

## SDSU Senate

March 4, 2014  
AL 101  
2:00pm - 4:30pm

Called to order at 2:05 p.m.

1. **Agenda** (Goehring)

2. **Minutes** (Goehring)

3. **Announcements** (Eadie)

1. Forum for Provost candidate at 3:30 (in athletic auditorium). Please attend if possible.
2. We are heading into election season. Our first election will be to Statewide Senate on March 18<sup>th</sup>. We have candidates, and Senator Ornatowski is the incumbent. We will get a census of faculty to determine how many seats each college will receive. Announcements will then go out. If you have served three years, you are eligible again. If you have served six years, you need will to sit out for at least a year. Please encourage your colleagues to run. Elections will be held in April. In late April (April 29) we will hold the caucus to nominate Senate officers. Anybody is welcome to come. In May we will bring the slate to the Senate, then hold elections.

4. **Academic Affairs (Marlin)**

1. It is admissions season. We are in process and completed undergraduate admissions: Freshmen admissions were finished last week. The admitted students had an average GPA of 3.84, and an 1160 on SAT. These numbers are very similar to last year. In terms of diversity, it is projected that 64.7% will be students of color, with a little less for non-resident students. The International Student application stays open until May 1. For local students, we project 39.4% acceptance rate. Transfer students are next. It is very complicated since we have to go through their transcripts, and with SB 1440 we need to wait to get the seal of approval from Community Colleges (their deadline is March 15). It is projected there will be 2600 of these students. We have sent out denial letters to first time freshmen (these number in the tens of thousands). We do offer a waitlist for many of these students.

2. Student success fee: We are giving the presentations and getting feedback. There were 39 presentations, and out of all the students, 64% provided feedback that supported fee. 60% supported a \$200+ fee. They voted 12-0-1 for the \$200 fee. We want to thank the faculty and students who worked so hard on these presentations. This fee will be primary source of tenure/tenure-track faculty for the future.

**Discussion: (Senator Csomay):** What is the total number of students who attended these presentations? **(Provost Marlin):** Over 1000 students attended. **(Senator Verity):** On admits, what are the numbers of international applicants? **(Provost Marlin):** As I indicated, their application period is still in process, but we hope with "Out of State" students and International students we will have around 400 students. **(Senator Ely):** We had 1251 student attendees for the success fee presentations, and 1015 votes.

5. **SEC Report (Ornatowski)**

6. **New Business: Action Items**

6.1 Academic Policy and Planning (Schellenberg)

Please see documents posted on the front page of the Senate website:

<http://newscenter.sdsu.edu/universitysenate/index.aspx>

a. University Honors College

**Discussion: (Senator Csomay):** How will we distinguish the Honors College from other Colleges and institutional structures? Should we think about another name? **(Provost Marlin):** The Honors College is not quite the exception you think it is. We already have the College of Extended Studies. The Honors College will draw on faculty as well. **(Senator Snavely):** Is the head of the Honors College going to be a Dean and will they sit on the Dean's committee? **(Senator Chase):** The Honors College will sit within Undergraduate Studies. There will be Director, Associate and

Assistant Director. **(Senator Cordero):** I sit on AR&P. I asked about how IVC students could participate. I wonder if there is a way to hold off until we have further conversation regarding that issue. **(Senator Chase):** I appreciate that you raised the IVC issue. There have been, and continue to be ongoing conversations about how to include IVC students. **(Senator Cordero):** I move to delay the decision until the May Senate meeting. [Motion made and seconded.] **(Senator Cordero):** I think it is important that we develop the College so that all students at SDSU can participate, and there are several issues with that in regard to IVC. **(Senator Chan substitute):** Speaking against the motion, we want the vote to happen before March 15<sup>th</sup> and ExploreSDSU in order to encourage good students who have been admitted. I trust that Dr. Sinclair is taking IVC students into consideration. **(Senator Donadey):** Speaking in favor of the motion, I do not believe everything has been taken into account. First, we need more specific language in writing about how IVC students can participate. Second, I also have problems with using the term "College." Could we consider it an "institute," "school," etc.? A College has an institutional organization. In terms of diversity, I do see a good faith effort (see pp. 11-12), but the Honors core courses do not take diversity into consideration. I propose that 1, 2, and 8 include diversity. **(Senator Deutschman):** Speaking against the motion, AR&P voted 8-1-2, and the committee felt strongly that moving swiftly is most important. **(Senator Moore):** Speaking in favor of the motion, what are the current provisions for economic diversity? I see academic and other diversity. **(Senator Chase):** There is urgency. Getting a College designation is important. In terms of economic diversity, we do have scholarships to help students. **(Senator Moore):** What will prevent this College from becoming an enclave of high socio-economic students? **(Senator Chase):** This was written with the intent of being more inclusive rather than less. **(Senator Beyene):** Given the urgency, is there a way we can vote on the original motion, then take into consideration all that is being discussed? **(Senator Wheeler):** This question is directed to Senator Deutschman. Is the Imperial Valley Campus concerned about increasing participation? Also, did AR&P take into consideration the long-term cost? **(Senator Packard):** How can we reconcile the issue of living in dorm and not having to live in dorm? **(Senator Esbenshade):** I don't understand the answer to the financial question...are we offering small classes only to honors students? Where is the money coming from? Do we have statistics about the diversity of the program in relation to the rest of the University? **(Senator Chase):** Today our students of color are just over 40%. We are going in the right direction. In regard to the financial questions, we have received a number of gifts to support students in need so they can live in residence halls. Money goes back to the department if we use faculty from specific departments. **(Senator Donadey):** I propose a friendly amendment. While I know this is about timeliness, I suggest we wait a month to address the use of the term "College," address issues of diversity, as well as the IVC issues (modification of the motion from May meeting to the April meeting was approved by unanimous consent). **(Senator Shackelford):** I am against the motion since the recruiting issue is so important. The earlier question regarding financial support can be looked at as a general mechanism of student support, but the Honors College creates an important gifting opportunity for donors. **(Senator Wheeler):** I request that Senator Chase present an account of meaningful progress in two months.

**MSF** To delay consideration of this item until the April meeting. : A standing vote yielded Ayes - 25  
Nays - 32.

**MP** To approve the formation of an Honors College, as proposed.

b. Merger of the Department of Learning Design and Technology and the School of Journalism and Media Studies

**MP** To approve the merger of the Department of Learning Design and Technology and the School of Journalism and Media Studies

c. Name change for the Department of Policy Studies in Language and Cross-Cultural Education

Discussion: **(Senator Venkataraman):** Why is the language more restrictive? **(Senator Schellenberg):** The language was purposively designed to align the description with the audience who would be interested in the program. **(Senator McClish):** I assume the department that proposed this is for it, and has taken Common Core and other issues into consideration. **(Chair Eadie):** This was certainly not forced upon them. **(Senator Schellenberg):** The language was endorsed by the Dean of the College, then AP&P.

**MP** To approve the change of name from Policy Studies in Language and Cross-Cultural Education to Dual Language and English Learner Education

## 6.2 Committees and Elections (Moore for Rhodes)

### **Action:**

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

#### College of Extended Studies Committee

##### **Replacement**

Chris Kjonaas (term ends May 2016)

The Committee on Committees and Elections moves approval of the following **student nominations** received from Associated Students and submitted for appointment with terms to end as noted:

#### Student Grievance Committee

Kristen Arena - (term ends May 2014)

Christopher Vallejo- (term ends May 2014)

Request to appoint Lindsey Schaefer (student) to the Liberal Studies Committee

**MP** To approve committee appointments

## 6.3 Constitution and Bylaws (Csomay)

### **Action:**

Senate Chair, Bill Eadie, asked the Constitution and Bylaws Committee to review the proposal from the Chair of Diversity, Equity and Outreach, Nola Butler-Byrd. The Constitution and Bylaws Committee has vetted the proposal and had gone through multiple iterations, and feel that the proposal below is reasonable and argued well. Hence, CBL moves the adoption of the Policy File changes recommended below.

### **Current Policy File Language:**

#### Tenure-Track Planning Committee

*1.0 Membership (5): Provost, Chair of the Senate, Chair of Academic Policy and Planning, Chair of Academic Resources and Planning, Chair of Faculty Affairs.*

*2.0 Function: The Committee shall annually consider programming initiatives and recommend to the Provost the allocation of new and vacated tenure-track faculty positions.*

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

Tenure-Track Planning Committee

1.0 Membership (5 6): Provost, Chair of the Senate, Chair of Academic Policy and Planning, Chair of Academic Resources and Planning, Chair of Faculty Affairs, Chair of Diversity, Equity and Outreach.

2.0 Function: The Committee shall annually consider programming initiatives and recommend to the Provost the allocation of new and vacated tenure-track faculty positions.

### **Rationale:**

This committee (T/T Planning) was established in 1999 and had been dormant until it was revived by Provost Marlin in 2011 in the context of severe budget cuts that limited tenure-track hiring to a handful each year. Adding the Chair of the Diversity, Equity and Outreach committee to the Tenure-Track Planning committee will

- ensure that diversity expertise is represented in the decision-making process;
- enhance the application of the principles of shared governance;
- ensure that the advice given to the Provost reflects priorities of SDSU's President and Strategic Plan in terms of inclusive excellence and increased recruitment of underrepresented faculty members;
- make evident a strong and visible sign of the University's commitment to having the faculty reflect the composition of the student body more closely – a crucial characteristic for a Hispanic Serving Institution with such a diverse student population as ours.

Discussion: (**Senator Putman**): Since the committee has often been dormant, is it required? (**Chair Eadie**): Provost Marlin has already indicated they will meet this summer to consider requests for tenure-track hires .

**MP** To approve above Policy File changes.

#### 6.4 Faculty Affairs (Packard)

##### **Action:**

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

In Titles and Appointments, p. 96:

Under 5.0 Distinguished Professor:

Insert "5.1" before " Recipients of the Albert W. Johnson University Research Lecture shall be named as a Distinguished Professor in their discipline."

Add "5.2 Recipients of the Senate Distinguished Teaching Award shall be named as a Senate Distinguished Professor in their discipline."

Rationale:

-- Without this change, the Senate Distinguished Professor title cannot be put into the catalog because the section of the Policy File on titles wasn't modified to include Senate Distinguished Professor as a title that could be awarded.

**MP** To approve Policy File language regarding "Titles."

#### 6.5 Faculty Honors and Awards (Valdes)

Action:

The Faculty Honors and Awards Committee moves that the Senate approve emeritus status upon retirement for:

Maria Butler, Lecturer, Chicano and Chicana Studies. December 31, 2013, 26 years

Marilyn M. Chin, Professor of English and Comparative Literature. December 31, 2013, 26 years

Joel J. Davis, Professor of Journalism and Media Studies. May 20, 2014, 24 years

Sharan A. Gibson, Professor of Teacher Education. May 27, 2014, 12 years

Marilyn Hall, Associate Librarian. April 1, 2014, 15 years

Lawrence C. Hinkle, Assistant Dean of Engineering. December 31, 2013, 8 years

Leroy R. McClenaghan, Jr., Professor of Biology. May 21, 2014, 37 years

Nan L. McDonald, Professor of Music and Dance. May 20, 2014, 29 years

Kathleen M. McGuire, Professor of Biology. December 31, 2013, 23 years

Stephen K. Reed, Professor of Psychology. May 31, 2014, 26 years

Steven J. Sacco, Professor of European Studies. December 31, 2013, 16 years

Barbara Weeks Huntington, Lecturer and Director of Pre-Professional Health Advising Sciences. December 31, 2013, 17 years.

K. Tim Wulfemeyer, Professor of Journalism and Media Studies. December 31, 2013, 30 years

**MP** To approve emeritus status upon above candidates.

The 2013/14 Senate Distinguished Professor Award and Lecture will take place Wednesday, March 26 at 11 a.m. in Templo Mayor in the new Student Union. Lunch will be provided afterward. Please confirm attendance with Allison by March 11.

6.6 Freedom of Expression (Freeman)

**Action:**

The Freedom of Expression committee moves the adoption of the following “sense of the Senate” resolution:

Resolved: That it is the sense of the SDSU Senate to endorse the "Statement on the Principles of Scholarly Research and Public Records" (below) adapted from a Resolution of September 2012 of the UCLA joint Senate-Administration Task Force on Academic Freedom (<https://www.apo.ucla.edu/resources/academic-freedom>), and be it

Resolved: That this resolution be distributed to the

- Academic Senate, The California State University,
- CSU campus senates, and
- California Faculty Association.

Statement on the Principles of Scholarly Research and Public Records

Preamble

Robust, frequent, and frank intellectual exchange is essential to research and teaching at the university level. It is therefore a matter of great concern that faculty at public universities throughout the country are increasingly the objects of requests through state (California Public Records Act, or PRA) and federal (Freedom of Information Act, or FOIA) public records acts for emails, notes, drafts, and other documents. Public access laws are an important component of the democratic process in our society, and scholars themselves frequently benefit from this legal framework. However, faculty scholarly communications (including faculty supervised student research communications) must be protected from PRA and FOIA requests to guard the principle of academic freedom, the integrity of the research process and peer review, and the broader teaching and research mission of the university. Moreover, these requests have increasingly been used for political purposes or to intimidate faculty working on controversial issues. These onerous, politically motivated, or frivolous requests may inhibit the very communications that nourish excellence in research and teaching, threatening the long-established principles of scholarly research.

### The Principles of Scholarly Research

Faculty at SDSU carry out a triple mission of teaching, service, and research/creative activity. The three parts of this mission are not identical: our service to the institution is by definition something that concerns the shared governance, operation, and decision-making here at SDSU and CSU wide. By contrast, our research and teaching are often conducted in collaboration with others in our discipline at institutions around the world, and serve the general advancement of knowledge.

Sound, high-quality scholarship is a collective process of trial and error, peer review, and questioning that happens in classrooms, laboratories, offices, conferences, workshops, at work and at home, day and night, in the university and in the field. Through this collective process, scholarship is scrutinized, questioned, improved, and ultimately accepted or rejected by the community. There are a number of principles that underlie this process and are accepted across the disciplines, including the following:

Frank exchange among scholars is essential to advancing knowledge. Scholars frequently test ideas in extreme form, explore possibilities through hypotheticals, or play "devil's advocate," making claims they may not themselves believe in edgy, casual language not intended for public circulation or publication. These communications are frequent and diverse in nature because scholarship is a competitive and fast-paced process, requiring intensive communication among a diverse array of participants.

Peer review is built into the academic enterprise at every level. Review and contestation is a nearly constant feature of the exploration of scholarly problems, and that review comes from peers at every stage, from the initial identification of a problem to the publication of scholarly work on the problem. Publications are the final tangible result of scholarly exploration. A published work articulates in detail the methods, materials, and modes of research that led to the findings reported or the narrative constructed. Publications are written with the expectation that they will contribute new knowledge to a field and spur deeper examination of the problems addressed within them. In essence, peer review never ends.

Faculty often choose research topics that are highly relevant to society and therefore may generate strong reactions. These topics may be controversial and highly politicized (e.g., global warming), deal with illegal or criminal behavior, or focus directly on contentious social questions (e.g., ethnicity, sexual orientation). Faculty must be free to work on these important topics without fear of retribution, threats, or interference.

Faculty members regularly collaborate with colleagues at other institutions. Faculty within the CSU system require, and deserve to have, the same freedom of communication with people at other universities and corporations, public and private. Faculty at private universities who perform equivalent research need not fear interference through state public records act requests pertaining to their scholarly contributions; neither should faculty at public universities such as SDSU.

Teaching and research are conducted and governed by the generally accepted professional and ethical commitments specific to each academic discipline. University policies generally incorporate, rather than supersede, those requirements and expectations. Thus, university faculty members already are held to very high professional and ethical standards in the conduct of their scholarly work.

### The Potential Harms of Public Records Requests for Scholarly Records

Frank, honest exchange depends on the maximum protection of the informal and everyday work, personal email, drafts, and records related to research and teaching. It is essential that regular and frequent communications among faculty within SDSU and with colleagues in other institutions remain within faculty control. Public records requests can lead to unnecessary and unwarranted increased time commitments necessary to monitor all that is written or said in case of potential public disclosure. A lack of protection from such requests can directly impinge on academic freedom (the "chilling effect") by causing faculty to avoid investigating controversial issues.

### Principles Endorsed to Protect Scholarly Communications

Clarity concerning what is considered a public record by the university is essential to the success of faculty research and teaching endeavors. The university must do its utmost to protect those records not subject to public records oversight and to prevent the chilling effect of public records requests on frank scholarly exchange. These principles are consistent with the letter and intent of the open records laws:

Protect the system of peer review at all levels.

Public records requests are neither a substitute for nor an effective check on peer review by the scholarly community, but instead damage the process by threatening scholars into silence when they should be speaking truthfully and frankly about their concerns. The published record is the gold standard on which scholarship rests and it is readily available to the public. Public records requests of private, draft, or pre-publication materials only serve to confound the peer review process, rather than leading to an improvement or check on this process.

Protect the right of faculty to choose topics and research areas based on intrinsic criteria. Research that is politically or socially controversial should be subject to the same protections as any other kind of research. If the scholarly process is to function correctly, it must be protected from political, social, religious or other non-academic criteria of evaluation.

Provide the same protections to SDSU faculty that colleagues in private universities or corporations enjoy. Scholarship is inherently collaborative and extends beyond the bounds of a single lab or office or university. Hence, faculty at SDSU should be afforded the same kinds of protection offered elsewhere, including at private universities. Maximum protection of SDSU faculty also is necessary to ensure that our colleagues at other institutions do not experience "second-order" chilling effects, i.e., a fear of collaborating with SDSU faculty due to concern about potential public disclosure of private materials.

Reiterate the value of the longstanding traditions of ethical and professional codes of conduct. Disciplines possess necessary and effective standards that govern the ethics of research. It is this time-tested oversight that ensures accountability. Public records requests should not be allowed to undermine these traditions.

### Conclusion

The academic enterprise is intrinsically different from other enterprises conducted for the benefit of the public. Its product, knowledge, is intangible, yet it informs all of society in countless tangible ways, including technology, medical care, ecology, and art. Academia can only make these tremendous contributions to the quality of our lives if it operates according to the standards that have ensured its freedom from bias and its unwavering devotion to truth, whatever that truth may be. The threat to faculty of forced disclosure of scholarly communication through PRA/FOIA requests can damage intellectual freedom and interfere with robust scholarly communication. The proper forum for evaluating and vetting academic research is through the time-honored and rigorous process of peer review. The world's academic community, including its faculties and administrative leaders, must protect itself from these requests if it is to continue to function and contribute to society in the highly valuable manner that it has for centuries.

Discussion: **(Provost Marlin):** Federal agencies are now requiring open access to data. How does this comport with those institutions getting federal funding? Is this just a statement that we don't like the law? **(Senator Freeman):**

Yes

2 abstentions

**MP** To adopt the above "sense of the Senate" resolution.

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

### 7.1 Academic Resources and Planning (Deutschman)

#### **Information:**

**1 Review and Approval of New Concentration within the MS Degree in Child Development [13-38]** The committee evaluated the proposal to add a new clinical concentration in *Early Childhood Mental Health* to the Master of Science Degree in Child Development program. The request to approve the new clinical was approved unanimously.

**2 Review and Approval of a proposed merge of the School of Journalism and Media Studies and the Department of Learning Design and Technology** The committee evaluated the proposed merger of JMS and LDT into a single department within PSFA. The merger was vetted through a rigorous process and culminated in nearly unanimous approval in votes by faculty in both departments. There does not appear to be any negative fiscal impacts of this merger. The request to approve the merger was approved unanimously.

**3 Discussion of requests for one-time funds for Feb 13 PBAC meeting** The committee discussed the requests for one-time funds from Academic Affairs, Business and Financial Affairs, University Relations and Development, Enhanced Campus Climate and Culture, and Destination SDSU. The input from the committee will be communicated at PBAC.

**4 Discussion of Proposed University Honors College** Dr. Chase (Dean, Undergraduate Studies) and Dr. Sinclair (Director, University Honors Program) described the major elements of the UHC proposal and answered questions. The committee discussed the proposal and raised several points.

- An expanded Honors College has the potential to attract excellent students and enrich and expand the entire university community.

- The Honors College should strive to be inclusive.

- The Honors College has outlined an ambitious expansion program and it will be important to focus on recruitment and retention of students to meet this goal.

- The committee expressed the opinion that funding for the Honors College should not detract from other academic programs. In addition, departments and programs should not be unduly burdened by faculty who choose to teach in the proposed Honors courses.

- The committee noted that funding for the expanded UHC is already earmarked in the strategic plan.

- The committee expressed concern that the current UHC proposal does not address if or how students at the IVC campus could participate.

Members of the committee debated the relative pros and cons of the proposal. The majority (but not all) of members felt that timely approval of the current proposal was warranted. The proposal was approved by majority (8 yeas, 1 nay, 2 abstentions).

## **5. Discussion of Senate Officers Referral**

ARP discussed the Senate officers' referral. The committee continues on its two-pronged approach. (1) Analyzing data/information from Faculty Affairs and Academic Affairs (i.e. centralized), (2) collecting information from colleges by discussing budgeting with representatives within each college (i.e. decentralized).

ARP will be drafting a report over the next few weeks. The report will be forward-looking in nature and discuss best practices that promote transparency and excellent communication during the budget process. We will recommend best practices that should be relevant horizontally (i.e. across colleges/units at the same level) as well as vertically (i.e. from colleges to departments to faculty/staff).

### 7.2 California Faculty Association (Toombs)

#### **Information:**

CFA Report:

#### **Bargaining**

The CFA Bargaining Team met with CSU negotiators on February 13 and 14. Both sides exchanged proposals at this session. The CFA Team continued to focus on workload concerns for all faculty members -- tenured and tenure-



track, lecturers, librarians, counselors and coaches. The CFA Bargaining Team offered extensive, detailed proposals to address the increased demands on all faculty members in the areas of teaching, research, and service.

CSU negotiators agreed that the CSU system is serving more students with fewer faculty members and acknowledged CFA's concern about faculty members being asked to "volunteer" to perform work without pay.

Based on members' feedback in the bargaining survey CFA conducted last October, the CFA Bargaining Team will continue to press critical workload issues during future negotiations.

The next bargaining session will be held March 13 and 14.

### **Recent outreach to legislators in support of CSU budget**

Thank you to the hundreds of faculty members on our campus who responded to our call, over this past month, for messages to our legislators in support of CSU funding. Throughout the CSU system, faculty members generated literally thousands of messages to legislators. (This outreach is important, of course, since budget can have a bearing on CSU employee compensation.) We will be asking for your help and outreach again, later this spring, at key junctures in the legislative budget process.

### **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.

### 7.3 Graduate Council (Balsdon)

#### **Information:**

#### **COUNSELING AND SCHOOL PSYCHOLOGY**

1. New course.

Counseling and School Psychology  
*SOCIAL JUSTICE DEM THEORY (C-2)*  
CSP 621. Social Justice Democratic Theory, Processes, and Skills (2)

Prerequisite: Concurrent registration in Counseling and School Psychology 621L.

Multicultural community counseling and social justice practice, to include democratic processes, community-building, and professional communication skills. Social change through working with people in communities, increasing self- and other-awareness, and relationship building. Fulfills licensure requirements for LPCC.

2. New course.

Counseling and School Psychology  
*SOC JUSTICE DEM THRY LAB (C-15)*  
CSP 621L. Social Justice Democratic Theory, Processes, and Skills Laboratory (1)

Prerequisites: Concurrent registration in Counseling and School Psychology 621.

Supervised practice in multicultural community counseling and social justice practice, to include democratic processes, community-building, and professional communication skills. Social change through working with people in communities, increasing self- and other-awareness, and relationship building. Fulfills licensure requirements for LPCC.

3. Change in course description, prerequisite, title, unit value.

Counseling and School Psychology  
*SEX AND INTIMACY COUNSLNG (C-2)*

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

Prerequisites: Counseling and School Psychology 621 and 621L or 625 and 625L, or consent of instructor.

Approaches to understanding sexual functioning and intimacy through multicultural, historical, and relational clinical theory frameworks. Specific sexual issues presented in therapy, treatment planning, and intervention. Fulfills marriage and family therapy and LPCC licensure requirements.

Changes: LPCC added to description, 621/621L added to prerequisites, counseling added to title, unit count is now 1-2 from two.

4. New course.

Counseling and School Psychology  
*COMMUNITY COUNS ASSESSMNT (C-2)*

CSP 642. Multicultural Assessment in Individual and Community Counseling (2)

Prerequisite: Education 690.

Theory and practice of individual assessment measures from a multicultural and social justice perspective in community counseling. Test development processes. Social justice and cultural factors in testing and interpretation. Current uses of texts in community settings. Fulfills licensure requirements for LPCC.

5. New course.

Counseling and School Psychology  
*COMMUNITY COUNS ASSMT LAB (C-15)*

CSP 642L. Multicultural Assessment in Individual and Community Counseling  
Laboratory (1) Cr/NC

Prerequisite: Education 690.

Supervised practice and application of individual assessment measures from a multicultural and social justice perspective in community counseling. Test development processes. Social justice and cultural factors in testing and interpretation. Current uses of texts in community settings. Fulfills licensure requirements for LPCC.

6. New course.

Counseling and School Psychology  
*TRAUMA AND CRISIS COUNS (C-3)*

CSP 650. Trauma and Crisis Counseling in Multicultural Community Context (1-3)

Prerequisites: Counseling and School Psychology 601; 621 and 621L or 625 and 625L, or consent of instructor. Multicultural and social justice; crisis and trauma counseling and therapy to include historical and philosophical origins of current theories and practices and implications for multidisciplinary treatment. Trauma and diversity.

7. Change in unit value.

Counseling and School Psychology

CSP 670. Theory and Process of Group Counseling (2)

Prerequisites: Counseling and School Psychology 600 and 600L.

Group process, theories of group interaction, and group leadership techniques with children, adolescents, adults, couples, and families.

Change: Unit value changed to two from three.

8. New course.

Counseling and School Psychology  
*GROUP COUNSELING LAB (C-15)*

CSP 670L. Group and Community Counseling Lab (1) Cr/NC

Prerequisite: Credit or concurrent registration in Counseling and School Psychology 670.

Supervised practice in group counseling, community counseling, group leadership. May be repeated with new content. Maximum credit three units applicable to master's degree in counseling.

9. Change in course description, prerequisite, title.

Counseling and School Psychology  
*SUBSTANCE ABUSE TREATMENT (C-3)*

CSP 687. Family and Systemic Treatment of Substance Abuse (1-3)

Prerequisite: Counseling and School Psychology 621 and 621L or 625 and 625L, or consent of instructor.

Systemic models of intervention for families, couples presenting problems related to substance abuse. Includes treatment issues of interdependence, power, intimacy, generational patterns, addition and relapse. Fulfills marriage and family therapy and LPCC requirements.

Changes: Updated from former title, *Mental Health, Substance Abuse, and Behavioral Addictions*. Addition of prerequisites. Description adds LPCC.

10. Change in course description and prerequisite.

Counseling and School Psychology  
CSP 691. Violence in Couples' Relationships (1)

Prerequisites: Counseling and School Psychology 621 and 621L or 625 and 625L, or consent of instructor.

Sociocultural, developmental, family and individual contexts of violence in couples' relationships. Assessment with a focus on systemic ideas and practices. Legal, ethical, and person-of-the-therapist influences on assessment. Fulfills marriage and family therapy and LPCC licensure requirements.

Changes: Addition of prerequisites; addition of LPCC to description.

11. Change in course description, title, unit value.

Counseling and School Psychology  
*PSYCHOPHARMACOLOGY (C-3)*

CSP 694. Psychopharmacology for Marriage and Family Therapists and Counseling (2-3)

Prerequisite: Counseling and School Psychology 618.

Medical, cultural, systemic perspectives on use of psychopharmacology in marriage and family therapy and community counseling practice. Overview of most commonly used drugs in psychotherapeutic treatment. Fulfills marriage and family therapy and LPCC licensure requirements.

Changes: Addition of community counseling and LPCC to description; counseling to title. Units updated to variable 2-3 from two.

#### 7.4 University Relations and Development (Carleton)

##### **Information:**

##### **The Campaign for SDSU:**

SDSU received its largest single gift ever on February 5, 2014, from renowned San Diego philanthropist Conrad Prebys. The gift will create scholarship support for some 150 students each year, a truly transformational gift for The Campaign for SDSU.

The Prebys gift puts the total raised for The Campaign at the \$468 million dollar mark. The first scholarships resulting from this gift will be awarded in Fall of 2014.

Additional recent gifts to The Campaign include the following:

The Steven Rogers Estate gifted \$103,000 to the College of Sciences;

Brandon Keith pledged \$25,000 to support the Real Estate Program;

Faculty Emeritus Lindsay Carter is gifting \$25,000 to endow scholarships in the College of Health and Human Services;

Laurence and Opal Maletta are gifting \$15,000 for scholarships in the College of Education;

Jim Sinegal and Steve Cushman each made a \$10,000 contribution for support of the College of Business Administration;

A gift of \$25,000 from Lee Carson will go to the Basketball Performance Center Project;

ARCS made a new gift of \$48,750 for graduate fellowships;

Price Charities made two gifts. One of \$305,000 to our joint City Heights Project and a second of \$14,000 to the College of Health and Human Services;

From Dennis and Susan Cook, we received a bequest to support athletic scholarships and a \$25,000 pledge for the Basketball Practice Center;

Alumnus Francis X. Feeney, Jr. pledged \$12,500 to support the College of Arts and Letters Dean's Excellence Fund;

New TCF Board Member and Alumnus Jerry Sanders is pledging \$40,000 to support scholarships;

PSFA received a pledge of \$48,000 from Dan Peterson to endow a scholarship and;

We received two more gifts totaling \$265,000 from Hanban China in support of the Confucius Institute.

**MSP** To receive the above information reports.

## **8. Adjournment**

**The Senate adjourned at 3:11 pm**