

**San Diego State University Senate Minutes**

**May 6, 2014**

**AL 101**

**2:00 p.m.-4:30 p.m.**

The Senate was called to order at 2:01 p.m.

**1. Agenda (Goehring)**

**MSP** Approved agenda for May 6, 2014.

**2. Minutes (Goehring)**

**MSP** Approved minutes of March 4, 2014.

**3. Announcements (Eadie)**

**(Chair Eadie):** Welcome to the new Senators. We want to recognize Morgan Chan's replacement, Corey Polant. On a personal note, this is my last meeting as Senate Chair. Thanks so much. It is a wonderful time to be at SDSU. It has been a privilege to work with engaged colleagues who care about shared governance. Thank you for letting me serve.

**Elections Results:**

**ASCSU**

Cezar Ornatowski

**CAL**

Glen McClish  
Doreen Mattingly  
Jonathan Graubart  
June Cummins  
Jennifer Imazeki

**BUS**

Paula Peter

**EDU**

Nola Butler-Byrd

**ENG**

Ege Engin

**HHS**

David Kahan

**PSFA**

Peter Cirino  
Marcie Bober-Michel  
Perry Pauley

**SCI**

Sam Shen  
Tao Xie  
Vadim Ponomarenko

**SDSU-IV**

Gregorio Ponce

4. **Academic Affairs (Marlin)**

Enrollment and Budget updates. May 1<sup>st</sup> is the intent to enroll deadline. At this point the completion of application is due, and a non-refundable deposit must be made. Based on those data, we are over the target enrollment. Over the next few weeks, we compare grades to incoming students' self-reports, so there may be some rescission. There are also students who did not complete applications. The "walk-away factor" is usually 10%. The show rates are much higher than usual, which is due to our ability to attract more high performing students. This higher show rate is likely a result of our increasing academic reputation, the basketball team's success, and our branding efforts. We have 17 students coming with a minimum 4.0 GPA and a 1400 SAT score. We will have more data as international and graduate students continue to come in. We are seeing this success against fewer high school graduates. In regard to the budget, there is not much news. The May revise is coming between May 10<sup>th</sup> and May 14<sup>th</sup>. It looks like \$142 million will remain the budget, but attempts are still being made to get more. The new Dean of Business is Dennis Cradit, who will be joining us on July 1<sup>st</sup>. Thanks to those who took part in the interview process.

**Discussion:**

**(Senator Gomez):** How much of the budget is coming to SDSU? **(Provost Marlin):** Not much, but we don't know exactly. **(Senator Shackelford):** The Student Success Fee has proven to be controversial. What kind of time table for hiring are we on? **(Provost Marlin):** It will be the same process, with Deans making priorities in June, and the allocation process will occur in July. We need this Student Success fee, as it will be the largest source of funding for tenure-track positions. **(Senator Donadey):** On the same issue, I'm not sure if the new Provost will consider a new model instead of the current model which asks for a certain number of lines similar to smaller Colleges. My hope would be that allocations would be more proportional to the size of the College. **(Senator McClish):** I realize the international student process is not done, but what is the prediction. **(Provost Marlin):** There will be an increase. We were very successful with recruiting. **(Senator Testa):** How is the decision made regarding hiring. **(Provost Marlin):** We give the information to the committee, which diligently looks at the data (number of students, faculty, teaching research, and service). They then come up with a priority list. We can't fund everything but we have sent everything forward to the committee.

**Resolution of Appreciation:**

**Provost Nancy Marlin**

**May 6, 2014**

WHEREAS, San Diego State University Provost Nancy A. Marlin, has served with distinction since her appointment as provost in 1998, and  
 WHEREAS, Provost Marlin has emphasized progress in student success, research and creative activity, and community building since her arrival - and before these areas became formal strategic goals of the university, and  
 WHEREAS, Provost Marlin's accomplishments in the areas of student success include overseeing enrollment management efforts that insure classes are provided for timely student progress toward degree, advocating for high impact practices such as study-abroad and second-language learning, faculty-student research experiences, internships and community engagement, making San Diego State University a leader in producing recipients of student Fulbright fellowships, helping first-year students to succeed by increasing average load to 15 units per semester, significantly increasing the diversity of the student population, and fostering programs that have resulted in significant increases in graduation rates while at the same time minimizing differences in graduation for underrepresented student groups., and  
 WHEREAS, Provost Marlin has presided over significant growth in San Diego State University's research and creative activities that have netted substantial increases in the

amount and quality of funded scholarship, established specialized research facilities such as the Donald P. Shiley BioScience Center, the San Diego State University Visualization Center, and the Zahn Innovation Center, and insured that faculty in all of the university's disciplines have opportunities for support, both in terms of time and funding, for their scholarly and creative activities, and

WHEREAS, Provost Marlin has led the establishment of a "culture of engagement" that has resulted in vast amounts of service to the San Diego community and the California-Mexico border region, and garnering, for example, such honors as San Diego State University being ranked among the nation's leaders in the recruitment of Peace Corps volunteers, and

WHEREAS, Provost Marlin's actions and manner throughout her tenure have respected, supported, and actively fostered the culture of shared governance, and

WHEREAS, Provost Marlin has served as a member of the University Senate since her arrival on campus, providing timely information in her regular reports and collaborating effectively in the development of policy, and

WHEREAS, Provost Marlin will return to the San Diego State University faculty as of July 1, 2014, therefore

BE IT RESOLVED: that the San Diego State University Senate congratulate and thank Provost Marlin for her long and productive service and wish her all the best as she resumes her faculty role.

**MP** In the University Senate by acclamation this sixth day of May 2014.

**5. SEC Report (Ornatowski)**

**(Vice Chair Ornatowski):** All referrals have either been fulfilled or will be fulfilled at the end of the semester. We are rolling the AP&P report into SEC and the Senate in the fall. The AR&P report will be coming to SEC by the end of the semester. In regard to the Class-Size report, we are forming a task force to determine the policy implications of the data. A more formal charge will be formulated in the fall when the task force meets. The Active Transportation Committee has made minor changes which may or may not need to come back to the Senate.

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

**5.1 Senate Calendar****Action:**

2014-2015 Senate Executive Committee Meeting and Senate Meeting Calendar

Senate Executive Committee Meetings

Time: 2:00pm – 4:30pm

Place: MH 3318

August 19, 2014

September 16, 2014

October 21, 2014

November 18, 2014

January 20, 2015

February 17, 2015

March 17, 2015

April 21, 2015

Senate Meetings

Time: 2:00pm – 4:30pm

Place: AL 101

September 2, 2014

October 7, 2014

November 4, 2014

December 2, 2014

February 3, 2015

March 3, 2015

April 7, 2015

May 5, 2015

**MP** To approve the 2014-15 SEC and Senate Calendars.

**6. Elections***Senate Elections and Caucus*

Gloria Rhodes, as Chair of the Committee on Committees and Elections, conducted elections for the 2014-15 Senate Officers and at-large members of the Senate Executive Committee.

The following individuals were elected:

Chair –David Ely

Vice Chair –Cezar Ornatowski

Secretary –Marcie Bober-Michel

SEC – At-large senators of SEC:

Patrick Papin

Marian Aste

Glen McClish

Election of Research Foundation Board Member:  
Ming Tsou

*Committee on Committees and Elections Caucus*

Per the Senate Bylaws, Senators from each major academic unit caucused to appoint one or more members from that unit to the Committee on Committees and Elections. The newly appointed committee then met to select a chair. The following are the results of that process:

Chair – Rebecca Moore  
 BUS – Claudiu Dimofte  
 CAL – Jennifer Imazeki  
 EDU – Anne Graves  
 ENG – Ege Engin  
 HHS – Mitchell Rauh  
 SDSU-IV – TBD  
 PSFA – Perry Pauley, Mark Testa  
 SCI – Sam Shen, Janet Bowers  
 Staff – TBD

*Resolution of Appreciation and Recognition of Outgoing Senators*

**Action:**

**Resolution of Appreciation**

WHEREAS, Dr. William Eadie has been an active member of the San Diego State University Senate since the Fall of 2005, and  
 WHEREAS, Dr. William Eadie has served the Senate as its elected Secretary from Spring 2006 to Spring 2011 and as Chair since Fall 2012, and  
 WHEREAS, during his tenure as Senate Chair, Dr. Eadie has--in addition to his service on the President's Council, the President's Budget Advisory Committee, and numerous other bodies--initiated, sponsored, overseen, and participated in many Senate and University-wide initiatives, including the selection of areas of excellence for the University's Strategic Plan, review of the University's auxiliary organizations, implementation of policies relating to smoking and active transportation, development of presentations related to the student success fee, and inquiry into such diverse issues as changes in class sizes over the period of the recent fiscal crisis and their impact on students learning, the University's budget process and budget priorities, the use of course evaluations across the University, and making sense of General Education (including improving the second year experience to enhance student success), and  
 WHEREAS, throughout his entire career at SDSU and especially his service as Senate Chair, Dr. Eadie has demonstrated his dedication to SDSU as well as to shared governance, and has actively furthered the latter through his effective leadership, good nature, and respect for others, be it therefore

RESOLVED, that The University Senate of San Diego State University express its appreciation, affection, and good wishes for Dr. Eadie as he culminates his role of Senate Chair, begins his retirement, and continues to serve SDSU on the California State University Academic Senate.

Adopted unanimously this day of May 6, 2014.

**MP** In the University Senate by acclamation this sixth day of May 2014.

**7. New Business: Action Items**

**7.1 Enrollment Services (Lieu)**

**Action:**

The following students applied late and do not appear on any list:

Stephen Walter Buretz	BS	Business Administration-Finance
Maria Paula Garcia	BA	International Business Spanish and Latin America
Kevin Gibson	BA	Interdisciplinary Studies in Three Departments
Timothy James Gleason	BS	Kinesiology-Fitness Specialist
Bradford David Haskins	BS	Kinesiology-Fitness Specialist
Shanda Antionette Juarez	BA	Biology
Brochton David Kaveny	BA	Economics
Jacob Dean Larkins	BA	Communication
Aydan Mahshid	BA	Communication
Gabrielle Mechnam	BS	Business Administration- Management
Matthew James Ryan	BS	Aerospace Engineering
Ariel Victoria Schwartz	BS	Business Administration- Marketing
Joaquin Aliceo Tejada	BA	Sociology
Jonathan Suasin Tupus	BA	Sociology
Amber R Alatorre	MA	Education-Counseling

**MP** To approve all candidates for baccalaureate and advanced degrees.

## 7.2 Academic Policy and Planning (Schellenberg)

**Action:**

This revised version of the APP Action Item addresses major concerns expressed by senators at the April meeting with respect to intercampus classes and the class approval process. Sections that have been changes or added are highlighted.

**Action:** Move that (a) the proposed changes below be made to the SDSU Policy File, (b) the attached draft of the “Hybrid and Online Classes” form be incorporated into the Curriculum Guide, and (c) this process be implemented during the Spring 2015 semester to allow departments and colleges to establish their internal expectations, requirements, and support structures for hybrid and online courses.

### ~~Classes and Courses, Hybrid, and Distance Education~~

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

### *Hybrid, Online, and Intercampus Classes: Definitions and scheduling*

*1.0 Hybrid, online, and intercampus classes involve a formal educational process in which student and instructor are not necessarily in the same physical location, but interact in a*

*synchronous or asynchronous manner through technology. Classes in which 20% to 50% of the scheduled sessions are conducted through this process are defined as hybrid. Classes in which greater than 50% of the scheduled sessions are conducted through this process are defined as online. Classes in which the instructor is located on one SDSU campus and interacts with students on another SDSU campus shall be defined as intercampus; such intercampus classes shall be arranged through consultations between the instructor and the appropriate personnel on each campus. For all three class modes, any required synchronous interactions (e.g., weekly sessions, aperiodic examinations, capstone presentations) shall be clearly established in the official schedule of classes with respect to specific dates, days, times, and locations as appropriate.*

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

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

2.1 *The initial offering of a given course by a given instructor in hybrid and ~~distance education classes~~ online modality shall be offered following consultation with the department chair and relevant departmental bodies, established through consultations between the instructor of record, the department chair, the college curriculum committee, and the associate dean of the college. An example “Initial Offering of Hybrid or Online Class” form to facilitate such consultations may be found in the Curriculum Guide. Each college shall establish and disseminate specific policies, expectations, and timelines for the submission and approval of such hybrid/online courses and instructors. Proposed hybrid/online course-instructors pairings that have not been previously approved through the college’s established process may be removed from the schedule of classes by the Dean’s office.*

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

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

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

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

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

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

### ~~3.0 New Distance Education Programs~~

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

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

**MP** To approve the Policy File changes regarding Classes and Courses, Hybrid, and Distance Education.

## **7.3 Constitution and Bylaws (Csomay)**

### **Action:**

Senate Executive Committee charged us to suggest and specify language in the Policy File that allows for other, already existing and potential, uses of the term “college.” That is, how the term ‘college’ is to be used in the Policy File to refer to organizational/administrative units that do not meet the criteria of such a unit as defined.

### **Current Policy File Language (p. 98, under ‘Organization’):**

#### **Colleges**

1.0 A college within the university shall comprise faculty concerned with instruction and research in the liberal or applied arts and sciences that contribute to the total intellectual development of the students of the university. Through its colleges, the university shall offer baccalaureate and graduate degrees.

2.0 Departments, schools, and programs within the college shall be the fundamental instructional units and shall develop and offer majors in the various disciplines. Usually, a college shall be larger than an autonomous school, and the administrative structure may be more complex. Specific guidelines for efficient size and the number of degrees granted shall not be identified.

### **Suggested Changes (underlined):**

Add 3.0 to current language to specify difference.

#### **Colleges**

1.0 A college within the university shall comprise faculty concerned with instruction and research in the liberal or applied arts and sciences that contribute to the total intellectual development of the students of the university. Through its colleges, the university shall offer baccalaureate and graduate degrees.

2.0 Departments, schools, and programs within the college shall be the fundamental instructional units and shall develop and offer majors in the various disciplines. Usually, a college shall be larger than an autonomous school, and the administrative structure may be

more complex. Specific guidelines for efficient size and the number of degrees granted shall not be identified.

3.0 If the conditions are not met as outlined under 1.0 and 2.0, the term "college" may only be used as an honorary designation.

**Rationale:**

To provide clarity in the Policy File on the status of administrative/organizational units that carry the name 'college' yet do not fully meet the criteria of the organization of such a unit as defined in the Policy File.

**MP** To approve the Policy File changes regarding Colleges.

**7.4 Committees and Elections (Rhodes)**

**Action:**

The Committee on Committees and Elections moves approval of the following appointments and replacements to committee.

**Student Grievance Committee Member Appointment**

Beverly Warren ( March 1, 2014- February 28, 2017)

Noah Hansen (March 1, 2014 – February 28, 2017)

**Student Media Advisory Committee**

Coleen Geraghty will replace Greg Block

Farid Abdel-Nour is moving to AP&P, representing CAL

Paul Justice on Library Committee, who is replacing Senator Abdel Noor

**MP** To approve the above committee appointments.

**7.5 Faculty Honors and Awards (Valdes)**

**Action:**

To approve the following emeritus candidates:

Claudia V. Angelelli, Professor of Spanish and Portuguese Languages and Literatures, August 15, 2014, 13 years

Patti Chance, Professor of Educational Leadership, August 16, 2014, 5 years

Stephen A. Colston, Associate Professor of History, May 21, 2014, 37 years

William F. Eadie, Professor of Journalism and Media Studies, August 17, 2014, 13 years

Vera Gutierrez-Clellen, Professor of Speech, Language and Hearing Sciences, September 5, 2014, 24 years

Lawrence A. Herzog, Professor of Public Affairs, July 8, 2014, 25 years

John R. Johnson, Associate Professor of Special Education, June 21, 2014, 14 years

Kathleen A. Krentler, Professor of Marketing, August 15, 2014, 33 years

Margaret Larlham, Professor of Theatre, Television and Film, August 9, 2014, 24 years

Caroline A. Macera, Professor of Public Health, May 31, 2014, 13 years

Jesus Nieto, Associate Professor of Teacher Education, August 15, 2014, 25 years

Robert Plice, Associate Professor of Management Information Systems, August 15, 2014, 12 years

Harry G. Polkinhorn, Professor of English and Comparative Literature, August 31, 2014, 36 years

Thomas Reilly, Professor of Social Work, July 1, 2014, 6 years

Linda Robinson, Professor of Nursing, August 1, 2014, 7 years

Cynthia Uline, Professor of Educational Leadership, May 21, 2014, 9 years

Thomas S. Weston, Professor of Philosophy, May 31, 2014, 40 years

Beverly B. Wulfeck, Professor of Speech, Language and Hearing Sciences, July 1, 2014, 20 years

Phoebe Roeder, Lecturer and Coordinator, Natural Science Programs (Physics), August 2014, 39 years

**MP** To approve emeritus status upon retirement for the above-listed individuals.

## **8. New Business: Consent Calendar (Committee Reports)**

**MSP** To receive the reports on the Consent Calendar.

### **8.1 Academic Resources and Planning (Deutschman)**

#### **Information:**

#### **1 Review and Approval of 14-44: MS in Rehabilitation Counseling, Concentration in Psychiatric Rehabilitation (LPCC).**

This program involves the close cooperation of three departments within the College of Education (1) Administration, Rehabilitation, & Postsecondary Education; (2) Child & Family Development, and (3) Counseling & School Psychology. There are no significant fiscal impacts of this program except for the 0.40 FTEF Non-Tenure Track Lecturer. The proposal states that funding for this position will come from the department of Administration, Rehabilitation, & Postsecondary Education and/or the College of Education.

ARP unanimously approved the proposed program (14-44). The committee re-iterated that its approval is based on the expectation that the 0.40 position will be funded entirely by re-allocation of existing resources within the College of Education and that no new/additional resources will be required.

#### **2 Discussion of 2014/15 budget, revenues and reserves. Request from URD for one-time funds (PBAC agenda for 4/17/2014)**

The committee discussed the 2014/15 Budget and the 2013/2014 revenues and reserves. Crystal Little (Business Affairs) explained the context for the budget attachments.

The committee discussed the request for one-time funds from University Relations and Development. The committee noted that the request for \$110,000 for branding / marketing is in addition to the \$305,000 request that was approved at the Oct 2013 PBAC meeting. The committee was interested in getting more information from URD about how this new request complements or enhances the activities funded by the earlier request. Moving forward, the committee would like to see more information about how the effectiveness of marketing/branding activities will be evaluated.

These comments will be communicated at the PBAC meeting on 4/17/2014.

### 3 **Discussion of the Referral on Budget Decisions and Communication**

ARP is still working on its final report. The report has four main sections: (1) background, (2) quantitative information about faculty numbers (separations, FERP, hires) and the budget for Academic Affairs, (3) the view from the colleges, and (4) recommendations for best practices moving forward.

As a group, we are double-checking factual information and editing the first two sections of the report. In particular, we are proof-reading the sections that deal with faculty separations, hires, and the amount of money that was saved through centralization. We are still writing the sections that reflect how individual faculty and administrators in the colleges viewed the transparency and fairness of the budget process. We are also editing the recommendations about best practices.

It will be difficult to get a final report to SEC in time for inclusion of the report in the May Senate meeting. As a committee, we felt that it would be best if we delivered the report to the Senate Officers in May 2014. We hoped that the report would then be reviewed at the August SEC meeting and brought to the Senate floor in September. Although this is later than we had planned, we felt it was incumbent on us to take the time to make sure the report was thorough, accurate and well written.

### 8.2 **ASCSU (Wheeler)**

#### **Information:**

Report from the March 19-21, 2014 plenary meeting of the Academic Senate, CSU

#### **Research, Scholarship, and Creative Activity Awards**

The Chancellor has reinstated funding for the RSCA award program for 2014/15.

#### **Chancellor White**

Chancellor White spoke of “student success fees” as helping put political pressure on the Legislature to increase funding for the CSU.

#### **Legislative Affairs**

*AB 2324 (Williams – D) Trustees of the California State University: faculty member of the board*, would allow the faculty trustee to remain on the BOT after his or her 2-year term expires for one additional 2-year term if the Governor has not appointed a successor. The bill goes for a hearing on April 1. It is supported by ASCSU, CFA, and CSSA (see ASCSU resolution below).

#### **CSU Academic Conference**

The CSU Academic Conference is scheduled for November 13-14, 2014 at the Hilton Long Beach.

#### **Other News**

CSSA is asking the BOT to approve a voluntary statewide student involvement and representation fee (\$2 each student, assessed twice per year).

## Resolutions

At the March 19-21 AASCSU plenary meeting, nine resolutions were passed:

**AS-3157-13/FA Recommendation on the Eligibility of Lecturers for Emeritus Status**  
Supports the inclusion of criteria for lecturers in all campus faculty emeritus policies.

**AS-3160-13/EX/FA Selection of Faculty Representatives in Shared Governance**  
Avers that the provision of a “slate of nominations” from which faculty representatives shall be *selected* by administration or executives is not consistent with the AAUP Statement on Government of Colleges and Universities, which asserts that it is the faculty prerogative to select their representatives to shared governance bodies.

**AS-3161-14/APEP Meeting Common Core Standards as CSU Admission Requirements for Mathematics and Other Disciplines**  
Urges the CSU to adopt the language of the Common Core State Standards as it defines college readiness in its admission and prerequisite requirements, with specific reference to Mathematics.

**AS-3162-14/FA Facilitation of Communication Between the ASCSU and Faculty**  
Urges campus Senate Chairs and Provosts to facilitate communication between the campus senate chairs and the entire campus faculty.

**AS-3163-14/AA/FGA Concerns Regarding Proposed Legislation Authorizing Community College Baccalaureate Degrees**  
Expresses specific concerns regarding the legislation (SB 850 Block) authorizing California Community Colleges to offer baccalaureate degrees.

**AS-3164-14/AA In Support of Ethnic Studies**  
Commends Chancellor White for convening a task force to study Ethnic Studies programs in the CSU and for instituting a moratorium on changes to Ethnic Studies programs, and urges CSU campuses and the Office of the Chancellor to vigorously support the growth of Ethnic Studies by providing adequate funding and support.

**AS-3165-14/FGA 2014 Legislative Advocacy Positions of the Academic Senate of the California State University** (first reading waived)  
Spells out ASCSU advocacy positions on pending CA Assembly and Senate bills relevant to the CSU.

**AS-3170-14/EX Commendation in Honor of CSU Trustee William Hauck**

Seven resolutions received first reading:

**AS-3166-14/AA Advice Regarding Unit Limit Exceptions Requests**  
Asks the ASCSU Executive Committee to develop (for Chancellor White’s consideration) specific short-term (following the March 31, 2014 exception request deadline) and longer-term suggestions regarding the process for requesting exceptions to Title 5 unit limits (120/180).

**AS-3167-14/APEP Creation of California State University Discipline Councils**  
Urges the Office of the Chancellor to facilitate the formation of Academic Discipline Councils, similar to the English Council and the Math Council, for all of the major programs within the CSU that wish to participate.

**AS-3168-14/EX Commendation in Trustee A. Robert Linscheid**

**AS-3169-14/AA Designation and Compilation of Online Course Modalities**

Endorses a standardized set of designations for course modalities in the CSU (face-to-face, traditional; face-to-face, online; remote, online; blended) and recommends that the Chancellor's Office provide a system-wide database for campuses to designate modalities in course offerings to maximize the potential for system-wide cross-enrollment in face-to-face and remote-online courses.

**AS-3171-14/AA Recommendation Regarding Changes to Title 5, Section 40510, The Master's Degree**

Endorses the proposed changes to Title 5 that establish a requirement that at least 70% of total units required by a master's degree program must be completed in residence and recommends that the percentage of courses designed primarily for graduate study be increased from 50% of the units required for the degree to 60%.

**AS-3172-14/EX In Support of AB 2324 (Williams) Pertaining to CSU Faculty Trustee**

Supports AB 2324, which would allow the faculty trustee to remain on the BOT after his or her 2-year term expires for one additional 2-year term in cases where the Governor has not appointed a successor,

**AS-3173-14/FA Eligibility Status for Research, Scholarship, and Creative Activity Awards**

Commends the Chancellor and the BOT for the reinstatement of the Faculty Research, Scholarly, and Creative Activity (RSCA) program.

**AS-3174-14/EX Academic Senate of the CSU Calendar of 2014-2015 Meetings**

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

**Additional Information of Faculty Interest**

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

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

**8.3 California Faculty Association (Toombs)****Information:****Bargaining: CFA submits salary proposal**

The CFA Bargaining Team met with the CSU Administration last week for the most recent bargaining session. CFA submitted a comprehensive three-year salary proposal that addresses the salary areas that CFA has identified as problematic, such as stagnation, progression, compression, inversion, equity, and lecturer range misclassification.

In addition to the comprehensive salary proposal, CFA also recommended improvements in the Parental Leave provisions of our Collective Bargaining Agreement. Along with our salary proposal, CFA believes that enhancing the system's parental leave provisions will help make the CSU a more attractive destination for talented candidates seeking positions in higher education.

CFA Statewide President Lillian Taiz said, "Our salary and parental leave proposals assume we share a common interest in attracting and retaining the best faculty so that our students will get the quality education that they deserve."

Andy Merrifield, chair of CFA's Bargaining Team, said "we must continue to keep up the pressure for a resolution of the contract before June 30. If, however, we don't get an agreement by the time our contract expires [on June 30], we have been directed by the CFA Spring Assembly, 'to prepare for a more aggressive contract campaign in the fall should negotiations not prove fruitful.'"

#### **Budget: importance of e-mails to Governor Brown**

Your e-mail to Governor Brown is needed right now. The Governor is preparing to release the "May Revise" budget proposal and we want to see additional CSU funding included in the May Revise. (Needless to say, budget can have a bearing on CSU employee compensation.)

Governor Brown's initial budget proposal for the CSU, released in January, did not go far enough if we are to rebuild the CSU. After years of cuts, we need a bigger investment in the CSU in the 2014-15 state budget. It is important that the Governor hear from us in support of a higher funding level for the CSU.

I hope you will take a moment to send an e-mail to the Governor by clicking on this link:

<https://www.votervoice.net/CALFAC/campaigns/35849/respond>

#### **CFA contact information**

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

### **8.4 Coalition on Intercollegiate Athletics (Snavely)**

#### **Information:**

1. **What is COIA?** COIA is the Coalition on Intercollegiate Athletics. It is an organization of faculty (or university) senates (from across the country) whose 62 universities sponsor division 1 athletics programs in 10 national conferences, and some independents. The organization was established in support of the student-athlete model and the notion that faculty in academic institutions should have some voice in how intercollegiate athletics operates at our respective institutions. Every Senate from a member university in COIA appoints a representative. For the past 4 years, I have served as the COIA representative from SDSU.

2. **What does the COIA Representative do?** As the COIA representative for SDSU, I attend one national meeting every year (usually in February) where issues affective the scholar-athlete model or other issues impacting intercollegiate athletics are discussed. Throughout the year, the business of the organization is conducted by a steering committee

with representatives from each of the athletic conferences. As of last month, I serve as a Mountain West representative on the Steering Committee. Locally, the COIA rep also sits on IAC (Intercollegiate Athletics Council) and some of its subcommittees.

**3. What are the current issues being discussed?**

- a. COIA has developed a “best practices” statement on institutional control of athletics. This involves a recommendation that every campus have a committee like the IAC composed of faculty, staff, students, and administrators. It should include the Faculty Athletics Representative (FAR) who reports to the President and one or more faculty members appointed by the Senate. In this regard, SDSU is a model institution. As COIA representative, I also serve on two subcommittees: (1) Governance & Compliance; and (2) Budget & Finance. Our university takes issues of academic integrity and compliance with the NCAA rules (both the letter and the spirit) very seriously.
- b. This year COIA discussed the on-going process of NCAA re-organization. Part of that process involves the governance structure. COIA has advocated for faculty involvement in the restructured NCAA and it appears that is likely to happen.
- c. COIA discusses cases of academic integrity. Most recently, we heard experts discuss the case at the University of North Carolina. From COIA’s report: “Lack of clear accountability, or ‘ownership’ in college sports, failure of faculties to take responsibility for monitoring faculty conduct, and lack of financial transparency in athletics are key problems that must be addressed.”
- d. COIA investigated issues related to sports concussions and student-athlete health. The results of our national survey indicated that member schools have generally “instituted careful concussion-related protocols and have well-informed policies in place”. SDSU was a model institution in this study.
- e. Athletics financing was the subject of a report from the Knight Commission. Their research indicated that “athletics budgets nationally were growing much faster than academic spending, on a per student/student-athlete basis.” Very few programs operate in the black – almost all of them rely on subsidies from general funds and student fees. Most of the dramatic growth in spending has occurred in the Big 5 “elite” conferences (ACC, Big 10, Big 12, PAC 12, and SEC)

As your COIA representative, I can report that, based on my interactions at COIA and on campus, our athletics staff takes issues related to integrity and transparency and the importance of the scholar-athlete model very seriously. In most of the issues that are reported at our national meetings, I find that SDSU has a model framework to support student success and avoid problems. Our President and athletic director have each embraced the shared governance concept and involve faculty leaders (IAC chair, FAR, and COIA rep.) in key issues facing our program.

**8.5 Class Size Report (Mattingly)**

Please contact the Senate Office at [senate@mail.sdsu.edu](mailto:senate@mail.sdsu.edu) for a copy of this report.

**8.6 Faculty Affairs (Packard)**

**Information:**

Please contact the Senate Office at [senate@mail.sdsu.edu](mailto:senate@mail.sdsu.edu) for a copy of this report.

**8.7 Graduate Council (Balsdon)**

**Information Item #1:**ADMINISTRATION, REHABILITATION AND POSTSECONDARY EDUCATION

## 1. Deletion of course.

ARP 811. Seminar in External Partnerships for Community Colleges (3)

Prerequisite: Administration, Rehabilitation and Postsecondary Education 801.

Working with statewide and community groups, organizations, and boards of trustees to establish partnerships that nurture diversity, promote student success, and sustain community college mission. Economic development mission of community colleges in the local community.

EDUCATION

## 1. New course.

Education

*SEM ADV QUAN METHODS (C-1)*

ED 852. Seminar in Advanced Quantitative Methods of Inquiry (3)

Prerequisite: Education 850.

Quantitative methods to include weighting, missing value analysis, mean-based procedures, prediction modeling, and causal modeling.

## 2. New course.

Education

*SEM ADV QUAL METHODS (C-1)*

ED 853. Seminar in Advanced Qualitative Methods of Inquiry (3)

Prerequisite: Education 851.

Qualitative procedures to include advanced observation, focus groups, visual ethnography, and case study research.

## 3. Change in program.

Education

**Specific Requirements for the Ed.D. in Educational Leadership  
Core Curriculum Requirements (27-30 units)**

*(no change)*

**Dissertation (12 units)**

*(no change)*

**Concentration in Community College/Postsecondary Leadership (18 units)**

**(Major Code: 08273) (SIMS Code: 331932)**

ARP 801 Seminar in Community College History and Development (3)

ARP 810 Seminar in Community College Law and Finance (3)

ARP 812 Seminar in Budget and Resource Management in Community Colleges

(3)

ARP 813 Strategic Planning in Community Colleges (3)

ARP 827 Seminar in Emerging Issues in Postsecondary Educational Leadership

(3)

Select three units from the following:

ED 852 Seminar in Advanced Quantitative Methods of Inquiry (3)

ED 853 Seminar in Advanced Qualitative Methods of Inquiry (3)

Remainder of program description (*no change*)

Change: Core curriculum change from 27 units to 27-30 units. Deletion of ARP 760 *Internship in Postsecondary Educational Leadership* and ARP 811 *Seminar in External Partnerships for Community Colleges* from program. Addition of ED 852 *Seminar in Advanced Quantitative Methods of Inquiry* and ED 853 *Seminar in Advanced Qualitative Methods of Inquiry* as selections in program.

4. Change in program.

Education

**Supported Employment and Transition Specialist Certificate  
(Certificate Code: 90030) (SIMS Code: 337501)**

This certificate prepares specialists who develop and implement programs in supported employment and adult community living for youth and young adults with disabilities. Students must complete 21 units with a 3.0 (B) grade point average. Students are able to develop competencies in instructional interventions, living options, community networking, and assistive technologies.

Prerequisites: A bachelor's degree from an accredited institution with a grade point average of at least 2.75 (when A equals 4.0) in the last 60 semester (90 quarter) units attempted. Introductory disability coursework and experience.

Required courses (9 units)

SPED 657 Facilitating Transition Across Environments in Special Education (3)

OR

ARP 684 Rehabilitation Foundations (3)

ARP 687 Placement Practices with Individuals with Disabilities (3)

SPED 771 Directed Internship: Special Education (3) Cr/NC

OR

ARP 743 Fieldwork in Rehabilitation (3) Cr/NC

OR

ARP 745 Internship in Rehabilitation (3-6) Cr/NC

OR

CSP 730 Fieldwork in Counseling (3) Cr/NC

To complete the certificate, students must identify 12 units of adviser-approved coursework in administration, rehabilitation and postsecondary education; counseling and school psychology; or special education.

Dr. Caren L. Sax (csax@mail.sdsu.edu) is the program adviser for this certificate in the Department of Administration, Rehabilitation and Postsecondary Education. She meets with each certificate student to design an individualized program of study based on the student's educational background and professional experience. Students may enroll in certificate program and master's degree program concurrently.

Change: Delete SPED 501 *Typical and Atypical Learning Processes* and replace with SPED 657 *Facilitating Transition Across Environments in Special Education*. Add ARP 745 *Internship in Rehabilitation* option.

LEARNING DESIGN AND TECHNOLOGY

1. New course.

Learning Design and Technology

*MOBILE APPS FOR LEARNING (C-4/C-8)*

LDT 630. Mobile Applications for Learning (3)

Two lectures and two hours of activity.

Prerequisite: Learning Design and Technology 540 and 541.

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

2. Change in description.

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, school, and university. Analysis, design, and development of e-learning courses and systems. Future societal and economic impacts of learning at a distance. (Formerly numbered Educational Technology 650.)

Change: Updated description to accurately reflect course content.

3. Change in title.

Learning Design and Technology

*LRNG THRU GAMES AND SIMS*

LDT 670. Learning Through Games and Simulations (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: Updated title from *Exploratory Learning Through Simulation and Games*.

4. Change in title.

Learning Design and Technology

*MANAGING LRNG DESIGN*

LDT 684. Managing the Learning Design Process (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: Updated title from *Management of Educational Technology*.

5. Change in title.

Learning Design and Technology

*PERFORMANCE TECHNOLOGY*

LDT 685. Performance Technology 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: Updated title from *Informational and Instructional Technologies for Organizations*.

6. Change in title.

Learning Design and Technology  
*SEMINAR LRNG DESGN TECH*

LDT 700. Seminar in Learning Design and 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: Updated title from *Seminar in Educational Technology*.

7. Change in title.

Learning Design and Technology  
*INTERNSHIP LRGN DSGN TECH*

LDT 775. Directed Internship in Learning Design and 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: Updated title from *Directed Internship in Educational Technology*.

**Information Item #2:**

LEARNING DESIGN AND TECHNOLOGY

1. Change in title.

Learning Design and Technology  
*ADV MULTIMEDIA DES LRNG*

LDT 561. Advanced Multimedia Design for Learning (3)

Six hours of activity.

Prerequisites: Learning Design and Technology 540 and 541.

Educational visualization with digital video, animation, sound, 2D and 3D graphics for mobile and web-based learning. (Formerly numbered Educational Technology 561.)

Change: Updated title from *Advanced Web-Based Multimedia Development*.

2. Change in title.

Learning Design and Technology  
*MANAGING TECH RICH CLSSRM*

LDT 572. Managing the Technology-Rich Classroom (3)

One lecture and six hours of laboratory.

Prerequisites: Learning Design and Technology 540 and 541.

Use of technology to support planning, presenting, and managing instructor-led courses. Strategies for integrating audience response systems, collaborative tools, and social software into courses. (Formerly numbered Educational Technology 572.)

Change: Updated title from *Technology for Course Delivery*.

3. Change in title.

Learning Design and Technology  
*TOPICS IN LRNG DES TECH*

LDT 596. Topics in Learning Design and Technology (1-3)

Selected problems in educational technology. May be repeated with new content. See *Class Schedule* for specific content. Limit of nine units of any combination of 296, 496, 596 courses applicable to a bachelor's degree. Maximum credit of six units of 596 applicable to a bachelor's degree. Credit for 596 and 696 applicable to a master's degree with approval of the graduate adviser.

Change: Updated title from *Topics in Educational Technology*.

## 8.8 Undergraduate Curriculum (Verity)

### Information:

#### LEARNING DESIGN AND TECHNOLOGY

1. Change in title.

Learning Design and Technology  
*ADV MULTIMEDIA DES LRNG*

LDT 561. Advanced Multimedia Design for Learning (3)

Six hours of activity.

Prerequisites: Learning Design and Technology 540 and 541.

Educational visualization with digital video, animation, sound, 2D and 3D graphics for mobile and web-based learning. (Formerly numbered Educational Technology 561.)

Change: Updated title from *Advanced Web-Based Multimedia Development*.

2. Change in title.

Learning Design and Technology  
*MANAGING TECH RICH CLSSRM*

LDT 572. Managing the Technology-Rich Classroom (3)

One lecture and six hours of laboratory.

Prerequisites: Learning Design and Technology 540 and 541.

Use of technology to support planning, presenting, and managing instructor-led courses. Strategies for integrating audience response systems, collaborative tools, and social software into courses. (Formerly numbered Educational Technology 572.)

Change: Updated title from *Technology for Course Delivery*.

3. Change in title.

Learning Design and Technology  
*TOPICS IN LRNG DES TECH*

LDT 596. Topics in Learning Design and Technology (1-3)

Selected problems in educational technology. May be repeated with new content. See *Class Schedule* for specific content. Limit of nine units of any combination of 296, 496, 596 courses applicable to a bachelor's degree. Maximum credit of six units of 596 applicable to a bachelor's degree. Credit for 596 and 696 applicable to a master's degree with approval of the graduate adviser.

Change: Updated title from *Topics in Educational Technology*.

**8.9 Undergraduate Studies/Honors College (Chase)**

Please contact the Senate Office for a copy of this report at senate@mail.sdsu.edu

**8.10 University Relations and Development (Carleton)**

Please contact the Senate Office for a copy of this report at senate@mail.sdsu.edu

**9. Adjournment**

The Senate adjourned at 3:18 p.m.

Respectfully submitted:

Chuck Goehring  
Secretary of the Senate

Allison Bobrow  
Administrative Analyst