The SEC was called to order at 2:00 p.m.

1. **Agenda (Bober-Michel)**

   MSP
   
   Approved the revised agenda of October 21, 2014.

2. **Minutes (Bober-Michel)**

   No minutes to approve.

3. **Announcements (Ely)**

   Campus Development Committee will provide its annual report to the Senate in December and (likely) attend the November SEC meeting. However, the plans for the new engineering building are still too preliminary for the Committee to provide an analysis in its report.

   The Board of Trustees policy calls for Presidents to be reviewed on a three-year cycle. Chancellor White has sent an email to the SDSU community announcing the review of President Hirshman. Provide input if one wishes.

   Committee minutes: if anyone has reports to post, please provide to Allison.

4. **Academic Affairs (Benkov for Enwemeka)**

   No report.

5. **Officer’s Report**

5.1 **Officer’s Report (Ornatowski)**

   **Information:**
   
   **Referral Chart**

<table>
<thead>
<tr>
<th>Committee and Bylaws</th>
<th>Date</th>
<th>Item</th>
<th>Referred by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constitution and Bylaws</td>
<td>October 20, 2014</td>
<td>Bring the Policy File section on &quot;Fee Advisory Committee, Campus&quot; (PF p.66) in line with EO 1054 &quot;CSU Fee Policy&quot;</td>
<td>Officers</td>
</tr>
<tr>
<td>Constitution and Bylaws</td>
<td>October 20, 2014</td>
<td>Review Staff Affairs Committee proposal regarding Staff Excellence Awards</td>
<td>Officers</td>
</tr>
</tbody>
</table>

6. **Old Business**

   AR&P referral on budget decisions—especially relative to faculty hiring (Deutschman)
   
   Presentation at the next Senate meeting and then the final report will be submitted. It’s a challenge to get a handle on everything (and make accurate comparisons, judgments), given the many information sources about faculty on which the committee could draw and the disparate data they provide (from
what faculty make to how old they are). Our demography is odd given the few new assistant professors hired during the recession. It was also necessary to get the College viewpoint/perspective. Committee members spoke with a lot of people, with the report itself organized thematically; it also offers some recommendations for best practices. People have very different views about communication lines, and there is some silo-effect. Faculty clearly get filtered info.

Welter: Asked about faculty count/status.
Deutschman: We’re still behind. Net increase of 17 for last year – but we remain down by 120. [Note: our peak was 1991 — over 1000 tenured/tenure-track faculty]. This report covers 2008 to present and the Committee estimates it would take about 10 years to catch up.
Packard: Asked about funding from general fund v. student success fee (although this part is very new, must take it into account).
Deutschman: In the old model, a college got to replace a faculty line (after separation, retirement, etc.). Since 2008, the entire process (both decision-making and savings) has been centralized under Academic Affairs. We saw recurring net loss due to our structural deficit. Each College’s position was different, with some in more debt than others. The situation wasn’t equitable (in the true sense of the word).
Wheeler: Communication is a problem because Senators don’t have the info they need from us (Exec Committee). Requesting summarized reports so that on-the-ground-level folks can discuss/converse. Also – we as a Senate allowed faculty hiring to be centralized but the change was supposed to short-term.
Deutschman: We could be in serious trouble if we return to the old model … we’ll simply replicate ourselves and we tend to overproject enrollments and other stuff. And this year, in fact, the hiring committee did absolutely stick to what the Deans submitted. The “gulf” isn’t as big as [Wheeler] suggests.
Wheeler: However, the Senate discussion did not include a new hybrid model … let’s have that conversation. Academic Affairs needs to communicate so that Colleges can move beyond planning one isolated year at a time.
Butler-Byrd: Where do we go from here? What about the Colleges that took such significant hits?
Deutschman: Suggestion was that Provost, etc. meet with faculty, not merely Deans, to get a better on-the-ground view.
Ornatowski: Tables 1 and 2—about where do lecturers lie?
Deutschman: Lecturers are not part of the mix, but librarians are.
Benkov: There are noninstructional faculty (library, counselors, etc.). The old reports didn’t include these people but now they are integrated. So—that’s how we got into Group A and Group B. Higher # is the one with everyone included (student affairs and library).
Ornatowski: Add this info as a footnote.
Benkov: Do we want to go back to the old model? Which is the “truer” picture?
Papin: Page 5—Swept in funds and the structural deficit section need to be beefed up. We need projections for the next four years. We certainly need more detail about how the structural deficit was handled – and why certain Colleges suffered more than others. And we need more detail about what has happened (and could happen) at the College level; we need to differentiate “blame.”
Deutschman: We had discussions within the Committee about level of detail. A College-level report could lead to unnecessary finger-pointing. Rather … better to be able to predict issues.
Packard: We need to better understand how centralization actually saves $.$
Deutschman: Even though the budget was ostensibly balanced last year, some Colleges are already back in debt. Deans might need better oversight.
Wheeler: Would like to see the document that AVP Kathy LaMaster presented appended to this report. That allows Senators to review at their leisure.
Deutschman: Information from the Colleges uneven.
Papin: Senate needs to understand how hiring can happen when structural debt remains.
Deutschman: What is AP&P’s role? The Committee gets reports from others … but AP&P isn’t charged with synthesizing or compiling all of it. Also—some lack of expertise on the Committee relative to budgeting, etc. It’s really not just about centralized or decentralized. Rather – how do you improve a Dean’s ability to predict resources, plan, adhere to that plan, etc.?
Ornatowski: The report needs an executive summary – add this discussion there. Help readers really see the message you’re trying to get across/see the data for what it is.
Wheeler: Would like David to present about PBAC.
Ely: Quiet time for PBAC … but will pick up as time goes. CFAC minutes are available but the two groups have very different agendas.

Ornatowski: PBAC is a very collaborative body.

Deutschman: Also … the PBAC agenda is often late so it can’t be meaningfully integrated into the AP&P meeting.

7. New Business: Action Items

7.1 Committees and Elections (Rhodes for Moore)

Action:

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

Academic Resources and Planning
Jordan Nielsen, LIA (term ending May 2017)
Cheryl James-Ward, EDU (term ending May 2017)

Bookstore Advisory
Alicia Kinoshita, ENG (term ending May 2017)
Richard Neumann, IVC (term ending May 2017)
Nadine Bezuk, EDU (term ending May 2017)

Campus Development
Takis Mitropolous, ENG (term ending May 2017)
Lois Bitner Olson, BUS (term ending May 2017)

Committees and Elections
Gregorio Ponce, IVC (term ending May 2015)

Constitution and Bylaws
Danielle Ingoglia, STAFF (term ending May 2017)
Corey Polant, STUDENT (term ending May 2015)
Estella Chizhik, EDU (completing Jose Luis Alvarado’s term ending May 2015)
Reza Sabzehgar, ENG (term ending May 2017)

Copyright and Patents
Jenny Wong-Welch, LIA (term ending May 2017)

Environment and Safety
Greg Durbin, PSFA (term ending May 2017)
Todd Rehfuss, STAFF (term ending May 2017)
Lynn Gagne, STAFF (term ending May 2017)
Sridhar Seshagiri, ENG (term ending May 2017)

Extended Studies Advisory Council
Satish Sharma, ENG (term ending May 2017)

Faculty Honors and Awards
Yusu Ozturk, ENG (term ending May 2017)

Freedom of Expression
Scott Danforth, EDU (term ending May 2017)

Graduate Council
Crystal English, Ph.D. Student (term ending May 2015)
Nathan Honeycutt, M.A. Student (term ending May 2015)

**Instructional and Information Technology**
Bongsik Shin, BUS (term ending May 2017)
Adrian Gonzalez, IVC (term ending May 2017)
Donna Ross, EDU (term ending May 2017)

**Intercollegiate Athletic Council**
Nathan Oestreich, BUS (term ending May 2017)
Katrina Malouf, HHS (term ending May 2017)
Arnold Baldeaux, STAFF (term ending May 2017)

**Library**
Tao Xie, SCI (term ending May 2017)
Takis P. Mitropoulos, ENG (term ending May 2017)
Soh-Leong Lim, EDU (term ending May 2017)

**Staff Affairs**
Diana Osborn, STAFF (term ending May 2017)

**Student Affairs**
Manuel Rivera, Counseling and Psychological Services (term ending May 2017)
Gloria Rhodes, LIA (term ending May 2017)

**Student Learning Outcomes**
Charles Friedrichs, PSFA (term ending May 2017)
Pamela Jackson, LIA (term ending May 2017)

**Student Media Advisory Committee**
Jacqueline Karczewski, AS President Designee (term ending May 2015)
Alex Padua, AS VP of Finance (term ending May 2015)
Sarah Nohrden, AS (term ending May 2015)
Paige Nulliner, AS (term ending May 2015)
Clayton Bishop, AS (term ending May 2015)

**Sustainability**
Jessica Barlow, HHS (term ending May 2017)

**Undergraduate Council**
Gary Grudnitski, BUS (term ending May 2017)

**Undergraduate Curriculum**
Regina Brandon, EDU (term ending May 2016)

**University Research Council**
Martina Musteen, BUS (term ending May 2017)
Mark Wheeler, A&L (term ending May 2017)
Donna Castañeda, IVC (term ending May 2017)
Sam Kassegne, ENG (term ending May 2017)

7.2 **Graduate Council (Balsdon)**

**Action:**

ADMINISTRATION, REHABILITATION AND POSTSECONDARY EDUCATION
1. Change in program.

Administration, Rehabilitation and Postsecondary Education

Specific Requirements for the Master of
Science Degree in Rehabilitation Counseling
(Major Code: 12221) (SIMS Code: 331009)

Concentration in Clinical Rehabilitation and
Clinical Mental Health Counseling
(Major Code: 12221) (SIMS Code: 000000)

To complete the Master of Science in rehabilitation counseling with a concentration in clinical mental health counseling, students must complete 62 units to include:

1. Required rehabilitation counseling courses (24 units):
   ARP 615  Seminar in Multicultural Dimensions in Rehabilitation Counseling (3)
   ARP 648  Group Dynamics in Rehabilitation (3)
   ARP 645A-645B  Assessment in Rehabilitation (3-3)
   ARP 660  Theory and Process of Counseling in Rehabilitation (3)
   ARP 684  Rehabilitation Foundations (3)
   ARP 755  Governance and Policy Development in Postsecondary and Disability Systems (3)
   ED 690  Methods of Inquiry (3)

2. Advanced training in rehabilitation counseling (15 units):
   ARP 601  Seminar in Best Practices in Psychiatric Rehabilitation (3)
   ARP 608  Seminar in Principles of Psychiatric Rehabilitation (3)
   ARP 685A-685B  Medical and Psychological Aspects of Disability (3-3)
   ARP 687  Placement Practices with Individuals with Disabilities (3)

3. Additional licensed professional clinical counselor requirements (14 units)
   CFD 670  Seminar in Human Development Theories-Intervention and Prevention (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 units required)
   CSP 687  Family and Systemic Treatment of Substance Abuse (3 units required)
   CSP 694  Psychopharmacology for Marriage and Family Therapists and Counseling (2 units required)

4. Fieldwork requirements (9 units)
   ARP 744  Practicum in Rehabilitation (6 units required)
   ARP 745  Internship in Rehabilitation (3 units required)

Change: Addition of new concentration.
COUNSELING AND SCHOOL PSYCHOLOGY

1. Change in program.

Counseling and School Psychology

Specific Requirements for the Educational Specialist Degree in School Psychology
(Major Code: 20013) (SIMS Code: 331050)

In addition to meeting the requirements for admission to the university with classified graduate standing, the student must satisfy the basic requirements for the master’s degree described in Part Four of this bulletin. In addition, the student must demonstrate and document, in a comprehensive culminating portfolio, the integration and application of theory, research, and skills appropriate to the practice of school psychology.

Curricular Requirements for the Ed.S. in School Psychology

The school psychology program demands a specific sequence of courses and supervised experiences across seven curricular areas. The student, in collaboration with the adviser, must file the program’s sequence of study form to ensure that all requirements are fulfilled in the correct sequence. The student entering with a bachelor’s degree must complete a minimum of 78 units (or up to 99 units with PPS credential) in the seven areas of the M.S./Ed.S. school psychology program, with course selection in collaboration with the adviser and consistent with the program structure, as indicated below. Students admitted to the Ed.S. or credential-only programs, with a previously earned graduate degree in a closely related field, may have completed graduate coursework consistent with the seven areas of the school psychology program. Such students may petition for course waiver(s) by presenting documentation of successful completion of comparable courses and attainment of associated knowledge and competencies; however, (a) the student must complete a minimum of 48 units in the SDSU Ed.S. program and (b) the full complement of knowledge and skills must be demonstrated in each of the seven areas prior to recommendation for the Ed.S. degree.

1. Professional School Psychology
   *CSP 619 Foundations in Ecosystemic Thinking and School Psychology (3)
   *CSP 730 Fieldwork in Counseling (3) Cr/NC
   CSP 730 Fieldwork in Counseling (3) Cr/NC
   CSP 780 Internship (2-12)
   Or other course(s) in the department or in a related field approved by adviser.

2. Research and Program Evaluation
   *CSP 710A Professional Seminar: Evaluating Educational and Psychological Interventions (3)
   *CSP 710B Professional Seminar: Advanced Research and Evaluation in School Psychology (3)
   CSP 760 Advanced Seminar in School Psychology (3-3)
   *ED 690 Methods of Inquiry (3)
   Or other course(s) in the department or in a related field approved by adviser.

3. Social and Cultural Foundations
   *CSP 600 Cross-Cultural Counseling Communication Skills (2)
   *CSP 600L Cross-Cultural Counseling Prepracticum (1) Cr/NC
   *CSP 615 Seminar in Multicultural Dimensions in Counseling (3)
   *CSP 750 RTI: Assessment and Instructional Support for Culturally and Linguistically Diverse Learners (3)
   CSP 784 Advanced Consultation in Diverse Schools (3)
   Or other course(s) in the department or in a related field approved by adviser.
4. Educational Foundations
   *CSP 726  School Psychology Models and Practices in Family-School Collaboration (3)
   *CSP 740  Practicum (1-6) Cr/NC
   Or other course(s) in the department or College of Education approved by adviser.

5. Psychological Foundations
   CSP 723  School-Based Mental Health Interventions (3)
   CSP 764  Advanced Educational Psychology: Developmental and Biological Bases of Behavior (3)
   Or other course(s) in the department or in a related field approved by adviser.

6. Assessment-for-Intervention
   *CSP 623  Ecobehavioral Assessment-Intervention (3)
   *CSP 663  RTI: Assessment-Intervention for Learning I (3)
   *CSP 664  RTI: Assessment-Intervention for Learning II (3)
   CSP 751  RTI: Advanced Assessment-Intervention: Special Populations (3)
   CSP 761  Dynamic Cognitive Assessment and Intervention (3)
   Or other course(s) in the department or in a related field approved by adviser.

7. Interventions
   *CSP 662B  Counseling Interventions with Children and Adolescents: School Counseling and School Psychology (3)
   CSP 680  Theory and Process of Consultation (3)
   And a minimum of nine units from the following:
   *CSP 762  Prevention, Crisis Intervention, and Conflict Resolution in Schools (3)
   CSP 771  Advanced Learning and Multi-Tiered Mediated Interventions (3)
   Or other course(s) in the department or in a related field approved by adviser.

Please Note: Students are not directly admitted to the Master of Science Degree in Counseling with a Concentration in School Psychology program.

*Courses may be applied to the 48-unit Master of Science Degree in Counseling with a Concentration in School Psychology (Major Code: xxxx) (SIMS Code: xxxxxx)

8. Other courses as approved by adviser.

Additional Requirements for the Optional School Psychology Credential

In addition to the requirements for the Ed.S. in School Psychology, candidates may choose to complete an additional 21 units and attain a California Pupil Personnel Services Credential with Specialization in School Psychology. Requirements include: CSP 733 (3 units), CSP 752 (6 units) over two semesters, CSP 780 (12 units) over two semesters—which consists of a 1,200 hour internship in the public schools as the culminating supervised field experience; demonstrate and document competency in each of the NASP Standards within the program; and receive the formal recommendation of the school psychology faculty. Internship is usually completed as a full-time year-long experience; under special circumstances it may be possible to extend the internship on a half-time basis across two years. Interns will enroll in CSP 780 Internship: School Psychology (2-12) throughout the duration of their internship. It is expected that the student will complete the portfolio concurrently with enrollment in CSP 780, Internship.
Performance Expectations
(no change)

Career Options
(no change)

Change: Update of existing program to reflect new Master of Science Degree program option.

KINESIOLOGY

1. Change in program.

Kinesiology

Specific Requirements for the Master of Science Degree
(Major Code: 08351) (SIMS Code: 556536)

In addition to meeting the requirements for classified graduate standing the student must satisfy the basic requirements for the master's degree, as described in Part Four of this bulletin. The 36-unit program includes a minimum of 28 units in exercise and nutritional sciences and doctor of physical therapy courses acceptable in master's degree programs in kinesiology, of which at least 28 units must be in 600-, 700-, and 800-numbered courses. Also, students can complete their degree by choosing either Plan A or Plan B. If students select Plan A, Exercise and Nutritional Sciences 799A (thesis) is required for completion of their degree, accompanied by a final oral examination on the field of the thesis/project and on the implications of the thesis research for the broader field of kinesiology. If students select Plan B, Exercise and Nutritional Sciences 790 (Directed Readings) is required for completion of the degree.

Students seeking a Master of Science degree in kinesiology with a specialization in applied movement science are required to develop a formal plan of study that must be approved by the graduate adviser before being forwarded to the Division of Graduate Affairs. Students are required to take mandated core courses and select a number of electives. The offerings in the specialization allow a student to achieve certain competencies once the degree has been completed.

The school expects a student to complete the degree within seven years. Failure to complete the degree requirements within seven years will result in dismissal from the program.

Specialization in Applied Movement Science
(SIMS Code: 556543)

Application of principles of biomechanics, motor control, and athletic training to science of physical rehabilitation. Emphasis is placed on techniques of data acquisition and analysis to assess and evaluate motor performance of clinical and non-clinical populations.

Required courses for the 36-unit program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENS 601</td>
<td>Experimental Methods in Exercise and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>ENS 602</td>
<td>Research Evaluation in Exercise and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>ENS 610</td>
<td>Biomechanics: Measurement Techniques I - Kinematics</td>
<td>3</td>
</tr>
<tr>
<td>ENS 611</td>
<td>Biomechanics: Measurement Techniques II - Kinetics</td>
<td>3</td>
</tr>
<tr>
<td>ENS 612</td>
<td>Biomechanics: Measurement Techniques III - EMG</td>
<td>3</td>
</tr>
<tr>
<td>ENS 613</td>
<td>Motor Control and Rehabilitation Science</td>
<td>3</td>
</tr>
<tr>
<td>DPT 750</td>
<td>Concepts in Physiology, Pathophysiology, and Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>DPT 886</td>
<td>Functional Neuro-Biomechanical Relationships</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives: Eight units to be selected in consultation with a specialization adviser

Plan A

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

or Plan B

ENS 790 Seminar in Directed Readings (3) Cr/NC
Change: Program is being changed from an M.A. degree program to an M.S. degree. Specialization is being renamed from Rehabilitation Sciences to what is reflected above. Unit requirements are being increased from 30 to 36. Courses are resequenced to update program content.

2. Change in program.

Kinesiology

Specific Requirements for the Master of Arts Degree
(Major Code: 08351) (SIMS Code: 556535)

Change: Deletion of degree program.

3. Change in program.

Kinesiology

Specific Requirements for the Master of Arts Degree
(Major Code: 08351) (SIMS Code: 556535)
Specialization in Exercise and Sport Psychology
(SIMS Code: 556581)

Change: Deletion of specialization due to deletion of degree program.

PUBLIC HEALTH

1. Change in program

Public Health

Master of Science Degree in Public Health

Admission to the Degree Curriculum

The M.S. degree in Public Health is offered with a concentration in the area of environmental health sciences.

Reminder of description (no change)

Advancement to Candidacy

All students must meet the general requirements for advancement to candidacy as described in Part Four of this bulletin. Students completing the Master of Science degree with a concentration in environmental health sciences must (1) have satisfactorily completed at least 12 units of coursework of the 36-unit official program to include at least two courses chosen from the list of courses required with a minimum grade point average of 3.0 (B) and no grade less than a B-; (2) have a thesis proposal which has received the approval of the Graduate School of Public Health faculty.

General Requirements for the Master of Science Degree
(Major Code: 12141) (SIMS Code: 557302)

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master’s degree as described in Part Four of this bulletin, the student must complete an officially approved course of study of not less than 36 units as listed below. Up to six units may be accepted in transfer, with the approval of the graduate adviser.

<table>
<thead>
<tr>
<th>Environmental Health Sciences</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>15</td>
</tr>
<tr>
<td>Prescribed electives</td>
<td>12</td>
</tr>
<tr>
<td>PH 650R Field Practice*</td>
<td>–</td>
</tr>
<tr>
<td>PH 797 (Research)</td>
<td>6</td>
</tr>
<tr>
<td>PH 799A (Thesis)</td>
<td>³</td>
</tr>
<tr>
<td>Total Units:</td>
<td>36</td>
</tr>
</tbody>
</table>

* A 3-unit field practice may be taken as an elective by students with approval of the academic adviser.
Specific Requirements for Master of Science Degree Programs
Concentration in Environmental Health Sciences
(SIMS Code: 557394)

Courses required for the concentration (15 units) (not including six units of PH 797 and three units of PH 799A):

- PH 601 Epidemiology (3)
- PH 602 Biostatistics (3)
- PH 604 Environmental Determinants of Human Health (3)
- PH 638A Principles of Toxicology (3)
- PH 639 Water Quality Investigation (3)

Prescribed electives: A minimum of 12 units of coursework selected from the following list with the approval of the faculty adviser:

- PH 603 Behavioral and Social Science in Public Health (3)
- PH 605 Health Services Administration (3)
- PH 627 Advanced Statistical Methods in Public Health (3)
- PH 630 Environmental Health Risk Assessment (3)
- PH 632 Air Quality (3)
- PH 634 Environmental Protection (3)
- PH 636 Hazardous Waste Management (3)
- PH 650R Field Practice: Required Community Practice (3) Cr/NC
- PH 700D Seminar in Public Health: Environmental Health (3)
- PH 784 Global Environmental Health (3)
- PH 798 Special Study (1-3) Cr/NC/RP

In special circumstances, the graduate advisor may approve one course not on the list of prescribed electives. The substitution must be approved prior to enrollment in the course.

Change: Addition of concentration.

2. Change in program.

Public Health
General Requirements for the Master of Science Degree
(Major Code: 12141) (SIMS Code: 557302)

Concentration in Toxicology
(SIMS Code: 557395)

Change: Deletion of concentration.

7.3 Executive Session: University Relations and Development (for Carleton)

MSP Move to executive session.

MSP Move out of executive session.

8. New Business: Consent Calendar (Committee Reports)

8.1 Committees and Elections (Rhodes for Moore)

Information:

The Committee met on 8 October and discussed moves being taken to ensure transparency. These include requesting Interest Forms of those wishing to serve on seats assigned to “Open-Faculty” (as opposed to seats assigned by college); and development of a roster of all committees to be posted to the Senate website. Progress is being made on the roster. CCE members decided not to require biographies
or C.V.s of all those interested in serving on various committees, choosing to leave some nominations at the college level, where presumably faculty are best known by their colleagues. Finally, CCE members agreed to a process for email balloting, which will make it possible to present nominees more quickly to the full Senate.

8.2 Graduate Council (Balsdon)

Information:

COUNSELING AND SCHOOL PSYCHOLOGY

1. New course.

   Counseling and School Psychology
   ECO SYSTEMS AND SCHL PSYCH (C-3)
   CSP 619. Foundations in Ecosystemic Thinking and School Psychology (3)
   Prerequisite: Admission to school psychology program.
   Education and professional development of multiculturally competent, ecosystemic school psychologists involved in the lives of students, families, and schools.

2. New course.

   Counseling and School Psychology
   RTI ASSESS- INTERVENTION I (C-3)
   CSP 663. RTI: Assessment-Intervention for Learning I (3)
   Prerequisites: Admission to school psychology program and Psychology 370.
   Foundational assessment skills in authentic and curriculum-based approaches for intervention for school-age students. Standardized assessment as a bridge to part II.

3. New course.

   Counseling and School Psychology
   RTI ASSESS-INTERVENT II (C-3)
   CSP 664. RTI: Assessment-Intervention for Learning II (3)
   Prerequisite: Counseling and School Psychology 663.

4. New course.

   Counseling and School Psychology
   SCHOOL MENTAL HEALTH (C-3)
   CSP 723. School-Based Mental Health Interventions (3)
   Prerequisite: Counseling and School Psychology 623.

5. New course.

   Counseling and School Psychology
   SP FAMILY-SCHOOL COLLAB (C-17)
   Prerequisites: Counseling and School Psychology 600, 600L, 619, 623.
   Models, theory, research, and practice in school psychology roles in family-school collaboration in diverse schools. School-wide, group, and individual approaches for improving school climate, parent
engagement, communication, and interventions involving families, school staff, school psychologists, and others.

6. New course.

   Counseling and School Psychology
   ETHICS AND LAW FOR EDUC (C-3)
   CSP 733. Ethics and Law for Educators (3)
   Prerequisites: Graduate standing in counseling and school psychology.
   Professional issues in school psychology, special education, applied behavioral analysis, and mental health. Professional ethics, dilemmas, legislation, and case law relevant to delivery of ethically and legally sound services.

7. New course.

   Counseling and School Psychology
   CLD ASSESS-INTERVENTION (C-3)
   CSP 750. RTI: Assessment and Instructional Support for Culturally and Linguistically Diverse Learners (3)
   Prerequisites: Counseling and School Psychology 643, 644.
   Implementation of effective assessment and instructional support strategies for culturally and linguistically diverse students within an RTI framework. Language and culture, disproportionality in special education, non-biased assessment practices and interventions, and report writing.

8. New course.

   Counseling and School Psychology
   RTI ADVA ASSESS SPEC POP (C-3)
   CSP 751. RTI: Advanced Assessment-Intervention: Special Populations (3)
   Prerequisites: Counseling and School Psychology 663, 664, 750.
   Response to Intervention (RTI) and instructional support strategies for special populations to include autism, preschool, and low incidence disabilities. Developmental and play-based assessment, individual differences, and diversity.

9. New course.

   Counseling and School Psychology
   DYNAMIC COGNITIVE ASSESS (C-3)
   CSP 761. Dynamic Cognitive Assessment and Intervention (3)
   Prerequisite: Advancement to candidacy.
   Theory and practice of cognitive modifiability and knowledge construction; role of culture and second language acquisition in cognitive development. Proficiency in identifying and assessing modifiable cognitive functions; administer and interpret multiple assessment tools; report to parent and teacher.

10. New course.

    Counseling and School Psychology
    ADV ED PSY: DEV BIO BASES (C-3)
    CSP 764. Advanced Educational Psychology: Developmental and Biological Bases of Behavior (3)
    Prerequisite: Counseling and School Psychology 723.
    Human neuropsychology relevant to assessment and intervention practices within school settings; associated biological and cultural influences on human behavior. Brain-behavior relationships within context of cognitive and developmental psychology, learning, and education.
11. New course.

Counseling and School Psychology

ADV LEARN MED INTERV (C-3)

CSP 771. Advanced Learning and Multi-Tiered Mediated Interventions (3)
Prerequisite: Counseling and School Psychology 761.
Design and delivery of cognitively mediated interventions tiers 1, 2, and 3 of RTI.
Incorporation of critical thinking, prior knowledge and cultural grounding, standards, depth of content, and progress monitoring.

12. New course.

Counseling and School Psychology

ADVANCED CONSULTATION (C-17)

CSP 784. Advanced Consultation in Diverse Schools (3)
Prerequisites: Counseling and School Psychology 680, 723.
Consultation research, theories, and expertise in cross-cultural and consultee-centered consultation. Clinical skills in advanced consultation challenges to include interrupting racism, promoting conceptual change, shifting perceptions, and development of sustainable interventions.

NURSING

1. Change in program.

Nursing

Specific Requirements for the Master of Science Degree

(Major Code: 12032)

Community Health Nursing Concentration

(SIMS Code: 554621)

Specialization in School Nursing

(SIMS Code: 554633)

Core Courses

NURS 604A Theoretical and Research Bases of Nursing I 3
NURS 604B Theoretical and Research Bases of Nursing II 2
NURS 608 Nursing in the Health Care System 3
NURS 622 Quality Improvement and Program Evaluation in Nursing Systems Organizations 3
NURS 684 Information Systems for Nursing 2

Community Health Nursing Concentration Courses

(no change)

Specialization Courses

(no change)

Women’s Health and Midwifery Concentration (SIMS Code: 554622)

Specialization as a Nurse-Midwife

(SIMS Code: 554651)

Core Courses
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 604A</td>
<td>Theoretical and Research Bases of Nursing I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 604B</td>
<td>Theoretical and Research Bases of Nursing II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 608</td>
<td>Nursing in the Health Care System</td>
<td>3</td>
</tr>
<tr>
<td>NURS 622</td>
<td>Quality Improvement and Program Evaluation in Nursing Systems Organizations</td>
<td>3</td>
</tr>
<tr>
<td>NURS 684</td>
<td>Information Systems for Nursing</td>
<td>2</td>
</tr>
</tbody>
</table>

Women’s Health and Midwifery Concentration Course
NURS 799A Thesis OR NURS 798 (Plan B) 3

Specialization Courses
(no change)

Specialization as a Nurse-Midwife and Women’s Health Nurse Practitioner
(SIMS Code: 554652)

Core Courses
- NURS 604A: Theoretical and Research Bases of Nursing I - 3
- NURS 604B: Theoretical and Research Bases of Nursing II - 2
- NURS 608: Nursing in the Health Care System - 3
- NURS 622: Quality Improvement and Program Evaluation in Nursing Systems Organizations - 3
- NURS 684: Information Systems for Nursing - 2

Women’s Health and Midwifery Concentration Course
NURS 799A Thesis OR NURS 798 (Plan B) 3

Specialization Courses
(no change)

Specialization as a Women’s Health Nurse Practitioner
(SIMS Code: 554653)

Core Courses
- NURS 604A: Theoretical and Research Bases of Nursing I - 3
- NURS 604B: Theoretical and Research Bases of Nursing II - 2
- NURS 608: Nursing in the Health Care System - 3
- NURS 622: Quality Improvement and Program Evaluation in Nursing Systems Organizations - 3
- NURS 684: Information Systems for Nursing - 2

Women’s Health and Midwifery Concentration Courses
NURS 638: Nurse-Midwifery Intrapartum/Newborn Assessment and Management - 3
NURS 799A Thesis OR NURS 798 (Plan B) 3

Specialization Courses
(no change)

Advanced Practice Nursing of Adults and the Elderly Concentration
(SIMS Code: 554629)
Specialization in Acute/Critical Care Nursing
(Clinical Nurse Specialist and Nurse Educator Preparation)
(SIMS Code: 554635)

Core Courses
NURS 604A Theoretical and Research Bases of Nursing I 3
NURS 604B Theoretical and Research Bases of Nursing II 2
NURS 608 Nursing in the Health Care System 3
NURS 622 Quality Improvement and Program Evaluation in Nursing Systems Organizations 3
NURS 684 Information Systems for Nursing 2

Advanced Practice Nursing of Adults and the Elderly Concentration Courses
(none change)

Specialization Courses
NURS 644 Program and Curriculum Development in Nursing Education 3
NURS 645 Teaching and Learning in Nursing Education 3
NURS 646 Nursing Education Practicum 3
NURS 751 Advanced Practice Nursing: Acute/Critical Care Theory and Technology 3
NURS 753 Advanced Practice Nursing: Acute and Critical Care Practicum 6

Total Semester Units 44

(Nurse Practitioner and Clinical Nurse Specialist Preparation)
(SIMS Code: 554630)

Core Courses
NURS 604A Theoretical and Research Bases of Nursing I 3
NURS 604B Theoretical and Research Bases of Nursing II 2
NURS 608 Nursing in the Health Care System 3
NURS 622 Quality Improvement and Program Evaluation in Nursing Systems Organizations 3
NURS 684 Information Systems for Nursing 2

Advanced Practice Nursing of Adults and the Elderly Concentration Courses
(none change)

Specialization Courses
(none change)

Total Units 53

Nursing Education Concentration
(SIMS Code: 554641)

Admission currently suspended for the Nursing Education Concentration.

Core Courses
NURS 604A Theoretical and Research Bases of Nursing I 3
NURS 604B Theoretical and Research Bases of Nursing II 2
NURS 608 Nursing in the Health Care System 3
NURS 622  Quality Improvement and Program Evaluation in Nursing Systems Organizations  3
NURS 684  Information Systems for Nursing  2

Area of Concentration Courses

(no change)

Advanced Clinical Content
(students select one specialization)
Adult Health (SIMS Code: 554642)

(no change)

Total Units  41

Maternal/Newborn (SIMS Code: 554643)

(no change)

Total Units  40

Pediatric Nursing (SIMS Code: 554646)

(no change)

Total Units  41

Nursing Leadership in Health Care Systems Concentration
(SIMS Code: 554645)

Core Courses
NURS 604A  Theoretical and Research Bases of Nursing I  3
NURS 604B  Theoretical and Research Bases of Nursing II  2
NURS 608  Nursing in the Health Care System  3
NURS 622  Quality Improvement and Program Evaluation in Nursing Systems Organizations  3
NURS 684  Information Systems for Nursing  2

Area of Concentration Courses

NURS 620  Foundations of Nursing Administration Practice  3
NURS 624  Nursing Care Systems and Personnel Management  3
NURS 724  Nursing Systems Administration Practicum  3
NURS 725  Financial Management in Health Systems  3
PH 742A  Health Services Financial Management  3
NURS 726  Advanced Nursing Systems Administration Practicum  3
Three elective units selected with the approval of the concentration chair  3
NURS 797  Research  3
NURS 799A Thesis OR NURS 798 (Plan B)  2

Total Units  37

Change: Addition of Nursing 622 to all program’s core courses; removal of Nursing 632 from required courses.
8.3 Undergraduate Curriculum (Verity)

Information:

LEARNING DESIGN AND TECHNOLOGY

1. Change in title.

   Learning Design and Technology
   ADV MULTIMEDIA DES LRNG
   LDT 561. Advanced Multimedia Design for Learning (3)
   Six hours of activity.
   Prerequisites: Learning Design and Technology 540 and 541.
   Educational visualization with digital video, animation, sound, 2D and 3D graphics for mobile and web-based learning. (Formerly numbered Educational Technology 561.)

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

2. Change in title.

   Learning Design and Technology
   MANAGING TECH RICH CLSSRM
   LDT 572. Managing the Technology-Rich Classroom (3)
   One lecture and six hours of laboratory.
   Prerequisites: Learning Design and Technology 540 and 541.
   Use of technology to support planning, presenting, and managing instructor-led courses. Strategies for integrating audience response systems, collaborative tools, and social software into courses. (Formerly numbered Educational Technology 572.)

   Change: Updated title from Technology for Course Delivery.

3. Change in title.

   Learning Design and Technology
   TOPICS IN LRNG DES TECH
   LDT 596. Topics in Learning Design and Technology (1-3)
   Selected problems in educational technology. May be repeated with new content. See Class Schedule for specific content. Limit of nine units of any combination of 296, 496, 596 courses applicable to a bachelor’s degree. Maximum credit of six units of 596 applicable to a bachelor’s degree. Credit for 596 and 696 applicable to a master’s degree with approval of the graduate adviser.

   Change: Updated title from Topics in Educational Technology.

8.4 University Relations and Development (Carleton)

Information:

The Campaign for SDSU:
On Friday, September 19 SDSU formally announced the University had exceeded its campaign goal. In a celebration event at the Conrad Prebys Aztec Student Union, over 400 donors and campus/community leaders attended the “Thanks to You” celebration. The total raised at that date was $515,791,863. Former and current faculty and staff account for $49,000,000 and over $106 million has been raised for student scholarships. President Hirshman announced that The Campanile Foundation Board is extending the campaign with a new goal of $750 million.
One month later, The Campaign total stands at $520 million with 48,000 donors having made over 132,000 gifts to SDSU. Nearly 29,000 of these donors are first time donors to the Campaign. We have received 96 gifts of one million dollars or more.

The focus of the fundraising for SDSU over the next three years will be to build our endowment which stands at $185 million. We would like to increase the total to $300 million by 2017.

The following are among the many gifts received since our last report:

- The Austin Texas Regional Council has pledged $52,500 to establish a scholarship endowment.
- Alumnus Joe Kiani has made a gift through the Masimo Foundation. This gift is for $100,000 to support the Fred Harris endowment in the College of Engineering.
- Alumnus and former faculty member Terry O'Donnell has made a gift of $10,000 to support the Musical Theatre Endowed Professorship in the College of Professional Studies and Fine Arts.
- The Charles Koch Foundation has gifted $11,500 to the College of Business Administration.
- Alumni Cathy Stiefel and Keith Behner have pledged $2,500,000 to endow our Brazil Program in the Center for Latin American Studies. We envision the program to be one of the best in the United States and it will be named for Cathy Stiefel and Keith Behner.
- Campanile Board Member and alumna Mary Curran has increased her bequest intention to SDSU from $250,000 to $840,000. Her gift will support Guardian Scholars, Athletics and the College of Business Administration.
- Alumna and SDSU Director of Alumni Engagement Tammy Blackburn has made a planned gift of $50,000 to support endowed scholarships for the recruitment of undergraduates in the Colleges of Business Administration and Professional Studies and Fine Arts.
- Mark Filanc has made a gift of $45,000 to support Athletics.
- The College of Sciences has received a gift of $12,000 from Hewlett Packard to support the Computer Science Department.
- Alumna Kathleen Goodfriend is gifting $5,000 to the Harvey Goodfriend Aztec Shops Scholarship. We've received a gift of $50,000 from the Price Family Fund to support the College of Health and Human Services.
- SDSU Athletics has received a gift of $11,800 from Jason Shidler to support athletic scholarships.
- Long time SDSU Benefactor John Moores has made a gift of $50,000 to support athletic scholarships.
- CBS Correspondent and Aztec Alumnus Armen Keteyian and his wife Dede have made a gift of $5,000 to support the Keteyian Scholarship for Investigative Journalism.
- The Confucius Institute has made a new gift of $400,000 to support the Confucius Institute Fund in the College of Arts and Letters.
- Athletics' donors Bill and Robin Sinclair have made another gift to Athletics. This gift is a bequest intention of $750,000.

Alumni Engagement:

Electronic Solicitation Crowd Funding

Over recent years email segmentation has gained traction as individuals are more sophisticated end users when it comes to opening emails. Mass helicopter email open rates are diving while email segmentation practices are thriving. Additionally, with the explosion of crowd funding, marketers and fundraisers are testing the use of small segments with philanthropic solicitations that ask individuals to donate to a specific purpose that connects with them. The combination of making a specific email ask to a specific targeted segment is being explored and tested across the nation. SDSU's Office of Alumni Engagement is engaging in this type of marketing and fundraising.
October 2014 Projects

1. Microsoft National Giving Month
   With the help of several members of the Seattle regional council, a list of SDSU alumni employed by Microsoft was compiled. Microsoft has a strong culture of philanthropy so this segment was a strong target.

2. Construction and Engineering Management Graduation Hard Hats
   Construction and Engineering Management alumni were asked to donate a construction commencement hard hat for students participating in commencement. Donors were asked to sponsor a current student with a donation.

3. SDSU Consensus Organizing Center
   There are two solicitation projects in progress for this program. Social work alumni are being asked to support these programs.
   • The Step-Up Program allows local high school juniors to enroll in a social work course at SDSU titled Introduction to Social Work. This course engages, educates and empowers underserved, inner-city high school juniors and encourages success in a post-secondary education.
   • The Foster Youth Initiative works with San Diego high school aged foster youth and former foster youth. This initiative is a two-tier program that works in conjunction with the Guardian Scholars program.

4. SDSU Sport Clubs
   SDSU Sport clubs represent a large portion of each team member’s college experience. This strong social component provides a strong affinity to SDSU. Our messaging targets former club team members and encourages donations be made to support team needs such as equipment, tournament fees and more.

5. The Sage Project; Department of Sustainability
   The Sage Project is a partnership between SDSU and a local government in the San Diego region. Students engage in meaningful real-world projects and contribute to the quality of life in SDSU’s community service areas. Alumni of the Department of Sustainability will receive an email with a video message highlighting the important work SDSU students are doing in the city partner service area of National City. They will also be solicited in this email communication.

6. Veteran’s Day
   Veteran’s Day is November 11, 2014. A three-piece sequential e-mail communication strategy is being implemented and will ask alumni veterans, ROTC alumni and other alumni identified as having an affiliation with the military to make a donation. The first two emails will serve as support messages and soft asks prior to the third and final solicitation which will be distributed the evening prior to Veteran’s Day.

7. Chicano/Chicana Special Collections Archive
   The Chicano/Chicana Studies advisory board seeks to raise funds for the preservation of collected and donated archive materials to be housed within University Special Collections. The target audience is Chicano/Chicana Studies alumni.

November 2014 Projects

1. Mechatronics Team
   The Mechatronics team is a diverse multidisciplinary team of engineering, computer science, and business students. The team is looking to enhance their Robo Sub for the 2015 competition and has a number of different software and parts to ensure the sub will perform. Mechanical Engineers will be solicited to donate funds that will allow the Mechatronics Team to purchase these important items for competition.

2. Compact for Scholars
   The Compact Scholars program works in conjunction with the Sweetwater Union High School District with the goal of increasing the number of Sweetwater students attending, and graduating from SDSU. The program is seeking funds to underwrite a commencement reception whereby each Compact for Scholar graduate can attend with two guests. Additionally, the program is hoping to provide each graduate with their cap and gown. South Bay alumni have been designated as the target audience.

3. Passports for Scholars
   The Passports for Scholars is a new program that will offer students studying abroad a complimentary passport (valued at $160). With more and more programs requiring experience abroad and the ever-
increasing fees associated with travel, this campaign will ask international business alumni, honors program alumni and more to sponsor a student’s passport fee of $160.

4. Exxon Mobil – SDSU Geology

Exxon Mobil has a 3 to 1 matching gift program for their employees. Currently, SDSU’s Director of Prospect Research and the Director of Corporate and Foundation Relations are working with the Office of Alumni Engagement to identify a targeted group of alumni for solicitation.

5. Daily Aztec Solicitation

The Editor of the Daily Aztec is asking the Office of Alumni Engagement to target former Daily Aztec Staff and ask for their support of the Daily Aztec Student Scholarship. A marketing plan is currently being written and will be proposed to the Daily Aztec team for review.

Government and Community Relations:

South Campus Plaza will break ground this month; with a completion date of fall 2016 (retail portion opens January 2017). Retail tenant discussions are underway.

The SDSU Police Department has hired a new Community Resource Officer. Funding for this position was recommended by the Strategic Plan Working Group – Neighbor and Community Relations Committee. It is intended to specifically work toward addressing issues that impact the surrounding community.

Last month, President Hirshman attended the San Diego Regional Chamber of Commerce’s One Voice One Region trip to Washington, DC. While there, he provided an update on SDSU’s strategic plan and research agenda to a group of 150 business leaders. In preparation for the 2015 legislative session, President Hirshman has been meeting with our local delegation, including Speaker Toni Atkins, to discuss the CSU legislative agenda for the upcoming year.

9. Other Information Items

9.1 Campanile Foundation Review (Slaughter and Mallios)

See Senate website for reports.

Report in two sections

Slaughter: Self-study organized around 5 things:

1) Mission and functions to support it. The Campanile Foundation provides SDSU with an entity that will accept all philanthropic gifts. Mission has changed over time … now there’s a clear focus on fundraising. Website is a good resource along with an array of managing committees. Board members serve on these committees along with industry experts.

2) Outline strategies from previous planning. Increased focus on fundraising. Aim for $100 M a year … up from $40 million.

3) Structure to support the mission. People play dual roles – Foundation has no real employees.

4) Stewardship of resources, and the investment is sound. Endowment has generally done well – about 8% on average. Last year the gain was 17% but this is an outlier. Goal is to earn enough $$ to cover inflation and operational costs.

5) Goals and plans for next five years, which is a moving target. Campaign extended for 3 years … and the challenge is to grow the endowment from $182 to $300 million: philanthropic gifts, transfers amongst auxiliaries and market appreciation. Key initiatives: Engineering Building … lots of fundraising goals. Nonmonetary goals as well: improve communication with faculty. Standing discussion at each Dean’s Council meeting … more meetings and discussions on donor pipeline.

Mallios: Been watching the growth of the Campanile Foundation and how sophisticated it’s become. SDSU great compared to the other CSUs. Yes—we won an award … and now we have a higher tier of competitors. Looking at measurable outcomes – and TCF is encouraged to develop them. Organizational management: more staff, more attention to digital initiatives, and better communication with faculty.

Review took a year … but more input needed; evaluators needed more time.

Papin: Report is going to the Senate, right? How does all this help/benefit students? Report shows the facts but hard to translate into benefit for students.
McClish: Page 10 of the report: what are groups 2 and 3?
Mallios: Refer to different CSU institutions (size of institution and their history of fundraising) … about the size of the endowment (Group 2: under $50M and Group 3: $50 to $200M).
McClish: Page 7: What does the top 100 refer to?
Mallios: Don’t know … but probably top 100 public research universities according to US News and World Report.
McClish: This is about funding, not academics, right?
Mallios: Not exactly … some benefits are inferred as one looks at where the funding comes from. Look at the categories of US News and World Report—how the criteria are rated or weighted. These factors are interrelated, for example: graduation rates and alumni giving.
Ornatowski: Be more specific about what “category” we belong to.
Ely: We’ll provide feedback to them for their presentation to the Senate.
Butler-Byrd: Where do salaries come from?
Mallios: Campanile Foundation doesn’t “pay” salary … members just have multiple workloads. Research Foundation actually does all the back-end … less expensive than building its own internal financial structure.

9.2 Student Affairs (Blaylock and Rivera)

Reorganization/strategic plan a few years back … all about improving the student experience: Among the themes:
- Leadership/leadership development and all the broad discussions this might entail
- Diversity: we have no one majority group anymore … so how do we take advantage of that
- High impact practices, like internships … things that are experiential and growth oriented
- Community connection—whether or not we’re welcoming … core focus on commuter students (who comprise about 40% of our incoming freshmen)
- Health and wellness (helping students make good choices)
Charts really tell the story about the difference between locals/commuters and nonlocals. Graduate rates are interesting because some people leave in good standing but choose to go elsewhere.
Christy Samarkos (new Interim AVP for Campus Life Her focus is on commuter v. noncommuters; see handout). Looking for pathways to success. Initial target was students who need remedial help. Student Union area offered a “home base” where students could congregate … have a comfortable place. Looking to expand the offerings and offer more interdisciplinary options (more collaboration).
Blaylock (focusing on underrepresented students): Partnership with Arts and Letters, Enrollment Services, Graduate Division, and more, which allows for common messaging. Led to increases in #s of African Americans and Native Americans – which held constant even when the total # of applications declined. SDSU purchased SAT names to target recruitments (Oakland, Riverside, etc.). The idea is to pair recruits with students.
Many goals for this academic year.
- Mentors (48) are assigned to “pods” (where students tend to land academically).
- High-impact experiences – one of them focused on research.
- Research Fellows paired with graduates students and faculty in COE (Luke Woods and Frank Harris) … presenting at research symposia. 49 applications with 11 selected.
Ely: How do we tailor this to take into the Senate? Need something visual and focused.
McClish: Don’t use the “r” word (remediation). Use a term other than “non College-ready.”
Wheeler: Organize the Senate presentation into three pieces: commuter, research, etc.
Rivera: While digging into the data they really saw the need to support commuter students; it was a good place to start.
Eniko: Need a clear definition of what makes a commuter student (i.e., living at home—not merely off-campus).
Deutschman: So many variables … need to know how the statistical regression model works.
Toombs: Table 2 is associated with graduation rates; we need a larger base of data.
Ornatowski: EFC = estimated family contribution.
Butler-Byrd: No ethnically dominant group … be clear.
Wheeler: Would like to think about this budgetarily … how can we as a Senate ensure the team has the resources it needs.
Rivera: Right now, one-time funds are often used … need higher base budget. Need help getting students to confirm to a first-semester package … not make things optional. Role of bottleneck courses must be considered as well. Undeclared perform much better than people anticipate.

9.3 WASC (Schellenberg)

9.4 Academic Resources and Planning (Deutschman)

AR&P adopted an annual budget. AA brought to the meeting a request for one-time funds ($3 million) for faculty.

9.5 Academic Policy and Planning (Schellenberg)

Information:

The following proposals were approved by APP during their 9 September meeting:

13-52 Counseling and School Psychology: Establish new concentration in community counseling (community-based block program).

14-44 Administration, Rehabilitation and Postsecondary Education: Renaming a previously approved concentration to Clinical Rehabilitation and Clinical Mental Health Counseling.


14-81 Exercise and Nutritional Sciences: Deletion of M.A. in Kinesiology program (being replaced by an M.S.) and related emphasis in Physical Education.

14-82 Hospitality and Tourism Management: Deletion of emphasis in Global Tourism Management.

Enrollment management data are compiled from multiple sources. Should be able to accommodate both last and this year’s data.

10. Other Business

11. Adjournment

The SEC adjourned at 4:24 p.m.

Respectfully submitted:

Allison Bobrow
Administrative Analyst

Marcie Bober-Michel
Senate Secretary