SDSU SENATE
San Diego State University
September 11, 2001
Hepner Hall 221
2pm to 5:30pm
(action items in purple)

1. Agenda (Wright)
2. Minutes (Wright)
3. Announcements

Welcome to New and Returning Senators
Correspondence from President Weber
May 31, 2001

MEMORANDUM
TO: Patricia A. Huckle, Chair
SDSU Senate
FROM: Stephen L. Weber

I approve the following actions from the Senate meetings of May 1 and May 3, 2001.

1. Item 4.2 Student Records
All graduation candidates, subject to completion of degree requirements.

2. Item 5.2 Academic Policy & Planning
The following response to the CSU Academic Senate resolution on the Ed.D. The response shall be forwarded to the CSU
The Resolution

We support the idea of seeking authorization from the California legislature for the CSU to develop and offer an independent Ed.D. We also urge that this resolution be broadened to include other independent applied doctoral degrees.

The AP&P and the UCC's revision to the Policy File IV-E-7. (This new policy will also replace the existing language in the SDSU Undergraduate Curriculum Guide p. 15.)

Undergraduate Course Requirements

1.0 Regardless of the length of the term, all courses shall meet certain conditions to ensure lasting learning.

2.0 All courses shall not only meet the required number of hours but shall also offer students an opportunity to prepare,

to study, and to cogitate for the required hours, as stated in the General Catalog.

2.1 A unit of credit hour represents 50 minutes of lecture or recitation combined with two hours of preparation per week throughout one semester of 15 weeks. Two hours of activity (as in Exercise and Nutritional Sciences) or three hours of laboratory (as in Physics) are considered equivalent to one hour of lecture.

3.0 A course offered in a term of less than 15 weeks shall contain the same contact hours, preparation time, content,

and requirements as the same course offered over a 15-week semester.
4.0 The approval of the department or program and of the college dean shall be required to schedule all short-term or weekend courses.

4.1 Departments or programs shall not schedule a one-unit course over a time span of less than four consecutive calendar days.

3. Item 5.3 Academic Resources & Planning

The Senate's reaffirmation of its previous commitment to providing adequate funding for needed courses sections for existing students as the University's first budget priority. And the Senate reaffirmed its dual commitment to the principles and goals of a multi-year budget and the rebuilding of the tenure track faculty.

The recommendation from AR&P that the Campus Fee Advisory Committee (CFAC) support a fee to mitigate the impact of the utility deficit on the quality of academic programs.

4. Item 5.4 Curriculum


5. Item 5.5 Campus Development Committee

The following criteria for the relocation of the statue of Montezuma:

1. Maximize visibility of the statue to students, faculty, staff and guests of the University.
2. Find a site that complements the statue, particularly with regard to scale.
3. Ensure the safety and security of the statue given its value as a work of art.
4. Ensure the appropriateness of the site with respect to campus traditions, the aesthetic value of the statue and the
historical importance of the artist, Donal Hord.

5. Consider the cost of the relocation.

6. Provide the statue a place of prominence to achieve the recognition it deserves, recognizing the symbolic importance

of the statue to faculty and alumni of earlier generations.

7. Prefer a site at which the statue might be illuminated at night.

6. Item 5. 10 Library

The principle of increasing the library acquisition budget to the level of support common to other Universities of similar

rank and size and to consider serious planning for bringing parity to the library acquisitions budget within the next three

years.

7. Item 5.16 Student Affairs

In general, I am pleased to approve the following Alcohol Abuse and Illegal Drugs Policy with the

exceptions of Paragraphs 2.2 and 4.0 (see below).

I applaud the Senate's action to adopt a comprehensive campus policy on "Alcohol Abuse and Illegal

Drugs." As a campus we are firmly committed to combating alcohol abuse. Education, early intervention,

and enforcement are the cornerstones of our approach. Currently, the CSU is considering advocating for

new legislation that would toughen penalties for campus-related alcohol abuse and alcohol-related

hazing. SDSU is investigating, with the City of San Diego, the use of nuisance abatement statutes that

could be enforced to shut down "party houses" where alcohol is abused.
VII-A-9 Alcohol Abuse and Illegal Drugs

The University shall facilitate the prevention, assessment, early intervention and treatment of problems arising from alcohol abuse and the use of illegal drugs, and it shall enforce with appropriate disciplinary actions University policy and applicable local, state, and federal law.

1.0 Prohibitions and Restrictions

1.1 The unlawful possession, use, distribution, or manufacture of alcohol or illegal drugs on the campus or during University-sponsored activities shall be prohibited.

1.2 Except for alcohol in student rooms where a resident is of legal drinking age, all residence halls shall be free of alcohol and illegal drugs. Students who are 21 years of age or older may possess in their rooms a limited amount of alcoholic beverages for personal consumption (excluding hard liquor).

1.3 The University shall restrict the serving of alcohol to authorized facilities that carefully monitor and supervise the use of alcohol.

2.0 Enforcement and Sanctions

2.1 Persons who violate alcohol or drug policies shall, in addition to any legal consequences, be subject to individual disciplinary sanctions up to and including suspension and expulsion from the University. Organizations that violate alcohol
or drug policies shall be subject to loss of campus status, funding, and other forms of support up to and including suspension or permanent expulsion from the University.

2.2 When circumstances are compelling and the student is under 21 years of age, parents or guardians may be notified.

Compelling circumstances include the following:

- Significant disruption of the campus community
- Harassment
- Vandalism
- Disorderly conduct
- Obstructing a University official
- Violent behavior, which includes threatening others or representing a danger to oneself
- Alcohol poisoning or drug overdose
- Repeated serious episodes of intoxication or being under the influence
- Drug dealing
- Driving while under the influence

I am told that while federal law in this regard has recently changed to more readily allow such notification, California law remains more restrictive. To the extent permitted by California law, we are planning to take advantage of recent changes in the Family Educational Rights and Privacy Act that allow us to contact the parents of students under 21 who are abusing alcohol.
2.3 University offices such as Judicial Procedures, University Police, The Center for Fraternity and Sorority Life, Office of Student Life and Development, Office of Student Rights and Responsibilities, and Housing and Residential Life which are charged with the responsibility for enforcing alcohol and drug policies and imposing sanctions for violations shall be adequately supported to carry out their responsibilities.

3.0 Prevention and Treatment

3.1 The University shall provide substance-free housing options for specific programs to encourage healthy lifestyles that are free of alcohol and illegal drugs and that require residents, regardless of age, to commit to meeting community standards.

3.2 The University shall develop and support effective prevention, assessment, early intervention, and treatment programs for alcohol and illegal drug use. These programs shall be available to students through Counseling & Psychological Services and Student Health Services, and to staff and faculty through programs supported by the Center for Human Resources.

3.3 The University shall periodically evaluate the impact of interventions to reduce alcohol and illegal drug abuse and to mitigate the negative personal and interpersonal consequences thereof.
3.4 The University shall inform students of campus policies and sanctions for the abuse of alcohol and illegal drugs through such channels and forums as the following:

- Orientation programs
- New member education programs
- Residential life handbooks
- SDSU Website
- Greek Guidelines
- Residence hall meetings
- Recruitment activities
- Statement of Student Rights and Responsibility

Within the rules of applicable state and federal laws and regulations, the University shall also communicate to students and organizations instances when sanctions are invoked.

4.0 The University shall not enter into new contracts that provide for the advertising of alcoholic beverages.

Given the fact that 70 percent of SDSU students are 21 or older, I would rather concentrate our efforts on education and enforcement of legal/responsible behavior than on a ban on advertising.

8. Item 5.18.1 Off-Campus Sites

The Off-Campus Centers Committee's recommendation that the administration in consultation with colleges and
departments begin to identify academic programs appropriate to be offered at existing off-campus centers. The

committee recognizes that this process needs to be undertaken as part of an overall planning process for the main campus, YRO, and off-campus centers

I acknowledge receipt of, but take no action on the following:

RESOLUTION OF NO CONFIDENCE IN CHANCELLOR CHARLES B. REED

4. University Administration (Marlin)

5. Committee Reports

5.1 Officers' Report (Papin)

GENERAL SENATE AGENDA

2001-2002

1. Educational Quality

Recruitment and Retention of Students, Faculty, and Staff

Tenure Track Hiring Plan

Strengthen Undergraduate Standards

Promote Graduate Recruitment and High-Quality Programs

Campus Diversity

2. Multi-Year Campus Planning and Budget

3. Enrollment Management
Expand Core Campus Capacity

Year-Round Operations - Optimal Calendar

Off-Campus Centers

4. Shared Governance

Assess Effectiveness

Sustain Communication and Accountability

Develop Faculty/Staff Leadership

Support Preparation for WASC

5. Reviews

Associated Students

General Education

Referrals

5.2 Academic Policy and Planning (Kornfeld)

Action Item:

1. AP&P recommends that the Senate approve the proposal to establish a Department of Computer Science.

Information Items:

1. AP&P approved five new appointments (all for three-year terms) to the University Committee on Assessment, a standing subcommittee of AP&P: Renatte Adler (CAL), Carol Venable (Business), Linda Terry (Education), James Banks (Engineering), and Eric Riggs (Sciences).

2. AP&P reviewed a Revised Draft Proposal for WASC Accreditation, completed by Scott for the 5/1/01 deadline. The emphasis on planning approved by AP&P and the
Senate was retained, despite last minute modifications in the categories by WASC. WASC's stress on assessment was noted and discussed. The committee thanked Scott for her work on the document, and agreed to circulate suggested revisions by electronic mail before the June 6 teleconference with WASC, at which Kornfeld will represent the committee.

5.3 Academic Resources and Planning (Shackelford)

Date: June 1, 2001

To: President Weber and the Senate

From: Gordon L. Shackelford, Chair

Re: Cabinet Budget Committee Recommendations from its May 24, 2001 Meeting on General Fund Budgets for 2001/02, 2002/03 and 2003/04

General Observations

The energy budget problem is handled very well, allowing this year's multi-year budget items to be funded, a major accomplishment. The amount of increased funding provided for energy expenditures in the 2001/02 Budget is thin. As a result, continued energy conservation by all members of the university community is critical. I would like to express AR&P's and my appreciation for the exceptional work of Scott Burns, Ken Perry and their people in taming our energy budget crisis.

While the overall budget structure proposed in the CBC Recommendation is very good, it over commits in 2002/03 and isn't as strong an academic budget as it ought to be. Two recommendations, derived from CARP and Senate discussions and actions are presented below. The third recommendation is from the Chair of AR&P, after consideration of the CBC Recommendations for the out years.

Recommendations

1. Provide $100K in permanent funding to Academic Affairs in 2001/02 to support the new Doctoral Program is Computational Science.

All funding for the new Doctoral Program is Computational Science is assigned to somewhat questionable state budget years (2002/03 and 2003/04), with $0 in 2001/02 even though AA will experience about $100K in cost next year. AR&P's recommendation to the Senate to support this doctoral program was based on the reasonable assumption that enrollment growth funding would be provided if possible. This should be done and can be done, otherwise AR&P's position regarding its required
recommendations to the Senate on the budgetary impacts of all new programs, including doctoral programs, becomes quite awkward.

2. Provide $41K in permanent funding to Academic Affairs in 2001/02 to support an additional 14 hours of operation of the Reserve Reading Room and an additional 2.5 hours of Library operations.

The need for more library hours, especially for the Reserve Reading Room, originated at the AS Council and was extensively reviewed by the Library Committee of the Senate. Students are extensively using the Reserve Reading Room, with its computer work stations, during late and weekend hours, often to escape noise and disturbances in student housing. As SDSU becomes more of an in-residence campus, the need for quite study areas increases. The recent report of the Library Committee to the Senate showed that our Library's hours of operation are substandard by any reasonable comparison to other universities. The additional 2.5 hours would fill in some periods that have been identified as the greatest unserved need.

3. Request that the CBC and CARP review the CBC's Permanent Budget Allocation Recommendations for 2002/03 (see Attachment B, pages 3 and 4) next year.

Approximately all ($8.1M) of the $8.2M in Enrollment Growth Funding, thought to be available, in 2002/03 is assigned to various funding requests from 2001/02. This is too high a percentage of projected available funding.

5.4 Curriculum (Dintrone)

IRST REPORT

2002-03 CATALOG

ACTION

SEPTEMBER 2001

TO: The Senate

FROM: Patricia Dintrone
PUBLIC ADMINISTRATION

1. New certificate program.

Fire Protection Administration Certificate

(Offered only in Extension)

This program is designed for persons holding chief rank or those wishing to prepare for chief rank in a fire protection agency. The courses are designed to provide background and essential information specifically oriented to the need of the fire chief. Specifically, the program is designed to provide the following:

1. Develop skills in the administration of public agencies with regards to fiscal and budgetary policies, personnel policies, methods of analysis and negotiation and bargaining.

2. Develop an understanding of and the skills required to solve problems faced by chief rank officers in the field regarding major disasters, responsibilities and liabilities of fire agencies with respect to state and local laws.

Certificate Requirements

1. Complete the following prerequisites prior to taking upper division courses:

P A X50. Fire Defense Planning

P A X51. Fire Disaster Administration

2. Pass the following six courses with an overall grade point average of 2.0 or better: Public Administration 301, 330, 341, 420, 450, 530 (18 units).

3. Complete all coursework within four years after starting the program.

4. Petition the College of Extended Studies upon completion of the program.
Courses with relevant content may be substituted for the courses listed above with the approval of the certificate adviser. Upper division courses may be counted towards the public administration major.

For more information call the College of Extended Studies at (619) 594-2193.

FIRST REPORT

2002-03 CATALOG

INFORMATION

SEPTEMBER 2001

TO: The Senate

FROM: Patricia Dintrone, Chair

Undergraduate Curriculum Committee

AEROSPACE ENGINEERING

1. Change in course description.

Aerospace Engineering

320. Aerospace Flight Mechanics (3)

Prerequisites: Engineering Mechanics 220 and Engineering 280.
Two-body orbital mechanics including geocentric orbits and interplanetary transfers.

Change: Updates description.

ART

1. Changes course prerequisite and description.

Art

407. Black and White Photography as a Fine Art Medium (3)

Six hours of activity.

Prerequisite: Art 102 and 103, and six units of studio art.

Black and white photography and darkroom techniques combined with independent research in contemporary art and photography. Criticism in contemporary context. Maximum credit six units.

Change: Updates course.

1. Change in course description.

Art

416. Intermediate Sculpture (3)

Six hours.

Prerequisite: Art 216.
Individual investigation into sculpture ideas, methods and materials, including clay, metal, plastics, paper or wood. Individual development in sculpture. Maximum credit six units.

Change: Incorporates metal as result of deletion of Art 418 as a separate course.

1. Delete existing course.

Art

418. Metal Sculpture (3)

Six hours.

Prerequisite: Art 216.

Sculpture ideas and methods using fabrication and introductory foundry processes. Individual development in sculpture. Maximum credit six units.

Change: Metal component will be included in Art 416.

1. Change in program.

Art Major

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

Emphasis in Sculpture

Major. A minimum of 27 upper division units to include six units of Art 416, 498A, 516, 517; six units of art history; and six units selected from Art 323, 331, 403, 404, 500, 516, 591.
Change: Deletes Art 418 and 518 (metal sculpture courses) from emphasis.

BIOLOGY

1. Change in program.

Biology Major

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

General Biology Degree Requirements

Major. ....A minimum of two elective courses must be biology laboratory courses, at least one of which must be an organismal level courses selected from Biology 350, 460, 462/462L, 472, 515, 520, 523, 524, 525, 526, 533, 588, 588L.

Emphasis in Cellular and Molecular Biology

Major. (Add Biology 588 and 588L to list of elective courses.)

Emphasis in Ecology

Major. (Add Biology 588 and 588L to list of elective organismal courses.)

Microbiology Major

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

Major. (Add Biology 588 and 588L to list of elective courses.)

Emphasis in Medical Technology and Public Health Microbiology

Major. (Add Biology 588L to list of elective courses.)
Change: Adds revised Biology 588 and 588L to list of approved elective courses.

BUSINESS ADMINISTRATION

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

Business Administration

404. Small Business Consulting (3)

Prerequisites: Approved upper division business major; Finance 323; Information and Decision Systems 301 or 302; Management 350; Marketing 370; and consent of instructor.

Counseling of existing small businesses. Application of principles from all fields of business administration. Maximum credit six units.

Change: Updates course.

CHEMISTRY

1. New course.

Chemistry C-1/C-13

202. General Chemistry for Engineers (4)

Three lectures and two hours of activity.

Prerequisite: Two years of high school algebra. High school chemistry or a grade of C or better in Chemistry 105.
General principles of chemistry with emphasis on inorganic and physical chemistry with emphasis on chemistry basics for engineers. Students with credit in Chemistry 105 and 202 will receive a total of four units of credit toward graduation. Not open to students with credit in Chemistry 200. Restricted to engineering majors.

2. New course.

Chemistry C-16

297. Introduction to Chemical Research (1-3)

Prerequisite: Consent of instructor.

Individual laboratory investigation. Maximum credit six units.

2. Change in grading.

Chemistry

498. Senior Project (1-3)

Prerequisite: Three one-year courses in chemistry

Individual literature and/or laboratory investigation and report on a problem. Maximum credit three units.

Change: Letter grade more appropriate than Cr/NC.

CHICANA AND CHICANO STUDIES
1. Distance Education

Chicana and Chicano Studies

141A. History of the United States (3)

Spanish, Mexican, and Chicano influences on US history. Comparative development of US and Mexico to 1865.

COMMUNICATIVE DISORDERS

1. Delete existing course.

Communicative Disorders

110. Observation: Communicative Disorders (2) Cr/NC

One lecture and two hours of observation per week.

Prerequisites: Credit or concurrent registration in Communicative Disorders 106.

Observation and discussion of diagnostics and remediation of speech and language disorders in children and adults in varied off-campus settings. Observation in public schools satisfies credential and certification requirements.

Change: Overlaps with existing courses.

1. Change in course description.

Communicative Disorders
320. Phonetics (3)

Two lectures and three hours of laboratory.

Principles of speech production and practical skills in discriminating and transcribing sounds of various dialects in English and other languages, as well as clinical populations. Competency in IPA broad and narrow transcription, classification of speech sounds, and patterns of speech.

Change: More accurately reflects course as it is taught.

1. Change in course description; delete prerequisite.

Communicative Disorders

322. Psychological Foundations of Communicative Disorders (3)

Understanding how people learn to communicate and understanding differences in learning related to communication disorders. Principles of learning and motivation. Role of diversity in learning.

Change: More accurately reflects course as it is taught.

1. New course.

Communicative Disorders C-4

400. ASL Structure and Acquisition (3)

Prerequisites: Communicative Disorders 289, 350, and 300 or Linguistics 420.

ASL phonology, morphology, syntax, and discourse structure, including simple and complex sentence structure, storytelling, and sociolinguistics. Analyzing language
samples in ASL. Developing lesson plans to teach ASL to deaf and hard-of-hearing children.

1. Change in program.

Communicative Disorders Minor

(No change to first paragraph.)

Prerequisites for the minor include Physics 201, Psychology 101 and 260. (9 units.)

(No change to last paragraph.)

Change: Deletes CDIS 110 as requirement.

COMPUTER ENGINEERING

1. Change in program.

Computer Engineering Major

With the B.S. Degree

The program describes the 129 units required for the degree.

Preparation for the Major. Computer Engineering 160, 260, 270, 271; Electrical Engineering 210; Mathematics 150, 151, 245, 254; Physics 195, 196, 196L; Engineering 280. (40 units)

General Education. Engineering students must follow the specific General Education program outlined on this page. Other General Education requirements and limitations, as well as listings of specific General Education course electives are presented in Section IX
of Graduation Requirements for the bachelor's degree. (Forty-nine units, including 14
units from preparation for the major which count toward General Education credit, and
three units of American Institutions which count toward General Education credit.)

American Institutions. This requirement is described in Section IV of Graduation
Requirements for the bachelor's degree.

Upper Division Writing Requirement. (No change.)

Major. A minimum of 50 upper division units to include Computer Engineering 361, 375,
460, 470, 470L, 475; Electrical Engineering 300, 310, 330, 330L, 410; one approved
elective in mathematics or science (3 units); three engineering design electives selected
from Computer Engineering 490A-490B, 560, 561, 565, 572; Electrical Engineering 530,
539, 556, 570, 581 or other approved elective (9 units). After enrollment in Computer
Engineering at SDSU, the Computer Engineering major must take all upper division
computer science and engineering courses at SDSU unless prior approval is obtained
from the department.

Elective courses are subject to the approval of the faculty adviser and the department
chair. The student must file an approved Master Plan during the first semester of the
junior year specifying the electives selected. Changes in the Master Plan are permitted at
any time, with the approval of the department chair.

Change: Overall decrease in units; modifies requirements for accreditation.

COMPUTER SCIENCE

1. Change in course description.

Computer Science

107. Introduction to Computer Programming (3)

Prerequisite: Satisfaction of the Entry-Level Mathematics requirement.

Programming methodology and problem solving. Basic concepts of computer systems,
algorithm design and development, data types, program structures. Extensive
programming in Java.
Change: Inclusion of Java.

1. Change in course description.

Computer Science

108. Intermediate Computer Programming (3)

Prerequisites: Qualification on the Mathematics Departmental Placement Examination, Part IA; and Computer Science 107.

Further training in program design and development. Introduction to data structures: stacks, queues, linear lists, trees, sets and recursion. Extensive programming in Java.

Change: Inclusion of Java.

1. Change in course description.

Computer Science

237. Machine Organization and Assembly Language (3)

Prerequisite: Computer Science 108.

General concepts of machine and assembly language, data representation, looping and addressing techniques, arrays, subroutines, macros. Extensive assembly language programming.

Change: Inclusion of Java.
1. Change in course description.

Computer Science

310. Data Structures (3)

Prerequisites: Computer Science 108 and Mathematics 245.

Representations and operations on basic data structures. Arrays, linked lists, stacks, queues and recursion; binary search trees and balanced trees; hash tables, dynamic storage management; introduction to graphs. An object oriented programming language will be used.

Change: Updates course.

1. Change in course description.

Computer Science

320. Programming Languages (3)

Prerequisite: Computer Science 108.

Principles of high level programming languages, including formal techniques for syntax specification and implementation issues. Languages studied should include at least C++, FORTRAN and LISP.

Change: Updates course.
1. Change in course description.

Computer Science

370. Computer Architecture (3)

Prerequisite: Computer Science 237.

Logic gates, combinational circuits, sequential circuits, memory and bus system, control unit, CPU, exception processing, traps and interrupts, input-output and communication, reduced instruction set computers, use of simulators for analysis and design of computer circuits, and traps/interrupts.

Change: Updates course.

EDUCATION

1. New course.

Education C-4

200. Teaching as a Profession (3)

Current issues, challenges in education; explores strategies that promote professional development. Critically assesses issues related to teaching in culturally and linguistically diverse school settings. Includes guided classroom observations.

1. Change in course number.

Education

201. Introduction to Literacy (3)
Two lectures and four hours of laboratory.

Intended for students in the liberal studies blended program for K-3 literary tutors. Basic processes of literacy and instructional strategies in culturally relevant reading instruction for emergent readers. Requires four hours weekly tutoring in a designated K-3 setting. (Formerly numbered Education 101.)

Change: Brings numbering continuity to "blended program" courses; 201 to be taken after 200.

ELECTRICAL ENGINEERING

1. Change in course prerequisite.

Electrical Engineering

310. Circuit Analysis II (3)

Prerequisites: Electrical Engineering 210 and either Mathematics 252 or both Engineering 280 and Mathematics 254.


Change: Makes course available to Computer Engineering and Electrical Engineering majors.

1. Change in program.

Electrical Engineering Major
With the B.S. Degree

The program below describes a minimum of 131 units required for the degree. Each course specifically listed in the program is required. In addition, the total number of units specified in each elective category represents a minimum requirement. These are General Education, American Institutions, Upper Division Engineering Elective, Professional Electives, Electrical Engineering Laboratory Electives, and the Electrical Engineering Capstone Elective.

Preparation for the Major. Electrical Engineering 210; Chemistry 200; Computer Engineering 160, 270, 271; Engineering 280; Engineering Mechanics 202, Mathematics 150, 151, and 252; Physics 195, 196, and 196L. (43 units, 14 units of which count toward General Education credit.)

General Education. (No change.)

American Institutions. (No change.)

Upper Division Writing Requirement. (No change.)

Major. A minimum of 49 upper division units to include the following required and elective courses. Required upper division courses in the major: Electrical Engineering 300, 310, 330, 330L, 340, 380, 410, 430, and 434. Upper division engineering electives: Three units selected from Civil Engineering 301 or Engineering Mechanics 340 or Mechanical Engineering 260 or Mechanical Engineering 352. Professional electives: Fifteen units selected from any upper division electrical engineering courses and at most three units (out of these 15 units) from approved upper division courses from other departments. Electrical Engineering laboratory electives: three units selected from any non-required upper division electrical engineering laboratory courses. Electrical Engineering capstone design elective: Three units selected from a list of design courses approved by the department.

Elective courses are subject to the approval of the faculty adviser and the department chair. The student must file an approved Master Plan during the first semester of the junior year specifying the electives selected. Changes to the Master Plan are permitted at any time upon approval by the department chair. After enrollment in electrical engineering at SDSU, an Electrical Engineering major must take upper division electrical engineering courses at SDSU unless prior approval is obtained from the department.

Change: Overall decrease in units and modification and degree requirements.
1. New course.

Engineering C-16

190. Graphical Communication in a Virtual Reality Environment (2)
Six hours of laboratory.

Graphic communication for engineers including computer-aided design and three-dimensional representation in a virtual reality environment.

1. New course.

Engineering C-16

195. Graphical Communication in a Virtual Reality Environment II (2)
Six hours of laboratory.

Continuation of graphic communication for engineers including computer-aided design and three-dimensional representation in a virtual reality environment. Design, analysis, NC, SLA prototyping and testing of engineering components using computer-based modeling techniques.

1. Change in course prerequisite.

Engineering

280. Methods of Analysis (3)
Prerequisite: Mathematics 151 with minimum grade of C. Recommended: Mathematics 252.
Selected topics from ordinary differential equations, the Laplace transform, Fourier series, and linear algebra, with engineering applications.

Change: Reflects current course content.

ENVIRONMENTAL ENGINEERING

1. Changes in course title and description.

Environmental Engineering

320. Designing Solutions for Environmental Problems (3)

Prerequisites: Upper division standing and completion of the General Education requirement in Foundations, II.A. Natural Sciences and Quantitative Reasoning.

Human interaction with the land, water, and air environment; environmental, pollution, role of engineering in solving environmental problems. Not open to civil or environmental engineering majors. (Formerly numbered Engineering 320.)

Change: Updates course.

GEOLOGICAL SCIENCES

1. Changes in course number and title.

Geological Sciences
305. Water and the Environment (3)

Prerequisites: Geological Sciences 100 or Geography 101 and completion of the General Education requirement in Foundations II.A., Natural Sciences and Quantitative Reasoning.

Movement of fresh water on earth. Hydrologic cycling of water from precipitation, runoff, infiltration, stream and groundwater flow to the ocean. Problems caused by over-use of water resources, urbanization, and water pollution examined with case studies. Not acceptable for a major in geological sciences, emphasis in hydrogeology. (Formerly numbered Geological Sciences 351.)

Change: More accurately reflects GE nature of course.

MARKETING

1. New specialization.

Marketing Major

With the B.S. Degree in Business Administration

Specialization in Integrated Marketing Communications

Forty-seven to 48 upper division units consisting of Marketing 370, 371, 373, 470, 470L, 472, and 478; Finance 323; Information and Decision Systems 301, 302; Management 350; Business Administration 404 or Management 405; 12-13 units selected from Communications 440, 460, 480, 500*, 560**; Marketing 476. A "C" (2.0) average is required in the courses stipulated here for the major. Of the 128 units required for the degree, at least 60 units must be at the upper division level. This includes the 44-45 units listed above, nine units of upper division General Education, and at least six to seven units of upper division electives, chosen from within or outside of Business Administration. A minimum of 64 units of coursework applicable to the bachelor's degree must be completed outside the areas of business administration, economics, and statistics. This means that at least six units of electives (upper or lower division) must be completed in areas other than business administration, economics, and statistics. A maximum of six lower division units of accountancy courses may be used to satisfy degree requirements.
* Additional prerequisites waived for these courses.

Change: IMC fastest growing area in marketing-SDSU first to offer.

MUSIC

1. Changes in course number and title.

Music

105. Introduction to Elements of Music (2)

Introduction to music from an aesthetic, communicative, theoretical and creative perspective. Development of understanding of aesthetic valuing, musical notation, rhythm, theory, pitch, and musical terminology. Not open to students with credit in Music 102. (Formerly numbered Music 105A.)

Change: Music 105B deleted.

1. Delete existing course.

Music

105B. Introduction to Elements of Music II (2)

Prerequisite: Music 105A.

Continuation of Music 105A.
Change: Duplicates much of content of Music 205A.

1. New course.

Music C-21

177. Symphonic Band (1)

Five hours of activity.

Prerequisite: Consent of instructor.

Study and performance of representative literature for the ensemble. Practical experience in rehearsal techniques. Maximum credit four units.

1. Add prerequisite.

Music

246A. Practicum in Music I (2)

One lecture and two hours of activity.

Prerequisite: Music 205B.

Introduction to music education. Exposure to music teaching profession at all grade levels before choosing an area of specialization.

Change: Students must have this level of understanding and sophomore standing.

1. New course.
Music C-21

377. Symphonic Band (1)

Five hours of activity.

Prerequisite: Consent of instructor.

Study and performance of representative literature for the ensemble. Practical experience in rehearsal techniques. Maximum credit four units.

1. Change in program.

Music Major

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

Preparation for the Major. Music 104, 105, 110A-110B, 151; four units selected from courses numbered 170-189, 204, 205A, 205B, and two units of lower division music electives. (21 units)

Change: Revises preparation as result of Music 105B deletion; adds two units of electives.

PHYSICS

1. Change in prerequisite.

Physics

360. Thermal Physics (3)
Prerequisite: Physics: 354.


Change: Physics 340B and 350 not necessary.

1. Change in prerequisite.

Physics

400A-400B. Classical Electromagnetism (3-3)

Prerequisite: Physics 340A. Physics 400A is prerequisite to 400B.

Electrostatics, magnetostatics, electromagnetic induction. Maxwell's equations, radiation and wave propagation.

Change: List only necessary courses.

1. Change in program.

Physics Major

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

Major. A minimum of 45 upper division units to include Physics 311, 340A, 340B, 350, 354, 357, 360, 400A, 400B, 410, 498A, 498B. In addition, the student must complete the requirements for either one of the following areas:

(a) General Physics
Nine units of elective coursework in physics or related areas. Electives must be approved by the Physics Department undergraduate adviser.

(b) Specialization in Modern Optics


Change: Deletion of multiple specializations will allow flexibility for students.

1. Change in program.

Physics Minor

The following courses are prerequisite to the physics minor and do not count toward the 16 units required for the minor. Physics 195, 195L, 196, 196L, 197, 197L; Mathematics 150, 151, 252.

The minor in physics consists of 16 units to include Physics 340A, 350, 354, 360, 400A.

Courses in the minor may not be counted toward the major, but may be used to satisfy preparation for the major and general education requirements, if applicable. A minimum of six upper division units must be completed in residence at San Diego State University.

Change: Deletes multiple areas in order to provide basic core of physics.

RUSSIAN

1. New course.

Russian C-4
435. Russia and Central Europe Jewish Literature (3)

Prerequisite: Upper division standing for majors; completion of the General Education requirement in Foundations II.C., Humanities required for nonmajors.

Russian and Central European Jewish literature from the 1860's to the present. Explore how literature written in Russian, German, Polish, and Lithuanian by writers of Jewish origin reflects the changing problems of Jewish national identity.

STATISTICS

1. Changes in course title and description.

Statistics

250. Statistical Principles and Practices (3)

Prerequisites: Satisfaction of the Entry-Level Mathematics requirement and qualification on the Mathematics Departmental Placement Examination, Part IA.

Descriptive statistics, data displays, measures of central tendency and variability, random variables, sampling distribution. Estimation and hypothesis tests for means and proportions, linear regression and correlation. Not open to students with credit in Statistics 119. Students with credit or concurrent registration in the following lower division statistics courses other than Statistics 119 will be awarded a total of four units for the two (or more) courses: Statistics 250; Biology 215; Civil Engineering 160; Economics 201; Political Science 201; Psychology 270; Sociology 201.

Change: Updates course.

1. New course.

Statistics C-4
325. SAS Programming and Data Management (3)

Prerequisite: Statistics 250 or comparable course in statistics.

Entry, management, and summary of statistical data using SAS programming language. Data structures and manipulation, screen editing, visual displays, macros, related topics.

1. Change in prerequisite.

Physics

350A. Statistical Methods (3)

Prerequisite: Statistics 250 or comparable course in statistics.

One- and two-sample hypothesis tests, paired difference tests, tests for variances, analysis of variance. Linear regression and correlation. Chi-square tests. Simple nonparametric tests. Power of hypothesis tests.

Change: Updates course.

1. Change in program.

Statistics Major

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

Major. A minimum of 36 upper division units to include Statistics 350A, 350B, 510, 551A, 551B, 560; six units selected (with the approval of the undergraduate adviser in statistics) from Statistics 325, 496, 520, 550, 570, 575, 596; 12 upper division units in statistics, mathematics (excluding Mathematics 302, 303, 312, 313, 414), computer science, or a science of application (selected with the approval of the undergraduate adviser in statistics).
Change: Updates major requirements.

1. Change in program.

Statistics Minor

The minor in statistics consists of a minimum of 15 units in statistics to include Statistics 250 (or equivalent), 350A, 350B or 510, and six units of upper division electives in statistics excluding Statistics 357. For Statistics 550 and 551A, students must satisfy lower division calculus and linear algebra prerequisites (Mathematics 151, 252, and 254 as appropriate).

The minor program includes a combination of courses in applied statistical methods, computer-oriented data analysis, probability, and mathematical statistics, which can be tailored to the student's major, academic, or professional interests. For example, business students interested in actuarial science may wish to consider a minor comprising Statistics 350A, 350B, 551A, and 551B. Students in the social, behavioral, and natural sciences who are particularly interested in applications and data analysis may wish to consider a minor comprising Statistics 350A, 350B, 510, and 520.

(No change to last paragraph.)

Change: Updates minor.

5.5 Campus Development Committee (Wilson)

5.6 Committees and Elections (McClish)

Action Items:

1) The Committee on Committees & Elections moves approval of the following appointments to committees, with terms to end as noted:
Campus Store Advisory Committee-Tom Donahue, A&L, replacing Charles Toombs (Dec. 2001)


Campus Fee Advisory Committee-David Ely, Senate rep., replacing Hays Anderson (May 2002)


Faculty Member Pool for Administrative Review (one year)-Robert Grone, Sciences

Graduate Council-Fred McFarlane, Education, replacing Larry Shaw (May 2002)

Research Council-Mirat Gurol, Engineering (May 2004)

Eugene Olevsky, Engineering, replacing Huseyin Abut (May 2003)

Student Affairs-Patricia Wilson, PSFA (2003)

2) The Committee on Committees & Elections moves approval of the following appointments to committee chair for 2001-02:

Committees & Elections-Glen McClish, A&L

Constitution & Bylaws-Nick Genovese, A&L

Diversity, Equity, & Outreach-Charles Toombs, A&L

Information Item:

1) Richard Berry has been appointed Parliamentarian for 2001-02.
GUIDELINES FOR EXCELLENCE IN TEACHING AWARD

A nominee for the SDSU Senate Excellence in Teaching Award shall have a record of superlative teaching. The nominee's professional accomplishments shall be evaluated to ascertain their quality and the contributions these activities have made to the nominee's teaching. The nominee's services to the campus and the larger community shall be evaluated to ascertain their relevance to the nominee's teaching, as well as their overall significance.

Procedure for Nomination

1. Selection of the recipient of the Excellence in Teaching Award shall be made by the Faculty Honors and Awards Committee, joined by one student selected by Associated Students.

2. A three-page statement addressing the nominee's teaching accomplishments and effectiveness should be submitted. This statement shall be supported with documentation such as syllabi and a full curriculum vitae in an appendix.

3. Evidence in support of a nominee's candidacy shall include written statements, which are both descriptive and evaluative, from both students and faculty that provide evidence of teaching excellence. Evidence may include other written statements from such sources as colleagues in the nominee's academic discipline, campus administrators, and others who are qualified to comment upon the nominee's teaching and related contributions.

4. Teaching evaluations (including numerical scores and student comments) for the past three years shall be submitted in the appendix.

5. A letter of support from the department (either from the department chair or other faculty sponsor) shall be submitted.

6. One copy of all evidence in support of a nominee's candidacy shall be submitted to Katalin Harkányi, Acting Chair, Faculty Honors and Awards Committee, Senate office, Mail Code 1621 via the department chair by Monday, October 22, 2001.

7. The Faculty Honors and Awards Committee will make its recommendation to the President by Monday, October 29, 2001.
8. The recipient of the Excellence in Teaching Award will be honored at the SDSU Senate meeting, Tuesday, November 6, 2001.

September 11, 2001

TO: Department Chairs and School Directors

FROM: Katalin Harkányi, Acting Chair, Senate Faculty Honors and Awards Committee

SUBJECT: SDSU SENATE EXCELLENCE IN TEACHING AWARD 2000-2001

The Faculty Honors and Awards Committee is calling for nominations for the Excellence in Teaching Award (formerly the Outstanding Professor Award) for 2001-2002. One distinguished faculty member of SDSU will be honored. Faculty are recognized for contributions made to their students, to their academic disciplines, and to their campus communities with the primary criterion of this award remaining the recognition of teaching excellence.

A nominee for the Excellence in Teaching Award is expected to have a record of superlative teaching. The documentation submitted in support of a nomination must contain written evaluations, from both students and faculty, which provide evidence of excellence in teaching. No amount of professional achievement as evidenced by research and creative scholarship or service to the campus or community shall be a substitute for this paramount requirement. A significant part of each nominee's record of accomplishment shall have been established while a faculty member of San Diego State University.

The Committee will evaluate the nominee's professional accomplishments to ascertain their quality and the contributions these activities have made to the nominee's teaching. The nominee's services to the campus and the larger community will be evaluated to ascertain their relevance to the nominee's teaching, as well as their overall significance. The recipient of the Excellence in Teaching Award will receive a cash award from Aztec Shops and will be honored at the SDSU Senate meeting on November 6, 2001. The attached guidelines and procedures for nomination provide more detailed explanations about the process and the documents to submit as evidence to support each nomination.

All nominations and associated documents must be submitted to Katalin Harkányi, Acting Chair, FHA Committee, Senate Office, Mail Code 8062, via the department chairperson by Monday, October 22, 2001.

5.10 General Education (Banks)
The Committee on General Education moves approval to add the following course to the General Education program.

IV. EXPLORATIONS

C. Humanities

*Russian 435. Russia and Central Europe Jewish Literature (3)

Prerequisite: Upper division standing for majors; completion of the General Education requirement in Foundations II.C., Humanities required for nonmajors.

Russian and Central European Jewish literature from the 1860's to the present. Explore how literature written in Russian, German, Polish, and Lithuanian by writers of Jewish origin reflects the changing problems of Jewish national identity.

* Cultural diversity course.

5.11 Graduate Council (Cobble)
5.12 Personnel (Rogers)
5.13 Research Council (Cobble)
5.14 Staff Affairs (Cademy)
5.15 Student Affairs (Hayes)
5.16 Undergraduate Council (Scott)

August 30, 2001

TO: The Senate

FROM: Carole Scott, Dean

Division of Undergraduate Studies

SUBJECT: Retire the Transfer Mathematics Assessment Requirement
The Mathematics Competency Test was in force when I first came to SDSU 32 years ago. Although intended as an early placement test, it was more frequently taken by students as a graduation requirement.

Over the years the CSU has instituted the Entry-Level Mathematics requirement which took the place of Math Competency for our entering freshmen. Only transfer students were then required to take the Math Competency test, named the Transfer Math Assessment requirement.

The process for transfer students has changed, so that transfers are now required to complete the Entry-Level Math and the General Education Math requirement through placement tests and courses approved for this purpose through articulation, prior to their admission to SDSU. Unless they intend to take additional mathematics courses or related courses, this test is irrelevant to their future coursework, and poses an unnecessary and inequitable barrier to their progress.

The Undergraduate Council therefore proposes that:

The Transfer Mathematics Assessment requirement be retired, and the Mathematics Placement test be required only for those transfer students enrolling in further mathematics or related courses with mathematics prerequisites, to ensure that they are qualified to be successful in them.

August 30, 2001

TO: The Senate

FROM Carole Scott, Chair

Undergraduate Council

SUBJECT: Recommendation Regarding Retention

The Undergraduate Council has considered at some length the referral from The Senate regarding retention, has invited speakers and special guests to expand the discussion, and offers the following observations and suggestions for The Senate's deliberation.

San Diego State University has a large number of retention programs, several of which appear to be quite effective. Some address specific populations, but others are open to
students across the university. Retention studies stress that although individual programs may be effective, it is the coordination of the whole that produces real retention results.

It was noted that the Assistant Deans, who bridge the divisions of Academic and Student Affairs, have a central responsibility for student retention and extensive experience in this area. Surprisingly, they have not been included in the SDSU committees so far established to study retention.

The Undergraduate Council recommends that:

The Senate request that Academic and Student Affairs collaboratively establish a Retention Council, with a strong core of Assistant Deans, to gather information and to integrate retention programs.

Retention programming must be goal-driven, comprehensive, coordinated, inquiry-based, institutionalized, and characterized by diverse interventions. Retention data organized by major are very much needed.

Planning must include two Important aspects which promote student retention and success:

a) the development of an image of student success, and

b) support for students in achieving the necessary academic and social integration which enhances their commitment to the institution and its goals.

5.17 Other Committees

5.16.1 Off Campus Centers (Ortiz)

6. Academic Senate (Boddy, Rushall, Warschauer)

7. Associated Students (Williams, Ocen)

8. California Faculty Association (Schulze)

9. Old Business

10. New Business

11. Other Information Items

11.1 Committee Minutes/Reports:

Academic Policy and Planning Committee
Minutes

April 10, 2001

Library Annex 4450

Members Present: Eve Kornfeld (Chair), James Cobble, Dan Finnegan, Leslie Garrison, Nancy Marlin, John Penrose, Randy Philipp, Carole Scott, Glen Sparrow, Milton Torikachvili, Anne Turhollow

Members Absent: Regina Favors, Katie Hansen, Len Marino

Minutes:

1. Approved the minutes of the March 8, 2001 meeting.

Announcements:

1. Information on the Senate meeting regarding AP&P:

Results of AP&P recommendations to Senate:

Draft Proposal for WASC Accreditation

Referrals to AP&P from the Senate:

CSU Academic Senate's resolution on Ed.D.

Other actions relating to AP&P:

Action Items:

1. Revised the SDSU policy on undergraduate short-term courses. Pat Dintrone of the UCC was present to answer AP&P's questions about the UCC's recommendations.
2. Drafted a response to the CSU Academic Senate's resolution on the Ed.D.

Project reports:

1. Enrollment Management Subcommittee - Penrose offered no report.

2. Year-Round Operations Subcommittee - Turhollow and Torikachvili offered no report.

3. Off-Campus Sites Committee - Sparrow reported that the Senate had reaffirmed the OCS committee's charge. He will continue to represent AP&P on the committee.

SAN DIEGO STATE UNIVERSITY

MEETING OF THE GRADUATE COUNCIL

MINUTES OF

May 10, 2001

DRAFT

Sixth Meeting of the Academic Year 2000 - 2001
Faculty/Staff Center Conference Room

A. Schatz, L. Shaw

Excused: A. Koch, M. Gurol, J. Price

Absent: A. Do, G. Lee, C Mason, R. Neumann

Vice President Cobble opened the meeting at 2:20 p.m.

December 14, 2000 Minutes Approval

Minutes of the March 8, 2001 Graduate Council meeting were approved.

Vice President Cobble's Report

A graduation clearance list was distributed for approval via mail, and approved. Subsequently, the information was forwarded to the Senate for their approval at their last meeting.

The new Associate Dean of Graduate Division, Skai Krisans, Ph.D., Professor of Biology, was introduced and welcomed to the Council. She is a distinguished scientist in biological sciences.
The Computational Sciences Doctorate proposal has gone to the Claremont Board of Trustees and to SDSU's Chancellor's Office. Professor Jose Castillo was at the forefront to guide this proposal through the process, and was acknowledged for his efforts. Pending review agencies approval, it is hopeful that the first students will be accepted for Fall, 2001.

The new Ph.D. Evolutionary Biology program, partnering with UC Berkeley, is in the initial approval process. The curricular process and Graduate Council approval process is expected to take place in the Fall, 2001. It is anticipated that the program will be available for students in Fall 2002.

Vice President Cobble acknowledged members of the Graduate Council for their dedication and efforts for this academic year, and who have completed their term of office, including Gerald Butler, Joel Davis, Cheryl Mason, Behzad Samimi, and Larry Shaw (retiring).

Distance Education

A presentation demonstrating several educational technology courses and their methodology was given by Don Ritchie, Chair of the Department of Educational Technology and expert on distance education. The presentation was part of the Council's review of distance education programs, as mandated by the Senate. The Council will complete the review process by the end of 2002. It has become apparent in the review of courses this semester that, in graduate education, the departments generally view courses as degree components, and either use distance technology extensively or not at all.

In the upcoming year, the Curriculum Committee and the Graduate Council intend to define the appropriate parameters of distance education, using a working definition to include more than unit requirements, and what criteria is necessary to ensure a high quality program.
The undergraduate timeframe was apparently modified to this year to complete their process by the end of this academic year, which leaves the 500-level courses in an awkward situation, since the graduate timeframe is different. To alleviate this problem, it was decided that the 500-level courses would be evaluated this year, out of respect for the undergraduate timeframe. The Curriculum Committee saw the presentation by Donn Ritchie, of the 500-level distance course structure. This presentation is also directly related to the Curriculum Committee agenda item to approve the 500-level distance education courses.

The presentation was excellent and very informative and encompassed the pedagogy, structure, and implementation process used to ensure a rich educational experience for the six distance courses in Educational Technology currently in place.

Committee Reports

Curriculum Committee

Larry Shaw, Chair

Attachment 1

1. The council acted on the 500-level distance courses

MOTION: Moved to approve the following 500-level courses in a distance format:

- Educational Technology
  - 540 - Educational technology (3)
  - 541 - Multimedia Development (3)
  - 544 - Instructional Design (3)
  - 561 - Advanced Multimedia Development (3)
572 - Technology for Course Delivery (3)

596 - Topics in Educational Technology (3)

Teacher Education

526 - Teaching the Special Child in the Regular Classroom (2)

Women's Studies

530 - International Women's Movements (3)

DISCUSSION: These courses can be counted toward a graduate degree. Several questions were raised, such as:

® The number of distance courses that can be accredited toward a master's degree.

® Who would be the reviewing body that oversees the approval process.

® Would there be a minimum critical mass of students necessary to successfully run the class.

® Would the degree be more than the sum of its courses.

These questions were tabled for discussion next year.

MOTION: Passed

Old Business

Policy Issues
1. A reminder was made of the Council's advice to the Graduate Division, the general question regarding accepting petitions for waiver of university requirements for admission to graduate school are not to be considered unless accompanied by a GRE score. Further action next year will more fully utilize the GRE as a predictor of admissions rather than a graduation requirement.

New Business

1. Graduate Admissions

The situation in Graduate Admissions has been less than optimal and the unit is currently behind in the graduate admissions process this year. This is due to a number of issues all transpiring simultaneously: personnel transitions, computing issues, and increased load. In addition, for the first time Graduate Admissions is open for walk-in traffic. Additionally, there have been difficulties with SIMS-R; all files need to be formalized on SIMS-R prior to evaluation.

The third issue is that the university has moved into a three admission cycles per year environment bringing in a sizable number of new applications, here-to-fore not addressed from a manpower perspective. Vice President Cobble asked members of the Council to return to their colleges and departments to convey the message that it is very important to process the foreign students as soon as possible, since they have more admissions hurdles to surmount.

Jan Andersen discussed the prospect of potential modifications in the way in which future applications are processed to facilitate a more expeditious process. Basically we are proposing that when admissions receives an application, they will code it on the computer, and then immediately send the application file to the relevant department within a few days of receiving the application. Any accompanying transcripts will be forwarded to the departments. The receipt of the application file will give departments a direct way to quickly communicate with prospective students regarding the status of their application. When the department feels it has enough information on the student to recommend or deny admission, they will forward the file back to the admissions unit with
their recommending decision. Based on the materials submitted and the departmental recommendation, the admissions unit will then send a letter to the student informing them of the provisional admission decision. This change will put the process directly into the hands of departments at an earlier point in the process, and it will allow departments to move at a rapid pace should they desire to do so. Eventually, Graduate Admissions will need all the official transcripts, etc. to audit the record and remove the provisional notation. The Council was enthusiastic about the suggestions made, and they urged the Graduate Division to move to implement this process as soon as possible.*

Adjournment

Vice President Cobble adjourned the meeting at 4:15 p.m.

Respectfully submitted,

Catherine LoVerde, Recording Secretary

* A letter has already been sent to all deans and graduate advisors outlining the new procedures in detail. On May 29, 2001, the Graduate Admissions office is now where it was at this time last year in the various stages of processing admissions.

Minutes

Sixth Meeting of the Senate Personnel Committee

For the 2000-2001 Academic Year

April 12, 2001, 3:00-5:00; AH-4157.
In Attendance: Beck, Benkov, Haddad, Rogers (Chair)

Absent: Hannan, Popp, Yu

Old Business

1. Chair Rogers reported that he had communicated with Jim Banks (Chair, General Education Committee) concerning a possible role for Personnel in the ongoing evaluation of General Education.

2. Chair Rogers reported that he had communicated with Dean Cobble concerning a pending Graduate Council policy decision on voluntary lecturer service on thesis committees. He also contacted Rolf Schultze, CFA, to seek his advice on this matter—which was that lecturers should be compensated for such service. Personnel will await a policy statement from the GC and will then examine the issue as an agenda item, taking account of such matters as workload and compensation, as well as the question of thesis responsibility should a lecturer's contract be terminated.

3. YRO recommendation #1 (an SEC referral) regarding the Teacher-Scholar Model (which was approved at the March 22 meeting of Personnel) has been forwarded to the SEC as an agenda item for April 17; no action will be taken referral #2 regarding workload issues until contract negotiations are finished.

4. There was extensive discussion and revision of the "Principles of Faculty Retention and Development" adopted at the March 22 meeting of Personnel. The revised version, which considered input received from Senate Chair Huckle and Nick Genovese (Chair, Constitution and Bylaws), will be submitted to the SEC at its April 17 meeting.

5. At the suggestion of committee member Haddad, the committee approved Policy File changes that would (it was argued) remove ambiguities in RTP procedures regarding the period to be reviewed for a particular RTP action. Chair Rogers was instructed to present these to the SEC at its April 17 meeting. [Withdrawn before SEC meeting April 17.]
New Business

William Rogers was reelected chair of the Personnel Committee by acclamation for a two-year term, 2001-2003.

There being no further business, the Personnel Committee adjourned sine die at 5:00 P.M., thus ending its deliberations for the 2000-2001 academic year.

Undergraduate Council Minutes

Monday, April 9, 2001

Present: Anderson, Bhattachjee, Cook, Dunn, Hohm, Mora, Lamke, Rogers, Scott (Chair), Venable, Zuniga

Guests: William Boyd, Associate Vice President, Student Affairs
Isidro Ortiz, College of Arts and Letters
Jose Preciado, Coordinator, College Readiness Programs

Retention Presentation by Isidro Ortiz, and Ensuing Discussion
The Council continued consideration of retention issues referred by the Senate. Isidro Ortiz, Professor of Chicana/o Studies and Faculty Mentor (FSMP) shared his experience and research findings with the Council, particularly stressing that the institution as a whole needs to formulate a plan so that the students feel support and bonding with the institution. The relationship between the institution and the student has the most effect on retention rates. SAT scores and GPA are good predictors of academic success, but not necessarily of retention since students who are successful academically do not always stay in school. Dr. Ortiz has compiled a list of components that the literature shows as improving retention rates. The three key aspects are:

1) Students develop commitment to the institution and its goals and they experience academic and social integration

2) There is a local model of success--an image of students as capable of achievement

3) Retention programming is goal driven, comprehensive, coordinated, inquiry-based, institutionalized and characterized by diverse interventions.

Elements of retention plans include:

- assessment of student needs at entrance
- curricular validation (faculty communication to students that they can succeed)
- mentoring (peer and faculty)
- advising/counseling
- student involvement in faculty research
- faculty-student interaction outside the classroom
- orientation and socialization
- first year seminar/colloquium
- retention as a focus of research
- faculty/staff development to enhance cultural competency and instructional strategies for diverse learners

Some of the elements listed above are already in place at SDSU. According to Dr. Ortiz, SDSU needs more of these elements as well as better coordination, integration, and elaboration of the elements listed above. For example, the FSMP programs have no counselors, and EOP has counselors, but no mentors. Elements already in place here include:

1) Freshman Success Programs (for orientation, socialization, and skill development) SDSU is considering applying to become part of the National Benchmarking Project that will assess outcomes from first year seminars like University Seminar.

2) Faculty/Student Mentoring program (for peer and faculty mentoring)

3) Advising and counseling

4) Curricular validation - visible role models of success among students and faculty

5) Extra-curricular projects and activities (examples are the Emerging Leaders program, fraternities, sororities, and ethnic organizations).

There are a variety of reasons for students leaving the University. A survey conducted by the Social Science Research Lab found that many students leave for personal reasons: many cite family issues, and, for women, a common reason is pregnancy. Some students may be reticent about personal issues, and these must be considered in retention planning.

The Council spent considerable time discussing the concerns. Maria Zuniga noted that the biggest problem she sees students having is that of being disconnected. Students without connections have much difficulty coping when difficult situations arise. The main question is "How do students get connected?" She also stated that the whole university culture needs to become more humanistic.

Jose Preciado expressed his amazement at the level of participation that he sees among the 200 student tutors that he supervises. He sees some departments and programs as being very successful at integrating these students, such as the College of Sciences
McNair Scholars Program. He also suggested that the University needs to decide what is an acceptable rate of attrition.

Bill Rogers indicated that when students are brought into dialogue with issues and problems clearly central to a teacher's research agenda, the "me-them" opposition may give way to a model of cooperation and shared discovery. This is surely a significant outcome of the teacher-scholar model where intersecting domains can enrich one another. He also suggested that the University needs to be more aware of the wide-ranging societal implications of student retention.

Chuck Hohm said that the issue of faculty attitude needs to be addressed by the Senate. Faculty should be given the opportunity to focus on their talents. Some do best at research, others at teaching. Both should be seen as important when it comes to retention and promotion issues. Gene Lamke responded that the Senate will not change until the faculty change, and that this must happen first at the Departmental level.

Roger Dunn stated that the "sink or swim" approach is still characteristic of many faculty. Some instructors are just unapproachable and negative in their interactions with students. Carole Scott suggested that some faculty are simply perpetuating the way they were treated as students-and as junior faculty. However, on the other hand, she often hears faculty express their frustration because they want to help, but the students don't come to them. Dr. Ortiz answered that this is partly because many students don't know how to negotiate relationships - workshops may be needed in this area.

Subrata Bhattacharjee told the group about a strategy that has helped with retention in the College of Engineering. A web site has been developed where students can go to ask and receive answers to questions. This allows students a way to get their questions answered without having to go in person to a faculty member.

Bonnie Anderson suggested that the Provost should dictate University expectations regarding faculty interaction with students in order to help accomplish the goal of increased retention.
Finally, it was decided that a subcommittee within the Undergraduate Council consisting of Dr. Anderson, Dr. Zuniga, and Dr. Dunn will meet and look at Dr. Ortiz’ list and come up with further recommendations that can help SDSU improve its retention rates. The Council will continue this discussion at the next meeting.

College of Business Honors Proposal

Carol Venable briefly presented an honors proposal that is being piloted by the College of Business. If approved, this will be the first all-college Honors program. Students will apply at the time they declare Upper Division status. The program will work in coordination with the University Honors Program in that students are required to complete at least one Upper Division University Honors class during their first semester and another before they graduate. Students will also complete three one-unit seminars in Business and a portfolio. The College of Business has an endowment that supports Books and Supplies Mini-Scholarships that can be made available to students in this program. The Council will review this initial proposal and alert Dr. Venable to any potential problems.

Undergraduate Council Minutes

Monday, May 14, 2001

Present: Anderson, Cook, Dunn, Harris, Hohm, Mora, Lamke, Lopez, Rogers, Scott (Chair), Venable, Zuniga

Minutes from April meeting

The minutes from the April meeting were approved with minor editing.

Transfer Math Assessment Test - Further Consideration
The Council examined samples of the Transfer Math Assessment examination brought, as promised at a prior meeting, by Sandra Cook. This exam (Mathematics Placement, Part C) assesses students' readiness for different levels of mathematics classes. At present all transfer students are required to take it. Dr. Cook proposed that transfer students be required to take the test only if they intend to take further mathematics courses at SDSU. After examining the test, the Council agreed to support Dr. Cook's proposal. All transfer students are currently required to take placement tests and GE mathematics courses prior to admission. Unless they intend to take additional mathematics courses, this test is irrelevant to their future coursework, and poses an unnecessary and inequitable barrier to their progress.

Communicative Disorders Honors Proposal

The Council considered an honors program proposed by the Communicative Disorders Department (College of Health and Human Services). Students with a minimum 3.5 GPA will be eligible to apply for this program during the Fall semester of their junior year, and thereafter required to maintain a 3.5 GPA and show evidence of progress through the program. Students will enroll in a special study course during the Spring semester of their junior year, and undertake a research project and presentation of their research at a departmental symposium during the Fall and Spring semesters of the senior year.

Dr. Rogers stated that this proposal seems to be consistent with other honors proposals approved by the Council so far. Gene Lamke stated that he would like to see a connection between this proposal and the University Honors Program. Dr. Rogers will suggest to the Department that they have honors students take at least one course in the University Honors Program in addition to what is already in their proposal.

As an aside, the Council began a discussion regarding the issue of honors recognition on the diploma and transcripts and at graduation ceremonies. This issue will be looked into further at a later date.

Further Comments on the Business Honors Proposal

Since the last Council meeting the informal proposal for the Business Honors Program has received a favorable response throughout the College of Business. They will try to submit their formal proposal next Fall. Dr. Rogers stated that their proposal is a model for
other Departments. A brochure has been prepared to give out to students when they declare upper division status, if the proposal is approved.

Followup on Retention

The Council continued its discussion on retention. According to Dr. Zuniga, many students in crisis leave the University because they have no one to connect with. There are many retention efforts across campus, but they are not coordinated or institutionalized. Dr. Anderson noted that while it is a central responsibility of the Assistant Deans to coordinate retention efforts, and while their experience in this area is extensive, they have been left out of the discussions so far. She also said that there is a need for statistics on students that don't return, particularly in terms of major, so that our planning may be data-driven.

The broader academic question regarding retention that needs to be addressed is whether or not we should try and retain everyone, or whether it is appropriate that some students will fail. Dr. Venable stated that we need to know how our retention rates compare with other universities and Dr. Zuniga noted that we also need information on the other CSU's retention rates. Dr. Dunn suggested that we may still want to look at improving our retention rates even if we are not below the average of other institutions. Sandra Cook suggested that we may want to approve the topic from a different standpoint and ask "Why do students stay; why do students succeed?"

Another issue that must be looked into is resource commitment. The College of Sciences has been able to create a large number of retention programs, thanks to funding available from the National Science Foundation. Many include mentors so that students have help ready at hand and do not have to take the initiative to consult with their professors.

The Council will recommend that a coordinated Council from student services and academic programs be created to gather information and to integrate retention programs, and that the Assistant Deans will be strongly represented. Arturo Lopez asked that this Council have student representation. Dean Scott will draft a recommendation and send it to the Undergraduate Council for comments prior to forwarding it to the Senate.

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12. Adjournment