



SAN DIEGO STATE UNIVERSITY

Senate

December 1, 2015

AL 101: 2:00 pm to 4:30 pm

1.	Agenda (Bober-Michel)	
2.	Minutes (Bober-Michel).....	2
3.	Announcements (Deutschman)	
2:05	4. President Hirshman (<i>2:05 time certain</i>)	
5.	SEC Report (Ornatowski) Class Size Task Force	
6.	New Business: Action Items	
3:30	6.1 Approval Fall Graduates (Lieu, <i>3:30 time certain</i>)	
3:40	6.2 Proposed changes to the IAC policy (Kolkhorst, <i>3:40 time certain</i>)	9
	6.3 Committees and Elections (Rhodes).....	13
	6.4 FHA – Emeritus Status (Deutschman).....	14
	6.5 Graduate Council – 2 memos (Balsdon)	15
7.	New Business: Consent Calendar (Committee Reports)	
	7.1 University Relations and Development	19
	7.2 Graduate Council – 5 memos (Balsdon)	23
	7.3 Undergraduate Curriculum Committee (Verity)	65
	7.4 ASCSU Report (Eadie, Ornatowski and Wheeler).....	67
	7.5 CFA Report (Toombs)	71
	7.6 WASC Update (Schellenberg) <i>*Late Addition*</i>	73
8.	Other Business	
3:00	9. Other Information Items	
	9.1 Waitlist Panel Discussion: (<i>3:00 time certain</i>) * 20 minutes for discussion *	
10.	Adjournment	

SAN DIEGO STATE
UNIVERSITY

San Diego State University Senate Minutes

December 1, 2015

AL 101: 2:00 pm to 4:30 pm

The Senate was called to order @ 2:02 pm.

Members present:

Officers: Deutschman, Ornatowski, Bober-Michel

Academic Senators: Wheeler

Arts and Letters: McClish, Kohn, Mattingly, Donadey, Imazeki, Graubart, Cummins, Blanco, Putman, Esbenshade, McCall

Business Administration: Ely, Peter, Dimofte, DeBoskey, Fleming

Coach: Van Wyk

Education: Cadero-Kaplan, James-Ward, Lozada-Santone, Green, Duesbery

Emeritus Faculty: Shackelford

Engineering:

Health and Human Services: Verity, Nip, Kahan, Rauh

Imperial Valley Campus: Ponce

Lecturers: Justice, Williams

Library: Rhodes

MPP I and II: Richeson

Parliamentarian: Eadie

Professional Studies and Fine Arts: Durbin, Lindemann, Pauley, Testa

Sciences: Schellenberg, Atkins, Ponomarenko, Wolkowicz, Beck, Interlando, Xie, Papin

Staff: Thurn

University Services: Rivera

Administration: Enwemeka, Welter, Rivera

Associated Students: Culliton

CFA: Toombs

Guests: Hirshman

1. **Agenda** (Bober-Michel)
MSP Approved agenda for December 1, 2015.
2. **Minutes** (Bober-Michel)
MSP Approved minutes of the November 3 Senate meeting with three changes.
 - Two are spelling/typographical.
 - One was a statement. The original November minutes indicate that the Class Size Task Force was asked to set up its charge; it's actually the Senate Officers who perform that task.

3. **Announcements** (Deutschman)4. **President Hirshman** – 2:05 pm time certain

This presentation focuses on five initiatives targeting retention and graduation rates.

We have made strong progress; for example, the 6-year graduation rate is now @ 69% ... and the freshmen and sophomore continuation rates are @ 90% ... and equitable across ethnic groups. But we need to make consistent progress on all the metrics.

- Initiative #1: Strengthen the academic core of the University. Central here is our hiring of 300 faculty over a 5-year period. We're midway thru this process, with 120 people already hired and 70 searches currently underway. We're engaged in efforts to strengthen the diversity of our faculty hiring, deal with class size issues, etc.
- Initiative #2: Provide additional support for students with financial challenges. We've formed an Emergency Crisis Response Team (ECRT) to help students when they face a crisis. Students receive about \$55 million per year in aid, but here the focus is on challenges they hadn't anticipated. The team is in place to help these students stay enrolled.

And part of our overall response is a new cashier's policy. Historically, the policy was very strict; students with the slightest outstanding debt were not able to register. Now it's possible for them to have some bills though this will be a cost to the University. That cost must be negotiated, meaning that the financial loss is mitigated by academic benefit to students. It's all a process ...

We're also seeing increases in privately funded scholarships (~\$143 million), with many contributions from our campus community. Unfortunately, many scholarships aren't allocated—and the amount available continues to grow; this isn't good practice. We can help to eliminate conditions that may artificially stifle their use.

- Initiative #3: Provide additional support for students w/ academic challenges. Academic failure and challenge are big issues for us. We have writing and math centers as well as supplemental instruction in courses where failure is common. We are also focused on courses with excessive Ds, Fs, and Ws. In fact, we find this situation in courses one might least expect (for example: PSY 101). How can we help these students succeed?
- Initiative #4: Advising (which the Provost is leading), with a special focus on seniors and super-seniors (>120 credits). Students have access to counselors who can help them earn their diplomas or just move forward. This needs to be a permanent part of our efforts.
- Initiative #5: Strengthening communities of social support. Not every student resonates to a large campus. Smaller communities help to alleviate their isolation/loneliness; this is especially important for commuter students. We have a center for commuters and an array of programs—one of them featuring senior commuters working with sophomores. We've moved well beyond assisting with the freshman to sophomore transition.

The President thanked everyone for participating in these efforts.

Donadey: Said it was good to see the focus on faculty diversity. We've plateaued with gender since 2009 -- 24 to 29% since 2009 but mostly Asian.

Hirshman: Students, too, are seeking a more diverse faculty. The process toward equity must be continuous; we need to mobilize and take an activist position. We have many areas of progress, but faculty diversity isn't one of them, and we should share success stories from specific departments, schools, or colleges.

Durbin: Noted that we at one time discussed the high numbers of Ds, Ws and Ws—but then the momentum faltered. Perhaps faculty are too defensive about this.

Hirshman: Said we should not be challenging the courses, faculty or pedagogy. This isn't about making courses easier; that's the wrong implication. Rather, let's look at student engagement and how other schools have addressed the issues.

Donadey: Asked if there's a correlation between class size and the DFW rates.

Enwemeka: Reiterated that RWS class sizes do not correlate with grades (nor are the numbers predictive).

Schellenberg: Discussed an array of things that could be happening with courses—for example, instructors aren't aware of how prerequisites fit in, or don't readily "notice" students in trouble.

Putman: Asked: what percentages are we talking about?

Hirshman: Explained that it's nearly 50% in some courses. Also, we do see section variability – 20 to 50% in classes with multiple sections. It's best to work backwards—to start with our goal and then work back. It plays out in the macro picture: students who are underperforming can't get their financial aid. Throw in a personal crisis and the student is increasingly likely to drop out. Counseling is critical ...

Imazeki: Suggested that there's a big difference between a W and Ds and Fs. But the documentation suggests faculty don't use the W appropriately, which complicates our approach to remedies.

James-Ward: Provided a NASA analogy—failure just isn't an option, and that should be our approach.

Hirshman: Said that we need multiple redundant systems for catching and assisting students at risk. He added that many of our approaches have been funded with one-time moneys ... and we must determine which become permanent tools.

Cadero-Kaplan: Argued that we shouldn't focus on courses, per se. Instead, we could look at the metrics in place. For example, student performance is measured differently from one class to the next; thus, we may not have a true handle on the assumptions.

Lozada-Santone: Said we should bring it back to the individual student. If students don't progress appropriately, they'll end up with tremendous financial aid to pay back and a huge amount of debt. We've seen significant changes in financial aid eligibility, and it hurts students when they aren't prepared for it. For example, a student might take on a second major and inadvertently exceed his or her financial aid cap, so advisors really have to take financial aid into account in their student discussions.

Shackelford: When a student receives an F ... sometimes it's dictated. AP courses from high schools don't really prep them for success. Also students come into a course without proper skills or readiness.

Schellenberg: Noted that we're not focused on courses in isolation. Key is recognizing that we see a challenge and then note the associated patterns. We're asking the Associate Deans to create a plan for exploring and then addressing them.

Hirshman: Sometimes it's also a hard judgment – what interests a student and his/her dispositions for them. Pre-major swirl is a major issue, meaning: students spinning their wheels trying to get into a major. Maybe it's just a bad match; good counseling is truly required.

Wolkowicz: Said that he would like to see money for discussion groups, etc.

Shackelford: Suggested that problems with sophomores could be related, in part, to their registration priority. Maybe it's time to revisit this; maybe it's best to have sufficient courses for them so that they don't get disadvantaged.

Putman: Asked about the alternate transportation policy.

Hirshman: Said that the meet and confer is complete. Enforcement efforts to date have had minimal impact. It's not for lack of effort; police have done what they can. There are thousands of skateboarders but only 28 police officers in total. Do we really want to reallocate police time to this? Perhaps a bit ...

Snavelly: Said that the University hasn't really implemented the policy: no good signage, students really aren't informed, etc.

Hirshman: Said he's committed to making this happen. But improved signage, etc., will help.

Deutschman: Noted that the Senate officers have discussed this and plan to reach out to Student Affairs since students play a key role in this.

Donadey: Asked about University priorities; she focused on people we've lost (faculty and staff) and the increase in administrators.

Hirshman: Reminded us that the University often moves people temporarily into administrative roles. We should also proceed carefully, because each "thing" we "want" has a cost. He added that some administrators are covered by grants and contracts, etc.

5. SEC Report (Ornatowski)

Regarding the Class Size Task Force, Senate officers have issued the charge and a first meeting is set for next week. Ornatowski read the charge aloud, and reiterated that it's not cast in stone.

6. New Business: Action Items

6.1 Approval of Fall graduates (Lieu) – *3:30 pm time certain*

MP To approve the report.

6.2 Proposed changes to the IAC policy (Papin, Kolkhorst) – *3:40 pm time certain*

Kolkhorst: Explained that is really a housekeeping task; the goal is to make the IAC description more succinct, more like those of other Committees. There are no changes in roles—it's only the "overview" language we're modifying. Part of that is removing the identification of ex-officios (too cumbersome) and the names of IAC subcommittees.

Deutschman: Summarized for us.

MP To approve the report.

6.3 Committees and Elections (Rhodes)

There is one correction to the report: Terry Cronan's term ends in 2017, not 2018.

MP To approve the report.

6.4 Faculty Honors and Awards – Emeritus status (Deutschman)

FHA recommends emeritus status for Peter Salamon (Professor of Mathematics and Statistics, 35 years).

Kahan: Noted that a lecturer (unnamed) was supposed to be on the list for months now. What happened?

Deutschman: Said he would look into it.

MP To approve the report.

6.5 Graduate Council (Fleming for Balsdon) / two memos

Explained that the memos features a slug of items, but all have been through CurricUNET, AP&P and AR&P.

MP To approve the report.

7. New Business: Consent Calendar (Committee Reports)

MSP To receive reports on the Consent Calendar.

7.1 University Relations and Development (Carleton)

7.2 Graduate Council (Balsdon) – five memos

7.3 Undergraduate Curriculum (Verity)

7.4 ASCSU Report (Eadie, Ornatowski, Wheeler)

7.5 CFA (Toombs)

7.6 WASC update (Schellenberg) – (Note: late addition to the agenda)

8. Other Business

9. Other Information Items

9.1 Waitlist Panel – *3:00 pm time certain (20 minutes for discussion)*

Deutschman set the context and introduced everyone: Snavelly (former Senate Chair, Williams (Registrar), Atkins (former Senate vice-chair), Culliton (Chief Justice/AS Judicial Affairs Council), and Tinoco Cuin (AS University Council / CAL).

Snavelly: Explained that the idea started with students themselves, who knew of friends at other universities with online systems. They asked: why are we so outdated? I told them to present their ideas to AS. From there it went to the Senate, then SEC, then back to the Senate, and final to the implementation stage. It took a long time to get this in place; we started in 2011.

Wolkowicz: Said that he hates the first two weeks of class and is grateful for the new system; the old process was painful and unnecessary. Asked: what happens to add codes?

Williams: Explained that they are gone. (For perspective), add codes were required no matter what, even if a course wasn't full. Now we won't have to deal with this. If there are open seats, they're automatically assigned. High impact courses will (especially) be affected; many crashers in the past were really just trying to get into sections others than the ones in which they were already enrolled. The enrollment cap remains a faculty decision; it can be increased. Still, faculty must monitor rosters to see what seats are and aren't available.

Snavely: Explained that students will be enrolled in classes much faster with the new system. Now on Day 1, if a student doesn't show up simply drop him/her ... and then the most qualified student on the list gets in. It's a more timely process. If a student getting into a new course is already enrolled in another class held at the same time, he or she will be dropped from it.

Imazaki: Noted that for her, the first day is critical; a student should not miss the first day of class.

Williams: Explained that the waitlist is anonymous. The message to all students should be: *be there on the first day, it's your responsibility to be caught up.*

Snavely: Shared ideas for what to do if demand warrants a new section.

Williams: Reminded us that coordinators have a demand report that includes waiting and waiters (meaning those who don't have a section at all). It all feeds into demand.

McClish: Cautioned that students shouldn't feel entitled because they come to a class on Day 1. There could be a tension there.

Senator: Asked: Can we actually over-enroll a course?

Williams: Said it's best to ask your coordinator to up the cap ... or over-enroll.

Senator: Provided a scenario about encouraging specific students to enroll in her course ... and how that might conflict with the new waitlist algorithms.

Snavely: Explained, no, it's about fairness—not favorites.

Esbenshade: Said that the policy file in her Department illustrates the crashing pecking order.

Snavely: Noted that there's no need to mention crashing in the syllabus; remove the policy.

Ponomarenko: Worried about the glitches and bugs and who to call.

Williams: Confirmed that he could contact the Register's Office; said: we're on it so tell us. She also noted that exceptions are possible for students who *should be enrolled*, but aren't (meaning: the system knows class ranking, but not # of units)—exceptions are for extreme cases.

Verity: Reiterated that many people can assist: the Administrative Coordinator, College Coordinator, etc. It's important to go thru the process.

Culliton: Admitted that students may not be fully aware of all points and advocated for the Registrar sending out one more reminder.

Tinoco Cuin: Said that all the student organizations are aware and they're charged with bringing the information back to students. They've done a lot of outreach, but a few will fall thru the cracks.

Snavely: Emphasized that the waitlist is very simple to use.

Cadero-Kaplan: Suggested that some students will still try to game the system.

Donadey: Worried that a student's major and minor designation/status aren't in place yet. When will that change?

Williams: Explained that this is future enhancement; right now, it's not about designated major or minor, but the percentage of degree completed. Some refinement is possible within the schedule of classes via footnotes.

Van Wyk: Asked about the student enrolled in one section who wants a different one.

Williams: Explained that such a student would be lower-ranked. A student can only be on four waitlists at one time, and can ultimately register in only four waitlist courses. Otherwise the format would be unfair. Students with *unit limits* cannot be on a waitlist until Day 1 of the semester.

Deutschman: Closed the discussion and asked that residual questions be sent to him to be addressed by the appropriate individual.

10. Adjournment

MSP The Senate adjourned @ 3:40 pm.

Rationale

There are two primary changes to the proposed description: deletion of the identification of 1) non-voting members of the IAC, and of 2) IAC subcommittees. Even though these two sections are being removed from the IAC description in the Senate Policy File, it should be emphasized that there will be no changes in the non-voting membership or subcommittee structure of the IAC. Everything will remain as is with the IAC.

The changes are first presented in track changes mode. This is followed by a copy of the existing policy and the proposed policy should the changes be approved.

Proposed Changes**Intercollegiate Athletics Council**

- 1.0 Jurisdiction: The Intercollegiate Athletics Council (IAC) shall be an all-university advisory body to the President on varsity intercollegiate athletics. The IAC shall be responsible for recommendations to the President about the entire intercollegiate athletic program as offered by the San Diego State University Department of Athletics. The IAC shall represent the segments of the university community interested in [intercollegiate](#) athletics at San Diego State University. The Chair of the IAC shall make periodic reports to the Senate.
- 2.0 Duration: The IAC shall function with periodic review by the President.
- 3.0 Membership (18 voting) (~~7 nonvoting~~)
 - 3.1 Nine faculty, five appointed by the Senate, and four appointed by the President (which includes the Faculty Athletic Representative and may include up to one college dean with faculty retreat rights); Vice President for Business and Financial Affairs; Vice President for Student Affairs [or designee](#); Vice President for University Relations and Development [or designee](#); two students, one appointed by the President of Associated Students and one appointed by the Student-Athlete Advisory Council; President of the Aztec Athletic Foundation or designee; one alumnus appointed by the Director of the Alumni Association; one community member appointed by the President; one staff member nominated by the Staff Affairs Committee confirmed by the Senate. ~~Director of Athletics (nonvoting); Senior Associate Director of Athletics (nonvoting); two Associate Directors of Athletics (nonvoting); and Athletics Business Manager (non-voting); Senate Chair or designee to the Coalition on Intercollegiate Athletics (non-voting).~~
 - 3.2 Chair or designee of the Committee on Academic Resources and Planning to sit on [the IAC](#) Budget Subcommittee.
 - 3.3 The President or the [Chair of the](#) IAC may invite others with special expertise to sit as non-voting ex-officio members.
 - 3.4 The Chair of the IAC shall be named by the President from the faculty members selected to the IAC.
 - 3.5 Faculty (excluding the Faculty Athletics Representative) and staff members appointed by the President, Senate and Staff Affairs Committee shall serve three-year terms. These members shall serve no more than two consecutive terms. Service for a partial term shall not be included in this calculation. So far as feasible, faculty seats shall be arranged to serve staggered terms.
 - 3.6 Student members shall serve one-year terms.
 - 3.7 Alumni, and community members shall serve three-year terms. These members shall serve no more than two consecutive terms. Service for a partial term shall not be included in this calculation.
 - 3.8 Membership as defined in sections 3.1 and 3.2 for the conduction of committee business shall not include substitutes, absentees, or proxy representation.
 - 3.9 In the event of a vacancy, the jurisdiction represented by the position shall be responsible for filling that position.

4.0 Duties and Responsibilities

- 4.1 The IAC shall be the primary advisory body to the President on varsity intercollegiate athletics. Subject to approval by the President, it shall develop policies governing intercollegiate athletics that shall guide the administration of the intercollegiate athletics program by the Director of [Intercollegiate](#) Athletics. The IAC shall have no administrative or executive capacity.
- 4.2 More specifically, the IAC shall consider and recommend to the President policy on such matters as (a) income and expenditures budgets, (b) the schedules for seasonal and postseason play in relation to the effect upon student-athlete welfare, (c) grants and other financial aid to student athletes, (d) eligibility of student-athletes, (e) student-athlete grievance procedures on ~~and~~ sportsmanship [and other non-scholarship issues policies](#), (f) awards to student-athletes, (g) ticket distribution policies, and (h) public and campus relations of the athletics program. Issues of student-athlete welfare shall be within the purview of the IAC.

~~5.0 Committees~~

- ~~5.1 The IAC shall have the following standing committees: (a) Budget and Finance, and (b) Student Athlete Welfare and Academic Success, (c) Gender and Minority Equity. The Chair or designee of the Senate Committee on Academic Resources and Planning shall sit on the IAC Budget and Finance Committee. Committee membership for the upcoming academic year shall be announced at the final meeting of the academic year.~~
- ~~5.2 Other committees shall be organized ad hoc by the IAC. 5.3 Non-IAC members may serve on standing committees. Non-IAC members may be recommended by committee chairs and must be approved by the IAC.~~

Existing Policy

Intercollegiate Athletics Council

- 1.0 Jurisdiction: The Intercollegiate Athletics Council (IAC) shall be an all-university advisory body to the President on varsity intercollegiate athletics. The IAC shall be responsible for recommendations to the President about the entire intercollegiate athletic program as offered by the San Diego State University Department of Athletics. The IAC shall represent the segments of the university community interested in athletics at San Diego State University. The Chair of the IAC shall make periodic reports to the Senate.
- 2.0 Duration: The IAC shall function with periodic review by the President.
- 3.0 Membership (18 voting, 7 nonvoting)
- 3.1 Nine faculty, five appointed by the Senate, and four appointed by the President (which includes the Faculty Athletic Representative and may include up to one college dean with faculty retreat rights); Vice President for Business and Financial Affairs; Vice President for Student Affairs; Vice President for University Relations and Development; two students, one appointed by the President of Associated Students and one appointed by the Student-Athlete Advisory Council; President of the Aztec Athletic Foundation or designee; one alumnus appointed by the Director of the Alumni Association; one community member appointed by the President; one staff member nominated by the Staff Affairs Committee confirmed by the Senate); Director of Athletics (nonvoting); Senior Associate Director of Athletics (nonvoting); two Associate Directors of Athletics (nonvoting); and Athletics Business Manager (non-voting); Senate Chair or designee to the Coalition on Intercollegiate Athletics (non-voting).
- 3.2 Chair or designee of the Committee on Academic Resources and Planning to sit on Budget Subcommittee.
- 3.3 The President or the IAC may invite others with special expertise to sit as non-voting ex-officio members.
- 3.4 The Chair of the IAC shall be named by the President from the faculty members selected to the IAC.
- 3.5 Faculty (excluding the Faculty Athletics Representative) and staff members appointed by the President, Senate and Staff Affairs Committee shall serve three-year terms. These members shall serve no more than two consecutive terms. Service for a partial term shall not be included in this calculation. So far as feasible, faculty seats shall be arranged to serve staggered terms.
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- 4.2 More specifically, the IAC shall consider and recommend to the President policy on such matters as (a) income and expenditures budgets, (b) the schedules for seasonal and postseason play in relation to the effect upon student-athlete welfare, (c) grants and other financial aid to student-athletes, (d) eligibility of student-athletes, (e) student-athlete grievance procedures and sportsmanship policies, (f) awards to student-athletes, (g) ticket distribution policies, and (h) public and campus relations of the athletics program. Issues of student-athlete welfare shall be within the purview of the IAC.
- 5.0 Committees
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Proposed Policy

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- 3.2 Chair or designee of the Committee on Academic Resources and Planning to sit on the IAC Budget Subcommittee.
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TO: Senate Executive Committee

FROM: Gloria L. Rhodes Chair, Committee on Committees

DATE: November 17, 2015

RE: Action Items

Action:

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

Liberal Studies Committee

Farid Mahdavi-Izadi (term ending May 2018)

Diversity Equity and Outreach Committee

Terry Cronan (term ending May 2018)

To: SEC/Senate

From: Douglas Deutschman, Chair SDSU Senate
on behalf of the FHA committee

Date: 11/17/2015

Re: Action

The Faculty Honors and Awards committee recommends that the Senate approve emeritus status for:

Peter Salamon, Professor of Mathematics and Statistics, August 18, 2015, **35 years**

To: The Graduate Council
From: The Graduate Curriculum Committee
Date: August 28, 2015
Re: 2016-2017 *Graduate Bulletin*

ACTION (2A-08-15)**JOURNALISM AND MEDIA STUDIES**

1. New program.

Journalism and Media Studies

**Specific Requirements for the Master of Arts Degree
(Major Code: XXXXX) (SIMS Code: XXXXXX)**

In addition to meeting the requirements for the Master of Arts degree as described in Part Four of this bulletin, the student must complete a minimum of 30 units in courses acceptable in master's degree programs. At least 18 units of the total program must be in courses numbered 600-799. Approval of the graduate adviser is required for all courses numbered 500-599. With the approval of the graduate adviser, students may take up to nine units of graduate coursework in departments other than the School of Journalism and Media Studies. Students may not repeat any course in their program of study without consent of the graduate adviser and instructor.

The M.A. in mass communication and media studies provides advanced study for individuals seeking additional knowledge of advertising, emerging communication technologies, journalistic practices, public relations, or the impact of mass communication practices on individuals, groups, and society as a whole. The program of study is appropriate for individuals who seek to enhance their careers in advertising, journalism, or public relations; who wish to pursue careers involving new media industries; who wish to teach at the community college level; or who wish to continue studies of mass communication and media at the doctoral level. Please see the School of Journalism and Media Studies website for the most current information.

Proficiency Requirements. Individuals must demonstrate relevant undergraduate coursework for their desired area of focus within the program. Individuals without adequate preparation may be asked to take proficiency courses. Specific proficiency courses will be determined in consultation with the graduate adviser after admission to the program.

Graduate Courses. Students may select Plan A, thesis, by completing Journalism and Media Studies 799A (3 units) or, if Plan B is selected, the student must complete three additional units of 600-700 level coursework in the School of Journalism and Media Studies and pass the Comprehensive Examination in journalism and media studies. The remaining 27 units of the program must include completion of Journalism and Media Studies 600A and 600B with an average grade of B (3.0) or better in the two courses, or consent of the Journalism and Media Studies faculty; 12 units selected from Journalism

and Media Studies 506, 527, 529, 547, 560, 566, 567, 574, 581, 585, 587, 590, 591, 595, 596, 620, 696, 701, 710, 780, 785, 798, and nine units relevant to the program of study selected with the approval of the graduate adviser. No more than nine units may be taken outside the School of Journalism and Media Studies. No more than six units may be taken as special study (798). No more than 12 units taken at the 500-level may count toward the degree.

Change(s): Master of Arts in Communication with a specialization in Mass Communication and Media Studies elevated to a Master of Arts in Mass Communication and Media Studies. Updates to program description now reflects elevation. JMS 550 has been removed from the program of study.

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

To: Graduate Council
From: Graduate Curriculum Committee
Date: October 28, 2015
Re: 2016-2017 *Graduate Bulletin*

ACTION (4A-11-15)

TELEVISION, FILM, AND NEW MEDIA PRODUCTION

1. New program.

Television, Film, and New Media Production

**Master of Fine Arts Degree in Television, Film
and New Media Production**

The School of Theatre, Television, and Film, in the College of Professional Studies and Fine Arts, offers graduate study leading to the Master of Fine Arts degree in television, film and new media production. This degree stresses hands-on creative endeavor. It is especially useful for those pursuing careers in film, television, radio, new media, or related production activities where sophisticated and disciplined ability to conceive, initiate and complete original media is required. Graduates of this program gain the essential education, technical training, and creative experience necessary for professional careers, and/or professional careers in teaching. This degree offers advanced study in the history and criticism of broadcasting and film; scriptwriting; financing, preproduction, and postproduction; advanced audio, video, and film production; production design and art direction; international cinema; and development of production expertise in a wide range of emerging communication technologies. The Master of Fine Arts degree in television, film and new media production emphasizes advanced media design and production. Admission to this degree program requires undergraduate preparation, documented through submission of a portfolio reel of previous creative activity or other evidence of relevant creative activity. Postbaccalaureate students who are without previous media production education or experience and who wish to learn television and film production should consider pursuing a second bachelor's degree in media production or completing basic production courses elsewhere before enrolling in graduate study at San Diego State University.

Teaching facilities in the School of Theatre, Television, and Film include a large state-of-the-art television studio, digital editing suites, Foley room, animation suite, scene shop and an equipment checkout center stocked with film and digital cameras and recording equipment, lighting, and grip equipment. Major public broadcasting stations, KPBS-TV and KPBS-FM, are located on campus and offer internship opportunities. The university operates a campus wide, closed-circuit, instructional television service and Multimedia Center, and is also home to the International Center for Communications and a student-operated radio station. San Diego offers abundant internship opportunities in

production companies and television and radio stations, such as the leading cable carrier, Cox Communications.

**Specific Requirements for the
Master of Fine Arts Degree
(Major Code: XXXXX)(SIMS Code: XXXXXX)**

Candidates for the Master of Fine Arts degree in television, film and new media production must complete 54 units of coursework to include the following:

1. Fifteen (15) units of core preparation courses comprised of Television, Film and New Media 601, 605, 625, 670, and 675.
2. Six (6) units of production electives selected from Television, Film and New Media 522, 540, 621, 627, and 662.
3. Nine (9) units of critical studies courses comprised of Television, Film and New Media 530, 563, and 571.
4. All students will take Thesis Plan B (Comprehensive Examination) and enroll in nine (9) units of capstone project preparation to include Television, Film and New Media 675 and 790.
5. With approval of the graduate adviser, 15 additional graduate units in Television, Film and New Media, Theatre, and other departments.
6. No more than nine units of electives outside the School of Theatre, Television, and Film.

TO: SEC

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

DATE: November 17, 2015

RE: Information

Over \$645M has now been raised for The Campaign for SDSU. The following gifts have been received since the last report:

Alumna and TCF Board Member Julie Dillon has pledged \$25,000 to support the The Campanile Foundation Endowed Chair. Ms. Dillon has also pledged \$50,000 to support the Julie Dillon Endowed Scholarship in the College of Business Administration.

A \$136,291 gift from Hanban China will support the Confucius Institute in the College of Arts and Letters.

A \$50,000 gift from the Stephen and Mary Birch Foundation will support the Birch Endowed Chair in the College of Arts and Letters.

A \$577,778 gift from the Estate of Alumna Frances Quon will support the Stanley and Frances Quon Endowed Scholarship.

Alumnus and TCF Board Chair Jack McGrory has made a gift of \$90,000 to support KPBS and inewsourc.

A \$400,000 planned gift from Alumnus David Want and his wife Catherine will establish the Catherine and David Want Endowed Teacher Scholarship in the College of Education. An additional pledge from Catherine Want will also support the college.

A \$10,000 gift from Alumnus and TCF Board Member Jim Sinegal and his wife Janet, an alumna, will support the College of Business Administration.

Gifts of \$10,000 from Sempra Energy and \$10,000 from Paradigm Investment Group, LLC will support the College of Business Administration.

TCF Past Chair and Alumnus Kit Sickels and his wife Karen, an alumna, have gifted \$4,100 to support the Library Mural Fund.

A \$20,000 gift from the WRG Foundation will support the College of Education as will a gift of \$39,050 from the Estate of Marian K. Van Kirk.

Energy Remodeling Inc. has gifted \$5,000 to support the Camp Able Program in the College of Professional Studies and Fine Arts.

AVP for Campaign and Special Events Chris Lindmark and her husband Mike have pledged \$6,000 to support the Engineering and Interdisciplinary Sciences Complex.

A \$25,000 gift from the Estate of Eldred Mugford in memory of his mother, Claire Mugford, will establish an endowed scholarship to support nursing students.

A \$53,000 gift from the Estate of Kathryn Schmedding will support Alumni Association Internship Scholarships.

TCF Board Member Karin Winner has pledged \$20,000 to support The Campanile Foundation Endowed Chair.

A gift of \$5,000 from City National Bank will support the College of Business Administration.

A \$27,262 gift from Karen McElliot will support athletic scholarships.

Perry Feuer has gifted \$20,000 to support the Coach Fisher Basketball Endowment in Athletics.

We have received an estate gift of \$63,000 from the late Marion Dixon to establish the Frank J. and Marion E. Dixon Memorial Scholarship Endowment Fund in the College of Arts and Letters.

Dean Monte Mehrabadi of the College of Engineering has pledged \$25,000 to support the Engineering and Interdisciplinary Sciences Complex.

Faculty Emerita Inger Davis has gifted \$5,000 to support the College of Sciences.

A \$50,000 pledge from Alumnus James Henry will establish the Henry Family Endowed Scholarship in the College of Business Administration.

A pledge of \$25,000 from Alumnus Alan Dulgeroff will support the Engineering and Interdisciplinary Sciences Complex.

A gift of \$15,600 from Northrop Grumman will support several student organizations.

Alumnus Robert Wilcox has gifted \$5,000 to support the College of Business Administration.

A gift of \$11,265 from Peter Shaw will support athletics.

Pietro Dova has made a gift of \$5,406 to support the Lavin Entrepreneurship Center in the College of Business Administration.

A \$15,000 gift from DJO Global, Inc. will support athletic scholarships.

A \$30,000 gift from the Ellen and Edward Wong Family Foundation will support the Ellen and Edward Wong Scholarship Endowment in the College of Business Administration.

Matching gifts of \$3,000 from the Boeing Company and \$2,500 from the Gap Foundation will support the College of Business Administration.

A \$30,000 gift from Western Alliance Bank will support athletic scholarships.

Campaign, Presidential & Special Events:

On Saturday, October 3, President Hirshman hosted guests in the President's Suite for the SDSU vs. Fresno State football game. The guests were donors and prospects interested in the Engineering and Interdisciplinary Sciences Complex. On Friday, October 28, the President and Vice President Carleton hosted guests in the President's Suite at the SDSU vs. Utah football game for donors who have reached the \$500,000 milestone.

On Tuesday, October 13, President Hirshman and Provost Enwemeka hosted a welcome reception at University House for donors and campus/community members to meet Dean Norma Bouchard of the College of Arts and Letters. Dean Bouchard shared her vision for the College.

On Wednesday, October 14, the President and Dean Dennis Cradit, College of Business Administration, hosted guests and donors at the dedication of the newly renovated Page Pavilion in the college. Over 60 guests attended the event and learned more about the achievements of CBA and the importance of philanthropy.

SDSU hosted a dinner for approximately 40 members of the Bay Area Regional Council and local alums in San Jose on October 16. The focus of discussion was the Campaign for SDSU and the Engineering and Interdisciplinary Sciences Complex.

On Wednesday, October 28, President Hirshman hosted a reception at University House for the Associated Students officers and campus leaders. This is an annual event that brings together campus and student leaders and encourages collaboration and interaction.

On Thursday, October 29, the President and Dean Gale Etschmaier of Library and Information Access, hosted a community event to unveil the Backdoor Rock 'n Roll mural that was completed in January of 1976, by Professor Arturo Anselmo Roman and his Chicano mural art class. The mural was originally located in the hallways of The Backdoor and was rescued, restored and moved to the third floor of Love Library. Additionally, Anthropology Professor Seth Mallios launched his book, "Let It Rock". Nearly 250 guests attended the event.

EIS Groundbreaking Ceremony

Almost 450 guests attended the groundbreaking ceremony for the Engineering and Interdisciplinary Sciences (EIS) Complex on Friday, November 6, 2015. The guests included donors, students, community members, faculty and staff. The groundbreaking ceremony recognizes the visionary plan of campus administrators to lead San Diego State University into the nation's top 50 public research universities through the Engineering and Interdisciplinary Sciences Initiative. The EIS Complex, slated for occupancy in early 2018, provides 28,500 square feet of research and instructional space for faculty and staff and features almost 9,000 square feet of open space in the Thomas B. Day Quad. It will also provide state-of-the-art space for the Zahn Innovation Platform, the Lavin Entrepreneurial Center, and student clubs to develop and build their award-winning projects. With a total cost of \$90M, which includes a fundraising goal of \$30M, the EIS Complex will be the launchpad for the great ideas of the future which will emerge from intellectual research collaborations.

To: The Graduate Council
From: The Graduate Curriculum Committee
Date: August 28, 2015
Re: 2016-2017 *Graduate Bulletin*

INFORMATION (2I-08-15)CHEMISTRY

1. Change in course description and unit value.

Chemistry

CHEM 751. Separations Science (1-3)

Prerequisite: Chemistry 550.

Theoretical basis for separation techniques important in analytical chemistry. Chemical and physical interactions between components of different classes of separation systems, including selection and optimization of operational parameters.

Change(s): *Bases* replaced with *basis* in description. Units changed from three units to 1-3 units.

2. Change in unit value.

Chemistry

CHEM 752. Mass Spectrometry (1-3)

Prerequisites: Chemistry 410B and 550.

Theory and practice in analysis of volatile and nonvolatile organic and inorganic compounds, basic design principles, theory of ionization processes; interpretation of mass spectra.

Change(s): Units changed from three units to 1-3 units.

3. Change in unit value.

Chemistry

CHEM 753. Analytical Spectroscopy (1-3)

Prerequisite: Chemistry 550.

Theory and application of atomic and molecular absorption, emission and fluorescence methods. Modern optical instrumentation and methods of analysis. Nonlinear laser spectroscopic methods in chemical analysis.

Change(s): Units changed from three units to 1-3 units.

CIVIL ENGINEERING

1. Change in course prerequisite.

Civil Engineering

CIV E 631. Spatial Hydrology (3)

Prerequisite: Civil Engineering 445 with a minimum grade of C or graduate standing.

Integration of spatial data analysis and hydrologic modeling. Quantification of spatially distributed hydrologic characteristics. Decomposition of drainage network systems to support quasi-distributed hydrologic modeling. Quantification of hydrologic impacts due to model resolution, altered land use conditions, and modeling techniques.

Change(s): Civil Engineering 444 replaced with 445 as prerequisite. Added minimum grade of C and graduate standing statements.

COMPUTER SCIENCE

1. New course.

Computer Science

ADVANCED DISTRIBUTED SYST (C-4)

CS 666. Advanced Distributed Systems (3)

Prerequisite: Computer Science 570.

Design of distributed systems including abstract models, algorithms, and case studies of real-world systems. Group research related to distributed systems.

EDUCATION

1. Change in program.

Education

**Cognitive Disabilities Certificate
(SIMS Code: 331981)**

This certificate program is designed for current and aspiring rehabilitation counselors who are, or intend to become providers of vocational and independent living services on behalf of persons with cognitive disabilities, to include those with autistic spectrum disorders, intellectual disability, acquired brain injuries, and learning disabilities. The certificate prepares rehabilitation counselors to work in the State/Federal vocational rehabilitation system, the U.S. Department of Veteran Affairs, California Regional Centers, or other government agencies supporting persons with cognitive disabilities, nonprofit community rehabilitation provider agencies, and student disability service programs of community colleges and universities.

Prerequisites: *(no change)*

Required courses (18 units):

ARP 609 Seminar in Rehabilitation: Policy Developments in Cognitive

Disabilities (3)

- ARP 645A Assessment in Rehabilitation (3)
 ARP 685A Medical and Psychological Aspects of Disability (3)
 ARP 687 Placement Practices with Individuals with

Disabilities (3)

- ARP 744 Practicum in Rehabilitation (3) Cr/NC
 ARP 745 Internship in Rehabilitation (3) Cr/NC

ARP 609 and 744 are focused on cognitive disabilities and taught in alternating spring semesters so that each course is offered once every two years. The remaining required courses are offered annually. Students will complete 225 hours of internship in ARP 745 by taking one three-unit course (fall or spring semesters). The internship will be completed in a rehabilitation agency supporting persons with cognitive disabilities, with at least half of the student's clinical experience being directed toward individuals with cognitive disabilities.

Students must complete 18 units with a 3.0 (B) grade point average. Students in the certificate program will complete 12 units of formal coursework, three units of practicum, and three units of internship as described unless the program adviser approves alternative courses. Major assignments in all courses will focus on rehabilitation and cognitive disabilities, and the culminating assignment will be a comprehensive portfolio of work completed during the certificate.

Reminder of description (*no change*)

Change(s): Reduction of the units requirement for ARP 745 and addition of ARP 685A. Minor edits to program description.

2. Change in program.

Education

Rehabilitation Counseling Certificate
(SIMS Code: 330203)

The Advanced Certificate in Rehabilitation Counseling is designed for current and aspiring rehabilitation counselors who are, or intend to become, holders of the certified rehabilitation counselor credential, per Category R established by the Commission on Rehabilitation Counselor Certification. The advanced certificate prepares holders to work in the California Department of Rehabilitation and other state vocational rehabilitation agencies, the United States Department of Veteran Affairs, California Regional Centers, or other government agencies supporting persons with disabilities, nonprofit community rehabilitation provider agencies, and student disability service programs in community colleges and universities.

Paragraphs 2-3 (*no change*)

Required courses (21 units):

- ARP 615 Seminar in Multicultural Dimensions in Rehabilitation
 Counseling (3)
 ARP 645A Assessment in Rehabilitation (3)
 ARP 660 Theory and Process of Counseling in Rehabilitation (3)
 ARP 684 Rehabilitation Foundations (3)

ARP 685A	OR
ARP 685B	Medical and Psychological Aspects of Disability (3)
ARP 687	Placement Practices with Individuals with Disabilities (3)
ARP 740	Advanced Seminar in Administration, Rehabilitation and Postsecondary Education

Electives: If one or more of the required courses has been completed, substitute elective(s) can be taken with consent of the coordinator.

Students must complete the course requirements with a 3.0 (B) grade point average. Three units of coursework with a grade of "C" is applicable to the certificate program. Maximum three units of coursework can be repeated.

Remainder of description (*no change*)

Change(s): Removal of ARP 680, addition of ARP 615 and 740. Minor updates to program description. This program will only be offered online.

ELECTRICAL ENGINEERING

1. Change in course description and prerequisite.

Electrical Engineering

E E 672. VLSI System Design (3)

Prerequisite: Computer Engineering 470.

VLSI systems at the architectural level for digital signal processing applications: feedforward and feedback systems, fixed-point and floating-point representations, folding, iteration bound, parallel architectures, pipelining, retiming, unfolding, wave and asynchronous pipelining.

Change(s): Replacement of *design of microprocessor data paths and controllers, memory management, pipelines, multipliers, Risc and multiprocessor systems and applications* with description reflected above. Computer Engineering 572 replaced with 470 as prerequisite.

ENGLISH

1. Change in course description.

English

ENGL 796. Internship (3) Cr/NC

Prerequisites: Advancement to candidacy for the Master of Arts degree in English and comparative literature or admission to the Master of Fine Arts program and consent of the graduate adviser and supervising professor.

Work experience with a practicing professional or company in the community, such as working as editorial assistant or teacher intern. Maximum credit nine units applicable to an M.F.A. degree with approval of graduate adviser.

Change(s): *Maximum credit nine units applicable to an M.F.A. degree with approval of graduate adviser* statement added to description.

REGULATORY AFFAIRS

1. New course.

Regulatory Affairs

SEMINAR (C-5)

R A 600. Seminar (1-3)

Prerequisite: Consent of graduate adviser.

An intensive study in specific areas of regulatory affairs. May be repeated with new content. See *Class Schedule* for specific content. Maximum credit six units applicable to master's degree.

2. Change in course description and abbreviated title.

Regulatory Affairs

CURRENT GMP GENERAL

R A 770. Current Good Manufacturing Practices - General Concepts (3)

Prerequisite: Regulatory Affairs 602.

Interpretation and application of current Good Manufacturing Practices (GMPs) to drug substance and drug product manufacture. Differentiation between full and appropriate GMPs required for clinical supplies production and commercial manufacturing. Variances between FDA and European Union requirements for the control and manufacture of pharmaceuticals. Aseptic regulatory inspections processing and preparation.

Change(s): Description updated from *current Good Manufacturing Practice regulations to assure quality of marketed products. Application to manufacturer's organization, personnel, facilities, equipment, control systems, production, process controls, laboratory procedures and records* to what is reflected above. Abbreviated title updated from *GOOD MANUF PRACT GENERAL* to what is reflected above.

SPEECH, LANGUAGE, AND HEARING SCIENCES

1. Change in course description and title.

Speech, Language, and Hearing Sciences

PROF SKILLS SLP I

SLHS 629. Professional Skills in Speech-Language Pathology I (1)

Prerequisite: Concurrent registration in Speech, Language, and Hearing Sciences 627.

Development of professional skills to include client advocacy, ethical and legal decision-making, interpersonal skills for team collaboration, and knowledge of professional policies and procedures. Maximum credit three units.

Change(s): Description updated from *procedures for organizing and administering speech, language, and hearing programs to adults in the medical setting* to what is reflected above. Title updated from *Orientation to Advanced Field Clinical Practice in Speech-Language Pathology* to what is reflected above.

THEATRE

1. Change in course description and prerequisite.

Theatre

THEA 645. Seminar in Theatrical Lighting (3)

Prerequisite: Theatre 547.

Advanced studies in lighting for entertainment design. Investigation of related fields in lighting. Advanced case studies involving use of color and distribution of light. Maximum credit nine units.

Change(s): Theatre 643 replace with 547 as prerequisite. Description updated from *aesthetics of stage lighting as it applies to the areas of scenery and costume design. Exploration of literature in the field of theatrical lighting. Investigation of commercial and architectural lighting. Projects involving use of color and distribution of light* to what is reflected above.

WOMEN'S STUDIES

1. New course.

Women's Studies

WRITING WORKSHOP (C-3)

WMNST 692. Writing Workshop (1)

Prerequisite: Graduate standing.

Argument, norms, and styles in academic writing. Maximum credit three units.

To: Graduate Council
From: Graduate and Undergraduate Curriculum Committees
Date: August 28, 2015
Re: 2016-2017 *General Catalog* and *Graduate Bulletin*

INFORMATION (2I-08-15.500)ART

1. Change in course prerequisite.

Art

ART 500. Advanced Drawing (3)

Six hours.

Prerequisite: Art 102, 203, 204, 210, 343, or 406.

Drawing emphasizing qualitative aspect of visual subject matter. Maximum credit six units.

Change(s): Prerequisite changed from *one year of 400-level studio art coursework and consent of instructor* to what is reflected above.

2. Change in course title.

Art

ADV PHOTO PROJECTS

ART 540. Advanced Photographic Projects (3)

Six hours.

Prerequisites: Grade of C (2.0) or better in Art 440, or Art 340 and 407.

Visual and creative expression using photographic media, including traditional and digital processes. Emphasis on conceptual project development and portfolio. Maximum credit six units with consent of instructor.

Change(s): Title updated from *Advanced Photographic Imagery* to what is reflected above.

CHEMISTRY

1. Change in course title and units.

Chemistry

TOPICS IN ENV CHEM

CHEM 571. Topics in Environmental Chemistry (1-3)

Prerequisites: Chemistry 232, 232L, 251; consent of instructor for all other majors.

Fundamentals of chemistry applied to environmental problems. Chemistry of ecosystems; analysis of natural constituents and pollutants; sampling methods; transport of contaminants; regulations and public policy. Maximum credit three units.

Change(s): Title updated from *Environmental Chemistry* to what is reflected above. Course is now variable (1-3 units) units. Statement added to course description.

COMPUTER SCIENCE

1. Change in course prerequisites.

Computer Science

CS 550. Artificial Intelligence (3)

Prerequisites: Computer Science 310 and either Mathematics 245 or 523.

Heuristic approaches to problem solving. Systematic methods of search of the problem state space. Theorem proving by machine. Resolution principle and its applications.

Change(s): One prerequisite updated from CS 108 to 310.

GEOGRAPHY

1. New course.

Geography

ADVANCED WATERSHED ANALYSIS (C-2)

GEOG 576. Advanced Watershed Analysis (3)

Prerequisite: Geography 101, 103, or 104. Recommended: Geography 375 and 484.

Theory and techniques in watershed analysis. Use of GIS and statistical programming for analyses of geomorphology, hydrology, and water quality data.

2. Change in course description.

Geography

GEOG 589. GIS-Based Decision Support Methods (3)

Prerequisite: Geography 484.

Integration of Geographic Information Systems (GIS) with discrete and continuous multiple criteria decision making (MCDM) methods. Applications of MCDM in land use planning, site selection, and resource management spatial decision problems.

Change(s): Description updated from *integration of Geographic Information Systems (GIS) with decision support techniques for problem-solving and decision-making.*

Optimization and multiple criteria evaluation. Collaborative use of GIS for location-based planning and resource management to what is reflected above.

MATHEMATICS

1. Change in course prerequisite.

Mathematics

MATH 509. Computers in Teaching Mathematics (3)

Two lectures and three hours of laboratory.

Prerequisite: Mathematics 252 with a grade of C (2.0) or better. **Proof of completion of prerequisite required:** Copy of transcript.

Solving mathematical tasks using an appropriate computer interface, and problem-based curricula. Intended for those interested in mathematics teaching.

Change(s): *With a grade of C (2.0) or better* statement added to prerequisite.

2. Change in course prerequisite.

Mathematics

MATH 510. Introduction to the Foundations of Geometry (3)

Prerequisite: Mathematics 151 with a grade of C (2.0) or better. **Proof of completion of prerequisite required:** Copy of transcript.

The foundations of Euclidean and hyperbolic geometries. Highly recommended for all prospective teachers of high school geometry.

Change(s): Update prerequisite from *Mathematics 122, 124, or 151* to what is reflected above.

3. Change in course description and prerequisites.

Mathematics

MATH 521A. Abstract Algebra (3)

Prerequisites: Mathematics 245 and 254 with grades of C (2.0) or better in each course. **Proof of completion of prerequisites required:** Copy of transcript.

Elementary number theory and rings to include ideals, polynomial rings, quotient rings, ring homomorphisms and isomorphisms. Introduction to basic aspects of group theory.

Change(s): Description updated from *abstract algebra, including elementary number theory, groups, and rings* to what is reflected above. *With grades of C (2.0) or better in each course* statement added to prerequisite.

4. Change in course description and prerequisite.

Mathematics

MATH 521B. Abstract Algebra (3)

Prerequisite: Mathematics 521A with a grade of C (2.0) or better. **Proof of completion of prerequisite required:** Copy of transcript.

Continuation of Mathematics 521A. Group theory to include finite Abelian groups, group homomorphisms and isomorphisms, normal subgroups, quotient groups, and Sylow theorems. Selected advanced topics to include field extensions or integral domains.

Change(s): Description updated from *continuation of Mathematics 521A. Rings, ideals, quotient rings, unique factorization, noncommutative rings, fields, quotient fields, and algebraic extensions* to what is reflected above. *With a grade of C (2.0) or better* statement added to prerequisite.

5. Change in course prerequisite.

Mathematics

MATH 522. Number Theory (3)

Prerequisite: Mathematics 245 with a grade of C (2.0) or better. **Proof of completion of prerequisite required:** Copy of transcript.

Theory of numbers to include congruences, Diophantine equations, and a study of prime numbers; cryptography.

Change(s): *With a grade of C (2.0) or better* statement added to prerequisite.

6. Change in course prerequisite.

Mathematics

MATH 523. Mathematical Logic (3)

Prerequisite: Mathematics 245 with a grade of C (2.0) or better. **Proof of completion of prerequisite required:** Copy of transcript.

Propositional logic and predicate calculus. Rules of proof and models. Completeness and the undecidability of arithmetic. Not open to students with credit in Philosophy 521.

Change(s): *With a grade of C (2.0) or better* statement added to prerequisite.

7. Change in course prerequisites.

Mathematics

MATH 524. Linear Algebra (3)

Prerequisites: Mathematics 245 and either 254 or 342A with grades of C (2.0) or better in each course. **Proof of completion of prerequisites required:** Copy of transcript.

Vector spaces, linear transformations, orthogonality, eigenvalues and eigenvectors, normal forms for complex matrices, positive definite matrices and congruence.

Change(s): *With grades of C (2.0) or better in each course* statement added to prerequisites.

8. Change in course prerequisite.

Mathematics

MATH 525. Algebraic Coding Theory (3)

Prerequisite: Mathematics 254 with a grade of C (2.0) or better. **Proof of completion of prerequisite required:** Copy of transcript.

Linear codes, perfect and related codes, cyclic linear codes, BCH codes, burst error-correcting codes.

Change(s): *With a grade of C (2.0) or better* statement added to prerequisite.

9. Change in course prerequisites.

Mathematics

MATH 531. Partial Differential Equations (3)

Prerequisites: Mathematics 252 and 337 with grades of C (2.0) or better in each course. **Proof of completion of prerequisites required:** Copy of transcript.

Boundary value problems for heat and wave equations: eigenfunction expansions, Sturm-Liouville theory and Fourier series. D'Alembert's solution to wave equation; characteristics. Laplace's equation, maximum principles, Bessel functions.

Change(s): *With grades of C (2.0) or better in each course* statement added to prerequisites.

10. Change in course prerequisite.

Mathematics

MATH 532. Functions of a Complex Variable (3)

Prerequisite: Mathematics 252 with a grade of C (2.0) or better. **Proof of completion of prerequisite required:** Copy of transcript.

Analytic functions, Cauchy-Riemann equations, theorem of Cauchy, Laurent series, calculus of residues, and applications.

Change(s): *With a grade of C (2.0) or better* statement added to prerequisite.

11. Change in course prerequisite.

Mathematics

MATH 533. Vector Calculus (3)

Prerequisite: Mathematics 254 or 342A with a grade of C (2.0) or better. **Proof of completion of prerequisite required:** Copy of transcript.

Scalar and vector fields; gradient, divergence, curl, line and surface integrals: Green's, Stokes' and divergence theorems. Green's identities. Applications to potential theory or fluid mechanics or electromagnetism.

Change(s): *With a grade of C (2.0) or better* statement added to prerequisite.

12. Change in course prerequisites.

Mathematics

MATH 534A. Advanced Calculus I (3)

Prerequisites: Mathematics 245 and either 254 or 342A with grades of C (2.0) or better in each course. **Proof of completion of prerequisites required:** Copy of transcript.

Completeness of the real numbers and its consequences, sequences of real numbers, continuity, differentiability and integrability of functions of one real variable.

Change(s): *With grades of C (2.0) or better in each course* statement added to prerequisites.

13. Change in course prerequisite.

Mathematics

MATH 534B. Advanced Calculus II (3)

Prerequisite: Mathematics 534A with a grade of C (2.0) or better. **Proof of completion of prerequisite required:** Copy of transcript.

Series and sequences of functions and their applications, functions of several variables and their continuity, differentiability and integrability properties.

Change(s): *With a grade of C (2.0) or better* statement added to prerequisite.

14. Change in course prerequisite.

Mathematics

MATH 537. Ordinary Differential Equations (3)

Prerequisite: Mathematics 337 with a grade of C (2.0) or better. **Proof of completion of prerequisite required:** Copy of transcript.

Theory of ordinary differential equations: existence and uniqueness, dependence on initial conditions and parameters, linear systems, stability and asymptotic behavior, plane autonomous systems, series solutions at regular singular points.

Change(s): *With a grade of C (2.0) or better* statement added to prerequisite.

15. Change in course prerequisites.

Mathematics

MATH 538. Discrete Dynamical Systems and Chaos (3)

Prerequisites: Mathematics 151 and either 254 or 342B with grades of C (2.0) or better in each course. **Proof of completion of prerequisites required:** Copy of transcript.

One- and two-dimensional iterated maps, equilibria and their stability, sensitive dependence on initial conditions, Lyapunov exponents, horseshoe maps, period doubling, chaotic attractors, Poincare maps, stable/unstable manifolds, bifurcations. Applications in biology, chemistry, physics, engineering, and other sciences.

Change(s): Prerequisites updated from *minimum grade of C in Mathematics 151; Mathematics 254 or 342A, 342B* to what is reflected above.

16. Change in course prerequisites.

Mathematics

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

Prerequisites: Mathematics 254 or 342A; and either Mathematics 242 or Aerospace Engineering 280 or Computer Science 108 with grades 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 Mathematics 241 or 242 or Computer Science 106 or 107* to what is reflected above.

17. Change in course prerequisites.

Mathematics

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

Prerequisites: Mathematics 337 and 541 with grades 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): *With grades of C (2.0) or better in each course* statement added to prerequisites.

18. Change in course prerequisite.

Mathematics

MATH 543. Numerical Matrix Analysis (3)

Prerequisite: Mathematics 541 with a grade of C (2.0) or better. **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): *With a grade of C (2.0) or better* statement added to prerequisite.

19. Change in course prerequisites.

Mathematics

MATH 562. Mathematical Methods of Operations Research (3)

Prerequisites: Mathematics 252 and 254 with grades of C (2.0) or better in each course. **Proof of completion of prerequisites required:** Copy of transcript.

Theory and applications concerned with optimization of linear and non-linear functions of several variables subject to constraints, including simplex algorithms, duality, applications to game theory, and descent algorithms.

Change(s): *With grades of C (2.0) or better in each course* statement added to prerequisites.

20. Change in course prerequisite.

Mathematics

MATH 579. Combinatorics (3)

Prerequisite: Mathematics 245 with a grade of C (2.0) or better. **Proof of completion of prerequisite required:** Copy of transcript.

Permutations, combinations, generating functions, recurrence relations, inclusion-exclusion counting. Polya's theory of counting, other topics and applications.

Change(s): *With a grade of C (2.0) or better* statement added to prerequisite.

PORTUGUESE

1. New course.

Portuguese

PORTUGUESE LITERATURE (C-2)

PORT 530. Portuguese Literature (3)

Prerequisite: Portuguese 311 or 312.

Foremost authors, movements, and works in the literature of Portugal.

2. New course.

Portuguese

LUSO-BRAZILIAN LIT (C-2)

PORT 540. Luso-Brazilian Literature (3)

Prerequisite: Portuguese 311 or 312.

Portuguese and Brazilian literary genres, movements, and texts of historical and modern aesthetics discussed from a transatlantic perspective.

TELEVISION, FILM AND NEW MEDIA

1. New course.

Television, Film and New Media

COSTUME DES FOR TV & FILM (C-4)

TFM 558. Costume Design for Television and Film (3)

Prerequisites: Theatre 452 and 530A or 530B

Advanced studies in costume design. Budgeting and departmental management, character development, design problems, materials, production, rendering layout, script breakdowns.

2. New course.

Television, Film and New Media

DOC HIST & THEORY (C-2)

TFM 563. Documentary: History and Theory (3)

Prerequisites: Television, Film and New Media 160 for undergraduate students. Admission to the M.A. in Television, Film and New Media program for graduate students.

Persuasive concepts, techniques, and forms in documentary film. Major historical works and their impact on society. (Formerly numbered Television, Film and New Media 462.)

THEATRE

1. New course.

Theatre

DIGITAL COMM FOR LIGHTING (C-4)(C-15)

THEA 556. Digital Communication for Lighting Design (2)

One lecture and three hours of laboratory.

Prerequisite: Theatre 447 or admission to the M.F.A. in design and technical theatre program.

Application of Lightwright, Vectorworks, and other industry-standard software programs to produce 2D/3D light plots, 3D lighting renderings, and professional quality lighting design package documentation. Communication techniques, drawing organization, and industry practices.

2. New course.

Theatre

3D FAB FOR ENT DESIGN (C-4)(C-15)

THEA 557. 3D Fabrication for Entertainment Design (2)

One lecture and three hours of laboratory.

Prerequisite: Theatre 240 or admission to the M.F.A. in design and technical theatre program.

Theory and practice of basic principles of 3D printing and scanning for theatrical use. Basics of fused deposition modeling manufacture. Sourcing and creating 3D models. Creation and realization of original work.

To: Graduate Council
From: Graduate and Undergraduate Curriculum Committees
Date: October 1, 2015
Re: 2016-2017 *General Catalog* and *Graduate Bulletin*

INFORMATION (4I-10-15.500)CIVIL ENGINEERING

1. New course.

Civil Engineering

FIELD HYDROLOGY (C-4)(C-16)

CIV E 545. Field Methods in Hydrology (3)

Two lectures and two hours of laboratory.

Prerequisites: Civil Engineering 220 and 445 with a grade of C (2.0) or better.

Proof of completion of prerequisites required: Copy of transcript.

Equipment, field methods, and techniques used to study hydrologic systems and water resources, to include local streams and watersheds in California. Tools provided to design and implement field studies and interpret data.

ELECTRICAL ENGINEERING

1. New course.

Electrical Engineering

POWER ELECTRONICS (C-2)

E E 584. Power Electronics (3)

Prerequisites: Electrical Engineering 380 and 430.

Design and analysis of power electronic devices. Permanent-magnet and pulse-width modulation ac-to-ac converters, dc-to-ac inverters, power electronics applications, power semiconductor switches, and switch-mode power supplies. (Formerly numbered Electrical Engineering 484.)

2. New course.

Electrical Engineering

POWER ELECTRONICS LAB (C-16)

E E 584L. Power Electronics Laboratory (1)

Prerequisite: Credit or concurrent registration in Electrical Engineering 584.

Experimental design of dc-dc converters (boost, buck, buck-boost), flyback and forward converters, voltage and current mode control design and implementation. Basic

photovoltaics and maximum-power-point-tracking (MPPT) design and battery charge control using switched-mode dc-dc converters.

SOCIAL WORK

1. New course.

Social Work

SEM COMM ORG & PROB SLV (C-5)

SWORK 558. Seminar in Community Organization and Problem Solving (3)

Prerequisite: Credit or concurrent enrollment in Social Work 489A, 489B, or 650.

Community change, consensus organizing model, environmental social work, problem solving, and strategies for serving socioeconomically under-served communities for future community organizers and human services administrators.

WOMEN'S STUDIES

1. New course.

Women's Studies

LOCAL FEM ACTVSM ORGS (C-2)

WMNST 585. Local Feminist Activism and Organizations (3)

Prerequisite: Three upper division units in women's studies.

Links scholarly knowledge about feminist activism and non-profit organizations serving women to specific information about San Diego area. Entering workforce preparation and activism to include economic justice, LGBTQ issues, reproductive rights and justice, sexual violence.

To: Graduate Council
From: Graduate Curriculum Committee
Date: October 1, 2015
Re: 2016-2017 *Graduate Bulletin*

INFORMATION (4I-10-15)**COMPUTER SCIENCE**

1. New course.

Computer Science

CURR PRACTICAL TRAINING (S-23)

CS 792. Curricular Practical Training (1) Cr/NC

Prerequisites: Approval of graduate adviser and SDSU International Student Center.

Supervised work experience. Maximum credit three units applicable to a master's degree in computer science.

DUAL LANGUAGE AND ENGLISH LEARNER EDUCATION

1. Change in program.

Dual Language and English Learner Education

Master of Arts Degree in Education

Dual Language and English Learner Education

(Major Code: 08994) (SIMS Code: 331956)

The Master of Arts degree in education with a concentration in dual language and English learner education is designed to provide special knowledge and training for two diverse audiences with different career goals. Option 1, critical literacy and social justice, is geared for the classroom teacher or resource specialist who will be working directly with language minority students. Option 2, the outside specialization, has been developed to allow participants to cross-specialize in additional areas. The nine to 12 unit outside specialization may be in other College of Education departments or in other cooperating departments across campus. Students with an outside specialization need approval for outside courses from both the Dual Language and English Learner Education department and the cooperating department.

Students in each specialization will take the same 18 units of research and core classes but their other 12 units may vary as described below. All students must follow the guidelines and procedures established for the Master of Arts degree in education (i.e. take a comprehensive examination based on core coursework after advancing to candidacy).

Research (required for both options): Nine units total.

(no change)

**Option 1: Critical Literacy and Social Justice Specialization
(Major Code: 08994) (SIMS Code: XXXXXX)**

Core:

(no change)

Specialization: Select 12 units from the following with consent of adviser.

DLE 553	Language Assessment and Evaluation in Multicultural Settings (3)
DLE 596	Special Topics in Bilingual and Multicultural Education (1-3)
DLE 603	Community and Schools in a Diverse Society (3)
DLE 604*	Learning and Teaching Language in a Dual Language Setting (3)
DLE 651	Curriculum, Teaching, and Assessment: ELD and SDAIE (1-3)
DLE 653	Language Development in K-12 Multilingual Classrooms (3)
DLE 686	Seminar in Multicultural Education (1-6)
DLE 798	Special Study (1-6) Cr/NC/RP

**Option 2: Outside Specialization
(Major Code: 08994) (SIMS Code: 331960)**

Core:

(no change)

Specialization: *(no change)*

***Bilingual authorization credential or score of 3 on SDSU Spanish examination is a prerequisite for course.**

For further information, contact the Dual Language and English Learner Education Department, 619-594-5155.

Change(s): Curriculum and Critical Pedagogy to be changed to Critical Literacy and Social Justice. Addition of DLE 604 as an option among specialization courses.

EDUCATION

1. New course.

Education

PUBLISHING IN ED (C-3)

ED 808. Academic Research and Publishing in Education (3)

Prerequisite: Completion of a minimum of 12 units in a College of Education doctoral program.

Development, writing, and submission of an article to a juried journal in education. Argument development, creation of abstracts, and identification of theoretical frameworks.

2. Change in program.

Education

Master of Arts Degree in Education

Counseling

(Major Code: 08261) (SIMS Code: 331021)

The Department of Counseling and School Psychology offers a Master of Arts degree to include 30 units, which focuses on the development of counseling skills of relationship building, process and intervention; the academic skills of critical thinking, systematic inquiry and effective written and oral communication; and the personal growth experiences necessary to enable graduates to use their skills for the benefit of clients. The counseling program seeks to adapt counseling skills to the needs of different populations so as to train truly competent multicultural counselors. The responsibility students assume for their own education helps them develop the proficiencies they will need to become effective social justice change agents in schools, colleges, and/or social service agencies.

The counseling program concentration is being revised to accommodate new online and hybrid requirements. Please check with the Chair of Department for updates.

1. Prerequisite: Admission to the Department of Counseling and School Psychology.
2. ED 690 Methods of Inquiry (3)
3. Core program (minimum of 15 units):
 - a. Common Core (3 units):

CSP 600	Cross-Cultural Counseling Communication Skills (2)
CSP 600L	Cross-Cultural Counseling Prepracticum (1) Cr/NC
 - b. Foundations (minimum of 6 units):

CSP 606A	California Law and Ethics for Marriage and Family Therapy (3)
CSP 610B	Determinants of Human Behavior: Social and Cultural (1-3)
CSP 610C	Determinants of Human Behavior: Development (1-3)
CSP 610D	Determinants of Human Behavior: School Learning (1-3)
CSP 610E	Determinants of Human Behavior: Biological (1-3)
CSP 615	Seminar in Multicultural Dimensions in Counseling (3)
 - c. Theory, Research, and Techniques (minimum of 6 units):

CSP 601	Theoretical Foundations of Counseling and Marriage and Family Therapy (3)
CSP 618	Mental Health Recovery and the DSM: A Social Justice Perspective (3)
CSP 622A	Ecosystems Assessment-Intervention I: Students (3)
CSP 622B	Ecosystems Assessment-Intervention II: Schools (3)
CSP 625	Marriage and Family Therapy Theories and Best Practices I (3)
CSP 626	Marriage and Family Therapy Theories and Best Practices II (3)
CSP 640	Testing and Assessment for Marriage and Family Therapists (2)
CSP 645	College Planning and Career Development P-16 (3)
CSP 650	Trauma and Crisis Counseling in Multicultural Community Context (1-3)
CSP 662B	Counseling Interventions with Children and Adolescents: School Counseling and School Psychology (3)
CSP 670	Theory and Process of Group Counseling (3)
CSP 670L	Group and Community Counseling Lab (1)
CSP 680	Theory and Process of Consultation (3)
CSP 691	Violence in Couples' Relationships (1)
CSP 762	Prevention, Crisis Intervention, and Conflict Resolution in Schools (3)

4. Research (3-6 units):

ED 799A Thesis (3) Cr/NC/RP

or

ED 795A-795B Seminar (3-3)

or

ED 791A Evaluation Techniques (3)

ED 791B Practicum: Evaluation (6)

5. Electives (6-9 units): Selected in consultation with adviser and may include courses listed above.

Change(s): Minor edits made to the catalog copy as the Department of Counseling and School Psychology seeks to offer this degree to all its departmental programs—not exclusively the Community Based Block Program which was the case in the recent past. All edits relate to deleting specific reference to the CBB program.

3. Change in program.

Education

**English Language Development for Academic Literacy Certificate
(SIMS Code: 331996)**

This certificate program provides K-16 teachers and other education professionals with specialized preparation for developing academic literacy assessment, curriculum,

and teaching methods specifically designed to meet the needs of English Language Learners (ELLs). The program provides further development in theory and methods for development, evaluation, and implementation of (a) appropriate language assessment, (b) effective instruction to ELLs specific to developing academic literacy in English across proficiency levels, and (c) culturally responsive curriculum and teaching strategies. The program is designed for professionals working in programs or classrooms with diverse language learners. It is available on-site as an advanced certificate concurrent with a master's degree at San Diego State University or online via the College of Extended Studies.

Successful applicants must have completed a bachelor's degree from an accredited institution. Preference will be given to those who hold a current teaching or administrative credential. A minimum grade point average of 3.0 must be maintained in certificate coursework with no less than a grade of C in any course.

Required courses (12 units): Dual Language and English Learner Education 553, 600A or 600B, 650, 651. Nine units completed with a grade of B (3.0) or better are applicable to the Master of Arts degree in education with concentration in dual language and English learner education with a specialization in academic literacy development. For further information, contact the Department of Dual Language and English Learner Education, 619-594-5155.

Change(s): Minor updates to program description. Replacement of DLE 603 with 651 in required courses section.

4. Change in program.

Education

Institutional Research, Planning, and Assessment Certificate
(SIMS Code: 330202)

Paragraphs 1-2 (*no change*)

Required courses (12 units):

ARP 611	Program Development and Evaluation in Postsecondary Education (3)
ARP 727	Emerging Issues in Postsecondary Educational Leadership (3)
ARP 760	Internship in Postsecondary Educational Leadership (3) Cr/NC*
ED 690	Methods of Inquiry (3)

*Three units of ARP 760 will be completed in an institutional research and/or assessment setting.

Remainder of description (*no change*)

Change(s): Education 690 added to list of required courses. Statement regarding electives deleted. Asterisk and footnote added/changed.

5. New certificate.

Education

**Mental Health Recovery and Trauma Informed Care Certificate
(SIMS Code: XXXXXX)**

The purpose of this certificate is to educate a national and international body of mental health professionals and para-professionals in contemporary mental practices that focus on mental health recovery and trauma-informed care. The certificate draws upon integrated recovery and strength-based approaches and emphasizes the role of trauma-informed treatment models in understanding the causes of mental ill-health and practices to address human suffering caused by environmental trauma. The certificate is offered in an online format to cater to health-care professionals residing in locations all over the world.

Prerequisites: A bachelor's degree from an accredited institution with demonstrated experience in serving people requiring mental health services.

Required Courses (12 units):

CSP 606A	Professional Issues in Mental Health Practice: California Law and Ethics for Marriage and Family Therapy (3)
CSP 618	Mental Health Recovery and the DSM: A Social Justice Perspective (3)
CSP 650	Trauma and Crisis Counseling in Multicultural Community Context (3)
CSP 762	Prevention, Crisis Intervention, and Conflict Resolution in Schools (3)

Substituted elective(s) can be taken with the consent of the coordinator.

Students must maintain a minimum grade point average of 3.0 in all certificate coursework with no less than a grade of C in any course. Only three units of coursework with a grade of C will count towards the certificate. A maximum of three units of coursework may be repeated. Courses in the certificate program may be applied to a master's degree if applicable.

For further information, contact the program adviser, Dr. Gerald Monk, 619-594-6109.

NURSING

1. Change in course hours, prerequisite, and units.

Nursing

NURS 601. Assessment and Health Promotion of Children and Adolescents (3)

Two lectures and three hours of laboratory.

Prerequisite: Admission to the master's degree program in nursing or school nurse services credential.

Assessing physical, emotional, psychosocial and mental health of children and adolescents from birth to 19 years in hospital and community settings. Strategies for individual and group assessment. Age-appropriate interview techniques. Health promotion modalities.

Change(s): Course hours changed from *three lectures and three hours of laboratory* to what is reflected above. Prerequisite changed from *consent of school health credential adviser or graduate adviser or RN to BS adviser* to what is reflected above. Units changed from four to three.

PHILOSOPHY

1. Change in course description.

Philosophy

PHIL 600. Seminar in the History of Philosophy (3)

Prerequisite: Graduate standing in philosophy.

A major philosopher, school, or problem. Their historical roots and subsequent historical significance. See *Class Schedule* for specific content. May be repeated with new content. Maximum credit 12 units applicable to a master's degree.

Change(s): Maximum credit statement changed from nine units to twelve units.

2. Change in course description.

PHIL 610. Seminar in Philosophical Problems: Values (3)

Prerequisite: Graduate standing in philosophy.

Problems in such fields as ethics, politics, aesthetics. See *Class Schedule* for specific content. May be repeated with new content. Maximum credit 12 units applicable to a master's degree.

Change(s): Maximum credit statement changed from nine units to twelve units.

3. Change in course description.

PHIL 620. Seminar in Philosophical Problems: Knowledge and Reality (3)

Prerequisite: Graduate standing in philosophy.

A problem or group of problems in metaphysics, epistemology and logic. See *Class Schedule* for specific content. May be repeated with new content. Maximum credit 12 units applicable to a master's degree.

Change(s): Maximum credit statement changed from nine units to twelve units.

4. Change in course description.

PHIL 630. Seminar in Current Philosophical Issues (3)

Prerequisite: Graduate standing in philosophy.

Problems in current philosophical publications. See *Class Schedule* for specific content. May be repeated with new content. Maximum credit 12 units applicable to a master's degree.

Change(s): Maximum credit statement changed from nine units to twelve units.

PUBLIC HEALTH

1. Deactivation of program.

Public Health

**Specific Requirements for the Master of Public Health Degree
(Major Code: 12141) (SIMS Code: 557301)**

**Specialization in Global Emergency Preparedness and Response
(SIMS Code: 557388)**

Change(s): Discontinuation of specialization in Global Emergency Preparedness and Response.

REGULATORY AFFAIRS

1. Change in course description.

Regulatory Affairs

R A 601. Pharmaceutical, Biotechnology, and Medical Device Industries (3)

Introduction and foundational knowledge of biotechnology, medical device, and pharmaceutical industries. Commercialization-associated activities to include chemical synthesis, control, drug discovery, manufacturing, marketing, post-marketing surveillance, quality assurance, and regulatory affairs. Company organization and product development.

Change(s): Course description updated from *pharmaceutical, biotechnology, and medical device industries. Company organization and product development and commercialization associated activities, e.g., drug discovery, chemical synthesis, quality assurance, regulatory affairs, manufacturing, control and marketing* to what is reflected above.

2. Change in course description.

Regulatory Affairs

R A 602. Food and Drug Law (3)

Prerequisite: Regulatory Affairs 601.

Laws and regulations enforced by the FDA for biotechnology, medical device, pharmaceutical, and related industries. Federal Food, Drug, and Cosmetic Act, Freedom of Information Act, related laws, and the U.S. legal system. Laws and regulations affecting biologics, cosmetics, devices and diagnostics, drugs, foods, tobacco products, and veterinary products. Combination products, import/export requirements, international regulations, orphan products, and product liability.

Change(s): Course description updated from *laws governing drug, biological, and medical device products. Discussion of Federal Food, Drug, and Cosmetic Act, U.S. Public Health Service Act, Title 21 Code of Federal Regulations, and various amendments* to what is reflected above.

3. Change in course description and title.

Regulatory Affairs

MED SCI WRITING

R A 605. Medical/Scientific Writing for Life Science Professionals (3)

Prerequisite: Regulatory Affairs 601.

Writing conducted during the development of a new biologic or drug. Effective writing of regulatory documents to include analyses of scientific literature for critical appraisal of drugs, informed consents, and reports of laboratory results.

Change(s): Course description updated from *writing for development of a new drug or biologic. Emphasis on effective writing of project reviews, research, reports, protocols, and CTDs* to what is reflected above. Course title updated from *Medical/Scientific Writing for Healthcare Professionals* to what is reflected above.

4. Change in course description and prerequisite.

Regulatory Affairs

R A 705. Project Planning for the Biomedical Industries (3)

Prerequisite: Graduate standing.

Introduction to strategies for effective management, planning, and scheduling of regulatory affairs activities and related tasks associated with project development in biomedical industries.

Change(s): Course description updated from *complexity of biomedical product development. Projects and strategies for effectively planning and managing them. Understanding and utilization of management and planning strategies as applied to these biomedical product development projects. Strategies for planning, scheduling, and effective management of regulatory affairs activities and related tasks associated with development of a biomedical product* to what is reflected above. Prerequisite updated from Regulatory Affairs 601 to graduate standing.

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

Regulatory Affairs

LEADERSHIP FOR CHANGE CI

R A 750. Leadership for Change and Continuous Improvement (3)

Prerequisite: Graduate standing.

Control and facilitation of change at a variety of levels within the biotechnology industry. Strategic improvements to increase competitive advantages. Process

improvement concepts and methods, quality and statistical tools, and their applications to leadership, manufacturing, and production challenges.

Change(s): Course description updated from *Change management as it relates to strategic planning and quality improvement to increase competitive advantage. Controlling and facilitating change utilizing quality and statistical tools and concepts, and process improvement methods, as applied to management and leadership challenges and production and manufacturing issues* to what is reflected above. Prerequisite updated from Regulatory Affairs 602 to graduate standing. Title updated from *Quality Improvement Management* to what is reflected above.

6. Change in course description.

Regulatory Affairs

R A 772. Post-Approval Activities (3)

Prerequisite: Regulatory Affairs 602.

FDA and FTC rules and regulations governing advertising, labeling, and promotion for biologics, generic, over-the-counter, and prescription drugs; and medical devices. Annual reporting requirements, changes to approved marketing applications, Good Manufacturing Practice inspections, post-marketing adverse reaction reporting, product recalls, and risk management.

Change(s): Updated description from *FDA and FTC rules and regulations governing advertising, promotion, and labeling for prescription drugs, biologics, medical devices, and over-the-counter drugs* to what is reflected above.

7. Change in abbreviated title and course description.

Regulatory Affairs

MEDICAL DEVICE REGS

R A 773. Medical Device Regulations (3)

Prerequisite: Regulatory Affairs 602.

Introduction to regulatory affairs requirements for the medical device industry through stages of product development. FDA medical device regulations, terminology, timelines, and actual steps followed by regulatory affairs professionals. Commercial, operational, and strategic aspects of the regulatory approval process for in vitro diagnostics (IVD) and medical devices. Marketing, regulatory intelligence, risk management, and strategic considerations. Maximum combined credit six units of Regulatory Affairs 773 and 774 applicable to a master's degree.

Change(s): Updated description from *laws and FDA regulations for medical devices, in vitro diagnostics, radiological devices, FDA jurisdiction, registration, listing labeling requirements, classification, Investigational Device Exemptions (IDE), premarket approval (PMA) and premarket notification (510(k)). Not a repeatable course. Maximum combined credit six units of Regulatory Affairs 773 and 774 applicable to a master's degree* to what is reflected above.

8. Change in course description.

Regulatory Affairs

R A 774. Investigational and Marketing Applications for Drugs and Biologics (3)

Prerequisite: Regulatory Affairs 602.

Content, planning, requirements, and strategy for developing and preparing Food and Drug Administration regulatory submissions to include biologics license applications (BLA), device premarket applications (PMA), device premarket notifications (510[k]), investigational device exemptions (IDE), investigational new drug applications (IND), new drug applications (NDA). Combination product submissions, future submission trends, and risk management. Maximum combined credit six units of Regulatory Affairs 773 and 774 applicable to a master's degree.

Change(s): Updated description from *development and informational content for investigational new drug applications (IND), investigational device exemptions (IDE), new drug applications (NDA), product license applications (PLA), and biologics license applications (BLA) for FDA review. Not a repeatable course. Maximum combined credit six units of Regulatory Affairs 773 and 774 applicable to a master's degree* to what is reflected above.

9. Change in course description.

Regulatory Affairs

R A 775. Clinical Trials: Issues in Design, Conduct, and Evaluation (3)

Prerequisite: Regulatory Affairs 602.

Issues in conduct, design, and evaluation of clinical trials by biotechnology, medical device, and pharmaceutical companies for marketing approval of products being studied in human subjects. Macro view of clinical trials within corporate, legal, and regulatory environments. Key steps required to develop and execute a successful clinical development program.

Change(s): Updated description from *issues and requirements in design, conduct, and evaluation of clinical trials for new drugs, biologics, and medical devices. Introduction to biostatistics* to what is reflected above.

10. Change in course description.

Regulatory Affairs

R A 776. Validation Aspects of Drugs, Biologics, and Device Product Development and Manufacturing, Including Computer Related Systems and Software (3)

Prerequisite: Regulatory Affairs 602.

Validation in biotechnology, medical device, and pharmaceutical industries. Validation of computerized systems, equipment, facilities and critical utilities, laboratory instrumentation, and manufacturing processes. Regulatory requirements for validation,

maintenance of validation programs, validation master plan, and writing effective validation protocols.

Change(s): Updated description from *verification and validation of computer hardware, software, and peripherals for applications in pharmaceutical, biologic, and medical device industries* to what is reflected above.

11. Change in course description.

Regulatory Affairs

R A 778. Quality Control and Quality Assurance: Pharmaceuticals, Biologics, and Medical Devices (3)

Prerequisite: Regulatory Affairs 602.

Quality and compliance functions in biotechnology and pharmaceutical companies, to include out-of-specification results, developing product specifications, and writing compliant process deviations. Good Laboratory Practices (GLPs). Graded approach for Active Pharmaceutical Ingredients (APIs) manufacturing. Biologics, drugs, and medical device regulations. Quality control (QC) role vs. quality assurance (QA) role. Current trends in industry.

Change(s): Updated description from *review requirements, procedures, controls, and documentation for quality control and assurance in manufacture and commercial distribution of drugs, biologics, and medical devices* to what is reflected above.

12. Change in abbreviated title and course description.

Regulatory Affairs

INTERNATIONAL REG AFFAIRS

R A 779. International Regulatory Affairs (3)

Prerequisite: Regulatory Affairs 602.

International medical regulations to include those in the European Union and other key areas of the world that pertain to the development and commercialization of biologics, medical devices, and pharmaceuticals.

Change(s): Updated description from *International medical device regulations pertaining to pharmaceuticals, biologics, and devices. Emphasis on European Union and other appropriate areas of the world* to what is reflected above.

13. Change in course description and title.

Regulatory Affairs

ETHICS FOR LS PROFS

R A 781. Ethics for Life Science Professionals (3)

Prerequisite: Regulatory Affairs 602.

Ethical issues confronting regulatory affairs professionals. Development of capacities to apply, generalize, and translate principles and ideas to modern biomedical

practice. Responsible conduct surrounding clinical trials, human subjects, informed consent, institutional animal care and use, institutional review boards, trial design, and whistle blowing.

Change(s): Updated description from *ethical issues confronting healthcare professionals. Moral positions concerning impact on laboratory animals, human subjects, patients, and consumers, both on a case-specific level and as applied to field in general. Develop capacities to generalize, translate, and apply principles and ideas to modern biomedical practice* to what is reflected above. Updated title from *Ethics for Healthcare Professionals* to what is reflected above.

14. Change in course description and title.

Regulatory Affairs

EFFECTIVE COMMUNICATION

R A 783. Effective Communication for Life Science Professionals (3)

Prerequisite: Regulatory Affairs 602.

Advanced interpersonal, oral, and written communication strategies for the regulatory affairs business environment. Audience analysis, barriers to communication, and cultural considerations. Communication types to include email communications, executive summaries, informational documentation, persuasive arguments, research-based proposals, and visuals for presentations.

Change(s): Updated description from *written, oral, and interpersonal communication strategies for the business environment with emphasis on regulatory affairs* to what is reflected above. Updated title from *Effective Communication for Healthcare Professionals* to what is reflected above.

15. Change in course prerequisite.

Regulatory Affairs

R A 797. Research (1-3) Cr/NC/RP

Prerequisite: Consent of graduate adviser.

Research in the area of regulatory sciences. Maximum credit six units applicable to a master's degree.

Change(s): Prerequisite updated from *consent of staff; to be arranged with program director/graduate adviser and instructor* to what is reflected above.

16. Change in course prerequisite.

Regulatory Affairs

R A 798. Special Study (1-3) Cr/NC/RP

Prerequisite: Consent of graduate adviser.

Individual study. Maximum credit six units applicable to a master's degree.

Change(s): Prerequisite updated from *consent of staff; to be arranged with department chair and instructor* to what is reflected above.

17. Change in program.

Regulatory Affairs

Specific Requirements for the Master of Science Degree

(Major Code: 49045) (SIMS Code: 779901)

Paragraph 1 (*no change*)

1. Complete 30 units of required courses.

R A 601 Pharmaceutical, Biotechnology, and Medical
Device Industries (3)

R A 602 Food and Drug Law (3)

R A 605 Medical/Scientific Writing for Life Science
Professionals (3)

R A 750 Leadership for Change and Continuous Improvement (3)

R A 770 Current Good Manufacturing Practices – General
Concepts (3)

R A 773 Medical Device Regulations (3)

OR

R A 774 Investigational and Marketing Applications for Drugs and
Biologics (3)

R A 775 Clinical Trials: Issues in Design, Conduct, and
Evaluation (3)

R A 779 International Regulatory Affairs (3)

R A 781 Ethics for Life Science Professionals (3)

R A 783 Effective Communication for Life Science
Professionals (3)

2. Complete six units of electives from the following courses.

(no change)

3. Complete three units of Regulatory Affairs 798, capstone project.

Change(s): Update courses in program to reflect proposed name changes. Deletion of plan A/B statements.

18. Change in program.

Regulatory Affairs

Advanced Certificate in Regulatory Affairs

(Offered through the College of Extended Studies)

(SIMS Code: 779902)

The Advanced Certificate in Regulatory Affairs requires the completion of Regulatory Affairs 601, 602, 770, and 781. Regulatory Affairs 601 covers the various steps in the development process for pharmaceuticals, biologics, and medical devices, with an understanding of the regulatory impact on this process. Regulatory Affairs 602 provides a basic knowledge of the laws and regulations governing these industries. In

Regulatory Affairs 770, students learn the basic concepts of good manufacturing practices. Regulatory Affairs 781 examines some of the most significant ethical issues confronting life science professionals. Courses in the Advanced Certificate in Regulatory Affairs may be applied to the Master of Science degree in regulatory affairs. To enroll in this certificate program, call 619-594-6030.

Change(s): *Healthcare* replaced with *life science* in program description.

SPEECH, LANGUAGE, AND HEARING SCIENCES

1. Change in course description, number, and title.

Speech, Language, and Hearing Sciences

PROF SKILLS SLP II

SLHS 630. Professional Skills in Speech-Language Pathology II (1)

Prerequisites: Speech, Language, and Hearing Sciences 617. Minimum of 100 hours of supervised clinical practicum and departmental approval. Concurrent registration in Speech, Language, and Hearing Sciences 933.

Development of professional skills necessary for working successfully in off-campus settings to include caseload management, conflict resolution, professional credentialing requirements, and supervision/leadership skills. (Formerly numbered Speech, Language, and Hearing Sciences 929.)

Change(s): Course description updated from *goals, materials and procedures for organizing and administering speech, language and hearing programs in the school* to what is reflected above. Course number changed from 929 to 630. Title updated from *Orientation to Public School Practicum* to *Professional Skills in Speech-Language Pathology II*.

TELEVISION, FILM AND NEW MEDIA

1. New course.

Television, Film and New Media

BUS ASPECTS OF FILM (C-4)

TFM 601. Business Aspects of Film (3)

Prerequisite: Graduate standing.

Business aspects of independent film production to include television and internet streaming. Culture and practices of the film industry in context of career development.

2. New course.

Television, Film and New Media

SOUND DESIGN FOR FILM (C-15)

TFM 621. Sound Design for Film (3)

One lecture and six or more hours of activity.

Prerequisite: Graduate standing.

Digital audio production for film, to include ADR, field acquisition, Foley, mixing, sound editing, sweetening.

3. New course.

Television, Film and New Media

FILM EDITING & POST (C-15)

TFM 627. Film Editing and Postproduction (3)

One lecture and six or more hours of activity.

Prerequisite: Graduate standing.

Theory and practice of film editing to include color grading, digital post-production workflow, and sound and picture cutting.

4. New course.

Television, Film and New Media

SCENE-BASED FILM PROD (C-15)

TFM 662. Scene-Based Film Production (3)

One lecture and six or more hours of activity.

Prerequisite: Graduate standing.

Single camera techniques in production of narrative fiction to include scene construction and production roles. Crew-based location and studio production.

THEATRE, TELEVISION, AND FILM.

1. Change in program.

Theatre, Television, and Film

Specific Requirements for the Master of Fine Arts Degree

(Major Code: 10072) (SIMS Code: 662505)

Concentration in Design and Technology

(SIMS Code: XXXXXX)

Candidates for the M.F.A. with a concentration in design and technology, in addition to meeting the requirements for classified graduate standing, must complete a 63-unit graduate program to include 24 units of core courses as follows: Theatre 530A, 530B, 610, 643 (nine units), 644; Television, Film and New Media 605.

Eleven to 12 units of electives selected by student and adviser from graduate level courses that include Theatre 539, 540, 546, 547, 548, 552, 553, 554A, 554B, 645; Television, Film and New Media 522, 550, 551, 558.

Eleven to 12 additional units of electives selected by student and adviser from graduate level courses that include Theatre 541, 545, 546, 548, 549, 550, 554A, 554B, 556, 557, 570A, 596, 621, 643, 645, 798; Television, Film and New Media 550, 559.

The student must also complete 16 units of practicum, internship, and comprehensive examination consisting of Theatre 642 (four units), 746, 790, and 795 (six units).

Change(s): Update of concentration name and course options available.

To: Graduate Council
From: Graduate Curriculum Committee
Date: October 28, 2015
Re: 2016-2017 *Graduate Bulletin*

INFORMATION (4I-11-15)

CHILD AND FAMILY DEVELOPMENT

1. Change in course description, number, and title.

Child and Family Development

SEM FAM THERAPY THRY TECH

CFD 634A. Seminar in Family Therapy Theory and Techniques (3)

Prerequisite: Child and Family Development 335.

Family therapy theory and techniques to include cognitive-behavioral, multigenerational, psychodynamic, strategic, and structural models. Epistemological, theoretical, and foundations of family systems theory. (Formerly numbered Child and Family Development 634.)

Change(s): Description updated from *analysis of selected research in family structure, development, and crisis* to what is reflected above. Number updated from 634 to 634A. Title updated from *Seminar in Family Processes* to what is reflected above.

2. New course.

Child and Family Development

SEM COUN THEORIES & TCHNQ (C-5)

CFD 634B. Seminar in Counseling Theories and Techniques (3)

Prerequisite: Classified graduate standing.

Psychotherapy theory and techniques to include cognitive-behavioral, emotion-focused, family systems, person-centered, and psychoanalytic. Interpersonal neurobiological foundation of psychological development and its theoretical and epistemological constructs.

3. Change in course description, number, and units.

Child and Family Development

CFD 660A. Seminar in Early Childhood Mental Health Career Development (3)

Prerequisite: Consent of graduate adviser.

Career development theories and techniques to include decision making models, interrelationships among and between family, work, and other life roles and factors; and

multicultural issues in career development. (Formerly numbered Child and Family Development 660.)

Change(s): Description updated from *Career development theories and models. Current trends and policy making in early childhood mental health field. Ethics and law to include California law and professional ethics for licensed professional clinical counselors. May be repeated with new content. Maximum credit four units* to what is reflected above. Number updated from 660 to 660A. Units updated from two to three.

4. New course.

Child and Family Development

SEM PRO LAW ETHICS CNSLNG (C-5)

CFD 660B. Seminar in Professional Law and Ethics in Counseling (3)

Prerequisite: Consent of graduate adviser.

Ethical standards, legal statutes, and regulations established by the American Ethical standards, legal statutes, and regulations established by the American Counseling Association and the Board of Behavioral Sciences related to the practice of family therapy and psychotherapy. Child and elder abuse assessment and reporting, confidentiality, Health Insurance Portability and Accountability Act, involuntary commitment, patients' rights, privileged communication, and other legal and ethical concerns specific to the licensed professional clinical counselor profession.

5. Change in course description, number, and title.

Child and Family Development

SEM: HUM DEV ATTACH REG

CFD 670A. Seminar in Human Development Theories-Attachment and Affect Regulation in Young Children (3)

Prerequisite: Six upper division units in child and family development.

Advanced child and human growth development theories. Attachment and affect regulation applications, models, research, and theories. Developmental crises, disability, and psychopathology. (Formerly numbered Child and Family Development 670.)

Change(s): Description updated to remove maximum credit and repeatability statements. Number updated from 670 to 670A. Title updated from the variable title, *Seminar in Human Development Theories-Intervention and Prevention* to the non-variable title reflected above.

6. New course.

Child and Family Development

SEM:HUM DEV THEO INT PREV (C-5)

CFD 670B. Seminar in Human Development Theories-Intervention and Prevention Lifespan Approach (3)

Prerequisite: Classified graduate standing.

Advanced child and human growth and development theories. Intervention and prevention applications, models, research, and theories. Developmental crises, disability, and psychopathology.

7. Change in course number and description.

Child and Family Development

CFD 671A. Seminar in Supporting Early Childhood Mental Health (3)

Prerequisite: Six upper division units in child and family development.

Psychotherapeutic theories and techniques for early childhood mental health specialists and practitioners to include positive behavior support models. Multidisciplinary models of response to crises and trauma using multicultural approach. (Formerly numbered Child and Family Development 671.)

Change(s): Description updated to remove maximum credit and repeatability statements. Number updated from 671 to 671A.

8. New course

Child and Family Development

SEM:ECMH COUNS CHILD FAMS (C-5)

CFD 671B. Seminar in Supporting Early Childhood Mental Health-Counseling and Psychotherapeutic Techniques and Theories (3)

Prerequisite: Classified graduate standing.

Ecological approach to child and family mental health interventions and an overview of the scientific literature on intervention effectiveness.

9. Change in course description, prerequisite, and units.

Child and Family Development

CFD 697A. Advanced Field Experiences A (3) Cr/NC

Prerequisite: Child and Family Development 670 or 671.

Advanced application of human developmental theories and techniques in various community settings. Individual and group supervision. Maximum credit six units. (Formerly numbered Child and Family Development 697.)

Change(s): Description updated from *application of human development theories and techniques in various community settings with reflective supervision faculty and on-site coaching. Development of professional identity, self-awareness, and understanding the reciprocal nature of relationships. Maximum credit eight units* to what is reflected above. Units updated from 3-4 to three.

10. Change in course description and prerequisite.

Child and Family Development

CFD 697B. Advanced Field Experiences B (3) Cr/NC

Prerequisite: Child and Family Development 670 or 671.

Relational approach toward the promotion of mental health and well-being of young children and families in culturally diverse communities. Reflecting on multicultural theories and knowledge bases to clinical situations, strengths within diverse cultures, and thoughts and feelings when working with families from diverse cultures. Maximum credit six units.

Change(s): Description updated from *advanced application of human developmental theories and techniques in various community settings with clinical supervision faculty and field supervisor. Rational approach towards infant, family, and early childhood mental health with focus on cultural diversity* to what is reflected above.

11. New course.

Child and Family Development
ON-SITE COACHING (C-17)

CFD 698. On-Site Coaching and Consultation in a Clinical Setting (1-2) Cr/NC

Prerequisite: Consent of graduate adviser.

Development of professional competence, self-awareness, and understanding through on-site coaching experience. Application of theories in working effectively with families, infants, and young children.

12. Change in program.

**Specific Requirements for the Master of Science Degree in Child Development
(Major Code: 08231) (SIMS Code: 330909)**

**Concentration in Early Childhood Mental Health
(Major Code: 08231) (SIMS Code: 330809)**

The Master of Science degree in child development with a concentration in early childhood mental health is designed to prepare students who have completed the Early Childhood Socio-Emotional and Behavior Regulation Intervention Specialist (EC-SEBRIS) certificate, continue to the master's program in child development, and wish to pursue clinical licensure under the California Board of Behavioral Sciences – Licensed Professional Clinical Counselors (LPCC) for practice in the field of early childhood mental health. Students may complete the academic and clinical practicum requirements leading to California LPCC licensure. The student must complete, in consultation with an adviser, an official program of study that includes 79-83 units of 500-, 600-, and 700-numbered required and elective courses (up to 15 units can be taken from 500-level courses with the approval of the adviser) that meet the 14 core content areas as outlined by the licensure requirements in addition to a culminating experience. Supervision includes group, one-on-one, on-site coaching, and videotaping supervision methods.

To fulfill the educational requirements to qualify for state licensure in LPCC as published by the California Board of Behavioral Sciences laws and regulations related to the practice of marriage and family therapy, licensed social work, licensed educational psychologists, and licensed professional clinical counselors (Senate Bill 788), students

need to complete the following courses as aligned with the core content areas as delineated in the requirements:

1. Counseling and Psychotherapeutic Theories and Techniques
CFD 634B Seminar in Counseling Theories and Techniques (3)
2. Human Growth and Development Across the Lifespan
CFD 670B Seminar in Human Development Theories-Intervention and Prevention Lifespan Approach (3)
3. Career Development Theories and Techniques
CFD 660A Seminar in Early Childhood Mental Health Career Development (3)
4. Group Counseling Theories and Techniques
CFD 681 Group Counseling Theories and Techniques (3)
5. Assessment, Appraisal, and Testing
CSP 623 Ecobehavioral Assessment – Intervention (3)
6. Multicultural Counseling Theories and Techniques
CFD 682 Multicultural Counseling Theories and Techniques (3)
7. Principles of Diagnosis, Treatment Planning, Prevention of Mental and Emotional Disorders, and Dysfunctional Behavior
CSP 618 Mental Health Recovery and the DSM: A Social Justice Perspective (3)
OR
SWORK 720 Seminar in Selected Topics in Human Behavior and Social Environment (3)
8. Research and Evaluation
ED 690 Methods of Inquiry (3)
9. Professional Orientation, Ethics and Law in Counseling, California Law and Professional Ethics
CFD 660B Seminar in Professional Law and Ethics in Counseling (3)
10. Psychopharmacology (includes biological bases of behavior)
CSP 694 Psychopharmacology for Marriage and Family Therapists (3)
11. Addictions Counseling (substance abuse, co-occurring disorders)
CSP 687 Family and Systemic Treatment of Substance Abuse (3)
OR
SWORK 758 Seminar in Social Work and Selected Fields of Practice* (3)

***Focus on addictions**

12. Crisis/Trauma Counseling (multidisciplinary responses to crises, emergencies or disasters)
CSP 650 Trauma and Crisis Counseling in Multicultural Community Context (3)
13. Advanced Counseling and Psychotherapeutic Theories and Techniques
CFD 634A Seminar in Family Therapy Theory and Techniques (3)
14. Advanced Coursework in Special Treatment Issues or Special Populations (7-11 units)
 - a. Human Sexuality:
CSP 635 Sexuality and Intimacy in Couple and Family Therapy and

Counseling (2)

- b. Child Abuse:
 - CFD 537 Child Abuse and Family Violence (3)
 - CSP 688 Family Systems Assessment of Child Abuse (1)
- c. Spousal Abuse:
 - CFD 537 Child Abuse and Family Violence (3)
 - CSP 691 Violence in Couples' Relationships (1)
- d. Aging and Human Development:
 - GERO 601 Theory and Application in Gerontology and Aging (3)

15. Culminating Experience (6 units)

Plan A students enroll in CFD 790 Research Methods and Program Development and 799A Thesis (3). Plan B students enroll in an additional six units of approved electives and pass the comprehensive examination. Elective courses may be selected from CFD 585, 595, 798, SWORK 720, or other approved electives in consultation with the graduate adviser.

Additional department LPCC requirements (27 units):

- CFD 580 Observation and Assessment of Young Children's Environments and Relationships (3)
- CFD 670A Seminar in Human Development Theories-Attachment and Affect Regulation in Young Children (3)
- CFD 671A Seminar in Supporting Early Childhood Mental Health (3)
- CFD 671B Seminar in Supporting Early Childhood Mental Health-Counseling and Psychotherapeutic Theories and Techniques (3)
- CFD 697A Advanced Field Experiences A (6)
- CFD 792 Advanced Clinical Experience and Group Supervision (6)
- SPED 676 Advanced Applied Behavior Analysis (3)

Remainder of description (*no change*)

Change(s): Program now reflects and incorporates recent course changes.

LATIN AMERICAN STUDIES and PUBLIC HEALTH

1. Change in program.

Latin American Studies and Public Health
Specific Requirements for the MPH/MA Degree
(Major Code: 49062) (SIMS Code: 997310)

Paragraph 1 (*no change*)

Environmental Health Concentration (SIMS Code: 997313)

Total Environmental Health Units = 24

Required Courses (21 units)

P H 603 (3)

P H 632 (3)

P H 634 (3)
P H 636 (3)
P H 638A (3)
P H 639 (3)
P H 650R (3)

Prescribed Electives (at least 3 units)

P H 630 (3)
P H 700D (3)
P H 784 (3)
P H 798 (1-3)

Change(s): Addition of Public Health 650R to required courses; Public Health 700D and 784 to prescribed electives. Removal of Public Health 635 from prescribed electives. Units of required courses increased to 21; units of prescribed electives updated from six to three.

To: Senate Executive Committee / Senate
From: Larry S. Verity, Chair
Undergraduate Curriculum Committee
Date: November 10, 2015
Re: 2016-2017 *General Catalog*

INFORMATION (5I-12-15)PORTUGUESE

1. Change in program.

Portuguese

Portuguese and Brazilian Studies Minor

(Minor Code: 11079) (SIMS Code: XXXXXX)

The minor in Portuguese and Brazilian studies consists of a minimum of 15 units, nine of which must be approved upper division courses taught in Portuguese. Any course taught in English needs department approval to apply to the minor requirements.

The following courses are acceptable for the Portuguese and Brazilian studies minor: Portuguese 101, 102, 110, 203, 204, 299, 306, 307 [or Latin American Studies 307], 311, 312, 443, 499, 530, 535, 540.

Remainder of description (*no change*)

Change(s): Program name updated from *Portuguese Minor* to what is reflected above. Revision of the course listings to include the newly proposed courses. Minimum requirement of six upper division credits completed in courses taught in Portuguese has increased to nine.

SPANISH

1. New course.

Spanish

SPAN HEALTH PROFESSIONS (C-2)

SPAN 409. Spanish for Health Professions (3)

Prerequisites: Spanish 301 and 302 or 381

Project-based collaborative analysis of cultural and linguistic competencies needed for future health care professionals.

WOMEN'S STUDIES

1. Change in program.

Women's Studies

Women's Studies Major

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

(Major Code: 49991) (SIMS Code: 119501)

Paragraphs 1-2 (*no change*)

Preparation for the Major. (*no change*)

Language Requirement. (*no change*)

Graduation Writing Assessment Requirement. (*no change*)

Internship/International Experience Requirement. (*no change*)

Major. A minimum of 27 upper division units to include nine units from Group I; 12 units from Group II; and Women's Studies 536 and 590.

Group I: Women's Studies 310, 320, 325, 331, 336, 340, 341A-341B, 352, 360, 370, 375, 382, 385; Africana Studies 332*, 473*, Chicana and Chicano Studies 340A*, Lesbian, Gay, Bisexual, and Transgender Studies 321*, 322*, Political Science 336*, Religious Studies 370*.

Group II: Women's Studies 512, 515, 520, 522, 530, 535, 540, 545, 560, 565, 570, 572, 580, 581, 582, 585, 596, 598*.

* No more than three units may be applied to the major in women's studies.

Change(s): Addition of Africana Studies 473 and Women's Studies 585 to available course options.

2. Change in program.

Women's Studies

Women's Studies Minor

(SIMS Code: 119501)

The minor in women's studies consists of a minimum of 18 units in women's studies, of which 12 units must be upper division to include:

Women's Studies 101, 102, and six units selected from Women's Studies 310, 320, 325, 331, 336, 340, 341A-341B, 352, 360, 370, 375, 382, 385; Africana Studies 332*, 473*, Chicana and Chicano Studies 340A*, Lesbian, Gay, Bisexual, and Transgender Studies 321*, 322*, Political Science 336*, Religious Studies 370*.

Six units selected from Women's Studies 512, 515, 520, 522, 530, 535, 536, 540, 545, 560, 565, 570, 572, 580, 581, 582, 585, 590, 596, 598*.

Remainder of description (*no change*)

* No more than three units may be applied to the minor in women's studies.

Change(s): Addition of Africana Studies 473 and Women's Studies 585 to available course options.

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

TO: SEC

FROM: Bill Eadie, Cezar Ornatowski, Mark Wheeler
Academic Senate, CSU

DATE: November 17, 2015

SUBJECT: Information: Report on the November 4-6, 2015 ASCSU plenary meeting

Main Issues of Interest

- Tenure density: we should expect a gain in the number of T/TT faculty across the CSU.
- A new background HR check policy was enacted in June 2015. It applies to all instructional staff in the CSU, including all newly hired faculty and students in instructional positions, as well as volunteers, selected staff, and returning faculty.
- The Task Force on a Sustainable Financial Model continued its discussions in response to the feedback received on the draft report (<http://www.calstate.edu/financial-future/phases/draft-task-forcereport.html>). An updated draft containing substantial changes will be released by the start of the November 17 Board of Trustees meeting. After the November Board of Trustees meeting, the Task Force will discuss the feedback received from the Board and the public, with plans to present a final report to the Board of Trustees in January 2016. Prevalent sense among ASCSU senators is that the recommendations of the report amount to a gradual “privatization” of the CSU and creation of “haves” and “have nots.”
- A new Common Human Resources System is being implemented for the CSU.
- The RSCA allocation for 2016/17 was increased to \$2.5 million (compared to 2.4 million this year). The award notice went out to campus Presidents in early September. The Chancellor’s commitment towards RSCA was further reinforced at a meeting with the Exec Committee of the ASCSU, when he indicated that it was his intent to make this a line item in the budget so that campuses could plan ahead. In response to the request for information on faculty research, the Chancellor’s Office collected information on verifiable student RSCA activities from over 250 chairs from around the system (approximately a 35-40% return rate). The information will be included in a brochure showing return on investment, demonstrating the value of faculty research to students, and explaining that external grants and contracts help bring in \$0.5 billion annually in support of CSU’s educational mission.

The CSU board of Trustees will meet on November 17-18. The agenda can be found at <http://www.calstate.edu/bot/agendas/>

Resolutions

Seven Resolutions Were Passed

AS-3223-15/FA Call for Suspension of CSU Background Check Policy

Calls for suspension of the new CSU Background Check Policy and for a joint ASCSU and Chancellor's Office task force, with the participation of the California Faculty Association, to study the policy's impacts and implementation challenges.

AS-3228-15/FA Addition of a Retired Faculty Member to the CSU Board of Trustees

Advocates for the addition of a retired faculty as a voting member of the CSU Board of Trustees and urges the Chancellor's Office to support legislation to achieve that end. The resolution specifically clarifies that the addition of a retired faculty trustee should not substitute for having a second faculty member serve on the CSU Board of Trustees as called for in AS-3017-11/EX (Rev).

AS-3229-15/FGA California State University 2016-17 Support Budget Preliminary Plan

Commends the CSU for its 2016-17 Support Budget Plan, which recognizes that CSU fiscal needs are significantly greater than those in the Governor's multi-year funding plan. It supports the 3% proposed increase for funded enrollment growth in the plan and urges the Board of Trustees to amend the plan to provide a compensation pool increase for all employees substantially beyond the proposed two percent.

AS-3231-15/FGA Commendation for Associate Vice Chancellor Ron Vogel

AS-3233-15/EX Commendation in Memory of CSU Academic Senator Shane G. Frehlich

Honors ASCSU Senator Shane G. Frehlich, CSU Northridge, who passed away on September 4, 2015.

AS-3234-15/EX: Presidential Search Processes in the California State University System

Reaffirms ASCSU support for the public announcement of finalists and accompanying official campus visits by finalists in presidential searches.

AS-3235-15/AA Chancellor's Office Response to AS-3230-15/APEP/AA Establishing a Task Force on the Requirements of CSU General Education (GE) Mathematics/Quantitative Reasoning (B4) Credit

Expresses concern about the Chancellor's Office Response to AS-3230-15, which implies that the faculty is one voice among many, rather than the most significant, "stakeholder" in curriculum design as it relates to CSU quantitative reasoning requirements.

Five Resolutions Received their First Reading

AS-3236-15/FA Reaffirming the Principle of Shared Governance Within the California State University

Reaffirms the principle of shared governance contained in HEERA, and asks the Chancellor in his response to this resolution to substantiate how the principle of "shared leadership" either conforms to or differs from the definition of shared governance in HEERA and AAUP documents.

AS-3237-15/FGA CSU Acknowledgement of California Taxpayers as University Donors

Encourages campus Senates, campus Advancement/Philanthropy offices, and the Chancellor's office to find ways to acknowledge the role of taxpayers in funding the CSU.

AS-3238-15/AA Role of California State University Faculty in the Evaluation of Courses for Transfer

Affirms that campus curricula and the satisfactory completion of degree requirements are the purview of local campus faculty. Encourages campus academic senates to develop policies or review existing policies for transfer of courses that: ensure the primacy of faculty in establishing the criteria for, and evaluation of, the transferability of courses; guarantee communication between articulation officers, department chairs and curricular and shared governance bodies; maintain a clear and transparent process to meet degree requirements; facilitate progress toward graduation; and allow for the re-evaluation of articulated courses by faculty.

AA-3239-15/FA Inclusion of Non-Tenure Track Instructional Faculty in Faculty Orientation Programs

Advocates for the inclusion of lecturers in annual and semi-annual faculty orientation days (and including these days as part of compensated contractual time). Urges that in the context of faculty orientation, general campus resource information and specific materials relevant to the rights and benefits of CSU lecturers be made available to non-tenure track instructional faculty.

AA-3240-15/FA/FGA Request for Joint Task Force to Develop a Vision Plan for Ongoing Tenure/Tenure Track Recruitment

Thanks the Board of Trustees, Chancellor, Governor, and Legislature for recognizing the need to increase tenure/tenure-density in the CSU and for providing, in the 2015-16 budget, baseline funding specifically targeted for the hire of tenure-track faculty. Calls upon the Chancellor to establish a joint task force (with the ASCSU) for the purpose of developing a multi-year systematic plan to increase tenure/tenure-track density in the CSU.

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

Additional Information

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

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

To: Senate
From: Charles Toombs, Chapter President, CFA
Date: 24 November 2015
Re: Information Item

CFA Report:

Bargaining Update

“On Monday, November 23, CFA began factfinding. Our Bargaining Team is making the case that a 5% General Salary Increase (GSI) for all faculty and a 2.65% Service Salary Increase (SSI) for eligible faculty are fair terms for settling the salary dispute between CFA and CSU management. For more on the factfinding process, [click here](#).

Leading up to factfinding, on Thursday, Nov. 19, [CFA filed an unfair labor practice charge](#) (ULP) with [California’s Public Employment Relations Board](#), charging the CSU with bargaining in bad faith.

The law requires that CSU management and CFA reach agreement on salary before the university system sends a budget request to the legislature and governor. For both the 2015-16 and 2016-17 academic years, CSU management made support budget requests that included their plan to implement a 2% faculty salary increase.

‘This is point-blank wrong,’ said Jen Eagan, President of CFA and a Professor at Cal State East Bay. ‘It’s a violation of the law governing our bargaining process, as well as an insult to the faculty, who day-in and day-out fulfill the core mission of the CSU by teaching students.’

Returning the CSU to a system that prioritizes education also was a focal point on Tuesday, Nov. 17, when more than a thousand faculty, students, labor allies, community supporters and alumni converged on the Chancellor’s Office in Long Beach. The crowd marched for over a mile and rallied outside the CSU Trustees’ meeting, demonstrating to Chancellor Timothy White and the Trustees just how hard we will Fight for Five. Inside the meeting, CFA officers, members and allies testified about the financial struggle faculty are facing as a result of CSU management’s misplaced priorities.

- [Click here to read more about our Nov. 17 actions](#)
- [Click here to view photos from Nov. 17](#)
- [Click here for links to real-time footage of the action outside the Chancellor’s Office and of CFA members testifying inside on both Nov. 17 and 18](#)

- [Click here to read news coverage of our Fight for Five](#)

We urge you to visit calfac.org in the coming weeks to stay connected with updates on contract bargaining and other CFA news.

We have only begun our Fight for Five. Be ready for more action when classes begin in January.

In Solidarity,

CFA Board of Directors”

CFA Contact Information

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

Date: 26 November 2015

To: Senate

From: Stephen Schellenberg
Accreditation Liaison Officer
WASC Steering Committee (Chair)

Information: Lines of Inquiry for WASC Accreditation Visit (22-24 March)

The WASC Offsite Review for SDSU's reaffirmation of accreditation was conducted via video-conference on November 19th. Based on their examination of our *Institutional Report* and related materials, the WASC Review Team¹ presented twelve Commendations and four Lines of Inquiry to representatives of SDSU².

These four Lines of Inquiry largely define the scope of WASC's Accreditation Visit to SDSU during 22-24 March 2016 and are entitled:

1. Educational Effectiveness and Assessment;
2. Undergraduate Student Experience, Climate, and Post-Graduation Success;
3. Graduate Education;
4. Evolution and Future of the SDSU Identity.

We encourage the campus community to examine the attached WASC document³, which provides details, questions, and comments for each Line of Inquiry. The WASC Steering Committee will now focus on coordinating and collaborating across campus to provide the requested information and develop an effective structure for our Accreditation Visit.

We look forward to continuing and expanding our work with SDSU's administration, faculty, staff, and students to make this reaffirmation of accreditation an effective and productive process for our campus and the WASC Review Team.

If you have comments regarding these Lines of Inquiry or the upcoming Accreditation Visit, please feel free to post these to the comment box at wasc.sdsu.edu or to email them to saschellenberg@mail.sdsu.edu.

¹ Dr. Kumble R. Subbaswamy, Team Chair, Chancellor, University of Massachusetts Amherst; Dr. Jillian Kinzie, Team Assistant Chair, Associate Director, Indiana Center for Postsecondary Research and NSSE Institute; Dr. Cecilia A. Conrad, Director, MacArthur Fellows Program; Dr. Francisco Hernandez, Emeritus Vice Chancellor for Students, UH, Manoa; Dr. Ralph Jay Hexter, Provost and Executive Vice Chancellor, UC, Davis

² President Hirshman, Provost Enwemeka, Vice President McCarron, Vice President Rivera, Associate Vice President Cook, Senate Chair Deutschman, and the WASC Steering Committee (Atkins, Balsdon, Bordelon, Harris, Lindeman, Potter, Samarkos, and Schellenberg)

³ Also posted, along with all WASC-related materials, at wasc.sdsu.edu.

WASC San Diego State University (SDSU)

SUMMARY OF LINES OF INQUIRY AND GUIDELINES: OFFSITE REVIEW

Directions: This form is to be completed by the team at the conclusion of its daylong Offsite Review of the institutional report and supporting materials. The form will be sent to the institution within one week by the WSCUC liaison, and a response to section IV will be sent back from the institution eight weeks in advance of the Accreditation Visit. This form can be in a bulleted list, outline or narrative format. Please do not delete this first page, i.e., this cover page. Instead complete information as requested and submit it with the Lines of Inquiry.

OFFSITE REVIEW (OSR)
Institution under Review: San Diego State University (SDSU)
Date of Review: Offsite Review: November 18-19, 2015
Team Chair: Kumble R. Subbaswamy

The Offsite Review team recommends the following actions be taken:

XX Proceed with the Accreditation Visit scheduled in: March 21-24, 2016

Reschedule the Accreditation Visit to: _____

The reason(s) the Team recommends rescheduling the visit is/are:

Due date for institutional response to Section IV (specify exact date):

Tuesday, January 26, 2016

I. Overview of the lines of inquiry.

This document identifies four primary lines of inquiry for the Accreditation Visit (AV) that are derived from the institution's report. In addition, this document includes questions or issues the team discussed during the Offsite Review (OSR) that may be pursued during the visit. The team does not expect or invite a written response to these questions before the Accreditation Visit. The only written materials that the team expects from the institution before the visit are those listed in Section IV: "The team requests that the institution supply the following additional documents and information before the Accreditation Visit."

II. Commendations. The team commends SDSU for the following accomplishments and practices:

- a. For not resting on the laurels of achievements from the previous reaffirmation cycle and continuing the positive momentum.
- b. For improvements in retention and graduation rates while increasing the diversity of the student body and closing achievement gaps.
- c. For progress in internationalization, in particular in expanding study abroad participation rates.
- d. For development of a comprehensive strategic plan with broad participation from university stakeholders.
- e. For remarkable success in fundraising.
- f. For capital improvements designed to strengthen student success, particularly the facilities for addressing the needs of commuter students.
- g. For maintaining a high volume of research grants and contracts in a very competitive national environment.
- h. For astute financial management to maintain the quality of the university while mitigating the deep cuts in state appropriations.
- i. For implementation of an integrated program of high impact practices and adopting policies that require these experiences for undergraduates.
- j. For the tremendous efforts to build the infrastructure to create transparency and a data- and evidence-based decision-making culture.
- k. For support of the faculty as they expand undergraduate research opportunities.
- l. For outreach to underserved local communities.

III. Lines of inquiry. The team has identified four lines of inquiry for the accreditation visit: Educational Effectiveness and Assessment; Undergraduate Student Experience, Climate and Post-Graduation Success; Graduate Education; and the Evolution and Future of the SDSU Identity. Under each heading we have listed questions that the team discussed during the Offsite Review. The team does not expect a response to these questions.

- a. **Educational Effectiveness and Assessment:** SDSU has made significant strides in the development of a culture of assessment and has put in place a structure and

apparatus for supporting assessment activities. The University has identified institutional and departmental learning outcomes, many departments have completed curricular maps and assessment plans, and several departments have collected evidence of student learning and reflected on the findings. Almost all programs have submitted formal reports on their assessment efforts and the Student Learning Outcomes (SLO) Committee is providing helpful oversight and guidance to programs. However, the team notes there is still much work to be done to ensure that all programs are fully participating in the assessment process, including closing the loop and documenting improvements to student learning. In addition, the team is interested in learning more about how co-curricular programs that contribute to learning and success are assessed and how data about the quality of programs and evidence of student learning are used to inform educational improvements. The first line of inquiry is related to the extent to which investments in strengthening assessment has resulted in a culture of improvement, including using data in decision-making.

- i. The team would like to know more about what you have learned from your recent efforts to assess general education and how you concluded that a different strategy was needed. What does this mean for evaluating general education and determining the path for general education assessment going forward?
 - ii. How will you ensure greater faculty engagement in the assessment process, specifically the use of WEAVE in documenting and guiding the work? The team will want to discuss with faculty their thoughts and reflections on assessment, their views of WEAVE, and what they have learned from assessment results for instructional improvement.
 - iii. SDSU has committed to an array of high-impact practices and enriching co-curricular experiences to enhance student learning. Yet, the assessment plans for these experiences are in various stages of development and completion. The team is particularly interested in learning more about plans for assessing and evaluating programs created to enrich learning and support student success, and the how the evidence will be used to determine effectiveness and identify programs worthy of greater investment.
- b. **Undergraduate Student Experience, Climate and Post-Graduation Success.** The institution has significantly increased the graduation and retention rates for all students with a special emphasis on the success rates of underrepresented minority students. The institution has significantly increased the number of programs and efforts that contribute to a successful undergraduate student experience. While the institution report provided rich data on graduation and success rates, the team is interested in learning more about the overall student experience. The team is also curious about student's perceptions of and satisfaction with their undergraduate experience and beyond.
- i. What survey data, if any, are collected to assess the quality of the student experience in areas such as advising, academic support and student

- services, and campus climate? In what ways, if any, does the student experience differ for subpopulations including racial-ethnic minorities, low-income first-generation students, commuter students, and transfer students?
- ii. How does the university assess the quality of the student experience at the branch campuses? What have you learned about the branch campus student experience?
 - iii. What data, if any, are collected from recent graduates and alumni regarding job placement and career success?
 - iv. The team would also like to know more about the extent to which the assessment of student experiences is used in evaluating advising and different co-curricular programs.
 - v. The university has done much to improve the overall campus climate. Does the university assess campus climate for selected groups of students, including those from underrepresented minority populations? How is campus climate impacting overall student satisfaction?
- c. **Graduate Education.** As the institutional report states in its very first paragraph, “SDSU offers 106 master's programs, and 22 doctoral degree programs at its main campus” and an additional master’s program at the IVC (p. 1). Data about individual programs are accessible in multiple university webpages, but we note the institutional report elsewhere says surprisingly little more about the place and role of graduate education at SDSU. (One exception: “With 21 doctoral programs, SDSU is classified as a “high research activity” institution by Carnegie Foundation” [pp. 18-19; a minor point, but is it 21 or 22?]). The team will be seeking a more holistic understanding of SDSU’s involvement in graduate education.
- i. Is the current set of degree programs, at both the master’s and doctoral levels, likely to change, and if so, how? What are the criteria that the institution uses to determine what programs should be created or grown?
 - ii. What are the completion rates and time-to-degree for master’s and doctoral programs, collectively and individually, and do any of these give cause for concern?
 - iii. Does the university track the employment of those who have completed master’s and doctoral degrees?
 - iv. Are all faculty involved in graduate education, and if not, has this lead to challenges in faculty morale?
 - v. What if any interaction is there between graduate students and undergraduate students? What role do graduate students play in undergraduate education?
 - vi. Has the university put in place any specific programs intended to grow diversity of the graduate student body?
 - vii. How does SDSU’s robust program of graduate education help define the university’s profile?
 - viii. Does the university assess the student experience and campus climate for graduate students?

- d. **Evolution and Future of the SDSU Identity.** The team commends the work on SDSU's strategic plan notes that the plan is focused on the near-term. We will be interested in hearing more about your longer-term vision for the university and how it relates to the university's current identity. What is the essence of a San Diego State University education and how do you see that evolving in the face of a shifting educational landscape and in response to the opportunities created by technology, SDSU's designation as an HIS, and the geographic location of SDSU?
 - i. SDSU recently started a satellite campus in Tblisi. Are there plans for other international campuses that will offer a SDSU degree? When Tblisi was created, did you identify critical attributes of the SDSU experience that needed to be replicated in a different geographical location?
 - ii. How do you see the evolution of the relationship between the IVC and the main campus?
 - iii. How do you plan to allocate the newly funded 300 faculty positions? In what ways will the university leverage these positions to increase faculty diversity?
 - iv. Does the university's geographic location figure prominently in SDSU's identity today? In what ways, if any, will SDSU's geographic location play a role in its future?
 - v. Going forward, how does the university see the role of online only and hybrid courses in an SDSU education?
- IV. Request for additional documents and information. The team requests that the institution supply the following additional documents and information before the Accreditation Visit, if available. The team does not expect the university to create new reports or analyses.
- a. **Educational Effectiveness and Assessment**
 - i. List of workshops or faculty development activities related to assessment and the use of WEAVE, if available.
 - ii. List of co-curricular, HIP, or academic support programs that have been evaluated or are scheduled to be evaluated (with the projected date for the review), if available.
 - b. **Undergraduate Student Experience, Climate and Post-Graduation Success**
 - i. The most recent four-year and six-year graduation rates, disaggregated by IVC students, student athletes, and commuter students.
 - ii. Results of student surveys, if available, regarding student satisfaction with their experiences and/or with academic support and student services at SDSU.
 - iii. Any Student Affairs Annual Reports more recent than 2010-11, if available.
 - iv. Updates, if available, on the activities identified in the Division of Student Affairs 2015-2017 Strategic Plan.

- c. Graduate Education**
 - i. Graduate student retention and graduation rates and time to degree by program.
 - ii. Survey results, if available, of post-graduation placement.
 - d. Evolution and Future of SDSU Identity**
 - i. Update on IVC strategic plan, if available.
 - ii. Descriptive information about the faculty (total number; disaggregated by gender; race and ethnicity; tenure/tenure track; adjunct or lecturer).
 - iii. Plans or timetable, if available, for hiring 300 new faculty members.
- V. Areas of concern (not covered elsewhere) – NONE
- VI. General comments about this institution (not covered elsewhere) – NONE
- VII. Individuals and groups to meet during the visit. The team requests that the following groups and individuals holding the specified positions be available on the schedule for the Accreditation Visit. This list is tentative and will be modified closer to the visit.
 - a. Senior leadership – President, Provost and Senior Vice President, Vice President for Student Affairs, Vice President for Business and Financial Affairs, Vice President for University Relations and Development, Vice President for Research and Dean of Graduate Affairs, Chief Diversity Officer, and others as appropriate
 - b. Open sessions with undergraduate and graduate students, faculty, and staff
 - c. Student leadership (undergraduate and graduate)
 - d. College and division deans (including dean of undergraduate studies)
 - e. Senate committees related to undergraduate education, graduate education, and educational effectiveness such as: General Education Curriculum Committee, Graduate Council, Graduation and Retention Subcommittee, Instructional and Information Technology Committee, Student Learning Outcome Committee, Undergraduate Council
 - f. Faculty Senate leadership
 - g. Directors and staff from the division of Student Affairs
 - h. Directors of Compact Scholars, Aztec Mentor, Honors and Arts Alive (if not included in directors of Student Affairs)
 - i. Directors of advising
 - j. Director and staff from Analytical Studies and Institutional Research
 - k. Assessment leadership and including directors of assessment in colleges, the library, and Student Affairs
 - l. Director and staff of Center for Teaching and Learning and those responsible for faculty development
 - m. Faculty in departments that have gone through program review (including representatives that have used WEAVE)

- n. Faculty and leaders involved in high-impact practices (if not included in groups and individuals listed above)
- o. Imperial Valley Campus (dean, faculty, students, staff--- will be a separate visit before the Accreditation Visit to the SDSU campus in March)
- p. WSCUC Steering Committee
- q. Strategic Planning Committee (steering committee and/or subcommittees)