment	



San Diego State University
5500 Campanile Drive
San Diego, CA 92182-8000
Tel: 619 594-5201
Fax: 619 594-8894

THE PRESIDENT

October 22, 2013

MEMORANDUM

To: Bill Eadie, Chair
SDSU Senate

From: Elliot Hirshman 
President

I approve the following action from the Senate meeting on September 3, 2013.

1. Item 8.2: General Education

The Senate approved the following General Education courses:

- Hebrew 101
- Hebrew 102
- Women's Studies 310
- Chicana and Chicano Studies 450
- Philosophy 305
- Religious Studies 337
- Women's Studies 340

EH:rjl

Date: October 31, 2013
 To: SEN
 From: Ghada Osman Vice Chair, SDSU Senate
 Subject: Referral Chart (Information)

Committee	Date	Item	Referred by
Academic Policy and Planning	October 9, 2013	Provide a policy by which online and blended classes may be approved as new course proposals or as shifts of existing courses to online or blended modes.	Officers
Academic Policy and Planning	October 9, 2013	Draft a policy specifying criteria for allowing pre-majors access to a department's advanced courses prior to qualifying for major status.	Officers
Academic Resources and Planning	October 9, 2013	Review the budget decisions made over the past few (3-6) years and assess how well the budget shortfall was handled. Provide recommendations for ways of moving forward from past practices.	Officers
GE Curriculum Assessment and Undergraduate Council	October 30, 2013	Address recommendations regarding how a focus on GE goals and capacities during the WASC re-accreditation cycle can help the campus community, including faculty and students, understand the links between liberal learning, career preparation, and assessment.	SEC

To: SEN

From: Geoffrey Chase, Dean
Academic Calendar Committee

Date: October 31, 2013

Re: Approval of 2014/2015 and 2015/2016 Academic Calendars

Action:

1. 2014/2015 Academic Calendar
2. 2015/2016 Academic Calendar

Rationale: Approval of the academic calendars are required.

SDSU Academic/Holiday Calendar
2014-2015

Summer 2014

<u>Date</u>	<u>Holiday/Activity</u>
Wed, May 21, 2014	First day of Summer term
Wed, May 21, 2014	First day of classes
Mon, May 26, 2014	Memorial Day Observed (Campus closed)
Fri, July 4, 2014	Independence Day (Campus closed)
Thu, August 14, 2014	Last day of classes (Final examinations are the last day of classes for each summer session)
Fri, August 15, 2014	Last day of Summer term, grades due from instructors (11 pm deadline)

Fall 2014

<u>Date</u>	<u>Holiday/Activity</u>
Mon, August 18, 2014	First day of Fall semester
Mon, August 25, 2014	First day of classes
Mon, September 1, 2014	Labor Day (Campus closed)
Tues, November 11, 2014	Veterans Day (Campus closed)
Thu, November 27 - Fri, November 28, 2014	Thanksgiving Break: (Campus closed) 11/27 Thanksgiving Day 11/28 * Admission Day
Tues, December 9, 2014	Last day of classes
Wed, December 10 – Tues, December 16, 2014	Final Examinations
Tues, December 23 – Fri, December 26, 2014	Winter Break: (Campus closed) 12/23 * Columbus Day 12/24 * Lincoln's Birthday 12/25 Christmas Day 12/26 * Washington's Birthday
Wed, December 31, 2014	Last day of Fall semester, grades due from instructors (11 pm Deadline)

Thu, January 1, 2015

New Year's Day (Campus closed)

Spring 2015

Date

Holiday/Activity

Fri, January 16, 2015

First day of Spring semester

Mon, January 19, 2015

Martin Luther King, Jr. Day (Campus closed)

Wed, January 21, 2015

First day of classes

Mon, March 30 – Fri, Apr 3, 2015

Spring Break

Tues, March 31, 2015

Cesar Chavez Day (Campus closed)

Thu, May 7, 2015

Last day of classes

Fri, May 8-Thu, May 14, 2015

Final Examinations

Thu, May 14, 2015

IVC Commencement

Fri, May 15 – Sun, May 17, 2015

Commencement – San Diego Campus

Tue, May 19, 2015

Last day of spring semester, grades due from
instructors (11 pm Deadline)

*= Re-scheduled holiday

**SAN DIEGO STATE UNIVERSITY
ACADEMIC AFFAIRS 2014/15 ACADEMIC CALENDAR DRAFT**

2014	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days	
MAY			TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		7	7	
JUN			S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W		21	21
JUL			T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W			21	21	
AUG		TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S			12	11	
Total Academic Days for Summer 2014																												61	60								

X designates Academic Work day
H designates Holiday

[0] First day of Summer term.
[1] First day of classes.
[2] Last day of classes.

[3] (* Final examinations are the last day of classes for each summer session)
[4] Grades due at 11:00 pm, end of summer term

2014	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days	
AUG		TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S		10	5	
SEPT			M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W		21	21	
OCT			W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH			22	22	
NOV		F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S		M	X	19	19
DEC			M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W		X[4]	19	6
Total Academic Days for Fall 2014																												91	73								

X designates Academic Work day
W designates Weekend Work day
H designates Holiday

[0] First day of Fall term.
[1] First day of classes.
[2] Last day of classes.

[3] Final exams
[4] Grades due at 11:00 pm, end of fall semester.

Note: Aug and Sept work days are paid in Sept

2015	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days		
JAN			TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH				9	7		
FEB		F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S				21	21		
MAR			S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	SB	H	20	20
APR			W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH				19	19	
MAY			F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S			14	5	
Total Academic Days for Spring 2015																												83	72									
Total 2014-15																												174	145									

X designates Academic Work day
W designates Weekend Work day
H designates Holiday
SB Spring Break
This is not to be construed as an employee work calendar.

[0] First day of Spring term.
[1] First day of classes.
[2] Last day of classes.

[3] Final exams
[4] IVC Commencement - May 14, 2014
[5] Commencement Days - May 15, 16, 17, 2014
[6] Grades due at 11:00 pm, end of spring semester.

Note: Jan and Feb days are paid in Feb

SDSU Academic/Holiday Calendar
2015-2016

Summer 2015

<u>Date</u>	<u>Holiday/Activity</u>
Thurs, May 21, 2015	First day of Summer term
Thurs, May 21, 2015	First day of classes
Mon, May 25, 2015	Memorial Day Observed (Campus closed)
Fri, July 3, 2015	Independence Day Observed (Campus closed)
Fri, August 14, 2015	Last day of classes (Final examinations are the last day of classes for each summer session)
Mon, August 17, 2015	Last day of Summer term, grades due from instructors (11 pm deadline)

Fall 2015

<u>Date</u>	<u>Holiday/Activity</u>
Tues, August 18, 2015	First day of Fall semester
Mon, August 24, 2015	First day of classes
Mon, September 7, 2015	Labor Day (Campus closed)
Wed, November 11, 2015	Veterans Day (Campus closed)
Thu, November 26 - Fri, November 27, 2015	Thanksgiving Break: (Campus closed) 11/26 Thanksgiving Day 11/27 * Admission Day
Wed, December 9, 2015	Last day of classes
Thurs, December 10 – Wed, December 16, 2015	Final Examinations
Tues, December 22 – Fri, December 25, 2015	Winter Break: (Campus closed) 12/22 * Columbus Day 12/23 * Lincoln's Birthday 12/24 * Washington's Birthday 12/25 Christmas
Thurs, December 31, 2014	Last day of Fall semester, grades due from instructors (11 pm Deadline)

Fri, January 1, 2016

New Year's Day (Campus closed)

Spring 2016

Date

Holiday/Activity

Mon, January 18, 2016

Martin Luther King, Jr. Day (Campus closed)

Tues, January 19, 2016

First Day of Spring semester

Wed, January 20, 2016

First day of classes

Mon, March 28 – Fri, Apr 1, 2016

Spring Break

Thurs, March 31, 2016

Cesar Chavez Day (Campus closed)

Thu, May 5, 2016

Last day of classes

Fri, May 6 -Thu, May 12, 2016

Final Examinations

Thu, May 12, 2016

IVC Commencement

Fri, May 13 – Sun, May 15, 2016

Commencement – San Diego Campus

Fri, May 20, 2016

Last day of spring semester, grades due from
instructors (11 pm Deadline)

*= Re-scheduled holiday

**SAN DIEGO STATE UNIVERSITY
ACADEMIC AFFAIRS 2015/16 ACADEMIC CALENDAR DRAFT**

2015	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days		
MAY			F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S			6	6	
JUN			M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH			22	22
JUL			W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH					21	21
AUG		F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M			13	11	
Total Academic Days for Summer 2015																												62	60									

X designates Academic Work day
H designates Holiday

[0] First day of Summer term.
[1] First day of classes.
[2] Last day of classes.

[3] (* Final examinations are the last day of classes for each summer session)
[4] Grades due at 11:00 pm, end of summer term

2015	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days	
AUG		F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M			10	6
SEPT			T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH			21	21
OCT			TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S			22	22
NOV			S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M		T		18	18
DEC			W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH		X		19	6
Total Academic Days for Fall 2015																												90	73								

X designates Academic Work day
W designates Weekend Work day
H designates Holiday

[0] First day of Fall term.
[1] First day of classes.
[2] Last day of classes.

[3] Final exams
[4] Grades due at 11:00 pm, end of fall semester.

Note: Aug and Sept work days are paid in Sept

2016	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days		
JAN			F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S			9	8	
FEB			M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M			T		22	22	
MAR			W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH					18	18
APR			F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S					20	20
MAY			S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M		T			16	4
Total Academic Days for Spring 2016																												85	72									
Total 2015-16																												175	145									

X designates Academic Work day
W designates Weekend Work day
H designates Holiday
SB Spring Break
This is not to be construed as an employee work calendar.

[0] First day of Spring term.
[1] First day of classes.
[2] Last day of classes.

[3] Final exams
[4] IVC Commencement - May 12, 2016
[5] Commencement Days - May 13, 14, 15, 2016
[6] Grades due at 11:00 pm, end of spring semester.

Note: Jan and Feb days are paid in Feb

Date: November 5, 2013

To: The Senate

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

Subject: Committee and Chair Appointments Updates

Action:

The Committee on Committees and Elections moves approval of the following committee:

Name Change

From: **Communications and Authority** to **Student Media Advisory Committee**

The Committee on Committees and Elections moves approval of the following individual to serve as committee CHAIR for the academic year 2013/2014:

Suzanne Finch- **CHAIR, Student Media Advisory Committee**

Appointments:

Faculty

Campus Development

John Putnam (October 2013-May 2016)

Environment and Safety

Linn Bekins (October 2013- May 2016)

Student Grievance

Peter Cirino (October 2013-May 2016)

Julie Williams (October 2013- May 2016)

Student Media Advisory Committee

Barbara Mueller (October 2013-May 2016)

Rebecca Coates Nee (October 2012-May 2015)

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

Academic Policy and Planning

Jake Garelick (October 2013- May 2014)

Marya Edgar (October 2013- May 2014)

Student Media Advisory Committee

Javier Gomez --AS President designee (October 2013- May 2014)

Mariah Kelly --AS VP Finance (October 2013- May 2014)

Robby Rosenthal-Student (October 2013-May 2014)

Bree Lutjenns- (October 2013-May 2014)

Kendyl Saunders (October 2013-May 2014)
Marissa Packin (October 2013-May 2014)

Open Faculty Committee Seats:

Diversity, Equity and Outreach (BUS, SDSU-IV)
Environment and Safety
Extended Studies (BUS, SDSU-IV)
Instructional and Information Technology (ENG, SDSU IV, Open Faculty)
International Programs Council (Open Faculty)
Library (EDU, HHS, SDSU-IV,PFSA, SCI)
Staff Affairs (Open Faculty)
Student Affairs (Open Faculty)
Undergraduate Council (EDU)
Undergraduate Curriculum (SDSU-IV)

October 8, 2013

To: University Senate

From: Eniko Csomay, Chair of Constitution and Bylaws Committee

Action: Adopt proposed changes to the reporting structure of the General Education Curriculum and Assessment Committee (GECAC)

The Constitution and Bylaws Committee recommends adopting changes in the reporting structure of the newly proposed (and adopted) General Education Curriculum and Assessment Committee. CBL recommends that the GECAC report to the Undergraduate Curriculum Committee and to the Undergraduate Council, and delete reporting to the Senate.

General Education Curriculum and Assessment Committee

1.0 Membership (13): 9 faculty, one from the College of Arts and Letters, Sciences, and Professional Studies and Fine Arts, Business Administration, Health and Human Services, Education, and Engineering, and one from the SDSU-IV Campus and the Library; Dean of Undergraduate Studies or designee, Associate Vice President for Enrollment Management designee, and two undergraduate students.

2.0 Functions

2.1 The Committee shall review and evaluate current and proposed courses for General Education.

2.2 The Committee shall review and evaluate student learning outcomes assessment in General Education courses.

2.3 The Committee shall report to the ~~Senate~~ Undergraduate Curriculum Committee and for Senate reporting and to the Undergraduate Council.

Rationale:

1. Reporting to the Undergraduate Curriculum Committee

This recommendation was made because a) GE courses are part of the curriculum as any other types of courses (Distance Ed, Service Learning, etc.), and b) the proposed GE Curriculum and Assessment Committee would primarily deal with individual curricular issues as well as programmatic, campus-wide curricular issues with GE as a conceptual framework for those. Therefore, the policies and decisions concerning GE designations would have an effect on both individual and campus-wide programs. Although currently exists an informal connection between the two committees, institutionalizing the information flow between the two committees would ensure transparency.

2. Deleting reporting to the Senate

The CBL Committee recommends that the Senate be eliminated from Section 2.3 because both the Undergraduate Council and the Undergraduate Curriculum Committee report to the Senate, and therefore, there would be no need for separate reporting.

October 8, 2013

To: University Senate

From: Eniko Csomay, Chair of Constitution and Bylaws Committee

Action: Adopt proposed changes to the Policy File concerning a) the deletion of three GE committees, b) changing the name, designation, and reporting responsibilities of the remaining one GE committee, and c) changing membership of the Undergraduate Council

Current Policy File Language (p.67):

General Education Program Committee

1.0 Membership (7): Chair of General Education Curriculum Sub-Committee, Chair of General Education Essential Capacities Sub-Committee, Dean of Undergraduate Studies or designee, four faculty members to represent each of the following areas: Communication and Critical Thinking, Natural Sciences and Quantitative Reasoning, Social and Behavioral Sciences, and Humanities.

2.0 Functions

2.1 The General Education Program Committee shall (a) coordinate General Education policies and their implementation, (b) coordinate and oversee the assessment of student learning in General Education, and (c) report to the Senate.

General Education Curriculum Sub-Committee

1.0 Membership (13): 9 faculty, one from the College of Arts and Letters, Sciences, and Professional Studies and Fine Arts, Business Administration, Health and Human Services, Education, and Engineering, and one from the SDSU-IV Campus and the Library; Dean of Undergraduate Studies or designee, Assistant Vice President for Academic Services designee, and two undergraduate students.

2.0 Functions

2.1 The Committee shall review and evaluate current and proposed courses for General Education.

2.2 The Committee shall review and evaluate student learning outcomes assessment in General Education courses.

2.3 The Committee shall report to the Senate and to the General Education Program Committee.

General Education Essential Capacities Assessment Sub-Committee

1.0 Membership (5): four faculty members to represent each of the following areas: Communication and Critical Thinking, Natural Sciences and Quantitative Reasoning, Social and Behavioral Sciences and Humanities, one faculty member from the Student Learning Outcomes Committee.

2.0 Functions

2.1 The Committee shall review and assess student work to determine if learning outcomes for each of the seven essential capacities are being achieved.

2.2 The Committee shall report its findings and recommendations annually to the General Education Program Committee.

General Education Area Goals Assessment Sub-Committee

1.0 Membership (6): six faculty members from departments representing General Education areas (Communication and Critical Thinking, Humanities and Fine Arts, Social and Behavioral Sciences, Natural Sciences, and Quantitative Reasoning) will meet every three years on a rotating basis.

2.0 Functions

2.1 The Committee shall review and assess student work in the area represented each year by faculty from that area.

2.2 The Committee shall report to the General Education Program Committee.

(p. 72)

Undergraduate Council

1.0 Membership (15): eight faculty, one from each college and the SDSU-IV Campus; Dean of Undergraduate Studies or designee, who shall chair; Associate and Assistant Deans of Undergraduate Studies; Vice President of Student Affairs or designee; Director of Enrollment Services; two undergraduate students.

2.0 Functions: The Council

2.1 Shall oversee an integrated approach to undergraduate excellence at San Diego State University

2.2 Shall recommend policy for the Division of Undergraduate Studies

2.3 Shall propose changes in policy for undergraduate programs

2.4 Shall supervise specific university-wide undergraduate programs such as, but not limited to, the Undergraduate Writing Subcommittee and the Graduation and Retention Subcommittee

2.5 Shall forward to Senate the annual report on retention and graduation in the fall of each academic year

Suggested Changes (crossed out and/or underlined):

~~General Education Program Committee~~

1.0 Membership (7): ~~Chair of General Education Curriculum Sub-Committee, Chair of General Education Essential Capacities Sub-Committee, Dean of Undergraduate Studies or designee, four faculty members to represent each of the following areas: Communication and Critical Thinking, Natural Sciences and Quantitative Reasoning, Social and Behavioral Sciences, and Humanities.~~

2.0 Functions

2.1 ~~The General Education Program Committee shall (a) coordinate General Education policies and their implementation, (b) coordinate and oversee the assessment of student learning in General Education, and (c) report to the Senate.~~

General Education Curriculum and Assessment Sub-Committee

1.0 Membership (13): 9 faculty, one from the College of Arts and Letters, Sciences, and Professional Studies and Fine Arts, Business Administration, Health and Human Services, Education, and Engineering, and one from the SDSU-IV Campus and the Library; Dean of Undergraduate Studies or designee, Associate Vice President for Enrollment Management designee, and two undergraduate students.

2.0 Functions

2.1 The Committee shall review and evaluate current and proposed courses for General Education.

2.2 The Committee shall review and evaluate student learning outcomes assessment in General Education courses.

2.3 The Committee shall report to the Senate and to the ~~General Education Program Committee~~ Undergraduate Council.

~~General Education Essential Capacities Assessment Sub-Committee~~

~~1.0 Membership (5): four faculty members to represent each of the following areas: Communication and Critical Thinking, Natural Sciences and Quantitative Reasoning, Social and Behavioral Sciences and Humanities, one faculty member from the Student Learning Outcomes Committee.~~

~~2.0 Functions~~

~~2.1 The Committee shall review and assess student work to determine if learning outcomes for each of the seven essential capacities are being achieved.~~

~~2.2 The Committee shall report its findings and recommendations annually to the General Education Program Committee.~~

~~General Education Area Goals Assessment Sub-Committee~~

~~1.0 Membership (6): six faculty members from departments representing General Education areas (Communication and Critical Thinking, Humanities and Fine Arts, Social and Behavioral Sciences, Natural Sciences, and Quantitative Reasoning) will meet every three years on a rotating basis.~~

~~2.0 Functions~~

~~2.1 The Committee shall review and assess student work in the area represented each year by faculty from that area.~~

~~2.2 The Committee shall report to the General Education Program Committee.~~

Undergraduate Council

1.0 Membership (16): eight faculty, one from each college, the Library and the SDSU-IV Campus; Dean of Undergraduate Studies or designee, who shall chair; Associate and Assistant Deans of Undergraduate Studies; Vice President of Student Affairs or designee; Director of Enrollment Services; two undergraduate students.

2.0 Functions: The Council

2.1 Shall oversee an integrated approach to undergraduate excellence at San Diego State University

2.2 Shall recommend policy for the Division of Undergraduate Studies

2.3 Shall propose changes in policy for undergraduate programs

2.4 Shall supervise specific university-wide undergraduate programs such as, but not limited to, the Undergraduate Writing Subcommittee and the

Graduation and Retention Subcommittee

2.5 Shall forward to Senate the annual report on retention and graduation in the fall of each academic year

Rationale(s) for changes:

1. Deletion of three GE committees
The elimination of the three GE committees has been discussed with and supported by Senate Chair Eadie and is proposed here in response to the AY13/14 Senate agenda item entitled "Make sense of GE." The functions of these GE committees will be absorbed by the General Education Curriculum and Assessment Committee, the Student Learning Outcomes Committee, and the Undergraduate Council with efforts coordinated by the Dean and Associate Dean of the Division of Undergraduate Studies. This reorganization will facilitate progress on university assessment as well as external accreditation (WASC).
2. Renaming of remaining GE committee
The new name would be more representative of its stated functions.
3. Reporting to the Undergraduate Council
The addition of the Undergraduate Council to the report path is consistent with the reorganization described in Item 1 above
4. Expanding Undergraduate Council membership
The Library plays a central role in the undergraduate experience, but is currently not represented on the Undergraduate Council. This proposed addition is supported by the LIA dean.

Proposed changes:

1. Delete General Education Program Committee (a Senate appointed committee) and two of its sub-committees (General Education Essential Capacities Assessment Sub-Committee and General Education Area Goals Assessment Sub-Committee).
2. Add Assessment to the committee's name and substitute sub-committee status with committee status to read General Education Curriculum and Assessment Committee.
3. Change reporting responsibilities of this newly named committee to the Undergraduate Council instead of GE Program committee.
4. Add the Library to the membership of the Undergraduate Council whereby raising the membership from 15 to 16.

October 8, 2013

To: University Senate

From: Eniko Csomay, Chair of Constitution and Bylaws Committee

Action: Adopt proposed changes to the name, the membership, and the functions of the Communications Authority Committee.

The Constitution and Bylaws Committee recommends adoption of the proposed changes to the name, the membership structure, and the functions of the Communications Authority Committee, per the attachment.

Summary of proposed changes:

1. Name change

2. Membership change

- renaming of some members to reflect current titles
- deleting membership of Faculty Adviser (nonvoting member)
- adding membership of University President designee (voting member)

3. Change in function

Instead of overseeing and advising student publications and public communications, the committee will now have an advisory role to the University President on student-run media.

Action

Current Policy File Language with Proposed Changes:

- 1.0 **Student Media Advisory Committee** Membership (17): Associated Students President or designee, Associated Students Vice President for Finance or designee, **Associated Students Executive Director or designee** (nonvoting), **Editor of The Aztec** (nonvoting), KCR Radio General Manager (nonvoting); **University President designee**, Student Affairs designee, **University Relations and Development designee**, Business and Financial Affairs **designee**; three faculty members, one from the faculty in Journalism; one staff member, four students.
- 2.0 Functions: **The Student Media Advisory Committee shall be an advisory body to the University President on student-run media.**

- Deleted: Communications Authority**
- Deleted: ¶**
- Deleted: Associated Students Business Manager**
- Deleted: Daily Aztec**
- Deleted: and Faculty Adviser**
- Deleted: both**
- Deleted: University Advancement**
- Deleted: representative**
- Deleted: The Authority shall oversee and advise student publications and public communications.**

Proposed New Language:

Student Media Advisory Committee

- 1.0 Membership (17): Associated Students President or designee, Associated Students Vice President for Finance or designee, Associated Students Executive Director or designee (nonvoting), **Aztec Editor** (nonvoting), KCR Radio General Manager (nonvoting); University President designee, Student Affairs designee, University Relations and Development designee, Business and Financial Affairs designee; three faculty members, one from the faculty in Journalism; one staff member; four students.
- 2.0 Functions: The Student Media Advisory Committee shall be an advisory body to the University President on student-run media.

- Deleted: Daily**

To: SEN

From: Julio Valdes, Chair of Faculty Honors and Awards

Date: October 15, 2013

Re: Action item – emeritus status

Action:

The faculty affairs committee recommends emeritus status upon the following faculty members:

James R. Beatty, Professor of Management Information Systems, August 15, 2013, 40 years

Roberta A. Gottlieb, Professor of Biology, September 1, 2013, 6 years

Thomas J. Impelluso, Professor of Mechanical Engineering, August 18, 2013, 15 years

TO: SEN

FROM: Laurel Bliss, Chair
General Education Curriculum Committee

DATE: October 9, 2013

RE: GENERAL EDUCATION PROGRAM

Action

II. FOUNDATIONS OF LEARNING

A. Natural Sciences and Quantitative Reasoning

4. Mathematics/Quantitative Reasoning

Mathematics 120. Calculus for Business Analysis (3) [GE]

Prerequisite: Satisfaction of the Entry-Level Mathematics requirement.
Matrix algebra. Calculus including differentiation and integration.
Graphing and optimization. Exponential and logarithmic functions. Multivariable calculus. Not open to students with credit in Mathematics 150.

Mathematics 121. Calculus for the Life Sciences I (3) [GE]*

Prerequisite: Satisfaction of the Entry-Level Mathematics requirement.
Basic concepts of differential calculus with life science applications. Not intended for physical science or engineering majors. Not open to students with credit in Mathematics 150.

Mathematics 124. Calculus for the Life Sciences (4) [GE]

Three lectures and three hours of laboratory.
Prerequisite: Satisfaction of the Entry-Level Mathematics requirement.
Basic concepts of calculus with life science applications. Topics from differential and integral calculus and an introduction to elementary differential equations. Computer applications to biological problems. Not open to students with credit in Mathematics 121 AND 122, or 150.

B. Social and Behavioral Sciences

Communication 321. Introduction to Health Communication (3) [GE]

Prerequisites: Communication 103; and completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences required for nonmajors. Open to majors and nonmajors.

Health communication topics to include patient-provider communication, health communication campaigns, supportive relationships, and public policy. Research methodologies, theories, and best practices in health communication. Required of all health communication majors prior to 400-level coursework.

*Mathematics 121 is being deleted from the 2014-2015 *General Catalog*.

IV. EXPLORATIONS OF HUMAN EXPERIENCE

A. Natural Sciences

Biology 335. The Human Body (3) [GE]

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.A.2. Life Sciences.

Survey of human body with emphasis on intricacy of design and integration of various organ systems. Not open to nursing, exercise and nutritional sciences majors, or to students with credit in any college level human physiology or anatomy course. Not applicable to biological sciences majors. (Formerly numbered Biology 341.)

C. Humanities

(Reinstatement)

Philosophy 305. Classics of Western Philosophy (3) [GE]

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.C., Humanities.

Analysis of major texts selected from diverse historical periods in western philosophy. Texts will illustrate different world views (e.g., Platonism, Stoicism, Skepticism) and their relationship to other disciplines and to present world views.

To: SEN
From: Steven L. Barbone, Chair
Undergraduate Curriculum Committee
Date: October 9, 2013
Re: 2014-2015 General Catalog

ACTION (3A-11-13)

MECHANICAL ENGINEERING

1. New emphasis.

**Mechanical Engineering Major
With the B.S. Degree
(Major Code: 09101)**

**Emphasis in Bioengineering
(SIMS Code: xxxxxx)**

Preparation for the Major. Mechanical Engineering 101, 102, 200 (or Aerospace Engineering 200), 202, 204 (or Physics 196L), 220 (or Aerospace Engineering 220), 240, 241; Biology 203; Chemistry 202; Electrical Engineering 204; Aerospace Engineering 280; Mathematics 150, 151, 252; Physics 195, 196, 197 (or Chemistry 201, or Chemistry 232 with Chemistry 232L, or Biology 212). (54-56 units). The following courses: Chemistry 202; Mathematics 150, 151; Physics 195, 196; Mechanical Engineering 200 (or Aerospace Engineering 200), must be completed with a grade of C or higher. These courses cannot be taken for credit/no credit (Cr/NC).

General Education program outlined in Part Four, Section IX of the 2013-14 catalog except that students with this emphasis are required to take Biology 336 Principles of Human Physiology to satisfy 3 units of Explorations of Human Experience-Natural Sciences, in place of 3 units of Explorations of Human Experience-Social and Behavioral Sciences which is normally required of BSME students. Other general education requirements and limitations, as well as listings of specific General Education course electives are presented in the General Education section of Graduation Requirements for the Bachelor's Degree.

Graduation Writing Assessment Requirement. Passing the Writing Placement Assessment with a score of 10 or above or completing one of the approved upper division writing courses (W) with a grade of C (2.0) or better. See "Graduation Requirements" section for a complete listing of requirements.

Major. A minimum of 48 upper division units to include Mechanical Engineering 304 (or Civil Engineering 301), 310, 314, 330, 350, 351, 452, 490A, 490B, 499 (3 units), 520, 555, 580, and 585; Aerospace Engineering 340, 341. Biology 436 (2 units), or ME 496 Biological Systems Lab (2 units).

To: SEC

From: Stephen Schellenberg, Chair, Academic Policy and Planning

Date: 09 Oct 2013

Re: Information Item

APP unanimously passed the following Change in Program Proposal:

12-46 B.S. Degree in Mechanical Engineering with Emphasis in Bioengineering

To: Senate
From: Charles Toombs, Chapter President, CFA
Date: 23 October 2013
Re: Information Item

CFA Report:

Successor bargaining for our new contract

On October 1, CFA officially notified the CSU Administration of its intent to commence bargaining a “successor contract” for CSU faculty as well as to renegotiate the Memorandum of Understanding regarding the Maritime Academy’s summer cruise assignments. The current agreement between CFA and the CSU Chancellor’s Office for Unit 3: Faculty in the CSU expires on June 30, 2014. CFA Bargaining Team Chair Andy Merrifield said he’s more hopeful about this round of talks than in many years. “With better funding and a new Chancellor, we are cautiously optimistic that this will be a productive process,” he said.

CFA President Lillian Taiz addressed the CSU Board of Trustees on September 25 to share CFA’s hope for a new and better tone in bargaining as the sides enter the statutory process to negotiate the faculty’s next collective bargaining agreement. “In the CSU we have gone to impasse (which can lead to imposition & strike) nearly every time we have gone to the bargaining table,” she said. “Indeed, when we sit down on day one, it almost seems inevitable that we will find ourselves at this contentious final process” and “This tradition needs to change and the only way to do it is to build a better bargaining culture,” Taiz said. To read Taiz’s complete remarks go to the CFA web site.

"Sunshine" proposals for our next contract

Successor bargaining for our next contract will be underway shortly. In the next 1-2 weeks, CFA will release its "Sunshine" Bargaining Proposals for our next contract.

Campus equity program request

On October 23, 2013, CFA made a formal request to President Hirshman that he begin a process to institute a salary equity program for faculty members on our campus. As we all know, pay raises for Unit 3 faculty members are long overdue. In addition, faculty members are experiencing salary inversion, compaction, and other compensation-related inequities. These salary inequities make it more difficult for our campus to attract and retain faculty members, impacting the quality of education that the university can offer to our students. The recent modest increase that CFA negotiated in "re-opener" bargaining is a small down payment on

addressing these salary issues. (The "re-opener" increase, retroactive to July, should appear on our December 1 pay statements.)

The current CFA-CSU Collective Bargaining Agreement (CBA) offers a mechanism for SDSU to address salary inequities and provide salary increases, now, to the faculty. In other words, the campus administration has the authority -- right now -- to address salary inequities and provide salary increases.

In a letter to President Hirshman, CFA asked that he initiate the process of creating a campus-based salary equity program, in consultation with CFA. We are ready to meet with the administration to develop criteria and procedures for such a program. It's important to note that CFA's request to President Hirshman for a campus salary equity program is based on provisions in our current contract.

Campus equity week

October 28-November 1, faculty will join with thousands of students, staff and supporters for Campus Equity Week on campuses around the country to raise our voices about the future of higher education. Here in the CSU, CFA is working with Students for Quality Education, Academic Professionals of California and staff and student groups to host panels, movie showings, and campus actions. Campus Equity Week will inject campus voices into many of the most pressing issues plaguing our higher education system. The SDSU Chapter will host a Diversity and Equity Lunch Discussion, Tuesday, October 29, 12:30-1:30 in the Faculty Staff club.

Online education papers

The Campaign for the Future of Higher Education (CFHE), of which CFA is a founding member, has issued three papers on online education -- "The 'Promises' of Online Higher Education" ("Access"; "Reducing Costs"; and "Profits." The papers can be viewed on the CFHE website, futureofhighered.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 or x42775.

To: SEN
From: The Graduate Council
Date: October 4, 2013
Re: 2014-2015 Graduate Bulletin

INFORMATION (2I-10-13.500)

COMPUTER ENGINEERING

1. Change in course title.

Computer Engineering
EMBEDDED OPERATING SYS

COMPE 571. Embedded Operating Systems (3)

Prerequisites: Computer Engineering 260 and 475.

Real-time kernel, basic kernel services, threading and synchronization, preemptive multithreading, mutexes, spin locks, critical sections, priority scheduling, interrupts, RTOS implementation, memory management, task management, intertask communications.

Change: Update from former title, Real-Time Operating Systems.

CONSTRUCTION ENGINEERING

1. New course.

Construction Engineering
ENVIRON CONSCIOUS CONSTR (C-4/C-15)

CON E 520. Environmentally Conscious Construction (3)

Two lectures and three hours of laboratory.

Prerequisite: Construction Engineering 312 for construction engineering majors; Civil Engineering 444 for civil engineering majors; concurrent registration in Civil Engineering 495 for environmental engineering majors or Environmental Engineering 495.

Design and design processes to target a sustainable structure. Construction practices associated with protection of environment. Application of industry standards for environmental and energy performance of buildings. Impacts on selection of methods, materials, and equipment for construction. Design of procurement and management systems to support environmentally conscious building. Commissioning and startup. (Formerly numbered Construction Engineering 420.)

ENVIRONMENTAL ENGINEERING

1. Deletion of course.

Environmental Engineering

ENV E 563. Process and Instrumentation Laboratory (3)

One lecture and six hours of laboratory.

Prerequisites: Environmental Engineering 363 and credit or concurrent registration in Environmental Engineering 554.

Design of experiment; run selected unit operations and processes of environmental engineering on bench-scale; use of high-end analytical instruments; collection, analysis and interpretation of data.

Change: Course canceled/deleted due to low or no enrollment.

GEOGRAPHY

1. New course.

Geography

WORLD ON FIRE (C-2)

GEOG 512. World on Fire (3)

Prerequisite: Geography 101 or 103 or Environmental Sciences 100 or Geological Sciences 100 or 104 or Biology 100.

Wild-land fire processes, controls and effect on soils, water resources and vegetation in contrasting ecosystems. Fire regimes and mitigation strategies. Fire research.

2. New course.

Geography

COMMUNITY GEOG RESEARCH (C-2/C-8)

GEOG 590. Community-Based Geographic Research (3)

One lecture and four hours of activity or fieldwork.

Prerequisite: Consent of instructor. Recommended: Statistics 119.

Local social and/or environmental issues. Research design, data collection and analysis, collaboration with community-based organizations, reflection on research and social responsibility, communication of findings. Maximum credit six units.

JOURNALISM AND MEDIA STUDIES

1. Change in course title.

Journalism and Media Studies

GLOBAL TECHNOLOGY

JMS 591. Global Technology: Creativity and Innovation in the Digital Age (3)

Prerequisite: Admission to a major in the School of Journalism and Media Studies. **Proof of completion of prerequisite required:** Copy of transcript.

Economic, social, and political shifts in the global economy as a result of digital communication. Emergence of new national and international media policies to stimulate creativity and innovation as central factors in development.

Change: Update from former title, Global Telecommunications.

LINGUISTICS

1. Change in prerequisite.

Linguistics

LING 571. Computational Corpus Linguistics (3)

Prerequisite: Upper division standing.

Practical introduction to computation with text corpora and introduction to Python. Tokenizing, part-of-speech tagging, and lemmatizing (stemming) large corpora. Writing of Python programs required.

Change: Update from former prerequisite(s), two linguistics courses.

SPEECH, LANGUAGE, AND HEARING SCIENCES

1. Changes in course description, title, prerequisite, and unit value.

Speech, Language, and Hearing Sciences

SPEECH-LANGUAGE DEVELOP

SLHS 513. Foundations of Speech-Language: Development (4)

Prerequisites: Speech, Language, and Hearing Sciences 320, 321, and credit or concurrent registration in Speech, Language, and Hearing Sciences 300.

Speech-language development as related to theories of language acquisition, development, and clinical practice in children from birth to school-age.

Changes: Update from former title, Language Development and Disorders in Early Childhood; update from three units to four, update former prerequisite requirements: Speech, Language, and Hearing Sciences 300, 320, 321; update description for more concise content.

2. Changes in course description, title, and prerequisite.

Speech, Language, and Hearing Sciences

SP-LANG DIFF & DIS CHILD

SLHS 514. Foundations of Speech-Language: Differences and Disorders in Children (3)

Prerequisites: Speech, Language, and Hearing Sciences 513.

Speech and language disorders and issues related to assessment of and intervention with children from culturally and linguistically diverse populations.

Changes: Update from former title, Language Development and Disorders in School Age Children and Adolescents; update former prerequisite requirements: Speech, Language, and Hearing Sciences 300, 320, 321; update description for more concise content.

3. Change in unit value.

Speech, Language, and Hearing Sciences
SLHS 546. Clinical Issues in Aural Rehabilitation (2)

Prerequisite: Consent of instructor.

Theoretical, methodological, and technical issues related to the speech-language pathologist's role in facilitating communication in individuals who are deaf or hard-of-hearing.

Change: Increase from one unit to two because of addition of content from another course that will no longer be offered.

4. Change in unit value.

Speech, Language, and Hearing Sciences
SLHS 570. Dysphagia (4)

Prerequisite: Consent of instructor.

Measurement techniques and research in dysphagia. Assessment and treatment of dysphagia and swallowing problems in children and adults.

Change: Increase from three units to four due to expansion of course content.

To: SEC
From: The Graduate Council
Date: October 4, 2013
Re: 2014-2015 Graduate Bulletin

INFORMATION (2I-10-13)

AEROSPACE ENGINEERING

1. New course.

Aerospace Engineering

ANALYSIS ELASTIC PLATES (C-4)

A E 631. Analysis of Elastic Plates (3)

Prerequisites: Aerospace Engineering 310 and 515.

Elasticity, energy principles, variational methods, classical theory, bending and vibration of rectangular plates with various boundary conditions, shear deformation plate theories.

CIVIL, CONSTRUCTION, AND ENVIRONMENTAL ENGINEERING

1. New course.

Civil Engineering

ADV TOPICS IN WATER ENGR (C-4)

CIV E 730. Advanced Topics in Water Engineering (3)

Prerequisites: Civil Engineering 530 and consent of instructor.

Advanced treatment of several fields in water engineering to include time series analysis, hydromodification, and online hydrologic modeling.

2. Change in program.

Master of Science Degree

Civil Engineering

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

Paragraphs 1-5 (*no change*)

Specific requirements for the degree: The student's program, prepared in conference with and approved by the graduate adviser, must satisfy the following requirements:

1. General requirements: 21 units of coursework.

- a. A minimum of 12 units selected from one of the areas of specialization in civil engineering; in exceptional cases, this

requirement may be waived at the discretion of the graduate adviser, provided the substitute course is in the College of Engineering and enhances a coherent program in a specific professional area.

- b. Eighteen units of 600- and 700-level courses in civil engineering and/or construction engineering. No more than three units from courses numbered 797, 798, and 799 may be used to satisfy this requirement.
2. Culminating experience (nine additional units):
 - a. Thesis students: Three units of 797, three units of 798 and three units of 799A.
 - b. Non-thesis students: Six units of 500-, 600-, or 700-level courses and three units of 797 or 798 (additional units of 797 or 798 may be completed with approval of graduate adviser).
 3. The total number of 500-, 600-, or 700-level units may not exceed 12 units outside the department.

Areas of Specialization in Civil Engineering

(Paragraphs 1-5 no changes)

Concentration in Environmental Engineering (Major Code: 09221) (SIMS Code: 442005)

Paragraph 1 *(no change)*

1. General requirements: 21 units of coursework.
 - a. Fifteen units selected from the required courses listed below; in exceptional cases, this requirement may be waived at the discretion of the graduate adviser, provided the substitute course is in the College of Engineering and enhances a coherent program in a specified professional area.
 - b. Eighteen units of 600- and 700-level courses in civil engineering and environmental engineering. No more than three units in Environmental Engineering 797 and no more than three units in Environmental Engineering 798.
2. Culminating experience (nine additional units):
 - a. Thesis students: Three units of Environmental Engineering 797, three units of Environmental Engineering 798 and three units of Environmental Engineering 799A.
 - b. Non-thesis students: Six units of 500-, 600-, or 700-level courses and three units of Environmental Engineering 797 or 798 (additional units of Environmental Engineering 797 or 798 may be completed with approval of graduate adviser).
3. The total number of 500-, 600-, or 700-level units may not exceed 12 units outside the department.

Required courses (15 units):

- ENV E 554 Process Fundamentals of Environmental Systems (3)
ENV E 645 Aquatic Chemistry for Environmental Engineers (3)

- ENV E 647 Physical and Chemical Processes of Water Pollution Control (3)
- ENV E 648 Biological Processes and Bioremediation Engineering (3)

Prescribed Electives (six units):

- ENV E 556 Air Pollution Engineering (3)
- ENV E 558 Solid and Hazardous Waste Engineering (3)
- ENV E 637 Process Design for Industrial and Hazardous Waste Treatment (3)
- ENV E 797 Independent Research (1-3) Cr/NC/RP
- ENV E 798 Special Study (1-3) Cr/NC/RP
- CIV E 631 Spatial Hydrology (3)
- CIV E 632 Computational Hydraulics and Hydrology (3)
- CIV E 633 Environmental Hydrology (3)
- CIV E 634 Surface Water Hydrology (3)
- CIV E 635 Small Catchment Erosion (3)
- CIV E 638 Sedimentation Engineering (3)

Electives: Nine units selected in consultation with the graduate adviser:

A statistics course equivalent to Civil Engineering 160 and an introductory course in environmental engineering equivalent to Environmental Engineering 355 must be taken before or during the early stages of the program.

Change: Updates program and Plan B option will be replaced with a project, 797 or 798.

LEARNING DESIGN AND TECHNOLOGY

1. Change in course rubric.

Learning Design and Technology

LDT 640. Psychology of Technology-Based Learning (3)

Six hours of activity.

Prerequisite: Learning Design and Technology 544.

Principles of human learning and cognition applied to design and use of technology-based learning systems. Development of research-based guidelines for designing educational products and services. (Formerly numbered Educational Technology 640.)

Change: New course prefix to reflect departmental name change.

2. Change in course rubric.

Learning Design and Technology

LDT 650. eLearning Design and Development (3)

Two lectures and three hours of laboratory.

Prerequisite: Learning Design and Technology 544. Recommended: Learning Design and Technology 572.

Theories and models of online learning at home, work, and school. Use of systems dynamics in design, development, and evaluation of e-learning courses and self-

adaptive online educational systems. Future societal and economic impacts of learning at a distance. (Formerly numbered Educational Technology 650.)

Change: New course prefix to reflect departmental name change.

3. Change in course rubric.

Learning Design and Technology

LDT 670. Exploratory Learning Through Simulation and Games (3)

One lecture and six hours of laboratory.

Prerequisites: Learning Design and Technology 540 and 541.

Design, evaluation, and use of simulations and games for education and training. Instructional applications of role plays, board games, and multiplayer virtual worlds. Theories of motivation and interest. (Formerly numbered Educational Technology 670.)

Change: New course prefix to reflect departmental name change.

4. Change in course rubric.

Learning Design and Technology

LDT 671. Learning Environment Design (3)

One lecture and six hours of laboratory.

Prerequisites: Learning Design and Technology 544 and 561.

Design and development of individualized instruction delivered through e-learning; learning management systems; informal learning for corporate and museum education. (Formerly numbered Educational Technology 671.)

Change: New course prefix to reflect departmental name change.

5. Change in course rubric.

Learning Design and Technology

LDT 680. Evaluation Techniques for the Performance Technologist (3)

Two lectures and two hours of activity.

Prerequisites: Learning Design and Technology 540 and 541. Recommended: Education 690.

Design and use of tools to collect, analyze, and communicate data about learning and performance. (Formerly numbered Educational Technology 590 and 680.)

Change: New course prefix to reflect departmental name change.

6. Change in course rubric.

Learning Design and Technology

LDT 684. Management of Educational Technology (3)

Six hours of activity.

Prerequisite: Learning Design and Technology 540. Recommended: Learning Design and Technology 544.

Management of instructional design and performance interventions. Development of timelines, staffing plans, communication strategies, and budgets. (Formerly numbered Educational Technology 684.)

Change: New course prefix to reflect departmental name change.

7. Change in course rubric.

Learning Design and Technology

LDT 685. Informational and Instructional Technologies for Organizations (3)

Six hours of workshop and activities.

Prerequisites: Learning Design and Technology 540 and 541.

Organizational and informational systems that support instructional products and services. Individual, team, and organizational analyses. Incentives, feedback, coaching, job-aids, selection, knowledge management, and other performance improvement strategies. (Formerly numbered Educational Technology 685.)

Change: New course prefix to reflect departmental name change.

8. Change in course rubric.

Learning Design and Technology

LDT 700. Seminar in Educational Technology (1-3)

Prerequisite: Learning Design and Technology 540.

Selected areas, topics in educational technology. May be repeated with new content. See Class Schedule for specific content. Maximum credit six units applicable to a master's degree. (Formerly numbered Educational Technology 700.)

Change: New course prefix to reflect departmental name change.

9. Change in course rubric.

Learning Design and Technology

LDT 775. Directed Internship in Educational Technology (2-6) Cr/NC

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

Supervised internship in an educational or training setting. Application to take course must be made during preceding semester. (Formerly numbered Educational Technology 775.)

Change: New course prefix to reflect departmental name change.

10. Change in course rubric.

Learning Design and Technology

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

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

Individual study. May involve fieldwork. Maximum credit six units applicable to a master's degree. (Formerly numbered Educational Technology 798.)

Change: New course prefix to reflect departmental name change.

POLICY STUDIES IN LANGUAGE AND CROSS-CULTURAL EDUCATION

1. Change in program.

Policy Studies in Language and Cross-Cultural Education

**Multiple Subject Bilingual 2042 Credential (Elementary K-6 Education):
Spanish, Arabic, Filipino, Japanese, and Mandarin Emphasis
(Credential Code 00200)**

Multiple Subject Bilingual 2042 Program

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

Preliminary 2042 Credential Requirements

1-8. *(no change)*

9. Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy).

10-11. *(no change)*

Change: Removal of courses, EDTEC 470 or SPED 580, from program.

2. Change in program.

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

Single Subject Bilingual 2042 Program

Prerequisites	Units
PLC 515 Theories and Practices in Multilingual Education	3
ED 451 Introduction to Multicultural Education	3
SPED 450 Classroom Adaptations for Special Populations	2
TE 280 Health Education for Teachers	1
First Semester	
PLC 400 The Secondary School and Bilingual Education	3
PLC 524 Psychological Foundations for Biliteracy Teachers in Grades 7-12	3
PLC 933 Skills in Teaching Reading to Bilingual Secondary Students	3
PLC 953 Language Development in Bilingual Secondary Classrooms	3
PLC 954 Classroom Organization for Democratic Teaching in Bilingual Classrooms	1-4
PLC 963 Practicum in Secondary Bilingual Classroom (Cr/NC)	3-4
TE 914 Teaching and Learning in the Content Area: Major	3
Second Semester	
PLC 915B Teaching and Learning in the Content Area: ELD/SDAIE: Single Subjects	3
PLC 960 Professional Seminar for Bilingual Teacher Candidates (Cr/NC)	1-4
PLC 964 Student Teaching for Bilingual Secondary Students II (Cr/NC)	8-12
ED 970 Teaching Event Assessment (Cr/NC)	3

Preliminary Credential Requirements

1-8. *(no change)*

9. Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy).

10-11. *(no change)*

Change: Removal of courses, EDTEC 470 or SPED 560, from program.

PUBLIC HEALTH

1. Change in prerequisite.

Public Health

P H 666. Health Promotion Program Planning and Assessment (3)

Prerequisites: Public Health 661.

Program planning and assessment, theories, systems and procedures relevant to health promotion and education.

Change: Removal of Public Health 662 as a prerequisite.

SPEECH, LANGUAGE, AND HEARING SCIENCES

1. Change in program.

Speech, Language, and Hearing Sciences Specific Requirements for the Master of Arts Degree (Major Code: 12201)

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 a graduate program of at least 36 units for the Concentration in Communicative Sciences and 45 units for the Concentration in Speech-Language Pathology. A student must complete Speech, Language, and Hearing Sciences 799A, Thesis for Plan A. The thesis option requires approval by the school and may not be appropriate for every student. If Plan B is elected, the student must pass a written comprehensive examination (which may be repeated only twice). No more than six units of coursework outside the school acceptable on the graduate level may be applied to the master's degree.

(no change to second paragraph)

A. Concentration in Speech-Language Pathology (SIMS Code: 550182). *(no change to this section)*

Undergraduate Preparation. Speech, Language, and Hearing Sciences 106, 150, 300, 305, 320, 321, 340, 340L, 513, 514, 539; Psychology 260; Psychology 280 or Sociology 201 (or equivalent coursework in these areas).

Graduate Program. Students must complete a minimum of 45 units. The following core courses are required: Speech, Language, and Hearing Sciences 570, 600A, 600B, 606, 607, 608, 609A, 609B, 613, 614, 617, 675, and either 672 or 673. In addition, students must complete nine units from Speech, Language, and Hearing Sciences 707, 750, 790, 793, 794, 795, 797, 798, 799A. At least three of the nine units must be selected from Speech, Language, and Hearing Sciences 707, 750, 790, 793, 794.

(no change to second paragraph)

Specialization in Bilingualism

(no change to first and second paragraphs)

B. Concentration in Communicative Sciences (SIMS Code: 550142). *(no change to first section)*

Undergraduate Preparation. Speech, Language, and Hearing Sciences 106, 150, 300, 305, 320, 321, 340, 340L, 513, 514, 539; Psychology 260; Psychology 280 or Sociology 201 (or equivalent coursework in these areas).

Graduate Program. *(no change to this section)*

Credential

Speech Language Pathology Credential: Language, Speech and Hearing

(Credential Code: 00900)

Program Requirements:

1. *(no change)*
2. The following courses are also required: Speech, Language, and Hearing Sciences 525, 546 (or transcript credit in an equivalent course), 618A and or 619, 618B, 626A, 626B, 626C, 627, 929, 933, 939.
3. *(no change)*

Change: Updates currency of courses that are being taught in the program. Minimum graduate units are up to 45 from 44.

To: SEC

From: Geoff Chase, Chair, Undergraduate Council

Date: 08 October 2013

Re: Information Item

Attached please find the AY 2012/12013 Graduation and Retention Report

GRADUATE AND RETENTION REPORT- FALL 2013

EXECUTIVE SUMMARY

San Diego State University (SDSU) released its final strategic plan for 2013 – 2018, which presents three broad institutional goals: Student Success, Research and Creative Endeavors and Community and Communication. The Student Success Goal consists of three initiatives: 1) to promote student success across the university, 2) to enhance transformational educational experiences, and 3) to pursue pedagogical innovation through faculty support. The focus of this report provides data to support the Student Success Initiative, which is aligned with the following performance analysis measures (i.e., page 7 of the published strategic plan):

- Improve Four- and Six-Year Graduation Rates
- Improve Retention Rates
- Decrease Time to Degree
- Eliminate Achievement Gaps in Graduation Rates

While the data presented in this report highlights the success rate of SDSU students, it is important to understand the context of SDSU's success as we continue to garner state and national attention for increasing our graduation rates and narrowing our achievement gaps with respect to underrepresented students. These accolades result from a decade-long focus on this issue by campus leadership, a commitment to effective teaching and mentoring by faculty and staff, synergistic collaborations with Institutional Research and Student Testing, Assessment and Research, our students rising to increased expectations through time.

During this past year, SDSU experienced the highest overall continuation rate (88.5% for Fall 2011 first-time freshmen) and continuation rates remained high for African American, Hispanic and Filipino first-time freshmen at 87.7%, 86%, and 91.7%, respectively. In the Fall of 2007, SDSU experienced its highest ever four-year graduation rate (33.1%) and, over the last three years, six-year graduation rates have remained high at ~66%.

The current data taken from < <http://asir.sdsu.edu/app/>> demonstrate impressive strides through SDSU's strong and collective commitment to educational excellence across the campus. However, we also face challenges in continuing to improve graduation rates and close achievement gaps. Recommendations to increase these measures of student success include:

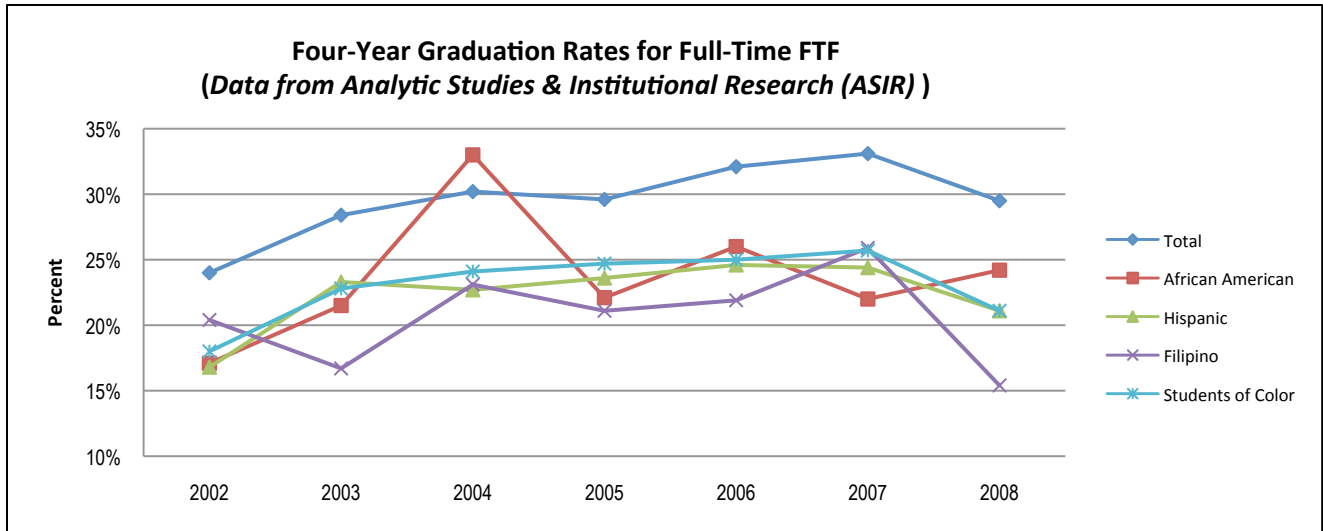
- Invest in additional support in learning analytics to continue data collection and aggregation on student profiles of specific populations. This investment will allow programs to define targeted student populations, identify gaps earlier, design appropriate interventions, or implement or adjust curriculum to retain or engage students early.
- Develop mentoring programs to foster and promote transfer student success; connect transfer students to faculty or advanced juniors/senior in their majors.
- Continue to examine data for courses with high DWF rates to determine contributing factors and take appropriate interventions, including supplemental instruction (e.g., Math 141 in the College of Sciences) or course-linked tutoring as appropriate.

- Promote various high-impact practices by having engaged students share their experiences via seminars (e.g., junior/senior presentations to freshmen/sophomore/transfer students).
- Invest funds for faculty to mentor students via seminar-based courses in each college or targeted departments

GRADUATION: FOUR-YEAR RATES

Four-year graduation rates measure the time that has passed since students first enrolled as first-time freshmen (FTF). The overall 4-year graduation rate at SDSU is 29.5% for the Fall 2008, full-time, first-time freshmen cohort.

Figure 1. Four-Year Graduation Rates for Full-Time FTF



Highlights:

- SDSU experienced its highest four-year graduation rate (33.1%) from the Fall 2007 cohort, which was a 9.1% increase compared to the Fall 2002 cohort.
- Over a five-year period (2002 – 2007), students of color (i.e., students who self-identify as American Indian, African American, Hispanic, Asian, Pacific Islander or Filipino) improved their four-year graduation rates by 7.7%.
- African American students increased their four-year graduation rates by 2.2% from 2007 to 2008.

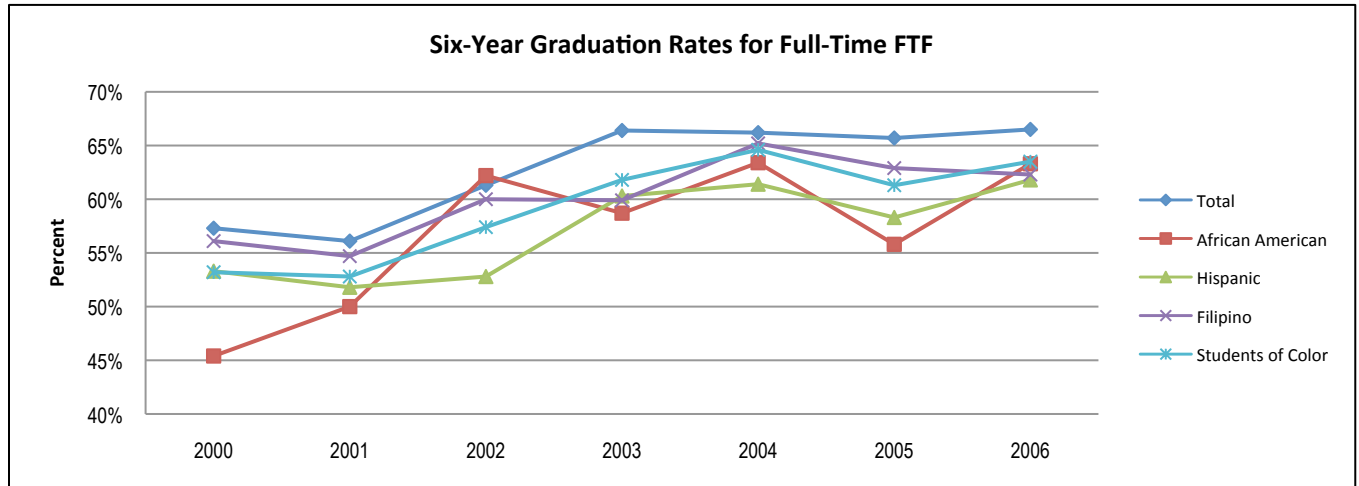
Challenges:

- The total cohort, four-year graduation rate for full-time, first-time freshmen decreased 3.6% from 2007 to 2008.
- Overall, students-of-color four-year graduation rates decreased 4.6% from 2007 to 2008.
- From 2007 to 2008, four-year graduation rates for Hispanic and Filipino decreased by X% and 10, respectively.

GRADUATION: SIX-YEAR RATES

The six-year graduation rate is a common measure of student success since many students take semesters off or change to part-time enrollment during some period of their undergraduate education. In Fall 2006, 4,083 undergraduates enrolled at SDSU and their six-year graduation rate for full-time, first-time, freshmen is 66.5%.

Figure 2. Six-Year Graduation Rates for Full-Time FTF



Highlights:

- From 2001 to 2003, six-year graduation rates increased 11.7% and, over the last three years, have remain high near ~66%.
- Students-of-color six-year graduation rates are also high (63.5%) for the Fall 2006 cohort in comparison to the total freshmen cohort (66.5%)

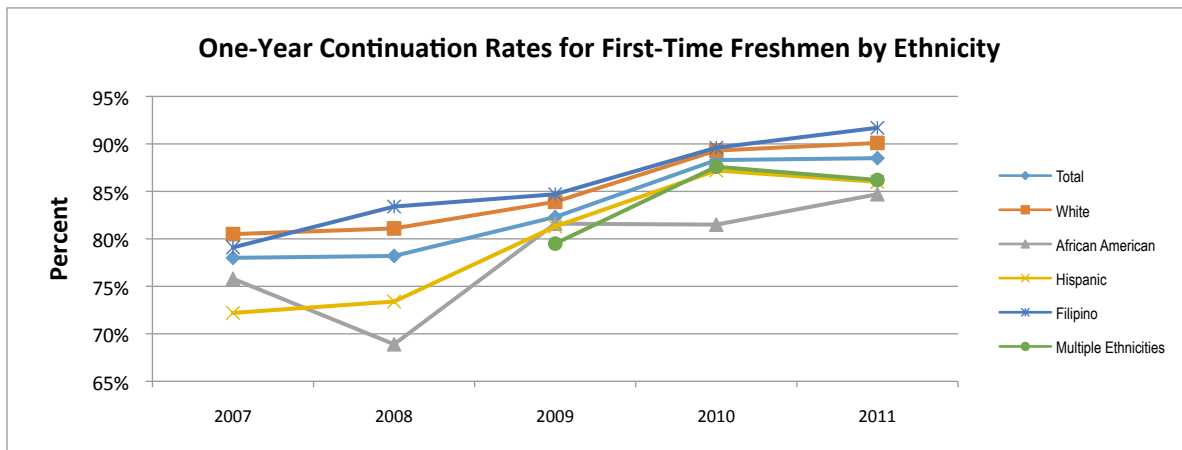
Challenges:

- Hispanic students are the largest underrepresented student population at SDSU and had the lowest six-year graduation rate (61.8%) in Fall 2006
- Overall, six-year graduation for students-of-color is 3% lower than the total cohort.

RETENTION: FRESHMEN-TO-SOPHOMORE RATES

Freshmen-to-sophomore retention is measured by the percent of SDSU freshmen of the Fall cohort year who enrolled on campus the following Fall semester. The Fall 2011 retention rate for all first-time freshmen and new upper-division transfer students are essentially identical at 88.8% and 88.5%, respectively.

Figure 3. One-Year Continuation Rates for First-Time Freshmen by Ethnicity



Highlights:

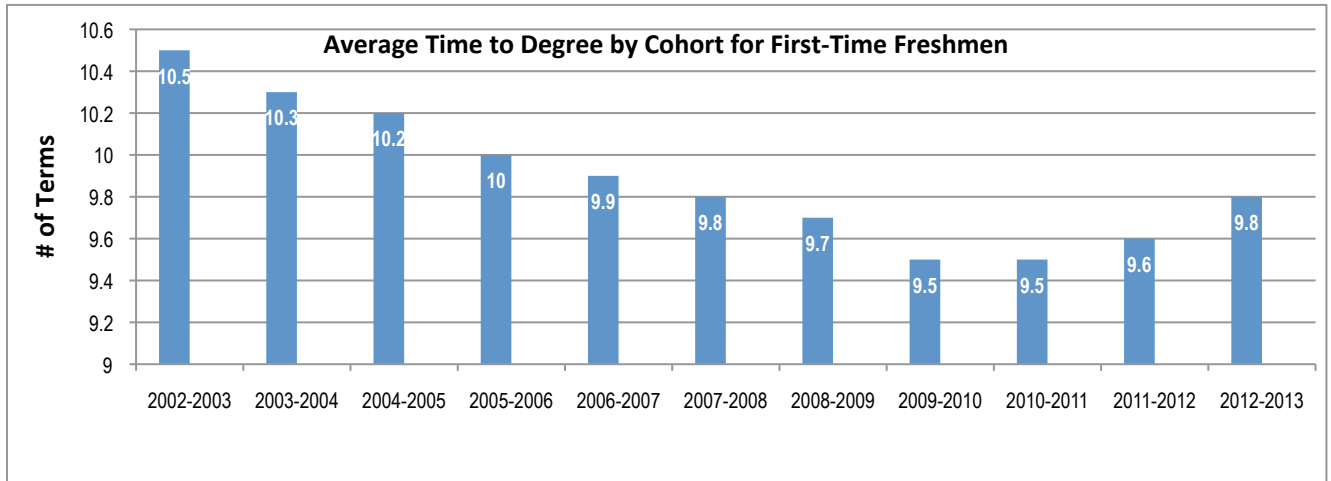
- Overall, the one-year continuation rate for all first-time freshmen was at its highest for Fall 2011, 88.5%, a slight increase from Fall 2010.
- The high continuation rate for African American students entering in Fall 2009 and 2010 (81.6%, 81.5%) increased to 87.7% for Fall 2011 first-time freshmen.
- The highest continuation rate for Hispanic students was 87.2% (Fall 2010) and for Filipino students was 91.7% (Fall 2011).
- Filipino Students showed a steady increase from 2007 to 2011.

Challenges:

- Hispanic students continuation rates dropped slightly (1.2%) from Fall 2010 to Fall 2011.
- Although Native American and Pacific Islander are not shown in Figure 3, these student populations, in addition to African American and Hispanic students, have lower retention rates (70%, 62.5%, and 87.7%, 86%, respectively) when compared to the total freshmen cohort (88.5%).

**AVERAGE TIME-TO-DEGREE FOR FIRST-TIME-FRESHMEN (FTF)
AND NEW UPPER-DIVISION TRANSFER STUDENTS**

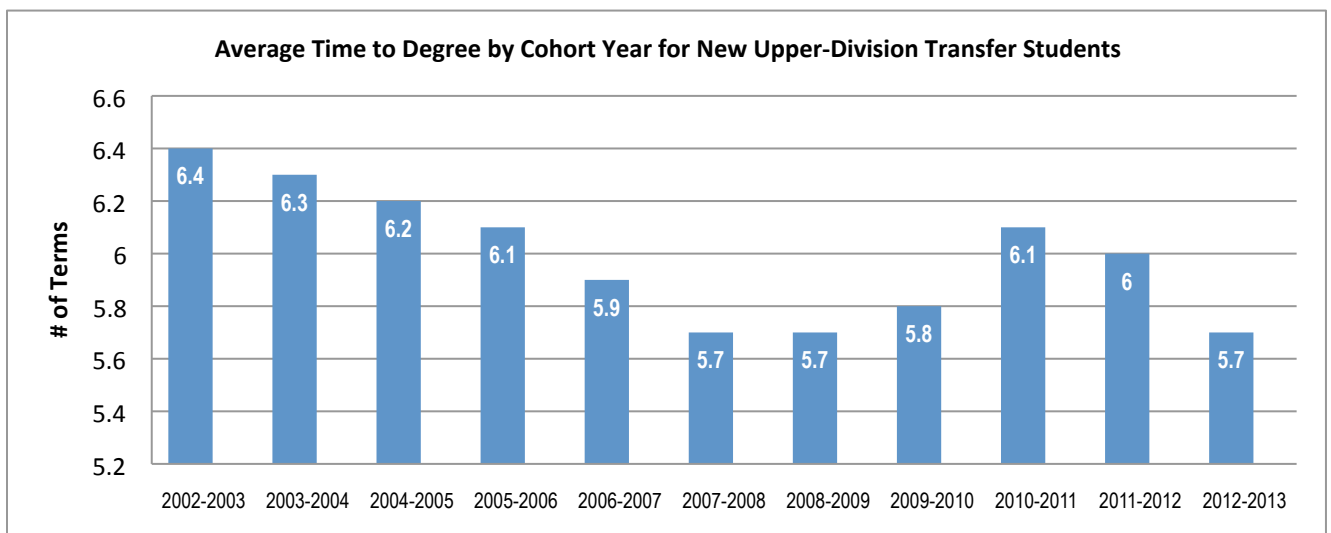
Figure 4. Average Time-to-Degree by Cohort Year for FTF



Highlights: Over the last decade, Fall FTF are completing their degrees in a shorter average length of time. The Fall 12-13 cohort average time to degree was 9.8 terms vs. 10.5 terms for ten years ago.

Challenges: Over the last four years (09-10 through 12-13), we see a slight increasing trend for the average time-to-degree for the entire campus.

Figure 5. Average Time-to-Degree by Cohort Year for New Upper-Division Transfer Students

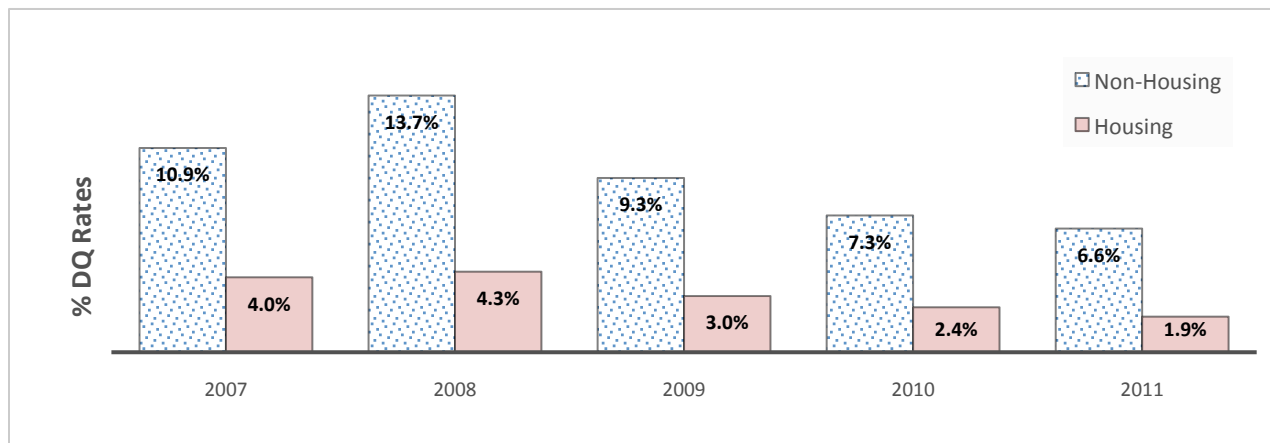


Highlights: The average time-to-degree demonstrated from upper-division transfer students is 5.7 terms.

Challenges: The 2009 through 2012 cohorts show an increase in average time-to-degree, followed by a drop to 5.7 average terms for the Fall 12-13 cohort. The challenge is to maintain this average time to degree for upper-division transfer students at 5.7 terms and lower.

ACHIEVEMENT GAPS IN ACADEMIC PERFORMANCE: DISQUALIFICATION

Figure 6. FTF Disqualification Rates (Based on Full-Time Enrollment)

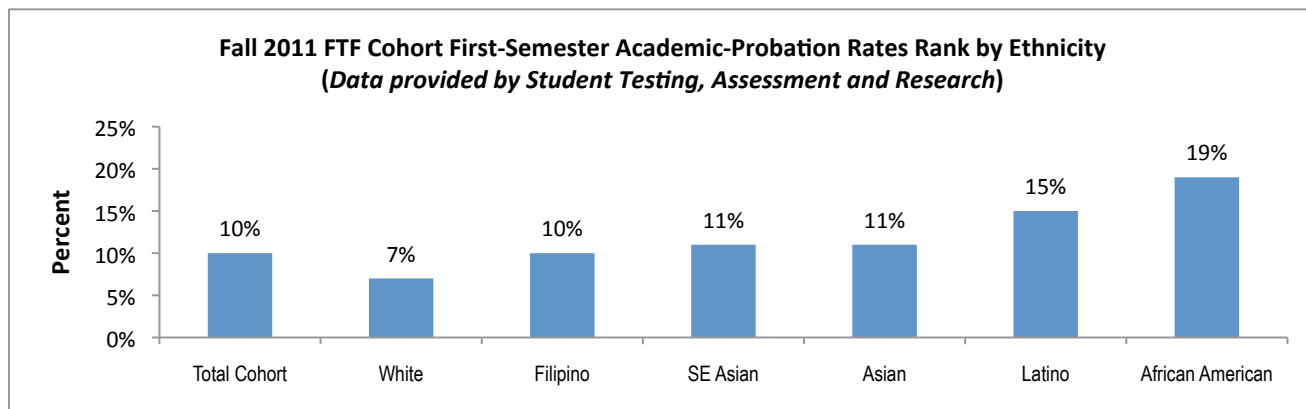


Highlights: Percentages of FTF disqualification rates after the end of their first year have declined for both FTF living on-campus and off-campus.

Challenges: FTF Students living off-campus continue to have markedly higher disqualification rates compared to those students living on-campus.

ACHIEVEMENT GAPS IN ACADEMIC PERFORMANCE: ACADEMIC PROBATION

Figure 7. Fall 2011 FTF Cohort First-Semester Academic-Probation Rates by Ethnicity



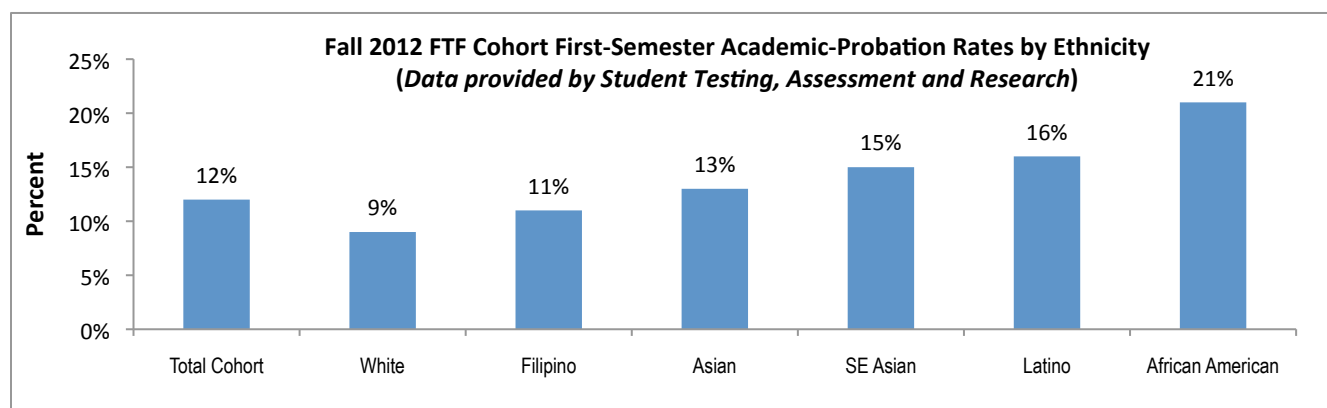
Highlights:

- White student academic probation rates are lower when compared to the total freshmen cohort.

- Filipino academic probation rates are equal to the total cohort for Fall 2011, while SE Asian and Asian academic probation rates are slightly above the total cohort.

Challenges: African American and Latino students had the highest percentage of academic probation rates when compared to the total cohort.

Figure 8. Fall 2012 FTF First-Semester Academic-Probation Rates by Ethnicity



Highlights: White student academic probation rates continue to be lower than the total cohort.

Challenges: All Fall 2012 freshmen cohort in Figure 8 showed an increase in their academic probation rates in comparison to the Fall 2011 in Figure 7.

RECOMMENDATIONS FOR 2013-2014

- Invest in additional staff support to continue data collection and data aggregation on student profiles of specific populations and collaborate with programs to address specific student populations. This integrated and collaborative approach will allow programs to define targeted student populations, identify gaps earlier, design appropriate interventions, or implement or adjust curriculum to retain or engage students early.
- Continue to examine data for courses with high DWF rates in all colleges in order to identify and address causal mechanisms through appropriate interventions (e.g. supplemental instruction, alternative pedagogical approaches, tutoring etc.). The College of Sciences is currently piloting supplemental instruction for Math 141.
- Invest funds for faculty to mentor students via seminar-based courses in each college or targeted departments.

- To maintain or decrease time-to-degree graduation rates for transfer students, allocate resources to develop mentoring programs to foster and promote transfer student success; connect transfer students to faculty or to advanced juniors/senior in their majors who can share the high-impact practices in which they are engaged and from which they are benefiting. EOP offers a summer bridge for EOP transfer students; creating communities to support other transfer student populations will likely increase transfer student success. Develop a centralized website to promote student success and support services for transfer students admitted to SDSU.
- Identify, track and integrate curricular and co-curricular High-Impact Practices (HIP) and ensure participation in one HIP during year one and a subsequent HIP in student's field of interest.
- Explore and implement strategic approaches grounded in Learning Analytics to provide more timely and effective intervention opportunities for instructors, major advisers, and program directors (e.g., piloting of Retention Center for selecting majors with engagement of major and supporting course instructors, academic advisers, and Instructional Technology Services).

CONTINUING ACTIVITIES TO MAINTAIN:

- Continue to provide support to sustain a Writing Center (housed in Love Library) and promote this resource to faculty and the adviser's list-serve.
- Require Bounce Back (GS 255 Bounce Back Retention Seminar) for all students who are placed on academic probation after the first semester.
- Identify and expand programs that have a documented impact on increasing student achievement in bottleneck, gateway, and low-success-rate academic courses.

APPENDIX:
UNDERGRADUATE MAJORS 2013-2014

GPA requirements are subject to change. In addition to the GPA requirement, all majors have other requirements. See the *General Catalog* for details. Admission to the upper division major requires cumulative GPA at indicated level.

Require a 2.0 GPA:

- Africana Studies
- American Indian Studies
- Anthropology
- Asian Studies
- Astronomy
- Chemical Physics
- Chemistry
- Chemistry: BS (App. Arts & Sci.), all emphases
- Chemistry: BA (Lib. Arts & Sci.)
- Chemistry: Single Subject Teaching Credential
- Chicana and Chicano Studies
- Classics
- Comparative International Studies
- Comparative Literature
- Computer Science
- Dance
- Environmental Science
- European Studies
- French
- Geography, all emphases
- Geological Sciences, all emphases
- German
- Gerontology
- Humanities, all emphases
- Interdisciplinary Studies in Three Departments
- International Security and Conflict Resolution
- Japanese
- Latin American Studies
- Lesbian, Gay, Bisexual and Transgender Studies
- Linguistics
- Mathematics, all emphases
- Modern Jewish Studies
- Music
- Philosophy
- Physical Science
- Physics, all majors
- Recreation Administration, all emphases
- Religious Studies
- Russian
- Russian and Central European Studies
- Social Science
- Social Science: Emphasis in Islamic and Arabic Studies
- Speech, Language, and Hearing Sciences
- Statistics, all emphases
- Sustainability
- Urban Studies
- Women's Studies

Require a 2.1 GPA:

- Aerospace Engineering
- Civil Engineering
- Computer Engineering
- Construction Engineering
- Electrical Engineering
- Environmental Engineering
- Mechanical Engineering

Require a 2.4 GPA:

- Child Development
- Economics, all emphases
- English
- English: Single Subject Teaching Credential
- History
- Political Science
- Psychology
- Public Administration
- Public Administration: Emphasis in City Planning
- Theater Arts, all emphases

Require a 2.5 GPA:

- Art, all emphases except Graphic Design & Multimedia
- Art: Single Subject Teaching Credential
- Social Science: Single Subject Teaching Credential
- Social Work
- Sociology
- Spanish
- Spanish: Single Subject Teaching Credential

Require a 2.7 GPA:

- Biology: BA (Lib. Arts & Sci.)
- Biology: BS (App. Arts & Sci.), all emphases
- Biology: Single Subject Teaching Credential
- Microbiology: BA (Lib. Arts & Sci.)
- Microbiology: BS (App. Arts & Sci.), all emphases

Require a 2.7 GPA:

- Foods and Nutrition
- Liberal Studies

Require a 2.75 GPA:

- Art: Emphasis in Multimedia
- Communication: BA (Lib. Arts & Sci.)
- Communication: BA (App. Arts & Sci.)
- Health Communication
- Health Science: Emphasis in Public Health

Requires a 2.8 GPA:

- Criminal Justice
- Kinesiology, Athletic Training

Require a **2.9** GPA:

- Business Administration:
 - Accounting
 - Finance
 - Financial Services
 - Information Systems
 - Management
 - Marketing
 - Real Estate
- International Business

Require a **3.0** GPA:

- Art: Emphasis in Graphic Design
- Hospitality and Tourism Management, all emphases
- Journalism and Media Studies, all emphases
- Nursing
- Social Work: Specialization in Community Corrections Case Management
- Television, Film and New Media, all emphases

To: SEC
From: Steven L. Barbone, Chair
Undergraduate Curriculum Committee
Date: October 9, 2013
Re: 2014-2015 General Catalog

INFORMATION (3I-11-13)

ART

1. Change in prerequisite.

Art

ART 231. Jewelry and Metals IA (3)

Six hours.

Prerequisite: Art 103.

Design and construction of jewelry and small objects in non-ferrous metals. Basic fabrication, forming, and surface embellishment techniques for metal. Not open to students with credit in Art 331.

Change: Art 220 to Art 103 as a prerequisite.

2. Change in prerequisite.

Art

ART 240. Fundamentals of Digital Media (3)

Six hours.

Prerequisite: Grade of C (2.0) or better in Art 101.

Principles of digital media used in visual communication.

Change: Art 100 and 101 to just Art 101 as a prerequisite.

3. Change in prerequisites.

Art

ART 241. Graphic Design I (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in Art 100, 101, 103, 104, 258, 259. Computer proficiency required with working knowledge of vector graphics software consistent with current industry standards. **Proof of completion of prerequisites required:** Copy of transcript.

Principles of two-dimensional design applied to graphic form, including form/counter form, contrast, progression, and sequence.

Change: Concurrent registration in Art 339A is removed from prerequisite.

4. Change in prerequisites.

Art

ART 242. Typography I (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in Art 100, 101, 103, 104, 258, 259. Computer proficiency required with working knowledge of vector graphics and page layout software consistent with current industry standards. **Proof of completion of prerequisites required:** Copy of transcript.

Fundamentals of typography including history, theory, and practice with emphasis on study of letterforms and type design; principles of two-dimensional design and hierarchy applied to basic typographic layout.

Change: Concurrent registration in Art 339A for graphic design majors and concurrent registration in Art 240 for multimedia majors are removed as prerequisites.

5. Change in course title.

Art

DIGITAL PRESENTATION

ART 248. Digital Presentation (3)

Six hours.

Prerequisites: Art 103, 104, 148. **Proof of completion of prerequisites required:** Copy of transcript.

Methods, materials, and tools of the professional environmental designer stressing art principles.

Change: *Visual Presentation II* to *Digital Presentation*. Change of title better reflects current course practice.

6. Change in prerequisite and course title.

Art

ENV PRESENTATION

ART 249. Environmental Presentation (3)

Six hours.

Prerequisite: Art 148. **Proof of completion of prerequisite required:** Copy of transcript.

Methods, materials, and tools of the professional environmental designer stressing art principles.

Change: Art 248 to Art 148 as a prerequisite. *Visual Presentation III* to *Environmental Presentation*. Change of title better reflects current course practice.

7. Change in prerequisites.

Art

ART 331. Jewelry and Metals IB (3)

Six hours.

Prerequisites: Art 103. Recommended: Art 220.

Creative design and construction in metal of jewelry and small objects. Techniques in three-dimensional forming and constructions in nonferrous metals. Not open to students with credit in Art 231.

Change: Art 104 is removed as a prerequisite.

8. Change in course description and title.

Art

DIGITAL PHOTOGRAPHY I

ART 340. Digital Photography I (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in Art 100, 101, 103, 104. Art 241 and 339A required for graphic design majors. **Proof of completion of prerequisites required:** Copy of transcript.

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

Change: *Photographic Imagery* to *Digital Photography I*. Change in description and title updates and better reflects current digital content.

9. Change in prerequisites.

Art

ART 341. Graphic Design II (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in Art 241, 242, 345. Computer proficiency required with working knowledge of vector graphics and page layout software consistent with current industry standards. **Proof of completion of prerequisites required:** Copy of transcript.

Graphic form with emphasis on visual translation techniques, visual metaphor, signs and symbols.

Change: Art 339A and 399B are removed as prerequisites.

10. Change in prerequisite.

Art

ART 342A. Typography II (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in Art 241, 242, 345. Computer proficiency required with working knowledge of vector graphics and page layout software consistent with current industry standards. **Proof of completion of prerequisites required:** Copy of transcript.

Typographic layout and page systems including theories of visual organization, proportion, and grids with emphasis on expression and communication.

Change: Art 339A is removed as a prerequisite.

11. Change in course description and title.

Art

ILLUSTRATION I

ART 343. Illustration I (3)

Six hours.

Prerequisite: Grade of C (2.0) or better in Art 203 or 204. **Proof of completion of prerequisite required:** Copy of transcript.

Visual notation, sketching, representational drawing, and visual translation related to art and design.

Change: *Drawing and Illustration for Graphic Design I* to *Illustration I*. Change in description and title better reflects course content

12. Change in course description.

Art

ART 344. Design for the Internet I (3)

Six hours.

Prerequisite: Grade of C (2.0) or better in Art 240 or 340.

Creative and practical applications of interactive visual communication for presentation on the Internet. (Formerly numbered Art 344A.)

Change: More concise course description.

13. Change in course description.

ART 416. Sculpture II (3)

Six hours.

Prerequisite: Art 216.

Intermediate level investigations into sculptural ideas, processes, and materials. Maximum credit six units.

Change: Updated and more concise course description.

14. Change in course description and title.

Art

DIGITAL PHOTOGRAPHY II

ART 440. Digital Photography II (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in Art 340, or 240 and 407.

Visual and creative expression using digital photographic media with emphasis on refining technical and conceptual visual communication skills. Maximum credit six units.

Change: *Intermediate Photographic Imagery* to *Digital Photography II*. Updated and more concise course description.

15. Change in prerequisites.

Art

ART 441. Graphic Design III (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in Art 341, 342A, 345. Computer proficiency required with working knowledge of vector graphics, page layout, digital image editing, web design, and motion graphics software consistent with current industry standards. **Proof of completion of prerequisites required:** Copy of transcript.

Analysis and translation of complex information into visual communication systems.

Change: Art 339A, 339B, 339C, and 340 are removed as prerequisites.

16. Change in prerequisites.

Art

ART 442. Typography III (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in Art 341, 342A, 345. Computer proficiency required with working knowledge of vector graphics, page layout, digital image editing, web design, and motion graphics software consistent with current industry standards. **Proof of completion of prerequisites required:** Copy of transcript.

Typographic problem solving including more complex text materials and type with image. Maximum credit six units with consent of instructor.

Change: Art 339A, 339B, 339C and 340 are removed as prerequisites.

17. Change in course description and title.

Art

ILLUSTRATION II

ART 443. Illustration II (3)

Six hours.

Prerequisite: Grade of C (2.0) or better in Art 343. **Proof of completion of prerequisite required:** Copy of transcript.

Drawing and illustration methods, materials, tools, and processes as they relate to art and design.

Change: *Drawing and Illustration for Graphic Design II* to *Illustration II*. Change in description and title better reflects course content.

18. Change in course description.

ART 444. Design for the Internet II (3)

Six hours.

Prerequisite: Grade of C (2.0) or better in Art 344.

Intermediate design and development for World Wide Web. Topics include Web standards, CSS, advanced scripting, and experimental applications. Maximum credit six units. (Formerly numbered Art 344B.)

Change: Updated and more concise course description.

19. Change in course description, prerequisite, and title.

Art

PROF PRAC ART & DESIGN

ART 445A. Professional Practice in Art and Design (1) Cr/NC

Two hours.

Prerequisite: Any 300-level art class.

Evolving role of the artist and designer in contemporary art and design practice, standards of professional conduct, and business practices.

Change: *Professional Practice in Graphic Design* to *Professional Practice in Art and Design*. Updated and more concise course description. Replacement of “Grade of C or

better in Art 340, 341, 342A, and consent of instructor” with any 300-level art class for the prerequisite.

20. Change in prerequisites.

Art

ART 445B. Graphic Design Internship (3) Cr/NC

Prerequisites: Grade of C (2.0) or better in two of the following: Art 441, 442, 450, 454, or 541, and portfolio review. Computer proficiency required with working knowledge of vector graphics, page layout, digital image editing, web design, and motion graphics software consistent with current industry standards. **Proof of completion of prerequisites required:** Copy of transcript.

Field experience with practicing professionals. Maximum credit six units with consent of instructor.

Change: Art 339A, 339B, and 339C are removed as prerequisites.

21. Change in prerequisites.

Art

ART 445C. Senior Portfolio/Exhibition (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in two of the following: Art 441, 442, 450, 454, or 541 for graphic design majors. Grade of C (2.0) or better in two of the following: Art 444, 448, 540, or 544 for multimedia majors; and portfolio review. Computer proficiency required with working knowledge of vector graphics, page layout, digital image editing, web design, and motion graphics software consistent with current industry standards. **Proof of completion of prerequisites required:** Copy of transcript.

Planning, strategy, and development of a comprehensive body of design work to be professionally presented in a portfolio and/or exhibition format. Maximum credit six units with consent of instructor.

Change: Art 339A, 339B, and 339C are removed as prerequisites for graphic design majors.

22. Change in course description.

Art

ART 448. Sequential Media (3)

Six hours.

Prerequisite: Grade of C (2.0) or better in Art 340, 341, 344, or 348.

Study and presentation of sequential imagery related to digital video production and motion graphics. Maximum credit six units.

Change: Addition of “related to digital video production” to description.

23. Change in prerequisites.

Art

ART 450. Packaging Design (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in Art 341, 342A, 345. Computer proficiency required with working knowledge of vector graphics, page layout, digital image editing, web design, and motion graphics software consistent with current industry standards. **Proof of completion of prerequisites required:** Copy of transcript.

Principles and theories of design: branding, typography, illustration, and photography applied to three-dimensional form within a specified social and cultural context with emphasis on strategy and concept; structure, functionality and materials; and modular systems.

Change: Art 339A, 339B, 339C, and 340 are removed as prerequisites.

24. Change in course title.

Art

DESIGN PRACTICUM

ART 452. Design Practicum (3) Cr/NC

Nine hours of laboratory.

Prerequisite: Art 453. **Proof of completion of prerequisite required:** Copy of transcript.

Field experience with local professional interior designers in client relationships, business procedures, supervision of subcontracted work and installation, and execution of contracts. Maximum credit six units.

Change: *Interior Design Practicum* to *Design Practicum* to reflect current practice.

25. Change in prerequisites.

Art

ART 454. Environmental Graphic Design (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in Art 341, 342A, 345. Computer proficiency required with working knowledge of vector graphics, page layout, digital image editing, web design, and motion graphics software consistent with current industry standards. **Proof of completion of prerequisites required:** Copy of transcript.

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

Change: Art 339A, 339B, 339C, and 340 are removed as prerequisites.

26. Change in program.

Art Major

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

Emphasis in Graphic Design

(Major Code: 10091) (SIMS Code: 660557)

Impacted Program. *(no change)*

Preparation for the Major. Art 100, 101, 103, 104, 241, 242, 258, 259 and six units of lower division art electives (Art 240 recommended). Art 100, 101, 103, 104, 258, and 259 must be completed with a grade of C or higher and cannot be taken for credit/no credit (Cr/NC). (30 units)

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 33 upper division units in art to include Art 341, 342A, 345; six units selected from Art 441, 442, 450 and 454; six units selected from Art 445B, 445C, 541, 542, and 545; six units of upper division art electives; six units of art history (Art 371, 557 through 578, and 593); Art 577 recommended.

Change: Makes requirements equitable for this emphasis.

27. Change in program.

Art Major

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

Emphasis in Interior Design

(Major Code: 02031) (SIMS Code: 660565)

Impacted Program. *(no change)*

Preparation for the Major. Art 100, 101, 103, 104, 148, 249, 250, 251, 258, 259; and three units of lower division art electives. Art 100, 101, 103, 104, 258, and 259 must be completed with a grade of C or higher and cannot be taken for credit/no credit (Cr /NC). (33 units)

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 30 upper division units in art to include Art 347, 352, 451, 453, 552, 553; six units of upper division art electives; and six units of art history (Art 371, 557 through 578, and 593; Art 577 recommended).

Change: Makes requirements equitable for this emphasis.

28. Change in program.

Art Major

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

Emphasis in Painting and Printmaking

(Major Code: 10021) (SIMS Code: 660573)

Impacted Program. *(no change)*

Preparation for the Major. Art 100, 101, 103, 104, 204, 240, 258, 259; three units selected from Art 102, 203, 210, 216; three lower division art electives. Art 100, 101, 103, 104, 258, and 259 must be completed with a grade of C or higher and cannot be taken for credit/no credit (Cr /NC). (30 units)

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 33 upper division units in art to include six units of art history (Art 371, 557 through 578, and 593); six units selected from Art 340, 346, 403, 404, 406, 407, 410; three units selected from Art 500, 503, 504, 511; twelve units selected from Art 344, 407, 408, 410, 411, 416, 443, 446, 506; six units of upper division art electives.

Change: Makes requirements equitable for this emphasis.

29. Change in program.

Art Major

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

Emphasis in Sculpture

(Major Code: 10021) (SIMS Code: 660581)

Impacted Program. *(no change)*

Preparation for the Major. Art 100, 101, 103, 104, 216, 220, 258, 259; and six units of lower division art electives. Art 100, 101, 103, 104, 258, and 259 must be completed with a grade of C or higher and cannot be taken for credit/no credit (Cr/NC). (30 units)

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 33 upper division units to include Art 416 (six units), 516, 517; three units selected from Art 331, 431, 432; three units selected from Art 323 or 524; three units selected from Art 325, 326, 346, 524; six units of upper division art electives; six units of art history (Art 371, 557 through 578, and 593).

Change: Makes requirements equitable for this emphasis.

30. Change in program.

Art Major

In Partial Preparation for the Single Subject Teaching Credential with the B.A. Degree in Applied Arts and Sciences

(Major Code: 10021) (SIMS Code: 660505)

Paragraphs 1-2 *(no change)*

Impacted Program. *(no change)*

Preparation for the Major. Art 100, 101, 103, 104, 204, 220, 240, 258, 259; three units of lower division art electives; Psychology 101; and either Child and Family Development 270 or Psychology 230. Art 100, 101, 103, 104, 258, and 259 must be completed with a grade of C or higher and cannot be taken for credit/no credit (Cr /NC). (36 units)

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 32 upper division units to include Art 385, 386A, 386B, 387, 340 or 407, 559; three units of non-western art history selected from Art 561, 562, 564, 565; six units of art electives; and one course selected from each sequence below:

Sequence 1 – Design Arts: Art 343, 344, 440, 443, 444, 448, 540, 544.

Sequence 2 – 2D Arts: Art 346, 403, 404, 406, 407, 410, 411.

Sequence 3 – 3D Arts: Art 323, 325, 326, 331, 416, 423, 425, 431, 432, 435, 436, 516, 524, 531, 532.

Change: Makes requirements equitable for this emphasis and to comply with College of Education Teacher Education admission requirements.

EXERCISE AND NUTRITIONAL SCIENCES

1. New course.

Exercise and Nutritional Sciences

PATHOPHYS & EXERC PROG I (C-3)

ENS 332. Pathophysiology and Exercise Programming of Disease Populations I (3)

Prerequisites: Exercise and Nutritional Sciences 304, Gerontology 101, and concurrent registration in Exercise and Nutritional Sciences 333.

Pathophysiology of musculoskeletal, neuromuscular, and cognitive/psychosocial disorders. Develop exercise programs through recommended guidelines.

2. New course.

Exercise and Nutritional Sciences

PATHOPHYS & EXERC PROG II (C-3)

ENS 333. Pathophysiology and Exercise Programming of Disease Populations II (2)

Prerequisites: Exercise and Nutritional Sciences 304, Gerontology 101, and concurrent registration in Exercise and Nutritional Sciences 332.

Pathophysiology of pulmonary, cancer, and immune-related disorders. Develop exercise programs through recommended guidelines.

3. New course.

Exercise and Nutritional Sciences

PSYCHOSOC ASPECTS DIS/INJ (C-3)

ENS 438. Psychosocial Aspects of Disease and Injury Rehabilitation (3)

Prerequisites: Exercise and Nutritional Sciences 368 and 388A.

Psychosocial factors related to disease and injury and effects on treatment and rehabilitation processes. Theoretical mechanisms through which psychosocial factors are affected by and influence disease, injury, and treatment and rehabilitation outcomes.

4. New course.

Exercise and Nutritional Sciences

INSTRUCT LDRSHIP CLINICAL (C-1)

ENS 439. Instructional Leadership in Clinical Settings (2)

Prerequisite: Concurrent registration in Exercise and Nutritional Sciences 440.

Androgogical and pedagogical theories, concepts, and techniques for enhancing instructional effectiveness and learning in exercise, physical activity, and rehabilitation settings.

5. Addition of prerequisite.

Exercise and Nutritional Sciences

ENS 440. Fitness Practitioner Internship (3)

Six hours of activity.

Prerequisites: Credit or concurrent registration in Exercise and Nutritional Sciences 432, 432L, 433. Concurrent registration in Exercise and Nutritional Sciences 439.

Supervised practical experience in developing and applying exercise programs and/or physical activity for apparently healthy persons and persons with clinical conditions in community, corporate, commercial, or medically supervised exercise settings.

Change: Addition of Exercise and Nutritional Sciences 439 to this list of prerequisites.

6. Change in program.

Kinesiology Major

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

(Major Code: 08351)

Emphasis in Fitness Specialist

(SIMS Code: 556524)

Preparation for the Major. Exercise and Nutritional Sciences 200, 265; Biology 100, 100L, 212; Chemistry 100; Gerontology 101; Nutrition 201; Psychology 101; Sociology 101; and one of the following: Biology 215, Economics 201, Psychology 280, Sociology 201, Statistics 119. (32 units)

Graduation Writing Assessment Requirement. *(no change)*

International Experience. *(no change)*

Major. A minimum of 49 upper-division units to include Exercise and Nutritional Sciences 303, 304, 304L, 305, 306, 307, 332, 333, 388A (one unit) or 388B (one unit), 401B, 432, 432L, 433, 434, 438, 439, 440; Biology 336; Communication 321; Gerontology 350. Biology 336 will also satisfy three units of the graduation requirement

in IV.A. Recommended: Students should take Health and Human Services 350 to satisfy the General Education requirement IV.B.

Change: New curriculum is more progressive and better addresses fitness promotion. Streamlines curriculum.

7. Change in program.

Kinesiology Major

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

(Major Code: 08351)

Emphasis in Prephysical Therapy

(SIMS Code: 556511)

Paragraph 1. *(no change)*

Preparation for the Major. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

International Experience. *(no change)*

Major. A minimum of 39 units to include Exercise and Nutritional Sciences 303, 304, 304L, 305, 306, 307, 332, 333, 388A (one unit) or 388B (one unit), 434, 438; Biology 336, 436; Communication 321; Psychology 350. Biology 336 will also satisfy three units of the graduation requirement in IV.A. Recommended: Students should take Health and Human Services 350 to satisfy the General Education requirement IV.B. Student should take Exercise and Nutritional Sciences 466 to learn more about clinical pathology of general medical conditions.

Change: New curriculum is more progressive and better addresses fitness promotion. Streamlines curriculum.

GEOGRAPHY

1. Change in program.

Foundations of Geography

This program provides students with an overview of the diverse fields of geography and exposes them to its breadth of methods. It is primarily designed for students transferring from a California Community College with an Associate Degree in Geography (AA-T) under the Transfer Model Curricula (TMC), which allows them to graduate with no more than 60 additional units. It is open to all students.

Integrative Geography

This is a comprehensive program in geography, which integrates topics from all of the emphases and requires students to minor in a related discipline. Students in this emphasis will learn about the various fields of geography, including human and physical geography, and its diversity of methods, such as mapping, spatial statistics, modeling,

and qualitative data analysis. It allows students to specialize in a given area of interest through electives and to make connections with other disciplines with a minor.

Environment and Society

This emphasis is concerned with human-environmental interactions, including the impacts of human activity on the earth and the consequences of environmental change on social life. Students will learn concepts and tools that help them understand and address contemporary environmental issues such as loss of biodiversity, pollution and natural resource degradation, water shortages, food and energy crises, resource conflicts, climate change, devegetation and many other compelling challenges facing society today and in the future. Through their coursework, they will investigate the cultural practices, social structures, and political-economic forces that shape the relationships between society and nature.

Human Geography and Global Studies

This emphasis deals with the spatial aspects of human existence: how people and their activities are distributed in space, how they use and perceive space, and how they create and sustain the places that make up the earth's surface. It focuses on the connections between global and local scales and teaches students how to think geographically about global issues such as poverty, migration, environment and development, and changing technology. Human geography includes urban geography, political geography, demography, economic geography, political ecology, social and cultural geography, feminist geography and many other emerging fields, such as children's geographies. It encompasses a variety of theoretical approaches and methods.

Methods of Geographic Analysis

This emphasis focuses on the various methods used by geographers to represent and analyze geographic information about the natural and social world. These methods include cartography, geographic information systems, remote sensing, spatial statistics and qualitative analysis. Students in this emphasis will learn how to apply skills and use contemporary technologies to solve problems and conduct research. Students interested in the development of new geographic methods may consider instead the Bachelor of Science in Geographic Information Science, which requires additional courses in computer science.

Environmental and Physical Geography

This emphasis focuses on scientific explanations of the earth's physical features and processes and the human impacts on them. Students engage in classroom, laboratory and field activities in geomorphology, hydrology, watershed analysis, biogeography, climatology and landscape ecology. Students in this emphasis will incorporate fundamental training in the physical and biological sciences with methodological techniques in spatial analysis, including the use of satellite imagery and geographic

information systems, to study processes and resulting features of earth's physical environment.

Geographic Information Science

This emphasis addresses the theory and practice of information science from a distinctly geographic perspective, with a focus on principles, methods, and technology. Students become familiar with how to generate, manage and evaluate information about processes, relationships, and patterns in various application domains. This program is for students interested in analytical approaches to mapping, visualization and problem solving using contemporary methods of GIScience, remote sensing, computer science, and statistics.

Minor in Geography

The minor is designed to build on the interdisciplinary nature of geography and allow students to incorporate a geographic approach to their discipline of interest. The geography minor is an attractive option to students who major in anthropology, biology, computer sciences, economics, engineering, environmental sciences, environmental studies, political science, sociology, and sustainability.

Geographic Information Science Certificate

The certificate program is for current students or graduates interested in gaining knowledge and skills in creating, processing, and analyzing geoinformation with methods and techniques of geographic information systems, remote sensing, and software engineering.

Advising

(no change)

Impacted Program

(no change)

Major Academic Plans (MAPs)

(no change)

Geography Major

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

(Major Code: 22061)

All candidates for a degree in applied Arts and letters must complete the graduation requirements listed in the section of this catalog on "Graduation Requirements."

Graduation with Distinction. *(no change)*

Emphasis in Foundations of Geography Program

(SIMS Code: 112911)

Preparation for the Major. Geography 101, 101L, 102 or 106, 104. (10 units)

Graduation Writing Assessment Requirement. Passing the Writing Placement Assessment with a score of 10, or English 508W, 581W, 584W, or Rhetoric and Writing Studies 305W, 500W, 503W with a grade of C (2.0) or better. See "Graduation Requirements" section for a complete listing of requirements.

Major. A minimum of 32 upper division units in geography to include:

- (1) Geography 395 to be taken in the student's first fall semester as a geography major (one unit) and Geography 495 to be taken during the spring semester of the calendar year in which the student expects to graduate (one unit);
- (2) Fifteen units of core courses, with at least three units from each of the following groups: (a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 353, 354, 454, 554, 556, 558, 573; (c) Environmental and Physical Geography: Geography 303, 340, 370, 375, 401, 409, 454, 483, 506, 507, 509, 511, 512, 570, 572-575; (d) Methods: Geography 380, 381, 385, 426, 484, 581, 583-586, 589-592L;
- (3) Fifteen units from any courses from Geography 300 to 599 (if not taken above). Field and research experience (Geography 426, 590) and internships (Geography 599) are encouraged. International units can be used to meet this requirement when appropriate and preapproved by the undergraduate adviser.

Geography Major

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

(Major Code: 22061)

All candidates for a degree in liberal Arts and sciences must complete the graduation requirements listed in the section of this catalog on "Graduation Requirements." No more than 48 units in geography courses can apply to the degree.

Graduation with Distinction. *(no change)*

Emphasis in Integrative Geography Program

(SIMS Code: 112915)

A minor in another department approved by the undergraduate adviser in Geography is required for this degree.

Preparation for the Major. Geography 101, 101L, 102 or 106, 104, 170 (13 units).

Language Requirement. Competency (successfully completing the third college semester or fifth college quarter) is required in one foreign language to fulfill the graduation requirement. Refer to section of catalog on "Graduation Requirements."

Graduation Writing Assessment Requirement. Passing the Writing Placement Assessment with a score of 10, or English 508W, 581W, 584W, or Rhetoric and Writing Studies 305W, 500W, 503W with a grade of C (2.0) or better. See "Graduation Requirements" section for a complete listing of requirements.

International Experience. Students are encouraged to pursue an international experience to increase their awareness of cross-cultural and global issues, which are critical to their development as professional geographers and citizens in a complex and rapidly changing world. A variety of options, including short term and semester formats are available to meet the needs of different students, including those with family and

work responsibilities. These options should be discussed with and preapproved by the undergraduate adviser.

Major. A minimum of 26 upper division units in geography to include:

(1) Geography 395 to be taken in the student's first fall semester as a geography major (one unit) and Geography 495 to be taken during the spring semester of the calendar year in which the student expects to graduate (one unit);

(2) Fifteen units of core courses, with at least three units from each of the following groups: (a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 353, 354, 454, 554, 556, 558, 573; (c) Environmental and Physical Geography: Geography 303, 340, 370, 375, 401, 409, 454, 483, 506, 507, 509, 511, 512, 570, 572-575; (d) Methods: Geography 380, 381, 385, 426, 484, 581, 583-586, 589-592L;

(3) Nine units from any courses from Geography 300 to 599 (if not taken above). Field and research experience (Geography 426, 590) and internships (Geography 599) are encouraged. International units can be used to meet this requirement when appropriate and preapproved by the undergraduate adviser.

Emphasis in Environment and Society (SIMS Code: 112916)

Students selecting this emphasis are not required to complete a minor in another department.

Preparation for the Major. Geography 101, 101L, 102 or 106, 104, 170; Biology 100 and 100L; Political Science 102; Statistics 250 or comparable statistics course (23 units).

Language Requirement. Competency (successfully completing the third college semester or fifth college quarter) is required in one foreign language to fulfill the graduation requirement. Refer to section of catalog on "Graduation Requirements."

Graduation Writing Assessment Requirement. Passing the Writing Placement Assessment with a score of 10, or English 508W, 581W, 584W, or Rhetoric and Writing Studies 305W, 500W, 503W with a grade of C (2.0) or better. See "Graduation Requirements" section for a complete listing of requirements.

Major. A minimum of 35 upper division units in geography to include:

(1) Geography 395 to be taken in the student's first fall semester as a geography major (one unit) and Geography 495 to be taken during the spring semester of the calendar year in which the student expects to graduate (one unit);

(2) Fifteen units of core courses, with at least three units from each of the following groups: (a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 353, 354, 454, 554, 556, 558, 573; (c) Environmental and Physical Geography: Geography 303, 340, 370, 37S, 401, 409, 484, 483, 506, 507, 509, 511, 512, 570, 572-575; (d) Methods: Geography 380, 381, 385, 426, 484, 581, 583-586, 589-592L;

(3) Fifteen units of core courses listed above in group (c), if not already taken.

(4) Three units from core courses listed above in groups (a), (b) or (d), if not already taken. Field and research experience (Geography 426, 590) and internships (Geography 599) are encouraged. International units can be used to meet this requirement when appropriate and preapproved by the undergraduate adviser.

Emphasis in Human Geography and Global Studies (SIMS Code: 112917)

Students selecting this emphasis are not required to complete a minor in another department.

Preparation for the Major. Geography 101, 101L, 102 or 106, 104, 170; Statistics 250 or comparable statistics course (16 units).

Language Requirement. Competency (successfully completing the third college semester or fifth college quarter) is required in one foreign language to fulfill the graduation requirement. Refer to section of catalog on "Graduation Requirements."

Graduation Writing Assessment Requirement. Passing the Writing Placement Assessment with a score of 10, or English 508W, 581W, 584W, or Rhetoric and Writing Studies 305W, 500W, 503W with a grade of C (2.0) or better. See "Graduation Requirements" section for a complete listing of requirements.

International Experience. Students in this emphasis are strongly encouraged to pursue an international experience to increase student awareness of cross-cultural and global issues, which are critical to their development as professional geographers and citizens in a complex and rapidly changing world. A variety of options, including short term and semester formats are available to meet the needs of different students, including those with family and work responsibilities. These options should be discussed with and preapproved by the undergraduate adviser.

Major. A minimum of 38 upper division units in geography to include:

- (1) Geography 395 to be taken in the student's first fall semester as a geography major (one unit) and Geography 495 to be taken during the spring semester of the calendar year in which the student expects to graduate (one unit);
- (2) Fifteen units of core courses, with at least three units from each of the following groups: (a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 353, 3S4, 454, 554, 556, 558, 573; (c) Environmental and Physical Geography: Geography 303, 340, 370, 375, 401, 409, 454, 483, 506, 507, 509, 511, 512, 570, 572-575; (d) Methods: Geography 380, 381, 385, 426, 484, 581, 583-586, 589-592L;
- (3) Fifteen units of core courses listed above in group (b), if not already taken.
- (4) Six units from core courses listed above in groups (a), (c), or (d), if not already taken. Field and research experience (Geography 426, 590) and internships (Geography 599) are encouraged. It is recommended that students seek units from international experience to meet this requirement when appropriate and preapproved by the undergraduate adviser.

Emphasis in Methods of Geographical Analysis (SIMS Code: 112954)

Students selecting this emphasis are not required to complete a minor in another department.

Preparation for the Major. Geography 101, 101L, 102 or 106, 104; Computer Science 107; Statistics 250 or comparable statistics course. (16 units)

Language Requirement. Competency (successfully completing the third college semester or fifth college quarter) is required in one foreign language to fulfill the graduation requirement. Refer to section of catalog on "Graduation Requirements."

Graduation Writing Assessment Requirement. Passing the Writing Placement Assessment with a score of 10, or English 508W, 581W, 584W, or Rhetoric and Writing Studies 305W, 500W, 503W with a grade of C (2.0) or better. See "Graduation Requirements" section for a complete listing of requirements.

Major. A minimum of 41 upper division units in geography to include:

- (1) Geography 395 to be taken in the student's first fall semester as a geography major (one unit) and Geography 495 to be taken during the spring semester of the calendar year in which the student expects to graduate (one unit);
- (2) Fifteen units of core courses, with at least three units from each of the following groups: (a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 353, 354, 454, 554, 556, 558, 573; (c) Environmental and Physical Geography: Geography 303, 340, 370, 375, 401, 409, 454, 483, 506, 507, 509, 511, 512, 570, 572-575; (d) Methods: Geography 380, 381, 385, 426, 484, 581, 583-586, 589-592L;
- (3) Eighteen units of core courses listed above in group (d), if not already taken.
- (4) Six units from core courses listed above in groups (a), (b), or (c), if not already taken. Field and research experience (Geography 426, 590) and internships (Geography 599) are encouraged. International units can be used to meet this requirement when appropriate and preapproved by the undergraduate adviser.

Geography Major

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

(Major Code: 22061)

Emphasis in Environmental and Physical Geography

(SIMS Code: 112989)

Students selecting this emphasis are not required to complete a minor in another department.

Preparation for the Major. Geography 101, 101L, 102 or 106, 104, 170; Mathematics 124 or 150; Biology 100, 100L; Chemistry 200; Physics 180A, 182A; Statistics 250 or comparable statistics course (33 units).

Graduation Writing Assessment Requirement. Passing the Writing Placement Assessment with a score of 10, or English 508W, 581W, 584W, or Rhetoric and Writing Studies 305W, 500W, 503W with a grade of C (2.0) or better. See "Graduation Requirements" section for a complete listing of requirements.

Major. A minimum of 38 upper division units in geography to include:

- (1) Geography 395 to be taken in the student's first fall semester as a geography major (one unit) and Geography 495 to be taken during the spring semester of the calendar year in which the student expects to graduate (one unit);
- (2) Fifteen units of core courses, with at least three units from each of the following groups: (a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 353, 354, 454, 554, 556, 558, 573; (c) Environmental and Physical Geography: Geography 303, 340, 370, 375, 401, 409, 454, 483, 506, 507, 509, 511, 512, 570, 572-575; (d) Methods: Geography 380, 381, 385, 426, 484, 581, 583-586, 589-592L;
- (3) Fifteen units of core courses listed above in group (c), if not already taken.
- (4) Six units from core courses listed above in groups (a), (b), or (d), if not already taken. Field and research experience (Geography 426, 590) and internships (Geography 599) are encouraged. International units can be used to meet this requirement when appropriate and preapproved by the adviser.

**Emphasis is in Geographic Information Science
(SIMS Code: 112990)**

Students selecting this emphasis are not required to complete a minor in another department.

Preparation for the Major. Geography 101, 101L, 102 or 106, 104; Biology 100, 100L; Chemistry 200; Computer Science 107, 108; Mathematics 124 or 150; Physics 180A, 182A; Statistics 250 or comparable statistics course. (36 units)

Graduation Writing Assessment Requirement. Passing the Writing Placement Assessment with a score of 10, or English 508W, 581W, 584W, or Rhetoric and Writing Studies 305W, 500W, 503W with a grade of C (2.0) or better. See "Graduation Requirements" section for a complete listing of requirements.

Major. A minimum of 38 upper division units in geography to include:

- (1) Geography 395 to be taken in the student's first fall semester as a geography major (one unit) and Geography 495 to be taken during the spring semester of the calendar year in which the student expects to graduate (one unit);
- (2) Fifteen units of core courses, with at least three units from each of the following groups: (a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 353, 354, 454, 554, 556, 558, 573; (c) Environmental and Physical Geography: Geography 303, 340, 370, 375, 401, 409, 454, 483, 506, 507, 509, 511, 512, 570, 572-575; (d) Methods: Geography 380, 381, 385, 426, 484, 581, 583-586, 589-592L;
- (3) Fifteen units of core courses listed above in group (d), if not already taken.
- (4) Three units from core courses listed above in groups (a), (b), or (c), if not already taken. Geography 498, 499, 496, 590, 595, 596 or qualifying international experience may be used to satisfy units within this category when appropriate and approved by the adviser.
- (5) Three units from Computer Science 310 or 320.

Change: Restructuring and simplification of existing program. Add Geography 170 as a prerequisite to four emphases, renaming emphases to better reflect their focus, change B.A. in Liberal Arts to B.S. in Applied Arts and Sciences for the Physical Geography emphasis, addition of cross-cultural experience requirement to two emphases, creation of new emphasis that meets SB 1440 requirements.

LIBERAL STUDIES

1. Change in program.

Liberal Studies

Offered by the Division

Major in liberal studies with the B.A. degree in applied arts and sciences.

Emphasis in Elementary Education

Emphasis in Mathematics

Emphasis in Science

Emphasis in Education-Generalist

The Major

The liberal studies major is designed for students who intend to teach at the elementary or middle school levels. Individuals learn to think critically, analyze evidence thoughtfully, and write clearly and effectively. Graduates develop a rich understanding of the major subject areas, including why and how practitioners create new knowledge. They learn to identify and understand the developmental stages of children and to observe, interview, and tutor children effectively in classroom settings.

Many of the lower and upper division core courses are specifically designed for future teachers, including children's literature, linguistics, history, mathematics, science, visual and performing arts, physical education of children, and child development. The content covered in these courses closely matches the content that teachers will ultimately have to teach in the schools as well as the content assessed by the California Subject Examination for Teachers Multiple Subject (CSET-MS) examination.

Throughout the first three years, students work on critical thinking, research, and writing skills. During their second or third semester, they take Education 200, Teaching as a Profession. In this course, they complete 30 hours of fieldwork during which they critically assess issues related to teaching in culturally and linguistically diverse school settings, learn about career paths, and evaluate their occupational fitness for the teaching profession. During their junior year, students take Liberal Studies 300, Introduction to Liberal Studies, where they complete an additional 30 hours of fieldwork. They focus both on the nature of the disciplines-goals, processes, and evaluation-as well as how the knowledge being learned will ultimately be used in the classroom. During their senior year, students complete Liberal Studies 498, Assessment in Liberal Studies. This course supports students as they complete the liberal studies writing, research, and CSET-style assessments; the official CSET; and the application process for their credential program. They are strongly encouraged to save both syllabi and written work (examinations, projects, and other materials) from all their courses in preparation for the CSET and the

senior-level assessment. These interdisciplinary courses plus the core subject matter courses provide a strong foundation for students' future careers.

Students combine the above core coursework with a focus and, in some cases, an additional option in order to pursue specific interests and career goals as shown in the following chart:

Emphasis in Elementary Education:

(Preparation for teaching regular education, special education, or bilingual education in elementary school or English in middle school)

Focus in Literacy, Mathematics, or Science plus options in English as a second language, special education, bilingual education, or performing arts.

Emphasis in Education-Generalist (Preparation for teaching in elementary school)

(Open only to transfer students who have completed the Transfer Model

Curriculum) focus in Literacy, Mathematics, or Science; no option.

Emphasis in Mathematics: (Preparation for teaching mathematics in middle school) focus in Mathematics plus option in Mathematics

Emphasis in Science: (Preparation for teaching science in middle school) focus in Science plus option in Science

Emphasis in Elementary Education. This emphasis is designed primarily for students who wish to teach at the elementary school level or pursue a career that requires an interdisciplinary liberal arts degree. Students complete both a focus and an option. The 18-21 unit focus provides an opportunity for students to explore the habits of mind and methods used in a chosen subject area as they develop both their depth and breadth of knowledge and experience. Three foci are available: literacy, mathematics, and science. The 6 to 7 unit option helps students a) earn the Basic Certificate in Teaching English as a Second or Foreign Language (when paired with a literacy), b) begin preparation for the SDSU bilingual or special education credential programs, or c) further explore the performing arts. This emphasis provides the greatest flexibility in meeting specific career goals or pursuing a variety of interests. Students who choose the literacy focus develop depth in linguistics, literature, and theater. The focus is designed so that they also complete the 32 units and specific coursework required to earn a Middle School Subject Matter Authorization in English, provided they earn a C or better in each course. When coupled with a multiple subject credential, this authorization allows individuals to teach English in middle school if they so desire. Students who choose the mathematics or science focus learn to think like mathematicians or scientists as they build breadth and depth in their subject area. Once they have completed some of the coursework in their focus, they need to choose whether to take additional math or science courses or to complete one of the options described above. If they choose to take additional math or science courses, they can qualify to teach middle school as described below under the Mathematics or Science Emphases.

Emphasis in Education-Generalist. This emphasis is available only for transfer students who complete the California Community College Associate in Arts in Elementary Teacher Education (AA-T) degree and completed the Transfer Model Curriculum (TMC) for Liberal Studies. Students choose a literacy, math, or science focus; no option is required.

Students who choose the literacy focus in this emphasis complete the 32 units and specific coursework required to earn a Middle School Subject Matter Authorization in English, provided they earn a C or better in each course. When coupled with a multiple subject credential, this authorization allows individuals to teach English in middle school if they so desire.

Students intending to transfer to liberal studies from local community colleges are strongly encouraged to use electives to complete courses equivalent to Exercise and Nutritional Sciences 241A, 241B; Mathematics 211 ; Mathematics Education 212; Music 102; Natural Science 100; and/or mathematics and statistics OR chemistry and physics courses that can satisfy requirements in the desired focus so that they will have elective units available if they wish to pursue a career option that requires additional coursework or prerequisites.

Emphasis in Mathematics. The demand for mathematics teachers continues to be high. Students complete the focus in mathematics described above plus a 9 unit option in mathematics, which provide the 32 units and specific coursework required to earn a Middle School Subject Matter Authorization in mathematics, provided they earn a C or better in each course. When coupled with a multiple subject credential, this authorization allows individuals to teach mathematics in middle school if they so desire.

If students wish to further enhance their employability, they may attempt to pass the two CSET examinations-110 on algebra and 111 on geometry-required for a Foundational Level Mathematics certification. Graduates who pass these tests may choose to earn a multiple subject credential and add a single subject authorization by taking the extra, single subject mathematics methods course, Teacher Education 914. Those whose sole goal is to teach middle school, however, may choose to do the regular single subject credential program, which gives them the advantage of doing their student teaching in a middle school or high school class. A single subject credential in Foundational Level Mathematics qualifies individuals to teach general mathematics, algebra, geometry, probability and statistics, and consumer mathematics at the middle school or high school level.

Emphasis in Science. The demand for middle school science teachers also continues to be high. Students complete the focus in science described above plus a 7-9 unit option in science, which provide the 32 units and specific coursework required to earn a Middle School Subject Matter Authorization in science provided they earn a C or better in each course. When coupled with a multiple subject credential, this authorization allows individuals to teach these subjects in middle school if they so desire.

With proper selection of courses (Biology 101, 101L; Chemistry 200; and Physics 180A, 182A) and completion of a portfolio, this emphasis also leads to a Foundational Level General Science certification. This program was approved by the Commission on Teacher Credentialing in October 2011. Thus, students satisfy subject matter competency; they do not have to pass the CSET science tests-118 on earth science and

physics and 119 on life science and chemistry. For maximum employability, graduates may choose to earn a multiple subject credential and add a single subject authorization by taking the extra single subject science methods course, Teacher Education 914. Graduates whose sole goal is to teach middle school, however, may choose to do the regular single subject credential program, which gives them the advantage of doing their student teaching in a sixth, seventh, or eighth grade classroom.

Advising

Advising is extremely important because students must make numerous decisions that include choosing their emphasis, focus, and option; selecting appropriate courses; and preparing for the senior-level assessments. See the Web site for current information, advising procedures, and email questions. Information about SDSU credential programs and financial aid opportunities is available at the College of Education, Office of Student Services, EBA-259, 619-594-6320 and in the *Graduate Bulletin*.

Retention Policy

The liberal studies program expects that all majors will make reasonable academic progress towards the degree. Liberal studies premajors who have completed major preparatory courses, earned 60 units, but have less than a 2.7 may be removed from the premajor and placed in undeclared.

Impacted Program

The liberal studies major is an impacted program. To be admitted to the liberal studies major with an emphasis in elementary education, mathematics, or science, students must meet the following criteria:

- a. Complete a minimum of 60 transferable semester units;
- b. Have a cumulative GP A of 2.70 or higher;
- c. Complete all courses listed in Preparation for the Major sections for the liberal studies major;
- d. Complete with a C or higher: a certified Area A1 Oral Communication course; a certified Area A3 Intermediate Composition and Critical Thinking course; Exercise and Nutritional Sciences 241A and 241B; and Mathematics 210 and 211. These courses cannot be taken for credit/no credit (Cr/NC) (unless AP credit is earned);
- e. Earn a passing score on the SDSU Liberal Studies Mathematics Proficiency Assessment;
- f. Declare the liberal studies major by following the procedures explained on the Web site.

To complete the major, students must fulfill the degree requirements for the major and emphasis described in the catalog in effect at the time they are accepted into the premajor at SDSU (assuming continuous enrollment).

To be admitted to the liberal studies major with an emphasis in Education-Generalist, students must complete the Transfer Model Curriculum (TMC) for Liberal Studies and satisfy criteria "a" and "b."

Major Academic Plans (MAPs)

Visit <http://www.sdsu.edu/rnyrnap> for the recommended courses needed to fulfill your major requirements. The MAPs Web site was created to help students navigate the course requirements for their majors and to identify which General Education course will also fulfill a major preparation course requirement.

Liberal Studies Major

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

(Major Code: 49015)

All candidates for a degree in applied arts and sciences must complete the graduation requirements listed in the section of this catalog on "Graduation Requirements."

Completion of the liberal studies major fulfills General Education requirements.

A minor is not required for this major.

International Experience Requirement. In recognition of the increasing globalization in all sectors of world society, the Liberal Studies International Experience has been established. Students participate in designated, preapproved study abroad experiences in a different country. Options include a variety of short term and semester formats designed to meet the needs of different students, including those with family and work responsibilities. The purpose of the experience is to increase student awareness of cross-cultural and global issues - issues that are critical to their development as future teachers and citizens in a complex, rapidly changing world. All liberal studies majors are required to participate in an international experience approved by the adviser.

Lower Division Core (46-50 units)

Students in the Elementary Education, Mathematics, and Science emphases must complete the following General Education and American Institutions requirements plus Education 200.

I. Communications and Critical Thinking¹: 9 units

You may not use Credit/No Credit grades in this section (unless AP credit is earned).

1. Oral Communication. A grade of C or higher is required.
2. Composition (3 units)
3. Intermediate Composition and Critical Thinking. A grade of C or higher is required.

II. Foundations of Learning: 28 minimum units

A. Natural Science and Quantitative Reasoning (10 units).

1. Biology 100 (3 units)
2. Geology 104 (3 units)
3. Biology 100L (1 unit)
4. Mathematics 210. Complete with a grade of C or higher [cannot be taken for credit/no credit (Cr/NC)].

B. Social and Behavioral Sciences: (6 minimum units).

1. Geography 106 (3 units)
2. Three to six units selected from Child and Family Development 170 (3 units); or Teacher Education 170 (3 units); or Psychology 101 and Psychology 230 (six units)².

C. Humanities: (12-13 units).

1. Literature: 3 units selected from Comparative Literature 270A, 270B; English 220
2. Visual and Performing Arts: 3 units selected from Art 157, 259; Theatre 120
3. History: History 100 (3 units)
4. *Philosophy and Religious Studies or Foreign Language*³ (3-4 units)

III. American Institutions: 6 units.

1. Three units selected from Africana Studies 170A, American Indian Studies 140, Chicana and Chicano Studies 141A, History 109.
2. Three units selected from Africana Studies 170B, American Indian Studies 141, Chicana and Chicano Studies 141B, History 110, Political Science 102.

IV. Liberal Studies: 3 units

Education 200 (3 units)

¹See the General Education requirements in Communication and Critical Thinking.

²Upper division transfer students may substitute a transfer course equivalent to SDSU course Child and Family Development 270 in lieu of Teacher Education 170.

³See the General Education requirement in Foundations of Learning IIC. Three to four units selected from 4. Philosophy or Religious Studies or 5. Foreign Language.

**Emphasis in Elementary Education
(SIMS Code: 886456)**

Preparation for the Major: Complete the 46-50 units of lower division core plus Exercise and Nutritional Sciences 241A, 241B (complete with a grade of C or higher); Mathematics 211 (complete with a grade of C or higher); Mathematics Education 212 (1.5 units); Music 102. (55.5-59.5 units)

Graduation Writing Assessment Requirement. Students must have fulfilled the Writing Placement Assessment with a score of 8 or above or with a C or better in Rhetoric and Writing Studies 280 or 281 before taking English 306W and earn a grade of C (2.0) or higher. See "Graduation Requirements" section for a complete listing of requirements.

International Experience. All Liberal Studies majors are required to complete an international experience. (See above.)

Major including required focus and option (45-59.5 units) [Note: plus some lower division]

Upper Division Core (34.5-35 units):

Liberal Studies: Liberal Studies 300, 498 (0.5-1 unit);
Math and Science: *Mathematics 312¹, 313¹*; Physics 412;
Social and Behavioral Sciences: Linguistics 420;

Humanities: English 306A, 306W; History 413, 411; and six units selected from Art 387, Dance 302, Education 451², Music 343.

Focus (17-21 lower and upper division units)-All students shall complete a focus in literacy, mathematics, or science. A minor or second major may not be substituted for a focus.

LITERACY (21 units): [Note: lower and upper division units]

Breadth Courses: Chemistry 308 [Imperial Valley only] or Natural Science 100; Linguistics 253³ or Rhetoric and Writing Studies 253³;

Linguistics, Theatre, and Literature Courses: Linguistics 430⁴, 452⁴; three units selected from Theatre 310, 315; three units selected from Africana Studies 365A, 365B, American Indian Studies 430, Chicana and Chicano Studies 335, Comparative Literature 470, Women's Studies 352; three units selected from English 501⁵, 502⁵, or 503⁵.

MATHEMATICS (18 units): [Note: lower and upper division units]

Breadth Courses: Chemistry 308 [Imperial Valley only] or Natural Science 100; Linguistics 253³ or Rhetoric and Writing Studies 253³;

Mathematics Courses: Mathematics 141, 302, 413; three units selected from Statistics 119 or 250 (recommended).

SCIENCE (17-19 units): [Note: lower and upper division units]

Breadth Courses: Chemistry 308 [Imperial Valley only] or Natural Science 100; Linguistics 253³ or Rhetoric and Writing Studies 253³.

Science Courses: *Geological Sciences 412 (4 units); Teacher Education 211B (1 unit); three to four units selected from Biology 101 and 101L (4 units)*⁶, 319, 324, 327; *three to four units selected from Chemistry 100*⁷ (4 units) or *Geology 303*.

Option (6-7 units)—All students shall complete an option. Some options lead to additional certifications; see the introduction section for details. To complete an additional 6+ units in mathematics or science, change to the Mathematics Emphasis or the Science Emphasis.

Linguistics⁸ (6 unit): Linguistics 550; Linguistics 555 or 556.

Bilingual (7 units): Policy Studies in Language and Cross-Cultural Education 415 (4 units); three units selected from Spanish 302, 381, or 382. Restricted to native or heritage speakers of Spanish or students with advanced placement credit in Spanish 202 and 212 or 405A and 405B.

Special Education (7 units): Special Education 500, 501, 502 (1 unit) (concurrent registration with Special Education 501);

Performing Arts (6 units): [Not available at the Imperial Valley Campus]: Prerequisites: Music 102; *Theatre 310 or 315*. Highly recommended prerequisite: one unit of a performing arts course, such as Music 110, 175, 185, 212.

Theatre 510; three units selected from Africana Studies 385, Chicana and Chicano Studies 310, Music 345, 351.

¹ Students must pass the Liberal Studies Mathematics Proficiency Assessment prior to enrolling in Mathematics 312 and 313.

² May substitute Special Education 527 if seeking a special education credential.

³ Verify with a liberal studies adviser.

⁴ Prerequisite: Linguistics 420 in the major.

⁵ Prerequisite or concurrent Registration: English 306A, 306W in the major.

⁶ Required for Foundational Level General Science certification. See Science emphasis.

⁷ Required for Introductory Subject Matter Authorization or Foundational Level General Science certification; therefore, required for the Science Emphasis.

⁸ When combined with the literacy focus, students may earn the Basic Certificate in Teaching English as a Second or Foreign Language. See the linguistics section of the catalog.

Emphasis in Mathematics (SIMS Code: 886457)

Preparation for the Major: Complete the 46-50 units of lower division core (see above) plus Exercise and Nutritional Sciences 241 A, 241 B (complete with a grade of C or higher); Mathematics 211 (complete with a grade of C or higher); Mathematics Education 212 (1.5 units); Music 102. (55.5-59.5 units)

Graduation Writing Assessment Requirement. Students must have fulfilled the Writing Placement Assessment with a score of 8 or above or with a C or better in Rhetoric and Writing Studies 280 or 281 before taking English 306W and earn a grade of C (2.0) or higher. See "Graduation Requirements" section for a complete listing of requirements.

International Experience. All Liberal Studies majors are required to complete an international experience. (See above.)

Major including required focus and option (44-46.5 units) [Note: plus additional lower division units]

Upper Division Core (34.5-35 units):

Liberal Studies: Liberal Studies 300, 498 (0.5 - 1 unit);

Math and Science: *Mathematics 312*¹, *313*¹; Physics 412;

Social and Behavioral Sciences: Linguistics 420;

Humanities: English 306A, 306W; History 413, 411; and *six units selected from Art 387, Dance 302, Education 451, Music 343.*

Mathematics Focus (18 units): [Note: lower and upper division units]

Breadth Courses: Chemistry 308 [Imperial Valley only] or Natural Science 100; Linguistics 253² or Rhetoric and Writing Studies 253²;

Mathematics Courses: Mathematics 141, 302, 413; three units selected from Statistics 119 or 250 (recommended).

Mathematics Option (9 units) [Note: lower and upper division units]

Mathematics 150 (4 units), 241 entitled "Mathematics Software Workshop: Geometers Sketchpad" (1 unit), 303; Teacher Education 211A (1 unit).

¹ Students must pass the Liberal Studies Mathematics Proficiency Assessment prior to enrolling in Mathematics 312 and 313.

² Verify with a liberal studies adviser.

Emphasis in Science (SIMS Code: 886458)

Preparation for the Major: Complete the 46-50 units of lower division core (see above) plus Exercise and Nutritional Sciences 241 A, 241 B (complete with a grade of C or higher); Mathematics 211 (complete with a grade of C or higher); Mathematics Education 212 (1.5 units); Music 102. (55.5-59.5 units)

Graduation Writing Assessment Requirement. Students must have fulfilled the Writing Placement Assessment with a score of 8 or above or with a C or better in Rhetoric and Writing Studies 280 or 281 before taking English 306W and earn a grade of C (2.0) or higher. See "Graduation Requirements" section for a complete listing of requirements.

International Experience. All Liberal Studies majors are required to complete an international experience. (See above.)

Major including required focus and option. (39-44.5)¹

Upper Division Core (34.5-35 units): [Note: plus additional lower division units]

Liberal Studies: Liberal Studies 300, 498 (0.5 - 1 unit);

Math and Science: *Mathematics 312*², *313*²; Physics 412;

Social and Behavioral Sciences: Linguistics 420;

Humanities: English 306A, 306W; History 413, 411; *and six units selected from Art 387, Dance 302, Education 451, Music 343.*

Science Focus (18-19 units): [Note: Lower and upper division units]

Breadth Courses: Chemistry 308 [Imperial Valley only] or Natural Science 100; Linguistics 253³ or Rhetoric and Writing Studies 253³.

Science Courses: *Chemistry 100 (4 units); Geological Sciences 412 (4 units); Teacher Education 211B (1 unit); three to four units selected from Biology 101 and 101L (4 units)*^{1,4}, 319, 324, 327.

Science Option (7-9 units): [Note: Lower division units]

*Physics 180A (3 units); three to five units selected from Chemistry 130 (3 units), 200 (5 units)*⁴; *one additional lower or upper division unit of science selected from Physics 182A (1 unit)*⁴ *or an alternative selected with approval of adviser.*

¹ Forty upper division units are required for graduation. Students who choose Biology 101 and 101L must complete one additional unit of upper division electives.

² Students must pass the Liberal Studies Mathematics Proficiency Assessment prior to enrolling in Mathematics 312 and 313.

³ Verify with a liberal studies adviser.

⁴ Required for Foundational Level General Science certification. A portfolio assessment is also required. See science adviser.

Emphasis in Education-Generalist (SIMS Code: 886459)

Preparation for the Major: California Community College Associate in Arts in Elementary Teacher Education (AA-T) degree and completed the Transfer Model Curriculum (TMC) for liberal studies.¹ Additional preparation for the major (9.5 units): Exercise and Nutritional Sciences 241A, 241B (complete with a grade of C or higher);

Mathematics 211 (complete with a grade of C or higher); Mathematics Education 212 (1.5 units); Music 102. (9.5 units)

Graduation Writing Assessment Requirement. Students must have fulfilled the Writing Placement Assessment with a score of 8 or above or with a C or better in Rhetoric and Writing Studies 280 or 281 before taking English 306W and earn a grade of C (2.0) or higher. See "Graduation Requirements" section for a complete listing of requirements.

International Experience. All Liberal Studies majors are required to complete an international experience. (See above.)

Major including required focus. No Option is required. (40.5-50 units)

Upper Division Core (34.5-35 units):

Liberal Studies: Liberal Studies 300, 498 (0.5 - 1 units).

Math and Science: Mathematics 312², 313²; Physics 412.

Social and Behavioral Sciences: Linguistics 420.

Humanities: English 306A, 306W; History 413, 411; and six units selected from Art 387, Dance 302, Education 451, Music 343.

Focus (14-15 units)

All students shall complete a focus in literacy, mathematics, or science. A minor or second major may not be substituted for a focus.

LITERACY (15 units): *Six units selected from Linguistics 253³ or Rhetoric and Writing Studies 253³, Linguistics 430⁴, 452⁴; three units selected from Theatre 310, 315; three units selected from Africana Studies 365A, 365B, American Indian Studies 430, Chicana and Chicano Studies 335, Comparative Literature 470, Women's Studies 352; three units selected from English 501⁵, 502⁵, or 503⁵.*

MATHEMATICS (15 units):

Breadth Course: Linguistics 253³ or Rhetoric and Writing Studies 253³.

Mathematics Courses: Mathematics 141, 302, 413; three units selected from Statistics 119 or 250 (recommended).

SCIENCE (14-15 units):

Breadth Course: Linguistics 253 or Rhetoric and Writing Studies 253³.

Science Courses: Geological Sciences 412 (4 units), Teacher Education 211B (1 unit); three units selected from Biology 319, 324, 327; three to four units selected from Chemistry 100 (4 units) or Geological Sciences 303.

¹The statewide TMC in liberal studies includes courses equivalent to the Lower Division Core completed by students in the Elementary Education, Mathematics, and Science emphases with the following distinctions: *a) courses equivalent to Music 151 and Theatre 100 are additional choices for the II.C.2. Visual and Performing Arts requirement and b) a fourth General Education Humanities philosophy, religious studies, or foreign language course is not required.* The foci for the Education-Generalist emphasis do not include a breadth requirement for Chemistry 308 or Natural Science 100 because this requirement is part of the TMC.

² Students must pass the Liberal Studies Mathematics Proficiency Assessment prior to enrolling in Mathematics 312 and 313.

³ Linguistics 253 or Rhetoric and Writing Studies 253. Discuss with adviser.

⁴ Prerequisite: Linguistics 420 in the major.

⁵ Prerequisite or concurrent Registration: English 306A, 306W in the major.

Change: Addition of emphases.

LINGUISTICS

1. Deletion of existing course.

Linguistics

LING 396W. Writing Proficiency (1)

Prerequisites: Consent of instructor. Limited to linguistics majors. Satisfies Graduation Writing Assessment Requirement for students who have completed 60 units; completed Writing Placement Assessment with a score of 8 or higher (or earned a C or higher in RWS 280, 281, or LING 281 if score on WPA was 7 or lower); and completed General Education requirements in Composition and Critical Thinking. **Proof of completion of prerequisites required:** Test scores or verification of exemption; copy of transcript.

Upper division writing course taken in conjunction with any 500-numbered linguistics course. Emphasizes composition skills in research methods, essay organization, paragraphing, sentence structure, and diction, all related to the particular 500-level linguistics course chosen.

PROFESSIONAL STUDIES AND FINE ARTS

1. Change in program.

Professional Studies and Fine Arts International Studies Minor (Minor Code: 22997) (SIMS Code: 669000)

The minor consists of 18 units to include 12 upper division units from Professional Studies and Fine Arts 350, 501, 502, 550; and six units selected from Professional Studies and Fine Arts 100, Art 357, Communication 371, Criminal Justice 570, Dance 382, Journalism and Media Studies 210, 450, Music 345, Public Administration 580, Recreation and Tourism Management 404, and Television, Film and New Media 363 (maximum credit three units).

Courses in the major department or that are required for the major may not be used to satisfy requirements for the minor. A minimum of six upper division units must be completed in residence at San Diego State University.

Students must officially declare the minor before taking any upper division courses acceptable for the minor. For more information, visit http://psfa.sdsu.edu/intl_minor.

Change: Added JMS 210 and PSFA 100 to the elective list for the minor.

SOCIOLOGY

1. New course. (Resubmission)

Sociology

HUMAN TRAFFICKING (C-2)

SOC 447. Human Trafficking and Modern Day Slavery: A Sociological Perspective (3)

Prerequisite: Sociology 101 or 102

Examine complex phenomena of transporting, harboring, and employing human beings through use of force, fraud, or coercion for labor and sexual exploitation. Analyze root causes of this modern day slavery and explore possible solutions.

SPEECH, LANGUAGE, AND HEARING SCIENCES

1. Change in course title and description.

Speech, Language, and Hearing Sciences

ANAT & PHYS OF SPEECH

SLHS 321. Anatomy and Physiology of Speech (4)

Three lectures and three hours of laboratory.

Prerequisite: Credit or concurrent registration in Speech, Language, and Hearing Sciences 106. Recommended: Psychology 260.

Anatomy and physiology of respiratory, phonatory, and articulatory systems related to speech.

Change: Removal of “neurology” from title; removal of “neural,” and changing “phonological” to “phonatory” in description.

2. Change in program.

**Speech, Language, and Hearing Sciences Major
With the B.A. Degree in Liberal Arts and Sciences
(Major Code: 12201) (SIMS Code: xxxxxx)**

Paragraph 1-2 (*no change*)

Preparation for the Major. (*no change*)

Language Requirement. (*no change*)

Graduation Writing Assessment Requirement. (*no change*)

International Experience. (*no change*)

Major. Requirements are as follows: Speech, Language, and Hearing Sciences 300, 305, 320, 321, 340, 340L, 513, 514, 539, and 580. (30 units)

Students pursuing a graduate degree should consult the *Graduate Bulletin* for required undergraduate preparation.

Time Limitation. (*no change*)

Change: Three of the currently required courses (503, 511, and 512) will no longer be taught and one new course (539) will be added. 503 will be replaced by 539. Content

from 511 will be incorporated into 340 and content from 512 will be incorporated into both 513 and 514. 513 will increase from 3 to 4 units.