San Diego State University Senate Minutes
March 1, 2011
AL 101
2:00pm-4:30pm

The Senate was called to order at 2:01pm.

Members present:
**Academic Senators (CSU):** Aguado, Kennedy. [Absent: Ornatowski.]
**Administration:** Chase, Kinsley, Kitchen, Marlin.
**Arts & Letters:** Alkebulan, Balsdon, Baron, Blanco, Bordelon, Csomay, Donadey, McCall, Moore, Osman, Putman, Wheeler for Barbone. [Absent: Biggs, Joassart, Schreiber, Smith.]
**Associated Students:** Gillig, Luistro.
**Business:** Honea, Oestreicht, Plice. [Absent: Clor – Proell, Do, Ely.]
**California Faculty Association:** Toombs.
**Education:** Alfaro, Branch, Cadiero – Kaplan, Park, Wang. [Absent: Morales – Cook, Ritblatt.]
**Engineering:** Beyene, Valdes, Walsh.
**Emeritus:** Shackelford.
**Health & Human Services:** Fields, Finnegan, Gates, Hohman for Mathiesen. [Absent: Dreisbach, Love – Geffen.]
**IVC:** Neumann.
**Lecturers:** Kennedy, Martin, Roy. [Absent: Booth.]
**Library:** Rhodes, Salem.
**MPP I & II:** [Absent: Richeson.]
**PSFA:** Eadie, Lindemann, Schreiber, Snavely, Spitzberg, Testa. [Absent: Conaty, Flanigan, Rowe.]
**Sciences:** Anderson, Atkins, Beck, Deutschman, Frey, Matt, Nickerson, Papin, Schellenberg. [Absent: Baljon, Dunster.]
**Staff:** Boroquez, Fitzpatrick, Kawachi, Preciado.
**University Services:** Lange for Smith.
**Guests:** UCC Chair Baber, Alumni Association Executive Director Herrick, ARP Chair LaMaster, Athletic Director Sterk.

1. **Agenda (Eadie)**

   MSP Approved agenda of March 1, 2011.

2. **Minutes (Eadie)**

   MSP Approved minutes of February 3, 2011.

3. **Announcements (Snavely)**

   President Weber has approved the action items we adopted at the last meeting. Also, President Weber would like to receive comments on his “last lecture” that he delivered yesterday. He is planning to write a book on the topic of excellence, and he would very much appreciate feedback from his colleagues as he moves this project forward.

4. **Academic Affairs (Marlin)**

   We have received our enrollment target for next year, which is slightly under our target for this year. This year’s enrollment included our spring admission of about 4000 students. March 1 is our self-imposed deadline for notifying admitted students, and enrollment services hopes to post decisions to the web portal before the day is out. We have continued to favor local students in the admission process by providing extra points for local status.

   On the budget, I do not have much news. The situation is becoming more politicized, and the 2/3 majority to needed to put the extension of present taxes on the ballot has not yet materialized. The Federal budget also needs to be watched, while President Obama’s budget
is favorable to education, the House budget makes a good many cuts that affect higher education. President Weber and Vice President Scott are currently in Washington contacting legislators on our behalf.

President Weber gave a “last lecture” on excellence yesterday, and the Albert W. Johnson research lecture will be held March 11, 3pm, in AL 201.

**Discussion:**

**Senator Putman:** Any update on the Storm/Nasatir renovation? **Provost Marlin:** I have heard some rumors that there may be a bond sale soon that will affect this project, but they are only rumors at this point.

5. **Athletics (Sterk)**

Visit SDSU Senate website at: [http://sdsu.edu/senate](http://sdsu.edu/senate) to view Athletic Director Sterk’s presentation.

**Discussion:**

**CFA Rep Toombs:** How many of the scholar athletes being honored are African American? **AD Sterk:** I don’t know, but I will get you that information. **Senator Anderson:** Any thoughts on the future of Qualcomm Stadium? **AD Sterk:** Qualcomm won’t disappear right away, but whatever happens with the Chargers, we need to continue to plan for the future. **Senator Baron:** I’m a big basketball fan, but I haven’t been able to get tickets this year. **AD Sterk:** We’re re-evaluating how we serve the team card. **Senator Baron:** Do we have numbers on how probation breaks out by teams? **AD Sterk:** Not at the moment. **Chair Snavely:** We’ll have a more detailed report on this matter in the fall. **Senator Shackelford:** I am concerned about our television content with the Mountain West Conference. **AD Sterk:** We are in discussions with Time-Warner Cable about adding that service to its subscribers.

6. **Senate Executive Committee Report (Atkins)**

**Information:**

<table>
<thead>
<tr>
<th>Committee</th>
<th>Date</th>
<th>Item</th>
<th>Referred by</th>
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</thead>
<tbody>
<tr>
<td>Academic Policy and Planning</td>
<td>Mar 1, 2010</td>
<td>Review the policy on how long professors retain grades from prior semesters</td>
<td>Officers</td>
</tr>
<tr>
<td>Faculty Affairs</td>
<td>Oct 27, 2010</td>
<td>Review the policy on Records and Retention (Page 36; section 3.0) and suggest policy file language that will respond to how long a faculty member should retain copies of midterms or final exams (if they are retained).</td>
<td>Officers</td>
</tr>
<tr>
<td>Freedom of Expression</td>
<td>Feb 23, 2011</td>
<td>Review the policies on Academic Freedom and Freedom of Expression (Policy File pages 75 and 27) in light of US Supreme Court’s decision in Garcetti vs. Ceballos</td>
<td>SEC</td>
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</tbody>
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7. **Old Business**

None.
8. New Business: Action Items

8.1 General Education Curriculum Committee (Sasidharan)

Action:

IV. EXPLORATIONS OF HUMAN EXPERIENCE

B. Social and Behavioral Sciences

*Professional Studies and Fine Arts 381. Cross-Cultural Interpretations of Gambling Addiction (3) [GE]

Prerequisites: Upper division standing and completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences. Cross-cultural applications of scientific knowledge about gambling addiction and disordered gambling. Social and historic place of gambling in government revenue generation and political consequences of particular public policy actions.

* Cultural diversity course.

MP To approve the addition of Professional Studies and Fine Arts 381 to General Education.

8.2 Faculty Honors and Awards (Spitzberg)

Action:

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

Charles F. Hohm, Professor of Sociology, July 31, 2004, 30 years

Dr. Roderick Freeman, Philosophy Department, Fall 2009; > 30 years

Hiroko Johnson, Associate Professor of Art, Design, and History, August 1, 2011, 11 years

William Sterk, Professor of Finance, May 25, 2011, 33 years

Phillip White, Librarian, Library and Information Access, June 30, 2011, 26 years

Rationale for Charles Hohm:

Professor Hohm resigned from SDSU, and subsequently worked for a few years at another CSU campus. He is seeking, and his College has recommended, he be conferred with emeritus status.

On the one hand, it apparently is unprecedented to confer emeritus status to someone who has been working for another CSU campus subsequent to retiring from SDSU. Such a precedent has implications for the 'slippery slope' of where to draw the line in terms of number of years of service to a university, and whether there should be an absolute criterion of "emeritus is (a) singular (i.e., from one and only one campus) and/or (b) exclusively from the last institution from which retirement is served."

We do not see language that specifies either of these requirements, and instead: (a) 30 years, or approximately 5 times as much of his service was to SDSU than to his other campus; (b) denying him Emeritus status seems then to be a somewhat arbitrary matter of punctuation and timing, rather than substance or quality of service; (c) it seems a relatively affordable symbolic gesture when we have so little
we can otherwise provide as recognition for a person's lifetime of service (i.e., it 'costs' us little more than an honorific, a library card, and the ability to pay for a parking pass); (d) it may pay significant dividends to the extent that Charles seeks to invest back into his home institution in the form of future service; and (e) Paul Wong, Dean of A&L, has provided his "full support" to such conferral, which is an indication of the esteem with which Professor Hohm is held, and the contribution to SDSU, past and future, that his continued association with SDSU may provide.

Rational for Roderick Freeman:

Dr. Freeman was a part-time instructor for over 30 years. The consensus of the Philosophy Department is that he provided “extraordinary service to the university” in his capacity as instructor of Introduction to Logic (Phil 120, a GE course), his three separate editions of the textbook Logical Reasoning: A Guide to Clear Thinking, and consistently high teaching evaluations in his entire repertoire of course instruction in the program.

Also, please note that the Diversity Award deadline for applications is March 14.

MP To approve emeritus status for the above individuals.

8.3 Graduate Council (Aguado)

Action:

ENGINEERING

1. Degree name change.

   Doctoral Programs
   Engineering Sciences
   (Mechanical and Aerospace Engineering)

Change: Formerly entitled “Engineering Sciences/Applied Mechanics.” Renaming to be consistent with program by-laws established by SDSU and UCSD to agree with name of collaborating UCSD Department of Mechanical and Aerospace Engineering and three newly approved Ph.D. degrees: Bioengineering, Electrical and Computer Engineering, and Structural Engineering. No change to degree requirements.

MP To approve the engineering degree name change.

9. New Business: Consent Calendar (Committee Reports)

MSP To receive the reports on the Consent Calendar.

9.1 Academic Policy and Planning (Finnegan)

Information:

1. Approved proposal to add a Concentration (Medical Physics) in the Master of Science in Radiological Health Physics subject to the inclusion of Tenure/tenure-track faculty involvement in the teaching of courses in the concentration.

2. Tabled proposal to change the title for the Social Science Major’s “Emphasis in Environmental Studies” to “Emphasis in Environmental Studies and Sustainability.”
3. The committee was asked to examine the impact of enrollment management practices on the mix of students admitted to the University, particularly the socio-economic status of these students.

4. The available data is limited. However, in the Committee’s judgment the information presented in the attached table does not suggest that the accessibility of students from low socio-economic means have been disproportionately impacted as a result of enrollment management practices used in recent years.

Visit SDSU Senate website at: http://sdsu.edu/senate to view attachment.

Discussion:

Senator Preciado: Do you have any information about the program elimination at the IVC?
Senator Finnegan: No. CFA Rep Toombs: Can you help me read the table in item 3 of your report? Senator Finnegan: The table shows that the percentage of full time equivalent students who applied for financial aid has risen over the last five years and that the percentage of low income students who applied has also risen. AP&P concludes that this figure indicates that low income individuals have not been disadvantaged over time.

9.2 Academic Resources and Planning (LaMaster)

Information:

1. The Committee discussed a possible response to the question “what is the plan to deal with budget cuts in Business and Financial Affairs, Student Affairs, and UR&D, especially as they affect staffing levels.” The Committee determined that the charge of AR&P is to weigh in on revenue allocation issues but that the Committee’s charge does not include consideration of internal operational issues (i.e., how a division handles the consequences of increases/decreases in budgets). AR&P communicated its view on the question back to the Senator who raised the issue. We are unable to obtain equivalent data, because most of the cuts in other divisions will come by personnel attritions or other cuts.

Discussion:

Senator Preciado: I am still concerned that we are not able to have precise information from divisions other than Academic Affairs. I understand that the Senate is not capable of micromanaging, but these cuts are difficult and affect our ability to carry out our mission. As a staff representative to the Senate, I want to be able to advocate for all staff effectively, even those in other divisions. Chair Snavely: Would you like the Senate to request each division to give us its values and vision in making cuts? Senator Preciado: Actually, I would like to meet with the officers privately to discuss how to proceed. Chair Snavely: We will arrange such a meeting.

9.3 ASCSU (Ornatowski)

Information:

At the January 20-21, 2011 ASCSU plenary meeting, twelve resolutions were passed:

AS-2979-10/APEP Commending Trustee Carter and the California State University for Initiating a National Teacher Education Summit

Commends the CSU for initiating the “CSU Summit: Transformative Change in the Preparation of Teachers” to be held Feb. 14, 2011 at the National Academy of Sciences in Irvine.
AS-2980-10/APEP Recognition and Commendation for Efforts that have Increased Rates of Proficiency in Reading and Writing for Entering Freshmen
Recognizes Dr. John Edlund (CSU Pomona) for his leadership in developing the Expository Reading and Writing Course used in many California high schools.

AS-2981-10 (FGA) Adequate Financial Support for the Academic Senate CSU (ASCSU)
Urges the CSU Chancellor and Executive Committee to develop a formula for continued adequate funding for the ASCSU.

AS-2989-10/AA Creation of a Taskforce for Developing System Policies Regarding Online Degree Programs
Urges the Chancellor to convene a taskforce to study and recommend guidelines for online degree programs offered at the CSU.

AS-2990-10/FA Implications of US Supreme court’s Decision in Garett v. Ceballos
Expresses concern that lower courts may use the 2006 Supreme Court decision to restrict academic freedom and urges all CSU campus senates to learn about the implications of this case and subsequent lower court rulings, as well as urges campus senates to provide and/or enforce policies that “expressly protect faculty participation in institutional governance as a dimension of academic freedom and clarify that faculty speech including but not limited to classroom teaching and research and extramural utterances merits both constitutional and institutional protection . . . .” Also, urges campus administrators “to reaffirm their commitment to the protection of academic freedom and acknowledge . . . that academic freedom extends to faculty statements on university operation and the administration . . . .”

AS-2991-10/FA Investing in Faculty Resources to Ensure Quality Education in the CSU
Urges the CSU to take steps to comply with the provisos of ACR 73 (Strom-Martin), a May 15, 2001 Assembly measure that urged the Trustees of the California State University to “study its faculty hiring practices in order to effectuate improvements in those practices and to develop a plan to raise the percentage of tenured or tenure-track faculty to at least 75%. . . .,” (http://info.sen.ca.gov/pub/01-02/bill/asm/ab_0051-0100/acr_73_bill_20010924_chaptered.html) and urges the Chancellor to seek funds to implement the goals agreed on in the document “A Plan to Increase the Percentage of Tenured and Tenure-Track Faculty in the California State University” adopted in July 2002 as the CSU response to ACR 73 (http://www.calstate.edu/acadaff/docs/ACR73_07222002.pdf)

AS-2992-10/FGA Sale, Distribution, and or Publishing of Class Materials for Commercial Use
Commends the Chancellor for his immediate and firm response to the NoteUtopia website’s attempts to solicit class notes from students for commercial use and commits ASCSU to working against infringements of faculty intellectual property rights.

AS-2993-10/FGA Fiscal Concerns on Implementation of Early Start Programs
Urges the BOT and CSU Administration to ensure that implementation of Early Start Programs does not result in denying access to qualified students due to financial hardships.

AS-2994-10/FGA/AA Call for Intersegmental Collaboration in the Implementation of AB 1295 (Fuller) – Postsecondary Education Nursing Degree Programs
Urges the California Community Collages to collaborate in ensuring that students meet lower division CCC nursing GE requirements.

AS-2995-10/APEP Assessment and Reporting of Results of Early Start Programs
Recommends that the Chancellor’s Office develop a comprehensive plan for assessing the success of Early Start Programs in meeting the goals of EO 1048 and in reducing time-to-degree and associated costs.

AS-2996-10/FGA/EX/ASCSU Commendation for Allison Jones, Assistant Vice Chancellor of Student Academic Support
Commends VC Allison Jones for 25 years of service to the CSU.

AS-2996-10/FGA Resolution Regarding Consultation about the American Association of State Colleges and Universities Red Balloon Project
Urges that any curricular changes attendant on participation by CSU campuses in the AASCU Red Balloon Project (http://www.aascu.org/programs/redballoon/) include appropriate consultation with faculty governance bodies.

Ten resolutions received their first reading:

AS-2998-11/AA Support for Intersegmental Collaboration for the Implementation of SB 1440
Urges and commends collaboration with our CCC colleagues in the implementation of transfer AA degrees.

AS-2999-11/AA Support for Faculty Collaboration in the Development of Model Transfer Degrees (SB 1440)
Complements the previous resolution and specifically urges participation in the development of the content of the model degrees we hope will be used as a template across the CCC.

AS-3000-11/AA Support for Adequate Resources for CSU Libraries
Affirms the centrality of libraries to the educational mission of the CSU.

AS-3001-10/AA/APEP Support for a Three-Year Pilot Program of the Statway Curriculum as an Alternative for Establishing Proficiency in Quantitative Reasoning
The Statway curriculum blends algebra with statistics within a multiple-term course. It is hoped that this pathway through quantitative reasoning will increase student success and persistence prior to transfer.

AS-3002-10/FGA Recognizing the Joint Committee Report on Student Evaluations of Teaching
Endorses the general recommendations in the Report on Student Evaluations of Teaching, which calls for the use of student evaluations as but one of many measures of teaching effectiveness and for their use to be formative rather than summative.

AS-3003-10/FA Amending the Constitution of the Academic Senate of the California State University to Include a Statement Upholding Academic Freedom

AS-3006-10/FGA Support of the Development of a Consistent Methodology for the Analysis of Student-Faculty Ratio and Intra and Inter Campus Expenditures on Instruction
Urges the CO to adopt more standardized methodologies to analyze SFR and instructional expenditures across the CSU.

AS-3007-11/AA Support for the CSSA Resolution Calling for the Standardization of Student Response Systems
Supports the efforts of students to contain the cost to students of purchasing student response systems (“clickers”) through standardization of such systems.
AS-3008-11/APEP Comprehensive Strategic Plan for Reducing Remediation Needs to Negligible Levels for Entering California State University Students

Calls for the formation of a planning group consisting of representatives from the CSU math and English faculty, CCC faculty and administration, campus faculty and administration, Chancellor’s Office personnel and the Early Start task force to develop a comprehensive plan that would identify a “comprehensive system of strategies that would be needed to reduce to negligible levels the number of students accepted to the CSU campuses who would require developmental work in Reading/Writing and Mathematics.”

AS-3009-11/APEP Renewed Call for Establishment of a Task Force to Respond to Section 66205.8 of the California Education Code—Career Technical Education Courses

Calls for the creation of a Task Force to meet the 2014 deadline to develop a process for developing and approving state-mandated criteria for identifying high-school CTE courses that would meet the category “g” requirement for admission to the CSU.

Faculty are encouraged to provide feedback on these to their academic senators (Ed Aguado, Carol Kennedy, Cezar Ornatowski) before the March 17-18, 2011 ASCSU plenary meeting. All resolutions are available at http://www.calstate.edu/AcadSen/Records/Resolutions/

Additional items:

1. Faculty at CSU, Northridge will be holding a symposium on the future of higher education in California to which CSU faculty from across the state will be invited in mid-April.
2. Senator Goldwhite, Chair of the Faculty Trustee nominating committee, announced that the following four individuals are forwarded to the ASCSU for their consideration for nomination to the Governor. ASCSU will then select 2-4 of these individuals to recommend to the Governor:
   i. Bernadette Cheyne, Humboldt
   ii. Jacquelyn Kegley, Bakersfield
   iii. Steven Stepanek, Northridge
   iv. Darlene Yee, San Francisco
3. Vice Chancellor Gail Brooks lamented the fact that new employees within PERS would have less generous pension benefits. The Board of Trustees endorsed the Human Resources Strategic Plan but requested a focus be placed on periodic reporting on progress and accountability. A guiding principle is to allow campus autonomy to select best practices while still being accountable for the achievement of goals.
4. John Travis, CFA Liaison gave an update on the progress of bargaining. The administration is in the process of providing their proposals for the new contract.
5. Associate Dean Ken O’Donnell gave an overview of the “Give Students a Compass” project, part of the CSU Graduation Initiative, which attempts to increase student success (degree completion) overall, with particular attention to focusing on decreasing the gap between success rates evidenced by underrepresented minorities and other groups. Give Students a Compass is an effort to increase student success by making general education more meaningful by integrating “high-impact practices” (student research, service learning, internships, capstones, etc.) into the curriculum.
6. The Board of Trustees will be meeting next week. See the following link for the committee and plenary agendas. http://www.calstate.edu/BOT/agendas/

Discussion:

Senator Cadiero-Kaplan: Do you know what is the situation with the Northridge Senate, as referred to in the report? Senator Aguado: Sorry, but I don’t.
9.4 Graduate Council (Aguado)

Information Item #1:

FINANCE

1. Changes in course title and description.

Finance
FIN COUNSEL & RETIRE PLNG
FIN 657. Financial and Retirement Planning (3)
Prerequisite: Business Administration 605.
Decision-making process and theory of individual financial needs. Retirement planning including Social Security. Education planning. Financial strategies that aid in meeting family goals.

Change: Update due to CFP board requirements.

2. Change in program.

Master of Science Degree in Business Administration
Special Provision for Specific Concentrations
Financial and Tax Planning. For this concentration an optional Plan B, Comprehensive Examination, is available. Here students may substitute a comprehensive examination and three units of additional coursework for the thesis requirement. This examination will be administered while students are registered in Finance 590.

Change: FIN 590 replaces FIN 657. Exam administered while taking capstone FIN 590.

POLICY STUDIES IN LANGUAGE AND CROSS-CULTURAL EDUCATION

1. Change in program.

Multiple Subject Bilingual 2042 Credential (Elementary Grades K through 6 Education: Spanish, Arabic, Japanese, Mandarin, Tagalog Emphasis

The Multiple Subject Bilingual 2042 Credential (Elementary Grades K through 6 Education) is available to students interested in teaching in a bilingual Spanish, Arabic, Japanese, Mandarin, or Tagalog elementary school classroom. This credential authorizes the holder to teach in any self-contained bilingual or regular classroom in which one teacher is responsible for all the subjects commonly taught in the elementary schools. Because courses on methods of teaching subject areas are taught in Spanish, Arabic, Japanese, Mandarin, or Tagalog, as well as English, candidates must meet the respective language of emphasis proficiency requirements as outlined below.

(no change to last two paragraphs in this section.)

Standards for Admission

1-2. (no change)
3. Prerequisite Courses. The following courses must be completed with a grade of “C” or better prior to admission to the program, but may be in progress at the time of application or taken in the term immediately prior to the program start date.

Liberal Studies Majors.

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PLC 515</td>
<td>Multilingual Education: Theory and Practice for Biliteracy Teachers (3)</td>
</tr>
<tr>
<td>ED 451</td>
<td>Introduction to Multicultural Education (3)</td>
</tr>
<tr>
<td>SPED 500</td>
<td>Human Exceptionality (3)</td>
</tr>
<tr>
<td>TE 280</td>
<td>Health Education for Teachers (1)</td>
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Non-Liberal Studies Majors (must take the above and below prerequisites).
MATH 210* Number Systems in Elementary Education (3)

*With approval of the mathematics adviser, any of the following mathematics courses may be substituted for Mathematics 210: Mathematics 121, 150, 312.

4-end. (no change)

**Multiple Subject Bilingual Program**

PLC 523 Psychological Foundations of Education and Bilingual Students (3)
PLC 532 Teaching Spanish Language Arts to Bilingual Elementary Students (3)
(no change to balance of program.)

**Preliminary Credential Requirements**

1-7. (no change)
8. (delete: Completion of an approved fifth year program (a minimum of 30 upper division or graduate level post-baccalaureate units).
9. Demonstrated knowledge of the needs of and methods of providing educational opportunities to individuals with exceptional needs: SPED 500.
10-12. (no change)

**Single Subject Bilingual 2042 Credential (Secondary Education Grades 6 through 12): Spanish Emphasis**

The Single Subject Bilingual (Spanish) Teaching Credential (Secondary Education) is available for students interested in teaching in a bilingual middle or secondary school classroom. This credential authorizes the holder to teach in any self-contained bilingual or regular classroom in which one teacher is responsible for teaching the given subject area.

**Information Item #2:**

**FINANCE**

1. New course.

Finance

**ESTATE PLAN ISSUES PRAC (C-2)**
FIN 585. Estate Planning Issues and Practice (3)

Prerequisite: Undergraduate: Completion of lower division requirements for the major. Graduate: Completion of prerequisite core.

Tax and non-tax issues in establishment of a personal estate plan. Financial and non-financial goals and objectives. Not open to students with credit in Finance 445 or 705.

2. Change in course description.

Finance
FIN 589. Personal Financial Planning (3)

Prerequisite: Finance 323.

Financial planning process including data gathering, cash flow and debt considerations. Retirement planning including social security. Education funding. Practice management considerations including establishment of ethical and legal client relationships.

3. Changes in course description and unit value.

Finance
FIN 590. Personal Financial Planning Practicum (3)

Prerequisite: Credit or concurrent registration in Finance 589 or 657.

Preparation of family financial plans using comprehensive cases and/or real financial data. Financial planning software. Counseling and communication skills, behavioral finance, client psychology, practice standards, discipline and ethics. Students may register once at the undergraduate level and may repeat with new content at the graduate level.
Change: Update course.

**POLICY STUDIES IN LANGUAGE AND CROSS-CULTURAL EDUCATION**

1. Changes in course title and description.

**MULTILING ED THEORY & PRAC**
Policy Studies in Language and Cross-Cultural Education
PLC 515. Multilingual Education: Theory and Practice for Biliteracy Teachers (3)
   Pedagogical and programmatic practices for addressing linguistic and academic needs of multilingual learners. Historical and theoretical foundations of bilingual education as related to bilingual and dual language programs to include instruction, curriculum, and assessment.

Change: To meet new standard language approved by CTC.

2. Changes in course number and title.

**PSYCH FOUNDTS BILIT K-6**
Policy Studies in Language and Cross-Cultural Education
PLC 523. Psychological Foundations for Biliteracy Teachers in K-6 Classrooms (3)
   Prerequisite: Admission to B/CLAD multiple subject credential program.
   Major theories of learning and cognition as applied to bilingual students and their relation to child development, first and second language acquisition, and approaches to teaching in bilingual classroom. Taught in Spanish and English. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 923.)

Change: Title change to meet new standard language approved by CTC and at 500-level for bilingual authorization (can be taken as upper division, graduate, or for credential program).

3. Changes in course number and title.

**PSYCH FOUNDTS BILIT G7-12**
Policy Studies in Language and Cross-Cultural Education
PLC 524. Psychological Foundations for Biliteracy Teachers in Grades 7-12 (1-4)
   Prerequisites: Policy Studies in Language and Cross-Cultural Education 400; concurrent registration in Policy Studies in Language and Cross-Cultural Education 954 and 963; admission to the single subject bilingual emphasis program.
   Bilingual learning theory as it affects adolescent growth, individualized instruction, classroom management and discipline, and methods of measuring and evaluating achievement. Taught in Spanish and English. May be repeated with new content. See Class Schedule for specific content. Maximum credit four units. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 924.)

Change: Title change to meet new standard language approved by CTC and at 500-level for bilingual authorization (can be taken as upper division, graduate, or for credential program).

4. Changes in course number, title, and description.

**BILITERACY TEACH LANG ART**
Policy Studies in Language and Cross-Cultural Education
PLC 532. Biliteracy Teaching in Language Arts for Elementary Students (3)
   Prerequisite: Admission to B/CLAD multiple subject credential program.
   Assessing language proficiency; selecting, designing, and evaluating learning experiences to develop biliteracy in K-6 classrooms in English language arts and Spanish, Arabic,
Japanese, Mandarin, or Tagalog. Taught bilingually in language of emphasis and English. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 932.)

Change: Updates to 500-level for bilingual authorization (can be taken as upper division, graduate, or for credential program).

9.5 Undergraduate Curriculum (Baber)

Information:

INTERDISCIPLINARY PROGRAMS

1. Change in program.

Environment and Society Minor

The minor environment and society consists of 15 units to include three units from Environmental Science 100, Geography 101, 370, or Biology 315; three units from Anthropology 353, History 441, Philosophy 332, Political Science 334; and nine units selected from American Indian Studies 420, Anthropology 353, Asian Studies 320, Biology 324, 327, Economics 452, 453, 454, 458, Environmental Engineering 320, Geography 345, 409, 426, 573, Geological Sciences 303, 305, History 540, 584, International Security and Conflict Resolution 310, Latin American Studies 540, Natural Science 315, Oceanography 320, Philosophy 332, Political Science 334, 564, Public Health 302, Recreation and Tourism Management 305, 485, Religious Studies 376, Sociology 350, Women’s Studies 540, 580, 582.

Change: Minor requirements updated to parallel revisions to Social Science: Emphasis in Environmental Studies.

PROFESSIONAL STUDIES AND FINE ARTS

1. New course.

CROSS-CULT GAMBLING ADDIC (C-2)

PSFA 381. Cross-Cultural Interpretations of Gambling Addiction (3) [GE]

Prerequisites: Upper division standing and completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences.

Cross-cultural applications of scientific knowledge about gambling addiction and disordered gambling. Social and historic place of gambling in government revenue generation and political consequences of particular public policy actions.

SOCIAL SCIENCE

1. Change in program.

Social Science Major

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

Emphasis in Environmental Studies

Preparation for the Major. Environmental Science 100, Geography 101, or Geological Sciences 104. (3 units)

Major. A minimum of 33 upper division units to include a three unit required core selected from Biology 315 or Geography 370; History 441 or Political Science 334; Anthropology 353 or Philosophy 332. With the exception of Biology 315 and Geography 370, courses not selected for the required core can be taken in the field distributions. In addition, nine units of distribution consisting of a minimum three units in Field A, Humanities, minimum three units in Field B, Social Science, minimum three units in Field
C., Natural Science. At least 15 upper division units in the emphasis must share a single, interdisciplinary focus approved by the adviser. Courses taken for the required core may not count towards the nine units of distribution in Fields A, B, or C, but may count towards the interdisciplinary focus.

Field A, Humanities: Anthropology 349; History 441, 540, 584; Natural Science 315; Philosophy 332; Religious Studies 376; Women’s Studies 540, 582.

Field B, Social Science: American Indian Studies 420; Anthropology 353, 510, 532; Asian Studies 320; Economics 452, 453, 454, 458; Geography 354, 573; International Security and Conflict Resolution 310; Latin American Studies 540; Political Science 334, 564; Recreation and Tourism Management 305, 485; Sociology 350; Women’s Studies 580.

Field C, Natural Science: Biology 324, 327; Environmental Engineering 320; Environmental Science 301; Geography 303, 375, 409, 426, 570; Geological Sciences 303, 305; Oceanography 320; Public Health 304.

A minor is not required but students are encouraged to complete a minor related to their thematic or regional focus.

Change: Program updated for currency and clarity.

9.6 University Relations and Development (Carleton)

Information:

Campaign Update:
- As of December 31, 2010, the Campaign is at $228 million in gifts and pledges.
  - $14 million in gifts, pledges, and bequests received – double the amount usually received in December.

Campanile Foundation:
- Campanile Foundation Board Member, Marshall Faulk, was elected to the Pro Football Hall of Fame.

MarComm:
- SDSU Month gets underway on March 1.
- The Student Research Symposium will be held on March 4 and March 5.
- Explore SDSU will be held on Saturday, March 19.

Alumni Relations:
- Lifetime memberships are running at a record pace. Last year in November/December/January, 40 memberships were sold. This year, 147 memberships were sold.
- AS Executive Officers and administration staff have moved into their temporary home on the 2nd Floor of the Parma Payne Goodall Alumni Center.

URAD Updates:
- Eric Doepel is our new Senior Associate Vice President for Development and Secretary for the Campanile Foundation.

10. Other Information Items

10.1 Communication from Professor Emeritus Roger Dunn

Information:

Discussion:

Senator Preciado: I would like to know if any consultation was made about the program that Professor Dunn referenced? Chair Snavely: From my understanding, the Senate did not
Roger Dunn: I can refer you to the May 3, 2005, minutes, where this program was approved by the Senate.

Senator Moore: Is there a policy that the Senate needs to be involved in the elimination of a Senate-approved program? Secretary Eadie: Yes. Senator Preciado: I suggest that we refer this matter to AP&P’s enrollment management subcommittee. Chair Snavely: This issue should be referred to AP&P. Senator Preciado: I understand you disagree that this is an admissions program. Chair Snavely: I do not believe it is an admissions program. I believe it is a program cancellation issue. Senator Donadey: It might actually be an admissions program since this is the only way freshmen can be admitted into IVC. If this program no longer exists IVC will revert back to a transfer institution only. I agree with Senator Preciado’s suggestion to allow AP&P’s enrollment management subcommittee take a look at this issue. Senator Finnegans: AP&P is happy to take a look. Chair Snavely: It is not my intention to be resistant. The way the Senate labels this issue will indicate to whom this issue is referred and whether or not the Policy File has a role. Senator Donadey: There is more than one issue at hand, not just one. Senator Preciado: This is also a cultural issue. Diversity, Equity and Outreach may also be an appropriate committee to handle this matter. Senator Beyene: The Senate needs to decide which committee is the best to handle this issue, and we move forward. Chair Snavely: The officers will determine to which committee this item will be referred. Senator Neumann: I also propose that the new program, which will take this program’s place, is referred to SEC. Chair Snavely: I am not aware of this new program. It will need to go through the appropriate channels. Senator Boroquez: But, this program has already been announced in the community that this program has been approved. Why has this program been promoted and announced if the program has not been approved? Chair Snavely: We will find more information regarding your question. The issue will be referred to SEC to determine whether there is a role for the Senate to play in this issue, and if so, to which committee the issue should be referred.

11. Adjournment

The Senate adjourned at 3:08pm.

Respectfully submitted:

William Eadie Allison Bobrow
Secretary of the Senate Administrative Coordinator