



SAN DIEGO STATE
UNIVERSITY

San Diego State University Senate Agenda

November 7, 2017

AL 101

2:00 to 4:30 pm

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Summary of notes forwarded to Lars Walton, Chancellor's White's Chief of Staff

Open Forum held at the IV/Calexico campus on October 17

Tuesday's session @ the SDSU/Calexico campus was a great opportunity to see the presidential search from the perspective of faculty, staff, and lecturers who, with great passion and dedication, serve students in the Imperial Valley. Prior to the Open Forum itself, we met first with Dean Ponce, and then with select members of the Dean's Advisory Board--which means we also had input from people representing key economic sectors in which SDSU/IV grads do or will work and perhaps lead in the future.

Following are key takeaways from our discussions, followed by statements about the SDSU/IV campus that should be included in the soon-to-be finalized statement of candidate qualifications.

- Internal campus constituents believe that full-time freshmen admissions are important to sustainable academic programs; however some members of the Advisory Board are satisfied with the dual-enrollment arrangement now in place.
- SDSU/IV plays a unique role as an economic growth generator for the region. Offering a general business degree (and engineering as well) can help to reduce what people see as "brain drain" -- where the best and brightest leave the area to find good career opportunities.
- Area employers struggle to find qualified individuals with computer science, programming, engineering, and business backgrounds.
- SDSU/IV faculty are committed to high-level research; they do not want to be viewed as less capable or productive than their SDSU/San Diego counterparts. In terms of *retention, tenure and promotion*, they expect to be judged by the same standards. They recognize the stress that comes with wearing many hats (they are stretched thin--no doubt about it)--but they seem to almost relish the challenge.
- SDSU/IV faculty want SDSU/San Diego to see their commitment to the University's mission; clearly, this is not the message they consistently receive.
- [Members of the Dean's Advisory Board believe that research opportunities are being lost to other institutions \(across the nation, actually\) due to lack of investment from SDSU. In particular, Advisory Board members believe Imperial Valley is a amazing resource on which SDSU/San Diego has yet to capitalize.](#)
- Dean Ponce is making strides in unifying the IV "campuses" (Calexico, Brawley) into a whole.
- SDSU/IV faculty and staff feel they're on an upward trajectory and do not want to lose momentum--a message we heard over and over again from those who participated in our Listening Tour sessions held at SDSU/San Diego.
- IV students need access to resources that simply aren't available to them (a wellness center, for example); they also deal with security issues that call for a SDSU police presence on campus.

Below are additional points to include in the qualifications statement; collectively, they draw from the takeaways noted above.

The IV community is keen on building a stronger community presence. With improved campus

visibility comes a larger pool of highly qualified applicants, a more diverse offering of majors and degrees, vibrant faculty hires committed to educational excellence and scholarship, and graduates who remain in the area and become the community and industry leaders of the future. Such outcomes depend on the selection of a President who truly appreciates what SDSU/IV offers and is thus eager to promote:

- A stronger collaboration between Associated Students/San Diego and its IV counterpart (at both the Brawley and Calexico campuses), along with targeted support services for IV students (wellness center, transportation options).
- New undergraduate degrees in business, nursing, and engineering. -- and graduate programs as well--all of them aligning well the Imperial Valley's key business sectors.
- Curtailment (or refinement) of the current agreement with the Community College District to allow for full-time freshmen admission.
- Multifaceted partnerships with the business community whose members can provide mentoring, internship/practicum opportunities, etc.
- The faculty's scholarly accomplishments--recognizing the unique service load these dedicated people shoulder.
- The hiring of a dedicated IV liaison who can ensure efficient, timely, and transparent decision-making on issues affecting the Calexico and Brawley campuses.
- Collaborative research targeting issues particularly germane to Imperial County (immigration, health, poverty, etc.).

Like their SDSU/San Diego colleagues, SDSU/IV faculty, staff and students seek a President who is:

- curious and open-minded
- culturally astute (committed to diversity in all its many forms and thus dedicated to building an inclusive environment)
- empathetic

Memorandum

To: SEC/Senate

From: Marcie Bober-Michel
Senate Chair

Re: Summary / Council of Chairs meeting

Date: October 13, 2017

Note that we spent nearly two of our five hours together focused on EO 1100 and 1110. That said ...

We met Romey Sabalius, the new CSU Faculty Trustee (2-year term); he formerly served as a ASCSU Senator. He bemoaned the turnover of high-level administrators at some of the campuses, but reminded us that *faculty drive the show*. In his words, "we are the University." We may or may not want to invite him to come to campus.

ASCSU Chair Miller provided a lengthy "update."

- The Executive Committee's met with the Chancellor re EO 1100/1110; clearly he is not impressed with the many requests for delayed implementation of both orders. She expects the Coded Memoranda to roll out in "chunks."
- The Sustainable Financial Model Task Force has been meeting regularly-- focusing on ways to deal with the Governor's paltry budget for AY 2018/19. In Chris' view, we're headed to predictable small-scale tuition increases, a solution more palatable for students/parents than large increases at irregular intervals.
- The Tenure Density Report paints a picture that some programs, departments and schools find almost offensive. Some disciplines simply do not attract potential hires of color; couple that with low or moderately low starting salaries and it's easy to see why, despite tremendous effort, they struggle in this area. The report may be submitted to the Faculty Affairs committee for action.
- The community college system is developing a new initiative wherein they will work with the CSUs and UCs to graduate master's graduates committed to community college teaching.
- There is a movement afoot to funnel students (credential candidates in particular) into tracks: STEM and liberal arts/humanities. Once labeled, though, students would have little opportunity to move to other areas of interest. If this actually came to fruition, we could see teachers who are basically either math or language arts illiterate.

- There supposedly is a working group tackling the meet-and-confer issues associated with the CSU's new Intellectual Property policy. However, she hasn't seen any real movement, so for now it's status quo relative to campus policies currently in place.
- There is still confusion about selection of faculty for the Quantitative Reasoning course development workshop as well as who bears responsibility for costs associated with travel, etc. Do those costs get paid from the \$140K each campus received?
- ASCSU continues to complain about the inconsistent/haphazard way in which Chancellor's Office info is distributed to the campuses and then shared with administrators, faculty and staff. Many key players miss critical information because there is no established method of distribution at either the Chancellor's Office or campus level.
- Some campuses are concerned (perhaps unnecessarily so) with the catalog rights aspect of EO 1100; at SDSU we likely will see *few* juniors and seniors opting to change their paths--though some sophomores might.

Committee	Date	Item	Referred by
Constitution and Bylaws	December 2017	Review Senate committee structure, specifically: duties/roles/responsibilities of committees, length of appointment of members and chairs, and related issues. Are all the standing & other committees needed?	SEC
Faculty Affairs	December 2017	Clarify policy language regarding adjunct / volunteer appointments	SEC
AP & P	December 2017	Consider SDSU's curriculum approval process, with particular attention to questions of efficiency and timeliness.	SEC
AP & P	December 2017	Consider SDSU's GE course identification process, both in general and with specific attention to a) course proposals that may be perceived to cross into another department or school's disciplinary purview and b) double-counting of courses for major and GE.	SEC

TO: SEC/Senate
FROM: Allison Vaughn, Chair, Committee on Committees and Elections
DATE: November 1, 2017
RE: Action Items

The Committee on Committees and Elections moves approval of the following appointments, reappointments, or replacements to committees (marked with an asterisk) along with open spots which need to be filled in each committee. Additionally, we provide a list of existing committee chairs and a list of committees for which no roster information could be found. Finally, we end this report with a list of Senators who are not currently serving on a committee.

EXISTING COMMITTEE CHAIRS

Academic Policy and Planning

Chair: DJ Hopkins

Academic Resources and Planning

Chair: Donna Conaty

Bookstore Advisory

Chair: Glen McClish

Campus Development

Chair: Laura Shinn

Committee on Committees and Elections

Chair: Allison Vaughn

Constitution and Bylaws

Chair: Eniko Csomay

Copy Rights and Patents

Chair: Douglas Grotjahn

Disability Access and Compliance

Co-Chairs: Jessica Rentto and Pamela Starr

Diversity, Equity, and Outreach

Chair: Beth Chung

Environment and Safety

Chair: Sridhar Seshagiri

Faculty Affairs

Chair: Jennifer Imazeki

Faculty Honors and Awards

Chair: Yusuf Ozturk

Fee Advisory Committee (Campus)

Chair: David Ely

Freedom of Expression

Chair: Mark Freeman

GE Curriculum and Assessment

Chair: Eniko Csomay

Graduate Council

Chair: Stephen Welter

Honorary Degrees

Chair: Provost Chukuka Enwemeka

Instructional and Information Technology

Chair: Mark Siprut

Intercollegiate Athletic Council

Chair: John Puttman

Liberal Studies

Chair: Virginia Loh-Hagan

Library and Information Access

Chair: Peter Herman (Edward Beasley, chair Fall 2017-Herman on sabbatical)

SDSU Press Editorial Board

Chair: William Anthony Nericcio

Staff Affairs

Chair: Debra Bertram

Student Grievance

Chair: Estralita Martin

Student Learning Outcomes

Chair: Stephen Schellenberg

Student Media Advisory

Chair: Giselle Luevanos

Sustainability

Chair: Keven Jeffrey

Undergraduate Council

Chair: Nora Shultz

Undergraduate Curriculum

Chair: Larry Verity

COMMITTEES WITH NO ROSTER INFORMATION

Extended Studies

International Programs

Scholarships Committee

Student Affairs

Student Health Advisory Board

Teacher Education Advisory Council

FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS & NEED

*reappointments or new appointments

Academic Policy and PlanningNEED 1 student***Academic Resources and Planning***

*Eugene Olevsky new term May 2020

NEED IVC facultyNEED 1 student***Bookstore Advisory (roster complete)******Campus Development***

*George Christakos new term May 2020

Committee on Committees (roster complete)***Constitution and Bylaws (roster complete)***

Copyrights and Patents (roster complete)***Disability Access and Compliance (roster complete)******Diversity, Equity, and Outreach (roster complete)******Environment and Safety***

*Michael McCall new term May 2020

NEED 2 faculty

NEED 1 member of local unit 3 collective bargaining agency

NEED 2 students

Faculty Affairs (roster complete)***Faculty Honors and Awards***

NEED 1 student

NEED 1 former recipient of alumni award

NEED 1 alumnus

Fee Advisory Committee (Campus) (roster complete)***Freedom of Expression***

NEED Provost or designee

NEED 5 students (AS President or designee + 4 others)

GE Curriculum and Assessment

NEED 1 EDU faculty

NEED 1 IVC faculty

NEED 2 (undergrad) students

Graduate Council

*Alicia Arambula (student) new term May 2018

*Adriana Trujillo (student) new term May 2018

Honorary Degrees (roster complete)***Instructional and Information Technology***

*Mahasweta Sarkar new term May 2020

* Siu "Easton" Tsui (student) new term May 2018

Intercollegiate Athletic Council (roster complete)***Liberal Studies (roster complete)******Library and Information Access***

NEED 2 students

SDSU Press Editorial Board (roster complete)***Staff Affairs***

NEED 1 student

Student Grievance

*Mia Panlilio (student) new term May 2020

*Michael Kumura (student) new term May 2020

*Siu "Easton" Tsui (student) new term May 2020

*Nick Elliott (student) new term May 2020

*Michael Wiafe (student alternate) new term May 2020

*Skylar Shubuya (student alternate) new term May 2020

NEED 1 full-time administrator

NEED 1 students (alternates)

Student Learning Outcomes

*Jessica Robinson new term May 2020

NEED 1 PSFA faculty

NEED 2 students

Student Media Advisory

NEED 1 AS VP of Finance or designee

NEED 2 students (AS appointed)

Sustainability (roster complete)***Undergraduate Council***

*Santosh Nagaraj new term May 2020

NEED 1 HHS faculty

NEED 1 IVC faculty

Undergraduate Curriculum

NEED 1 student

University Research Council

*Mark Reed new term May 2020

*Anca Segall new term May 2020

NEED 1 PSFA faculty

*reappointments or new appointments

Senators not currently represented on a committee:

A&L

Adisa Alkebulan

Chris Werry

EDU

Nan Hampton

MPP I & II

Jennifer Acfalle

SCI

Tao Xie

Staff

Norma Aguilar

University Services

Manuel Rivera

Carrie Sakai

1 Resolution to Eliminate the Mascot and Form a Task Force to Investigate the Aztec Identity

2 Author: Diversity, Equity, and Outreach Committee

3 WHEREAS, Title VI of the Civil Rights Act of 1964 states that: “No person in the United States
4 shall, on the ground of race, color, or national origin, be excluded from participation in, be
5 denied the benefits of, or be subjected to discrimination under any program or activity receiving
6 federal financial assistance.” and;

7 WHEREAS, the State of California’s Education Code Title 1, Division 1, Part 1, Chapter 2,
8 Article 3 [220] states: “No person shall be subjected to discrimination on the basis of disability,
9 gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual
10 orientation, or any other characteristic that is contained in the definition of hate crimes set forth
11 in Section 422.55 of the Penal Code in any program or activity conducted by an educational
12 institution that receives, or benefits from, state financial assistance or enrolls pupils who receive
13 state student financial aid.” and;

14 WHEREAS, the State of California’s Education Code Title 1, Division 1, Part 1, Chapter 2,
15 Article 3.5 [221.2] states: “(a) The use of racially derogatory or discriminatory school or athletic
16 team names, mascots, or nicknames in California public schools is antithetical to the California
17 school mission of providing an equal education to all; (b) Certain athletic team names, mascots,
18 and nicknames that have been used and remain in use by other teams, including school teams, in
19 other parts of the nation are discriminatory in singling out the Native American community for
20 the derision to which mascots or nicknames are often subjected; (c) Many individuals and
21 organizations interested and experienced in human relations, including the United States
22 Commission on Civil Rights, have concluded that the use of Native American images and names
23 in school sports is a barrier to equality and understanding, and that all residents of the United
24 States would benefit from the discontinuance of their use; (d) No individual or school has a
25 cognizable interest in retaining a racially derogatory or discriminatory school or athletic team
26 name, mascot, or nickname.” and;

27 WHEREAS, Executive Order 1097, from the Office of the chancellor of the California State
28 university system states: “The California State University (CSU) is committed to maintaining an
29 inclusive community that values diversity and fosters tolerance and mutual respect, and further
30 goes on to state that “The CSU strives to be free of all forms of Discrimination, including
31 Harassment, because of a Protected Status. It is CSU policy that no Student shall be excluded
32 from participation in, or be denied the benefits of, any CSU program or activity because of any
33 Protected Status,” with examples of Protected Status being Age, Disability, Gender, Genetic
34 Information, Gender Identity or Expression, Nationality, Marital Status, Race or Ethnicity,
35 Religion, Sexual Orientation, and Veteran or Military Status. and;

36 WHEREAS, the United States Commission on Civil Rights, by Resolution dated April 13, 2001,
37 called for an end to the use of American Indian images and team names by schools: “Schools
38 should not use their influence to perpetuate misrepresentations of any culture of people.
39 Stereotypes of American Indians teach all students that the stereotyping of minority groups is
40 acceptable, a dangerous lesson in such a diverse society”; and

41 WHEREAS, in 2005, the American Psychological Association called for “the immediate
42 retirement of all American Indian mascots, symbols, images and personalities by schools,
43 colleges, universities, athletic teams and organizations,” stating that their position is based on “a
44 growing body of social science literature that shows the harmful effects of racial stereotyping
45 and inaccurate racial portrayals, including the particularly harmful effects of American Indian
46 sports mascots on the social identity development and self-esteem of American Indian young
47 people.” and;

48 WHEREAS, Native symbols and mascots have been used, but then later acknowledged as
49 inappropriate and retired by institutions of higher learning including the following: Dartmouth
50 College, Eastern Michigan University, Marquette University, Seattle University, Southern
51 Oregon University, Stanford University, Syracuse University, University of Massachusetts,
52 Amherst, University of Oklahoma; Arkansas State University, and the University of North
53 Dakota; and;

54 WHEREAS, more than 100 organizations across the nation have endorsed the discontinuation of
55 Native American mascots, including: National Congress of American Indians, the National
56 Indian Education Association, the Society of Indian Psychologists, the Anti-Defamation League,
57 Commission on Human Rights, United States Civil Rights Commission, Asian Americans
58 Advancing Justice, National Association for the Advancement of Colored People (NAACP),
59 American Civil Liberties Union (ACLU), American Jewish Committee, Museum of Tolerance,
60 National Education Association (NEA), California Teachers Association (CTA), University of
61 California Student Association (UCSA), and;

62 WHEREAS, in 2005, the NCAA adopted a policy to prohibit NCAA colleges and universities
63 from displaying hostile and abusive racial/ethnic/national origin mascots, nicknames or imagery
64 at any of the 88 NCAA championships.

65 WHEREAS, the research described in a San Diego State University graduate student’s thesis,
66 entitled, Fail Montezuma!: The Last Vestiges of an Obscured Yet Stubbornly Persistent Culture
67 of Racism at San Diego State University, provides information on the formation of SDSU’s
68 present-day institutional identity.¹ and;

69 WHEREAS, San Diego State University’s Policy file, section 4.4 states: “The university shall
70 cultivate a campus climate that promotes human dignity, civility, and mutual appreciation for the
71 uniqueness of each member of our community. Because the university’s educational goals are
72 founded on the values of intellectual honesty, appreciation for diversity, and mutual respect, it is
73 critical that our academic and co-curricular programs, scholarships, courses, workshops, lectures,
74 and other aspects of campus life reflect diverse perspectives. Freedom from discrimination,
75 harassment, and violence against persons or property is a basic right and is requisite for learning.
76 Freedom of speech shall be protected. By the same token, the campus community shall denounce
77 and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have
78 separated us as a people.” and;

¹ For more information, please see Ozzie Monge’s master’s thesis.

79 WHEREAS, San Diego State University’s Diversity Pledge states, calls on students, faculty and
80 staff to pledge “To embrace the diversity of all individuals respecting such attributes as their sex,
81 gender, race, ethnicity, age, class, citizenship, marital status, sexual orientation, nationality,
82 socioeconomic status, religion, physical ability, mental ability and expression; To strive toward
83 social justice for all people in order to create and sustain a safer, more productive, and inclusive
84 campus environment; To refrain from using derogatory terms or statements that are harmful and
85 disrespectful to others; To not contribute to stereotypes or make generalizations about
86 individuals but rather to use my own experiences and interactions to better understand and
87 embrace all people; To educate myself about cultures other than my own; To engage in and
88 contribute to the diverse world around me; To actively honor this pledge within my everyday
89 life.” and;

90 LET IT BE RESOLVED, that San Diego State University retire the current human representation
91 of an Aztec as the school mascot as well as retire usage of spears or weapons that connote
92 barbaric representations of the Aztec culture.

93 LET IT BE RESOLVED, that San Diego State University form a task force to investigate and
94 make recommendations regarding the appropriateness of the continued usage of the Aztec
95 moniker including symbols, signage, logos, branding, buildings, statues (e.g., Monty), awards
96 (e.g., Zuma) and other references to the possible misappropriation of Aztec identity. This task
97 force shall also make recommendations regarding an education component in relation to the
98 Aztec identity.



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Loren J. Blanchard, Ph.D.
 Executive Vice Chancellor


Tel: 562-951-4710
 Email: lblanchard@calstate.edu

October 12, 2017

If applicable, respond no
 later than
November 15, 2017

MEMORANDUM

TO: CSU Presidents

FROM: Loren J. Blanchard, Ph.D. 
 Executive Vice Chancellor

SUBJECT: Implementation Timelines for Executive Orders 1100-Revised and 1110

The Chancellor's Office has received questions regarding implementation of recently issued Executive Order 1100-Revised, [General Education Breadth Requirements](#) and Executive Order 1110, [Assessment of Academic Preparation and Placement in First-Year General Education Written Communication and Mathematics/Quantitative Reasoning Courses](#).

As a reminder, Executive Order 1100-Revised updates the existing CSU general education (GE) framework, clarifying requirements, affording equity in the application of general education policy and facilitating more efficient graduation.

The intent of Executive Order 1110 is to expand the use of multiple measures of assessment for readiness in English and mathematics for new students, strengthen the Early Start Program by focusing on baccalaureate credit-bearing experiences and provide the opportunity for faculty innovation in general education courses with appropriate academic and student support.

We understand that faculty on most campuses have already begun work on the curricular updates necessary under these policies. As they have engaged in this work, some have expressed concern regarding the ability to achieve a particular element of the updated policy by fall 2018, based upon unique campus constraints.

We recognize the distinctive academic environments of each CSU campus. As such, there may be situations that warrant consideration of a narrowly defined request for extension of the implementation date of a specific element of EO 1100. In these cases, the CSU Office of the Chancellor will consider extension requests. No extensions will be considered regarding

CSU Campuses
 Bakersfield
 Channel Islands
 Chico
 Dominguez Hills
 East Bay

Fresno
 Fullerton
 Humboldt
 Long Beach
 Los Angeles
 Maritime Academy

Monterey Bay
 Northridge
 Pomona
 Sacramento
 San Bernardino
 San Diego

San Francisco
 San José
 San Luis Obispo
 San Marcos
 Sonoma
 Stanislaus

Executive Order 1110 or elements of Executive Order 1100-Revised that align with EO 1110, such as updates to GE Subarea B4, Mathematics/Quantitative Reasoning.

A request to delay implementation for a particular element of EO 1100-Revised may be submitted by the provost on behalf of the faculty and campus community, with endorsement by the president. Requests shall include:

- The specific, narrowly defined request for delay, identifying the policy section affected and explaining why more time is needed;
- A clear and compelling rationale to support the request for the benefit of students;
- A timeline detailing the work to be accomplished by specific dates;
- The term and year by which specific policy areas will achieve compliance with the EO; and
- Confirmation that efforts to address all other elements of the EO are continuing.

Two campuses, CSU Monterey Bay and Sonoma State University, have already been granted extensions until fall 2019, allowing delay of the minimum/maximum 3-unit general education course format requirement. Nearly all general education courses at these two campuses will require conversion from four units to three units. Based on informal inquiries received, it is anticipated that the number of additional extensions granted will be limited.

Requests

Requests addressing the above elements may be submitted to my attention by the campus provost no later than November 15, 2017. Requests will be carefully considered and will receive an expedited response.

- c: Timothy P. White, Chancellor
Christine Miller, Chair, Academic Senate of the California State University
Provosts and Vice Presidents of Academic Affairs
Vice Presidents of Student Affairs

EO 1100 Changes

The following changes will be implemented for 18-19 and will be included in the 2018-2019 catalog:

1. Effective fall 2018, SDSU must allow any upper division Major course that is already a GE course to count towards GE with no limits or exceptions including if it's in the major department, which is referred to in the following sections of the order.
 - a. 2.2.6 Double Counting
 - b. 2.2.6.1 General Education, Major, and Other Requirements Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE Requirement.
2. SDSU can no longer limit students to 12 units from one department that can be used in General Education requirements.
3. SDSU can no longer limit students to 7 units total in any one department in lower division Foundations and upper division Explorations.
4. SDSU can no longer limit students to 10 units maximum in any one department in Foundations of Learning, American Institutions and GE Explorations.
5. SDSU should no longer limit students to only 3 units of GEOG 101, 103 and ANTH 101 in GE Natural Sciences as long as we ensure the student has an approved GE Science Lab.
6. GE Math no longer requires intermediate algebra as a pre-requisite and the courses have been expanded to include topics such as computer science, personal finance, discipline -based math or quantitative reasoning.
7. American Institutions needs to be included as part of the GE Foundations Social Science and upper division Explorations Social Science areas to be in compliance with the EO. Currently American Institutions courses are listed in Area III.

The following changes need to have course proposals and other related actions move through the governance/curricular process. This will begin in October 2018 with a modified timeline and will be included in the 2019-2020 catalog:

8. SDSU requires four lower division GE Humanities courses. This needs to change to three lower division GE Humanities courses. We should probably establish two separate areas for students to choose to coincide with other CSU's and CA Community Colleges patterns.
9. SDSU should be offering a "true" Area E (Lifelong Learning and Self-Development) course(s) based on the newly expanded description to include content that focuses on success strategies or information literacy.
10. Double counting Major and GE the change requiring "9 units of upper division GE must be taken at CSU" will seriously affect students going abroad on programs that **do not** have residence credit. We will hold off on this for a year until we can have further discussions with the Chancellor's office.

To: Loren J. Blanchard, Ph.D.
Executive Vice Chancellor
From: Chukuka S. Enwemeka, Ph.D.
Provost, San Diego State University
Subject: Implementation Timelines for Executive Orders 1100-Revised and 1110

San Diego State University (SDSU) has been working diligently since the summer to respond to both executive orders and due to the tremendous efforts of our faculty will be able to implement the vast majority of the elements of EO1100 in place for 2018-2019. All initial elements of EO 1110 will be in place for 2018, with plans for assessment and growth, most particularly in the area of Quantitative Reasoning. New stretch courses in Rhetoric & Writing and Linguistics have been submitted to our curricular committees and co-requisite models as a first step for our mathematics courses are in development. The co-requisite models will take the form of one credit support courses for students in a variety of math courses, including pre-calculus, calculus, and the statistics.

As for the revisions to EO1100, many of the elements have been approved by our Senate. There are three areas that will not be able to be approved through our committee structure in time for the 2018-2019 catalog. These three will have to be implemented for 2019-2020. All are in process and none should impede the timely progression of students, which is the ultimate goal of our work.

- (1) Currently, SDSU requires four lower division General Education Humanities courses. We need to modify our structure and establish two sub areas for students to choose (C1 and C2). This requires moving courses from one category to another with discussions amongst our colleges and committees on learning outcomes and on faculty workload.
- (2) The larger issue is that we need to establish an Area E with learning outcomes established at the local level. The learning outcomes are in draft form and under review by the General Education committee of the Senate. Our colleges have submitted a list of possible course that might fit the criteria for initial review. The appropriate courses will be submitted to the university curricular committee in December for review and eventual approval through the Senate for the 2019-2020 catalog.
- (3) The last issue is one which requires discussion with the Chancellor's office. As a campus which has global learning as a core value, Article 2.2.4 presents challenges to timely degree completion for our transfer students. Many of our degree programs require study abroad and not all of these are articulated programs in order to provide the array of opportunities necessary. Therefore, these study abroad credits return as transfer credits. This is in conflict with Article 2.2.4 and we need further guidance to resolve this before moving forward.

We have taken both orders very seriously. As you know, SDSU is deeply committed to the success of our students as measured by graduation rates and we have continued to make excellent progress in this regard. The above areas need further time in consideration of governance and labor issues and we appreciate your understanding.

Sincerely,

TO: Academic Policy and Planning Committee, SEC, Senate

FROM: Doreen Mattingly, former chair (2016-17) of General Education Committee; Eniko Csomay, current chair (2017-18) of General Education Committee

DATE: October 4, 2017

SUBJECT: Cultural Diversity Requirement (revised request)

Action:

We recommend that the language in the catalog and curriculum guide be changed to clarify the definition of the Cultural Diversity requirement that is part of the Explorations in Human Experience general education requirement.

Rationale:

Currently the catalog says only that a cultural diversity course (indicated by an * on the list of courses on pp. 93-96 in the 2017-18 catalog) must be taken, but does not explain what it is or why it is important. Providing more information will help students to “make sense of GE.”

The guidelines in the curriculum guide are equally vague. CurricUnet asks only that proposers indicate that they want the course to be considered for cultural diversity, and the Guidelines for Submitting a Proposal that includes General Education (p. 51 in 2017-18 catalog) states only:

If the course is being proposed to satisfy cultural diversity indicate how its content emphasizes non-dominant perspectives, cultures, views, and traditions.

Unlike other areas of GE, there is no description of the requirement or any learning goals.

Given heightened tensions around class, race, nationality, religion, gender, and sexuality, we feel that it is crucial to make this element of the curriculum as robust as possible, to ensure we do our utmost to achieve the university’s goal of inclusion and diversity.

Process:

To address this concern, the General Education Curriculum Committee created a task force during the 2016-17 year to revise the Diversity Requirement guidelines. The task force studied diversity requirements at comparable and aspirational institutions to identify best practices: Joseph Alter, PSFA; Sarah Garrity, Education; Amanda Lanthorne, Library; Doreen Mattingly, GE Committee chair; Rachel Muntz, student; Isidro Ortiz, Arts and Letters; Norah Schultz, DUS.

Proposed catalog/curriculum guide language:

To be added to the General Catalog p. 90 of 2017-18 catalog as section D under “Areas of Study in Foundations of Learning and Explorations of Human Experience.”

To be added to the Curriculum Guide p. 51 as section D “Areas of Study in Foundations of Learning and Explorations of Human Experience.”

D. CULTURAL DIVERSITY REQUIREMENT

One Explorations course in areas A, B or C must be a course in cultural diversity, as indicated by an *. Cultural Diversity courses focus on the theoretical and practical factors of class, race, ethnicity, gender, gender identity, socioeconomic status, disability, sexuality, religion, age, immigration, nation, and other significant markers of social identity. Classes meeting this requirement examine the complexity of diversity through an analysis of differential power, privilege, oppression, and inequities. Coming from a range of disciplines, these courses all make central non-dominant views and perspectives.

Goals for GE courses meeting the diversity requirement:

- Goal 1: Enhance understanding of the diverse efforts and strategies used by groups to transform and/or dismantle structures of oppression.
- Goal 2: Foster reflection and appreciation of non-dominant perspectives, their contribution to society and culture, and models for their inclusion.
- Goal 3: Analyze the intersection of the categories of various dimensions of difference as they affect cultural groups’ members lived realities and/or as they are embodied in personal and collective identities.
- Goal 4: Formulate informed views on the mechanisms for maintaining existing power structures and their impact on all sectors of society.

Recommendations for moving forward:

- The committee suggests that these criteria be applied moving forward, and that all courses currently classified as meeting the Cultural Diversity requirement retain their classification, unless there is a general revision of General Education.
- As the General Education curriculum is reviewed, we suggest exploring the option of a second 3-unit requirement with an international focus.

TO: Senate Executive Committee / Senate

FROM: Eniko Csomay, Chair
General Education Curriculum and Assessment Committee

DATE: October 12, 2017

RE: GENERAL EDUCATION PROGRAM

Action

IV. EXPLORATIONS OF THE HUMAN EXPERIENCE

B. Social and Behavioral Sciences

Addition of course to GE. Change to course statement and prerequisites.

CIV E 495. Capstone Design Project (3) [GE]

One lecture and six hours of laboratory.

Prerequisites: For civil engineering majors: Credit or concurrent registration in Civil Engineering 321, 444, 462, 481, and Environmental Engineering 355. At least three of these courses must be completed prior to enrolling in this course. For environmental engineering majors: Construction Engineering 330 and credit or concurrent registration in Environmental Engineering 441, 442, 554, 556, 558. At least three of these courses must be completed prior to enrolling in this course. For construction engineering majors, credit or concurrent registration in Construction Engineering 480 and 590. Completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences. **Proof of completion of prerequisites required:** Copy of transcript.

Application of engineering principles and design techniques to the design of civil engineering projects.

Change to description and title.

SOC 335. Sociology of Popular Culture (3) [GE]

Prerequisites: Sociology 101 and completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences required for nonmajors.

Forms and features of popular culture. Distinctions between highbrow and lowbrow cultures. Sociological theories about effects, functions, and power of popular culture in society and in social change.

C. Humanities

Previously reported at the August 19, 2017 SEC meeting

New course.

HUM 410. Studies in Popular Culture (3) [GE]

Prerequisites: Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.

Popular culture informed by significant cultural discourses, historical developments, and political debates. Representative works to include secondary critical readings, animated film, comics, literature, live-action film, and television.

New course.

***HUM 411. Evil (3) [GE]**

(Same course as Religious Studies 411)

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

Evil and how the language of evil has been used by diverse religious communities. Conceptions and portrayals of demons, hell, Satan, and vampires. Literature on the Holocaust, terrorism, torture, and war.

New course.

***REL S 406. God, Gold, and Glory: Religion and Colonial Encounter in the Americas (3) [GE]**

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

Colonialism, race, and religion in the Americas. The “one drop” rule, colonial evangelizing missions, historical colonial religious forms, and slavery. Capitalism, immigration, and new religious movements.

New course.

***REL S 411. Evil (3) [GE]**

(Same course as Humanities 411)

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

Evil and how the language of evil has been used by diverse religious communities. Conceptions and portrayals of demons, hell, Satan, and vampires. Literature on the Holocaust, terrorism, torture, and war.

***Cultural diversity course**

Report prepared and respectfully submitted by Curriculum Services on behalf of the General Education Curriculum and Assessment Committee.

October 23, 2017

Dear Chair Bober-Michel and Members of the Senate,

I write in my role as *Dean of the College of Arts and Letters: Humanities and Social Sciences* to express my objection to the request to include 5 existing Engineering courses under the General Education category of “Social and Behavioral Sciences.”

On October 3, 2017, the Senate discussed the College of Engineering’s proposal to list 5 Engineering courses that are open only to Engineering majors, as General Education “Social and Behavioral Sciences” courses. The proposal asks for the inclusion of these courses under category II and IV of the General Education requirements:

II. Foundations of Learning and IV. Explorations of the Human Experience.

These courses are:

- 1) AE 460A - Aerospace Engineering Applications
- 2) CIVE 220 - Computer Applications Geographic Information Systems
- 3) CIVE 495 - Capstone Design Project
- 4) ME 202 - Computer Programming Applications for Mechanical Engineers
- 5) ME 490A - Engineering Design: Senior Project I


As the Dean of the College of Arts and Letters who regularly reviews the work of Social Scientists from a variety of disciplines, as well as a scholar who works at the intersection of both humanities and the social sciences, I find this proposal unacceptable. While the General Education category “Social and Behavioral Sciences” at SDSU encompasses many fields--including sociology, political science, anthropology, geography, linguistics and economics--and legitimately provides courses that are not the monopoly of the College of Arts and Letters, but are routinely offered by other Colleges and Schools (e.g., College of Professional Studies and Fine Arts, College of Education, College of Health and Human Services), these 5 courses fall strictly within the disciplinary boundaries of Engineering. A careful reading of the course descriptions and proposed syllabi reveals no evidence that they meet SDSU’s General Education requirements for “Social and Behavioral Sciences.” They do not provide the pedagogical tools and the disciplinary contents needed to expose students to the dynamics of human behavior and interaction at the confluence of complex political, social, cultural, and psychological determinants, and ultimately deprive students of that common and foundational core knowledge that is one of the hallmarks of General Education programs.

The College of Arts and Letters deeply values intercollegiate collaborations. As Dean of Arts and Letters, I endorse and strongly welcome the precious contribution that the disciplinary expertise of the College of Engineering could, should, and is entitled to make to General Education offerings. However, I find that the 5 proposals submitted by the College of Engineering are expressions of the disciplinary knowledge that is needed to provide the depth of an education for majors but fall decidedly short of the stated criteria for inclusion in SDSU's General Education offerings under the category of "Social and Behavioral Science."

In closing, I urge the Senate to exercise its judgment on the basis of the factual evidence that is provided by the titles, descriptions, and syllabi for these 5 courses. I also wish to add that I am sympathetic to the concerns that the College of Engineering has expressed with regard to: wanting to reduce the numbers of units for each major to 120; wishing to participate in the ABET accreditation; and seeking to ensure a timely path to graduation for our students.

While I have already had a productive conversation with my esteemed colleague Dean Morteza Monte Mehrabadi, I urge all parties involved to come together to forge a solution to meet the rights of all students to have access to a well-rounded education, while pursuing the disciplinary depth of their chosen vocation.

Thank you for your consideration.



Norma Bouchard
Dean, College of Arts and Letters

Morteza Monte Mehrabadi, Ph.D.
 Dean
 (619) 594 - 6061 (Voice)
 (619) 594 - 3599 (FAX)
 mehrabadi@sdsu.edu



SAN DIEGO STATE
 UNIVERSITY

College of Engineering
 San Diego State University
 5500 Campanile Drive
 San Diego, CA 92182-1326

November 2, 2017

Dr. Eniko A Csomay (Chair), College of Arts and Letters
 Dr. Arlette Baljon, College of Sciences
 Ms. Anna W Culbertson, Library and Information Access
 Dr. Michelle Dean, College of Business Administration
 Ms. Jessica M Robinson, College of Health and Human Services
 Ms. Stephanie Samuels, Curriculum Services
 Dr. Bey-Ling Sha, College of Professional Studies and Fine Arts
 Dr. Norah Shultz, Division of Undergraduate Studies
 Dr. George Youssef, College of Engineering

Subject: *Engineering Course Proposals: AE 460A, CIVE 220, ME 202, and ME 490A*

Dear Members of the General Education Committee,

I am writing this memo to rectify a concern raised by the Senate and to discuss a policy-related issue in regards to the *Student-Centric Innovative Approach to Engineering Education* put forth by the College of Engineering (CoE), which includes the following four courses:

AE 460A – Aerospace Engineering Applications,
 CIVE 220 - Computer Applications Geographic Information Systems,
 ME 202 - Computer Programming Applications for Mechanical Engineers, and
 ME 490A- Engineering Design: Senior Project I.

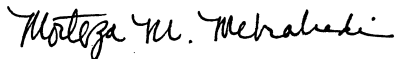
First, during the Senate meeting, it was recommended to open the newly integrated engineering/general education courses to the entire campus community. After extensive discussion within the college and consultation with Curriculum Services, the College of Engineering has decided to remove the enrollment restriction, which will allow any student, who meets the prerequisites and wishes to take the course, to enroll without any special arrangements.

Second, it is important to bear in mind that following the Senate-specified process of shared governance, the courses listed above have been carefully deliberated and approved. These approvals were granted after extensive consultations at department, college, and university levels, which resulted in substantial modifications in the initial proposals. During the consultation process, the CoE approach was first discussed with Drs. Stephen Schellenberg and Larry Verity, who provided very valuable insight and guidance to redefine and refine the approach. Thereafter, Dr. George Youssef, the CoE representative was invited to a joint meeting between the University Undergraduate Committee and General Education Committee, both of which have representation from each academic college on campus as well as representatives from Curriculum Services. Additionally, Dr. Norah Shultz, provided guidance based on her

expertise in social science and as an innovative educator who had a key role in revising an entire general education curriculum in her previous position. In short, these course proposals have exhausted the formal review process and informal, yet important, consultations with faculty members from around the campus.

In summary, with the removal of the enrollment restriction and considering that the course proposals under discussion have gone through the Senate-specified approval process, on behalf of the College of Engineering faculty and students I am requesting that a final vote on these proposals be taken on the Senate floor on November 7, 2017.

Respectfully submitted,



Morteza Monte Mehrabadi, Dean
College of Engineering

CC:

- Dr. Marcie Bober-Michel (University Senate Chair)
- Dr. Ping Lu (Aerospace Engineering, *Chair*)
- Dr. Janusz Supernak (Civil, Construction and Environmental Engineering, *Chair*)
- Dr. John Abraham, (Mechanical Engineering, *Chair*)
- Dr. Arif Engin (Civil, Construction and Environmental Engineering, *Senator*)
- Dr. Karen May-Newman (Mechanical Engineering, *Senator*)
- Dr. Khaled Morsi (Mechanical Engineering, *Senator*)
- Dr. Yusuf Ozturk (Electrical and Computer Engineering, *Senator*)
- Dr. Thais Alves (Civil, Construction and Environmental Engineering, *Associate Professor*)

SAN DIEGO STATE
UNIVERSITY

Friday, October 9, 2017

TO: SEC/Senate
FROM: Yusuf Ozturk, Chair, Faculty Honors and Awards Committee
SUBJECT: Emeritus Status

The Faculty Honors and Awards committee recommends that the Senate approve emeritus status for the following professors.

- Karen Cadiero-Kaplan, Professor of Dual Language and English Learner Education, September 30, 2017, 16 years
- Ronald W. Evans, Professor of Teacher Education, December 30, 2017, 28 years
- Jim McBride, Lecturer, School of Journalism and Media Studies, College of Professional Studies and Fine Arts, 29 years.

Sincerely,

Yusuf Ozturk
Chair, Faculty Honors and Awards Committee

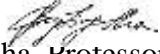


SAN DIEGO STATE
UNIVERSITY

September 14, 2017

To: University Senate

Via: Dr. Joyce Gattas, Dean, College of Professional Studies and Fine Arts

From: Dr. Bey-Ling Sha,  Professor and Director, School of Journalism & Media Studies

Re: Nomination of Professor Jim McBride for Faculty Emeritus Status

Long-time lecturer Jim McBride is retiring from teaching after 29 years of service to San Diego State University's undergraduate program in public relations, presently housed in the School of Journalism & Media Studies (SJMS). With the concurrence of SJMS faculty by unanimous vote on September 13, I write to nominate Professor McBride for faculty emeritus status.

Alumnus

Jim McBride is a graduate of San Diego State University, earning a Master of Science degree in Mass Communication in 1987. For his thesis, titled "The Role of Information in the Choice of Health Care Plans: A Comparison of Two Theoretical Models," he conducted original research under the guidance of distinguished San Diego State faculty (now professors emeritus) Glen M. Broom and David M. Dozier.

Teaching Record

At the invitation of Glen Broom, Professor McBride joined the San Diego State faculty in 1988 as a part-time lecturer to teach JMS 481, Public Relations Media and Methods, in what was then the Department of Journalism. Professor McBride proceeded to teach this course regularly, when needed, over the next 29 years, most recently in Spring 2017. In addition, during his time at San Diego State, Professor McBride served as a lecturer and lab instructor for JMS 310W, Media Writing and Reporting. Both JMS 481 and JMS 310W are required courses in the public relations curriculum.

In addition to his teaching, Professor McBride volunteered his time to serve on faculty committees that reviewed public relations curriculum against national accreditation standards, worked collaboratively to update public relations curriculum in the digital age, and assess degree learning outcomes and program goals. He also served students as Special Study advisor and seminar leader for a public relations internship program for senior-level students. He routinely met with students long after formal office hours, providing individualized pre-career counseling and professional mentoring.

Professional Activities

While teaching at San Diego State, Professor McBride also worked full-time for 8 years as founder and CEO of McBride Communications, then for 21 years as director of public affairs and communication for the Kaiser Permanente Medical Care program in San Diego. His work there was cited in two textbooks: "Using Research in Public Relations," by Glen M. Broom and David M. Dozier (1990), as well as several editions of *Cutlip and Center's Effective Public Relations* by Glen M. Broom (6th, 7th, 8th, 9th, and 10th editions; and 11th edition by Glen M. Broom and Bey-Ling Sha). Professor McBride also was a contributing editor to the last three editions of this internationally used textbook. Furthermore, he has authored several professional journal articles and opinion pieces in local newspapers.

Community Service

In addition to his teaching and his other professional accomplishments, Professor McBride has well represented San Diego State in the community in numerous capacities. For example, he served the Health Care Communicators of San Diego as president and was recognized in 1996 as its Communicator of the Year." In collaboration with other San Diego State faculty and staff, he provided leadership in developing the first San Diego Regional Communication Plan for the San Diego County Health Advisory's Committee on Terrorism (2003). As another example, as a volunteer with the San Diego Brain Injury Foundation, Professor McBride interviewed other parents of brain-injured children to learn their coping strategies, then produced an educational video titled "How Parents Cope When a Child is Brain Injured," which has been viewed more than 2,300 times on YouTube.

Professor McBride also has served the Public Relations Society of America's San Diego Chapter as a member, board director and chair of numerous committees. That organization recognized him with its Finest Award for Op-Ed/Editorial (2003), Eva Irving Award for Community Service (2010), Finest Award for Multimedia Communications (2011), and Otto Bos Lifetime Achievement Award (2014).

In retirement, Professor McBride plans to write a book and intends to continue serving the School of Journalism & Media Studies as a guest lecturer and resource for public relations faculty and students.

In short, I am honored to represent the will of the SJMS faculty in nominating Professor Jim McBride for faculty emeritus status as he retires from San Diego State after 29 years of service. If you have any questions regarding this nomination, please do not hesitate to contact me at bsha@mail.sdsu.edu.

TO: Senate

FROM: Nola Butler-Byrd, Eniko Csomay (substituting for Bill Eadie), Cezar Ornatowski
Academic Senate, CSU

DATE: November 7, 2017

SUBJECT: Information: ASCSU Report

Responses to Executive Orders 1100 and 1110

So far, 19 campus senates have passed resolutions regarding Executive Orders 1100 (revised) and 1110, and 3 more will be acted upon over the course of November. Most of the resolutions passed so far can be found at

<http://www.csueastbay.edu/faculty/senate/files/docs/senate-committee/17-18/docs/resolutions-regarding-executive-orders.html>

Each one of the 22 resolutions is critical of the Executive Orders, with critiques ranging from process to content to timeline. Taken as a whole, these resolutions illustrate that faculty are fulfilling their professional responsibility as stewards of the curriculum, while they simultaneously seek to maintain the unique culture and character of their individual campus as manifest in its curriculum. The united voice of the ASCSU and campus senates is important in making the faculty case to the CSU administration.

Chancellor White's Visit

Chancellor White reported the results of the CA Survey, which indicates that 65 percent of CA residents rated the CSU as “excellent” or “good” (it was 56 percent 6 years ago; UC “approval rating” is a 63 percent). The result is a 9-point increase in 6 years, which is a big success for the CSU and testimony to the hard work of our faculty.

The Chancellor also reported that the state appropriation for the CSU is going to decrease from 4 to 3 percent (it will thus equal inflation, which is at 3 percent). In effect, the CSU will “take a big hit” considering that operating costs will continue to rise. (At present, half of the CSU operating budget comes from the state and half from the student fees.)

Graduation Initiative 2025 Update

The system-wide goals of the Initiative are as follows:

- a 40 percent increase in the 4-year graduation rate by 2023-25 for freshmen students
- a 75 percent increase in the 6-year graduation rate for freshmen students
- a 45 percent increase in the 2-year graduation rate for transfer students
- a 85 percent increase in the 4-year graduation rate for transfer students.

Last year, the CSU produced 7000 additional degree holders (which is equivalent to the size of CSU Monterey Bay).

Public Policy Institute of California Presentation on California's Future Challenges

The PPIC presented findings from its report *Will California Run Out of Colleges Graduates*. The report predicts that in 2030, only 1 in 3 people will have a bachelor's degree, while 2 out of 5 jobs will demand one. Thus, by 2030 there will be a shortage of 1.1 million qualified workers (those with bachelor's degrees). Hence, the CSU needs to find ways to accommodate more students in its universities (or community colleges will have to be able to grant more bachelor's degrees).

Two trends are shaping these predictions: the retirement of well-educated baby boomers and the simultaneous advent of a new, largely immigrant, less educated generation. This kind of generational change is a new phenomenon in US history. Up to now, California was leading the world in the percentage of population with baccalaureate degrees. By 2030, it is predicted to rank behind most OECD countries. California ranks 47th out of the 50 states in the share of recent high school graduates that go to a four-year college. Today, out of a thousand 9th-graders, only 305 earn a baccalaureate degree. (The PPIC Report is available at PPIC.org.)

CSU Admissions Advisory Council

The Admission Advisory Council met on Oct. 31, 2017 to discuss recommendations on eligibility cutoffs for admission to the CSU. In July 2017, the Governor's Office of Research and Planning released a report indicating that the CSU is admitting the top 40.8% of California high school graduates, which exceeds the Master Plan's goal of top 33.3% target. Two alternatives were discussed: 1) maintain the current eligibility standards, and 2) modify eligibility requirements to reduce admission levels to the Master Plan target. The emerging consensus is that the CSU should attempt to maintain the current admission thresholds, although there are serious resource implications.

Resolutions

At the September 13-15, 2017 ASCSU Plenary Meeting, three resolutions were adopted:

AS-3308-17/APEP Standards for Quantitative Reasoning

Asserts that the ASCSU adopt *foundational quantitative reasoning* (as defined in the Quantitative Reasoning Task Force report) as the quantitative reasoning expectations for students at the time of freshman entry to the CSU; that the ASCSU adopt *baccalaureate quantitative reasoning* (per QRTF report) as the quantitative reasoning expectations for students at the time of university graduation; that the ASCSU affirm that "baccalaureate level work" (cf. Executive Order 167, Transfer of Credit) in quantitative reasoning (area B4) has *foundational quantitative reasoning* as a base; that the ASCSU endorse the baccalaureate-level quantitative reasoning expectations spelled out in the October 2017

CSU Math Council Resolution Regarding Purpose of and Requirements for General Education Mathematics/Quantitative Reasoning (“B4”) Courses; and that CSU campuses rely on these standards in the development and assessment of GE Area B4 courses.

AS-3313-17/EX Commendation for Faculty Trustee Steven Stepanek
Commends outgoing Faculty Trustee Steven Stepanek.

AS-3312-17/Floor Resolution to Recognize and Commend Campus Mutual Aid and Assistance, First Responders, and Campus Emergency Responders in the Sonoma Fire Emergency

Three resolutions received first reading:

AS-3309-17/EX Shared Governance and Consultation in the CSU
Recommends adoption of the “Statement on Shared Governance and Consultation in the California State University” and “Principles of Consultation with Faculty” (attached to the resolution).

AS-3310-17/AA Project Rebound Program: Support and Expansion
Recognizes Project Rebound at the California State University as a valuable program for integrating formerly incarcerated individuals into society, urges the Governor of California and the California legislature to provide funding for it, and encourages the CSU to endorse, continue, and expand Project Rebound as a program to be replicated throughout the CSU system.

AS-3311-13/APEP An Alternative Process for C-ID Course Review
Supports the addition of an alternative approach to the current review of C-ID (California Identification Numbers) courses proposed by California Community Colleges in which the Community College proposing the course will conduct a self-review on the basis of the published descriptor.

Motion on Shared Governance

In addition, the ASCSU adopted a motion directing the Executive Committee “on behalf of the faculty to meet with CSU leadership to address the current state of faculty/administration relations and ask all of them to develop a mutually agreed upon definition of joint decision making and recommend a process by which decisions are made.” The motion was a response to continuing concerns about the erosion of shared governance in the CSU, most recently emphasized by concerns over EOs 1100 and 1110.

Additional Information

Copies of these 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 via our SDSU academic senators: Nola Butler-Bird (nbutler@mail.sdsu.edu) and Cezar Ornatowski (ornat@mail.sdsu.edu).

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

Faculty-to-Faculty, the ASCSU Newsletter, is published approximately two weeks after each Plenary. It includes the ASCSU Chair's report, committee reports, invited articles on current events, and committee recommendations. To have the newsletter delivered automatically via email, subscribe at <http://www.calstate.edu/AcadSen/Newsletter/>.

BIOL 740	Phylogentic Systematics (3)
CHEM 567	Biochemistry Laboratory (3)
CS 514	Database Theory and Implementation (3)
CS 520	Advanced Programming Languages (3)
CS 532	Software Engineering (3)
CS 535	Object-Oriented Programming and Design (3)
CS 560	Algorithms and their Analysis (3)
CS 605/	
COMP 605	Scientific Computing (3)
CS 615	Spatial Databases (3)
P H 602	Biostatistics (3)
P H 700A	Seminar in Public Health. Epidemiology (1-3)
STAT 551A	Probability and Mathematical Statistics (3)
STAT 551B	Probability and Mathematical Statistics (3)
STAT 680A-680B	Advanced Biostatistical Methods (3-3)
	Remainder of description (<i>no change</i>)

Change(s): Addition of the following courses to complementary options: STAT 680A-680B, BIOMI 609, BIOL 562, 740, CS 532, 560, 615, P H 602, 700. Addition of *No more than 12 units of 500-level courses can be applied toward the degree or concentration* to program description.

BUSINESS ADMINISTRATION

1. Change in program.

Business Administration

Specific Requirements for the Master of Science Degree (Major Code: 05011) (SIMS Code: 221701)

In addition to meeting the requirements for classified graduate standing as described above and the general requirements for master's degrees as described in Part Four of this bulletin, the student must complete a graduate program of at least 30 approved units to include at least 21 units in 600- and 700-numbered courses (except for the concentration in Financial and Tax Planning which requires at least 15 units in 600- and 700-numbered courses). Up to nine units of coursework may be accepted as transfer credit. This program cannot include Finance 604 and Business Administration courses numbered 625-629, without specific permission of the director, Graduate Business Programs. At least 24 units must be in business administration and economics. Not more than a total of six units in courses 797 (Research), 798 (Special Study), and Business Administration 780 (Field Studies in Business), may be accepted for credit toward the degree.

Remainder of description (*no change*)

Change(s): Actual change to the Concentration in Financial and Tax Planning (SIMS Code: 222124). *Except for the concentration in Financial and Tax Planning which requires at least 18 units in 600- and 700-numbered courses* statement updated from 18 units to 15.

MATHEMATICS

1. Change to description, prerequisites, and title.

Mathematics (Mathematics and Science Education)

INTRO CHAOS AND FRACTALS

MATH 600. Introduction to Chaos and Fractals (3)

Prerequisites: Mathematics 320 and 510.

Non-linear dynamics to include Cantor sets, fixed and periodic points, fractal dimensions, fractals, iterative processes, orbit diagrams, orbits, period doubling, and self-similarity.

Change(s): Description updated from *Ordered and affine geometries, decompositions, dilations. Projectivities and projective space. Absolute geometry, isometries, groups generated by inversions* to what is reflected above. Prerequisites updated from *Mathematics 521A and an upper division course in geometry* to MATH 320 and 510. Title updated from *Geometrical Systems* to what is reflected above.

2. Change to course statement, description, number, prerequisites, and title.

Mathematics

APPLIED REAL ANALYSIS

MATH 630. Applied Real Analysis (3)

Prerequisites: Mathematics 330 with a grade of B- (2.7) or better. Recommended: Mathematics 530 with a grade of B- (2.7) or better.

Lebesgue measure and integration, metric spaces, Banach spaces, Hilbert spaces. (Formerly numbered Mathematics 630A.)

Change(s): Formerly numbered statement added to course statement. *Spectral theory* deleted from description. Number updated from 630A to 630. Prerequisites updated from *Mathematics 524 and 534B with a grade of C (2.0) or better in each course. Mathematics 630A is prerequisite to Mathematics 630B* to what is reflected above. Title updated from *Functions of a Real Variable* to what is reflected above.

3. New course.

Mathematics

ADV TOPICS IN ANALYSIS (C-4)

MATH 633. Advanced Topics in Analysis (3)

Prerequisites: Mathematics 630. Recommended: Mathematics 668.

Specific topics in analysis to include Lebesgue and Sobolev spaces and spectral theory. Investigation of new theoretical tools and their applications.

4. Change in program.

Mathematics

Specific Requirements for the Master of Science Degree in Applied Mathematics (Major Code: 17031) (SIMS Code: 776314)

In addition to meeting the requirements for classified graduate standing, the student must meet the basic requirements for the master's degree as described in Part Four of this bulletin and complete 30 units of coursework approved by the graduate adviser for the program.

1. **Undergraduate Preparation for Admission.** Before entering the program, a student should have completed the following upper division courses: two in analysis (to include Mathematics 330), two in differential equations (Mathematics 337 and either 531 or 537), one in programming or numerical analysis (Mathematics 340 or 541), one in linear algebra (Mathematics 524), and one in statistics (Statistics 350A or 551A). A student with inadequate undergraduate preparation may be accepted conditionally, but will be required to complete courses for the removal of the deficiency in the first year of study. These courses are in addition to the minimum of 30 units for the master's degree.
2. **Program of study,** including a plan for removal of any conditions on admission, must be approved by the graduate adviser. The program of study will generally include at least 21 units in mathematics. The 30 units may include at most 12 units of approved 500-level math courses and at most six units of independent research (Math 797, 798, 799A/B). The student must select Plan A, complete Mathematics 799A, Thesis, and give a public oral defense of the thesis. A thesis normally takes one year to complete, and is done under the direction of a thesis adviser.

Change(s): Update to admission requirements and renumbering of the courses. The Removal of MATH 0521A and MATH 534A – replaced with junior-level courses, MATH 0320 and MATH 0330. Also, MATH 0521B and 0534B will be renumbered as MATH 0520 and MATH 0530. Additionally, MATH 0627A-B, MATH 0630A-B are removed and replaced with MATH 0620, 0621, 0630, and 0637.

5. Change in program.

Mathematics

Specific Requirements for the Master of Science Degree in Applied Mathematics (Major Code: 17031)**Concentration in Mathematical Theory of Communication Systems (Major Code: 17031) (SIMS Code: 776317)**

This concentration focuses on the area of mathematics relevant to the transmitting and processing of information by digital or analog methods. In addition to meeting the requirements for classified standing in the Master of Science program in applied mathematics, students pursuing this concentration should also have completed one upper division course in algebra (Mathematics 320) before entering the program. Students must complete Mathematics 525, 620, 626, 630, 668; one course selected from Mathematics 625 or 667, and one course selected from Mathematics 621 or 631A. Additional courses at the 500- or 600-level in mathematics or in a related discipline may be selected with the

approval of the program adviser. The student must select Plan A, complete Mathematics 799A, Thesis, and give a public oral defense of the thesis. A thesis normally takes one year to complete and is done under the direction of a thesis adviser.

Change(s): Removal of MATH 0521A and MATH 534A and replaced with junior-level courses, MATH 0320 and MATH 0330. Also, MATH 0521B and 0534B will be renumbered as MATH 0520 and MATH 0530. Additionally, MATH 0627A-B, MATH 0630A-B are being removed and replaced with MATH 0620, 0621, 0630, and 0637.

MATHEMATICS AND SCIENCE EDUCATION

1. Change in program.

Mathematics and Science Education

Specific Requirements for the Master of Arts Degree for Teaching Service in Mathematics (Major Code: 17011)

Specialization in Mathematics for Community College Teaching (SIMS Code: 776320). This specialization is designed to satisfy the requirements for teaching service at the community college level. Students must have completed a bachelor's degree in mathematics (or equivalent) before entering the program and completed six units selected from Mathematics 320, 330, or 524. Mathematics 524 can be taken prior to entrance to the program or as part of the 30-unit degree requirements.

Remainder of description (*no change*)

Change(s): Second sentence of specialization paragraph updated from *Students must have completed a bachelor's degree in mathematics (or equivalent) before entering the program and must have completed six units selected from Mathematics 521A, 524, and 534A. The third course can be taken prior to entrance to the program or as part of the 30-unit degree requirements to what is reflected above.*

2. Change in program.

Mathematics and Science Education

Specific Requirements for the Master of Arts Degree for Teaching Service in Mathematics (Major Code: 17011)

Specialization in Mathematics for Secondary Teaching (SIMS Code: 776351).
Paragraph 1 (*no change*)

Plan A requires Mathematics 524; Mathematics Education 603; three units selected from Mathematics 510, 600; three units selected from Mathematics 520 or 601; three units selected from Mathematics 530 or 602; six units selected from Mathematics 509, 720, Mathematics Education 604, 605, 606, 607; six units of electives selected with the approval of the adviser; and Mathematics 799A, Thesis.

Plan B requires Mathematics 524; Mathematics Education 603; three units selected from Mathematics 510, 600; three units selected from Mathematics 520 or 601; three units

selected from Mathematics 530 or 602; nine units selected from Mathematics 509, 720, Mathematics Education 604, 605, 606, 607; and six units of electives selected with the approval of the adviser. In addition, students must pass a comprehensive examination in mathematics education.

Change(s): MATH 0521A replaced with MATH 0520; MATH 0534A replaced with MATH 0530.

PUBLIC HEALTH

1. New course.

Public Health

SAS FOR BIOSTATISTICS I (C-2 two units; C-15 one unit)

P H 620. SAS for Biostatistics I (3)

Prerequisite: Credit or concurrent registration in Public Health 602.

Programming in SAS. Analysis, processing, and reading of biomedical data.

2. New course.

Public Health

SAS FOR BIOSTATISTICS II (C-2 two units; C-15 one unit)

P H 629. SAS for Biostatistics II (3)

Prerequisites: Public Health 620 and credit or concurrent registration in Public Health 602.

Advanced programming in SAS. Higher-level analyses, processing, and readings of biomedical data. (Formerly numbered Public Health 700A.)

3. Change to course statement, number, and prerequisite.

Public Health

P H 642. Health Insurance and Financing Systems (3)

Prerequisite: Public Health 641.

U.S. healthcare financial systems at macro-level. Principles of public programs and private health insurance, types of reimbursement for healthcare organizations and providers, issues of cost containment, effects of uninsurance and underinsurance, and financial practices of other advanced nations. (Formerly numbered Public Health 742B.)

Change(s): *Formerly numbered Public Health 742B* added to course statement. Number updated from 742B to 642. Prerequisite updated from P H 742A to 641.

4. New course.

Public Health

HEALTH SERVICES RESEARCH (C-4 one unit; C-16 one unit)

P H 646. Health Services Research Methods (2)

Prerequisite: Graduate standing.

Health services research methods to include effectiveness of interventions. Changes in the delivery, financing, and organization of health care. Analysis of large data sets related to the health care industry.

5. New course.

Public Health

PUBLIC HEALTH PROG EVAL (C-2)

P H 672. Public Health Program Evaluation (3)

Prerequisite: Graduate standing. Recommended: Public Health 666.

Public health program evaluation activities, processes, and skills to include communicating results, contextual issues, design, methods, steps, and ensuring summative findings are used.

6. Change in program.

Public Health

**Specific Requirements for the Master of
Public Health Degree**

(Major Code: 12141) (SIMS Code: 557301)

Concentration in Epidemiology

(SIMS Code: 557329)

Courses required for the concentration:

P H 601	Epidemiology (3)
P H 602	Biostatistics (3)
P H 603	Behavioral and Social Science in Public Health (3)
P H 604	Environmental Determinants of Human Health (3)
P H 605	Health Services Administration (3)
P H 620	SAS for Biostatistics I (3)
P H 621	Epidemiology of Infectious Diseases (3)
P H 622	Epidemiology of Chronic Diseases (3)
P H 623	Epidemiological Methods (3)
P H 627	Advanced Statistical Methods in Public Health (3)
P H 629	SAS for Biostatistics II (3)
P H 650R	Field Practice: Required Community Practice (3) Cr/NC

Prescribed electives: A minimum of six units selected from the following public health courses in epidemiology:

P H 625	Control of Infectious Diseases (3)
P H 626	International Health Epidemiology Practicum (3)
P H 628	Applications of Multivariate Statistics in Public Health (3)
P H 649	Border and Global Public Health Surveillance (3)
P H 700A	Seminar in Public Health: Epidemiology (3)
P H 722	Seminar in Clinical Trials (3)
P H 724	Advanced Methods in Epidemiology (3)
P H 725	Scientific Writing for Epidemiology (3) Cr/NC

P H 726	HIV/AIDS Epidemiology and Public Health (3)
P H 728	Applied Data Analysis (3)
P H 823	Case-Control Studies (3)
P H 824	Cohort Studies (3)

Electives: Up to six units selected with approval of concentration faculty. These electives may include any public health course or selections from the following:

Biology 585
Nutrition 600, 607, 700
Statistics 510, 550, 551A, 560, 672, 677

Change(s): Addition of P H 620 and 629 to requirements. Addition of P H 728 to prescribed electives. Electives paragraph updated from 12 to six units.

7. Change in program.

Public Health

Specific Requirements for the Master of Public Health Degree

(Major Code: 12141) (SIMS Code: 557301)

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree as described in Part Four of this bulletin, the student must complete an officially approved course of study of not less than 51 units (59 units for students in Health Management and Policy) including: (1) Public Health 601, 602, 603, 604, and 605 (students in health management and policy will substitute Public Health 641 for Public Health 605 and students in health promotion and behavioral science will substitute Public Health 661 and 662 for Public Health 603); (2) a minimum of 21 units of graduate courses in the area of concentration; (3) a minimum of three and a maximum of 12 units of supervised field placement; and (4) electives selected with the approval of the graduate adviser. In addition, Public Health 797, Research, Public Health 798, Special Study, or Public Health 799A, Thesis, must be included in the program as a capstone experience.

Remainder of description (*no change*)

**Concentration in Health Management and Policy
(SIMS Code: 557415)**

**Graduate Program in Health Management and Policy
(CAHME Accredited)**

Courses required for the concentration:

P H 601	Epidemiology (3)
P H 602	Biostatistics (3)
P H 603	Behavioral and Social Science in Public Health (3)
P H 604	Environmental Determinants of Human Health (3)
P H 641	Introduction to Health Services (3)
P H 642	Health Insurance and Financing Systems (3)
P H 644A	Health Services Organization Management (3)
P H 644B	Managing High Performing Health Care Organization (3)
P H 645	Health Economics (3)

P H 646	Health Services Research Methods (2)
P H 647	Quantitative Methods and Health Data Analysis (3)
P H 648	Health Policy (3)
P H 650R	Field Practice: Required Community Practice (3) Cr/NC
P H 742A	Health Services Financial Management (3)
P H 747	Quality Improvement and Program Evaluation (3)
P H 748	Health Services Competitive Strategy and Marketing (3)
P H 750E	Advanced Field Practice: Health Management and Policy (3) Cr/NC
P H 797	Research (1) Cr/NC/RP
P H 798	Special Study (2) Cr/NC/RP
P H 797	Research (3) Cr/NC/RP
	OR
P H 799A	Thesis (3) Cr/NC/RP
	Remainder of description (<i>no change</i>)

Change(s): Updated introductory statement from *56 units for students in Health Management and Policy* to 59 units. Addition of P H 642 and 646 to requirements. Addition of one unit of research (P H 797) to requirements.

SPEECH, LANGUAGE, AND HEARING SCIENCES

1. Change to description, prerequisite, and title.

Speech, Language, and Hearing Sciences

SEM COMMUNICATIVE DISORD

SLHS 673. Seminar in Communicative Disorders in Bilingual Children (3)

Prerequisite: Consent of instructor.

Normal and atypical language development applied to assessment and treatment of communication disorders in bilingual and monolingual children. Alternative assessment and intervention methods.

Change(s): *Spanish* removed from description. Prerequisites updated from *Speech, Language, and Hearing Sciences 300 and demonstrated Spanish language competence* to what is reflected above. *Spanish-English* removed from title.

STATISTICS

1. Change in program.

Statistics

Specific Requirements for the Master of Science Degree in Statistics with Concentration in Biostatistics

(Major Code: 17021) (SIMS Code: 776370)

Paragraphs 1-3 (*no change*)

1. Complete Statistics 610, 670A, 670B with no grade less than B in each course.
These are core statistics courses.
Remainder of description (*no change*)

Change(s): Replacement of STAT 510 with 610.

Report prepared and respectfully submitted by Curriculum Services on behalf of the Graduate Curriculum Committee.

To: SEC / Senate
From: The Graduate Council
Date: October 5, 2017
Re: 2018-2019 *General Catalog and Graduate Bulletin*

INFORMATION (5I-10-17.500)

JOURNALISM AND MEDIA STUDIES

1. Change to prerequisites.

Journalism and Media Studies

JMS 581. Applied Research in Public Relations (3)

Two lectures and two hours of activity.

Prerequisites: Journalism and Media Studies 310W, 480, 489 with a grade of C (2.0) or better in each course. Admission to public relations emphasis, Major Code: 05992.

Proof of completion of prerequisites required: Copy of transcript.

Qualitative and quantitative methods used in research to plan, track, evaluate public relations and communication practices. Computerized statistical analysis.

Change(s): Addition of JMS 489 to prerequisite.

MATHEMATICS

1. New course

Mathematics

DYN SYSTEMS AND MODELING (C-4)

MATH 508. Dynamical Systems and Modeling (3)

Prerequisite: Mathematics 254 or graduate standing.

Modeling, analysis, and interpretation of differential equations using analytical, graphical, and numerical representations.

2. Change to prerequisites.

Mathematics

MATH 541. Introduction to Numerical Analysis and Computing (3)

Prerequisites: Mathematics 340; and either graduate standing, Mathematics 254, 342A, or Aerospace Engineering 280 with a grade of C (2.0) or better in each course. **Proof of completion of prerequisites required:** Copy of transcript.

Solution of equations of one variable, polynomial interpolation and approximation, numerical differentiation and quadrature, linear least squares approximation, the fast Fourier transformation.

Change(s): Prerequisites updated from *Mathematics 254 or 342A; and either Mathematics 242 or Aerospace Engineering 280 or Computer Science 107 with a grade of C (2.0) or better in each course. Proof of completion of prerequisites required: Copy of transcript to what is reflected above.*

3. Change to prerequisites.

Mathematics

MATH 542. Introduction to Computational Ordinary of Differential Equations (3)

Prerequisites: Mathematics 340; and either Mathematics 337, 342A, or Aerospace Engineering 280 with a grade of C (2.0) or better in each course. **Proof of completion of prerequisites required:** Copy of transcript.

Initial and boundary value problems for ordinary differential equations. Runge-Kutta, linear multi-step, predictor-corrector, adaptive, hybrid, shooting, and general linear methods. System, stiffness, and non-linear problems. Iterative methods.

Change(s): Prerequisites updated from *Mathematics 337 and 541 with a grade of C (2.0) or better in each course. Proof of completion of prerequisites required: Copy of transcript to what is reflected above.*

4. Change to prerequisites.

Mathematics

MATH 543. Numerical Matrix Analysis (3)

Prerequisites: Mathematics 340; and either Mathematics 254, 342A, or Aerospace Engineering 280 with a grade of C (2.0) or better in each course. **Proof of completion of prerequisite required:** Copy of transcript.

Singular value decomposition. Projections, QR-factorization, orthogonalization, conditioning and stability, Gaussian Elimination, LU-Factorization, pivoting strategies, Cholesky Factorization. Iterative methods for diagonalization and eigensystem computation. Tridiagonal, Hessenberg, and Household matrices. The QR algorithm.

Change(s): Prerequisites updated from *Mathematics 541 with a grade of C (2.0) or better. Proof of completion of prerequisite required: Copy of transcript to what is reflected above.*

NUTRITIONAL SCIENCES

1. Change to description and prerequisites.

Nutritional Sciences

NUTR 510. Nutrition and Community Health (3)

Two lectures and three hours of activity.

Prerequisites: Nutrition 203, 302, 302L, and 304 with a grade of C (2.0) or better in each course.

Communication skills and strategies for nutrition counseling and education. Nutritional problems in the community with consideration of their resolution. Field placement experience required.

Change(s): *Communication skills and strategies for nutrition counseling and education* statement added to description. *Consent of instructor* deleted from prerequisite.

PHYSICS

1. New course.

Physics

CONDENSED MATTER PHYSICS (C-2)

PHYS 532. Condensed Matter Physics (3)

Prerequisite: Graduate standing or Physics 410 with a grade of C (2.0) or better.

Elastic, electric, magnetic, optical, and thermal properties of solids. Energy band theory of solids and its practical application with metals and semiconductors.

PUBLIC ADMINISTRATION

1. New course.

Public Administration

WAR & STATE: GLOBAL PERS (C-4)

P A 581. War, the State, and Governance: Global Perspectives (3)

Prerequisite: Upper division or graduate standing. Recommended: Public Administration 301 with a grade of C (2.0) or better.

Historical and philosophical foundations of government's role and function related to defense and security challenges through global perspectives. Budgetary, intelligence, leadership, logistical, military, organizational, policy, political, and strategic challenges and opportunities confronted by government via case studies.

2. New course.

Public Administration

WAR & STATE: U.S. PERS (C-4)

P A 582. War, the State, and Governance: U.S. Perspectives (3)

Prerequisite: Upper division or graduate standing. Recommended: Public Administration 301 with a grade of C (2.0) or better.

Historical and philosophical foundations of government's role and function related to defense and security challenges through U.S. perspectives. Budgetary, intelligence, leadership, logistical, military, organizational, policy, political, and strategic factors confronted by government via case studies.

SCIENCE

1. New course.

Science

CAREERS IN THE SCIENCES (C-1)

SCI 510. Careers in the Sciences (1) Cr/NC

Prerequisite: Upper division or graduate standing.

Science career opportunities in biotechnology, diagnostic, informatics, and high technology industries.

SPEECH, LANGUAGE, AND HEARING SCIENCES

1. Change to course hours description and prerequisite.

Speech, Language, and Hearing Sciences

SLHS 539. Neuroanatomy and Disorders of Speech and Language (3)

Prerequisites: Speech, Language, and Hearing Sciences 150, 300, 305, and 321; or graduate standing.

Structural and functional neuroanatomy and disorders of speech and language resulting from pathology of the nervous system.

Change(s): *Three hours of laboratory screening per week* deleted from course hours description. *graduate standing* added as prerequisite option.

2. Change to prerequisites.

Speech, Language, and Hearing Sciences

SLHS 595. Research Practicum (1-3)

Prerequisites: Consent of instructor and a cumulative GPA of 3.0 or better.

Participation in a specific research activity under faculty supervision. Maximum combined credit of six units of Speech, Language, and Hearing Sciences 595 and 795.

Change(s): Prerequisites updated from *Consent of instructor and approval of school chair* to what is reflected above.

Report prepared and respectfully submitted by Curriculum Services on behalf of the Graduate and Undergraduate Curriculum Committees.

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair
Undergraduate Curriculum Committee

Date: October 12, 2017

Re: 2018-2019 *General Catalog*

INFORMATION (7I-11-17)

BIOLOGY

1. Change to prerequisites.

Biology

BIOL 203. Principles of Cell and Molecular Biology (3)

Prerequisites: Credit or concurrent registration in Chemistry 200 or 202 and satisfaction of the English Placement Test requirement.

Principles of biology applying to all organisms, including basic biochemistry, cell structure, membrane transport, energy metabolism, cell division, classical and molecular genetics, gene expression, development, and recombinant DNA.

Change(s): *Credit or concurrent registration in* statement added to prerequisites.

2. Change to prerequisites.

Biology

BIOL 352. Genetics and Evolution (3)

Two lectures and two hours of activity.

Prerequisites: Biology 203, 203L, 204, 204L.

Principles of transmission genetics, population genetics, and evolution.

Change(s): BIOL 215 removed as prerequisite.

CIVIL ENGINEERING

1. Addition of course to GE. Change to course statement and prerequisites.

Civil Engineering

CIV E 495. Capstone Design Project (3) [GE]

One lecture and six hours of laboratory.

Prerequisites: For civil engineering majors: Credit or concurrent registration in Civil Engineering 321, 444, 462, 481, and Environmental Engineering 355. At least three of these courses must be completed prior to enrolling in this course. For environmental engineering majors: Construction Engineering 330 and credit or concurrent registration in

Environmental Engineering 441, 442, 554, 556, 558. At least three of these courses must be completed prior to enrolling in this course. For construction engineering majors, credit or concurrent registration in Construction Engineering 480 and 590. Completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences. **Proof of completion of prerequisites required:** Copy of transcript.

Application of engineering principles and design techniques to the design of civil engineering projects.

Change(s): Course added to GE IV.B., Explorations, Social and Behavioral Sciences. *Open only to civil engineering, construction engineering, and environmental engineering students added to course statement. Completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences added to prerequisites.*

HUMANITIES

1. New course.

Previously reported at the August 19, 2017 SEC meeting

Humanities

STUDIES POPULAR CULTURE (C-2)

HUM 410. Studies in Popular Culture (3) [GE]

Prerequisites: Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.

Popular culture informed by significant cultural discourses, historical developments, and political debates. Representative works to include secondary critical readings, animated film, comics, literature, live-action film, and television.

2. New course.

Humanities

EVIL (C-2)

HUM 411. Evil (3) [GE]

(Same course as Religious Studies 411)

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

Evil and how the language of evil has been used by diverse religious communities. Conceptions and portrayals of demons, hell, Satan, and vampires. Literature on the Holocaust, terrorism, torture, and war.

LIBERAL STUDIES

1. Change in program.

Liberal Studies

Liberal Studies Major

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

(Major Code: 49012)Paragraphs 1-5 (*no change*)**Lower Division Core (46-50 units)***(no change)****I. Communication and Critical Thinking:¹ 9 units.****(no change)****II. Foundations of Learning: 28 minimum units.***A-B (*no change*)

C. Humanities (12-13 units)

1. (*no change*)

2. Visual and Performing Arts: Theatre 100 (3 units).

Remainder of description (*no change*)

Change(s): ART 157, 259; THEA 120 replaced with THEA 100 in II.C.2 section above.

2. Change in program.

Liberal Studies

Liberal Studies Major**With the B.A. Degree in Applied Arts and Sciences****(Major Code: 49012)****Emphasis in Education-Generalist****(SIMS Code: 331921)**Paragraph 1 (*no change*)**Preparation for the Major.** (*no change*)**Graduation Writing Assessment Requirement.** (*no change*)**International Experience.** (*no change*)**Major including required focus.** No Option is required. (49.5-50 units)**Upper Division Core (40.5-41 units):***Liberal Studies:* Liberal Studies 300, 498 (0.5 - 1 unit).*Mathematics and Science:* Mathematics 312², 313²; Physics 412.*Social and Behavioral Sciences:* Linguistics 420, 452.*Humanities:* Art 387; Education 451; English 306A, 306W; History 411, 413; Music 343.**Focus (9 units).** All students complete a focus in literacy, mathematics, or science. A minor or second major may not be substituted for a focus.*LITERACY (9 units):* Linguistics 253³ [or Rhetoric and Writing Studies 253³] or Linguistics 430⁴; three units selected from Theatre 310, 315; three units selected from Africana Studies 365A [or English 365A], 365B [or English 365B], American Indian Studies 430, Chicana and Chicano Studies 335 [or English 335], Comparative Literature 470, ENGL 501, 503, Women's Studies 352.*MATHEMATICS (9 units):* Mathematics 141, 302, 413.*SCIENCE (9 units):* Biology 101, 101L; Geological Sciences 412 (4 units), Teacher Education 211B (1 unit).Remainder of description (*no change*)

Change(s): LING 452 is being moved from the Literacy focus and into the upper division core. All students will enroll in THEA 100. ART 387, MUS 343, ED 451 will be required. Six units were eliminated from each of the three foci.

3. Change in program.

Liberal Studies

Liberal Studies Major

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

(Major Code: 49012)

Emphasis in Elementary Education

(SIMS Code: 331922)

Preparation for the Major. Complete 46-50 units of lower division core plus Exercise and Nutritional Sciences 241A, 241B (with a grade of C [2.0] or better); Mathematics 211 (with a grade of C [2.0] or better); Mathematics Education 212; Music 102; Natural Science 100 or Chemistry 308 [Imperial Valley]. Exercise and Nutritional Sciences 241A, 241B and Mathematics 211 may not be taken for credit/no credit (Cr/NC). (58.5-62.5 units)

Graduation Writing Assessment Requirement. *(no change)*

International Experience. *(no change)*

Major including required focus and option (58.5-60 units). [NOTE: Plus additional lower division courses.]

Upper Division Core (40.5-41 units):

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

Mathematics and Science: Mathematics 312¹, 313¹; Physics 412;

Social and Behavioral Sciences: Linguistics 420, 452;

Humanities: Art 387; Education 451²; English 306A, 306W; History 411, 413; Music 343.

Focus (9 lower and upper division units). All students complete a focus in literacy, mathematics, or science. A minor or second major may not be substituted for a focus.

LITERACY (9 units).

Linguistics, Theatre, and Literature Courses: Linguistics 430⁴; three units selected from Theatre 310, 315; three units selected from Africana Studies 365A [or English 365A], 365B [or English 365B], American Indian Studies 430, Chicana and Chicano Studies 335 [or English 335], Comparative Literature 470, English 501, 503, Women's Studies 352.

MATHEMATICS (9 units): [Note: Lower and upper division units]. Mathematics 141, 302, 413.

SCIENCE (9 units): [Note: Lower and upper division units].

Geological Sciences 412 (4 units); Teacher Education 211B (1 unit); Biology 101 and 101L (4 units)⁵.

Option (9-10 units). All students complete an option. Some options lead to additional certifications; see the introduction section for details. To complete an additional 8+ units in mathematics or science, change to the Mathematics Emphasis or the Science Emphasis.

*Linguistics*⁷ (9 units): Linguistics 253³ [or Rhetoric and Writing Studies 253³]; Linguistics 550; Linguistics 555 or 556.

Bilingual (10 units): Linguistics 253³ [or Rhetoric and Writing Studies 253³]; Dual Language and English Learner 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 (10 units): Linguistics 253³ [or Rhetoric and Writing Studies 253³]; Special Education 500, 501, 502 (1 unit) (concurrent registration with Special Education 501);

Performing Arts (9 units): [Not available at the Imperial Valley Campus]: Prerequisites: Theatre 310 or 315. Highly recommended prerequisite: one unit of a performing arts course, such as Music 110A, 110B, 175, 185, 212.

Linguistics 253³ [or Rhetoric and Writing Studies 253³]; Theatre 510; three units selected from Africana Studies 385, Chicana and Chicano Studies 310 [or Latin American Studies 310], Music 345, 351.

Literature (9 units): Linguistics 253³ [or Rhetoric and Writing Studies 253³]; English 502; English 501 or 503 (may not double count in Focus).

Reminder of description (*no change*)

Change(s): LING 452 is being moved from the Literacy focus and into the upper division core. THEA 100, ART 387, MUS 343, ED 451 are required. The three foci were each cut by 3 units. The new literacy focus includes three units selected from Africana Studies 365A [or English 365A], 365B [or English 365B], American Indian Studies 430, Chicana and Chicano Studies 335 [or English 335], Comparative Literature 470, English 501, 503; Women's Studies 352. The two lists were combined (not including ENGL 502, which was moved to the new Literature Option), thereby cutting 3 units. In the math focus, 3 units selected from Statistics 119 or 250 in the existing focus were eliminated in the new focus. For the science focus, 3-4 units selected from Chemistry 100; Geology 303 in the existing focus were eliminated in the new focus. Linguistics 253 [Rhetoric and Writing Studies 253] was retained but moved to each of the five options: Linguistics, Special Education, Bilingual, Performing Arts, and a NEW Literature Option. The new literature Option is English 502 Adolescence in Children's Literature; 3 units selected from English 501 Children's Literature or English 503 Topics in Children's Literature; and Special Requirement: 3 units Linguistics 253 [Rhetoric and Writing Studies 253].

4. Change in program.

Liberal Studies

Liberal Studies Major

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

(Major Code: 49012)

Emphasis in Mathematics

(SIMS Code: 331923)

Preparation for the Major. Complete 46-50 units of lower division core and Exercise and Nutritional Sciences 241A, 241B (complete with a grade of C [2.0] or better); Mathematics 211 (complete with a grade of C [2.0] or better); Mathematics

Education 212; Music 102; Natural Science 100 or Chemistry 308 (Imperial Valley only). Exercise and Nutritional Sciences 241A, 241B and Mathematics 211 may not be taken for credit/no credit (Cr/NC). (58.5-62.5 units)

Graduation Writing Assessment Requirement. *(no change)*

International Experience. *(no change)*

Major including required focus and option (60.5-61 units). [NOTE: Plus additional lower division units]

Upper Division Core (40.5-41 units):

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

Mathematics and Science: Mathematics 312¹, 313¹; Physics 412.

Social and Behavioral Sciences: Linguistics 420, 452

Humanities: Art 387; Education 451; English 306A, 306W; History 411, 413; Music 343.

Mathematics Focus (9 units): Mathematics 141, 302, 413.

Mathematics Option (11 units): [Note: Lower and upper division units].

Mathematics 120, 241 entitled “Mathematics Software Workshop: Geometers Sketchpad” (1 unit), 303; Teacher Education 211A (1 unit); 3 units selected from Linguistics 253² [or Rhetoric and Writing Studies 253²], Statistics 119 or 250.

Reminder of description *(no change)*

Change(s): LING 452 is being moved from the Literacy focus and into the upper division core. Students will enroll in THEA 100. ART 387, MUS 343, ED 451 courses will be required. Three units selected from Statistics 119 or 250 in the existing program were moved to the Math Option for the new program. Math 150 (4 units) in the existing Math Option was replaced by Math 120 (3 units) in the new Math Option. The 3 unit of Linguistics 253 [Rhetoric and Writing Studies 253] and 3 units selected from Statistics 119, 250 in the existing program were combined to be 3 units selected from Linguistics 253 [Rhetoric and Writing Studies 253]; Statistics 119, 250 in the new Math Option.

5. Change in program.

Liberal Studies

Liberal Studies Major

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

(Major Code: 49012)

Emphasis in Science

(SIMS Code: 331924)

Preparation for the Major. Complete 46-50 units of lower division core and Exercise and Nutritional Sciences 241A, 241B (complete with a grade of C [2.0] or better); Mathematics 211 (complete with a grade of C [2.0] or better); Mathematics Education 212; Music 102; Natural Science 100 or Chemistry 308 [Imperial Valley only]. Exercise and Nutritional Sciences 241A, 241B and Mathematics 211 may not be taken for credit/no credit (Cr/NC). (58.5-62.5 units)

Graduation Writing Assessment Requirement. *(no change)*

International Experience. *(no change)*

Major including required focus and option. (60.5-63)¹

Upper Division Core (40.5-41 units): [Note: Plus additional lower division units]

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

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

Social and Behavioral Sciences: Linguistics 420, 452;

Humanities: Art 387; Education 451; English 306A, 306W; History 411, 413; Music 343.

Science Focus (9 units): [Note: lower and upper division units].

Biology 101 and 101L (4 units); Geological Sciences 412 (4 units); Teacher Education 211B (1 unit).

Science Option (11-13 units): [Note: lower division units].

Chemistry 100; Physics 180A; Physics 182A or an alternative course selected with approval of adviser; three to five units selected from Linguistics 253³ [or Rhetoric and Writing Studies 253³], Chemistry 130, 200⁴.

Change(s): LING 452 is being moved from the Literacy focus and into the upper division core. All students will enroll in THEA 100. ART 387, MUSIC 343, ED 451 are required.

(a) 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), 324, 327 in the existing science focus were reduced to Geological Sciences 412 (4 units); Teacher Education 211B (1 unit); four units selected from Biology 101 and 101L (4 units) in the new 9 unit science focus. (b) Chemistry 100 (4 units) was moved to the new science Option. (c) The 3 units of Linguistics 253 [Rhetoric and Writing Studies 253] and 3-5 units selected from Chemistry 130, 200 (5 units) in the existing program become 3-5 units selected from Linguistics 253 [Rhetoric and Writing Studies 253]; Chemistry 130, 200 in the new program, thereby cutting 3 units.

RELIGIOUS STUDIES

1. New course.

Religious Studies

GOD, GOLD, GLORY (C-4)

REL S 406. God, Gold, and Glory: Religion and Colonial Encounter
in the Americas (3) [GE]

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

Colonialism, race, and religion in the Americas. The “one drop” rule, colonial evangelizing missions, historical colonial religious forms, and slavery. Capitalism, immigration, and new religious movements.

2. New course.

Religious Studies

EVIL (C-2)

REL S 411. Evil (3) [GE]

(Same course as Humanities 411)

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

Evil and how the language of evil has been used by diverse religious communities. Conceptions and portrayals of demons, hell, Satan, and vampires. Literature on the Holocaust, terrorism, torture, and war.

SOCIOLOGY

1. Change to description and title.

Sociology

SOC 335. Sociology of Popular Culture (3) [GE]

Prerequisites: Sociology 101 and completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences required for nonmajors.

Forms and features of popular culture. Distinctions between highbrow and lowbrow cultures. Sociological theories about effects, functions, and power of popular culture in society and in social change.

Change(s): Description updated from *Development of popular culture as influenced by the growth of mass media of communication, including popular music, television, film, newspapers, and advertising. The power, functions, and effects of the mass media in society and in social change* to what is reflected above. Title updated from *Mass Communication and Popular Culture* to what is reflected above.

Report prepared and respectfully submitted by Curriculum Services on behalf of the Undergraduate Curriculum Committee.

TO: SEC/Senate

FROM: Mary Ruth Carleton, Vice President, University Relations and Development

DATE: October 17, 2017

RE: Information

The Campaign for SDSU:

The following are gifts received since our last report:

The Left Coast Fund made a \$30,000 gift to support the Student Rocket and Design Fund in the College of Engineering.

A \$67,500 gift from ARCS Foundation, Inc. will support scholarships in the College of Sciences.

Alumnus Fred Borrelli made a \$10,000 gift to support the Center for Surf Research in the College of Professional Studies and Fine Arts.

Richard and Patricia Amtower made a \$15,000 gift to support the Laurel Amtower Scholarship in the Division of Academic Engagement and Student Achievement.

Gifts totaling \$32,397 from faculty emerita, Ann M. Johns, Ph.D., will support the David H. Johns Memorial Scholarship Endowment in the College of Arts and Letters.

The Confucius Institute in the College of Arts and Letters received a \$13,500 gift from Barnard Asian Pacific Language.

George Kachigian made a \$25,000 gift to support the Men's Baseball Excellence Fund.

A \$10,000 gift from Fred Luddy will support the Men's Tennis Excellence Fund.

The Northrop Grumman Foundation made a \$100,000 gift to support the Troops to Engineers Program in the College of Engineering.

Gifts of \$25,000 from alumni Charles and Kathleen Mendenhall and alumni Paul and Dian Denyer will support various programs in Athletics.

US Bank made a \$15,000 gift to support the Zahn Innovation Platform Launchpad in the College of Engineering.

A \$10,000 gift from the Jack in the Box Foundation will support the Jack in the Box Diversity Scholarship in the Division of Academic Engagement and Student Achievement.

Athletics received gifts of \$30,000 from each of the following: alumnus Gerry Ranglas, Pave-Tech, Inc., alumnus Mark McMillin and his wife, C'Ann, and alumni Dennis and Janet Cruzan.

Kenneth Gott, an alumnus, made a \$50,000 gift to support the Dr. Thomas Warschauer Director Endowment in the Fowler College of Business.

A \$31,000 gift from 3M Company will support the 3M Frontline Sales Initiative Fund in the Fowler College of Business.

Alumni Vincent and Betsey Biondo made a \$120,000 pledge to provide scholarships for football student athletes within the Athletics Department.

Gifts totaling \$120,000 from alumnus Art Flaming will support various programs in Athletics.

Alumnus Frank Feeney and his wife, Donna, made a \$25,000 pledge to support the College of Arts and Letters Dean's Excellence Fund.

Alumnus and TCF Board Member, Frank Goldberg and his wife, Lee, made a \$27,400 gift to support Athletics.

The following stories illustrate how donors are inspired to support SDSU:

Alumna Carol Hemming has named San Diego State University in her estate for a percentage amount of approximately \$375,000. This planned gift will support the Biology Department in the College of Sciences.

Carol graduated with a Bachelor of Science degree in Microbiology in 1966. She worked as a Clinical Laboratory Technologist in the Health Center at SDSU from 1983-2017. Carol met her late husband at SDSU, and he graduated with a degree in History in 1968. He was a teacher until he retired. Carol is passionate about microbiology and believes that state-of-the-art equipment and technology are extremely important for student success. This generous gift will support course work and capital needs such as renovations, new equipment, maintenance, and supplies for biology laboratories with an emphasis on microbiology research and will help to foster a collaborative research environment.

Scott Cass named SDSU as a beneficiary of his legacy designated donor advised endowed fund. The annual \$50,000 gift will provide scholarships to Guardian Scholar and EOP participants.

Scott is a '78 management alumnus. He is the President of Cass Plumbing, a business started by his parents Shelton and Lucille Cass; Scott is the youngest of two sons. He worked for the business throughout high school, came to SDSU and following graduation went into an apprenticeship program where he attained his journeyman's plumber card. Upon his father's passing in 1985, Scott began managing Cass Plumbing. A company that started with three employees has grown into a full-service plumbing company with two divisions, 15 field technicians, and five full-time staff.

Alumnus Robert Stephen Tortora named SDSU in his estate for a \$3M gift that will create a scholarship endowment in the College of Professional Studies and Fine Arts.

Robert Stephen Tortora is a 1974 alumnus of the College of Sciences. He majored in Zoology, and went on to continue his education in Los Angeles to become a chiropractor. He practiced as a chiropractor for 33 years in Chula Vista, California, and recently retired. His scholarship will support undergraduate students, who have financial need, in the College of Professional Studies and Fine Arts. He directed his fund to support students in PSFA because he believes the arts are in need more funding, and also because of his interest in Journalism.

Campaign, Presidential & Special Events:

On September 14, President Roush and Vice President Carleton hosted the dedication of Sickels Plaza. Nearly 250 faculty, staff, students and special guests of the Sickels attended the campus dedication and unveiling of a bronze medallion. Kit is the former chair of The Campanile Foundation and has served on the board since 2002. He was instrumental in the success of The Campaign for SDSU. Karen and Kit support many areas of campus, including the Library, student scholarships, the endowed chair in the College of Sciences and athletics.

In a September 28th reception, Lance Nail was welcomed to SDSU as the first Thomas and Evelyn Page Dean of the Fowler College of Business. The reception was attended by over 65 guests, including current and past members of The Campanile Foundation, members of the Fowler College of Business advisory board, donors and members of the search committee. Ron and Alexis Fowler, for whom the Fowler College of Business was named, were in attendance along with Tom Page for whom the Thomas and Evelyn Page Dean was named.

Alumni Engagement

The 44th Annual The Monty awards took place on October 8th, 2017 at the Don Powell Theatre. Alumni, faculty, awardees and their families were in attendance to witness the great accomplishments of our distinguished alumni. Heather Myers from CBS 8 KFMB-TV was the Emcee for the event. As an alumna herself, she set the stage for a great event and shared how she met her husband, also a SDSU alum, while at SDSU. The program highlighted the great accomplishments of alumni from the colleges, the Distinguished University Service Award and Distinguished Alumni Service Award. At the conclusion of the program, guests were greeted by the music of Jarabe Mexico (student group) and a celebration of food and refreshments. The guests had the opportunity to interact with the awardees and get to know each other.

2017 Monty Recipients:

College of Arts and Letters - Christine Probett

College of Education - Karen Janney, Ed.D.

College of Engineering - Daniel Goddard

College of Professional Studies and Fine Arts - Darla K. Anderson

College of Sciences - Robert Kain

Fowler College of Business - Mark Snell
 Library and Information Access - Dorothy L.W. Smith, Ed.D.
 San Diego State University-Imperial Valley - Kathleen Lang
 Distinguished University Service Award - John Kolek
 Distinguished Alumni Service Award - Bill Earley

Media Relations:

2017-18 Marketing and Communications Key Metrics Goals

	<i>Month</i>	<i>Year to Date</i>	
SDSU NewsCenter		-	
Visitors	39,367	110,347	
Page Views	63,244	170,583	
Twitter			
Followers	1,393	3,875	
Impressions (paid)			
Clicks (organic)	2,623	11,114	
Clicks (paid)			
Facebook			
Fans	590	119,851	(Total fans)
Impressions (paid)			
Likes/Comments (organic)	25,939	62,743	
Clicks (paid)			
YouTube			
Views (organic)	9,270	26,823	
Views (paid)			
Instagram			
Followers	500	26,900	(Total followers)
Likes (organic)	25,566	53,579	
Impressions (paid)			
Video views (paid)			
Media Relations			
Total Clips	3,151	8,482	

National Hits	344	921	
Major Hits	62	126	
Merit			
Students with Merit Pages	-	9,992	(Total pages)
High Schools reached		39	
Social Media Impressions		42,926	
Community Relations			
Community Members brought to campus for event or activity	16	28	
Significant individual meetings and interactions in the community	58	174	

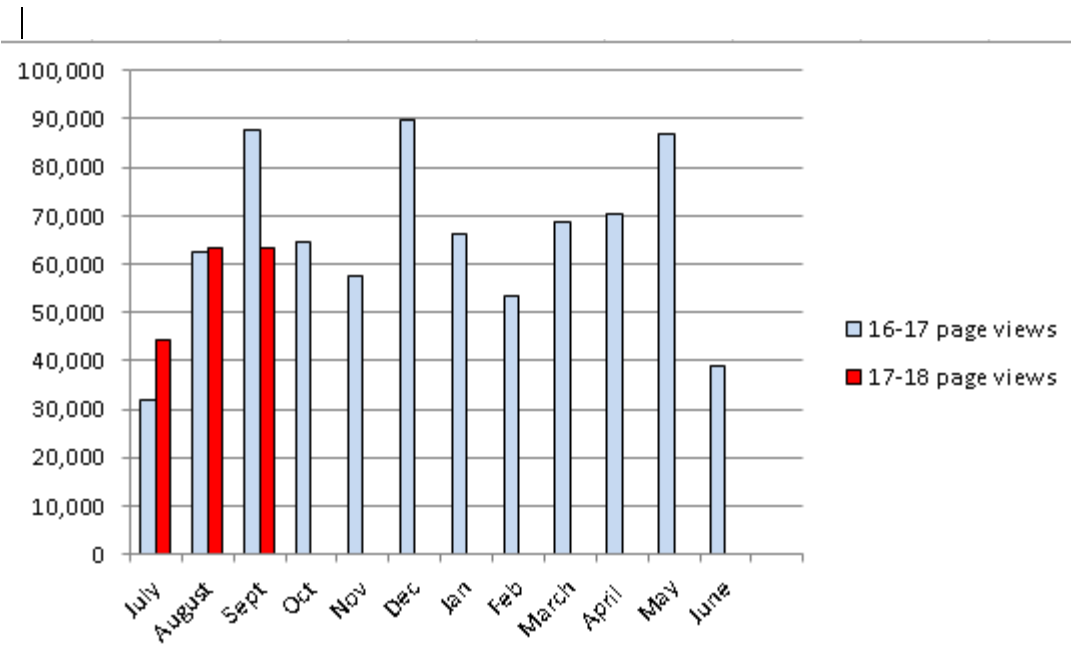
Detail

SDSU NewsCenter Top Stories This Month

SDSU Letter in Support of DACA (6,204), U.S. News Ranks SDSU Among Top National Universities (5,930), SDSU on Princeton Review's List of Best Colleges (1,516),

Traffic Sources to SDSU NewsCenter this month

Google (19,160), Facebook (8,277), Twitter (2,788)



Media Relations National Hits

SDSU secured several major media hits in the month of September, including coverage of Jean Twenge’s research on teens delaying major markers of adulthood in The Atlantic, The Sacramento Bee, U.S News and World Report, Chicago Tribune, CNN, The Washington Post and others; The Huffington Post, WOW.com and Yahoo covered SDSU being named among the top 10 schools for LGBTQ students; and Martha Lauzen’s research on the lack of diversity in Hollywood was covered by Forbes, USA Today, Variety, TV Guide and LA Weekly.

Media Relations Local Hits

Local media coverage this month included coverage of the open forum held to find SDSU’s next president on KPBS, KFMB, KSND, KSWB, KUSI, Times of San Diego and the Union Tribune; KGTV covered the creation of SDSU’s Community Emergency Response Team (CERT); and The Union Tribune covered the results of a study compiled by SDSU’s Hotel and Tourism Management program about spending associated with Balboa Park.

Merit Monthly Achievements	Total Students		Student Open Rate	

Community Relations

In September SDSU began attending the Mission Valley Planning Group and the Mission Valley Community Plan Update meetings. SDSU also attended the Alvarado Estates Community group where we requested and were granted a letter of support for the new students' residence hall presentation at the CSU Board of trustees meeting. Staff transported two community members to the CSU Board of Trustees meeting so that they could speak in support of the project. SDSU was also present for the Eureka! grand opening and ribbon cutting.